



Rep. William Davis

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1 AMENDMENT TO HOUSE BILL 828

2 AMENDMENT NO. \_\_\_\_\_. Amend House Bill 828 by replacing  
3 everything after the enacting clause with the following:

4 "Section 5. The School Code is amended by changing Section  
5 18-8.05 and by adding Section 18-8.15 as follows:

6 (105 ILCS 5/18-8.05)

7 Sec. 18-8.05. Basis for apportionment of general State  
8 financial aid and supplemental general State aid to the common  
9 schools for the 1998-1999 through the 2016-2017 ~~and subsequent~~  
10 school years.

11 (A) General Provisions.

12 (1) The provisions of this Section apply to the 1998-1999  
13 through the 2016-2017 ~~and subsequent~~ school years. The system  
14 of general State financial aid provided for in this Section is  
15 designed to assure that, through a combination of State

1 financial aid and required local resources, the financial  
2 support provided each pupil in Average Daily Attendance equals  
3 or exceeds a prescribed per pupil Foundation Level. This  
4 formula approach imputes a level of per pupil Available Local  
5 Resources and provides for the basis to calculate a per pupil  
6 level of general State financial aid that, when added to  
7 Available Local Resources, equals or exceeds the Foundation  
8 Level. The amount of per pupil general State financial aid for  
9 school districts, in general, varies in inverse relation to  
10 Available Local Resources. Per pupil amounts are based upon  
11 each school district's Average Daily Attendance as that term is  
12 defined in this Section.

13 (2) In addition to general State financial aid, school  
14 districts with specified levels or concentrations of pupils  
15 from low income households are eligible to receive supplemental  
16 general State financial aid grants as provided pursuant to  
17 subsection (H). The supplemental State aid grants provided for  
18 school districts under subsection (H) shall be appropriated for  
19 distribution to school districts as part of the same line item  
20 in which the general State financial aid of school districts is  
21 appropriated under this Section.

22 (3) To receive financial assistance under this Section,  
23 school districts are required to file claims with the State  
24 Board of Education, subject to the following requirements:

25 (a) Any school district which fails for any given  
26 school year to maintain school as required by law, or to

1 maintain a recognized school is not eligible to file for  
2 such school year any claim upon the Common School Fund. In  
3 case of nonrecognition of one or more attendance centers in  
4 a school district otherwise operating recognized schools,  
5 the claim of the district shall be reduced in the  
6 proportion which the Average Daily Attendance in the  
7 attendance center or centers bear to the Average Daily  
8 Attendance in the school district. A "recognized school"  
9 means any public school which meets the standards as  
10 established for recognition by the State Board of  
11 Education. A school district or attendance center not  
12 having recognition status at the end of a school term is  
13 entitled to receive State aid payments due upon a legal  
14 claim which was filed while it was recognized.

15 (b) School district claims filed under this Section are  
16 subject to Sections 18-9 and 18-12, except as otherwise  
17 provided in this Section.

18 (c) If a school district operates a full year school  
19 under Section 10-19.1, the general State aid to the school  
20 district shall be determined by the State Board of  
21 Education in accordance with this Section as near as may be  
22 applicable.

23 (d) (Blank).

24 (4) Except as provided in subsections (H) and (L), the  
25 board of any district receiving any of the grants provided for  
26 in this Section may apply those funds to any fund so received

1 for which that board is authorized to make expenditures by law.

2 School districts are not required to exert a minimum  
3 Operating Tax Rate in order to qualify for assistance under  
4 this Section.

5 (5) As used in this Section the following terms, when  
6 capitalized, shall have the meaning ascribed herein:

7 (a) "Average Daily Attendance": A count of pupil  
8 attendance in school, averaged as provided for in  
9 subsection (C) and utilized in deriving per pupil financial  
10 support levels.

11 (b) "Available Local Resources": A computation of  
12 local financial support, calculated on the basis of Average  
13 Daily Attendance and derived as provided pursuant to  
14 subsection (D).

15 (c) "Corporate Personal Property Replacement Taxes":  
16 Funds paid to local school districts pursuant to "An Act in  
17 relation to the abolition of ad valorem personal property  
18 tax and the replacement of revenues lost thereby, and  
19 amending and repealing certain Acts and parts of Acts in  
20 connection therewith", certified August 14, 1979, as  
21 amended (Public Act 81-1st S.S.-1).

22 (d) "Foundation Level": A prescribed level of per pupil  
23 financial support as provided for in subsection (B).

24 (e) "Operating Tax Rate": All school district property  
25 taxes extended for all purposes, except Bond and Interest,  
26 Summer School, Rent, Capital Improvement, and Vocational

1 Education Building purposes.

2 (B) Foundation Level.

3 (1) The Foundation Level is a figure established by the  
4 State representing the minimum level of per pupil financial  
5 support that should be available to provide for the basic  
6 education of each pupil in Average Daily Attendance. As set  
7 forth in this Section, each school district is assumed to exert  
8 a sufficient local taxing effort such that, in combination with  
9 the aggregate of general State financial aid provided the  
10 district, an aggregate of State and local resources are  
11 available to meet the basic education needs of pupils in the  
12 district.

13 (2) For the 1998-1999 school year, the Foundation Level of  
14 support is \$4,225. For the 1999-2000 school year, the  
15 Foundation Level of support is \$4,325. For the 2000-2001 school  
16 year, the Foundation Level of support is \$4,425. For the  
17 2001-2002 school year and 2002-2003 school year, the Foundation  
18 Level of support is \$4,560. For the 2003-2004 school year, the  
19 Foundation Level of support is \$4,810. For the 2004-2005 school  
20 year, the Foundation Level of support is \$4,964. For the  
21 2005-2006 school year, the Foundation Level of support is  
22 \$5,164. For the 2006-2007 school year, the Foundation Level of  
23 support is \$5,334. For the 2007-2008 school year, the  
24 Foundation Level of support is \$5,734. For the 2008-2009 school  
25 year, the Foundation Level of support is \$5,959.

1           (3) For the 2009-2010 school year and each school year  
2 thereafter, the Foundation Level of support is \$6,119 or such  
3 greater amount as may be established by law by the General  
4 Assembly.

5           (C) Average Daily Attendance.

6           (1) For purposes of calculating general State aid pursuant  
7 to subsection (E), an Average Daily Attendance figure shall be  
8 utilized. The Average Daily Attendance figure for formula  
9 calculation purposes shall be the monthly average of the actual  
10 number of pupils in attendance of each school district, as  
11 further averaged for the best 3 months of pupil attendance for  
12 each school district. In compiling the figures for the number  
13 of pupils in attendance, school districts and the State Board  
14 of Education shall, for purposes of general State aid funding,  
15 conform attendance figures to the requirements of subsection  
16 (F).

17           (2) The Average Daily Attendance figures utilized in  
18 subsection (E) shall be the requisite attendance data for the  
19 school year immediately preceding the school year for which  
20 general State aid is being calculated or the average of the  
21 attendance data for the 3 preceding school years, whichever is  
22 greater. The Average Daily Attendance figures utilized in  
23 subsection (H) shall be the requisite attendance data for the  
24 school year immediately preceding the school year for which  
25 general State aid is being calculated.

1 (D) Available Local Resources.

2 (1) For purposes of calculating general State aid pursuant  
3 to subsection (E), a representation of Available Local  
4 Resources per pupil, as that term is defined and determined in  
5 this subsection, shall be utilized. Available Local Resources  
6 per pupil shall include a calculated dollar amount representing  
7 local school district revenues from local property taxes and  
8 from Corporate Personal Property Replacement Taxes, expressed  
9 on the basis of pupils in Average Daily Attendance. Calculation  
10 of Available Local Resources shall exclude any tax amnesty  
11 funds received as a result of Public Act 93-26.

12 (2) In determining a school district's revenue from local  
13 property taxes, the State Board of Education shall utilize the  
14 equalized assessed valuation of all taxable property of each  
15 school district as of September 30 of the previous year. The  
16 equalized assessed valuation utilized shall be obtained and  
17 determined as provided in subsection (G).

