



Rep. Roger L. Eddy

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1 AMENDMENT TO SENATE BILL 3681

2 AMENDMENT NO. _____. Amend Senate Bill 3681 as follows:

3 on page 1, lines 4 and 5, by replacing "Section 1A-8" with
4 "Sections 1A-8, 2-3.13a, 2-3.103, 14C-1, 21-7.1, 24A-4, 24A-5,
5 24A-7, and 26-2a"; and

6 on page 5, immediately below line 23, by inserting the
7 following:

8 "(105 ILCS 5/2-3.13a) (from Ch. 122, par. 2-3.13a)
9 Sec. 2-3.13a. School records; transferring students.

10 (a) The State Board of Education shall establish and
11 implement rules requiring all of the public schools and all
12 private or nonpublic elementary and secondary schools located
13 in this State, whenever any such school has a student who is
14 transferring to any other public elementary or secondary school
15 located in this or in any other state, to forward within 10

1 days of notice of the student's transfer an unofficial record
2 of that student's grades to the school to which such student is
3 transferring. Each public school at the same time also shall
4 forward to the school to which the student is transferring the
5 remainder of the student's school student records as required
6 by the Illinois School Student Records Act. In addition, if a
7 student is transferring from a public school, whether located
8 in this or any other state, from which the student has been
9 suspended or expelled for knowingly possessing in a school
10 building or on school grounds a weapon as defined in the Gun
11 Free Schools Act (20 U.S.C. 8921 et seq.), for knowingly
12 possessing, selling, or delivering in a school building or on
13 school grounds a controlled substance or cannabis, or for
14 battering a staff member of the school, and if the period of
15 suspension or expulsion has not expired at the time the student
16 attempts to transfer into another public school in the same or
17 any other school district: (i) any school student records
18 required to be transferred shall include the date and duration
19 of the period of suspension or expulsion; and (ii) with the
20 exception of transfers into the Department of Juvenile Justice
21 school district, the student shall not be permitted to attend
22 class in the public school into which he or she is transferring
23 until the student has served the entire period of the
24 suspension or expulsion imposed by the school from which the
25 student is transferring, provided that the school board may
26 approve the placement of the student in an alternative school

1 program established under Article 13A of this Code. A school
2 district may adopt a policy providing that if a student is
3 suspended or expelled for any reason from any public or private
4 school in this or any other state, the student must complete
5 the entire term of the suspension or expulsion before being
6 admitted into the school district. This policy may allow
7 placement of the student in an alternative school program
8 established under Article 13A of this Code, if available, for
9 the remainder of the suspension or expulsion. Each public
10 school and each private or nonpublic elementary or secondary
11 school in this State shall within 10 days after the student has
12 paid all of his or her outstanding fines and fees and at its
13 own expense forward an official transcript of the scholastic
14 records of each student transferring from that school in strict
15 accordance with the provisions of this Section and the rules
16 established by the State Board of Education as herein provided.

17 (b) The State Board of Education shall develop a one-page
18 standard form that Illinois school districts are required to
19 provide to any student who is moving out of the school district
20 and that contains the information about whether or not the
21 student is "in good standing" and whether or not his or her
22 medical records are up-to-date and complete. As used in this
23 Section, "in good standing" means that the student is not being
24 disciplined by a suspension or expulsion, but is entitled to
25 attend classes. No school district is required to admit a new
26 student who is transferring from another Illinois school

1 district unless he or she can produce the standard form from
2 the student's previous school district enrollment. No school
3 district is required to admit a new student who is transferring
4 from an out-of-state public school unless the parent or
5 guardian of the student certifies in writing that the student
6 is not currently serving a suspension or expulsion imposed by
7 the school from which the student is transferring.

8 (c) The State Board of Education shall, by rule, establish
9 a system to provide for the accurate tracking of transfer
10 students. This system shall, at a minimum, require that a
11 student be counted as a dropout in the calculation of a
12 school's or school district's annual student dropout rate
13 unless the school or school district to which the student
14 transferred (known hereafter in this subsection (c) as the
15 transferee school or school district) sends notification to the
16 school or school district from which the student transferred
17 (known hereafter in this subsection (c) as the transferor
18 school or school district) documenting that the student has
19 enrolled in the transferee school or school district. This
20 notification must occur on or before July 31 following the
21 school year during which the student ~~within 150 days after the~~
22 ~~date the student~~ withdraws from the transferor school or school
23 district or the student shall be counted in the calculation of
24 the transferor school's or school district's annual student
25 dropout rate. A request by the transferee school or school
26 district to the transferor school or school district seeking

1 the student's academic transcripts or medical records shall be
2 considered without limitation adequate documentation of
3 enrollment. Each transferor school or school district shall
4 keep documentation of such transfer students for the minimum
5 period provided in the Illinois School Student Records Act. All
6 records indicating the school or school district to which a
7 student transferred are subject to the Illinois School Student
8 Records Act.

9 (Source: P.A. 93-859, eff. 1-1-05; 94-696, eff. 6-1-06.)

10 (105 ILCS 5/2-3.103) (from Ch. 122, par. 2-3.103)

11 Sec. 2-3.103. Salary and benefit survey. For each school
12 year commencing on or after January 1, 1992, the State Board of
13 Education shall conduct, in each school district, a school
14 district salary and benefits survey covering the district's
15 certificated and educational support personnel. However, the
16 collection of information covering educational support
17 personnel must be limited to districts with 1,000 or more
18 students enrolled.

