



Rep. William "Will" Davis

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10300SB3156ham002

LRB103 36143 RJT 73060 a

1 AMENDMENT TO SENATE BILL 3156

2 AMENDMENT NO. _____. Amend Senate Bill 3156 by replacing
3 everything after the enacting clause with the following:

4 "Section 5. The School Code is amended by changing
5 Sections 2-3.47a, 2-3.170, 10-17a, 10-20.12a, 10-20.17a,
6 10-20.56, 10-22.24b, 10-27.1A, 10-27.1B, 18-8.15, 21B-45,
7 21B-50, 26-2, 27-22.2, and 34-8.05 as follows:

8 (105 ILCS 5/2-3.47a)

9 Sec. 2-3.47a. Strategic plan.

10 (a) The State Board of Education shall develop and
11 maintain a continuing comprehensive strategic plan for
12 elementary and secondary education. The strategic plan shall
13 address how the State Board of Education will focus its
14 efforts to increase equity in all Illinois schools and shall
15 include, without limitation, all of the following topic areas:

16 (1) Service and support to school districts to improve

1 student performance.

2 (2) Programs to improve equitable and strategic
3 resource allocation in all schools.

4 (3) Efforts to enhance the social-emotional well-being
5 of Illinois students.

6 (4) (Blank).

7 (5) (Blank).

8 (6) (Blank).

9 (7) (Blank).

10 (8) (Blank).

11 (9) (Blank).

12 (10) (Blank).

13 (11) (Blank).

14 (12) (Blank).

15 (13) (Blank).

16 (14) Attraction and retention of diverse and qualified
17 teachers and leaders.

18 (15) (Blank).

19 The State Board of Education shall consult with the
20 educational community, hold public hearings, and receive input
21 from all interested groups in drafting the strategic plan.

22 (b) To meet the requirements of this Section, the State
23 Board of Education shall issue to the Governor and General
24 Assembly a preliminary report within 6 months after the
25 effective date of this amendatory Act of the 93rd General
26 Assembly and a final 5-year strategic plan within one year

1 after the effective date of this amendatory Act of the 93rd
2 General Assembly. Thereafter, the State Board shall annually
3 review the strategic plan and, if necessary, update its
4 contents. The State Board shall provide updates regarding the
5 topic areas contained in the strategic plan and any updates to
6 its contents, if applicable, shall be updated and issued to
7 the Governor and General Assembly on or before July 1 of each
8 year.

9 (Source: P.A. 102-539, eff. 8-20-21.)

10 (105 ILCS 5/2-3.170)

11 Sec. 2-3.170. Property tax relief pool grants.

12 (a) As used in this Section,

13 "EAV" means equalized assessed valuation as defined under
14 Section 18-8.15 of this Code.

15 "Property tax multiplier" equals one minus the square of
16 the school district's Local Capacity Percentage, as defined in
17 Section 18-8.15 of this Code.

18 "Local capacity percentage multiplier" means one minus the
19 school district's Local Capacity Percentage, as defined in
20 Section 18-8.15.

21 "State Board" means the State Board of Education.

22 (b) Subject to appropriation, the State Board shall
23 provide grants to eligible school districts that provide tax
24 relief to the school district's residents, which may be no
25 greater than 1% of EAV for a unit district, 0.69% of EAV for an

1 elementary school district, or 0.31% of EAV for a high school
2 district, as provided in this Section.

3 (b-5) School districts may apply for property tax relief
4 under this Section concurrently to setting their levy for the
5 fiscal year. The intended relief may not be greater than 1% of
6 the EAV for a unit district, 0.69% of the EAV for an elementary
7 school district, or 0.31% of the EAV for a high school
8 district, multiplied by the school district's local capacity
9 percentage multiplier. The State Board shall process
10 applications for relief, providing a grant to those districts
11 with the highest adjusted operating tax rate, as determined by
12 those districts with the highest percentage of the simple
13 average adjusted operating tax rate of districts of the same
14 type, either elementary, high school, or unit, first, in an
15 amount equal to the intended relief multiplied by the property
16 tax multiplier. The State Board shall provide grants to school
17 districts in order of priority until the property tax relief
18 pool is exhausted. If more school districts apply for relief
19 under this subsection than there are funds available, the
20 State Board must distribute the grants and prorate any
21 remaining funds to the final school district that qualifies
22 for grant relief. The abatement amount for that district must
23 be equal to the grant amount divided by the property tax
24 multiplier.

25 If a school district receives the State Board's approval
26 of a grant under this Section by March 1 of the fiscal year,

1 the school district shall present a duly authorized and
2 approved abatement resolution by March 30 of the fiscal year
3 to the county clerk of each county in which the school files
4 its levy, authorizing the county clerk to lower the school
5 district's levy by the amount designated in its application to
6 the State Board. When the preceding requisites are satisfied,
7 the county clerk shall reduce the amount collected for the
8 school district by the amount indicated in the school
9 district's abatement resolution for that fiscal year.

10 (c) (Blank).

11 (d) School districts seeking grants under this Section
12 shall apply to the State Board each year. All applications to
13 the State Board for grants shall include the amount of the tax
14 relief intended by the school district.

15 (e) Each year, based on the most recent available data
16 provided by school districts pursuant to Section 18-8.15 of
17 this Code, the State Board shall calculate the order of
18 priority for grant eligibility under subsection (b-5) and
19 publish a list of the school districts eligible for relief.
20 The State Board shall provide grants in the manner provided
21 under subsection (b-5).

22 (f) The State Board shall publish a final list of eligible
23 grant recipients and provide payment of the grants by March 1
24 of each year.

25 (g) If notice of eligibility from the State Board is
26 received by a school district by March 1, then by March 30, the

1 school district shall file an abatement of its property tax
2 levy in an amount equal to the grant received under this
3 Section divided by the property tax multiplier. Payment of all
4 grant amounts shall be made by June 1 each fiscal year. The
5 State Superintendent of Education shall establish the timeline
6 in such cases in which notice cannot be made by March 1.

7 (h) The total property tax relief allowable to a school
8 district under this Section shall be calculated based on the
9 total amount of reduction in the school district's aggregate
10 extension. The total grant shall be equal to the reduction,
11 multiplied by the property tax multiplier. The reduction shall
12 be equal to 1% of a district's EAV for a unit school district,
13 0.69% for an elementary school district, or 0.31% for a high
14 school district, multiplied by the school district's local
15 capacity percentage multiplier.

16 (i) If the State Board does not expend all appropriations
17 allocated pursuant to this Section, then any remaining funds
18 shall be allocated pursuant to Section 18-8.15 of this Code.

19 (j) The State Board shall prioritize payments under
20 Section 18-8.15 of this Code over payments under this Section,
21 if necessary.

22 (k) Any grants received by a school district shall be
23 included in future calculations of that school district's Base
24 Funding Minimum under Section 18-8.15 of this Code. Beginning
25 with Fiscal Year 2020, if a school district receives a grant
26 under this Section, the school district must present to the

1 county clerk a duly authorized and approved abatement
2 resolution by March 30 for the year in which the school
3 district receives the grant and the successive fiscal year
4 following the receipt of the grant, authorizing the county
5 clerk to lower the school district's levy by the amount
6 designated in its original application to the State Board.
7 After receiving a resolution, the county clerk must reduce the
8 amount collected for the school district by the amount
9 indicated in the school district's abatement resolution for
10 that fiscal year. If a school district does not abate in this
11 amount for the successive fiscal year, the grant amount may
12 not be included in the school district's Base Funding Minimum
13 under Section 18-8.15 in the fiscal year following the tax
14 year in which the abatement is not authorized and in any future
15 fiscal year thereafter, and the county clerk must notify the
16 State Board of the increase no later 30 days after it occurs.

17 (1) In the immediate 2 consecutive tax years following
18 receipt of a Property Tax Pool Relief Grant, the aggregate
19 extension base of any school district receiving a grant under
20 this Section, for purposes of the Property Tax Extension
21 Limitation Law, shall include the tax relief the school
22 district provided in the previous taxable year under this
23 Section.

24 (Source: P.A. 100-465, eff. 8-31-17; 100-582, eff. 3-23-18;
25 100-863, eff. 8-14-18; 101-17, eff. 6-14-19; 101-643, eff.
26 6-18-20.)

1 (105 ILCS 5/10-17a)

2 Sec. 10-17a. State, school district, and school report
3 cards; Expanded High School Snapshot Report.

4 (1) By October 31, 2013 and October 31 of each subsequent
5 school year, the State Board of Education, through the State
6 Superintendent of Education, shall prepare a State report
7 card, school district report cards, and school report cards,
8 and shall by the most economical means provide to each school
9 district in this State, including special charter districts
10 and districts subject to the provisions of Article 34, the
11 report cards for the school district and each of its schools.
12 Because of the impacts of the COVID-19 public health emergency
13 during school year 2020-2021, the State Board of Education
14 shall have until December 31, 2021 to prepare and provide the
15 report cards that would otherwise be due by October 31, 2021.
16 During a school year in which the Governor has declared a
17 disaster due to a public health emergency pursuant to Section
18 7 of the Illinois Emergency Management Agency Act, the report
19 cards for the school districts and each of its schools shall be
20 prepared by December 31.

21 (2) In addition to any information required by federal
22 law, the State Superintendent shall determine the indicators
23 and presentation of the school report card, which must
24 include, at a minimum, the most current data collected and
25 maintained by the State Board of Education related to the

1 following:

2 (A) school characteristics and student demographics,
3 including average class size, average teaching experience,
4 student racial/ethnic breakdown, and the percentage of
5 students classified as low-income; the percentage of
6 students classified as English learners, the number of
7 students who graduate from a bilingual or English learner
8 program, and the number of students who graduate from,
9 transfer from, or otherwise leave bilingual programs; the
10 percentage of students who have individualized education
11 plans or 504 plans that provide for special education
12 services; the number and the percentage of all students in
13 grades kindergarten through 8, disaggregated by the
14 student ~~students~~ demographics described in this paragraph

15 (A), in each of the following categories: (i) those who
16 have been assessed for placement in a gifted education
17 program or accelerated placement, (ii) those who have
18 enrolled in a gifted education program or in accelerated
19 placement, and (iii) for each of categories (i) and (ii),
20 those who received direct instruction from a teacher who
21 holds a gifted education endorsement; the number and the
22 percentage of all students in grades 9 through 12,
23 disaggregated by the student demographics described in
24 this paragraph (A), who have been enrolled in an advanced
25 academic program; the percentage of students scoring at
26 the "exceeds expectations" level on the assessments

1 required under Section 2-3.64a-5 of this Code; the
2 percentage of students who annually transferred in or out
3 of the school district; average daily attendance; the
4 per-pupil operating expenditure of the school district;
5 and the per-pupil State average operating expenditure for
6 the district type (elementary, high school, or unit);

7 (B) curriculum information, including, where
8 applicable, Advanced Placement, International
9 Baccalaureate or equivalent courses, dual credit courses,
10 foreign language classes, computer science courses, school
11 personnel resources (including Career Technical Education
12 teachers), before and after school programs,
13 extracurricular activities, subjects in which elective
14 classes are offered, health and wellness initiatives
15 (including the average number of days of Physical
16 Education per week per student), approved programs of
17 study, awards received, community partnerships, and
18 special programs such as programming for the gifted and
19 talented, students with disabilities, and work-study
20 students;

21 (C) student outcomes, including, where applicable, the
22 percentage of students deemed proficient on assessments of
23 State standards, the percentage of students in the eighth
24 grade who pass Algebra, the percentage of students who
25 participated in workplace learning experiences, the
26 percentage of students enrolled in post-secondary

1 institutions (including colleges, universities, community
2 colleges, trade/vocational schools, and training programs
3 leading to career certification within 2 semesters of high
4 school graduation), the percentage of students graduating
5 from high school who are college and career ready, the
6 percentage of graduates enrolled in community colleges,
7 colleges, and universities who are in one or more courses
8 that the community college, college, or university
9 identifies as a developmental course, and the percentage
10 of students with disabilities under the federal
11 Individuals with Disabilities Education Act and Article 14
12 of this Code who have fulfilled the minimum State
13 graduation requirements set forth in Section 27-22 of this
14 Code and have been issued a regular high school diploma;

15 (D) student progress, including, where applicable, the
16 percentage of students in the ninth grade who have earned
17 5 credits or more without failing more than one core
18 class, a measure of students entering kindergarten ready
19 to learn, a measure of growth, and the percentage of
20 students who enter high school on track for college and
21 career readiness;

22 (E) the school environment, including, where
23 applicable, high school dropout rate by grade level, the
24 percentage of students with less than 10 absences in a
25 school year, the percentage of teachers with less than 10
26 absences in a school year for reasons other than

1 professional development, leaves taken pursuant to the
2 federal Family Medical Leave Act of 1993, long-term
3 disability, or parental leaves, the 3-year average of the
4 percentage of teachers returning to the school from the
5 previous year, the number of different principals at the
6 school in the last 6 years, the number of teachers who hold
7 a gifted education endorsement, the process and criteria
8 used by the district to determine whether a student is
9 eligible for participation in a gifted education program
10 or advanced academic program and the manner in which
11 parents and guardians are made aware of the process and
12 criteria, the number of teachers who are National Board
13 Certified Teachers, disaggregated by race and ethnicity, 2
14 or more indicators from any school climate survey selected
15 or approved by the State and administered pursuant to
16 Section 2-3.153 of this Code, with the same or similar
17 indicators included on school report cards for all surveys
18 selected or approved by the State pursuant to Section
19 2-3.153 of this Code, the combined percentage of teachers
20 rated as proficient or excellent in their most recent
21 evaluation, and, beginning with the 2022-2023 school year,
22 data on the number of incidents of violence that occurred
23 on school grounds or during school-related activities and
24 that resulted in an out-of-school suspension, expulsion,
25 or removal to an alternative setting, as reported pursuant
26 to Section 2-3.162;

1 (F) a school district's and its individual schools'
2 balanced accountability measure, in accordance with
3 Section 2-3.25a of this Code;

4 (G) the total and per pupil normal cost amount the
5 State contributed to the Teachers' Retirement System of
6 the State of Illinois in the prior fiscal year for the
7 school's employees, which shall be reported to the State
8 Board of Education by the Teachers' Retirement System of
9 the State of Illinois;

10 (H) for a school district organized under Article 34
11 of this Code only, State contributions to the Public
12 School Teachers' Pension and Retirement Fund of Chicago
13 and State contributions for health care for employees of
14 that school district;

15 (I) a school district's Final Percent of Adequacy, as
16 defined in paragraph (4) of subsection (f) of Section
17 18-8.15 of this Code;

18 (J) a school district's Local Capacity Target, as
19 defined in paragraph (2) of subsection (c) of Section
20 18-8.15 of this Code, displayed as a percentage amount;

21 (K) a school district's Real Receipts, as defined in
22 paragraph (1) of subsection (d) of Section 18-8.15 of this
23 Code, divided by a school district's Adequacy Target, as
24 defined in paragraph (1) of subsection (b) of Section
25 18-8.15 of this Code, displayed as a percentage amount;

26 (L) a school district's administrative costs;

1 (M) whether or not the school has participated in the
2 Illinois Youth Survey. In this paragraph (M), "Illinois
3 Youth Survey" means a self-report survey, administered in
4 school settings every 2 years, designed to gather
5 information about health and social indicators, including
6 substance abuse patterns and the attitudes of students in
7 grades 8, 10, and 12;

8 (N) whether the school offered its students career and
9 technical education opportunities; and

10 (O) beginning ~~Beginning~~ with the October 2024 report
11 card, the total number of school counselors, school social
12 workers, school nurses, and school psychologists by
13 school, district, and State, the average number of
14 students per school counselor in the school, district, and
15 State, the average number of students per school social
16 worker in the school, district, and State, the average
17 number of students per school nurse in the school,
18 district, and State, and the average number of students
19 per school psychologist in the school, district, and
20 State.

21 The school report card shall also provide information that
22 allows for comparing the current outcome, progress, and
23 environment data to the State average, to the school data from
24 the past 5 years, and to the outcomes, progress, and
25 environment of similar schools based on the type of school and
26 enrollment of low-income students, special education students,

1 and English learners.

2 As used in this subsection (2):

3 "Accelerated placement" has the meaning ascribed to that
4 term in Section 14A-17 of this Code.

5 "Administrative costs" means costs associated with
6 executive, administrative, or managerial functions within the
7 school district that involve planning, organizing, managing,
8 or directing the school district.

9 "Advanced academic program" means a course of study,
10 including, but not limited to, accelerated placement, advanced
11 placement coursework, International Baccalaureate coursework,
12 dual credit, or any course designated as enriched or honors,
13 that a student is enrolled in based on advanced cognitive
14 ability or advanced academic achievement compared to local age
15 peers and in which the curriculum is substantially
16 differentiated from the general curriculum to provide
17 appropriate challenge and pace.

18 "Computer science" means the study of computers and
19 algorithms, including their principles, their hardware and
20 software designs, their implementation, and their impact on
21 society. "Computer science" does not include the study of
22 everyday uses of computers and computer applications, such as
23 keyboarding or accessing the Internet.

24 "Gifted education" means educational services, including
25 differentiated curricula and instructional methods, designed
26 to meet the needs of gifted children as defined in Article 14A

1 of this Code.

2 For the purposes of paragraph (A) of this subsection (2),
3 "average daily attendance" means the average of the actual
4 number of attendance days during the previous school year for
5 any enrolled student who is subject to compulsory attendance
6 by Section 26-1 of this Code at each school and charter school.

7 (2.5) For any school report card prepared after July 1,
8 2025, for all high school graduation completion rates that are
9 reported on the school report card as required under this
10 Section or by any other State or federal law, the State
11 Superintendent of Education shall also report the percentage
12 of students who did not meet the requirements of high school
13 graduation completion for any reason and, of those students,
14 the percentage that are classified as students who fulfill the
15 requirements of Section 14-16 of this Code.

16 The State Superintendent shall ensure that for the
17 2023-2024 school year there is a specific code for districts
18 to report students who fulfill the requirements of Section
19 14-16 of this Code to ensure accurate reporting under this
20 Section.

21 All reporting requirements under this subsection (2.5)
22 shall be included on the school report card where high school
23 graduation completion rates are reported, along with a brief
24 explanation of how fulfilling the requirements of Section
25 14-16 of this Code is different from receiving a regular high
26 school diploma.

1 (3) At the discretion of the State Superintendent, the
2 school district report card shall include a subset of the
3 information identified in paragraphs (A) through (E) of
4 subsection (2) of this Section, as well as information
5 relating to the operating expense per pupil and other finances
6 of the school district, and the State report card shall
7 include a subset of the information identified in paragraphs
8 (A) through (E) and paragraph (N) of subsection (2) of this
9 Section. The school district report card shall include the
10 average daily attendance, as that term is defined in
11 subsection (2) of this Section, of students who have
12 individualized education programs and students who have 504
13 plans that provide for special education services within the
14 school district.

15 (4) Notwithstanding anything to the contrary in this
16 Section, in consultation with key education stakeholders, the
17 State Superintendent shall at any time have the discretion to
18 amend or update any and all metrics on the school, district, or
19 State report card.

20 (5) Annually, no more than 30 calendar days after receipt
21 of the school district and school report cards from the State
22 Superintendent of Education, each school district, including
23 special charter districts and districts subject to the
24 provisions of Article 34, shall present such report cards at a
25 regular school board meeting subject to applicable notice
26 requirements, post the report cards on the school district's

1 Internet web site, if the district maintains an Internet web
2 site, make the report cards available to a newspaper of
3 general circulation serving the district, and, upon request,
4 send the report cards home to a parent (unless the district
5 does not maintain an Internet web site, in which case the
6 report card shall be sent home to parents without request). If
7 the district posts the report card on its Internet web site,
8 the district shall send a written notice home to parents
9 stating (i) that the report card is available on the web site,
10 (ii) the address of the web site, (iii) that a printed copy of
11 the report card will be sent to parents upon request, and (iv)
12 the telephone number that parents may call to request a
13 printed copy of the report card.

14 (6) Nothing contained in Public Act 98-648 repeals,
15 supersedes, invalidates, or nullifies final decisions in
16 lawsuits pending on July 1, 2014 (the effective date of Public
17 Act 98-648) in Illinois courts involving the interpretation of
18 Public Act 97-8.

19 (7) As used in this subsection (7):

20 "Advanced ~~Advanced-track~~ coursework or programs" means any
21 high school courses, sequence of courses, or class or grouping
22 of students organized to provide more rigorous, enriched,
23 advanced, accelerated, gifted, or above grade-level
24 instruction. This may include, but is not limited to, Advanced
25 Placement courses, International Baccalaureate courses,
26 honors, weighted, advanced, or enriched courses, or gifted or

1 accelerated programs, classrooms, or courses.

2 "Course" means any high school class or course offered by
3 a school that is assigned a school course code by the State
4 Board of Education.

5 "High school" means a school that maintains any of grades
6 9 through 12.

7 ~~"English learner coursework or English learner program"~~
8 ~~means a high school English learner course or program~~
9 ~~designated to serve English learners, who may be designated as~~
10 ~~English language learners or limited English proficiency~~
11 ~~learners.~~

12 "Standard coursework or programs" means any high school
13 courses or classes other than advanced ~~advanced track~~
14 ~~coursework or programs, English learner coursework or~~
15 ~~programs, or special education coursework or programs.~~

16 By December ~~October~~ 31, 2027 and by December ~~October~~ 31 of
17 each subsequent year, the State Board of Education, through
18 the State Superintendent of Education, shall prepare a
19 stand-alone report covering all public high schools in this
20 State, to be referred to as the Expanded High School
21 Coursework Snapshot Report. The State Board shall post the
22 Report on the State Board's Internet website. Each school
23 district with a high school enrollment for the reporting year
24 shall include on the school district's Internet website, if
25 the district maintains an Internet website, a hyperlink to the
26 Report on the State Board's Internet website titled "Expanded

1 High School Coursework Snapshot Report". Hyperlinks under this
2 subsection (7) shall be displayed in a manner that is easily
3 accessible to the public.