18 (3) For school districts maintaining grades kindergarten  
19 through 12, local property tax revenues per pupil shall be  
20 calculated as the product of the applicable equalized assessed  
21 valuation for the district multiplied by 3.00%, and divided by  
22 the district's Average Daily Attendance figure. For school  
23 districts maintaining grades kindergarten through 8, local  
24 property tax revenues per pupil shall be calculated as the  
25 product of the applicable equalized assessed valuation for the

1 district multiplied by 2.30%, and divided by the district's  
2 Average Daily Attendance figure. For school districts  
3 maintaining grades 9 through 12, local property tax revenues  
4 per pupil shall be the applicable equalized assessed valuation  
5 of the district multiplied by 1.05%, and divided by the  
6 district's Average Daily Attendance figure.

7 For partial elementary unit districts created pursuant to  
8 Article 11E of this Code, local property tax revenues per pupil  
9 shall be calculated as the product of the equalized assessed  
10 valuation for property within the partial elementary unit  
11 district for elementary purposes, as defined in Article 11E of  
12 this Code, multiplied by 2.06% and divided by the district's  
13 Average Daily Attendance figure, plus the product of the  
14 equalized assessed valuation for property within the partial  
15 elementary unit district for high school purposes, as defined  
16 in Article 11E of this Code, multiplied by 0.94% and divided by  
17 the district's Average Daily Attendance figure.

18 (4) The Corporate Personal Property Replacement Taxes paid  
19 to each school district during the calendar year one year  
20 before the calendar year in which a school year begins, divided  
21 by the Average Daily Attendance figure for that district, shall  
22 be added to the local property tax revenues per pupil as  
23 derived by the application of the immediately preceding  
24 paragraph (3). The sum of these per pupil figures for each  
25 school district shall constitute Available Local Resources as  
26 that term is utilized in subsection (E) in the calculation of



1 general State aid.

2 (E) Computation of General State Aid.

3 (1) For each school year, the amount of general State aid  
4 allotted to a school district shall be computed by the State  
5 Board of Education as provided in this subsection.

6 (2) For any school district for which Available Local  
7 Resources per pupil is less than the product of 0.93 times the  
8 Foundation Level, general State aid for that district shall be  
9 calculated as an amount equal to the Foundation Level minus  
10 Available Local Resources, multiplied by the Average Daily  
11 Attendance of the school district.

12 (3) For any school district for which Available Local  
13 Resources per pupil is equal to or greater than the product of  
14 0.93 times the Foundation Level and less than the product of  
15 1.75 times the Foundation Level, the general State aid per  
16 pupil shall be a decimal proportion of the Foundation Level  
17 derived using a linear algorithm. Under this linear algorithm,  
18 the calculated general State aid per pupil shall decline in  
19 direct linear fashion from 0.07 times the Foundation Level for  
20 a school district with Available Local Resources equal to the  
21 product of 0.93 times the Foundation Level, to 0.05 times the  
22 Foundation Level for a school district with Available Local  
23 Resources equal to the product of 1.75 times the Foundation  
24 Level. The allocation of general State aid for school districts  
25 subject to this paragraph 3 shall be the calculated general

1 State aid per pupil figure multiplied by the Average Daily  
2 Attendance of the school district.

3 (4) For any school district for which Available Local  
4 Resources per pupil equals or exceeds the product of 1.75 times  
5 the Foundation Level, the general State aid for the school  
6 district shall be calculated as the product of \$218 multiplied  
7 by the Average Daily Attendance of the school district.

8 (5) The amount of general State aid allocated to a school  
9 district for the 1999-2000 school year meeting the requirements  
10 set forth in paragraph (4) of subsection (G) shall be increased  
11 by an amount equal to the general State aid that would have  
12 been received by the district for the 1998-1999 school year by  
13 utilizing the Extension Limitation Equalized Assessed  
14 Valuation as calculated in paragraph (4) of subsection (G) less  
15 the general State aid allotted for the 1998-1999 school year.  
16 This amount shall be deemed a one time increase, and shall not  
17 affect any future general State aid allocations.

18 (F) Compilation of Average Daily Attendance.

19 (1) Each school district shall, by July 1 of each year,  
20 submit to the State Board of Education, on forms prescribed by  
21 the State Board of Education, attendance figures for the school  
22 year that began in the preceding calendar year. The attendance  
23 information so transmitted shall identify the average daily  
24 attendance figures for each month of the school year. Beginning  
25 with the general State aid claim form for the 2002-2003 school

1 year, districts shall calculate Average Daily Attendance as  
2 provided in subdivisions (a), (b), and (c) of this paragraph  
3 (1).

4 (a) In districts that do not hold year-round classes,  
5 days of attendance in August shall be added to the month of  
6 September and any days of attendance in June shall be added  
7 to the month of May.

8 (b) In districts in which all buildings hold year-round  
9 classes, days of attendance in July and August shall be  
10 added to the month of September and any days of attendance  
11 in June shall be added to the month of May.

12 (c) In districts in which some buildings, but not all,  
13 hold year-round classes, for the non-year-round buildings,  
14 days of attendance in August shall be added to the month of  
15 September and any days of attendance in June shall be added  
16 to the month of May. The average daily attendance for the  
17 year-round buildings shall be computed as provided in  
18 subdivision (b) of this paragraph (1). To calculate the  
19 Average Daily Attendance for the district, the average  
20 daily attendance for the year-round buildings shall be  
21 multiplied by the days in session for the non-year-round  
22 buildings for each month and added to the monthly  
23 attendance of the non-year-round buildings.

24 Except as otherwise provided in this Section, days of  
25 attendance by pupils shall be counted only for sessions of not  
26 less than 5 clock hours of school work per day under direct

1 supervision of: (i) teachers, or (ii) non-teaching personnel or  
2 volunteer personnel when engaging in non-teaching duties and  
3 supervising in those instances specified in subsection (a) of  
4 Section 10-22.34 and paragraph 10 of Section 34-18, with pupils  
5 of legal school age and in kindergarten and grades 1 through  
6 12. Days of attendance by pupils through verified participation  
7 in an e-learning program approved by the State Board of  
8 Education under Section 10-20.56 of the Code shall be  
9 considered as full days of attendance for purposes of this  
10 Section.

11 Days of attendance by tuition pupils shall be accredited  
12 only to the districts that pay the tuition to a recognized  
13 school.

14 (2) Days of attendance by pupils of less than 5 clock hours  
15 of school shall be subject to the following provisions in the  
16 compilation of Average Daily Attendance.

17 (a) Pupils regularly enrolled in a public school for  
18 only a part of the school day may be counted on the basis  
19 of 1/6 day for every class hour of instruction of 40  
20 minutes or more attended pursuant to such enrollment,  
21 unless a pupil is enrolled in a block-schedule format of 80  
22 minutes or more of instruction, in which case the pupil may  
23 be counted on the basis of the proportion of minutes of  
24 school work completed each day to the minimum number of  
25 minutes that school work is required to be held that day.

26 (b) (Blank).

1           (c) A session of 4 or more clock hours may be counted  
2 as a day of attendance upon certification by the regional  
3 superintendent, and approved by the State Superintendent  
4 of Education to the extent that the district has been  
5 forced to use daily multiple sessions.