19 A survey form shall be developed and furnished by the State
20 Board of Education to each school district on or before October
21 1 ~~within 30 days after the commencement~~ of the school year
22 covered by the survey, and each school district shall submit a
23 completed ~~complete and return the~~ survey ~~form~~ to the State
24 Board of Education on or before February 1 of the school year
25 covered by the survey ~~within the succeeding 30 day period.~~

1 The State Board of Education shall compile, by April 30 of
2 the school year covered by the survey, a statewide salary and
3 benefit survey report based upon the surveys ~~survey forms~~
4 completed and submitted ~~returned~~ for that school year by the
5 individual school districts as required by this Section, and
6 shall make the survey report available to all school districts
7 and to all "employee organizations" as defined in Section 2 of
8 the Illinois Educational Labor Relations Act.

9 The data required to be reported by each school district on
10 the salary and benefits survey ~~form~~ developed and furnished
11 under this Section for the school year covered by the survey
12 shall include, but shall not be limited to, the following:

13 (1) the district's estimated fall enrollment;

14 (2) with respect to both its certificated and
15 educational support personnel employees:

16 (A) whether the district has a salary schedule,
17 salary policy but no salary schedule, or no salary
18 policy and no salary schedule;

19 (B) when each such salary schedule or policy of the
20 district was or will be adopted;

21 (C) whether there is a negotiated agreement
22 between the school board and any teacher, educational
23 support personnel or other employee organization and,
24 if so, the affiliation of the local of such
25 organization, together with the month and year of
26 expiration of the negotiated agreement and whether it

1 contains a fair share provision; and if there is no
2 such negotiated agreement but the district does have a
3 salary schedule or policy, a brief explanation of the
4 manner in which each such salary schedule or policy was
5 developed prior to its adoption by the school board,
6 including a statement of whether any meetings between
7 the school board and the superintendent leading up to
8 adoption of the salary schedule or policy were based
9 upon, or were conducted without any discussions
10 between the superintendent and the affected teachers,
11 educational support personnel or other employees;

12 (D) whether the district's salary program,
13 policies or provisions are based upon merit or
14 performance evaluation of individual teachers,
15 educational support personnel or other employees, and
16 whether they include: severance pay provisions; early
17 retirement incentives; sick leave bank provisions;
18 sick leave accumulation provisions and, if so, to how
19 many days; personal, business or emergency leave with
20 pay and, if so, the number of days; or direct
21 reimbursement in whole or in part for expenses, such as
22 tuition and materials, incurred in acquiring
23 additional college credit;

24 (E) whether school board paid or tax sheltered
25 retirement contributions are included in any existing
26 salary schedule or policy of the school district; what

1 percent (if any) of the salary of each different
2 certified and educational support personnel employee
3 classification (using the employee salary which
4 reflects the highest regularly scheduled step in that
5 classification on the salary schedule or policy of the
6 district) is school board paid to an employee
7 retirement system; the highest scheduled salary and
8 the level of education or training required to reach
9 the highest scheduled salary in each certified and
10 educational support personnel employee classification;
11 using annual salaries from the school board's salary
12 schedule or policy for each certified and educational
13 support personnel employee classification (and
14 excluding from such salaries items of individual
15 compensation resulting from extra-curricular duties,
16 employment beyond the regular school year and
17 longevity service pay, but including additional
18 compensation such as grants and cost of living bonuses
19 that are received by all employees in a classification
20 or by all employees in a classification who are at the
21 maximum experience level), the beginning, maximum and
22 specified intermediate salaries reported to an
23 employee retirement system (including school board
24 paid or tax sheltered retirement contributions, but
25 excluding fringe benefits) for each educational or
26 training category within each certified and

1 educational support personnel employee classification;
2 and the completed years of experience required to reach
3 such maximum regularly scheduled and highest scheduled
4 salaries;

5 (F) whether the school district provides longevity
6 pay beyond the last annual regular salary increase
7 available under the district's salary schedule or
8 policy; and if so, the maximum earnings with longevity
9 for each educational or training category specified by
10 the State Board of Education in its survey form (based
11 on salary reported to an employee's retirement system,
12 including school board paid and tax sheltered
13 retirement contributions, but excluding fringe
14 benefits, and with maximum longevity step numbers and
15 completed years of experience computed as provided in
16 the survey form);

17 (G) for each dental, disability, hospitalization,
18 life, prescription or vision insurance plan, cafeteria
19 plan or other fringe benefit plan sponsored by the
20 school board: (i) a statement of whether such plan is
21 available to full time teachers or other certificated
22 personnel covered by a district salary schedule or
23 policy, whether such plan is available to full time
24 educational support personnel covered by a district
25 salary schedule or policy, and whether all full time
26 employees to whom coverage under such plan is available

1 are entitled to receive the same benefits under that
2 plan; and (ii) the total annual cost of coverage under
3 that plan for a covered full time employee who is at
4 the highest regularly scheduled step on the salary
5 schedule or policy of the district applicable to such
6 employee, the percent of that total annual cost paid by
7 the school board, the total annual cost of coverage
8 under that plan for the family of that employee, and
9 the percent of that total annual cost for family
10 coverage paid by the school board.

11 In addition, each school district shall provide ~~attach to~~
12 ~~the completed survey form which it returns~~ to the State Board
13 of Education, on or before February 1 of the school year
14 covered by the survey, as required by this Section, a copy of
15 each salary schedule, salary policy and negotiated agreement
16 which is identified or otherwise referred to in the completed
17 survey form.

18 (Source: P.A. 87-547; 87-895.)