4 The Expanded High School Coursework Snapshot Report shall
5 include:

6 (A) a listing of all standard coursework or programs
7 that have ~~offered by a~~ high school student enrollment;

8 (B) a listing of all advanced ~~advanced track~~
9 coursework or programs that have ~~offered by a~~ high school
10 student enrollment;

11 (C) a listing of all ~~English learner~~ coursework or
12 programs that have high school student enrollment by
13 English learners ~~offered by a high school~~;

14 (D) a listing of all ~~special education~~ coursework or
15 programs that have high school student enrollment by
16 students with disabilities ~~offered by a high school~~;

17 (E) data tables and graphs comparing advanced
18 ~~advanced track~~ coursework or programs enrollment with
19 standard coursework or programs enrollment according to
20 the following parameters:

21 (i) the average years of experience of all
22 teachers in a high school who are assigned to teach
23 advanced ~~advanced track~~ coursework or programs
24 compared with the average years of experience of all
25 teachers in the high school who are assigned to teach
26 standard coursework or programs;

1 (ii) the average years of experience of all
2 teachers in a high school who are assigned to teach
3 ~~special education~~ coursework or programs that have
4 high school enrollment by students with disabilities
5 compared with the average years of experience of all
6 teachers in the high school who are not assigned to
7 teach ~~standard~~ coursework or programs that have high
8 school student enrollment by students with
9 disabilities;

10 (iii) the average years of experience of all
11 teachers in a high school who are assigned to teach
12 ~~English learner~~ coursework or programs that have high
13 school student enrollment by English learners compared
14 with the average years of experience of all teachers
15 in the high school who are not assigned to teach
16 ~~standard~~ coursework or programs that have high school
17 student enrollment by English learners;

18 (iv) the number of high school teachers who
19 possess bachelor's degrees, master's degrees, or
20 higher doctorate degrees and who are assigned to teach
21 advanced coursework ~~advanced-track courses~~ or
22 programs compared with the number of teachers who
23 possess bachelor's degrees, master's degrees, or
24 higher doctorate degrees and who are assigned to teach
25 standard coursework or programs;

26 (v) the number of high school teachers who possess

1 bachelor's degrees, master's degrees, or higher
2 ~~doctorate~~ degrees and who are assigned to teach
3 ~~special-education~~ coursework or programs that have
4 high school student enrollment by students with
5 disabilities compared with the number of teachers who
6 possess bachelor's degrees, master's degrees, or
7 higher ~~doctorate~~ degrees and who are not assigned to
8 teach ~~standard~~ coursework or programs that have high
9 school student enrollment by students with
10 disabilities;

11 (vi) the number of high school teachers who
12 possess bachelor's degrees, master's degrees, or
13 higher ~~doctorate~~ degrees and who are assigned to teach
14 ~~English learner~~ coursework or programs that have high
15 school student enrollment by English learners compared
16 with the number of teachers who possess bachelor's
17 degrees, master's degrees, or higher ~~doctorate~~ degrees
18 and who are not assigned to teach ~~standard~~ coursework
19 or programs that have high school student enrollment
20 by English learners;

21 (vii) the average student enrollment ~~and class~~
22 ~~size~~ of advanced ~~advanced-track~~ coursework or programs
23 offered in a high school compared with the average
24 student enrollment ~~and class size~~ of standard
25 coursework or programs;

26 (viii) the percentages of high school students,

1 ~~delineated~~ by race, gender, and program student group,
2 who are enrolled in advanced ~~advanced-track~~ coursework
3 or programs ~~in a high school compared with the gender~~
4 ~~of students enrolled in standard coursework or~~
5 ~~programs;~~

6 (ix) (blank); ~~the percentages of students~~
7 ~~delineated by gender who are enrolled in special~~
8 ~~education coursework or programs in a high school~~
9 ~~compared with the percentages of students enrolled in~~
10 ~~standard coursework or programs;~~

11 (x) (blank); ~~the percentages of students~~
12 ~~delineated by gender who are enrolled in English~~
13 ~~learner coursework or programs in a high school~~
14 ~~compared with the gender of students enrolled in~~
15 ~~standard coursework or programs;~~

16 (xi) (blank); ~~the percentages of high school~~
17 ~~students in each individual race and ethnicity~~
18 ~~category, as defined in the most recent federal~~
19 ~~decennial census, who are enrolled in advanced track~~
20 ~~coursework or programs compared with the percentages~~
21 ~~of students in each individual race and ethnicity~~
22 ~~category enrolled in standard coursework or programs;~~

23 (xii) (blank); ~~the percentages of high school~~
24 ~~students in each of the race and ethnicity categories,~~
25 ~~as defined in the most recent federal decennial~~
26 ~~census, who are enrolled in special education~~

1 ~~coursework or programs compared with the percentages~~
2 ~~of students in each of the race and ethnicity~~
3 ~~categories who are enrolled in standard coursework or~~
4 ~~programs;~~

5 (xiii) (blank); ~~the percentages of high school~~
6 ~~students in each of the race and ethnicity categories,~~
7 ~~as defined in the most recent federal decennial~~
8 ~~census, who are enrolled in English learner coursework~~
9 ~~or programs in a high school compared with the~~
10 ~~percentages of high school students in each of the~~
11 ~~race and ethnicity categories who are enrolled in~~
12 ~~standard coursework or programs;~~

13 (xiv) the percentage of high school students, by
14 race, gender, and program student group, who earn
15 ~~reach proficiency~~ (the equivalent of a C grade or
16 higher on a grade A through F scale) in one or more
17 advanced ~~advanced track~~ coursework or programs
18 compared with the percentage of high school students,
19 by race, gender, and program student group, who earn
20 ~~proficiency~~ (the equivalent of a C grade or higher on a
21 grade A through F scale) in one or more standard
22 coursework or programs;

23 (xv) (blank); ~~the percentage of high school~~
24 ~~students who reach proficiency (the equivalent of a C~~
25 ~~grade or higher on a grade A through F scale) in~~
26 ~~special education coursework or programs compared with~~

1 ~~the percentage of high school students who earn~~
2 ~~proficiency (the equivalent of a C grade or higher on a~~
3 ~~grade A through F scale) in standard coursework or~~
4 ~~programs; and~~

5 (xvi) (blank); ~~and the percentage of high school~~
6 ~~students who reach proficiency (the equivalent of a C~~
7 ~~grade or higher on a grade A through F scale) in~~
8 ~~English learner coursework or programs compared with~~
9 ~~the percentage of high school students who earn~~
10 ~~proficiency (the equivalent of a C grade or higher on a~~
11 ~~grade A through F scale) in standard coursework or~~
12 ~~programs; and~~

13 (F) data tables and graphs for each race and ethnicity
14 category, ~~as defined in the most recent federal decennial~~
15 ~~census,~~ and gender category, ~~as defined in the most recent~~
16 ~~federal decennial census,~~ describing:

17 (i) the total student number and student
18 percentage for ~~of~~ Advanced Placement courses taken by
19 race and ethnicity category and gender category, ~~as~~
20 ~~defined in the most recent federal decennial census;~~

21 (ii) the total student number and student
22 percentage for ~~of~~ International Baccalaureate courses
23 taken by race and ethnicity category and gender
24 category, ~~as defined in the most recent federal~~
25 ~~decennial census;~~

26 (iii) (blank); ~~for each race and ethnicity~~

1 ~~category and gender category, as defined in the most~~
2 ~~recent federal decennial census, the percentage of~~
3 ~~high school students enrolled in Advanced Placement~~
4 ~~courses;~~

5 (iv) (blank); and ~~for each race and ethnicity~~
6 ~~category and gender category, as defined in the most~~
7 ~~recent federal decennial census, the percentage of~~
8 ~~high school students enrolled in International~~
9 ~~Baccalaureate courses; and~~

10 (v) ~~for each race and ethnicity category, as~~
11 ~~defined in the most recent federal decennial census,~~
12 the total student number and student percentage of
13 high school students who earn a score of 3 or higher on
14 the Advanced Placement exam associated with an
15 Advanced Placement course.

16 For data on teacher experience and education under this
17 subsection (7), a teacher who teaches a combination of courses
18 designated as advanced ~~advanced track~~ coursework or programs,
19 courses or programs that have high school student enrollment
20 by English learners ~~learner coursework or programs,~~ or
21 standard coursework or programs shall be included in all
22 relevant categories and the teacher's level of experience
23 shall be added to the categories.

24 (Source: P.A. 102-16, eff. 6-17-21; 102-294, eff. 1-1-22;
25 102-539, eff. 8-20-21; 102-558, eff. 8-20-21; 102-594, eff.
26 7-1-22; 102-813, eff. 5-13-22; 103-116, eff. 6-30-23; 103-263,

1 eff. 6-30-23; 103-413, eff, 1-1-24; 103-503, eff. 1-1-24;
2 revised 9-12-23.)

3 (105 ILCS 5/10-20.12a) (from Ch. 122, par. 10-20.12a)

4 Sec. 10-20.12a. Tuition for non-resident pupils.

5 (a) To charge non-resident pupils who attend the schools
6 of the district tuition in an amount not exceeding 110% of the
7 per capita cost of maintaining the schools of the district for
8 the preceding school year.

9 Such per capita cost shall be computed by dividing the
10 total cost of conducting and maintaining the schools of the
11 district by the average daily attendance, including tuition
12 pupils. Depreciation on the buildings and equipment of the
13 schools of the district, and the amount of annual depreciation
14 on such buildings and equipment shall be dependent upon the
15 useful life of such property.

16 The tuition charged shall in no case exceed 110% of the per
17 capita cost of conducting and maintaining the schools of the
18 district attended, as determined with reference to the most
19 recent audit prepared under Section 3-7 which is available at
20 the commencement of the current school year. Non-resident
21 pupils attending the schools of the district for less than the
22 school term shall have their tuition apportioned, however
23 pupils who become non-resident during a school term shall not
24 be charged tuition for the remainder of the school term in
25 which they became non-resident pupils.

1 Notwithstanding the provisions of this Section, a school
2 district may ~~adopt a policy to~~ waive tuition costs for a
3 non-resident pupil who ~~if the pupil~~ is the ~~a~~ child of a
4 district employee if the district adopts a policy approving
5 such waiver. For purposes of this paragraph, "child" means a
6 district employee's child who is a biological child, adopted
7 child, foster child, stepchild, or a child for which the
8 employee serves as a legal guardian.

9 (b) Unless otherwise agreed to by the parties involved and
10 where the educational services are not otherwise provided for,
11 educational services for an Illinois student under the age of
12 21 (and not eligible for services pursuant to Article 14 of
13 this Code) in any residential program shall be provided by the
14 district in which the facility is located and financed as
15 follows. The cost of educational services shall be paid by the
16 district in which the student resides in an amount equal to the
17 cost of providing educational services in the residential
18 facility. Payments shall be made by the district of the
19 student's residence and shall be made to the district wherein
20 the facility is located no less than once per month unless
21 otherwise agreed to by the parties.

22 The funding provision of this subsection (b) applies to
23 all Illinois students under the age of 21 (and not eligible for
24 services pursuant to Article 14 of this Code) receiving
25 educational services in residential facilities, irrespective
26 of whether the student was placed therein pursuant to this

1 Code or the Juvenile Court Act of 1987 or by an Illinois public
2 agency or a court. The changes to this subsection (b) made by
3 this amendatory Act of the 95th General Assembly apply to all
4 placements in effect on July 1, 2007 and all placements
5 thereafter. For purposes of this subsection (b), a student's
6 district of residence shall be determined in accordance with
7 subsection (a) of Section 10-20.12b of this Code. The
8 placement of a student in a residential facility shall not
9 affect the residency of the student. When a dispute arises
10 over the determination of the district of residence under this
11 subsection (b), any person or entity, including without
12 limitation a school district or residential facility, may make
13 a written request for a residency decision to the State
14 Superintendent of Education, who, upon review of materials
15 submitted and any other items or information he or she may
16 request for submission, shall issue his or her decision in
17 writing. The decision of the State Superintendent of Education
18 is final.

19 (Source: P.A. 103-111, eff. 6-29-23.)

20 (105 ILCS 5/10-20.17a) (from Ch. 122, par. 10-20.17a)

21 Sec. 10-20.17a. Hazardous materials training. To enhance
22 the safety of pupils and staff by providing in-service
23 training programs on the safe handling and use of hazardous or
24 toxic materials for personnel in the district who work with
25 such materials on a regular basis. Such programs may ~~shall~~ be

1 identified ~~approved~~ by the State Board of Education, in
2 consultation with the ~~Illinois~~ Department of Public Health,
3 for use by school boards in implementing this Section.

4 (Source: P.A. 84-1294.)

5 (105 ILCS 5/10-20.56)

6 Sec. 10-20.56. E-learning days.

7 (a) The State Board of Education shall establish and
8 maintain, for implementation in school districts, a program
9 for use of electronic-learning (e-learning) days, as described
10 in this Section. School districts may utilize a program
11 approved under this Section for use during remote learning
12 days and blended remote learning days under Section 10-30 or
13 34-18.66.

14 (b) The school board of a school district may, by
15 resolution, adopt a research-based program or research-based
16 programs for e-learning days district-wide that shall permit
17 student instruction to be received electronically while
18 students are not physically present in lieu of the district's
19 scheduled emergency days as required by Section 10-19 of this
20 Code or because a school was selected to be a polling place
21 under Section 11-4.1 of the Election Code. The research-based
22 program or programs may not exceed the minimum number of
23 emergency days in the approved school calendar and must be
24 verified annually by the regional office of education or
25 intermediate service center for the school district before the

1 implementation of any e-learning days in that school year ~~or~~
2 ~~or before September 1st annually~~ to ensure access for all
3 students. The regional office of education or intermediate
4 service center shall ensure that the specific needs of all
5 students are met, including special education students and
6 English learners, and that all mandates are still met using
7 the proposed research-based program. The e-learning program
8 may utilize the Internet, telephones, texts, chat rooms, or
9 other similar means of electronic communication for
10 instruction and interaction between teachers and students that
11 meet the needs of all learners. The e-learning program shall
12 address the school district's responsibility to ensure that
13 all teachers and staff who may be involved in the provision of
14 e-learning have access to any and all hardware and software
15 that may be required for the program. If a proposed program
16 does not address this responsibility, the school district must
17 propose an alternate program.

18 (c) Before its adoption by a school board, the school
19 board must hold a public hearing on a school district's
20 initial proposal for an e-learning program or for renewal of
21 such a program, at a regular or special meeting of the school
22 board, in which the terms of the proposal must be
23 substantially presented and an opportunity for allowing public
24 comments must be provided. Notice of such public hearing must
25 be provided at least 10 days prior to the hearing by:

26 (1) publication in a newspaper of general circulation

1 in the school district;

2 (2) written or electronic notice designed to reach the
3 parents or guardians of all students enrolled in the
4 school district; and

5 (3) written or electronic notice designed to reach any
6 exclusive collective bargaining representatives of school
7 district employees and all those employees not in a
8 collective bargaining unit.

9 (d) The regional office of education or intermediate
10 service center for the school district must timely verify that
11 a proposal for an e-learning program has met the requirements
12 specified in this Section and that the proposal contains
13 provisions designed to reasonably and practicably accomplish
14 the following:

15 (1) to ensure and verify at least 5 clock hours of
16 instruction or school work, as required under Section
17 10-19.05, for each student participating in an e-learning
18 day;

19 (2) to ensure access from home or other appropriate
20 remote facility for all students participating, including
21 computers, the Internet, and other forms of electronic
22 communication that must be utilized in the proposed
23 program;

24 (2.5) to ensure that non-electronic materials are made
25 available to students participating in the program who do
26 not have access to the required technology or to

1 participating teachers or students who are prevented from
2 accessing the required technology;

3 (3) to ensure appropriate learning opportunities for
4 students with special needs;

5 (4) to monitor and verify each student's electronic
6 participation;

7 (5) to address the extent to which student
8 participation is within the student's control as to the
9 time, pace, and means of learning;

10 (6) to provide effective notice to students and their
11 parents or guardians of the use of particular days for
12 e-learning;

13 (7) to provide staff and students with adequate
14 training for e-learning days' participation;

15 (8) to ensure an opportunity for any collective
16 bargaining negotiations with representatives of the school
17 district's employees that would be legally required,
18 including all classifications of school district employees
19 who are represented by collective bargaining agreements
20 and who would be affected in the event of an e-learning
21 day;

22 (9) to review and revise the program as implemented to
23 address difficulties confronted; and

24 (10) to ensure that the protocol regarding general
25 expectations and responsibilities of the program is
26 communicated to teachers, staff, and students at least 30

1 days prior to utilizing an e-learning day in a school
2 year.

3 The school board's approval of a school district's initial
4 e-learning program and renewal of the e-learning program shall
5 be for a term of 3 school years, beginning with the first
6 school year in which the program was approved and verified by
7 the regional office of education or intermediate service
8 center for the school district.

9 (d-5) A school district shall pay to its contractors who
10 provide educational support services to the district,
11 including, but not limited to, custodial, transportation, or
12 food service providers, their daily, regular rate of pay or
13 billings rendered for any e-learning day that is used because
14 a school was selected to be a polling place under Section
15 11-4.1 of the Election Code, except that this requirement does
16 not apply to contractors who are paid under contracts that are
17 entered into, amended, or renewed on or after March 15, 2022 or
18 to contracts that otherwise address compensation for such
19 e-learning days.

20 (d-10) A school district shall pay to its employees who
21 provide educational support services to the district,
22 including, but not limited to, custodial employees, building
23 maintenance employees, transportation employees, food service
24 providers, classroom assistants, or administrative staff,
25 their daily, regular rate of pay and benefits rendered for any
26 school closure or e-learning day if the closure precludes them

1 from performing their regularly scheduled duties and the
2 employee would have reported for work but for the closure,
3 except this requirement does not apply if the day is
4 rescheduled and the employee will be paid their daily, regular
5 rate of pay and benefits for the rescheduled day when services
6 are rendered.

7 (d-15) A school district shall make full payment that
8 would have otherwise been paid to its contractors who provide
9 educational support services to the district, including, but
10 not limited to, custodial, building maintenance,
11 transportation, food service providers, classroom assistants,
12 or administrative staff, their daily, regular rate of pay and
13 benefits rendered for any school closure or e-learning day if
14 any closure precludes them from performing their regularly
15 scheduled duties and employees would have reported for work
16 but for the closure. The employees who provide the support
17 services covered by such contracts shall be paid their daily
18 bid package rates and benefits as defined by their local
19 operating agreements or collective bargaining agreements,
20 except this requirement does not apply if the day is
21 rescheduled and the employee will be paid their daily, regular
22 rate of pay and benefits for the rescheduled day when services
23 are rendered.

24 (d-20) A school district shall make full payment or
25 reimbursement to an employee or contractor as specified in
26 subsection (d-10) or (d-15) of this Section for any school

1 closure or e-learning day in the 2021-2022 school year that
2 occurred prior to the effective date of this amendatory Act of
3 the 102nd General Assembly if the employee or contractor did
4 not receive pay or was required to use earned paid time off,
5 except this requirement does not apply if the day is
6 rescheduled and the employee will be paid their daily, regular
7 rate of pay and benefits for the rescheduled day when services
8 are rendered.

9 (e) The State Board of Education may adopt rules
10 consistent with the provision of this Section.

11 (f) For purposes of subsections (d-10), (d-15), and (d-20)
12 of this Section:

13 "Employee" means anyone employed by a school district on
14 or after the effective date of this amendatory Act of the 102nd
15 General Assembly.

16 "School district" includes charter schools established
17 under Article 27A of this Code, but does not include the
18 Department of Juvenile Justice School District.

19 (Source: P.A. 101-12, eff. 7-1-19; 101-643, eff. 6-18-20;
20 102-584, eff. 6-1-22; 102-697, eff. 4-5-22.)

21 (105 ILCS 5/10-22.24b)

22 (Text of Section before amendment by P.A. 103-542)

23 Sec. 10-22.24b. School counseling services. School
24 counseling services in public schools may be provided by
25 school counselors as defined in Section 10-22.24a of this Code

1 or by individuals who hold a Professional Educator License
2 with a school support personnel endorsement in the area of
3 school counseling under Section 21B-25 of this Code.

4 School counseling services may include, but are not
5 limited to:

6 (1) designing and delivering a comprehensive school
7 counseling program through a standards-based,
8 data-informed program that promotes student achievement
9 and wellness;

10 (2) (blank); ~~incorporating the common core language~~
11 ~~into the school counselor's work and role;~~

12 (3) school counselors working as culturally skilled
13 professionals who act sensitively to promote social
14 justice and equity in a pluralistic society;

15 (4) providing individual and group counseling;

16 (5) providing a core counseling curriculum that serves
17 all students and addresses the knowledge and skills
18 appropriate to their developmental level through a
19 collaborative model of delivery involving the school
20 counselor, classroom teachers, and other appropriate
21 education professionals, and including prevention and
22 pre-referral activities;

23 (6) making referrals when necessary to appropriate
24 offices or outside agencies;

25 (7) providing college and career development
26 activities and counseling;

1 (8) developing individual career plans with students,
2 which includes planning for post-secondary education, as
3 appropriate, and engaging in related and relevant career
4 and technical education coursework in high school ~~as~~
5 ~~described in paragraph (55);~~

6 (9) assisting all students with a college or
7 post-secondary education plan, which must include a
8 discussion on all post-secondary education options,
9 including 4-year colleges or universities, community
10 colleges, and vocational schools, and includes planning
11 for post-secondary education, as appropriate, and engaging
12 in related and relevant career and technical education
13 coursework in high school ~~as described in paragraph (55);~~

14 (10) (blank); ~~intentionally addressing the career and~~
15 ~~college needs of first generation students;~~

16 (11) educating all students on scholarships, financial
17 aid, and preparation of the Federal Application for
18 Federal Student Aid;

19 (12) collaborating with institutions of higher
20 education and local community colleges so that students
21 understand post-secondary education options and are ready
22 to transition successfully;

23 (13) providing crisis intervention and contributing to
24 the development of a specific crisis plan within the
25 school setting in collaboration with multiple
26 stakeholders;

1 (14) providing educational opportunities for educating
2 students, teachers, and parents on mental health anxiety,
3 ~~depression, cutting, and suicide issues and intervening~~
4 ~~with students who present with these issues;~~

5 (15) providing counseling and other resources to
6 students who are in crisis;

7 (16) working to address barriers that prohibit or
8 limit access ~~providing resources for those students who do~~
9 ~~not have access~~ to mental health services;

10 (17) addressing bullying and conflict resolution with
11 all students;

12 (18) teaching communication skills and helping
13 students develop positive relationships;

14 (19) using culturally sensitive skills in working with
15 all students to promote wellness;

16 (20) working to address ~~addressing~~ the needs of all
17 ~~undocumented~~ students with regard to citizenship status in
18 ~~the school, as well as students who are legally in the~~
19 ~~United States, but whose parents are undocumented;~~

20 (21) (blank); ~~contributing to a student's functional~~
21 ~~behavioral assessment, as well as assisting in the~~
22 ~~development of non-aversive behavioral intervention~~
23 ~~strategies;~~

24 (22) providing academic, social-emotional, and college
25 and career supports to all students irrespective of
26 special education or Section 504 status ~~(i) assisting~~

1 ~~students in need of special education services by~~
2 ~~implementing the academic supports and social-emotional~~
3 ~~and college or career development counseling services or~~
4 ~~interventions per a student's individualized education~~
5 ~~program (IEP); (ii) participating in or contributing to a~~
6 ~~student's IEP and completing a social developmental~~
7 ~~history; or (iii) providing services to a student with a~~
8 ~~disability under the student's IEP or federal Section 504~~
9 ~~plan, as recommended by the student's IEP team or Section~~
10 ~~504 plan team and in compliance with federal and State~~
11 ~~laws and rules governing the provision of educational and~~
12 ~~related services and school-based accommodations to~~
13 ~~students with disabilities and the qualifications of~~
14 ~~school personnel to provide such services and~~
15 ~~accommodations;~~

16 (23) assisting students in goal setting and success
17 skills for classroom behavior, study skills, test
18 preparation, internal motivation, and intrinsic rewards
19 ~~the development of a personal educational plan with each~~
20 ~~student;~~

21 (24) (blank); ~~educating students on dual credit and~~
22 ~~learning opportunities on the Internet;~~

23 (25) providing information for all students in the
24 selection of courses that will lead to post-secondary
25 education opportunities toward a successful career;

26 (26) interpreting achievement test results and guiding

1 students in appropriate directions;

2 (27) (blank); ~~counseling with students, families, and~~
3 ~~teachers, in compliance with federal and State laws;~~

4 (28) providing families with opportunities for
5 education and counseling as appropriate in relation to the
6 student's educational assessment;

7 (29) consulting and collaborating with teachers and
8 other school personnel regarding behavior management and
9 intervention plans and inclusion in support of students;

10 (30) teaming and partnering with staff, parents,
11 businesses, and community organizations to support student
12 achievement and social-emotional learning standards for
13 all students;

14 (31) developing and implementing school-based
15 prevention programs, including, but not limited to,
16 mediation and violence prevention, implementing social and
17 emotional education programs and services, and
18 establishing and implementing bullying prevention and
19 intervention programs;

20 (32) developing culturally sensitive assessment
21 instruments for measuring school counseling prevention and
22 intervention effectiveness and collecting, analyzing, and
23 interpreting data;

24 (33) participating on school and district committees
25 to advocate for student programs and resources, as well as
26 establishing a school counseling advisory council that

1 includes representatives of key stakeholders selected to
2 review and advise on the implementation of the school
3 counseling program;

4 (34) acting as a liaison between the public schools
5 and community resources and building relationships with
6 important stakeholders, such as families, administrators,
7 teachers, and board members;

8 (35) maintaining organized, clear, and useful records
9 in a confidential manner consistent with Section 5 of the
10 Illinois School Student Records Act, the Family
11 Educational Rights and Privacy Act, and the Health
12 Insurance Portability and Accountability Act;

13 (36) presenting an annual agreement to the
14 administration, including a formal discussion of the
15 alignment of school and school counseling program missions
16 and goals and detailing specific school counselor
17 responsibilities;

18 (37) identifying and implementing culturally sensitive
19 measures of success for student competencies in each of
20 the 3 domains of academic, social and emotional, and
21 college and career learning based on planned and periodic
22 assessment of the comprehensive developmental school
23 counseling program;

24 (38) collaborating as a team member in Multi-Tiered
25 Systems of Support ~~Response to Intervention (RtI)~~ and
26 other school initiatives;