6           (d) A session of 3 or more clock hours may be counted  
7 as a day of attendance (1) when the remainder of the school  
8 day or at least 2 hours in the evening of that day is  
9 utilized for an in-service training program for teachers,  
10 up to a maximum of 5 days per school year, provided a  
11 district conducts an in-service training program for  
12 teachers in accordance with Section 10-22.39 of this Code;  
13 or, in lieu of 4 such days, 2 full days may be used, in  
14 which event each such day may be counted as a day required  
15 for a legal school calendar pursuant to Section 10-19 of  
16 this Code; (1.5) when, of the 5 days allowed under item  
17 (1), a maximum of 4 days are used for parent-teacher  
18 conferences, or, in lieu of 4 such days, 2 full days are  
19 used, in which case each such day may be counted as a  
20 calendar day required under Section 10-19 of this Code,  
21 provided that the full-day, parent-teacher conference  
22 consists of (i) a minimum of 5 clock hours of  
23 parent-teacher conferences, (ii) both a minimum of 2 clock  
24 hours of parent-teacher conferences held in the evening  
25 following a full day of student attendance, as specified in  
26 subsection (F) (1) (c), and a minimum of 3 clock hours of

1 parent-teacher conferences held on the day immediately  
2 following evening parent-teacher conferences, or (iii)  
3 multiple parent-teacher conferences held in the evenings  
4 following full days of student attendance, as specified in  
5 subsection (F)(1)(c), in which the time used for the  
6 parent-teacher conferences is equivalent to a minimum of 5  
7 clock hours; and (2) when days in addition to those  
8 provided in items (1) and (1.5) are scheduled by a school  
9 pursuant to its school improvement plan adopted under  
10 Article 34 or its revised or amended school improvement  
11 plan adopted under Article 2, provided that (i) such  
12 sessions of 3 or more clock hours are scheduled to occur at  
13 regular intervals, (ii) the remainder of the school days in  
14 which such sessions occur are utilized for in-service  
15 training programs or other staff development activities  
16 for teachers, and (iii) a sufficient number of minutes of  
17 school work under the direct supervision of teachers are  
18 added to the school days between such regularly scheduled  
19 sessions to accumulate not less than the number of minutes  
20 by which such sessions of 3 or more clock hours fall short  
21 of 5 clock hours. Any full days used for the purposes of  
22 this paragraph shall not be considered for computing  
23 average daily attendance. Days scheduled for in-service  
24 training programs, staff development activities, or  
25 parent-teacher conferences may be scheduled separately for  
26 different grade levels and different attendance centers of

1 the district.

2 (e) A session of not less than one clock hour of  
3 teaching hospitalized or homebound pupils on-site or by  
4 telephone to the classroom may be counted as 1/2 day of  
5 attendance, however these pupils must receive 4 or more  
6 clock hours of instruction to be counted for a full day of  
7 attendance.

8 (f) A session of at least 4 clock hours may be counted  
9 as a day of attendance for first grade pupils, and pupils  
10 in full day kindergartens, and a session of 2 or more hours  
11 may be counted as 1/2 day of attendance by pupils in  
12 kindergartens which provide only 1/2 day of attendance.

13 (g) For children with disabilities who are below the  
14 age of 6 years and who cannot attend 2 or more clock hours  
15 because of their disability or immaturity, a session of not  
16 less than one clock hour may be counted as 1/2 day of  
17 attendance; however for such children whose educational  
18 needs so require a session of 4 or more clock hours may be  
19 counted as a full day of attendance.

20 (h) A recognized kindergarten which provides for only  
21 1/2 day of attendance by each pupil shall not have more  
22 than 1/2 day of attendance counted in any one day. However,  
23 kindergartens may count 2 1/2 days of attendance in any 5  
24 consecutive school days. When a pupil attends such a  
25 kindergarten for 2 half days on any one school day, the  
26 pupil shall have the following day as a day absent from

1 school, unless the school district obtains permission in  
2 writing from the State Superintendent of Education.  
3 Attendance at kindergartens which provide for a full day of  
4 attendance by each pupil shall be counted the same as  
5 attendance by first grade pupils. Only the first year of  
6 attendance in one kindergarten shall be counted, except in  
7 case of children who entered the kindergarten in their  
8 fifth year whose educational development requires a second  
9 year of kindergarten as determined under the rules and  
10 regulations of the State Board of Education.

11 (i) On the days when the assessment that includes a  
12 college and career ready determination is administered  
13 under subsection (c) of Section 2-3.64a-5 of this Code, the  
14 day of attendance for a pupil whose school day must be  
15 shortened to accommodate required testing procedures may  
16 be less than 5 clock hours and shall be counted towards the  
17 176 days of actual pupil attendance required under Section  
18 10-19 of this Code, provided that a sufficient number of  
19 minutes of school work in excess of 5 clock hours are first  
20 completed on other school days to compensate for the loss  
21 of school work on the examination days.

22 (j) Pupils enrolled in a remote educational program  
23 established under Section 10-29 of this Code may be counted  
24 on the basis of one-fifth day of attendance for every clock  
25 hour of instruction attended in the remote educational  
26 program, provided that, in any month, the school district



1 may not claim for a student enrolled in a remote  
2 educational program more days of attendance than the  
3 maximum number of days of attendance the district can claim  
4 (i) for students enrolled in a building holding year-round  
5 classes if the student is classified as participating in  
6 the remote educational program on a year-round schedule or  
7 (ii) for students enrolled in a building not holding  
8 year-round classes if the student is not classified as  
9 participating in the remote educational program on a  
10 year-round schedule.

11 (G) Equalized Assessed Valuation Data.

12 (1) For purposes of the calculation of Available Local  
13 Resources required pursuant to subsection (D), the State Board  
14 of Education shall secure from the Department of Revenue the  
15 value as equalized or assessed by the Department of Revenue of  
16 all taxable property of every school district, together with  
17 (i) the applicable tax rate used in extending taxes for the  
18 funds of the district as of September 30 of the previous year  
19 and (ii) the limiting rate for all school districts subject to  
20 property tax extension limitations as imposed under the  
21 Property Tax Extension Limitation Law.

22 The Department of Revenue shall add to the equalized  
23 assessed value of all taxable property of each school district  
24 situated entirely or partially within a county that is or was  
25 subject to the provisions of Section 15-176 or 15-177 of the

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

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

9 This equalized assessed valuation, as adjusted further by  
10 the requirements of this subsection, shall be utilized in the  
11 calculation of Available Local Resources.

12 (2) The equalized assessed valuation in paragraph (1) shall  
13 be adjusted, as applicable, in the following manner:

14 (a) For the purposes of calculating State aid under  
15 this Section, with respect to any part of a school district  
16 within a redevelopment project area in respect to which a  
17 municipality has adopted tax increment allocation  
18 financing pursuant to the Tax Increment Allocation  
19 Redevelopment Act, Sections 11-74.4-1 through 11-74.4-11  
20 of the Illinois Municipal Code or the Industrial Jobs  
21 Recovery Law, Sections 11-74.6-1 through 11-74.6-50 of the  
22 Illinois Municipal Code, no part of the current equalized  
23 assessed valuation of real property located in any such  
24 project area which is attributable to an increase above the  
25 total initial equalized assessed valuation of such  
26 property shall be used as part of the equalized assessed

1 valuation of the district, until such time as all  
2 redevelopment project costs have been paid, as provided in  
3 Section 11-74.4-8 of the Tax Increment Allocation  
4 Redevelopment Act or in Section 11-74.6-35 of the  
5 Industrial Jobs Recovery Law. For the purpose of the  
6 equalized assessed valuation of the district, the total  
7 initial equalized assessed valuation or the current  
8 equalized assessed valuation, whichever is lower, shall be  
9 used until such time as all redevelopment project costs  
10 have been paid.

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

25 (3) For the 1999-2000 school year and each school year  
26 thereafter, if a school district meets all of the criteria of

1 this subsection (G) (3), the school district's Available Local  
2 Resources shall be calculated under subsection (D) using the  
3 district's Extension Limitation Equalized Assessed Valuation  
4 as calculated under this subsection (G) (3).

5 For purposes of this subsection (G) (3) the following terms  
6 shall have the following meanings:

7 "Budget Year": The school year for which general State  
8 aid is calculated and awarded under subsection (E).

9 "Base Tax Year": The property tax levy year used to  
10 calculate the Budget Year allocation of general State aid.

11 "Preceding Tax Year": The property tax levy year  
12 immediately preceding the Base Tax Year.

13 "Base Tax Year's Tax Extension": The product of the  
14 equalized assessed valuation utilized by the County Clerk  
15 in the Base Tax Year multiplied by the limiting rate as  
16 calculated by the County Clerk and defined in the Property  
17 Tax Extension Limitation Law.

18 "Preceding Tax Year's Tax Extension": The product of  
19 the equalized assessed valuation utilized by the County  
20 Clerk in the Preceding Tax Year multiplied by the Operating  
21 Tax Rate as defined in subsection (A).

22 "Extension Limitation Ratio": A numerical ratio,  
23 certified by the County Clerk, in which the numerator is  
24 the Base Tax Year's Tax Extension and the denominator is  
25 the Preceding Tax Year's Tax Extension.

26 "Operating Tax Rate": The operating tax rate as defined

1 in subsection (A).