19 (105 ILCS 5/14C-1) (from Ch. 122, par. 14C-1)

20 Sec. 14C-1. The General Assembly finds that there are large
21 numbers of children in this State who come from environments
22 where the primary language is other than English. Experience
23 has shown that public school classes in which instruction is
24 given only in English are often inadequate for the education of
25 children whose native tongue is another language. The General

1 Assembly believes that a program of transitional bilingual
2 education can meet the needs of these children and facilitate
3 their integration into the regular public school curriculum.
4 Therefore, pursuant to the policy of this State to insure equal
5 educational opportunity to every child, and in recognition of
6 the educational needs of children of limited English-speaking
7 ability, it is the purpose of this Act to provide for the
8 establishment of transitional bilingual education programs in
9 the public schools, ~~and~~ to provide supplemental financial
10 assistance to help local school districts meet the extra costs
11 of such programs, and to allow this State to directly or
12 indirectly provide technical assistance and professional
13 development to support transitional bilingual education
14 programs statewide.

15 (Source: P.A. 94-1105, eff. 6-1-07.)

16 (105 ILCS 5/21-7.1) (from Ch. 122, par. 21-7.1)

17 Sec. 21-7.1. Administrative certificate.

18 (a) After July 1, 1999, an administrative certificate valid
19 for 5 years of supervising and administering in the public
20 common schools (unless changed under subsection (a-5) of this
21 Section) may be issued to persons who have graduated from a
22 regionally accredited institution of higher learning with a
23 master's degree or its equivalent and who have been recommended
24 by a recognized institution of higher learning as having
25 completed a program of preparation for one or more of these

1 endorsements. Such programs of academic and professional
2 preparation required for endorsement shall be administered by
3 the institution in accordance with standards set forth by the
4 State Superintendent of Education in consultation with the
5 State Teacher Certification Board.

6 (a-5) Beginning July 1, 2003, if an administrative
7 certificate holder holds a Standard Teaching Certificate, the
8 validity period of the administrative certificate shall be
9 changed, if necessary, so that the validity period of the
10 administrative certificate coincides with the validity period
11 of the Standard Teaching Certificate. Beginning July 1, 2003,
12 if an administrative certificate holder holds a Master Teaching
13 Certificate, the validity period of the administrative
14 certificate shall be changed so that the validity period of the
15 administrative certificate coincides with the validity period
16 of the Master Teaching Certificate.

17 (b) No administrative certificate shall be issued for the
18 first time after June 30, 1987 and no endorsement provided for
19 by this Section shall be made or affixed to an administrative
20 certificate for the first time after June 30, 1987 unless the
21 person to whom such administrative certificate is to be issued
22 or to whose administrative certificate such endorsement is to
23 be affixed has been required to demonstrate as a part of a
24 program of academic or professional preparation for such
25 certification or endorsement: (i) an understanding of the
26 knowledge called for in establishing productive parent-school

1 relationships and of the procedures fostering the involvement
2 which such relationships demand; and (ii) an understanding of
3 the knowledge required for establishing a high quality school
4 climate and promoting good classroom organization and
5 management, including rules of conduct and instructional
6 procedures appropriate to accomplishing the tasks of
7 schooling; and (iii) a demonstration of the knowledge and
8 skills called for in providing instructional leadership. The
9 standards for demonstrating an understanding of such knowledge
10 shall be set forth by the State Board of Education in
11 consultation with the State Teacher Certification Board, and
12 shall be administered by the recognized institutions of higher
13 learning as part of the programs of academic and professional
14 preparation required for certification and endorsement under
15 this Section. As used in this subsection: "establishing
16 productive parent-school relationships" means the ability to
17 maintain effective communication between parents and school
18 personnel, to encourage parental involvement in schooling, and
19 to motivate school personnel to engage parents in encouraging
20 student achievement, including the development of programs and
21 policies which serve to accomplish this purpose; and
22 "establishing a high quality school climate" means the ability
23 to promote academic achievement, to maintain discipline, to
24 recognize substance abuse problems among students and utilize
25 appropriate law enforcement and other community resources to
26 address these problems, to support teachers and students in

1 their education endeavors, to establish learning objectives
2 and to provide instructional leadership, including the
3 development of policies and programs which serve to accomplish
4 this purpose; and "providing instructional leadership" means
5 the ability to effectively evaluate school personnel, to
6 possess general communication and interpersonal skills, and to
7 establish and maintain appropriate classroom learning
8 environments. The provisions of this subsection shall not apply
9 to or affect the initial issuance or making on or before June
10 30, 1987 of any administrative certificate or endorsement
11 provided for under this Section, nor shall such provisions
12 apply to or affect the renewal after June 30, 1987 of any such
13 certificate or endorsement initially issued or made on or
14 before June 30, 1987.

15 (c) Administrative certificates shall be renewed every 5
16 years with the first renewal being 5 years following the
17 initial receipt of an administrative certificate, unless the
18 validity period for the administrative certificate has been
19 changed under subsection (a-5) of this Section, in which case
20 the certificate shall be renewed at the same time that the
21 Standard or Master Teaching Certificate is renewed.

22 (c-5) Before July 1, 2003, renewal requirements for
23 administrators whose positions require certification shall be
24 based upon evidence of continuing professional education which
25 promotes the following goals: (1) improving administrators'
26 knowledge of instructional practices and administrative

1 procedures; (2) maintaining the basic level of competence
2 required for initial certification; and (3) improving the
3 mastery of skills and knowledge regarding the improvement of
4 teaching performance in clinical settings and assessment of the
5 levels of student performance in their schools. Evidence of
6 continuing professional education must include verification of
7 biennial attendance in a program developed by the Illinois
8 Administrators' Academy and verification of annual
9 participation in a school district approved activity which
10 contributes to continuing professional education.