1 (39) conducting observations and participating in
2 recommendations or interventions regarding the placement
3 of children in educational programs or special education
4 classes;

5 (40) analyzing data and results of school counseling
6 program assessments, including curriculum, small-group,
7 and closing-the-gap results reports, and designing
8 strategies to continue to improve program effectiveness;

9 (41) analyzing data and results of school counselor
10 competency assessments;

11 (42) following American School Counselor Association
12 Ethical Standards for School Counselors to demonstrate
13 high standards of integrity, leadership, and
14 professionalism;

15 (43) using student competencies to assess student
16 growth and development to inform decisions regarding
17 strategies, activities, and services that help students
18 achieve the highest academic level possible ~~knowing and~~
19 ~~embracing common core standards by using common core~~
20 ~~language;~~

21 (44) practicing as a culturally skilled school
22 counselor by infusing the multicultural competencies
23 within the role of the school counselor, including the
24 practice of culturally sensitive attitudes and beliefs,
25 knowledge, and skills;

26 (45) infusing the Social-Emotional Standards, as

1 presented in the State Board of Education standards,
2 across the curriculum and in the counselor's role in ways
3 that empower and enable students to achieve academic
4 success across all grade levels;

5 (46) providing services only in areas in which the
6 school counselor has appropriate training or expertise, as
7 well as only providing counseling or consulting services
8 within his or her employment to any student in the
9 district or districts which employ such school counselor,
10 in accordance with professional ethics;

11 (47) having adequate training in supervision knowledge
12 and skills in order to supervise school counseling interns
13 enrolled in graduate school counselor preparation programs
14 that meet the standards established by the State Board of
15 Education;

16 (48) being involved with State and national
17 professional associations;

18 (49) participating, at least once every 2 years, in an
19 in-service training program for school counselors
20 conducted by persons with expertise in domestic and sexual
21 violence and the needs of expectant and parenting youth,
22 which shall include training concerning (i) communicating
23 with and listening to youth victims of domestic or sexual
24 violence and expectant and parenting youth, (ii)
25 connecting youth victims of domestic or sexual violence
26 and expectant and parenting youth to appropriate in-school

1 services and other agencies, programs, and services as
2 needed, and (iii) implementing the school district's
3 policies, procedures, and protocols with regard to such
4 youth, including confidentiality; at a minimum, school
5 personnel must be trained to understand, provide
6 information and referrals, and address issues pertaining
7 to youth who are parents, expectant parents, or victims of
8 domestic or sexual violence;

9 (50) participating, at least every 2 years, in an
10 in-service training program for school counselors
11 conducted by persons with expertise in anaphylactic
12 reactions and management;

13 (51) participating, at least once every 2 years, in an
14 in-service training on educator ethics, teacher-student
15 conduct, and school employee-student conduct for all
16 personnel;

17 (52) participating, in addition to other topics at
18 in-service training programs, in training to identify the
19 warning signs of mental illness and suicidal behavior in
20 adolescents and teenagers and learning appropriate
21 intervention and referral techniques;

22 (53) (blank); ~~obtaining training to have a basic~~
23 ~~knowledge of matters relating to acquired immunodeficiency~~
24 ~~syndrome (AIDS), including the nature of the disease, its~~
25 ~~causes and effects, the means of detecting it and~~
26 ~~preventing its transmission, and the availability of~~

1 ~~appropriate sources of counseling and referral and any~~
2 ~~other information that may be appropriate considering the~~
3 ~~age and grade level of the pupils; the school board shall~~
4 ~~supervise such training and the State Board of Education~~
5 ~~and the Department of Public Health shall jointly develop~~
6 ~~standards for such training;~~

7 (54) (blank); and ~~participating in mandates from the~~
8 ~~State Board of Education for bullying education and~~
9 ~~social-emotional literacy; and~~

10 (55) promoting career and technical education by
11 assisting each student to determine an appropriate
12 postsecondary plan based upon the student's skills,
13 strengths, and goals and assisting the student to
14 implement the best practices that improve career or
15 workforce readiness after high school.

16 School districts may employ a sufficient number of school
17 counselors to maintain the national and State recommended
18 student-counselor ratio of 250 to 1. School districts may have
19 school counselors spend at least 80% of his or her work time in
20 direct contact with students.

21 Nothing in this Section prohibits other qualified
22 professionals, including other endorsed school support
23 personnel, from providing the services listed in this Section.

24 (Source: P.A. 102-876, eff. 1-1-23; 103-154, eff. 6-30-23.)

25 (Text of Section after amendment by P.A. 103-542)

1 Sec. 10-22.24b. School counseling services. School
2 counseling services in public schools may be provided by
3 school counselors as defined in Section 10-22.24a of this Code
4 or by individuals who hold a Professional Educator License
5 with a school support personnel endorsement in the area of
6 school counseling under Section 21B-25 of this Code.

7 School counseling services may include, but are not
8 limited to:

9 (1) designing and delivering a comprehensive school
10 counseling program through a standards-based,
11 data-informed program that promotes student achievement
12 and wellness;

13 (2) (blank); ~~incorporating the common core language~~
14 ~~into the school counselor's work and role;~~

15 (3) school counselors working as culturally skilled
16 professionals who act sensitively to promote social
17 justice and equity in a pluralistic society;

18 (4) providing individual and group counseling;

19 (5) providing a core counseling curriculum that serves
20 all students and addresses the knowledge and skills
21 appropriate to their developmental level through a
22 collaborative model of delivery involving the school
23 counselor, classroom teachers, and other appropriate
24 education professionals, and including prevention and
25 pre-referral activities;

26 (6) making referrals when necessary to appropriate

1 offices or outside agencies;

2 (7) providing college and career development
3 activities and counseling;

4 (8) developing individual career plans with students,
5 which includes planning for post-secondary education, as
6 appropriate, and engaging in related and relevant career
7 and technical education coursework in high school ~~as~~
8 ~~described in paragraph (55);~~

9 (9) assisting all students with a college or
10 post-secondary education plan, which must include a
11 discussion on all post-secondary education options,
12 including 4-year colleges or universities, community
13 colleges, and vocational schools, and includes planning
14 for post-secondary education, as appropriate, and engaging
15 in related and relevant career and technical education
16 coursework in high school ~~as described in paragraph (55);~~

17 (10) (blank); ~~intentionally addressing the career and~~
18 ~~college needs of first-generation students;~~

19 (11) educating all students on scholarships, financial
20 aid, and preparation of the Federal Application for
21 Federal Student Aid;

22 (12) collaborating with institutions of higher
23 education and local community colleges so that students
24 understand post-secondary education options and are ready
25 to transition successfully;

26 (13) providing crisis intervention and contributing to

1 the development of a specific crisis plan within the
2 school setting in collaboration with multiple
3 stakeholders;

4 (14) providing educational opportunities for ~~educating~~
5 students, teachers, and parents on mental health ~~anxiety,~~
6 ~~depression, cutting, and suicide issues~~ and ~~intervening~~
7 ~~with students who present with these~~ issues;

8 (15) providing counseling and other resources to
9 students who are in crisis;

10 (16) working to address barriers that prohibit or
11 limit access ~~providing resources for those students who do~~
12 ~~not have access~~ to mental health services;

13 (17) addressing bullying and conflict resolution with
14 all students;

15 (18) teaching communication skills and helping
16 students develop positive relationships;

17 (19) using culturally sensitive skills in working with
18 all students to promote wellness;

19 (20) working to address ~~addressing~~ the needs of all
20 ~~undocumented~~ students with regard to citizenship status ~~in~~
21 ~~the school, as well as students who are legally in the~~
22 ~~United States, but whose parents are undocumented;~~

23 (21) (blank); ~~contributing to a student's functional~~
24 ~~behavioral assessment, as well as assisting in the~~
25 ~~development of non aversive behavioral intervention~~
26 ~~strategies;~~

1 (22) providing academic, social-emotional, and college
2 and career supports to all students irrespective of
3 special education or Section 504 status; ~~(i) assisting~~
4 ~~students in need of special education services by~~
5 ~~implementing the academic supports and social emotional~~
6 ~~and college or career development counseling services or~~
7 ~~interventions per a student's individualized education~~
8 ~~program (IEP); (ii) participating in or contributing to a~~
9 ~~student's IEP and completing a social developmental~~
10 ~~history; or (iii) providing services to a student with a~~
11 ~~disability under the student's IEP or federal Section 504~~
12 ~~plan, as recommended by the student's IEP team or Section~~
13 ~~504 plan team and in compliance with federal and State~~
14 ~~laws and rules governing the provision of educational and~~
15 ~~related services and school based accommodations to~~
16 ~~students with disabilities and the qualifications of~~
17 ~~school personnel to provide such services and~~
18 ~~accommodations;~~

19 (23) assisting students in goal setting and success
20 skills for classroom behavior, study skills, test
21 preparation, internal motivation, and intrinsic rewards
22 ~~the development of a personal educational plan with each~~
23 ~~student;~~

24 (24) (blank); ~~educating students on dual credit and~~
25 ~~learning opportunities on the Internet;~~

26 (25) providing information for all students in the

1 selection of courses that will lead to post-secondary
2 education opportunities toward a successful career;

3 (26) interpreting achievement test results and guiding
4 students in appropriate directions;

5 (27) (blank); ~~counseling with students, families, and~~
6 ~~teachers, in compliance with federal and State laws;~~

7 (28) providing families with opportunities for
8 education and counseling as appropriate in relation to the
9 student's educational assessment;

10 (29) consulting and collaborating with teachers and
11 other school personnel regarding behavior management and
12 intervention plans and inclusion in support of students;

13 (30) teaming and partnering with staff, parents,
14 businesses, and community organizations to support student
15 achievement and social-emotional learning standards for
16 all students;

17 (31) developing and implementing school-based
18 prevention programs, including, but not limited to,
19 mediation and violence prevention, implementing social and
20 emotional education programs and services, and
21 establishing and implementing bullying prevention and
22 intervention programs;

23 (32) developing culturally sensitive assessment
24 instruments for measuring school counseling prevention and
25 intervention effectiveness and collecting, analyzing, and
26 interpreting data;

1 (33) participating on school and district committees
2 to advocate for student programs and resources, as well as
3 establishing a school counseling advisory council that
4 includes representatives of key stakeholders selected to
5 review and advise on the implementation of the school
6 counseling program;

7 (34) acting as a liaison between the public schools
8 and community resources and building relationships with
9 important stakeholders, such as families, administrators,
10 teachers, and board members;

11 (35) maintaining organized, clear, and useful records
12 in a confidential manner consistent with Section 5 of the
13 Illinois School Student Records Act, the Family
14 Educational Rights and Privacy Act, and the Health
15 Insurance Portability and Accountability Act;

16 (36) presenting an annual agreement to the
17 administration, including a formal discussion of the
18 alignment of school and school counseling program missions
19 and goals and detailing specific school counselor
20 responsibilities;

21 (37) identifying and implementing culturally sensitive
22 measures of success for student competencies in each of
23 the 3 domains of academic, social and emotional, and
24 college and career learning based on planned and periodic
25 assessment of the comprehensive developmental school
26 counseling program;

1 (38) collaborating as a team member in Multi-Tiered
2 Systems of Support ~~Response to Intervention (RtI)~~ and
3 other school initiatives;

4 (39) conducting observations and participating in
5 recommendations or interventions regarding the placement
6 of children in educational programs or special education
7 classes;

8 (40) analyzing data and results of school counseling
9 program assessments, including curriculum, small-group,
10 and closing-the-gap results reports, and designing
11 strategies to continue to improve program effectiveness;

12 (41) analyzing data and results of school counselor
13 competency assessments;

14 (42) following American School Counselor Association
15 Ethical Standards for School Counselors to demonstrate
16 high standards of integrity, leadership, and
17 professionalism;

18 (43) using student competencies to assess student
19 growth and development to inform decisions regarding
20 strategies, activities, and services that help students
21 achieve the highest academic level possible ~~knowing and~~
22 ~~embracing common core standards by using common core~~
23 ~~language;~~

24 (44) practicing as a culturally skilled school
25 counselor by infusing the multicultural competencies
26 within the role of the school counselor, including the

1 practice of culturally sensitive attitudes and beliefs,
2 knowledge, and skills;

3 (45) infusing the Social-Emotional Standards, as
4 presented in the State Board of Education standards,
5 across the curriculum and in the counselor's role in ways
6 that empower and enable students to achieve academic
7 success across all grade levels;

8 (46) providing services only in areas in which the
9 school counselor has appropriate training or expertise, as
10 well as only providing counseling or consulting services
11 within his or her employment to any student in the
12 district or districts which employ such school counselor,
13 in accordance with professional ethics;

14 (47) having adequate training in supervision knowledge
15 and skills in order to supervise school counseling interns
16 enrolled in graduate school counselor preparation programs
17 that meet the standards established by the State Board of
18 Education;

19 (48) being involved with State and national
20 professional associations;

21 (49) complete the required training as outlined in
22 Section 10-22.39;

23 (50) (blank);

24 (51) (blank);

25 (52) (blank);

26 (53) (blank);

1 (54) (blank); and ~~participating in mandates from the~~
2 ~~State Board of Education for bullying education and~~
3 ~~social-emotional literacy; and~~

4 (55) promoting career and technical education by
5 assisting each student to determine an appropriate
6 postsecondary plan based upon the student's skills,
7 strengths, and goals and assisting the student to
8 implement the best practices that improve career or
9 workforce readiness after high school.

10 School districts may employ a sufficient number of school
11 counselors to maintain the national and State recommended
12 student-counselor ratio of 250 to 1. School districts may have
13 school counselors spend at least 80% of his or her work time in
14 direct contact with students.

15 Nothing in this Section prohibits other qualified
16 professionals, including other endorsed school support
17 personnel, from providing the services listed in this Section.

18 (Source: P.A. 102-876, eff. 1-1-23; 103-154, eff. 6-30-23;
19 103-542, eff. 7-1-24 (see Section 905 of P.A. 103-563 for
20 effective date of P.A. 103-542.)

21 (105 ILCS 5/10-27.1A)

22 Sec. 10-27.1A. Firearms in schools.

23 (a) All school officials, including teachers, school
24 counselors, and support staff, shall immediately notify the
25 office of the principal in the event that they observe any

1 person in possession of a firearm on school grounds; provided
2 that taking such immediate action to notify the office of the
3 principal would not immediately endanger the health, safety,
4 or welfare of students who are under the direct supervision of
5 the school official or the school official. If the health,
6 safety, or welfare of students under the direct supervision of
7 the school official or of the school official is immediately
8 endangered, the school official shall notify the office of the
9 principal as soon as the students under his or her supervision
10 and he or she are no longer under immediate danger. A report is
11 not required by this Section when the school official knows
12 that the person in possession of the firearm is a law
13 enforcement official engaged in the conduct of his or her
14 official duties. Any school official acting in good faith who
15 makes such a report under this Section shall have immunity
16 from any civil or criminal liability that might otherwise be
17 incurred as a result of making the report. The identity of the
18 school official making such report shall not be disclosed
19 except as expressly and specifically authorized by law.
20 Knowingly and willfully failing to comply with this Section is
21 a petty offense. A second or subsequent offense is a Class C
22 misdemeanor.

23 (b) Upon receiving a report from any school official
24 pursuant to this Section, or from any other person, the
25 principal or his or her designee shall immediately notify a
26 local law enforcement agency. If the person found to be in

1 possession of a firearm on school grounds is a student, the
2 principal or his or her designee shall also immediately notify
3 that student's parent or guardian. Any principal or his or her
4 designee acting in good faith who makes such reports under
5 this Section shall have immunity from any civil or criminal
6 liability that might otherwise be incurred or imposed as a
7 result of making the reports. Knowingly and willfully failing
8 to comply with this Section is a petty offense. A second or
9 subsequent offense is a Class C misdemeanor. If the person
10 found to be in possession of the firearm on school grounds is a
11 minor, the law enforcement agency shall detain that minor
12 until such time as the agency makes a determination pursuant
13 to clause (a) of subsection (1) of Section 5-401 of the
14 Juvenile Court Act of 1987, as to whether the agency
15 reasonably believes that the minor is delinquent. If the law
16 enforcement agency determines that probable cause exists to
17 believe that the minor committed a violation of item (4) of
18 subsection (a) of Section 24-1 of the Criminal Code of 2012
19 while on school grounds, the agency shall detain the minor for
20 processing pursuant to Section 5-407 of the Juvenile Court Act
21 of 1987.

22 (c) Upon receipt of any written, electronic, or verbal
23 report from any school personnel regarding a verified incident
24 involving a firearm in a school or on school owned or leased
25 property, including any conveyance owned, leased, or used by
26 the school for the transport of students or school personnel,

1 the superintendent or his or her designee shall report all
2 such firearm-related incidents occurring in a school or on
3 school property to the local law enforcement authorities
4 immediately, ~~who shall report to the Illinois State Police in~~
5 ~~a form, manner, and frequency as prescribed by the Illinois~~
6 ~~State Police.~~

7 ~~The State Board of Education shall receive an annual~~
8 ~~statistical compilation and related data associated with~~
9 ~~incidents involving firearms in schools from the Illinois~~
10 ~~State Police. The State Board of Education shall compile this~~
11 ~~information by school district and make it available to the~~
12 ~~public.~~

13 (c-5) Schools shall report any written, electronic, or
14 verbal report of a verified incident involving a firearm made
15 under subsection (c) to the State Board of Education through
16 existing school incident reporting systems as they occur
17 during the year by no later than July 31 for the previous
18 school year. The State Board of Education shall report data by
19 school district, as collected from school districts, and make
20 it available to the public via its website. The local law
21 enforcement authority shall, by March 1 of each year, report
22 the required data from the previous year to the Illinois State
23 Police's Illinois Uniform Crime Reporting Program, which shall
24 be included in its annual Crime in Illinois report.

25 (d) As used in this Section, the term "firearm" shall have
26 the meaning ascribed to it in Section 1.1 of the Firearm Owners

1 Identification Card Act.

2 As used in this Section, the term "school" means any
3 public or private elementary or secondary school.

4 As used in this Section, the term "school grounds"
5 includes the real property comprising any school, any
6 conveyance owned, leased, or contracted by a school to
7 transport students to or from school or a school-related
8 activity, or any public way within 1,000 feet of the real
9 property comprising any school.

10 (Source: P.A. 102-197, eff. 7-30-21; 102-538, eff. 8-20-21;
11 102-813, eff. 5-13-22; 103-34, eff. 6-9-23.)

12 (105 ILCS 5/10-27.1B)

13 Sec. 10-27.1B. Reporting drug-related incidents in
14 schools.

15 (a) In this Section:

16 "Drug" means "cannabis" as defined under subsection (a) of
17 Section 3 of the Cannabis Control Act, "narcotic drug" as
18 defined under subsection (aa) of Section 102 of the Illinois
19 Controlled Substances Act, or "methamphetamine" as defined
20 under Section 10 of the Methamphetamine Control and Community
21 Protection Act.

22 "School" means any public or private elementary or
23 secondary school.

24 (b) Upon receipt of any written, electronic, or verbal
25 report from any school personnel regarding a verified incident

1 involving drugs in a school or on school owned or leased
2 property, including any conveyance owned, leased, or used by
3 the school for the transport of students or school personnel,
4 the superintendent or his or her designee, or other
5 appropriate administrative officer for a private school, shall
6 report all such drug-related incidents occurring in a school
7 or on school property to the local law enforcement authorities
8 immediately ~~and to the Illinois State Police in a form,~~
9 ~~manner, and frequency as prescribed by the Illinois State~~
10 ~~Police.~~

11 (c) (Blank). ~~The State Board of Education shall receive an~~
12 ~~annual statistical compilation and related data associated~~
13 ~~with drug-related incidents in schools from the Illinois State~~
14 ~~Police. The State Board of Education shall compile this~~
15 ~~information by school district and make it available to the~~
16 ~~public.~~

17 (d) Schools shall report any written, electronic, or
18 verbal report of an incident involving drugs made under
19 subsection (b) to the State Board of Education through
20 existing school incident reporting systems as they occur
21 during the year by no later than July 31 for the previous
22 school year. The State Board of Education shall report data by
23 school district, as collected from school districts, and make
24 it available to the public via its website. The local law
25 enforcement authority shall, by March 1 of each year, report
26 the required data from the previous year to the Illinois State

1 Police's Illinois Uniform Crime Reporting Program, which shall
2 be included in its annual Crime in Illinois report.

3 (Source: P.A. 102-538, eff. 8-20-21.)

4 (105 ILCS 5/18-8.15)

5 Sec. 18-8.15. Evidence-Based Funding for student success
6 for the 2017-2018 and subsequent school years.

7 (a) General provisions.

8 (1) The purpose of this Section is to ensure that, by
9 June 30, 2027 and beyond, this State has a kindergarten
10 through grade 12 public education system with the capacity
11 to ensure the educational development of all persons to
12 the limits of their capacities in accordance with Section
13 1 of Article X of the Constitution of the State of
14 Illinois. To accomplish that objective, this Section
15 creates a method of funding public education that is
16 evidence-based; is sufficient to ensure every student
17 receives a meaningful opportunity to learn irrespective of
18 race, ethnicity, sexual orientation, gender, or
19 community-income level; and is sustainable and
20 predictable. When fully funded under this Section, every
21 school shall have the resources, based on what the
22 evidence indicates is needed, to:

23 (A) provide all students with a high quality
24 education that offers the academic, enrichment, social
25 and emotional support, technical, and career-focused

1 programs that will allow them to become competitive
2 workers, responsible parents, productive citizens of
3 this State, and active members of our national
4 democracy;

5 (B) ensure all students receive the education they
6 need to graduate from high school with the skills
7 required to pursue post-secondary education and
8 training for a rewarding career;

9 (C) reduce, with a goal of eliminating, the
10 achievement gap between at-risk and non-at-risk
11 students by raising the performance of at-risk
12 students and not by reducing standards; and

13 (D) ensure this State satisfies its obligation to
14 assume the primary responsibility to fund public
15 education and simultaneously relieve the
16 disproportionate burden placed on local property taxes
17 to fund schools.

18 (2) The Evidence-Based Funding formula under this
19 Section shall be applied to all Organizational Units in
20 this State. The Evidence-Based Funding formula outlined in
21 this Act is based on the formula outlined in Senate Bill 1
22 of the 100th General Assembly, as passed by both
23 legislative chambers. As further defined and described in
24 this Section, there are 4 major components of the
25 Evidence-Based Funding model:

26 (A) First, the model calculates a unique Adequacy

1 Target for each Organizational Unit in this State that
2 considers the costs to implement research-based
3 activities, the unit's student demographics, and
4 regional wage differences.

5 (B) Second, the model calculates each
6 Organizational Unit's Local Capacity, or the amount
7 each Organizational Unit is assumed to contribute
8 toward its Adequacy Target from local resources.

9 (C) Third, the model calculates how much funding
10 the State currently contributes to the Organizational
11 Unit and adds that to the unit's Local Capacity to
12 determine the unit's overall current adequacy of
13 funding.

14 (D) Finally, the model's distribution method
15 allocates new State funding to those Organizational
16 Units that are least well-funded, considering both
17 Local Capacity and State funding, in relation to their
18 Adequacy Target.

19 (3) An Organizational Unit receiving any funding under
20 this Section may apply those funds to any fund so received
21 for which that Organizational Unit is authorized to make
22 expenditures by law.

23 (4) As used in this Section, the following terms shall
24 have the meanings ascribed in this paragraph (4):

25 "Adequacy Target" is defined in paragraph (1) of
26 subsection (b) of this Section.

1 "Adjusted EAV" is defined in paragraph (4) of
2 subsection (d) of this Section.

3 "Adjusted Local Capacity Target" is defined in
4 paragraph (3) of subsection (c) of this Section.