2 If a school district is subject to property tax extension  
3 limitations as imposed under the Property Tax Extension  
4 Limitation Law, the State Board of Education shall calculate  
5 the Extension Limitation Equalized Assessed Valuation of that  
6 district. For the 1999-2000 school year, the Extension  
7 Limitation Equalized Assessed Valuation of a school district as  
8 calculated by the State Board of Education shall be equal to  
9 the product of the district's 1996 Equalized Assessed Valuation  
10 and the district's Extension Limitation Ratio. Except as  
11 otherwise provided in this paragraph for a school district that  
12 has approved or does approve an increase in its limiting rate,  
13 for the 2000-2001 school year and each school year thereafter,  
14 the Extension Limitation Equalized Assessed Valuation of a  
15 school district as calculated by the State Board of Education  
16 shall be equal to the product of the Equalized Assessed  
17 Valuation last used in the calculation of general State aid and  
18 the district's Extension Limitation Ratio. If the Extension  
19 Limitation Equalized Assessed Valuation of a school district as  
20 calculated under this subsection (G)(3) is less than the  
21 district's equalized assessed valuation as calculated pursuant  
22 to subsections (G)(1) and (G)(2), then for purposes of  
23 calculating the district's general State aid for the Budget  
24 Year pursuant to subsection (E), that Extension Limitation  
25 Equalized Assessed Valuation shall be utilized to calculate the  
26 district's Available Local Resources under subsection (D). For

1 the 2009-2010 school year and each school year thereafter, if a  
2 school district has approved or does approve an increase in its  
3 limiting rate, pursuant to Section 18-190 of the Property Tax  
4 Code, affecting the Base Tax Year, the Extension Limitation  
5 Equalized Assessed Valuation of the school district, as  
6 calculated by the State Board of Education, shall be equal to  
7 the product of the Equalized Assessed Valuation last used in  
8 the calculation of general State aid times an amount equal to  
9 one plus the percentage increase, if any, in the Consumer Price  
10 Index for all Urban Consumers for all items published by the  
11 United States Department of Labor for the 12-month calendar  
12 year preceding the Base Tax Year, plus the Equalized Assessed  
13 Valuation of new property, annexed property, and recovered tax  
14 increment value and minus the Equalized Assessed Valuation of  
15 disconnected property. New property and recovered tax  
16 increment value shall have the meanings set forth in the  
17 Property Tax Extension Limitation Law.

18 Partial elementary unit districts created in accordance  
19 with Article 11E of this Code shall not be eligible for the  
20 adjustment in this subsection (G)(3) until the fifth year  
21 following the effective date of the reorganization.

22 (3.5) For the 2010-2011 school year and each school year  
23 thereafter, if a school district's boundaries span multiple  
24 counties, then the Department of Revenue shall send to the  
25 State Board of Education, for the purpose of calculating  
26 general State aid, the limiting rate and individual rates by

1 purpose for the county that contains the majority of the school  
2 district's Equalized Assessed Valuation.

3 (4) For the purposes of calculating general State aid for  
4 the 1999-2000 school year only, if a school district  
5 experienced a triennial reassessment on the equalized assessed  
6 valuation used in calculating its general State financial aid  
7 apportionment for the 1998-1999 school year, the State Board of  
8 Education shall calculate the Extension Limitation Equalized  
9 Assessed Valuation that would have been used to calculate the  
10 district's 1998-1999 general State aid. This amount shall equal  
11 the product of the equalized assessed valuation used to  
12 calculate general State aid for the 1997-1998 school year and  
13 the district's Extension Limitation Ratio. If the Extension  
14 Limitation Equalized Assessed Valuation of the school district  
15 as calculated under this paragraph (4) is less than the  
16 district's equalized assessed valuation utilized in  
17 calculating the district's 1998-1999 general State aid  
18 allocation, then for purposes of calculating the district's  
19 general State aid pursuant to paragraph (5) of subsection (E),  
20 that Extension Limitation Equalized Assessed Valuation shall  
21 be utilized to calculate the district's Available Local  
22 Resources.

23 (5) For school districts having a majority of their  
24 equalized assessed valuation in any county except Cook, DuPage,  
25 Kane, Lake, McHenry, or Will, if the amount of general State  
26 aid allocated to the school district for the 1999-2000 school



1 year under the provisions of subsection (E), (H), and (J) of  
2 this Section is less than the amount of general State aid  
3 allocated to the district for the 1998-1999 school year under  
4 these subsections, then the general State aid of the district  
5 for the 1999-2000 school year only shall be increased by the  
6 difference between these amounts. The total payments made under  
7 this paragraph (5) shall not exceed \$14,000,000. Claims shall  
8 be prorated if they exceed \$14,000,000.

9 (H) Supplemental General State Aid.

10 (1) In addition to the general State aid a school district  
11 is allotted pursuant to subsection (E), qualifying school  
12 districts shall receive a grant, paid in conjunction with a  
13 district's payments of general State aid, for supplemental  
14 general State aid based upon the concentration level of  
15 children from low-income households within the school  
16 district. Supplemental State aid grants provided for school  
17 districts under this subsection shall be appropriated for  
18 distribution to school districts as part of the same line item  
19 in which the general State financial aid of school districts is  
20 appropriated under this Section.

21 (1.5) This paragraph (1.5) applies only to those school  
22 years preceding the 2003-2004 school year. For purposes of this  
23 subsection (H), the term "Low-Income Concentration Level"  
24 shall be the low-income eligible pupil count from the most  
25 recently available federal census divided by the Average Daily

1 Attendance of the school district. If, however, (i) the  
2 percentage decrease from the 2 most recent federal censuses in  
3 the low-income eligible pupil count of a high school district  
4 with fewer than 400 students exceeds by 75% or more the  
5 percentage change in the total low-income eligible pupil count  
6 of contiguous elementary school districts, whose boundaries  
7 are coterminous with the high school district, or (ii) a high  
8 school district within 2 counties and serving 5 elementary  
9 school districts, whose boundaries are coterminous with the  
10 high school district, has a percentage decrease from the 2 most  
11 recent federal censuses in the low-income eligible pupil count  
12 and there is a percentage increase in the total low-income  
13 eligible pupil count of a majority of the elementary school  
14 districts in excess of 50% from the 2 most recent federal  
15 censuses, then the high school district's low-income eligible  
16 pupil count from the earlier federal census shall be the number  
17 used as the low-income eligible pupil count for the high school  
18 district, for purposes of this subsection (H). The changes made  
19 to this paragraph (1) by Public Act 92-28 shall apply to  
20 supplemental general State aid grants for school years  
21 preceding the 2003-2004 school year that are paid in fiscal  
22 year 1999 or thereafter and to any State aid payments made in  
23 fiscal year 1994 through fiscal year 1998 pursuant to  
24 subsection 1(n) of Section 18-8 of this Code (which was  
25 repealed on July 1, 1998), and any high school district that is  
26 affected by Public Act 92-28 is entitled to a recomputation of

1 its supplemental general State aid grant or State aid paid in  
2 any of those fiscal years. This recomputation shall not be  
3 affected by any other funding.

4 (1.10) This paragraph (1.10) applies to the 2003-2004  
5 school year and each school year thereafter. For purposes of  
6 this subsection (H), the term "Low-Income Concentration Level"  
7 shall, for each fiscal year, be the low-income eligible pupil  
8 count as of July 1 of the immediately preceding fiscal year (as  
9 determined by the Department of Human Services based on the  
10 number of pupils who are eligible for at least one of the  
11 following low income programs: Medicaid, the Children's Health  
12 Insurance Program, TANF, or Food Stamps, excluding pupils who  
13 are eligible for services provided by the Department of  
14 Children and Family Services, averaged over the 2 immediately  
15 preceding fiscal years for fiscal year 2004 and over the 3  
16 immediately preceding fiscal years for each fiscal year  
17 thereafter) divided by the Average Daily Attendance of the  
18 school district.

19 (2) Supplemental general State aid pursuant to this  
20 subsection (H) shall be provided as follows for the 1998-1999,  
21 1999-2000, and 2000-2001 school years only:

22 (a) For any school district with a Low Income  
23 Concentration Level of at least 20% and less than 35%, the  
24 grant for any school year shall be \$800 multiplied by the  
25 low income eligible pupil count.