11 (c-10) Beginning July 1, 2003, except as otherwise provided
12 in subsection (c-15) of this Section, persons holding
13 administrative certificates must follow the certificate
14 renewal procedure set forth in this subsection (c-10), provided
15 that those persons holding administrative certificates on June
16 30, 2003 who are renewing those certificates on or after July
17 1, 2003 shall be issued new administrative certificates valid
18 for 5 years (unless changed under subsection (a-5) of this
19 Section), which may be renewed thereafter as set forth in this
20 subsection (c-10).

21 A person holding an administrative certificate and
22 employed in a position requiring administrative certification,
23 including a regional superintendent of schools, must satisfy
24 the continuing professional development requirements of this
25 Section to renew his or her administrative certificate. The
26 continuing professional development must include without

1 limitation the following continuing professional development
2 purposes:

3 (1) To improve the administrator's knowledge of
4 instructional practices and administrative procedures in
5 accordance with the Illinois Professional School Leader
6 Standards.

7 (2) To maintain the basic level of competence required
8 for initial certification.

9 (3) To improve the administrator's mastery of skills
10 and knowledge regarding the improvement of teaching
11 performance in clinical settings and assessment of the
12 levels of student performance in the schools.

13 The continuing professional development must include the
14 following in order for the certificate to be renewed:

15 (A) Participation in continuing professional
16 development activities, which must total a minimum of 100
17 hours of continuing professional development. The
18 participation must consist of a minimum of 5 activities per
19 validity period of the certificate, and the certificate
20 holder must maintain documentation of completion of each
21 activity.

22 (B) Participation every year in an Illinois
23 Administrators' Academy course, which participation must
24 total a minimum of 30 continuing professional development
25 hours during the period of the certificate's validity and
26 which must include completion of applicable required

1 coursework, including completion of a communication,
2 dissemination, or application component, as defined by the
3 State Board of Education.

4 The certificate holder must complete a verification form
5 developed by the State Board of Education and certify that 100
6 hours of continuing professional development activities and 5
7 Administrators' Academy courses have been completed. The
8 regional superintendent of schools shall review and validate
9 the verification form for a certificate holder. Based on
10 compliance with all of the requirements for renewal, the
11 regional superintendent of schools shall forward a
12 recommendation for renewal or non-renewal to the State
13 Superintendent of Education and shall notify the certificate
14 holder of the recommendation. The State Superintendent of
15 Education shall review the recommendation to renew or non-renew
16 and shall notify, in writing, the certificate holder of a
17 decision denying renewal of his or her certificate. Any
18 decision regarding non-renewal of an administrative
19 certificate may be appealed to the State Teacher Certification
20 Board.

21 The State Board of Education, in consultation with the
22 State Teacher Certification Board, shall adopt rules to
23 implement this subsection (c-10).

24 The regional superintendent of schools shall monitor the
25 process for renewal of administrative certificates established
26 in this subsection (c-10).

1 (c-15) This subsection (c-15) applies to the first period
2 of an administrative certificate's validity during which the
3 holder becomes subject to the requirements of subsection (c-10)
4 of this Section if the certificate has less than 5 years'
5 validity or has less than 5 years' validity remaining when the
6 certificate holder becomes subject to the requirements of
7 subsection (c-10) of this Section. With respect to this period,
8 the 100 hours of continuing professional development and 5
9 activities per validity period specified in clause (A) of
10 subsection (c-10) of this Section shall instead be deemed to
11 mean 20 hours of continuing professional development and one
12 activity per year of the certificate's validity or remaining
13 validity and the 30 continuing professional development hours
14 specified in clause (B) of subsection (c-10) of this Section
15 shall instead be deemed to mean completion of at least one
16 course per year of the certificate's validity or remaining
17 validity. Certificate holders who evaluate certified staff
18 must complete a 2-day teacher evaluation course, in addition to
19 the 30 continuing professional development hours.

20 (c-20) The State Board of Education, in consultation with
21 the State Teacher Certification Board, shall develop
22 procedures for implementing this Section and shall administer
23 the renewal of administrative certificates. Failure to submit
24 satisfactory evidence of continuing professional education
25 which contributes to promoting the goals of this Section shall
26 result in a loss of administrative certification.

1 (d) Any limited or life supervisory certificate issued
2 prior to July 1, 1968 shall continue to be valid for all
3 administrative and supervisory positions in the public schools
4 for which it is valid as of that date as long as its holder
5 meets the requirements for registration or renewal as set forth
6 in the statutes or until revoked according to law.

7 (e) The administrative or supervisory positions for which
8 the certificate shall be valid shall be determined by one or
9 more of 3 endorsements: general supervisory, general
10 administrative and superintendent.

11 Subject to the provisions of Section 21-1a, endorsements
12 shall be made under conditions set forth in this Section. The
13 State Board of Education shall, in consultation with the State
14 Teacher Certification Board, adopt rules pursuant to the
15 Illinois Administrative Procedure Act, establishing
16 requirements for obtaining administrative certificates where
17 the minimum administrative or supervisory requirements surpass
18 those set forth in this Section.