5 "Adjusted Operating Tax Rate" means a tax rate for all
6 Organizational Units, for which the State Superintendent
7 shall calculate and subtract for the Operating Tax Rate a
8 transportation rate based on total expenses for
9 transportation services under this Code, as reported on
10 the most recent Annual Financial Report in Pupil
11 Transportation Services, function 2550 in both the
12 Education and Transportation funds and functions 4110 and
13 4120 in the Transportation fund, less any corresponding
14 fiscal year State of Illinois scheduled payments excluding
15 net adjustments for prior years for regular, vocational,
16 or special education transportation reimbursement pursuant
17 to Section 29-5 or subsection (b) of Section 14-13.01 of
18 this Code divided by the Adjusted EAV. If an
19 Organizational Unit's corresponding fiscal year State of
20 Illinois scheduled payments excluding net adjustments for
21 prior years for regular, vocational, or special education
22 transportation reimbursement pursuant to Section 29-5 or
23 subsection (b) of Section 14-13.01 of this Code exceed the
24 total transportation expenses, as defined in this
25 paragraph, no transportation rate shall be subtracted from
26 the Operating Tax Rate.

1 "Allocation Rate" is defined in paragraph (3) of
2 subsection (g) of this Section.

3 "Alternative School" means a public school that is
4 created and operated by a regional superintendent of
5 schools and approved by the State Board.

6 "Applicable Tax Rate" is defined in paragraph (1) of
7 subsection (d) of this Section.

8 "Assessment" means any of those benchmark, progress
9 monitoring, formative, diagnostic, and other assessments,
10 in addition to the State accountability assessment, that
11 assist teachers' needs in understanding the skills and
12 meeting the needs of the students they serve.

13 "Assistant principal" means a school administrator
14 duly endorsed to be employed as an assistant principal in
15 this State.

16 "At-risk student" means a student who is at risk of
17 not meeting the Illinois Learning Standards or not
18 graduating from elementary or high school and who
19 demonstrates a need for vocational support or social
20 services beyond that provided by the regular school
21 program. All students included in an Organizational Unit's
22 Low-Income Count, as well as all English learner and
23 disabled students attending the Organizational Unit, shall
24 be considered at-risk students under this Section.

25 "Average Student Enrollment" or "ASE" for fiscal year
26 2018 means, for an Organizational Unit, the greater of the

1 average number of students (grades K through 12) reported
2 to the State Board as enrolled in the Organizational Unit
3 on October 1 in the immediately preceding school year,
4 plus the pre-kindergarten students who receive special
5 education services of 2 or more hours a day as reported to
6 the State Board on December 1 in the immediately preceding
7 school year, or the average number of students (grades K
8 through 12) reported to the State Board as enrolled in the
9 Organizational Unit on October 1, plus the
10 pre-kindergarten students who receive special education
11 services of 2 or more hours a day as reported to the State
12 Board on December 1, for each of the immediately preceding
13 3 school years. For fiscal year 2019 and each subsequent
14 fiscal year, "Average Student Enrollment" or "ASE" means,
15 for an Organizational Unit, the greater of the average
16 number of students (grades K through 12) reported to the
17 State Board as enrolled in the Organizational Unit on
18 October 1 and March 1 in the immediately preceding school
19 year, plus the pre-kindergarten students who receive
20 special education services as reported to the State Board
21 on October 1 and March 1 in the immediately preceding
22 school year, or the average number of students (grades K
23 through 12) reported to the State Board as enrolled in the
24 Organizational Unit on October 1 and March 1, plus the
25 pre-kindergarten students who receive special education
26 services as reported to the State Board on October 1 and

1 March 1, for each of the immediately preceding 3 school
2 years. For the purposes of this definition, "enrolled in
3 the Organizational Unit" means the number of students
4 reported to the State Board who are enrolled in schools
5 within the Organizational Unit that the student attends or
6 would attend if not placed or transferred to another
7 school or program to receive needed services. For the
8 purposes of calculating "ASE", all students, grades K
9 through 12, excluding those attending kindergarten for a
10 half day and students attending an alternative education
11 program operated by a regional office of education or
12 intermediate service center, shall be counted as 1.0. All
13 students attending kindergarten for a half day shall be
14 counted as 0.5, unless in 2017 by June 15 or by March 1 in
15 subsequent years, the school district reports to the State
16 Board of Education the intent to implement full-day
17 kindergarten district-wide for all students, then all
18 students attending kindergarten shall be counted as 1.0.
19 Special education pre-kindergarten students shall be
20 counted as 0.5 each. If the State Board does not collect or
21 has not collected both an October 1 and March 1 enrollment
22 count by grade or a December 1 collection of special
23 education pre-kindergarten students as of August 31, 2017
24 (the effective date of Public Act 100-465), it shall
25 establish such collection for all future years. For any
26 year in which a count by grade level was collected only

1 once, that count shall be used as the single count
2 available for computing a 3-year average ASE. Funding for
3 programs operated by a regional office of education or an
4 intermediate service center must be calculated using the
5 Evidence-Based Funding formula under this Section for the
6 2019-2020 school year and each subsequent school year
7 until separate adequacy formulas are developed and adopted
8 for each type of program. ASE for a program operated by a
9 regional office of education or an intermediate service
10 center must be determined by the March 1 enrollment for
11 the program. For the 2019-2020 school year, the ASE used
12 in the calculation must be the first-year ASE and, in that
13 year only, the assignment of students served by a regional
14 office of education or intermediate service center shall
15 not result in a reduction of the March enrollment for any
16 school district. For the 2020-2021 school year, the ASE
17 must be the greater of the current-year ASE or the 2-year
18 average ASE. Beginning with the 2021-2022 school year, the
19 ASE must be the greater of the current-year ASE or the
20 3-year average ASE. School districts shall submit the data
21 for the ASE calculation to the State Board within 45 days
22 of the dates required in this Section for submission of
23 enrollment data in order for it to be included in the ASE
24 calculation. For fiscal year 2018 only, the ASE
25 calculation shall include only enrollment taken on October
26 1. In recognition of the impact of COVID-19, the

1 definition of "Average Student Enrollment" or "ASE" shall
2 be adjusted for calculations under this Section for fiscal
3 years 2022 through 2024. For fiscal years 2022 through
4 2024, the enrollment used in the calculation of ASE
5 representing the 2020-2021 school year shall be the
6 greater of the enrollment for the 2020-2021 school year or
7 the 2019-2020 school year.

8 "Base Funding Guarantee" is defined in paragraph (10)
9 of subsection (g) of this Section.

10 "Base Funding Minimum" is defined in subsection (e) of
11 this Section.

12 "Base Tax Year" means the property tax levy year used
13 to calculate the Budget Year allocation of primary State
14 aid.

15 "Base Tax Year's Extension" means the product of the
16 equalized assessed valuation utilized by the county clerk
17 in the Base Tax Year multiplied by the limiting rate as
18 calculated by the county clerk and defined in PTELL.

19 "Bilingual Education Allocation" means the amount of
20 an Organizational Unit's final Adequacy Target
21 attributable to bilingual education divided by the
22 Organizational Unit's final Adequacy Target, the product
23 of which shall be multiplied by the amount of new funding
24 received pursuant to this Section. An Organizational
25 Unit's final Adequacy Target attributable to bilingual
26 education shall include all additional investments in

1 English learner students' adequacy elements.

2 "Budget Year" means the school year for which primary
3 State aid is calculated and awarded under this Section.

4 "Central office" means individual administrators and
5 support service personnel charged with managing the
6 instructional programs, business and operations, and
7 security of the Organizational Unit.

8 "Comparable Wage Index" or "CWI" means a regional cost
9 differentiation metric that measures systemic, regional
10 variations in the salaries of college graduates who are
11 not educators. The CWI utilized for this Section shall,
12 for the first 3 years of Evidence-Based Funding
13 implementation, be the CWI initially developed by the
14 National Center for Education Statistics, as most recently
15 updated by Texas A & M University. In the fourth and
16 subsequent years of Evidence-Based Funding implementation,
17 the State Superintendent shall re-determine the CWI using
18 a similar methodology to that identified in the Texas A & M
19 University study, with adjustments made no less frequently
20 than once every 5 years.

21 "Computer technology and equipment" means computers
22 servers, notebooks, network equipment, copiers, printers,
23 instructional software, security software, curriculum
24 management courseware, and other similar materials and
25 equipment.

26 "Computer technology and equipment investment

1 allocation" means the final Adequacy Target amount of an
2 Organizational Unit assigned to Tier 1 or Tier 2 in the
3 prior school year attributable to the additional \$285.50
4 per student computer technology and equipment investment
5 grant divided by the Organizational Unit's final Adequacy
6 Target, the result of which shall be multiplied by the
7 amount of new funding received pursuant to this Section.
8 An Organizational Unit assigned to a Tier 1 or Tier 2 final
9 Adequacy Target attributable to the received computer
10 technology and equipment investment grant shall include
11 all additional investments in computer technology and
12 equipment adequacy elements.

13 "Core subject" means mathematics; science; reading,
14 English, writing, and language arts; history and social
15 studies; world languages; and subjects taught as Advanced
16 Placement in high schools.

17 "Core teacher" means a regular classroom teacher in
18 elementary schools and teachers of a core subject in
19 middle and high schools.

20 "Core Intervention teacher (tutor)" means a licensed
21 teacher providing one-on-one or small group tutoring to
22 students struggling to meet proficiency in core subjects.

23 "CPPRT" means corporate personal property replacement
24 tax funds paid to an Organizational Unit during the
25 calendar year one year before the calendar year in which a
26 school year begins, pursuant to "An Act in relation to the

1 abolition of ad valorem personal property tax and the
2 replacement of revenues lost thereby, and amending and
3 repealing certain Acts and parts of Acts in connection
4 therewith", certified August 14, 1979, as amended (Public
5 Act 81-1st S.S.-1).

6 "EAV" means equalized assessed valuation as defined in
7 paragraph (2) of subsection (d) of this Section and
8 calculated in accordance with paragraph (3) of subsection
9 (d) of this Section.

10 "ECI" means the Bureau of Labor Statistics' national
11 employment cost index for civilian workers in educational
12 services in elementary and secondary schools on a
13 cumulative basis for the 12-month calendar year preceding
14 the fiscal year of the Evidence-Based Funding calculation.

15 "EIS Data" means the employment information system
16 data maintained by the State Board on educators within
17 Organizational Units.

18 "Employee benefits" means health, dental, and vision
19 insurance offered to employees of an Organizational Unit,
20 the costs associated with the statutorily required payment
21 of the normal cost of the Organizational Unit's teacher
22 pensions, Social Security employer contributions, and
23 Illinois Municipal Retirement Fund employer contributions.

24 "English learner" or "EL" means a child included in
25 the definition of "English learners" under Section 14C-2
26 of this Code participating in a program of transitional

1 bilingual education or a transitional program of
2 instruction meeting the requirements and program
3 application procedures of Article 14C of this Code. For
4 the purposes of collecting the number of EL students
5 enrolled, the same collection and calculation methodology
6 as defined above for "ASE" shall apply to English
7 learners, with the exception that EL student enrollment
8 shall include students in grades pre-kindergarten through
9 12.

10 "Essential Elements" means those elements, resources,
11 and educational programs that have been identified through
12 academic research as necessary to improve student success,
13 improve academic performance, close achievement gaps, and
14 provide for other per student costs related to the
15 delivery and leadership of the Organizational Unit, as
16 well as the maintenance and operations of the unit, and
17 which are specified in paragraph (2) of subsection (b) of
18 this Section.

19 "Evidence-Based Funding" means State funding provided
20 to an Organizational Unit pursuant to this Section.

21 "Extended day" means academic and enrichment programs
22 provided to students outside the regular school day before
23 and after school or during non-instructional times during
24 the school day.

25 "Extension Limitation Ratio" means a numerical ratio
26 in which the numerator is the Base Tax Year's Extension

1 and the denominator is the Preceding Tax Year's Extension.

2 "Final Percent of Adequacy" is defined in paragraph
3 (4) of subsection (f) of this Section.

4 "Final Resources" is defined in paragraph (3) of
5 subsection (f) of this Section.

6 "Full-time equivalent" or "FTE" means the full-time
7 equivalency compensation for staffing the relevant
8 position at an Organizational Unit.

9 "Funding Gap" is defined in paragraph (1) of
10 subsection (g).

11 "Hybrid District" means a partial elementary unit
12 district created pursuant to Article 11E of this Code.

13 "Instructional assistant" means a core or special
14 education, non-licensed employee who assists a teacher in
15 the classroom and provides academic support to students.

16 "Instructional facilitator" means a qualified teacher
17 or licensed teacher leader who facilitates and coaches
18 continuous improvement in classroom instruction; provides
19 instructional support to teachers in the elements of
20 research-based instruction or demonstrates the alignment
21 of instruction with curriculum standards and assessment
22 tools; develops or coordinates instructional programs or
23 strategies; develops and implements training; chooses
24 standards-based instructional materials; provides
25 teachers with an understanding of current research; serves
26 as a mentor, site coach, curriculum specialist, or lead

1 teacher; or otherwise works with fellow teachers, in
2 collaboration, to use data to improve instructional
3 practice or develop model lessons.

4 "Instructional materials" means relevant
5 instructional materials for student instruction,
6 including, but not limited to, textbooks, consumable
7 workbooks, laboratory equipment, library books, and other
8 similar materials.

9 "Laboratory School" means a public school that is
10 created and operated by a public university and approved
11 by the State Board.

12 "Librarian" means a teacher with an endorsement as a
13 library information specialist or another individual whose
14 primary responsibility is overseeing library resources
15 within an Organizational Unit.

16 "Limiting rate for Hybrid Districts" means the
17 combined elementary school and high school limiting rates.

18 "Local Capacity" is defined in paragraph (1) of
19 subsection (c) of this Section.

20 "Local Capacity Percentage" is defined in subparagraph
21 (A) of paragraph (2) of subsection (c) of this Section.

22 "Local Capacity Ratio" is defined in subparagraph (B)
23 of paragraph (2) of subsection (c) of this Section.

24 "Local Capacity Target" is defined in paragraph (2) of
25 subsection (c) of this Section.

26 "Low-Income Count" means, for an Organizational Unit

1 in a fiscal year, the higher of the average number of
2 students for the prior school year or the immediately
3 preceding 3 school years who, as of July 1 of the
4 immediately preceding fiscal year (as determined by the
5 Department of Human Services), are eligible for at least
6 one of the following low-income programs: Medicaid, the
7 Children's Health Insurance Program, Temporary Assistance
8 for Needy Families (TANF), or the Supplemental Nutrition
9 Assistance Program, excluding pupils who are eligible for
10 services provided by the Department of Children and Family
11 Services. Until such time that grade level low-income
12 populations become available, grade level low-income
13 populations shall be determined by applying the low-income
14 percentage to total student enrollments by grade level.
15 The low-income percentage is determined by dividing the
16 Low-Income Count by the Average Student Enrollment. The
17 low-income percentage for ~~programs operated by~~ a regional
18 office of education or an intermediate service center
19 operating one or more alternative education programs must
20 be set to the weighted average of the low-income
21 percentages of all of the school districts in the service
22 region. The weighted low-income percentage is the result
23 of multiplying the low-income percentage of each school
24 district served by the regional office of education or
25 intermediate service center by each school district's
26 Average Student Enrollment, summarizing those products and

1 dividing the total by the total Average Student Enrollment
2 for the service region.

3 "Maintenance and operations" means custodial services,
4 facility and ground maintenance, facility operations,
5 facility security, routine facility repairs, and other
6 similar services and functions.

7 "Minimum Funding Level" is defined in paragraph (9) of
8 subsection (g) of this Section.

9 "New Property Tax Relief Pool Funds" means, for any
10 given fiscal year, all State funds appropriated under
11 Section 2-3.170 of this Code.

12 "New State Funds" means, for a given school year, all
13 State funds appropriated for Evidence-Based Funding in
14 excess of the amount needed to fund the Base Funding
15 Minimum for all Organizational Units in that school year.

16 "Nurse" means an individual licensed as a certified
17 school nurse, in accordance with the rules established for
18 nursing services by the State Board, who is an employee of
19 and is available to provide health care-related services
20 for students of an Organizational Unit.

21 "Operating Tax Rate" means the rate utilized in the
22 previous year to extend property taxes for all purposes,
23 except Bond and Interest, Summer School, Rent, Capital
24 Improvement, and Vocational Education Building purposes.
25 For Hybrid Districts, the Operating Tax Rate shall be the
26 combined elementary and high school rates utilized in the

1 previous year to extend property taxes for all purposes,
2 except Bond and Interest, Summer School, Rent, Capital
3 Improvement, and Vocational Education Building purposes.

4 "Organizational Unit" means a Laboratory School or any
5 public school district that is recognized as such by the
6 State Board and that contains elementary schools typically
7 serving kindergarten through 5th grades, middle schools
8 typically serving 6th through 8th grades, high schools
9 typically serving 9th through 12th grades, a program
10 established under Section 2-3.66 or 2-3.41, or a program
11 operated by a regional office of education or an
12 intermediate service center under Article 13A or 13B. The
13 General Assembly acknowledges that the actual grade levels
14 served by a particular Organizational Unit may vary
15 slightly from what is typical.

16 "Organizational Unit CWI" is determined by calculating
17 the CWI in the region and original county in which an
18 Organizational Unit's primary administrative office is
19 located as set forth in this paragraph, provided that if
20 the Organizational Unit CWI as calculated in accordance
21 with this paragraph is less than 0.9, the Organizational
22 Unit CWI shall be increased to 0.9. Each county's current
23 CWI value shall be adjusted based on the CWI value of that
24 county's neighboring Illinois counties, to create a
25 "weighted adjusted index value". This shall be calculated
26 by summing the CWI values of all of a county's adjacent

1 Illinois counties and dividing by the number of adjacent
2 Illinois counties, then taking the weighted value of the
3 original county's CWI value and the adjacent Illinois
4 county average. To calculate this weighted value, if the
5 number of adjacent Illinois counties is greater than 2,
6 the original county's CWI value will be weighted at 0.25
7 and the adjacent Illinois county average will be weighted
8 at 0.75. If the number of adjacent Illinois counties is 2,
9 the original county's CWI value will be weighted at 0.33
10 and the adjacent Illinois county average will be weighted
11 at 0.66. The greater of the county's current CWI value and
12 its weighted adjusted index value shall be used as the
13 Organizational Unit CWI.

14 "Preceding Tax Year" means the property tax levy year
15 immediately preceding the Base Tax Year.

16 "Preceding Tax Year's Extension" means the product of
17 the equalized assessed valuation utilized by the county
18 clerk in the Preceding Tax Year multiplied by the
19 Operating Tax Rate.

20 "Preliminary Percent of Adequacy" is defined in
21 paragraph (2) of subsection (f) of this Section.

22 "Preliminary Resources" is defined in paragraph (2) of
23 subsection (f) of this Section.

24 "Principal" means a school administrator duly endorsed
25 to be employed as a principal in this State.

26 "Professional development" means training programs for

1 licensed staff in schools, including, but not limited to,
2 programs that assist in implementing new curriculum
3 programs, provide data focused or academic assessment data
4 training to help staff identify a student's weaknesses and
5 strengths, target interventions, improve instruction,
6 encompass instructional strategies for English learner,
7 gifted, or at-risk students, address inclusivity, cultural
8 sensitivity, or implicit bias, or otherwise provide
9 professional support for licensed staff.

10 "Prototypical" means 450 special education
11 pre-kindergarten and kindergarten through grade 5 students
12 for an elementary school, 450 grade 6 through 8 students
13 for a middle school, and 600 grade 9 through 12 students
14 for a high school.

15 "PTELL" means the Property Tax Extension Limitation
16 Law.

17 "PTELL EAV" is defined in paragraph (4) of subsection
18 (d) of this Section.

19 "Pupil support staff" means a nurse, psychologist,
20 social worker, family liaison personnel, or other staff
21 member who provides support to at-risk or struggling
22 students.

23 "Real Receipts" is defined in paragraph (1) of
24 subsection (d) of this Section.

25 "Regionalization Factor" means, for a particular
26 Organizational Unit, the figure derived by dividing the

1 Organizational Unit CWI by the Statewide Weighted CWI.

2 "School counselor" means a licensed school counselor
3 who provides guidance and counseling support for students
4 within an Organizational Unit.

5 "School site staff" means the primary school secretary
6 and any additional clerical personnel assigned to a
7 school.

8 "Special education" means special educational
9 facilities and services, as defined in Section 14-1.08 of
10 this Code.

11 "Special Education Allocation" means the amount of an
12 Organizational Unit's final Adequacy Target attributable
13 to special education divided by the Organizational Unit's
14 final Adequacy Target, the product of which shall be
15 multiplied by the amount of new funding received pursuant
16 to this Section. An Organizational Unit's final Adequacy
17 Target attributable to special education shall include all
18 special education investment adequacy elements.

19 "Specialist teacher" means a teacher who provides
20 instruction in subject areas not included in core
21 subjects, including, but not limited to, art, music,
22 physical education, health, driver education,
23 career-technical education, and such other subject areas
24 as may be mandated by State law or provided by an
25 Organizational Unit.

26 "Specially Funded Unit" means an Alternative School,

1 safe school, Department of Juvenile Justice school,
2 special education cooperative or entity recognized by the
3 State Board as a special education cooperative,
4 State-approved charter school, or alternative learning
5 opportunities program that received direct funding from
6 the State Board during the 2016-2017 school year through
7 any of the funding sources included within the calculation
8 of the Base Funding Minimum or Glenwood Academy.

9 "Supplemental Grant Funding" means supplemental
10 general State aid funding received by an Organizational
11 Unit during the 2016-2017 school year pursuant to
12 subsection (H) of Section 18-8.05 of this Code (now
13 repealed).

14 "State Adequacy Level" is the sum of the Adequacy
15 Targets of all Organizational Units.

16 "State Board" means the State Board of Education.

17 "State Superintendent" means the State Superintendent
18 of Education.

19 "Statewide Weighted CWI" means a figure determined by
20 multiplying each Organizational Unit CWI times the ASE for
21 that Organizational Unit creating a weighted value,
22 summing all Organizational Units' weighted values, and
23 dividing by the total ASE of all Organizational Units,
24 thereby creating an average weighted index.

25 "Student activities" means non-credit producing
26 after-school programs, including, but not limited to,

1 clubs, bands, sports, and other activities authorized by
2 the school board of the Organizational Unit.

3 "Substitute teacher" means an individual teacher or
4 teaching assistant who is employed by an Organizational
5 Unit and is temporarily serving the Organizational Unit on
6 a per diem or per period-assignment basis to replace
7 another staff member.

8 "Summer school" means academic and enrichment programs
9 provided to students during the summer months outside of
10 the regular school year.

11 "Supervisory aide" means a non-licensed staff member
12 who helps in supervising students of an Organizational
13 Unit, but does so outside of the classroom, in situations
14 such as, but not limited to, monitoring hallways and
15 playgrounds, supervising lunchrooms, or supervising
16 students when being transported in buses serving the
17 Organizational Unit.

18 "Target Ratio" is defined in paragraph (4) of
19 subsection (g).

20 "Tier 1", "Tier 2", "Tier 3", and "Tier 4" are defined
21 in paragraph (3) of subsection (g).

22 "Tier 1 Aggregate Funding", "Tier 2 Aggregate
23 Funding", "Tier 3 Aggregate Funding", and "Tier 4
24 Aggregate Funding" are defined in paragraph (1) of
25 subsection (g).

26 (b) Adequacy Target calculation.

1 (1) Each Organizational Unit's Adequacy Target is the
2 sum of the Organizational Unit's cost of providing
3 Essential Elements, as calculated in accordance with this
4 subsection (b), with the salary amounts in the Essential
5 Elements multiplied by a Regionalization Factor calculated
6 pursuant to paragraph (3) of this subsection (b).

7 (2) The Essential Elements are attributable on a pro
8 rata basis related to defined subgroups of the ASE of each
9 Organizational Unit as specified in this paragraph (2),
10 with investments and FTE positions pro rata funded based
11 on ASE counts in excess of or less than the thresholds set
12 forth in this paragraph (2). The method for calculating
13 attributable pro rata costs and the defined subgroups
14 thereto are as follows:

15 (A) Core class size investments. Each
16 Organizational Unit shall receive the funding required
17 to support that number of FTE core teacher positions
18 as is needed to keep the respective class sizes of the
19 Organizational Unit to the following maximum numbers:

20 (i) For grades kindergarten through 3, the
21 Organizational Unit shall receive funding required
22 to support one FTE core teacher position for every
23 15 Low-Income Count students in those grades and
24 one FTE core teacher position for every 20
25 non-Low-Income Count students in those grades.