26 (b) For any school district with a Low Income

1 Concentration Level of at least 35% and less than 50%, the  
2 grant for the 1998-1999 school year shall be \$1,100  
3 multiplied by the low income eligible pupil count.

4 (c) For any school district with a Low Income  
5 Concentration Level of at least 50% and less than 60%, the  
6 grant for the 1998-99 school year shall be \$1,500  
7 multiplied by the low income eligible pupil count.

8 (d) For any school district with a Low Income  
9 Concentration Level of 60% or more, the grant for the  
10 1998-99 school year shall be \$1,900 multiplied by the low  
11 income eligible pupil count.

12 (e) For the 1999-2000 school year, the per pupil amount  
13 specified in subparagraphs (b), (c), and (d) immediately  
14 above shall be increased to \$1,243, \$1,600, and \$2,000,  
15 respectively.

16 (f) For the 2000-2001 school year, the per pupil  
17 amounts specified in subparagraphs (b), (c), and (d)  
18 immediately above shall be \$1,273, \$1,640, and \$2,050,  
19 respectively.

20 (2.5) Supplemental general State aid pursuant to this  
21 subsection (H) shall be provided as follows for the 2002-2003  
22 school year:

23 (a) For any school district with a Low Income  
24 Concentration Level of less than 10%, the grant for each  
25 school year shall be \$355 multiplied by the low income  
26 eligible pupil count.

1           (b) For any school district with a Low Income  
2 Concentration Level of at least 10% and less than 20%, the  
3 grant for each school year shall be \$675 multiplied by the  
4 low income eligible pupil count.

5           (c) For any school district with a Low Income  
6 Concentration Level of at least 20% and less than 35%, the  
7 grant for each school year shall be \$1,330 multiplied by  
8 the low income eligible pupil count.

9           (d) For any school district with a Low Income  
10 Concentration Level of at least 35% and less than 50%, the  
11 grant for each school year shall be \$1,362 multiplied by  
12 the low income eligible pupil count.

13           (e) For any school district with a Low Income  
14 Concentration Level of at least 50% and less than 60%, the  
15 grant for each school year shall be \$1,680 multiplied by  
16 the low income eligible pupil count.

17           (f) For any school district with a Low Income  
18 Concentration Level of 60% or more, the grant for each  
19 school year shall be \$2,080 multiplied by the low income  
20 eligible pupil count.

21           (2.10) Except as otherwise provided, supplemental general  
22 State aid pursuant to this subsection (H) shall be provided as  
23 follows for the 2003-2004 school year and each school year  
24 thereafter:

25           (a) For any school district with a Low Income  
26 Concentration Level of 15% or less, the grant for each

1 school year shall be \$355 multiplied by the low income  
2 eligible pupil count.

3 (b) For any school district with a Low Income  
4 Concentration Level greater than 15%, the grant for each  
5 school year shall be \$294.25 added to the product of \$2,700  
6 and the square of the Low Income Concentration Level, all  
7 multiplied by the low income eligible pupil count.

8 For the 2003-2004 school year and each school year  
9 thereafter through the 2008-2009 school year only, the grant  
10 shall be no less than the grant for the 2002-2003 school year.  
11 For the 2009-2010 school year only, the grant shall be no less  
12 than the grant for the 2002-2003 school year multiplied by  
13 0.66. For the 2010-2011 school year only, the grant shall be no  
14 less than the grant for the 2002-2003 school year multiplied by  
15 0.33. Notwithstanding the provisions of this paragraph to the  
16 contrary, if for any school year supplemental general State aid  
17 grants are prorated as provided in paragraph (1) of this  
18 subsection (H), then the grants under this paragraph shall be  
19 prorated.

20 For the 2003-2004 school year only, the grant shall be no  
21 greater than the grant received during the 2002-2003 school  
22 year added to the product of 0.25 multiplied by the difference  
23 between the grant amount calculated under subsection (a) or (b)  
24 of this paragraph (2.10), whichever is applicable, and the  
25 grant received during the 2002-2003 school year. For the  
26 2004-2005 school year only, the grant shall be no greater than

1 the grant received during the 2002-2003 school year added to  
2 the product of 0.50 multiplied by the difference between the  
3 grant amount calculated under subsection (a) or (b) of this  
4 paragraph (2.10), whichever is applicable, and the grant  
5 received during the 2002-2003 school year. For the 2005-2006  
6 school year only, the grant shall be no greater than the grant  
7 received during the 2002-2003 school year added to the product  
8 of 0.75 multiplied by the difference between the grant amount  
9 calculated under subsection (a) or (b) of this paragraph  
10 (2.10), whichever is applicable, and the grant received during  
11 the 2002-2003 school year.

12 (3) School districts with an Average Daily Attendance of  
13 more than 1,000 and less than 50,000 that qualify for  
14 supplemental general State aid pursuant to this subsection  
15 shall submit a plan to the State Board of Education prior to  
16 October 30 of each year for the use of the funds resulting from  
17 this grant of supplemental general State aid for the  
18 improvement of instruction in which priority is given to  
19 meeting the education needs of disadvantaged children. Such  
20 plan shall be submitted in accordance with rules and  
21 regulations promulgated by the State Board of Education.

22 (4) School districts with an Average Daily Attendance of  
23 50,000 or more that qualify for supplemental general State aid  
24 pursuant to this subsection shall be required to distribute  
25 from funds available pursuant to this Section, no less than  
26 \$261,000,000 in accordance with the following requirements:

1           (a) The required amounts shall be distributed to the  
2 attendance centers within the district in proportion to the  
3 number of pupils enrolled at each attendance center who are  
4 eligible to receive free or reduced-price lunches or  
5 breakfasts under the federal Child Nutrition Act of 1966  
6 and under the National School Lunch Act during the  
7 immediately preceding school year.

8           (b) The distribution of these portions of supplemental  
9 and general State aid among attendance centers according to  
10 these requirements shall not be compensated for or  
11 contravened by adjustments of the total of other funds  
12 appropriated to any attendance centers, and the Board of  
13 Education shall utilize funding from one or several sources  
14 in order to fully implement this provision annually prior  
15 to the opening of school.

16           (c) Each attendance center shall be provided by the  
17 school district a distribution of noncategorical funds and  
18 other categorical funds to which an attendance center is  
19 entitled under law in order that the general State aid and  
20 supplemental general State aid provided by application of  
21 this subsection supplements rather than supplants the  
22 noncategorical funds and other categorical funds provided  
23 by the school district to the attendance centers.

24           (d) Any funds made available under this subsection that  
25 by reason of the provisions of this subsection are not  
26 required to be allocated and provided to attendance centers



1           may be used and appropriated by the board of the district  
2           for any lawful school purpose.

3           (e) Funds received by an attendance center pursuant to  
4           this subsection shall be used by the attendance center at  
5           the discretion of the principal and local school council  
6           for programs to improve educational opportunities at  
7           qualifying schools through the following programs and  
8           services: early childhood education, reduced class size or  
9           improved adult to student classroom ratio, enrichment  
10          programs, remedial assistance, attendance improvement, and  
11          other educationally beneficial expenditures which  
12          supplement the regular and basic programs as determined by  
13          the State Board of Education. Funds provided shall not be  
14          expended for any political or lobbying purposes as defined  
15          by board rule.

16          (f) Each district subject to the provisions of this  
17          subdivision (H) (4) shall submit an acceptable plan to meet  
18          the educational needs of disadvantaged children, in  
19          compliance with the requirements of this paragraph, to the  
20          State Board of Education prior to July 15 of each year.  
21          This plan shall be consistent with the decisions of local  
22          school councils concerning the school expenditure plans  
23          developed in accordance with part 4 of Section 34-2.3. The  
24          State Board shall approve or reject the plan within 60 days  
25          after its submission. If the plan is rejected, the district  
26          shall give written notice of intent to modify the plan

1 within 15 days of the notification of rejection and then  
2 submit a modified plan within 30 days after the date of the  
3 written notice of intent to modify. Districts may amend  
4 approved plans pursuant to rules promulgated by the State  
5 Board of Education.

6 Upon notification by the State Board of Education that  
7 the district has not submitted a plan prior to July 15 or a  
8 modified plan within the time period specified herein, the  
9 State aid funds affected by that plan or modified plan  
10 shall be withheld by the State Board of Education until a  
11 plan or modified plan is submitted.