19 The State Teacher Certification Board shall file with the
20 State Board of Education a written recommendation when
21 considering additional administrative or supervisory
22 requirements. All additional requirements shall be based upon
23 the requisite knowledge necessary to perform those tasks
24 required by the certificate. The State Board of Education shall
25 in consultation with the State Teacher Certification Board,
26 establish standards within its rules which shall include the

1 academic and professional requirements necessary for
2 certification. These standards shall at a minimum contain, but
3 not be limited to, those used by the State Board of Education
4 in determining whether additional knowledge will be required.
5 Additionally, the State Board of Education shall in
6 consultation with the State Teacher Certification Board,
7 establish provisions within its rules whereby any member of the
8 educational community or the public may file a formal written
9 recommendation or inquiry regarding requirements.

10 (1) Until July 1, 2003, the general supervisory
11 endorsement shall be affixed to the administrative
12 certificate of any holder who has at least 16 semester
13 hours of graduate credit in professional education
14 including 8 semester hours of graduate credit in curriculum
15 and research and who has at least 2 years of full-time
16 teaching experience or school service personnel experience
17 in public schools, schools under the supervision of the
18 Department of Corrections, schools under the
19 administration of the Department of Rehabilitation
20 Services, or nonpublic schools meeting the standards
21 established by the State Superintendent of Education or
22 comparable out-of-state recognition standards approved by
23 the State Superintendent of Education.

24 Such endorsement shall be required for supervisors,
25 curriculum directors and for such similar and related
26 positions as determined by the State Superintendent of

1 Education in consultation with the State Teacher
2 Certification Board.

3 (2) The general administrative endorsement shall be
4 affixed to the administrative certificate of any holder who
5 has at least 20 semester hours of graduate credit in
6 educational administration and supervision and who has at
7 least 2 years of full-time teaching experience or school
8 service personnel experience in public schools, schools
9 under the supervision of the Department of Corrections,
10 schools under the administration of the Department of
11 Rehabilitation Services, or nonpublic schools meeting the
12 standards established by the State Superintendent of
13 Education or comparable out-of-state recognition standards
14 approved by the State Superintendent of Education.

15 Such endorsement shall be required for principal,
16 assistant principal, assistant or associate
17 superintendent, junior college dean and for related or
18 similar positions as determined by the State
19 Superintendent of Education in consultation with the State
20 Teacher Certification Board.

21 Notwithstanding any other provisions of this Act,
22 after January 1, 1990 and until January 1, 1991, any
23 teacher employed by a district subject to Article 34 shall
24 be entitled to receive an administrative certificate with a
25 general administrative endorsement affixed thereto if he
26 or she: (i) had at least 3 years of experience as a

1 certified teacher for such district prior to August 1,
2 1985; (ii) obtained a Master's degree prior to August 1,
3 1985; (iii) completed at least 20 hours of graduate credit
4 in education courses (including at least 12 hours in
5 educational administration and supervision) prior to
6 September 1, 1987; and (iv) has received a rating of
7 superior for at least each of the last 5 years. Any person
8 who obtains an administrative certificate with a general
9 administrative endorsement affixed thereto under this
10 paragraph shall not be qualified to serve in any
11 administrative position except assistant principal.

12 (3) The chief school business official endorsement
13 shall be affixed to the administrative certificate of any
14 holder who qualifies by having a Master's degree, 2 years
15 of administrative experience in school business management
16 or 2 years of university-approved practical experience,
17 and a minimum of 20 semester hours of graduate credit in a
18 program established by the State Superintendent of
19 Education in consultation with the State Teacher
20 Certification Board for the preparation of school business
21 administrators. Such endorsement shall also be affixed to
22 the administrative certificate of any holder who qualifies
23 by having a Master's Degree in Business Administration,
24 Finance or Accounting from a regionally accredited
25 institution of higher education.

26 After June 30, 1977, such endorsement shall be required

1 for any individual first employed as a chief school
2 business official.

3 (4) The superintendent endorsement shall be affixed to
4 the administrative certificate of any holder who has
5 completed 30 semester hours of graduate credit beyond the
6 master's degree in a program for the preparation of
7 superintendents of schools including 16 semester hours of
8 graduate credit in professional education and who has at
9 least 2 years experience as an administrator or supervisor
10 in the public schools or the State Board of Education or
11 education service regions or in nonpublic schools meeting
12 the standards established by the State Superintendent of
13 Education or comparable out-of-state recognition standards
14 approved by the State Superintendent of Education and holds
15 general supervisory or general administrative endorsement,
16 or who has had 2 years of experience as a supervisor or
17 administrator while holding an all-grade supervisory
18 certificate or a certificate comparable in validity and
19 educational and experience requirements.

20 After June 30, 1968, such endorsement shall be required
21 for a superintendent of schools, except as provided in the
22 second paragraph of this Section and in Section 34-6.

23 Any person appointed to the position of superintendent
24 between the effective date of this Act and June 30, 1993 in
25 a school district organized pursuant to Article 32 with an
26 enrollment of at least 20,000 pupils shall be exempt from

1 the provisions of this paragraph (4) until June 30, 1996.

2 (f) All official interpretations or acts of issuing or
3 denying administrative certificates or endorsements by the
4 State Teacher's Certification Board, State Board of Education
5 or the State Superintendent of Education, from the passage of
6 P.A. 81-1208 on November 8, 1979 through September 24, 1981 are
7 hereby declared valid and legal acts in all respects and
8 further that the purported repeal of the provisions of this
9 Section by P.A. 81-1208 and P.A. 81-1509 is declared null and
10 void.

11 (Source: P.A. 96-56, eff. 1-1-10.)