26 (ii) For grades 4 through 12, the

1 Organizational Unit shall receive funding required
2 to support one FTE core teacher position for every
3 20 Low-Income Count students in those grades and
4 one FTE core teacher position for every 25
5 non-Low-Income Count students in those grades.

6 The number of non-Low-Income Count students in a
7 grade shall be determined by subtracting the
8 Low-Income students in that grade from the ASE of the
9 Organizational Unit for that grade.

10 (B) Specialist teacher investments. Each
11 Organizational Unit shall receive the funding needed
12 to cover that number of FTE specialist teacher
13 positions that correspond to the following
14 percentages:

15 (i) if the Organizational Unit operates an
16 elementary or middle school, then 20.00% of the
17 number of the Organizational Unit's core teachers,
18 as determined under subparagraph (A) of this
19 paragraph (2); and

20 (ii) if such Organizational Unit operates a
21 high school, then 33.33% of the number of the
22 Organizational Unit's core teachers.

23 (C) Instructional facilitator investments. Each
24 Organizational Unit shall receive the funding needed
25 to cover one FTE instructional facilitator position
26 for every 200 combined ASE of pre-kindergarten

1 children with disabilities and all kindergarten
2 through grade 12 students of the Organizational Unit.

3 (D) Core intervention teacher (tutor) investments.
4 Each Organizational Unit shall receive the funding
5 needed to cover one FTE teacher position for each
6 prototypical elementary, middle, and high school.

7 (E) Substitute teacher investments. Each
8 Organizational Unit shall receive the funding needed
9 to cover substitute teacher costs that is equal to
10 5.70% of the minimum pupil attendance days required
11 under Section 10-19 of this Code for all full-time
12 equivalent core, specialist, and intervention
13 teachers, school nurses, special education teachers
14 and instructional assistants, instructional
15 facilitators, and summer school and extended day
16 teacher positions, as determined under this paragraph
17 (2), at a salary rate of 33.33% of the average salary
18 for grade K through 12 teachers and 33.33% of the
19 average salary of each instructional assistant
20 position.

21 (F) Core school counselor investments. Each
22 Organizational Unit shall receive the funding needed
23 to cover one FTE school counselor for each 450
24 combined ASE of pre-kindergarten children with
25 disabilities and all kindergarten through grade 5
26 students, plus one FTE school counselor for each 250

1 grades 6 through 8 ASE middle school students, plus
2 one FTE school counselor for each 250 grades 9 through
3 12 ASE high school students.

4 (G) Nurse investments. Each Organizational Unit
5 shall receive the funding needed to cover one FTE
6 nurse for each 750 combined ASE of pre-kindergarten
7 children with disabilities and all kindergarten
8 through grade 12 students across all grade levels it
9 serves.

10 (H) Supervisory aide investments. Each
11 Organizational Unit shall receive the funding needed
12 to cover one FTE for each 225 combined ASE of
13 pre-kindergarten children with disabilities and all
14 kindergarten through grade 5 students, plus one FTE
15 for each 225 ASE middle school students, plus one FTE
16 for each 200 ASE high school students.

17 (I) Librarian investments. Each Organizational
18 Unit shall receive the funding needed to cover one FTE
19 librarian for each prototypical elementary school,
20 middle school, and high school and one FTE aide or
21 media technician for every 300 combined ASE of
22 pre-kindergarten children with disabilities and all
23 kindergarten through grade 12 students.

24 (J) Principal investments. Each Organizational
25 Unit shall receive the funding needed to cover one FTE
26 principal position for each prototypical elementary

1 school, plus one FTE principal position for each
2 prototypical middle school, plus one FTE principal
3 position for each prototypical high school.

4 (K) Assistant principal investments. Each
5 Organizational Unit shall receive the funding needed
6 to cover one FTE assistant principal position for each
7 prototypical elementary school, plus one FTE assistant
8 principal position for each prototypical middle
9 school, plus one FTE assistant principal position for
10 each prototypical high school.

11 (L) School site staff investments. Each
12 Organizational Unit shall receive the funding needed
13 for one FTE position for each 225 ASE of
14 pre-kindergarten children with disabilities and all
15 kindergarten through grade 5 students, plus one FTE
16 position for each 225 ASE middle school students, plus
17 one FTE position for each 200 ASE high school
18 students.

19 (M) Gifted investments. Each Organizational Unit
20 shall receive \$40 per kindergarten through grade 12
21 ASE.

22 (N) Professional development investments. Each
23 Organizational Unit shall receive \$125 per student of
24 the combined ASE of pre-kindergarten children with
25 disabilities and all kindergarten through grade 12
26 students for trainers and other professional

1 development-related expenses for supplies and
2 materials.

3 (O) Instructional material investments. Each
4 Organizational Unit shall receive \$190 per student of
5 the combined ASE of pre-kindergarten children with
6 disabilities and all kindergarten through grade 12
7 students to cover instructional material costs.

8 (P) Assessment investments. Each Organizational
9 Unit shall receive \$25 per student of the combined ASE
10 of pre-kindergarten children with disabilities and all
11 kindergarten through grade 12 students to cover
12 assessment costs.

13 (Q) Computer technology and equipment investments.
14 Each Organizational Unit shall receive \$285.50 per
15 student of the combined ASE of pre-kindergarten
16 children with disabilities and all kindergarten
17 through grade 12 students to cover computer technology
18 and equipment costs. For the 2018-2019 school year and
19 subsequent school years, Organizational Units assigned
20 to Tier 1 and Tier 2 in the prior school year shall
21 receive an additional \$285.50 per student of the
22 combined ASE of pre-kindergarten children with
23 disabilities and all kindergarten through grade 12
24 students to cover computer technology and equipment
25 costs in the Organizational Unit's Adequacy Target.
26 The State Board may establish additional requirements

1 for Organizational Unit expenditures of funds received
2 pursuant to this subparagraph (Q), including a
3 requirement that funds received pursuant to this
4 subparagraph (Q) may be used only for serving the
5 technology needs of the district. It is the intent of
6 Public Act 100-465 that all Tier 1 and Tier 2 districts
7 receive the addition to their Adequacy Target in the
8 following year, subject to compliance with the
9 requirements of the State Board.

10 (R) Student activities investments. Each
11 Organizational Unit shall receive the following
12 funding amounts to cover student activities: \$100 per
13 kindergarten through grade 5 ASE student in elementary
14 school, plus \$200 per ASE student in middle school,
15 plus \$675 per ASE student in high school.

16 (S) Maintenance and operations investments. Each
17 Organizational Unit shall receive \$1,038 per student
18 of the combined ASE of pre-kindergarten children with
19 disabilities and all kindergarten through grade 12
20 students for day-to-day maintenance and operations
21 expenditures, including salary, supplies, and
22 materials, as well as purchased services, but
23 excluding employee benefits. The proportion of salary
24 for the application of a Regionalization Factor and
25 the calculation of benefits is equal to \$352.92.

26 (T) Central office investments. Each

1 Organizational Unit shall receive \$742 per student of
2 the combined ASE of pre-kindergarten children with
3 disabilities and all kindergarten through grade 12
4 students to cover central office operations, including
5 administrators and classified personnel charged with
6 managing the instructional programs, business and
7 operations of the school district, and security
8 personnel. The proportion of salary for the
9 application of a Regionalization Factor and the
10 calculation of benefits is equal to \$368.48.

11 (U) Employee benefit investments. Each
12 Organizational Unit shall receive 30% of the total of
13 all salary-calculated elements of the Adequacy Target,
14 excluding substitute teachers and student activities
15 investments, to cover benefit costs. For central
16 office and maintenance and operations investments, the
17 benefit calculation shall be based upon the salary
18 proportion of each investment. If at any time the
19 responsibility for funding the employer normal cost of
20 teacher pensions is assigned to school districts, then
21 that amount certified by the Teachers' Retirement
22 System of the State of Illinois to be paid by the
23 Organizational Unit for the preceding school year
24 shall be added to the benefit investment. For any
25 fiscal year in which a school district organized under
26 Article 34 of this Code is responsible for paying the

1 employer normal cost of teacher pensions, then that
2 amount of its employer normal cost plus the amount for
3 retiree health insurance as certified by the Public
4 School Teachers' Pension and Retirement Fund of
5 Chicago to be paid by the school district for the
6 preceding school year that is statutorily required to
7 cover employer normal costs and the amount for retiree
8 health insurance shall be added to the 30% specified
9 in this subparagraph (U). The Teachers' Retirement
10 System of the State of Illinois and the Public School
11 Teachers' Pension and Retirement Fund of Chicago shall
12 submit such information as the State Superintendent
13 may require for the calculations set forth in this
14 subparagraph (U).

15 (V) Additional investments in low-income students.
16 In addition to and not in lieu of all other funding
17 under this paragraph (2), each Organizational Unit
18 shall receive funding based on the average teacher
19 salary for grades K through 12 to cover the costs of:

20 (i) one FTE intervention teacher (tutor)
21 position for every 125 Low-Income Count students;

22 (ii) one FTE pupil support staff position for
23 every 125 Low-Income Count students;

24 (iii) one FTE extended day teacher position
25 for every 120 Low-Income Count students; and

26 (iv) one FTE summer school teacher position

1 for every 120 Low-Income Count students.

2 (W) Additional investments in English learner
3 students. In addition to and not in lieu of all other
4 funding under this paragraph (2), each Organizational
5 Unit shall receive funding based on the average
6 teacher salary for grades K through 12 to cover the
7 costs of:

8 (i) one FTE intervention teacher (tutor)
9 position for every 125 English learner students;

10 (ii) one FTE pupil support staff position for
11 every 125 English learner students;

12 (iii) one FTE extended day teacher position
13 for every 120 English learner students;

14 (iv) one FTE summer school teacher position
15 for every 120 English learner students; and

16 (v) one FTE core teacher position for every
17 100 English learner students.

18 (X) Special education investments. Each
19 Organizational Unit shall receive funding based on the
20 average teacher salary for grades K through 12 to
21 cover special education as follows:

22 (i) one FTE teacher position for every 141
23 combined ASE of pre-kindergarten children with
24 disabilities and all kindergarten through grade 12
25 students;

26 (ii) one FTE instructional assistant for every

1 141 combined ASE of pre-kindergarten children with
2 disabilities and all kindergarten through grade 12
3 students; and

4 (iii) one FTE psychologist position for every
5 1,000 combined ASE of pre-kindergarten children
6 with disabilities and all kindergarten through
7 grade 12 students.

8 (3) For calculating the salaries included within the
9 Essential Elements, the State Superintendent shall
10 annually calculate average salaries to the nearest dollar
11 using the employment information system data maintained by
12 the State Board, limited to public schools only and
13 excluding special education and vocational cooperatives,
14 schools operated by the Department of Juvenile Justice,
15 and charter schools, for the following positions:

16 (A) Teacher for grades K through 8.

17 (B) Teacher for grades 9 through 12.

18 (C) Teacher for grades K through 12.

19 (D) School counselor for grades K through 8.

20 (E) School counselor for grades 9 through 12.

21 (F) School counselor for grades K through 12.

22 (G) Social worker.

23 (H) Psychologist.

24 (I) Librarian.

25 (J) Nurse.

26 (K) Principal.

1 (L) Assistant principal.

2 For the purposes of this paragraph (3), "teacher"
3 includes core teachers, specialist and elective teachers,
4 instructional facilitators, tutors, special education
5 teachers, pupil support staff teachers, English learner
6 teachers, extended day teachers, and summer school
7 teachers. Where specific grade data is not required for
8 the Essential Elements, the average salary for
9 corresponding positions shall apply. For substitute
10 teachers, the average teacher salary for grades K through
11 12 shall apply.

12 For calculating the salaries included within the
13 Essential Elements for positions not included within EIS
14 Data, the following salaries shall be used in the first
15 year of implementation of Evidence-Based Funding:

16 (i) school site staff, \$30,000; and

17 (ii) non-instructional assistant, instructional
18 assistant, library aide, library media tech, or
19 supervisory aide: \$25,000.

20 In the second and subsequent years of implementation
21 of Evidence-Based Funding, the amounts in items (i) and
22 (ii) of this paragraph (3) shall annually increase by the
23 ECI.

24 The salary amounts for the Essential Elements
25 determined pursuant to subparagraphs (A) through (L), (S)
26 and (T), and (V) through (X) of paragraph (2) of

1 subsection (b) of this Section shall be multiplied by a
2 Regionalization Factor.

3 (c) Local Capacity calculation.

4 (1) Each Organizational Unit's Local Capacity
5 represents an amount of funding it is assumed to
6 contribute toward its Adequacy Target for purposes of the
7 Evidence-Based Funding formula calculation. "Local
8 Capacity" means either (i) the Organizational Unit's Local
9 Capacity Target as calculated in accordance with paragraph
10 (2) of this subsection (c) if its Real Receipts are equal
11 to or less than its Local Capacity Target or (ii) the
12 Organizational Unit's Adjusted Local Capacity, as
13 calculated in accordance with paragraph (3) of this
14 subsection (c) if Real Receipts are more than its Local
15 Capacity Target.

16 (2) "Local Capacity Target" means, for an
17 Organizational Unit, that dollar amount that is obtained
18 by multiplying its Adequacy Target by its Local Capacity
19 Ratio.

20 (A) An Organizational Unit's Local Capacity
21 Percentage is the conversion of the Organizational
22 Unit's Local Capacity Ratio, as such ratio is
23 determined in accordance with subparagraph (B) of this
24 paragraph (2), into a cumulative distribution
25 resulting in a percentile ranking to determine each
26 Organizational Unit's relative position to all other

1 Organizational Units in this State. The calculation of
2 Local Capacity Percentage is described in subparagraph
3 (C) of this paragraph (2).

4 (B) An Organizational Unit's Local Capacity Ratio
5 in a given year is the percentage obtained by dividing
6 its Adjusted EAV or PTELL EAV, whichever is less, by
7 its Adequacy Target, with the resulting ratio further
8 adjusted as follows:

9 (i) for Organizational Units serving grades
10 kindergarten through 12 and Hybrid Districts, no
11 further adjustments shall be made;

12 (ii) for Organizational Units serving grades
13 kindergarten through 8, the ratio shall be
14 multiplied by 9/13;

15 (iii) for Organizational Units serving grades
16 9 through 12, the Local Capacity Ratio shall be
17 multiplied by 4/13; and

18 (iv) for an Organizational Unit with a
19 different grade configuration than those specified
20 in items (i) through (iii) of this subparagraph
21 (B), the State Superintendent shall determine a
22 comparable adjustment based on the grades served.

23 (C) The Local Capacity Percentage is equal to the
24 percentile ranking of the district. Local Capacity
25 Percentage converts each Organizational Unit's Local
26 Capacity Ratio to a cumulative distribution resulting

1 in a percentile ranking to determine each
2 Organizational Unit's relative position to all other
3 Organizational Units in this State. The Local Capacity
4 Percentage cumulative distribution resulting in a
5 percentile ranking for each Organizational Unit shall
6 be calculated using the standard normal distribution
7 of the score in relation to the weighted mean and
8 weighted standard deviation and Local Capacity Ratios
9 of all Organizational Units. If the value assigned to
10 any Organizational Unit is in excess of 90%, the value
11 shall be adjusted to 90%. For Laboratory Schools, the
12 Local Capacity Percentage shall be set at 10% in
13 recognition of the absence of EAV and resources from
14 the public university that are allocated to the
15 Laboratory School. For ~~programs operated by~~ a regional
16 office of education or an intermediate service center
17 operating one or more alternative education programs,
18 the Local Capacity Percentage must be set at 10% in
19 recognition of the absence of EAV and resources from
20 school districts that are allocated to the regional
21 office of education or intermediate service center.
22 The weighted mean for the Local Capacity Percentage
23 shall be determined by multiplying each Organizational
24 Unit's Local Capacity Ratio times the ASE for the unit
25 creating a weighted value, summing the weighted values
26 of all Organizational Units, and dividing by the total

1 ASE of all Organizational Units. The weighted standard
2 deviation shall be determined by taking the square
3 root of the weighted variance of all Organizational
4 Units' Local Capacity Ratio, where the variance is
5 calculated by squaring the difference between each
6 unit's Local Capacity Ratio and the weighted mean,
7 then multiplying the variance for each unit times the
8 ASE for the unit to create a weighted variance for each
9 unit, then summing all units' weighted variance and
10 dividing by the total ASE of all units.

11 (D) For any Organizational Unit, the
12 Organizational Unit's Adjusted Local Capacity Target
13 shall be reduced by either (i) the school board's
14 remaining contribution pursuant to paragraph (ii) of
15 subsection (b-4) of Section 16-158 of the Illinois
16 Pension Code in a given year or (ii) the board of
17 education's remaining contribution pursuant to
18 paragraph (iv) of subsection (b) of Section 17-129 of
19 the Illinois Pension Code absent the employer normal
20 cost portion of the required contribution and amount
21 allowed pursuant to subdivision (3) of Section
22 17-142.1 of the Illinois Pension Code in a given year.
23 In the preceding sentence, item (i) shall be certified
24 to the State Board of Education by the Teachers'
25 Retirement System of the State of Illinois and item
26 (ii) shall be certified to the State Board of

1 Education by the Public School Teachers' Pension and
2 Retirement Fund of the City of Chicago.

3 (3) If an Organizational Unit's Real Receipts are more
4 than its Local Capacity Target, then its Local Capacity
5 shall equal an Adjusted Local Capacity Target as
6 calculated in accordance with this paragraph (3). The
7 Adjusted Local Capacity Target is calculated as the sum of
8 the Organizational Unit's Local Capacity Target and its
9 Real Receipts Adjustment. The Real Receipts Adjustment
10 equals the Organizational Unit's Real Receipts less its
11 Local Capacity Target, with the resulting figure
12 multiplied by the Local Capacity Percentage.

13 As used in this paragraph (3), "Real Percent of
14 Adequacy" means the sum of an Organizational Unit's Real
15 Receipts, CPPRT, and Base Funding Minimum, with the
16 resulting figure divided by the Organizational Unit's
17 Adequacy Target.

18 (d) Calculation of Real Receipts, EAV, and Adjusted EAV
19 for purposes of the Local Capacity calculation.

20 (1) An Organizational Unit's Real Receipts are the
21 product of its Applicable Tax Rate and its Adjusted EAV.
22 An Organizational Unit's Applicable Tax Rate is its
23 Adjusted Operating Tax Rate for property within the
24 Organizational Unit.

25 (2) The State Superintendent shall calculate the
26 equalized assessed valuation, or EAV, of all taxable

1 property of each Organizational Unit as of September 30 of
2 the previous year in accordance with paragraph (3) of this
3 subsection (d). The State Superintendent shall then
4 determine the Adjusted EAV of each Organizational Unit in
5 accordance with paragraph (4) of this subsection (d),
6 which Adjusted EAV figure shall be used for the purposes
7 of calculating Local Capacity.

8 (3) To calculate Real Receipts and EAV, the Department
9 of Revenue shall supply to the State Superintendent the
10 value as equalized or assessed by the Department of
11 Revenue of all taxable property of every Organizational
12 Unit, together with (i) the applicable tax rate used in
13 extending taxes for the funds of the Organizational Unit
14 as of September 30 of the previous year and (ii) the
15 limiting rate for all Organizational Units subject to
16 property tax extension limitations as imposed under PTELL.

17 (A) The Department of Revenue shall add to the
18 equalized assessed value of all taxable property of
19 each Organizational Unit situated entirely or
20 partially within a county that is or was subject to the
21 provisions of Section 15-176 or 15-177 of the Property
22 Tax Code (i) an amount equal to the total amount by
23 which the homestead exemption allowed under Section
24 15-176 or 15-177 of the Property Tax Code for real
25 property situated in that Organizational Unit exceeds
26 the total amount that would have been allowed in that

1 Organizational Unit if the maximum reduction under
2 Section 15-176 was (I) \$4,500 in Cook County or \$3,500
3 in all other counties in tax year 2003 or (II) \$5,000
4 in all counties in tax year 2004 and thereafter and
5 (ii) an amount equal to the aggregate amount for the
6 taxable year of all additional exemptions under
7 Section 15-175 of the Property Tax Code for owners
8 with a household income of \$30,000 or less. The county
9 clerk of any county that is or was subject to the
10 provisions of Section 15-176 or 15-177 of the Property
11 Tax Code shall annually calculate and certify to the
12 Department of Revenue for each Organizational Unit all
13 homestead exemption amounts under Section 15-176 or
14 15-177 of the Property Tax Code and all amounts of
15 additional exemptions under Section 15-175 of the
16 Property Tax Code for owners with a household income
17 of \$30,000 or less. It is the intent of this
18 subparagraph (A) that if the general homestead
19 exemption for a parcel of property is determined under
20 Section 15-176 or 15-177 of the Property Tax Code
21 rather than Section 15-175, then the calculation of
22 EAV shall not be affected by the difference, if any,
23 between the amount of the general homestead exemption
24 allowed for that parcel of property under Section
25 15-176 or 15-177 of the Property Tax Code and the
26 amount that would have been allowed had the general

1 homestead exemption for that parcel of property been
2 determined under Section 15-175 of the Property Tax
3 Code. It is further the intent of this subparagraph
4 (A) that if additional exemptions are allowed under
5 Section 15-175 of the Property Tax Code for owners
6 with a household income of less than \$30,000, then the
7 calculation of EAV shall not be affected by the
8 difference, if any, because of those additional
9 exemptions.

10 (B) With respect to any part of an Organizational
11 Unit within a redevelopment project area in respect to
12 which a municipality has adopted tax increment
13 allocation financing pursuant to the Tax Increment
14 Allocation Redevelopment Act, Division 74.4 of Article
15 11 of the Illinois Municipal Code, or the Industrial
16 Jobs Recovery Law, Division 74.6 of Article 11 of the
17 Illinois Municipal Code, no part of the current EAV of
18 real property located in any such project area that is
19 attributable to an increase above the total initial
20 EAV of such property shall be used as part of the EAV
21 of the Organizational Unit, until such time as all
22 redevelopment project costs have been paid, as
23 provided in Section 11-74.4-8 of the Tax Increment
24 Allocation Redevelopment Act or in Section 11-74.6-35
25 of the Industrial Jobs Recovery Law. For the purpose
26 of the EAV of the Organizational Unit, the total

1 initial EAV or the current EAV, whichever is lower,
2 shall be used until such time as all redevelopment
3 project costs have been paid.

4 (B-5) The real property equalized assessed
5 valuation for a school district shall be adjusted by
6 subtracting from the real property value, as equalized
7 or assessed by the Department of Revenue, for the
8 district an amount computed by dividing the amount of
9 any abatement of taxes under Section 18-170 of the
10 Property Tax Code by 3.00% for a district maintaining
11 grades kindergarten through 12, by 2.30% for a
12 district maintaining grades kindergarten through 8, or
13 by 1.05% for a district maintaining grades 9 through
14 12 and adjusted by an amount computed by dividing the
15 amount of any abatement of taxes under subsection (a)
16 of Section 18-165 of the Property Tax Code by the same
17 percentage rates for district type as specified in
18 this subparagraph (B-5).

19 (C) For Organizational Units that are Hybrid
20 Districts, the State Superintendent shall use the
21 lesser of the adjusted equalized assessed valuation
22 for property within the partial elementary unit
23 district for elementary purposes, as defined in
24 Article 11E of this Code, or the adjusted equalized
25 assessed valuation for property within the partial
26 elementary unit district for high school purposes, as

1 defined in Article 11E of this Code.

2 (D) If a school district's boundaries span
3 multiple counties, then the Department of Revenue
4 shall send to the State Board, for the purposes of
5 calculating Evidence-Based Funding, the limiting rate
6 and individual rates by purpose for the county that
7 contains the majority of the school district's
8 equalized assessed valuation.