12 If the district fails to distribute State aid to  
13 attendance centers in accordance with an approved plan, the  
14 plan for the following year shall allocate funds, in  
15 addition to the funds otherwise required by this  
16 subsection, to those attendance centers which were  
17 underfunded during the previous year in amounts equal to  
18 such underfunding.

19 For purposes of determining compliance with this  
20 subsection in relation to the requirements of attendance  
21 center funding, each district subject to the provisions of  
22 this subsection shall submit as a separate document by  
23 December 1 of each year a report of expenditure data for  
24 the prior year in addition to any modification of its  
25 current plan. If it is determined that there has been a  
26 failure to comply with the expenditure provisions of this

1 subsection regarding contravention or supplanting, the  
2 State Superintendent of Education shall, within 60 days of  
3 receipt of the report, notify the district and any affected  
4 local school council. The district shall within 45 days of  
5 receipt of that notification inform the State  
6 Superintendent of Education of the remedial or corrective  
7 action to be taken, whether by amendment of the current  
8 plan, if feasible, or by adjustment in the plan for the  
9 following year. Failure to provide the expenditure report  
10 or the notification of remedial or corrective action in a  
11 timely manner shall result in a withholding of the affected  
12 funds.

13 The State Board of Education shall promulgate rules and  
14 regulations to implement the provisions of this  
15 subsection. No funds shall be released under this  
16 subdivision (H) (4) to any district that has not submitted a  
17 plan that has been approved by the State Board of  
18 Education.

19 (I) (Blank).

20 (J) (Blank).

21 (K) Grants to Laboratory and Alternative Schools.

22 In calculating the amount to be paid to the governing board  
23 of a public university that operates a laboratory school under

1 this Section or to any alternative school that is operated by a  
2 regional superintendent of schools, the State Board of  
3 Education shall require by rule such reporting requirements as  
4 it deems necessary.

5 As used in this Section, "laboratory school" means a public  
6 school which is created and operated by a public university and  
7 approved by the State Board of Education. The governing board  
8 of a public university which receives funds from the State  
9 Board under this subsection (K) may not increase the number of  
10 students enrolled in its laboratory school from a single  
11 district, if that district is already sending 50 or more  
12 students, except under a mutual agreement between the school  
13 board of a student's district of residence and the university  
14 which operates the laboratory school. A laboratory school may  
15 not have more than 1,000 students, excluding students with  
16 disabilities in a special education program.

17 As used in this Section, "alternative school" means a  
18 public school which is created and operated by a Regional  
19 Superintendent of Schools and approved by the State Board of  
20 Education. Such alternative schools may offer courses of  
21 instruction for which credit is given in regular school  
22 programs, courses to prepare students for the high school  
23 equivalency testing program or vocational and occupational  
24 training. A regional superintendent of schools may contract  
25 with a school district or a public community college district  
26 to operate an alternative school. An alternative school serving

1 more than one educational service region may be established by  
2 the regional superintendents of schools of the affected  
3 educational service regions. An alternative school serving  
4 more than one educational service region may be operated under  
5 such terms as the regional superintendents of schools of those  
6 educational service regions may agree.

7 Each laboratory and alternative school shall file, on forms  
8 provided by the State Superintendent of Education, an annual  
9 State aid claim which states the Average Daily Attendance of  
10 the school's students by month. The best 3 months' Average  
11 Daily Attendance shall be computed for each school. The general  
12 State aid entitlement shall be computed by multiplying the  
13 applicable Average Daily Attendance by the Foundation Level as  
14 determined under this Section.

15 (L) Payments, Additional Grants in Aid and Other Requirements.

16 (1) For a school district operating under the financial  
17 supervision of an Authority created under Article 34A, the  
18 general State aid otherwise payable to that district under this  
19 Section, but not the supplemental general State aid, shall be  
20 reduced by an amount equal to the budget for the operations of  
21 the Authority as certified by the Authority to the State Board  
22 of Education, and an amount equal to such reduction shall be  
23 paid to the Authority created for such district for its  
24 operating expenses in the manner provided in Section 18-11. The  
25 remainder of general State school aid for any such district

1 shall be paid in accordance with Article 34A when that Article  
2 provides for a disposition other than that provided by this  
3 Article.

4 (2) (Blank).

5 (3) Summer school. Summer school payments shall be made as  
6 provided in Section 18-4.3.

7 (M) Education Funding Advisory Board.

8 The Education Funding Advisory Board, hereinafter in this  
9 subsection (M) referred to as the "Board", is hereby created.  
10 The Board shall consist of 5 members who are appointed by the  
11 Governor, by and with the advice and consent of the Senate. The  
12 members appointed shall include representatives of education,  
13 business, and the general public. One of the members so  
14 appointed shall be designated by the Governor at the time the  
15 appointment is made as the chairperson of the Board. The  
16 initial members of the Board may be appointed any time after  
17 the effective date of this amendatory Act of 1997. The regular  
18 term of each member of the Board shall be for 4 years from the  
19 third Monday of January of the year in which the term of the  
20 member's appointment is to commence, except that of the 5  
21 initial members appointed to serve on the Board, the member who  
22 is appointed as the chairperson shall serve for a term that  
23 commences on the date of his or her appointment and expires on  
24 the third Monday of January, 2002, and the remaining 4 members,  
25 by lots drawn at the first meeting of the Board that is held

1 after all 5 members are appointed, shall determine 2 of their  
2 number to serve for terms that commence on the date of their  
3 respective appointments and expire on the third Monday of  
4 January, 2001, and 2 of their number to serve for terms that  
5 commence on the date of their respective appointments and  
6 expire on the third Monday of January, 2000. All members  
7 appointed to serve on the Board shall serve until their  
8 respective successors are appointed and confirmed. Vacancies  
9 shall be filled in the same manner as original appointments. If  
10 a vacancy in membership occurs at a time when the Senate is not  
11 in session, the Governor shall make a temporary appointment  
12 until the next meeting of the Senate, when he or she shall  
13 appoint, by and with the advice and consent of the Senate, a  
14 person to fill that membership for the unexpired term. If the  
15 Senate is not in session when the initial appointments are  
16 made, those appointments shall be made as in the case of  
17 vacancies.

18 The Education Funding Advisory Board shall be deemed  
19 established, and the initial members appointed by the Governor  
20 to serve as members of the Board shall take office, on the date  
21 that the Governor makes his or her appointment of the fifth  
22 initial member of the Board, whether those initial members are  
23 then serving pursuant to appointment and confirmation or  
24 pursuant to temporary appointments that are made by the  
25 Governor as in the case of vacancies.

26 The State Board of Education shall provide such staff

1 assistance to the Education Funding Advisory Board as is  
2 reasonably required for the proper performance by the Board of  
3 its responsibilities.

4 For school years after the 2000-2001 school year, the  
5 Education Funding Advisory Board, in consultation with the  
6 State Board of Education, shall make recommendations as  
7 provided in this subsection (M) to the General Assembly for the  
8 foundation level under subdivision (B) (3) of this Section and  
9 for the supplemental general State aid grant level under  
10 subsection (H) of this Section for districts with high  
11 concentrations of children from poverty. The recommended  
12 foundation level shall be determined based on a methodology  
13 which incorporates the basic education expenditures of  
14 low-spending schools exhibiting high academic performance. The  
15 Education Funding Advisory Board shall make such  
16 recommendations to the General Assembly on January 1 of odd  
17 numbered years, beginning January 1, 2001.

18 (N) (Blank).

19 (O) References.

20 (1) References in other laws to the various subdivisions of  
21 Section 18-8 as that Section existed before its repeal and  
22 replacement by this Section 18-8.05 shall be deemed to refer to  
23 the corresponding provisions of this Section 18-8.05, to the  
24 extent that those references remain applicable.



1           (2) References in other laws to State Chapter 1 funds shall  
2 be deemed to refer to the supplemental general State aid  
3 provided under subsection (H) of this Section.