12 (105 ILCS 5/24A-4) (from Ch. 122, par. 24A-4)

13 Sec. 24A-4. Development of evaluation plan.

14 (a) As used in this and the succeeding Sections, "teacher"
15 means any and all school district employees regularly required
16 to be certified under laws relating to the certification of
17 teachers. Each school district shall develop, in cooperation
18 with its teachers or, where applicable, the exclusive
19 bargaining representatives of its teachers, an evaluation plan
20 for all teachers.

21 (b) By no later than the applicable implementation date,
22 each school district shall, in good faith cooperation with its
23 teachers or, where applicable, the exclusive bargaining
24 representatives of its teachers, incorporate the use of data
25 and indicators on student growth as a significant factor in

1 rating teaching performance, into its evaluation plan for all
2 teachers, both those teachers in contractual continued service
3 and those teachers not in contractual continued service. The
4 plan shall at least meet the standards and requirements for
5 student growth and teacher evaluation established under
6 Section 24A-7, and specifically describe how student growth
7 data and indicators will be used as part of the evaluation
8 process, how this information will relate to evaluation
9 standards, the assessments or other indicators of student
10 performance that will be used in measuring student growth and
11 the weight that each will have, the methodology that will be
12 used to measure student growth, and the criteria other than
13 student growth that will be used in evaluating the teacher and
14 the weight that each will have.

15 To incorporate the use of data and indicators of student
16 growth as a significant factor in rating teacher performance
17 into the evaluation plan, the district shall use a joint
18 committee composed of equal representation selected by the
19 district and its teachers or, where applicable, the exclusive
20 bargaining representative of its teachers. If, within 180
21 calendar days of the committee's first meeting, the committee
22 does not reach agreement on the plan, then the district shall
23 implement the model evaluation plan established under Section
24 24A-7 with respect to the use of data and indicators on student
25 growth as a significant factor in rating teacher performance.

26 Nothing in this subsection (b) ~~(a)~~ shall make decisions on

1 the use of data and indicators on student growth as a
2 significant factor in rating teaching performance mandatory
3 subjects of bargaining under the Illinois Educational Labor
4 Relations Act that are not currently mandatory subjects of
5 bargaining under the Act.

6 (c) Notwithstanding anything to the contrary in subsection
7 (b) of this Section, if the joint committee referred to in that
8 subsection does not reach agreement on the plan within 90
9 calendar days after the committee's first meeting, a school
10 district having 500,000 or more inhabitants shall not be
11 required to implement any aspect of the model evaluation plan
12 and may implement its last best proposal.

13 (Source: P.A. 95-510, eff. 8-28-07; 96-861, eff. 1-15-10.)

14 (105 ILCS 5/24A-5) (from Ch. 122, par. 24A-5)

15 Sec. 24A-5. Content of evaluation plans. This Section does
16 not apply to teachers assigned to schools identified in an
17 agreement entered into between the board of a school district
18 operating under Article 34 of this Code and the exclusive
19 representative of the district's teachers in accordance with
20 Section 34-85c of this Code.

21 Each school district to which this Article applies shall
22 establish a teacher evaluation plan which ensures that each
23 teacher in contractual continued service is evaluated at least
24 once in the course of every 2 school years.

25 By no later than September 1, 2012, each school district

1 shall establish a teacher evaluation plan that ensures that:

2 (1) each teacher not in contractual continued service
3 is evaluated at least once every school year; and

4 (2) each teacher in contractual continued service is
5 evaluated at least once in the course of every 2 school
6 years. However, any teacher in contractual continued
7 service whose performance is rated as either "needs
8 improvement" or "unsatisfactory" must be evaluated at
9 least once in the school year following the receipt of such
10 rating.

11 Notwithstanding anything to the contrary in this Section or
12 any other Section of the School Code, a principal shall not be
13 prohibited from evaluating any teachers within a school during
14 his or her first year as principal of such school.

15 The evaluation plan shall comply with the requirements of
16 this Section and of any rules adopted by the State Board of
17 Education pursuant to this Section.

18 The plan shall include a description of each teacher's
19 duties and responsibilities and of the standards to which that
20 teacher is expected to conform, and shall include at least the
21 following components:

22 (a) personal observation of the teacher in the
23 classroom by the evaluator, unless the teacher has no
24 classroom duties.

25 (b) consideration of the teacher's attendance,
26 planning, instructional methods, classroom management,

1 where relevant, and competency in the subject matter
2 taught.

3 (c) by no later than the applicable implementation
4 date, consideration of student growth as a significant
5 factor in the rating of the teacher's performance.

6 (d) prior to September 1, 2012, rating of the
7 performance of teachers in contractual continued service
8 as either:

9 (i) "excellent", "satisfactory" or
10 "unsatisfactory"; or

11 (ii) "excellent", "proficient", "needs
12 improvement" or "unsatisfactory".

13 (e) on and after September 1, 2012, rating of the
14 performance of teachers in contractual continued service
15 as "excellent", "proficient", "needs improvement" or
16 "unsatisfactory".

17 (f) specification as to the teacher's strengths and
18 weaknesses, with supporting reasons for the comments made.

19 (g) inclusion of a copy of the evaluation in the
20 teacher's personnel file and provision of a copy to the
21 teacher.

22 (h) within 30 school days after the completion of an
23 evaluation rating a teacher in contractual continued
24 service as "needs improvement", development by the
25 evaluator, in consultation with the teacher, and taking
26 into account the teacher's on-going professional

1 responsibilities including his or her regular teaching
2 assignments, of a professional development plan directed
3 to the areas that need improvement and any supports that
4 the district will provide to address the areas identified
5 as needing improvement.