9 (4) An Organizational Unit's Adjusted EAV shall be the
10 average of its EAV over the immediately preceding 3 years
11 or the lesser of its EAV in the immediately preceding year
12 or the average of its EAV over the immediately preceding 3
13 years if the EAV in the immediately preceding year has
14 declined by 10% or more when comparing the 2 most recent
15 years. In the event of Organizational Unit reorganization,
16 consolidation, or annexation, the Organizational Unit's
17 Adjusted EAV for the first 3 years after such change shall
18 be as follows: the most current EAV shall be used in the
19 first year, the average of a 2-year EAV or its EAV in the
20 immediately preceding year if the EAV declines by 10% or
21 more when comparing the 2 most recent years for the second
22 year, and the lesser of a 3-year average EAV or its EAV in
23 the immediately preceding year if the Adjusted EAV
24 declines by 10% or more when comparing the 2 most recent
25 years for the third year. For any school district whose
26 EAV in the immediately preceding year is used in

1 calculations, in the following year, the Adjusted EAV
2 shall be the average of its EAV over the immediately
3 preceding 2 years or the immediately preceding year if
4 that year represents a decline of 10% or more when
5 comparing the 2 most recent years.

6 "PTELL EAV" means a figure calculated by the State
7 Board for Organizational Units subject to PTELL as
8 described in this paragraph (4) for the purposes of
9 calculating an Organizational Unit's Local Capacity Ratio.
10 Except as otherwise provided in this paragraph (4), the
11 PTELL EAV of an Organizational Unit shall be equal to the
12 product of the equalized assessed valuation last used in
13 the calculation of general State aid under Section 18-8.05
14 of this Code (now repealed) or Evidence-Based Funding
15 under this Section and the Organizational Unit's Extension
16 Limitation Ratio. If an Organizational Unit has approved
17 or does approve an increase in its limiting rate, pursuant
18 to Section 18-190 of the Property Tax Code, affecting the
19 Base Tax Year, the PTELL EAV shall be equal to the product
20 of the equalized assessed valuation last used in the
21 calculation of general State aid under Section 18-8.05 of
22 this Code (now repealed) or Evidence-Based Funding under
23 this Section multiplied by an amount equal to one plus the
24 percentage increase, if any, in the Consumer Price Index
25 for All Urban Consumers for all items published by the
26 United States Department of Labor for the 12-month

1 calendar year preceding the Base Tax Year, plus the
2 equalized assessed valuation of new property, annexed
3 property, and recovered tax increment value and minus the
4 equalized assessed valuation of disconnected property.

5 As used in this paragraph (4), "new property" and
6 "recovered tax increment value" shall have the meanings
7 set forth in the Property Tax Extension Limitation Law.

8 (e) Base Funding Minimum calculation.

9 (1) For the 2017-2018 school year, the Base Funding
10 Minimum of an Organizational Unit or a Specially Funded
11 Unit shall be the amount of State funds distributed to the
12 Organizational Unit or Specially Funded Unit during the
13 2016-2017 school year prior to any adjustments and
14 specified appropriation amounts described in this
15 paragraph (1) from the following Sections, as calculated
16 by the State Superintendent: Section 18-8.05 of this Code
17 (now repealed); Section 5 of Article 224 of Public Act
18 99-524 (equity grants); Section 14-7.02b of this Code
19 (funding for children requiring special education
20 services); Section 14-13.01 of this Code (special
21 education facilities and staffing), except for
22 reimbursement of the cost of transportation pursuant to
23 Section 14-13.01; Section 14C-12 of this Code (English
24 learners); and Section 18-4.3 of this Code (summer
25 school), based on an appropriation level of \$13,121,600.
26 For a school district organized under Article 34 of this

1 Code, the Base Funding Minimum also includes (i) the funds
2 allocated to the school district pursuant to Section 1D-1
3 of this Code attributable to funding programs authorized
4 by the Sections of this Code listed in the preceding
5 sentence and (ii) the difference between (I) the funds
6 allocated to the school district pursuant to Section 1D-1
7 of this Code attributable to the funding programs
8 authorized by Section 14-7.02 (non-public special
9 education reimbursement), subsection (b) of Section
10 14-13.01 (special education transportation), Section 29-5
11 (transportation), Section 2-3.80 (agricultural
12 education), Section 2-3.66 (truants' alternative
13 education), Section 2-3.62 (educational service centers),
14 and Section 14-7.03 (special education - orphanage) of
15 this Code and Section 15 of the Childhood Hunger Relief
16 Act (free breakfast program) and (II) the school
17 district's actual expenditures for its non-public special
18 education, special education transportation,
19 transportation programs, agricultural education, truants'
20 alternative education, services that would otherwise be
21 performed by a regional office of education, special
22 education orphanage expenditures, and free breakfast, as
23 most recently calculated and reported pursuant to
24 subsection (f) of Section 1D-1 of this Code. The Base
25 Funding Minimum for Glenwood Academy shall be \$952,014.
26 For programs operated by a regional office of education or

1 an intermediate service center, the Base Funding Minimum
2 must be the total amount of State funds allocated to those
3 programs in the 2018-2019 school year and amounts provided
4 pursuant to Article 34 of Public Act 100-586 and Section
5 3-16 of this Code. All programs established after June 5,
6 2019 (the effective date of Public Act 101-10) and
7 administered by a regional office of education or an
8 intermediate service center must have an initial Base
9 Funding Minimum set to an amount equal to the first-year
10 ASE multiplied by the amount of per pupil funding received
11 in the previous school year by the lowest funded similar
12 existing program type. If the enrollment for a program
13 operated by a regional office of education or an
14 intermediate service center is zero, then it may not
15 receive Base Funding Minimum funds for that program in the
16 next fiscal year, and those funds must be distributed to
17 Organizational Units under subsection (g).

18 (2) For the 2018-2019 and subsequent school years, the
19 Base Funding Minimum of Organizational Units and Specially
20 Funded Units shall be the sum of (i) the amount of
21 Evidence-Based Funding for the prior school year, (ii) the
22 Base Funding Minimum for the prior school year, and (iii)
23 any amount received by a school district pursuant to
24 Section 7 of Article 97 of Public Act 100-21.

25 For the 2022-2023 school year, the Base Funding
26 Minimum of Organizational Units shall be the amounts

1 recalculated by the State Board of Education for Fiscal
2 Year 2019 through Fiscal Year 2022 that were necessary due
3 to average student enrollment errors for districts
4 organized under Article 34 of this Code, plus the Fiscal
5 Year 2022 property tax relief grants provided under
6 Section 2-3.170 of this Code, ensuring each Organizational
7 Unit has the correct amount of resources for Fiscal Year
8 2023 Evidence-Based Funding calculations and that Fiscal
9 Year 2023 Evidence-Based Funding Distributions are made in
10 accordance with this Section.

11 (3) Subject to approval by the General Assembly as
12 provided in this paragraph (3), an Organizational Unit
13 that meets all of the following criteria, as determined by
14 the State Board, shall have District Intervention Money
15 added to its Base Funding Minimum at the time the Base
16 Funding Minimum is calculated by the State Board:

17 (A) The Organizational Unit is operating under an
18 Independent Authority under Section 2-3.25f-5 of this
19 Code for a minimum of 4 school years or is subject to
20 the control of the State Board pursuant to a court
21 order for a minimum of 4 school years.

22 (B) The Organizational Unit was designated as a
23 Tier 1 or Tier 2 Organizational Unit in the previous
24 school year under paragraph (3) of subsection (g) of
25 this Section.

26 (C) The Organizational Unit demonstrates

1 sustainability through a 5-year financial and
2 strategic plan.

3 (D) The Organizational Unit has made sufficient
4 progress and achieved sufficient stability in the
5 areas of governance, academic growth, and finances.

6 As part of its determination under this paragraph (3),
7 the State Board may consider the Organizational Unit's
8 summative designation, any accreditations of the
9 Organizational Unit, or the Organizational Unit's
10 financial profile, as calculated by the State Board.

11 If the State Board determines that an Organizational
12 Unit has met the criteria set forth in this paragraph (3),
13 it must submit a report to the General Assembly, no later
14 than January 2 of the fiscal year in which the State Board
15 makes its determination, on the amount of District
16 Intervention Money to add to the Organizational Unit's
17 Base Funding Minimum. The General Assembly must review the
18 State Board's report and may approve or disapprove, by
19 joint resolution, the addition of District Intervention
20 Money. If the General Assembly fails to act on the report
21 within 40 calendar days from the receipt of the report,
22 the addition of District Intervention Money is deemed
23 approved. If the General Assembly approves the amount of
24 District Intervention Money to be added to the
25 Organizational Unit's Base Funding Minimum, the District
26 Intervention Money must be added to the Base Funding

1 Minimum annually thereafter.

2 For the first 4 years following the initial year that
3 the State Board determines that an Organizational Unit has
4 met the criteria set forth in this paragraph (3) and has
5 received funding under this Section, the Organizational
6 Unit must annually submit to the State Board, on or before
7 November 30, a progress report regarding its financial and
8 strategic plan under subparagraph (C) of this paragraph
9 (3). The plan shall include the financial data from the
10 past 4 annual financial reports or financial audits that
11 must be presented to the State Board by November 15 of each
12 year and the approved budget financial data for the
13 current year. The plan shall be developed according to the
14 guidelines presented to the Organizational Unit by the
15 State Board. The plan shall further include financial
16 projections for the next 3 fiscal years and include a
17 discussion and financial summary of the Organizational
18 Unit's facility needs. If the Organizational Unit does not
19 demonstrate sufficient progress toward its 5-year plan or
20 if it has failed to file an annual financial report, an
21 annual budget, a financial plan, a deficit reduction plan,
22 or other financial information as required by law, the
23 State Board may establish a Financial Oversight Panel
24 under Article 1H of this Code. However, if the
25 Organizational Unit already has a Financial Oversight
26 Panel, the State Board may extend the duration of the

1 Panel.

2 (f) Percent of Adequacy and Final Resources calculation.

3 (1) The Evidence-Based Funding formula establishes a
4 Percent of Adequacy for each Organizational Unit in order
5 to place such units into tiers for the purposes of the
6 funding distribution system described in subsection (g) of
7 this Section. Initially, an Organizational Unit's
8 Preliminary Resources and Preliminary Percent of Adequacy
9 are calculated pursuant to paragraph (2) of this
10 subsection (f). Then, an Organizational Unit's Final
11 Resources and Final Percent of Adequacy are calculated to
12 account for the Organizational Unit's poverty
13 concentration levels pursuant to paragraphs (3) and (4) of
14 this subsection (f).

15 (2) An Organizational Unit's Preliminary Resources are
16 equal to the sum of its Local Capacity Target, CPPRT, and
17 Base Funding Minimum. An Organizational Unit's Preliminary
18 Percent of Adequacy is the lesser of (i) its Preliminary
19 Resources divided by its Adequacy Target or (ii) 100%.

20 (3) Except for Specially Funded Units, an
21 Organizational Unit's Final Resources are equal to the sum
22 of its Local Capacity, CPPRT, and Adjusted Base Funding
23 Minimum. The Base Funding Minimum of each Specially Funded
24 Unit shall serve as its Final Resources, except that the
25 Base Funding Minimum for State-approved charter schools
26 shall not include any portion of general State aid

1 allocated in the prior year based on the per capita
2 tuition charge times the charter school enrollment.

3 (4) An Organizational Unit's Final Percent of Adequacy
4 is its Final Resources divided by its Adequacy Target. An
5 Organizational Unit's Adjusted Base Funding Minimum is
6 equal to its Base Funding Minimum less its Supplemental
7 Grant Funding, with the resulting figure added to the
8 product of its Supplemental Grant Funding and Preliminary
9 Percent of Adequacy.

10 (g) Evidence-Based Funding formula distribution system.

11 (1) In each school year under the Evidence-Based
12 Funding formula, each Organizational Unit receives funding
13 equal to the sum of its Base Funding Minimum and the unit's
14 allocation of New State Funds determined pursuant to this
15 subsection (g). To allocate New State Funds, the
16 Evidence-Based Funding formula distribution system first
17 places all Organizational Units into one of 4 tiers in
18 accordance with paragraph (3) of this subsection (g),
19 based on the Organizational Unit's Final Percent of
20 Adequacy. New State Funds are allocated to each of the 4
21 tiers as follows: Tier 1 Aggregate Funding equals 50% of
22 all New State Funds, Tier 2 Aggregate Funding equals 49%
23 of all New State Funds, Tier 3 Aggregate Funding equals
24 0.9% of all New State Funds, and Tier 4 Aggregate Funding
25 equals 0.1% of all New State Funds. Each Organizational
26 Unit within Tier 1 or Tier 2 receives an allocation of New

1 State Funds equal to its tier Funding Gap, as defined in
2 the following sentence, multiplied by the tier's
3 Allocation Rate determined pursuant to paragraph (4) of
4 this subsection (g). For Tier 1, an Organizational Unit's
5 Funding Gap equals the tier's Target Ratio, as specified
6 in paragraph (5) of this subsection (g), multiplied by the
7 Organizational Unit's Adequacy Target, with the resulting
8 amount reduced by the Organizational Unit's Final
9 Resources. For Tier 2, an Organizational Unit's Funding
10 Gap equals the tier's Target Ratio, as described in
11 paragraph (5) of this subsection (g), multiplied by the
12 Organizational Unit's Adequacy Target, with the resulting
13 amount reduced by the Organizational Unit's Final
14 Resources and its Tier 1 funding allocation. To determine
15 the Organizational Unit's Funding Gap, the resulting
16 amount is then multiplied by a factor equal to one minus
17 the Organizational Unit's Local Capacity Target
18 percentage. Each Organizational Unit within Tier 3 or Tier
19 4 receives an allocation of New State Funds equal to the
20 product of its Adequacy Target and the tier's Allocation
21 Rate, as specified in paragraph (4) of this subsection
22 (g).

23 (2) To ensure equitable distribution of dollars for
24 all Tier 2 Organizational Units, no Tier 2 Organizational
25 Unit shall receive fewer dollars per ASE than any Tier 3
26 Organizational Unit. Each Tier 2 and Tier 3 Organizational

1 Unit shall have its funding allocation divided by its ASE.
2 Any Tier 2 Organizational Unit with a funding allocation
3 per ASE below the greatest Tier 3 allocation per ASE shall
4 get a funding allocation equal to the greatest Tier 3
5 funding allocation per ASE multiplied by the
6 Organizational Unit's ASE. Each Tier 2 Organizational
7 Unit's Tier 2 funding allocation shall be multiplied by
8 the percentage calculated by dividing the original Tier 2
9 Aggregate Funding by the sum of all Tier 2 Organizational
10 Units' Tier 2 funding allocation after adjusting
11 districts' funding below Tier 3 levels.

12 (3) Organizational Units are placed into one of 4
13 tiers as follows:

14 (A) Tier 1 consists of all Organizational Units,
15 except for Specially Funded Units, with a Percent of
16 Adequacy less than the Tier 1 Target Ratio. The Tier 1
17 Target Ratio is the ratio level that allows for Tier 1
18 Aggregate Funding to be distributed, with the Tier 1
19 Allocation Rate determined pursuant to paragraph (4)
20 of this subsection (g).

21 (B) Tier 2 consists of all Tier 1 Units and all
22 other Organizational Units, except for Specially
23 Funded Units, with a Percent of Adequacy of less than
24 0.90.

25 (C) Tier 3 consists of all Organizational Units,
26 except for Specially Funded Units, with a Percent of

1 Adequacy of at least 0.90 and less than 1.0.

2 (D) Tier 4 consists of all Organizational Units
3 with a Percent of Adequacy of at least 1.0.

4 (4) The Allocation Rates for Tiers 1 through 4 are
5 determined as follows:

6 (A) The Tier 1 Allocation Rate is 30%.

7 (B) The Tier 2 Allocation Rate is the result of the
8 following equation: Tier 2 Aggregate Funding, divided
9 by the sum of the Funding Gaps for all Tier 2
10 Organizational Units, unless the result of such
11 equation is higher than 1.0. If the result of such
12 equation is higher than 1.0, then the Tier 2
13 Allocation Rate is 1.0.

14 (C) The Tier 3 Allocation Rate is the result of the
15 following equation: Tier 3 Aggregate Funding, divided
16 by the sum of the Adequacy Targets of all Tier 3
17 Organizational Units.

18 (D) The Tier 4 Allocation Rate is the result of the
19 following equation: Tier 4 Aggregate Funding, divided
20 by the sum of the Adequacy Targets of all Tier 4
21 Organizational Units.

22 (5) A tier's Target Ratio is determined as follows:

23 (A) The Tier 1 Target Ratio is the ratio level that
24 allows for Tier 1 Aggregate Funding to be distributed
25 with the Tier 1 Allocation Rate.

26 (B) The Tier 2 Target Ratio is 0.90.

1 (C) The Tier 3 Target Ratio is 1.0.

2 (6) If, at any point, the Tier 1 Target Ratio is
3 greater than 90%, then all Tier 1 funding shall be
4 allocated to Tier 2 and no Tier 1 Organizational Unit's
5 funding may be identified.

6 (7) In the event that all Tier 2 Organizational Units
7 receive funding at the Tier 2 Target Ratio level, any
8 remaining New State Funds shall be allocated to Tier 3 and
9 Tier 4 Organizational Units.

10 (8) If any Specially Funded Units, excluding Glenwood
11 Academy, recognized by the State Board do not qualify for
12 direct funding following the implementation of Public Act
13 100-465 from any of the funding sources included within
14 the definition of Base Funding Minimum, the unqualified
15 portion of the Base Funding Minimum shall be transferred
16 to one or more appropriate Organizational Units as
17 determined by the State Superintendent based on the prior
18 year ASE of the Organizational Units.

19 (8.5) If a school district withdraws from a special
20 education cooperative, the portion of the Base Funding
21 Minimum that is attributable to the school district may be
22 redistributed to the school district upon withdrawal. The
23 school district and the cooperative must include the
24 amount of the Base Funding Minimum that is to be
25 reapportioned in their withdrawal agreement and notify the
26 State Board of the change with a copy of the agreement upon

1 withdrawal.

2 (9) The Minimum Funding Level is intended to establish
3 a target for State funding that will keep pace with
4 inflation and continue to advance equity through the
5 Evidence-Based Funding formula. The target for State
6 funding of New Property Tax Relief Pool Funds is
7 \$50,000,000 for State fiscal year 2019 and subsequent
8 State fiscal years. The Minimum Funding Level is equal to
9 \$350,000,000. In addition to any New State Funds, no more
10 than \$50,000,000 New Property Tax Relief Pool Funds may be
11 counted toward the Minimum Funding Level. If the sum of
12 New State Funds and applicable New Property Tax Relief
13 Pool Funds are less than the Minimum Funding Level, than
14 funding for tiers shall be reduced in the following
15 manner:

16 (A) First, Tier 4 funding shall be reduced by an
17 amount equal to the difference between the Minimum
18 Funding Level and New State Funds until such time as
19 Tier 4 funding is exhausted.

20 (B) Next, Tier 3 funding shall be reduced by an
21 amount equal to the difference between the Minimum
22 Funding Level and New State Funds and the reduction in
23 Tier 4 funding until such time as Tier 3 funding is
24 exhausted.

25 (C) Next, Tier 2 funding shall be reduced by an
26 amount equal to the difference between the Minimum

1 Funding Level and New State Funds and the reduction in
2 Tier 4 and Tier 3.

3 (D) Finally, Tier 1 funding shall be reduced by an
4 amount equal to the difference between the Minimum
5 Funding level and New State Funds and the reduction in
6 Tier 2, 3, and 4 funding. In addition, the Allocation
7 Rate for Tier 1 shall be reduced to a percentage equal
8 to the Tier 1 Allocation Rate set by paragraph (4) of
9 this subsection (g), multiplied by the result of New
10 State Funds divided by the Minimum Funding Level.

11 (9.5) For State fiscal year 2019 and subsequent State
12 fiscal years, if New State Funds exceed \$300,000,000, then
13 any amount in excess of \$300,000,000 shall be dedicated
14 for purposes of Section 2-3.170 of this Code up to a
15 maximum of \$50,000,000.

16 (10) In the event of a decrease in the amount of the
17 appropriation for this Section in any fiscal year after
18 implementation of this Section, the Organizational Units
19 receiving Tier 1 and Tier 2 funding, as determined under
20 paragraph (3) of this subsection (g), shall be held
21 harmless by establishing a Base Funding Guarantee equal to
22 the per pupil kindergarten through grade 12 funding
23 received in accordance with this Section in the prior
24 fiscal year. Reductions shall be made to the Base Funding
25 Minimum of Organizational Units in Tier 3 and Tier 4 on a
26 per pupil basis equivalent to the total number of the ASE

1 in Tier 3-funded and Tier 4-funded Organizational Units
2 divided by the total reduction in State funding. The Base
3 Funding Minimum as reduced shall continue to be applied to
4 Tier 3 and Tier 4 Organizational Units and adjusted by the
5 relative formula when increases in appropriations for this
6 Section resume. In no event may State funding reductions
7 to Organizational Units in Tier 3 or Tier 4 exceed an
8 amount that would be less than the Base Funding Minimum
9 established in the first year of implementation of this
10 Section. If additional reductions are required, all school
11 districts shall receive a reduction by a per pupil amount
12 equal to the aggregate additional appropriation reduction
13 divided by the total ASE of all Organizational Units.

14 (11) The State Superintendent shall make minor
15 adjustments to the distribution formula set forth in this
16 subsection (g) to account for the rounding of percentages
17 to the nearest tenth of a percentage and dollar amounts to
18 the nearest whole dollar.

19 (h) State Superintendent administration of funding and
20 district submission requirements.

21 (1) The State Superintendent shall, in accordance with
22 appropriations made by the General Assembly, meet the
23 funding obligations created under this Section.

24 (2) The State Superintendent shall calculate the
25 Adequacy Target for each Organizational Unit under this
26 Section. No Evidence-Based Funding shall be distributed

1 within an Organizational Unit without the approval of the
2 unit's school board.

3 (3) Annually, the State Superintendent shall calculate
4 and report to each Organizational Unit the unit's
5 aggregate financial adequacy amount, which shall be the
6 sum of the Adequacy Target for each Organizational Unit.
7 The State Superintendent shall calculate and report
8 separately for each Organizational Unit the unit's total
9 State funds allocated for its students with disabilities.
10 The State Superintendent shall calculate and report
11 separately for each Organizational Unit the amount of
12 funding and applicable FTE calculated for each Essential
13 Element of the unit's Adequacy Target.

14 (4) Annually, the State Superintendent shall calculate
15 and report to each Organizational Unit the amount the unit
16 must expend on special education and bilingual education
17 and computer technology and equipment for Organizational
18 Units assigned to Tier 1 or Tier 2 that received an
19 additional \$285.50 per student computer technology and
20 equipment investment grant to their Adequacy Target
21 pursuant to the unit's Base Funding Minimum, Special
22 Education Allocation, Bilingual Education Allocation, and
23 computer technology and equipment investment allocation.

24 (5) Moneys distributed under this Section shall be
25 calculated on a school year basis, but paid on a fiscal
26 year basis, with payments beginning in August and

1 extending through June. Unless otherwise provided, the
2 moneys appropriated for each fiscal year shall be
3 distributed in 22 equal payments at least 2 times monthly
4 to each Organizational Unit. If moneys appropriated for
5 any fiscal year are distributed other than monthly, the
6 distribution shall be on the same basis for each
7 Organizational Unit.

8 (6) Any school district that fails, for any given
9 school year, to maintain school as required by law or to
10 maintain a recognized school is not eligible to receive
11 Evidence-Based Funding. In case of non-recognition of one
12 or more attendance centers in a school district otherwise
13 operating recognized schools, the claim of the district
14 shall be reduced in the proportion that the enrollment in
15 the attendance center or centers bears to the enrollment
16 of the school district. "Recognized school" means any
17 public school that meets the standards for recognition by
18 the State Board. A school district or attendance center
19 not having recognition status at the end of a school term
20 is entitled to receive State aid payments due upon a legal
21 claim that was filed while it was recognized.

22 (7) School district claims filed under this Section
23 are subject to Sections 18-9 and 18-12 of this Code,
24 except as otherwise provided in this Section.

25 (8) Each fiscal year, the State Superintendent shall
26 calculate for each Organizational Unit an amount of its

1 Base Funding Minimum and Evidence-Based Funding that shall
2 be deemed attributable to the provision of special
3 educational facilities and services, as defined in Section
4 14-1.08 of this Code, in a manner that ensures compliance
5 with maintenance of State financial support requirements
6 under the federal Individuals with Disabilities Education
7 Act. An Organizational Unit must use such funds only for
8 the provision of special educational facilities and
9 services, as defined in Section 14-1.08 of this Code, and
10 must comply with any expenditure verification procedures
11 adopted by the State Board.