4           (P) Public Act 93-838 and Public Act 93-808 make inconsistent  
5 changes to this Section. Under Section 6 of the Statute on  
6 Statutes there is an irreconcilable conflict between Public Act  
7 93-808 and Public Act 93-838. Public Act 93-838, being the last  
8 acted upon, is controlling. The text of Public Act 93-838 is  
9 the law regardless of the text of Public Act 93-808.

10          (Q) State Fiscal Year 2015 Payments.

11           For payments made for State fiscal year 2015, the State  
12 Board of Education shall, for each school district, calculate  
13 that district's pro-rata share of a minimum sum of \$13,600,000  
14 or additional amounts as needed from the total net General  
15 State Aid funding as calculated under this Section that shall  
16 be deemed attributable to the provision of special educational  
17 facilities and services, as defined in Section 14-1.08 of this  
18 Code, in a manner that ensures compliance with maintenance of  
19 State financial support requirements under the federal  
20 Individuals with Disabilities Education Act. Each school  
21 district must use such funds only for the provision of special  
22 educational facilities and services, as defined in Section  
23 14-1.08 of this Code, and must comply with any expenditure  
24 verification procedures adopted by the State Board of

1 Education.

2 (Source: P.A. 98-972, eff. 8-15-14; 99-2, eff. 3-26-15; 99-194,  
3 eff. 7-30-15.)

4 (105 ILCS 5/18-8.15 new)

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

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

20 (1) provide all students with a high quality education  
21 that offers the academic, enrichment, social and emotional  
22 support, technical, and vocational programs that will  
23 allow them to become competitive workers, responsible  
24 parents, productive citizens of this State, and active  
25 members of our national democracy;

1           (2) ensure all students receive the education they need  
2           to graduate from high school with the skills required to  
3           pursue post-secondary education or training or a career;

4           (3) reduce, with a goal of eliminating, the achievement  
5           gap between high-performing and low-performing students by  
6           raising the performance of at-risk students and not by  
7           reducing standards; and

8           (4) ensure this State satisfies its obligation to  
9           assume the primary responsibility to fund public education  
10           and simultaneously relieve the disproportionate burden  
11           placed on local property taxes to fund schools.

12           (b) For purposes of this Section:

13           "Assessments" means those benchmark, progress monitoring,  
14           formative, diagnostic, and other assessments, in addition to  
15           the State accountability assessment, that assist teachers'  
16           needs in understanding the skills and meeting the needs of the  
17           students they serve.

18           "Assistant principal" means a school administrator duly  
19           endorsed to be employed as an assistant principal in this  
20           State.

21           "At-risk student" means a student who is at risk of not  
22           meeting the Illinois Learning Standards or not graduating from  
23           elementary or high school and who demonstrates a need for  
24           vocational support or social services beyond that provided by  
25           the regular school program. All students included in an  
26           organizational unit's Low-Income Count, as well as all EL and

1 disabled students attending the organizational unit, shall be  
2 considered at-risk students under this Section.

3 "Average Student Enrollment" or "ASE" means, for an  
4 organizational unit in a given school year, the greater of the  
5 total students shown as enrolled in the organizational unit on  
6 the State Board of Education's fall and spring enrollment  
7 counts in the immediately preceding school year or the average  
8 number of students shown as enrolled in the organizational unit  
9 on the State Board's fall and spring enrollment counts for the  
10 immediately preceding 3 school years.

11 "Base Adequacy Level" means, for each organizational unit,  
12 that amount of total educational funding determined in  
13 accordance with paragraph (2) of subsection (c) of this  
14 Section, which amount is predicated on both the number and  
15 characteristics of the students who attend the organizational  
16 unit and the evidence-based educational factors required to  
17 meet the learning needs of such students.

18 "Central office" means individual administrators and  
19 support service personnel charged with managing the  
20 instructional programs, business and operations, and security  
21 of the school district in which an organizational unit is  
22 situated.

23 "Comparable Wage Index" or "CWI" means the regional cost  
24 differentiation metric initially developed by the National  
25 Center for Education Statistics, as most recently updated in  
26 2013, by Texas A & M University. The CWI utilized under this

1 Section shall, for the first 3 years following the effective  
2 date of this Section, be determined as provided in the Texas A  
3 & M University study. The CWI for each organizational unit  
4 shall be determined by comparing the index for the region and  
5 counties in which the organizational unit is located against  
6 the median index in this State, where the median value is set  
7 at 1.0. Thereafter, the State Board shall re-determine the CWI  
8 using a similar methodology to that identified in the Texas A &  
9 M University study, no less frequently than once every 5 years.

10 "Computer technology and equipment" means computers,  
11 servers, notebooks, network equipment, copiers, printers,  
12 instructional software, security software, curriculum  
13 management courseware, and other materials identified by the  
14 State Board of Education.

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

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

22 "EAV" means equalized assessed valuation.

23 "Employee benefits" means health, dental, and vision  
24 insurance offered to employees of an organizational unit, the  
25 costs associated with statutorily required payment of the  
26 normal cost of the organizational unit's teacher pensions,

1 Social Security employer contributions, and Illinois Municipal  
2 Retirement Fund employer contributions.

3 "English learner" or "EL" means the greater of the prior  
4 school year or the 3-year average of students in grades K  
5 through 12 whose native tongue is a language other than English  
6 and who have not obtained an overall composite proficiency  
7 level of 5.0, a reading proficiency level of 4.2, and a writing  
8 proficiency level of 4.2 on the prior year ACCESS test or an  
9 equivalent assessment for EL students.

10 "Extended day" means academic and enrichment programs  
11 provided to students outside the regular school day before and  
12 after school or during non-instructional times during the  
13 school day.

14 "Full-time equivalent" or "FTE" means the full-time  
15 equivalency compensation for staffing the relevant position at  
16 an organizational unit, computed in accordance with guidelines  
17 prescribed by the State Board.

18 "Guidance counselor" means a licensed guidance counselor  
19 who provides support for all students within an organizational  
20 unit.

21 "Instructional facilitator" means a qualified teacher or  
22 licensed teacher leader who facilitates and coaches continuous  
23 improvement in classroom instruction; provides instructional  
24 support to teachers in the elements of research-based  
25 instruction or demonstrates the alignment of instruction with  
26 curriculum standards and assessments tools; develops or

1 coordinates instructional programs or strategies; develops and  
2 implements training; chooses standards-based instructional  
3 materials; provides teachers with an understanding of current  
4 research; serves as a mentor, site coach, curriculum  
5 specialist, or lead teacher; or otherwise works with fellow  
6 teachers, in collaboration, to use data to improve  
7 instructional practice or develop model lessons.

8 "Instructional materials" means relevant instructional  
9 materials for student instruction, including, but not limited  
10 to, textbooks, consumable workbooks, laboratory equipment,  
11 library books, and other materials identified by the State  
12 Board of Education.

13 "Intervention teacher (tutor)" means a licensed teacher  
14 providing one-on-one or small group tutoring to students  
15 struggling to meet proficiency in core subjects.

16 "Librarian" means a teacher with an endorsement as a school  
17 librarian.

18 "Local Capacity Ratio" means, for an organizational unit in  
19 a given school year, the normal curve equivalent percentage  
20 based on the calculation method in paragraph (4) of subsection  
21 (c) of this Section, which must never be higher than 90%.

22 "Local Capacity Target" means, for an organizational unit,  
23 that dollar amount that is obtained by multiplying the Base  
24 Adequacy Level of the organizational unit by the Local Capacity  
25 Ratio for the organizational unit.

26 "Low-Income Count" means, for an organizational unit in a

1 fiscal year, the higher of the average number of students  
2 attending the organizational unit over the prior school year or  
3 the immediately preceding 3 school years who, according to the  
4 Department of Human Services, at any time over such prior  
5 3-year period were eligible for at least one of the following  
6 low-income programs or any successor thereto established under  
7 federal law: Medicaid; the Children's Health Insurance  
8 Program; Temporary Assistance for Needy Families; or the  
9 Supplemental Nutrition Assistance Program.

10 "Maintenance and operations" means functions such as, but  
11 not limited to, custodial services, facility and ground  
12 maintenance, facility operations, facility security, and  
13 routine facility repairs.