6 (i) within 30 school days after completion of an
7 evaluation rating a teacher in contractual continued
8 service as "unsatisfactory", development and commencement
9 by the district of a remediation plan designed to correct
10 deficiencies cited, provided the deficiencies are deemed
11 remediable. In all school districts the remediation plan
12 for unsatisfactory, tenured teachers shall provide for 90
13 school days of remediation within the classroom, unless an
14 applicable collective bargaining agreement provides for a
15 shorter duration. In all school districts evaluations
16 issued pursuant to this Section shall be issued within 10
17 days after the conclusion of the respective remediation
18 plan. However, the school board or other governing
19 authority of the district shall not lose jurisdiction to
20 discharge a teacher in the event the evaluation is not
21 issued within 10 days after the conclusion of the
22 respective remediation plan.

23 (j) participation in the remediation plan by the
24 teacher in contractual continued service rated
25 "unsatisfactory", an evaluator and a consulting teacher
26 selected by the evaluator of the teacher who was rated

1 "unsatisfactory", which consulting teacher is an
2 educational employee as defined in the Educational Labor
3 Relations Act, has at least 5 years' teaching experience,
4 and a reasonable familiarity with the assignment of the
5 teacher being evaluated, and who received an "excellent"
6 rating on his or her most recent evaluation. Where no
7 teachers who meet these criteria are available within the
8 district, the district shall request and the applicable
9 regional office of education ~~State Board of Education~~ shall
10 supply, to participate in the remediation process, an
11 individual who meets these criteria.

12 In a district having a population of less than 500,000
13 with an exclusive bargaining agent, the bargaining agent
14 may, if it so chooses, supply a roster of qualified
15 teachers from whom the consulting teacher is to be
16 selected. That roster shall, however, contain the names of
17 at least 5 teachers, each of whom meets the criteria for
18 consulting teacher with regard to the teacher being
19 evaluated, or the names of all teachers so qualified if
20 that number is less than 5. In the event of a dispute as to
21 qualification, the State Board shall determine
22 qualification.

23 (k) a mid-point and final evaluation by an evaluator
24 during and at the end of the remediation period,
25 immediately following receipt of a remediation plan
26 provided for under subsections (i) and (j) of this Section.

1 Each evaluation shall assess the teacher's performance
2 during the time period since the prior evaluation; provided
3 that the last evaluation shall also include an overall
4 evaluation of the teacher's performance during the
5 remediation period. A written copy of the evaluations and
6 ratings, in which any deficiencies in performance and
7 recommendations for correction are identified, shall be
8 provided to and discussed with the teacher within 10 school
9 days after the date of the evaluation, unless an applicable
10 collective bargaining agreement provides to the contrary.
11 These subsequent evaluations shall be conducted by an
12 evaluator. The consulting teacher shall provide advice to
13 the teacher rated "unsatisfactory" on how to improve
14 teaching skills and to successfully complete the
15 remediation plan. The consulting teacher shall participate
16 in developing the remediation plan, but the final decision
17 as to the evaluation shall be done solely by the evaluator,
18 unless an applicable collective bargaining agreement
19 provides to the contrary. Evaluations at the conclusion of
20 the remediation process shall be separate and distinct from
21 the required annual evaluations of teachers and shall not
22 be subject to the guidelines and procedures relating to
23 those annual evaluations. The evaluator may but is not
24 required to use the forms provided for the annual
25 evaluation of teachers in the district's evaluation plan.

26 (1) reinstatement to the evaluation schedule set forth

1 in the district's evaluation plan for any teacher in
2 contractual continued service who achieves a rating equal
3 to or better than "satisfactory" or "proficient" in the
4 school year following a rating of "needs improvement" or
5 "unsatisfactory".

6 (m) dismissal in accordance with Section 24-12 or 34-85
7 of the School Code of any teacher who fails to complete any
8 applicable remediation plan with a rating equal to or
9 better than a "satisfactory" or "proficient" rating.
10 Districts and teachers subject to dismissal hearings are
11 precluded from compelling the testimony of consulting
12 teachers at such hearings under Section 24-12 or 34-85,
13 either as to the rating process or for opinions of
14 performances by teachers under remediation.

15 Nothing in this Section or Section 24A-4 shall be construed
16 as preventing immediate dismissal of a teacher for deficiencies
17 which are deemed irreparable or for actions which are
18 injurious to or endanger the health or person of students in
19 the classroom or school, or preventing the dismissal or
20 non-renewal of teachers not in contractual continued service
21 for any reason not prohibited by applicable employment, labor,
22 and civil rights laws. Failure to strictly comply with the time
23 requirements contained in Section 24A-5 shall not invalidate
24 the results of the remediation plan.

25 (Source: P.A. 95-510, eff. 8-28-07; 96-861, eff. 1-15-10.)