12 (9) All Organizational Units in this State must submit
13 annual spending plans, as part of the budget submission
14 process, no later than October 31 of each year to the State
15 Board. The spending plan shall describe how each
16 Organizational Unit will utilize the Base Funding Minimum
17 and Evidence-Based Funding it receives from this State
18 under this Section with specific identification of the
19 intended utilization of Low-Income, English learner, and
20 special education resources. Additionally, the annual
21 spending plans of each Organizational Unit shall describe
22 how the Organizational Unit expects to achieve student
23 growth and how the Organizational Unit will achieve State
24 education goals, as defined by the State Board. The State
25 Superintendent may, from time to time, identify additional
26 requisites for Organizational Units to satisfy when

1 compiling the annual spending plans required under this
2 subsection (h). The format and scope of annual spending
3 plans shall be developed by the State Superintendent and
4 the State Board of Education. School districts that serve
5 students under Article 14C of this Code shall continue to
6 submit information as required under Section 14C-12 of
7 this Code.

8 (10) No later than January 1, 2018, the State
9 Superintendent shall develop a 5-year strategic plan for
10 all Organizational Units to help in planning for adequacy
11 funding under this Section. The State Superintendent shall
12 submit the plan to the Governor and the General Assembly,
13 as provided in Section 3.1 of the General Assembly
14 Organization Act. The plan shall include recommendations
15 for:

16 (A) a framework for collaborative, professional,
17 innovative, and 21st century learning environments
18 using the Evidence-Based Funding model;

19 (B) ways to prepare and support this State's
20 educators for successful instructional careers;

21 (C) application and enhancement of the current
22 financial accountability measures, the approved State
23 plan to comply with the federal Every Student Succeeds
24 Act, and the Illinois Balanced Accountability Measures
25 in relation to student growth and elements of the
26 Evidence-Based Funding model; and

1 (D) implementation of an effective school adequacy
2 funding system based on projected and recommended
3 funding levels from the General Assembly.

4 (11) On an annual basis, the State Superintendent must
5 recalibrate all of the following per pupil elements of the
6 Adequacy Target and applied to the formulas, based on the
7 study of average expenses and as reported in the most
8 recent annual financial report:

9 (A) Gifted under subparagraph (M) of paragraph (2)
10 of subsection (b).

11 (B) Instructional materials under subparagraph (O)
12 of paragraph (2) of subsection (b).

13 (C) Assessment under subparagraph (P) of paragraph
14 (2) of subsection (b).

15 (D) Student activities under subparagraph (R) of
16 paragraph (2) of subsection (b).

17 (E) Maintenance and operations under subparagraph
18 (S) of paragraph (2) of subsection (b).

19 (F) Central office under subparagraph (T) of
20 paragraph (2) of subsection (b).

21 (i) Professional Review Panel.

22 (1) A Professional Review Panel is created to study
23 and review topics related to the implementation and effect
24 of Evidence-Based Funding, as assigned by a joint
25 resolution or Public Act of the General Assembly or a
26 motion passed by the State Board of Education. The Panel

1 must provide recommendations to and serve the Governor,
2 the General Assembly, and the State Board. The State
3 Superintendent or his or her designee must serve as a
4 voting member and chairperson of the Panel. The State
5 Superintendent must appoint a vice chairperson from the
6 membership of the Panel. The Panel must advance
7 recommendations based on a three-fifths majority vote of
8 Panel members present and voting. A minority opinion may
9 also accompany any recommendation of the Panel. The Panel
10 shall be appointed by the State Superintendent, except as
11 otherwise provided in paragraph (2) of this subsection (i)
12 and include the following members:

13 (A) Two appointees that represent district
14 superintendents, recommended by a statewide
15 organization that represents district superintendents.

16 (B) Two appointees that represent school boards,
17 recommended by a statewide organization that
18 represents school boards.

19 (C) Two appointees from districts that represent
20 school business officials, recommended by a statewide
21 organization that represents school business
22 officials.

23 (D) Two appointees that represent school
24 principals, recommended by a statewide organization
25 that represents school principals.

26 (E) Two appointees that represent teachers,

1 recommended by a statewide organization that
2 represents teachers.

3 (F) Two appointees that represent teachers,
4 recommended by another statewide organization that
5 represents teachers.

6 (G) Two appointees that represent regional
7 superintendents of schools, recommended by
8 organizations that represent regional superintendents.

9 (H) Two independent experts selected solely by the
10 State Superintendent.

11 (I) Two independent experts recommended by public
12 universities in this State.

13 (J) One member recommended by a statewide
14 organization that represents parents.

15 (K) Two representatives recommended by collective
16 impact organizations that represent major metropolitan
17 areas or geographic areas in Illinois.

18 (L) One member from a statewide organization
19 focused on research-based education policy to support
20 a school system that prepares all students for
21 college, a career, and democratic citizenship.

22 (M) One representative from a school district
23 organized under Article 34 of this Code.

24 The State Superintendent shall ensure that the
25 membership of the Panel includes representatives from
26 school districts and communities reflecting the

1 geographic, socio-economic, racial, and ethnic diversity
2 of this State. The State Superintendent shall additionally
3 ensure that the membership of the Panel includes
4 representatives with expertise in bilingual education and
5 special education. Staff from the State Board shall staff
6 the Panel.

7 (2) In addition to those Panel members appointed by
8 the State Superintendent, 4 members of the General
9 Assembly shall be appointed as follows: one member of the
10 House of Representatives appointed by the Speaker of the
11 House of Representatives, one member of the Senate
12 appointed by the President of the Senate, one member of
13 the House of Representatives appointed by the Minority
14 Leader of the House of Representatives, and one member of
15 the Senate appointed by the Minority Leader of the Senate.
16 There shall be one additional member appointed by the
17 Governor. All members appointed by legislative leaders or
18 the Governor shall be non-voting, ex officio members.

19 (3) The Panel must study topics at the direction of
20 the General Assembly or State Board of Education, as
21 provided under paragraph (1). The Panel may also study the
22 following topics at the direction of the chairperson:

23 (A) The format and scope of annual spending plans
24 referenced in paragraph (9) of subsection (h) of this
25 Section.

26 (B) The Comparable Wage Index under this Section.

1 (C) Maintenance and operations, including capital
2 maintenance and construction costs.

3 (D) "At-risk student" definition.

4 (E) Benefits.

5 (F) Technology.

6 (G) Local Capacity Target.

7 (H) Funding for Alternative Schools, Laboratory
8 Schools, safe schools, and alternative learning
9 opportunities programs.

10 (I) Funding for college and career acceleration
11 strategies.

12 (J) Special education investments.

13 (K) Early childhood investments, in collaboration
14 with the Illinois Early Learning Council.

15 (4) (Blank).

16 (5) Within 5 years after the implementation of this
17 Section, and every 5 years thereafter, the Panel shall
18 complete an evaluative study of the entire Evidence-Based
19 Funding model, including an assessment of whether or not
20 the formula is achieving State goals. The Panel shall
21 report to the State Board, the General Assembly, and the
22 Governor on the findings of the study.

23 (6) (Blank).

24 (7) To ensure that (i) the Adequacy Target calculation
25 under subsection (b) accurately reflects the needs of
26 students living in poverty or attending schools located in

1 areas of high poverty, (ii) racial equity within the
2 Evidence-Based Funding formula is explicitly explored and
3 advanced, and (iii) the funding goals of the formula
4 distribution system established under this Section are
5 sufficient to provide adequate funding for every student
6 and to fully fund every school in this State, the Panel
7 shall review the Essential Elements under paragraph (2) of
8 subsection (b). The Panel shall consider all of the
9 following in its review:

10 (A) The financial ability of school districts to
11 provide instruction in a foreign language to every
12 student and whether an additional Essential Element
13 should be added to the formula to ensure that every
14 student has access to instruction in a foreign
15 language.

16 (B) The adult-to-student ratio for each Essential
17 Element in which a ratio is identified. The Panel
18 shall consider whether the ratio accurately reflects
19 the staffing needed to support students living in
20 poverty or who have traumatic backgrounds.

21 (C) Changes to the Essential Elements that may be
22 required to better promote racial equity and eliminate
23 structural racism within schools.

24 (D) The impact of investing \$350,000,000 in
25 additional funds each year under this Section and an
26 estimate of when the school system will become fully

1 funded under this level of appropriation.

2 (E) Provide an overview of alternative funding
3 structures that would enable the State to become fully
4 funded at an earlier date.

5 (F) The potential to increase efficiency and to
6 find cost savings within the school system to expedite
7 the journey to a fully funded system.

8 (G) The appropriate levels for reenrolling and
9 graduating high-risk high school students who have
10 been previously out of school. These outcomes shall
11 include enrollment, attendance, skill gains, credit
12 gains, graduation or promotion to the next grade
13 level, and the transition to college, training, or
14 employment, with an emphasis on progressively
15 increasing the overall attendance.

16 (H) The evidence-based or research-based practices
17 that are shown to reduce the gaps and disparities
18 experienced by African American students in academic
19 achievement and educational performance, including
20 practices that have been shown to reduce disparities
21 in disciplinary rates, drop-out rates, graduation
22 rates, college matriculation rates, and college
23 completion rates.

24 On or before December 31, 2021, the Panel shall report
25 to the State Board, the General Assembly, and the Governor
26 on the findings of its review. This paragraph (7) is

1 inoperative on and after July 1, 2022.

2 (8) On or before April 1, 2024, the Panel must submit a
3 report to the General Assembly on annual adjustments to
4 Glenwood Academy's base-funding minimum in a similar
5 fashion to school districts under this Section.

6 (j) References. Beginning July 1, 2017, references in
7 other laws to general State aid funds or calculations under
8 Section 18-8.05 of this Code (now repealed) shall be deemed to
9 be references to evidence-based model formula funds or
10 calculations under this Section.

11 (Source: P.A. 102-33, eff. 6-25-21; 102-197, eff. 7-30-21;
12 102-558, eff. 8-20-21; 102-699, eff. 4-19-22; 102-782, eff.
13 1-1-23; 102-813, eff. 5-13-22; 102-894, eff. 5-20-22; 103-8,
14 eff. 6-7-23; 103-154, eff. 6-30-23; 103-175, eff. 6-30-23;
15 revised 8-30-23.)

16 (105 ILCS 5/21B-45)

17 Sec. 21B-45. Professional Educator License renewal.

18 (a) Individuals holding a Professional Educator License
19 are required to complete the licensure renewal requirements as
20 specified in this Section, unless otherwise provided in this
21 Code.

22 Individuals holding a Professional Educator License shall
23 meet the renewal requirements set forth in this Section,
24 unless otherwise provided in this Code. If an individual holds
25 a license endorsed in more than one area that has different

1 renewal requirements, that individual shall follow the renewal
2 requirements for the position for which he or she spends the
3 majority of his or her time working.

4 (b) All Professional Educator Licenses not renewed as
5 provided in this Section shall lapse on September 1 of that
6 year. Notwithstanding any other provisions of this Section, if
7 a license holder's electronic mail address is available, the
8 State Board of Education shall send him or her notification
9 electronically that his or her license will lapse if not
10 renewed, to be sent no more than 6 months prior to the license
11 lapsing. Lapsed licenses may be immediately reinstated upon

12 (i) payment to the State Board of Education by the applicant of
13 a \$50 penalty or (ii) the demonstration of proficiency by
14 completing 9 semester hours of coursework from a regionally
15 accredited institution of higher education in the content area
16 that most aligns with one or more of the educator's
17 endorsement areas. Any and all back fees, including without
18 limitation registration fees owed from the time of expiration
19 of the license until the date of reinstatement, shall be paid
20 and kept in accordance with the provisions in Article 3 of this
21 Code concerning an institute fund and the provisions in
22 Article 21B of this Code concerning fees and requirements for
23 registration. Licenses not registered in accordance with
24 Section 21B-40 of this Code shall lapse after a period of 6
25 months from the expiration of the last year of registration or
26 on January 1 of the fiscal year following initial issuance of

1 the license. An unregistered license is invalid after
2 September 1 for employment and performance of services in an
3 Illinois public or State-operated school or cooperative and in
4 a charter school. Any license or endorsement may be
5 voluntarily surrendered by the license holder. A voluntarily
6 surrendered license shall be treated as a revoked license. An
7 Educator License with Stipulations with only a
8 paraprofessional endorsement does not lapse.

9 (c) From July 1, 2013 through June 30, 2014, in order to
10 satisfy the requirements for licensure renewal provided for in
11 this Section, each professional educator licensee with an
12 administrative endorsement who is working in a position
13 requiring such endorsement shall complete one Illinois
14 Administrators' Academy course, as described in Article 2 of
15 this Code, per fiscal year.

16 (c-5) All licenses issued by the State Board of Education
17 under this Article that expire on June 30, 2020 and have not
18 been renewed by the end of the 2020 renewal period shall be
19 extended for one year and shall expire on June 30, 2021.

20 (d) Beginning July 1, 2014, in order to satisfy the
21 requirements for licensure renewal provided for in this
22 Section, each professional educator licensee may create a
23 professional development plan each year. The plan shall
24 address one or more of the endorsements that are required of
25 his or her educator position if the licensee is employed and
26 performing services in an Illinois public or State-operated

1 school or cooperative. If the licensee is employed in a
2 charter school, the plan shall address that endorsement or
3 those endorsements most closely related to his or her educator
4 position. Licensees employed and performing services in any
5 other Illinois schools may participate in the renewal
6 requirements by adhering to the same process.

7 Except as otherwise provided in this Section, the
8 licensee's professional development activities shall align
9 with one or more of the following criteria:

10 (1) activities are of a type that engages participants
11 over a sustained period of time allowing for analysis,
12 discovery, and application as they relate to student
13 learning, social or emotional achievement, or well-being;

14 (2) professional development aligns to the licensee's
15 performance;

16 (3) outcomes for the activities must relate to student
17 growth or district improvement;

18 (4) activities align to State-approved standards; and

19 (5) higher education coursework.

20 (e) For each renewal cycle, each professional educator
21 licensee shall engage in professional development activities.
22 Prior to renewal, the licensee shall enter electronically into
23 the Educator Licensure Information System (ELIS) the name,
24 date, and location of the activity, the number of professional
25 development hours, and the provider's name. The following
26 provisions shall apply concerning professional development

1 activities:

2 (1) Each licensee shall complete a total of 120 hours
3 of professional development per 5-year renewal cycle in
4 order to renew the license, except as otherwise provided
5 in this Section.

6 (2) Beginning with his or her first full 5-year cycle,
7 any licensee with an administrative endorsement who is not
8 working in a position requiring such endorsement is not
9 required to complete Illinois Administrators' Academy
10 courses, as described in Article 2 of this Code. Such
11 licensees must complete one Illinois Administrators'
12 Academy course within one year after returning to a
13 position that requires the administrative endorsement.

14 (3) Any licensee with an administrative endorsement
15 who is working in a position requiring such endorsement or
16 an individual with a Teacher Leader endorsement serving in
17 an administrative capacity at least 50% of the day shall
18 complete one Illinois Administrators' Academy course, as
19 described in Article 2 of this Code, each fiscal year in
20 addition to 100 hours of professional development per
21 5-year renewal cycle in accordance with this Code.
22 However, for the 2021-2022 school year only, a licensee
23 under this paragraph (3) is not required to complete an
24 Illinois Administrators' Academy course.

25 (4) Any licensee holding a current National Board for
26 Professional Teaching Standards (NBPTS) master teacher

1 designation shall complete a total of 60 hours of
2 professional development per 5-year renewal cycle in order
3 to renew the license.

4 (5) Licensees working in a position that does not
5 require educator licensure or working in a position for
6 less than 50% for any particular year are considered to be
7 exempt and shall be required to pay only the registration
8 fee in order to renew and maintain the validity of the
9 license.

10 (6) Licensees who are retired and qualify for benefits
11 from a State of Illinois retirement system shall be listed
12 as retired, and the license shall be maintained in retired
13 status. For any renewal cycle in which a licensee retires
14 during the renewal cycle, the licensee must complete
15 professional development activities on a prorated basis
16 depending on the number of years during the renewal cycle
17 the educator held an active license. If a licensee retires
18 during a renewal cycle, the license status must be updated
19 using ELIS indicating that the licensee wishes to maintain
20 the license in retired status and the licensee must show
21 proof of completion of professional development activities
22 on a prorated basis for all years of that renewal cycle for
23 which the license was active. An individual with a license
24 in retired status shall not be required to complete
25 professional development activities until returning to a
26 position that requires educator licensure. Upon returning

1 to work in a position that requires the Professional
2 Educator License, the license status shall immediately be
3 updated using ELIS and the licensee shall complete renewal
4 requirements for that year. A retired teacher, even if
5 returning to a position that requires educator licensure,
6 shall not be required to pay registration fees. A license
7 in retired status cannot lapse. Beginning on January 6,
8 2017 (the effective date of Public Act 99-920) through
9 December 31, 2017, any licensee who has retired and whose
10 license has lapsed for failure to renew as provided in
11 this Section may reinstate that license and maintain it in
12 retired status upon providing proof to the State Board of
13 Education using ELIS that the licensee is retired and is
14 not working in a position that requires a Professional
15 Educator License.

16 (7) For any renewal cycle in which professional
17 development hours were required, but not fulfilled, the
18 licensee shall complete any missed hours to total the
19 minimum professional development hours required in this
20 Section prior to September 1 of that year. Professional
21 development hours used to fulfill the minimum required
22 hours for a renewal cycle may be used for only one renewal
23 cycle. For any fiscal year or renewal cycle in which an
24 Illinois Administrators' Academy course was required but
25 not completed, the licensee shall complete any missed
26 Illinois Administrators' Academy courses prior to

1 September 1 of that year. The licensee may complete all
2 deficient hours and Illinois Administrators' Academy
3 courses while continuing to work in a position that
4 requires that license until September 1 of that year.

5 (8) Any licensee who has not fulfilled the
6 professional development renewal requirements set forth in
7 this Section at the end of any 5-year renewal cycle is
8 ineligible to register his or her license and may submit
9 an appeal to the State Superintendent of Education for
10 reinstatement of the license.

11 (9) If professional development opportunities were
12 unavailable to a licensee, proof that opportunities were
13 unavailable and request for an extension of time beyond
14 August 31 to complete the renewal requirements may be
15 submitted from April 1 through June 30 of that year to the
16 State Educator Preparation and Licensure Board. If an
17 extension is approved, the license shall remain valid
18 during the extension period.

19 (10) Individuals who hold exempt licenses prior to
20 December 27, 2013 (the effective date of Public Act
21 98-610) shall commence the annual renewal process with the
22 first scheduled registration due after December 27, 2013
23 (the effective date of Public Act 98-610).

24 (11) Notwithstanding any other provision of this
25 subsection (e), if a licensee earns more than the required
26 number of professional development hours during a renewal

1 cycle, then the licensee may carry over any hours earned
2 from April 1 through June 30 of the last year of the
3 renewal cycle. Any hours carried over in this manner must
4 be applied to the next renewal cycle. Illinois
5 Administrators' Academy courses or hours earned in those
6 courses may not be carried over.

7 (e-5) The number of professional development hours
8 required under subsection (e) is reduced by 20% for any
9 renewal cycle that includes the 2021-2022 school year.

10 (f) At the time of renewal, each licensee shall respond to
11 the required questions under penalty of perjury.

12 (f-5) The State Board of Education shall conduct random
13 audits of licensees to verify a licensee's fulfillment of the
14 professional development hours required under this Section.
15 Upon completion of a random audit, if it is determined by the
16 State Board of Education that the licensee did not complete
17 the required number of professional development hours or did
18 not provide sufficient proof of completion, the licensee shall
19 be notified that his or her license has lapsed. A license that
20 has lapsed under this subsection may be reinstated as provided
21 in subsection (b).

22 (g) The following entities shall be designated as approved
23 to provide professional development activities for the renewal
24 of Professional Educator Licenses:

25 (1) The State Board of Education.

26 (2) Regional offices of education and intermediate

1 service centers.

2 (3) Illinois professional associations representing
3 the following groups that are approved by the State
4 Superintendent of Education:

5 (A) school administrators;

6 (B) principals;

7 (C) school business officials;

8 (D) teachers, including special education
9 teachers;

10 (E) school boards;

11 (F) school districts;

12 (G) parents; and

13 (H) school service personnel.

14 (4) Regionally accredited institutions of higher
15 education that offer Illinois-approved educator
16 preparation programs and public community colleges subject
17 to the Public Community College Act.

18 (5) Illinois public school districts, charter schools
19 authorized under Article 27A of this Code, and joint
20 educational programs authorized under Article 10 of this
21 Code for the purposes of providing career and technical
22 education or special education services.

23 (6) A not-for-profit organization that, as of December
24 31, 2014 (the effective date of Public Act 98-1147), has
25 had or has a grant from or a contract with the State Board
26 of Education to provide professional development services

1 in the area of English Learning to Illinois school
2 districts, teachers, or administrators.

3 (7) State agencies, State boards, and State
4 commissions.

5 (8) Museums as defined in Section 10 of the Museum
6 Disposition of Property Act.

7 (h) Approved providers under subsection (g) of this
8 Section shall make available professional development
9 opportunities that satisfy at least one of the following:

10 (1) increase the knowledge and skills of school and
11 district leaders who guide continuous professional
12 development;

13 (2) improve the learning of students;

14 (3) organize adults into learning communities whose
15 goals are aligned with those of the school and district;

16 (4) deepen educator's content knowledge;

17 (5) provide educators with research-based
18 instructional strategies to assist students in meeting
19 rigorous academic standards;

20 (6) prepare educators to appropriately use various
21 types of classroom assessments;

22 (7) use learning strategies appropriate to the
23 intended goals;

24 (8) provide educators with the knowledge and skills to
25 collaborate;

26 (9) prepare educators to apply research to decision

1 making;

2 (10) provide educators with training on inclusive
3 practices in the classroom that examines instructional and
4 behavioral strategies that improve academic and
5 social-emotional outcomes for all students, with or
6 without disabilities, in a general education setting; or

7 (11) beginning on July 1, 2022, provide educators with
8 training on the physical and mental health needs of
9 students, student safety, educator ethics, professional
10 conduct, and other topics that address the well-being of
11 students and improve the academic and social-emotional
12 outcomes of students.

13 (i) Approved providers under subsection (g) of this
14 Section shall do the following:

15 (1) align professional development activities to the
16 State-approved national standards for professional
17 learning;

18 (2) meet the professional development criteria for
19 Illinois licensure renewal;

20 (3) produce a rationale for the activity that explains
21 how it aligns to State standards and identify the
22 assessment for determining the expected impact on student
23 learning or school improvement;

24 (4) maintain original documentation for completion of
25 activities;

26 (5) provide license holders with evidence of

1 completion of activities;

2 (6) request an Illinois Educator Identification Number
3 (IEIN) for each educator during each professional
4 development activity; and

5 (7) beginning on July 1, 2019, register annually with
6 the State Board of Education prior to offering any
7 professional development opportunities in the current
8 fiscal year.

9 (j) The State Board of Education shall conduct annual
10 audits of a subset of approved providers, except for school
11 districts, which shall be audited by regional offices of
12 education and intermediate service centers. The State Board of
13 Education shall ensure that each approved provider, except for
14 a school district, is audited at least once every 5 years. The
15 State Board of Education may conduct more frequent audits of
16 providers if evidence suggests the requirements of this
17 Section or administrative rules are not being met.

18 (1) (Blank).

19 (2) Approved providers shall comply with the
20 requirements in subsections (h) and (i) of this Section by
21 annually submitting data to the State Board of Education
22 demonstrating how the professional development activities
23 impacted one or more of the following:

24 (A) educator and student growth in regards to
25 content knowledge or skills, or both;

26 (B) educator and student social and emotional

1 growth; or

2 (C) alignment to district or school improvement
3 plans.

4 (3) The State Superintendent of Education shall review
5 the ~~annual~~ data collected by the State Board of Education,
6 regional offices of education, and intermediate service
7 centers in audits conducted under this subsection (j) to
8 determine if the approved provider has met the criteria
9 and should continue to be an approved provider or if
10 further action should be taken as provided in rules.

11 (k) Registration fees shall be paid for the next renewal
12 cycle between April 1 and June 30 in the last year of each
13 5-year renewal cycle using ELIS. If all required professional
14 development hours for the renewal cycle have been completed
15 and entered by the licensee, the licensee shall pay the
16 registration fees for the next cycle using a form of credit or
17 debit card.

18 (l) Any professional educator licensee endorsed for school
19 support personnel who is employed and performing services in
20 Illinois public schools and who holds an active and current
21 professional license issued by the Department of Financial and
22 Professional Regulation or a national certification board, as
23 approved by the State Board of Education, related to the
24 endorsement areas on the Professional Educator License shall
25 be deemed to have satisfied the continuing professional
26 development requirements provided for in this Section. Such

1 individuals shall be required to pay only registration fees to
2 renew the Professional Educator License. An individual who
3 does not hold a license issued by the Department of Financial
4 and Professional Regulation shall complete professional
5 development requirements for the renewal of a Professional
6 Educator License provided for in this Section.

7 (m) Appeals to the State Educator Preparation and
8 Licensure Board must be made within 30 days after receipt of
9 notice from the State Superintendent of Education that a
10 license will not be renewed based upon failure to complete the
11 requirements of this Section. A licensee may appeal that
12 decision to the State Educator Preparation and Licensure Board
13 in a manner prescribed by rule.

14 (1) Each appeal shall state the reasons why the State
15 Superintendent's decision should be reversed and shall be
16 sent by certified mail, return receipt requested, to the
17 State Board of Education.

18 (2) The State Educator Preparation and Licensure Board
19 shall review each appeal regarding renewal of a license
20 within 90 days after receiving the appeal in order to
21 determine whether the licensee has met the requirements of
22 this Section. The State Educator Preparation and Licensure
23 Board may hold an appeal hearing or may make its
24 determination based upon the record of review, which shall
25 consist of the following:

26 (A) the regional superintendent of education's

1 rationale for recommending nonrenewal of the license,
2 if applicable;

3 (B) any evidence submitted to the State
4 Superintendent along with the individual's electronic
5 statement of assurance for renewal; and

6 (C) the State Superintendent's rationale for
7 nonrenewal of the license.

8 (3) The State Educator Preparation and Licensure Board
9 shall notify the licensee of its decision regarding
10 license renewal by certified mail, return receipt
11 requested, no later than 30 days after reaching a
12 decision. Upon receipt of notification of renewal, the
13 licensee, using ELIS, shall pay the applicable
14 registration fee for the next cycle using a form of credit
15 or debit card.

16 (n) The State Board of Education may adopt rules as may be
17 necessary to implement this Section.

18 (Source: P.A. 102-676, eff. 12-3-21; 102-710, eff. 4-27-22;
19 102-730, eff. 5-6-22; 102-852, eff. 5-13-22; 103-154, eff.
20 6-30-23.)

21 (105 ILCS 5/21B-50)

22 Sec. 21B-50. Alternative Educator Licensure Program for
23 Teachers.

24 (a) There is established an alternative educator licensure
25 program, to be known as the Alternative Educator Licensure

1 Program for Teachers.

2 (b) The Alternative Educator Licensure Program for
3 Teachers may be offered by a recognized institution approved
4 to offer educator preparation programs by the State Board of
5 Education, in consultation with the State Educator Preparation
6 and Licensure Board.

7 The program shall be comprised of up to 3 phases:

8 (1) A course of study that at a minimum includes
9 instructional planning; instructional strategies,
10 including special education, reading, and English language
11 learning; classroom management; and the assessment of
12 students and use of data to drive instruction.

13 (2) A year of residency, which is a candidate's
14 assignment to a full-time teaching position or as a
15 co-teacher for one full school year. An individual must
16 hold an Educator License with Stipulations with an
17 alternative provisional educator endorsement in order to
18 enter the residency. In residency, the candidate must~~+~~ be
19 assigned an effective, fully licensed teacher by the
20 principal or principal equivalent to act as a mentor and
21 coach the candidate through residency, complete additional
22 program requirements that address required State and
23 national standards, pass the State Board's teacher
24 performance assessment, if required under Section 21B-30,
25 and be recommended by the principal or qualified
26 equivalent of a principal, as required under subsection

1 (d) of this Section, and the program coordinator to be
2 recommended for full licensure or to continue with a
3 second year of the residency.

4 (3) (Blank).

5 (4) A comprehensive assessment of the candidate's
6 teaching effectiveness, as evaluated by the principal or
7 qualified equivalent of a principal, as required under
8 subsection (d) of this Section, and the program
9 coordinator, at the end of either the first or the second
10 year of residency. If there is disagreement between the 2
11 evaluators about the candidate's teaching effectiveness at
12 the end of the first year of residency, a second year of
13 residency shall be required. If there is disagreement
14 between the 2 evaluators at the end of the second year of
15 residency, the candidate may complete one additional year
16 of residency teaching under a professional development
17 plan developed by the principal or qualified equivalent
18 and the preparation program. At the completion of the
19 third year, a candidate must have positive evaluations and
20 a recommendation for full licensure from both the
21 principal or qualified equivalent and the program
22 coordinator or no Professional Educator License shall be
23 issued.

24 Successful completion of the program shall be deemed to
25 satisfy any other practice or student teaching and content
26 matter requirements established by law.

1 (c) An alternative provisional educator endorsement on an
2 Educator License with Stipulations is valid for up to 2 years
3 of teaching in the public schools, including without
4 limitation a preschool educational program under Section
5 2-3.71 of this Code or charter school, or in a
6 State-recognized nonpublic school in which the chief
7 administrator is required to have the licensure necessary to
8 be a principal in a public school in this State and in which a
9 majority of the teachers are required to have the licensure
10 necessary to be instructors in a public school in this State,
11 but may be renewed for a third year if needed to complete the
12 Alternative Educator Licensure Program for Teachers. The
13 endorsement shall be issued only once to an individual who
14 meets all of the following requirements:

15 (1) Has graduated from a regionally accredited college
16 or university with a bachelor's degree or higher.

17 (2) (Blank).

18 (3) Has completed a major in the content area if
19 seeking a middle or secondary level endorsement or, if
20 seeking an early childhood, elementary, or special
21 education endorsement, has completed a major in the
22 content area of early childhood reading, English/language
23 arts, mathematics, or one of the sciences. If the
24 individual does not have a major in a content area for any
25 level of teaching, he or she must submit transcripts to
26 the State Board of Education to be reviewed for

1 equivalency.

2 (4) Has successfully completed phase (1) of subsection
3 (b) of this Section.

4 (5) Has passed a content area test required for the
5 specific endorsement ~~for admission into the program,~~ as
6 required under Section 21B-30 of this Code.

7 A candidate possessing the alternative provisional
8 educator endorsement may receive a salary, benefits, and any
9 other terms of employment offered to teachers in the school
10 who are members of an exclusive bargaining representative, if
11 any, but a school is not required to provide these benefits
12 during the years of residency if the candidate is serving only
13 as a co-teacher. If the candidate is serving as the teacher of
14 record, the candidate must receive a salary, benefits, and any
15 other terms of employment. Residency experiences must not be
16 counted towards tenure.

17 (d) The recognized institution offering the Alternative
18 Educator Licensure Program for Teachers must partner with a
19 school district, including without limitation a preschool
20 educational program under Section 2-3.71 of this Code or
21 charter school, or a State-recognized, nonpublic school in
22 this State in which the chief administrator is required to
23 have the licensure necessary to be a principal in a public
24 school in this State and in which a majority of the teachers
25 are required to have the licensure necessary to be instructors
26 in a public school in this State. A recognized institution

1 that partners with a public school district administering a
2 preschool educational program under Section 2-3.71 of this
3 Code must require a principal to recommend or evaluate
4 candidates in the program. A recognized institution that
5 partners with an eligible entity administering a preschool
6 educational program under Section 2-3.71 of this Code and that
7 is not a public school district must require a principal or
8 qualified equivalent of a principal to recommend or evaluate
9 candidates in the program. The program presented for approval
10 by the State Board of Education must demonstrate the supports
11 that are to be provided to assist the provisional teacher
12 during the one-year ~~1-year~~ or 2-year residency period and if
13 the residency period is to be less than 2 years in length,
14 assurances from the partner school districts to provide
15 intensive mentoring and supports through at least the end of
16 the second full year of teaching for educators who completed
17 the Alternative Educator ~~Educators~~ Licensure Program for
18 Teachers in less than 2 years. These supports must, at a
19 minimum, provide additional contact hours with mentors during
20 the first year of residency.

21 (e) Upon completion of phases under paragraphs (1), (2),
22 (4), and, if needed, (3) in subsection (b) of this Section and
23 all assessments required under Section 21B-30 of this Code, an
24 individual shall receive a Professional Educator License.

25 (f) The State Board of Education, in consultation with the
26 State Educator Preparation and Licensure Board, may adopt such

1 rules as may be necessary to establish and implement the
2 Alternative Educator Licensure Program for Teachers.

3 (Source: P.A. 103-111, eff. 6-29-23; 103-488, eff. 8-4-23;
4 revised 9-1-23.)

5 (105 ILCS 5/26-2) (from Ch. 122, par. 26-2)

6 Sec. 26-2. Enrolled pupils not of compulsory school age.

7 (a) Any person having custody or control of a child who is
8 below the age of 6 years or is 17 years of age or above and who
9 is enrolled in any of grades kindergarten through 12 in the
10 public school shall cause the child to attend the public
11 school in the district wherein he or she resides when it is in
12 session during the regular school term, unless the child is
13 excused under Section 26-1 of this Code.

14 (b) A school district shall deny reenrollment in its
15 secondary schools to any child 19 years of age or above who has
16 dropped out of school and who could not, because of age and
17 lack of credits, attend classes during the normal school year
18 and graduate before his or her twenty-first birthday. A
19 district may, however, enroll the child in a graduation
20 incentives program under Section 26-16 of this Code or an
21 alternative learning opportunities program established under
22 Article 13B. No child shall be denied reenrollment for the
23 above reasons unless the school district first offers the
24 child due process as required in cases of expulsion under
25 Section 10-22.6. If a child is denied reenrollment after being

1 provided with due process, the school district must provide
2 counseling to that child and must direct that child to
3 alternative educational programs, including adult education
4 programs, that lead to graduation or receipt of a State of
5 Illinois High School Diploma.

6 (c) A school or school district may deny enrollment to a
7 student 17 years of age or older for one semester for failure
8 to meet minimum attendance standards if all of the following
9 conditions are met:

10 (1) The student was absent without valid cause for 20%
11 or more of the attendance days in the semester immediately
12 prior to the current semester.

13 (2) The student and the student's parent or guardian
14 are given written notice warning that the student is
15 subject to denial from enrollment for one semester unless
16 the student is absent without valid cause less than 20% of
17 the attendance days in the current semester.

18 (3) The student's parent or guardian is provided with
19 the right to appeal the notice, as determined by the State
20 Board of Education in accordance with due process.

21 (4) The student is provided with attendance
22 remediation services, including without limitation
23 assessment, counseling, and support services.

24 (5) The student is absent without valid cause for 20%
25 or more of the attendance days in the current semester.

26 A school or school district may not deny enrollment to a

1 student (or reenrollment to a dropout) who is at least 17 years
2 of age or older but below 19 years for more than one
3 consecutive semester for failure to meet attendance standards.

4 (d) No child may be denied reenrollment under this Section
5 in violation of the federal Individuals with Disabilities
6 Education Act or the Americans with Disabilities Act.

7 (e) In this subsection (e), "reenrolled student" means a
8 dropout who has reenrolled full-time in a public school. Each
9 school district shall identify, track, and report on the
10 educational progress and outcomes of reenrolled students as a
11 subset of the district's required reporting on all
12 enrollments. A reenrolled student who again drops out must not
13 be counted again against a district's dropout rate performance
14 measure. ~~The State Board of Education shall set performance
15 standards for programs serving reenrolled students.~~

16 (f) The State Board of Education shall adopt any rules
17 necessary to implement the changes to this Section made by
18 Public Act 93-803.

19 (Source: P.A. 102-981, eff. 1-1-23; 102-1100, eff. 1-1-23;
20 103-154, eff. 6-30-23.)

21 (105 ILCS 5/27-22.2) (from Ch. 122, par. 27-22.2)

22 Sec. 27-22.2. Career and technical ~~Vocational~~ education
23 elective. Whenever the school board of any school district
24 which maintains grades 9 through 12 establishes a list of
25 courses from which secondary school students each must elect

1 at least one course, to be completed along with other course
2 requirements as a pre-requisite to receiving a high school
3 diploma, that school board must include on the list of such
4 elective courses at least one course in career and technical
5 ~~vocational~~ education.

6 (Source: P.A. 84-1334; 84-1438.)

7 (105 ILCS 5/34-8.05)

8 Sec. 34-8.05. Reporting firearms in schools. On or after
9 January 1, 1997, upon receipt of any written, electronic, or
10 verbal report from any school personnel regarding a verified
11 incident involving a firearm in a school or on school owned or
12 leased property, including any conveyance owned, leased, or
13 used by the school for the transport of students or school
14 personnel, the general superintendent or his or her designee
15 shall report all such firearm-related incidents occurring in a
16 school or on school property to the local law enforcement
17 authorities no later than 24 hours after the occurrence of the
18 incident ~~and to the Illinois State Police in a form, manner,~~
19 ~~and frequency as prescribed by the Illinois State Police.~~

20 The general superintendent or the general superintendent's
21 designee shall report any written, electronic, or verbal
22 report of a verified incident involving a firearm to the State
23 Board of Education through existing school incident reporting
24 systems as they occur during the year by no later than July 31
25 for the previous school year. The State Board of Education

1 shall report the data and make it available to the public via
2 its website. The local law enforcement authority shall, by
3 March 1 of each year, report the required data from the
4 previous year to the Illinois State Police's Illinois Uniform
5 Crime Reporting Program, which shall be included in its annual
6 Crime in Illinois report.

7 ~~The State Board of Education shall receive an annual~~
8 ~~statistical compilation and related data associated with~~
9 ~~incidents involving firearms in schools from the Illinois~~
10 ~~State Police.~~ As used in this Section, the term "firearm"
11 shall have the meaning ascribed to it in Section 1.1 of the
12 Firearm Owners Identification Card Act.

13 (Source: P.A. 102-538, eff. 8-20-21.)

14 Section 10. The School Safety Drill Act is amended by
15 changing Sections 45 and 50 as follows:

16 (105 ILCS 128/45)

17 Sec. 45. Threat assessment procedure.

18 (a) Each school district must implement a threat
19 assessment procedure that may be part of a school board policy
20 on targeted school violence prevention. The procedure must
21 include the creation of a threat assessment team. The team
22 must include at least one law enforcement official and
23 cross-disciplinary representatives of the district who are
24 most directly familiar with the mental and behavioral health

1 needs of students and staff. Such cross-disciplinary
2 representatives may include ~~all of~~ the following members:

3 (1) An administrator employed by the school district
4 or a special education cooperative that serves the school
5 district and is available to serve.

6 (2) A teacher employed by the school district or a
7 special education cooperative that serves the school
8 district and is available to serve.

9 (3) A school counselor employed by the school district
10 or a special education cooperative that serves the school
11 district and is available to serve.

12 (4) A school psychologist employed by the school
13 district or a special education cooperative that serves
14 the school district and is available to serve.

15 (5) A school social worker employed by the school
16 district or a special education cooperative that serves
17 the school district and is available to serve.

18 (6) (Blank). ~~At least one law enforcement official.~~

19 If a school district is unable to establish a threat
20 assessment team with school district staff and resources, it
21 may utilize a regional behavioral threat assessment and
22 intervention team that includes mental health professionals
23 and representatives from the State, county, and local law
24 enforcement agencies.

25 (b) A school district shall establish the threat
26 assessment team under this Section no later than 180 days

1 after August 23, 2019 (the effective date of Public Act
2 101-455) and must implement an initial threat assessment
3 procedure no later than 120 days after August 23, 2019 (the
4 effective date of Public Act 101-455). Each year prior to the
5 start of the school year, the school board shall file the
6 threat assessment procedure and a list identifying the members
7 of the school district's threat assessment team or regional
8 behavior threat assessment and intervention team with (i) a
9 local law enforcement agency and (ii) the regional office of
10 education or, with respect to a school district organized
11 under Article 34 of the School Code, the State Board of
12 Education.

13 (b-5) A charter school operating under a charter issued by
14 a local board of education may adhere to the local board's
15 threat assessment procedure or may implement its own threat
16 assessment procedure in full compliance with the requirements
17 of this Section. The charter agreement shall specify in detail
18 how threat assessment procedures will be determined for the
19 charter school.

20 (b-10) A special education cooperative operating under a
21 joint agreement must implement its own threat assessment
22 procedure in full compliance with the requirements of this
23 Section, including the creation of a threat assessment team,
24 which may consist of individuals employed by the member
25 districts. The procedure must include actions the special
26 education cooperative will take in partnership with its member

1 districts to address a threat.

2 (c) Any sharing of student information under this Section
3 must comply with the federal Family Educational Rights and
4 Privacy Act of 1974 and the Illinois School Student Records
5 Act.

6 (d) (Blank).

7 (Source: P.A. 102-791, eff. 5-13-22; 102-894, eff. 5-20-22;
8 103-154, eff. 6-30-23; 103-175, eff. 6-30-23.)

9 (105 ILCS 128/50)

10 Sec. 50. Crisis response mapping data grants.

11 (a) Subject to appropriation, a public school district, a
12 charter school, a special education cooperative or district,
13 an education for employment system, a State-approved area
14 career center, a public university laboratory school, the
15 Illinois Mathematics and Science Academy, the Department of
16 Juvenile Justice School District, a regional office of
17 education, the Illinois School for the Deaf, the Illinois
18 School for the Visually Impaired, the Philip J. Rock Center
19 and School, an early childhood or preschool program supported
20 by the Early Childhood Block Grant, or any other public school
21 entity designated by the State Board of Education by rule, may
22 apply to the State Board of Education ~~or the State Board of~~
23 ~~Education~~ or the State Board's designee for a grant to obtain
24 crisis response mapping data and to provide copies of the
25 crisis response mapping data to appropriate local, county,

1 State, and federal first responders for use in response to
2 emergencies. The crisis response mapping data shall be stored
3 and provided in an electronic or digital format to assist
4 first responders in responding to emergencies at the school.

5 (b) Subject to appropriation, including funding for any
6 administrative costs reasonably incurred by the State Board of
7 Education or the State Board's designee in the administration
8 of the grant program described by this Section, the State
9 Board shall provide grants to any entity in subsection (a)
10 upon approval of an application submitted by the entity to
11 cover the costs incurred in obtaining crisis response mapping
12 data under this Section. The grant application must include
13 crisis response mapping data for all schools under the
14 jurisdiction of the entity submitting the application,
15 including, in the case of a public school district, any
16 charter schools authorized by the school board for the school
17 district.

18 (c) To be eligible for a grant under this Section, the
19 crisis response mapping data must, at a minimum:

20 (1) be compatible and integrate into security software
21 platforms in use by the specific school for which the data
22 is provided without requiring local law enforcement
23 agencies or the school district to purchase additional
24 software or requiring the integration of third-party
25 software to view the data;

26 (2) be compatible with security software platforms in

1 use by the specific school for which the data is provided
2 without requiring local public safety agencies or the
3 school district to purchase additional software or
4 requiring the integration of third-party software to view
5 the data;

6 (3) be capable of being provided in a printable
7 format;

8 (4) be verified for accuracy by an on-site
9 walk-through of the school building and grounds;

10 (5) be oriented to true north;

11 (6) be overlaid on current aerial imagery or plans of
12 the school building;

13 (7) contain site-specific labeling that matches the
14 structure of the school building, including room labels,
15 hallway names, and external door or stairwell numbers and
16 the location of hazards, critical utilities, key boxes,
17 automated external defibrillators, and trauma kits, and
18 that matches the school grounds, including parking areas,
19 athletic fields, surrounding roads, and neighboring
20 properties; and

21 (8) be overlaid with gridded x/y coordinates.

22 (d) Subject to appropriation, the crisis response mapping
23 data may be reviewed annually to update the data as necessary.

24 (e) Crisis response mapping data obtained pursuant to this
25 Section are confidential and exempt from disclosure under the
26 Freedom of Information Act.

1 (f) The State Board may adopt rules to implement the
2 provisions of this Section.

3 (Source: P.A. 103-8, eff. 6-7-23; revised 1-20-24.)

4 Section 15. The Vocational Education Act is amended by
5 changing Section 2.1 as follows:

6 (105 ILCS 435/2.1) (from Ch. 122, par. 697.1)

7 Sec. 2.1. Gender Equity Advisory Committee.

8 (a) The Superintendent of the State Board of Education
9 shall appoint a Gender Equity Advisory Committee consisting of
10 at least 9 members to advise and consult with the State Board
11 of Education and the State Board of Education's gender equity
12 liaison ~~coordinator~~ in all aspects relating to ensuring that
13 all students have equal educational opportunities to pursue
14 high wage, high skill, and in-demand occupations leading to
15 economic self-sufficiency.

16 (b) Membership shall include, without limitation, one
17 regional career and technical education system director with
18 experience in gender equity ~~coordinator~~, 2 State Board of
19 Education employees, an appointee of the Director of Labor,
20 and 5 citizen appointees who have expertise in one or more of
21 the following areas: nontraditional training and placement;;
22 service delivery to single parents;; service delivery to
23 displaced homemakers;; service delivery to female, male, and
24 nonbinary teens;; service delivery to students of color;

1 service delivery to members of special populations, including,
2 but not limited to, individuals from economically
3 disadvantaged families, English learners, individuals with
4 disabilities, individuals who are out of the workforce,
5 individuals experiencing homelessness, migrants, individuals
6 in foster care, and military students; business and industry
7 experience;~~;~~ and career and technical education
8 ~~Education to Careers~~ experience. Membership also may include
9 employees from the Department of Commerce and Economic
10 Opportunity, the Department of Human Services, and the
11 Illinois Community College Board who have expertise in one or
12 more of the areas listed in this subsection (b) for the citizen
13 appointees. Appointments shall be made taking into
14 consideration expertise of services provided in secondary,
15 postsecondary, and community-based ~~community-based~~ programs.

16 (c) Members shall initially be appointed to one-year ~~one~~
17 ~~year~~ terms commencing in January 1, 1990~~,~~ and thereafter,
18 until January 1, 2025, to 2-year ~~two-year~~ terms commencing on
19 January 1 of each odd numbered year. Beginning on January 1,
20 2025, members shall be appointed as follows. The career and
21 technical education system director appointee, one State Board
22 of Education appointee, the appointee of the Director of
23 Labor, and 2 citizen appointees, as determined by the State
24 Superintendent of Education, shall initially be appointed to
25 3-year terms and thereafter to 2-year terms; the remaining
26 members of the committee shall initially and thereafter be

1 appointed to 2-year terms; and all terms shall commence on
2 January 1.

3 Vacancies shall be filled as prescribed in subsection (b)
4 for the remainder of the unexpired term.

5 (d) At the first meeting following the start of each
6 calendar year, the ~~Each newly appointed~~ committee shall elect
7 a Chair and Secretary from its members to serve until the first
8 meeting of the subsequent calendar year. Members shall serve
9 without compensation, but shall be reimbursed for expenses
10 incurred in the performance of their duties. The Committee
11 shall meet at least bi-annually and at other times at the call
12 of the Chair or at the request of the State Board of
13 Education's gender equity liaison ~~coordinator.~~

14 (e) On or before December 15, 2023, the Committee shall
15 submit recommendations to the Governor, General Assembly, and
16 State Board of Education regarding how school districts and
17 the State Board of Education can better support historically
18 disadvantaged males, including African American students and
19 other students of color, to ensure educational equity.

20 (f) On and after December 31, 2023, subsection (e) is
21 inoperative.

22 (Source: P.A. 102-863, eff. 1-1-23.)

23 Section 95. No acceleration or delay. Where this Act makes
24 changes in a statute that is represented in this Act by text
25 that is not yet or no longer in effect (for example, a Section

1 represented by multiple versions), the use of that text does
2 not accelerate or delay the taking effect of (i) the changes
3 made by this Act or (ii) provisions derived from any other
4 Public Act.

5 Section 99. Effective date. This Act takes effect upon
6 becoming law.".