1 (105 ILCS 5/24A-7) (from Ch. 122, par. 24A-7)

2 Sec. 24A-7. Rules. The State Board of Education is
3 authorized to adopt such rules as are deemed necessary to
4 implement and accomplish the purposes and provisions of this
5 Article, including, but not limited to, rules (i) relating to
6 the methods for measuring student growth (including, but not
7 limited to, limitations on the age of useable data; the amount
8 of data needed to reliably and validly measure growth for the
9 purpose of teacher and principal evaluations; and whether and
10 at what time annual State assessments may be used as one of
11 multiple measures of student growth), (ii) defining the term
12 "significant factor" for purposes of including consideration
13 of student growth in performance ratings, (iii) controlling for
14 such factors as student characteristics (including, but not
15 limited to, students receiving special education and English
16 Language Learner services), student attendance, and student
17 mobility so as to best measure the impact that a teacher,
18 principal, school and school district has on students' academic
19 achievement, (iv) establishing minimum requirements for
20 district teacher and principal evaluation instruments and
21 procedures, and (v) establishing a model evaluation plan for
22 use by school districts in which student growth shall comprise
23 50% of the performance rating. Notwithstanding any provision in
24 this Section, such rules shall not preclude a school district
25 having 500,000 or more inhabitants from using an annual State
26 assessment as the sole measure of student growth for purposes

1 of teacher or principal evaluations.

2 The rules shall be developed through a process involving
3 collaboration with a Performance Evaluation Advisory Council,
4 which shall be convened and staffed by the State Board of
5 Education. Members of the Council shall be selected by the
6 State Superintendent and include, without limitation,
7 representatives of teacher unions and school district
8 management, persons with expertise in performance evaluation
9 processes and systems, as well as other stakeholders. The
10 Performance Evaluation Advisory Council shall meet at least
11 quarterly following the effective date of this amendatory Act
12 of the 96th General Assembly until June 30, 2017.

13 Prior to the applicable implementation date, these rules
14 shall not apply to teachers assigned to schools identified in
15 an agreement entered into between the board of a school
16 district operating under Article 34 of this Code and the
17 exclusive representative of the district's teachers in
18 accordance with Section 34-85c of this Code.

19 (Source: P.A. 95-510, eff. 8-28-07; 96-861, eff. 1-15-10.)

20 (105 ILCS 5/26-2a) (from Ch. 122, par. 26-2a)

21 Sec. 26-2a. A "truant" is defined as a child subject to
22 compulsory school attendance and who is absent without valid
23 cause from such attendance for a school day or portion thereof.

24 "Valid cause" for absence shall be illness, observance of a
25 religious holiday, death in the immediate family, family

1 emergency, and shall include such other situations beyond the
2 control of the student as determined by the board of education
3 in each district, or such other circumstances which cause
4 reasonable concern to the parent for the safety or health of
5 the student.

6 "Chronic or habitual truant" shall be defined as a child
7 subject to compulsory school attendance and who is absent
8 without valid cause from such attendance for 10% or more of the
9 previous 180 regular attendance days.

10 "Truant minor" is defined as a chronic truant to whom
11 supportive services, including prevention, diagnostic,
12 intervention and remedial services, alternative programs and
13 other school and community resources have been provided and
14 have failed to result in the cessation of chronic truancy, or
15 have been offered and refused.

16 A "dropout" is defined as any child enrolled in grades 9 ±
17 through 12 whose name has been removed from the district
18 enrollment roster for any reason other than the student's his
19 death, extended illness, removal for medical non-compliance,
20 expulsion, aging out, graduation, or completion of a program of
21 studies and who has not transferred to another public or
22 private school and is not known to be home-schooled by his or
23 her parents or guardians or continuing school in another
24 country.

25 "Religion" for the purposes of this Article, includes all
26 aspects of religious observance and practice, as well as

1 belief.

2 (Source: P.A. 84-1308; 84-1420; 84-1424; 84-1438.)

3 Section 10. The School Breakfast and Lunch Program Act is
4 amended by changing Section 4 as follows:

5 (105 ILCS 125/4) (from Ch. 122, par. 712.4)

6 Sec. 4. Accounts; copies of menus served; free lunch
7 program required; report. School boards and welfare centers
8 shall keep an accurate, detailed and separate account of all
9 moneys expended for school breakfast programs, school lunch
10 programs, free breakfast programs, free lunch programs, and
11 summer food service programs, and of the amounts for which they
12 are reimbursed by any governmental agency, moneys received from
13 students and from any other contributors to the program. School
14 boards and welfare centers shall also keep on file a copy of
15 all menus served under the programs, which together with all
16 records of receipts and disbursements, shall be made available
17 to representatives of the State Board of Education at any time.

18 Every public school must have a free lunch program.

19 ~~In 2010 and in each subsequent year, the State Board of~~
20 ~~Education shall provide to the Governor and the General~~
21 ~~Assembly, by a date not later than April 1, a report that~~
22 ~~provides all of the following:~~

23 ~~(1) A list by school district of (i) all schools~~
24 ~~participating in the school breakfast program, (ii) all~~

1 ~~schools' total student enrollment, (iii) all schools'~~
2 ~~number of children eligible for free, reduced price, and~~
3 ~~paid breakfasts and lunches, (iv) all schools' incentive~~
4 ~~moneys received, and (v) all schools' participation in~~
5 ~~Provision Two or Provision Three under the Child Nutrition~~
6 ~~Act of 1966 (42 U.S.C. 1771 et seq.).~~

7 ~~(2) (Blank).~~

8 ~~(3) A list of schools that have dropped a school~~
9 ~~breakfast program during the past year and the reason or~~
10 ~~reasons why.~~

11 ~~(3.5) A list of school districts and schools granted an~~
12 ~~exemption from a regional superintendent of schools for~~
13 ~~operating a school breakfast program in the next year and~~
14 ~~the reason or reasons why.~~

15 (Source: P.A. 96-158, eff. 8-7-09.)

16 (105 ILCS 5/2-3.97 rep.)

17 Section 15. The School Code is amended by repealing Section
18 2-3.97."