14 "Net State Contribution" means the aggregate amount of  
15 kindergarten through grade 12 education funding an  
16 organizational unit would receive from this State annually  
17 under this Section if fully funded, as determined under  
18 paragraph (4) of subsection (c) of this Section. Per pupil,  
19 "Net State Contribution" means the Net State Contribution to an  
20 organizational unit for a school year, divided by the  
21 applicable ASE of the organizational unit for the school year.

22 "Nurse" means an individual licensed as a school nurse,  
23 registered nurse, or licensed practical nurse in this State, in  
24 accordance with the rules established for nursing services  
25 regulated by the State Board of Education, who is an employee  
26 of and is available to provide health care-related services for



1 all students of an organizational unit.

2 "Organizational unit" means any public school district  
3 that is recognized as such by the State Board of Education and  
4 that contains elementary schools typically serving  
5 kindergarten through 5th grades, middle schools typically  
6 serving 6th through 8th grades, or high schools typically  
7 serving 9th through 12th grades. The General Assembly  
8 acknowledges that the actual grade levels served by a  
9 particular organizational unit may vary slightly from what is  
10 typical. "Organizational unit" specifically includes  
11 laboratory schools operated in accordance with subsection (K)  
12 of Section 18-8.05 of this Code, but does not include exempted  
13 schools. For the purposes of this definition, "exempted  
14 schools" means schools that are classified as STEM (science,  
15 technology, engineering, and mathematics) or post-secondary  
16 enrollment options. Exempted schools are not funded under this  
17 Section.

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

20 "Professional development" means training programs for  
21 licensed staff in schools, including, but not limited to,  
22 programs that assist in implementing new curriculum programs,  
23 provide data focused or academic assessment data training to  
24 help staff identify a student's weaknesses and strengths,  
25 target interventions, improve instruction, encompass  
26 instructional strategies for EL, gifted, or at-risk students,

1 address inclusivity, cultural sensitivity, or implicit bias,  
2 or otherwise provide professional support for licensed staff in  
3 areas identified by the State Board of Education.

4 "Prototypical" means 450 students for an elementary  
5 school, 450 students for a middle school, and 600 students for  
6 a high school.

7 "Pupil support staff" means a nurse, psychologist, social  
8 worker, family liaison personnel, or other staff member who  
9 provides support to at-risk or struggling students.

10 "School site staff" means the primary school secretary and  
11 any additional clerical personnel assigned to the school under  
12 the funding matrices set forth in this Section.

13 "Special education" means programs for students with  
14 moderate disabilities categorized comparably as either  
15 high-incidence or low-cost. Special education services for  
16 students may be in self-contained classrooms or as part of the  
17 regular education classroom.

18 "Specialist teacher" means a teacher who provides  
19 instruction in subject areas not included in core subjects,  
20 including, but not limited to, art, music, physical education,  
21 health, driver education, career-technical education, and such  
22 other subject areas as may be mandated by State law or  
23 identified by the State Board of Education from time to time.

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

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

1 bands, sports, and other activities established by the school  
2 board of the organizational unit.

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

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

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

17 "Winsorization" means the transformation of statistics by  
18 limiting extreme values in the statistical data to reduce the  
19 effect of possible outliers. In the determination of the Local  
20 Capacity Index, this is used when calculating the mean and  
21 standard deviation of statewide EAV to adequacy ratios. The  
22 winsorization is set at the 10th percentile and the 90th  
23 percentile.

24 (c) The Evidence-Based Model under this Section shall be  
25 applied to all non-exempted organizational units in this State.  
26 The Evidence-Based Model uses academic research to identify the

1 resources and educational programs that are necessary to  
2 improve student success, improve academic performance, and  
3 close achievement gaps. The Evidence-Based Model reflects a  
4 research-based consensus on what constitutes best practices  
5 and reflects strategies found in schools that have achieved  
6 success in raising the academic achievement of students. When  
7 fully funded, the Evidence-Based Model ensures all schools have  
8 the resources necessary to enable all students the opportunity  
9 to achieve the proficiency standards established by this State.

10 (1) The annual investment needed to provide an adequate  
11 education to all students who attend an organizational unit  
12 in this State shall be the aggregate dollar value obtained  
13 by adding the funding amounts applicable to all  
14 organizational units as identified in paragraph (2) of this  
15 subsection (c), as those factors relate to the student  
16 composition and ASE of all organizational units. By  
17 utilizing this research-based approach, State education  
18 funding when this Section is fully funded shall be adequate  
19 and equitable; shall not be dependent on where students  
20 reside; shall be based on the cost of those educational  
21 practices that the evidence indicates have a statistically  
22 meaningful correlation to enhancing student achievement  
23 over time; and shall include such other necessary costs  
24 associated with the operation of a school or the education  
25 of children, such as, but not limited to, operational and  
26 maintenance costs, that are naturally incident thereto.

1           (2) The Base Adequacy Level for each organizational  
2           unit for a school year shall be the aggregate dollar value  
3           obtained by adding the funding amounts applicable to the  
4           organizational unit for the school year, as determined in  
5           accordance with the following:

6           (A) Core class size investments. Each  
7           organizational unit shall receive the funding required  
8           to support that number of FTE core teacher positions as  
9           is needed to keep the respective class sizes of the  
10           organizational unit to a maximum of 15 students each  
11           for grades kindergarten through 3 and 25 students each  
12           for grades 4 through 12. The number of FTE core teacher  
13           positions shall be determined by dividing the ASE of  
14           the organizational unit for grades kindergarten  
15           through 3 by 15 and grades 4 through 12 by 25.

16           (B) Specialist teacher investments. Each  
17           organizational unit shall receive the funding needed  
18           to cover that number of FTE specialist teacher  
19           positions that correspond to the following  
20           percentages:

21           (i) if the organizational unit operates an  
22           elementary or middle school, then 20% of the number  
23           of the organizational unit's core teachers as  
24           determined under subdivision (A) of this paragraph

25           (2); and

26           (ii) if such organizational unit operates a

1           high school, then 33 1/3% of the number of the  
2           organizational unit's core teachers.

3           (C) Instructional facilitator investments. Each  
4           organizational unit shall receive the funding needed  
5           to cover one FTE instructional facilitator position  
6           for every 200 students attending the organizational  
7           unit.

8           (D) Core intervention teacher (tutor) investments.  
9           Each organizational unit shall receive the funding  
10           needed to cover one FTE teacher position for each  
11           prototypical elementary, middle, and high school.  
12           Additional FTE teacher positions shall be pro-rata  
13           funded based on ASE in excess of the ASE for each  
14           prototypical school.

15           (E) Substitute teacher investments. Each  
16           organizational unit shall receive the funding needed  
17           to cover substitute teacher costs that is equal to 5%  
18           of the aggregate required teaching days of full-time  
19           equivalent core, specialist, and intervention  
20           teachers, school nurses, special education teachers  
21           and aides, instructional facilitators, and summer  
22           school and extended-day teacher positions, as  
23           determined under this paragraph (2), at a salary rate  
24           of 33.3% of the average salary for each teacher  
25           position and 33.33% of the average salary of each  
26           instructional assistant position.

1           (F) Core guidance counselor investments. Each  
2           organizational unit shall receive the funding needed  
3           to cover one FTE guidance counselor for each 450 ASE  
4           elementary students, plus one FTE guidance counselor  
5           for each 250 ASE middle school students, plus one FTE  
6           guidance counselor for each 250 ASE high school  
7           students.

8           (G) Nurse investments. Each organizational unit  
9           shall receive the funding needed to cover one FTE nurse  
10          for each 750 ASE across all grade levels it serves.

11          (H) Supervisory aide investments. Each  
12          organizational unit shall receive the funding needed  
13          to cover one FTE for each 225 ASE elementary students,  
14          plus one FTE for each 225 ASE middle school students,  
15          plus one FTE for each 200 ASE high school students.

16          (I) Librarian investments. Each organizational  
17          unit shall receive the funding needed to cover one FTE  
18          librarian and one FTE aide or media technician for  
19          every 300 ASE.

20          (J) Principal investments. Each organizational  
21          unit shall receive the funding needed to cover one FTE  
22          principal position for each prototypical elementary  
23          school, plus one FTE principal position for each  
24          prototypical middle school, plus one FTE principal  
25          position for each prototypical high school. Additional  
26          FTE principal positions shall be pro-rata funded based

1           on ASE in excess of the ASE for each prototypical  
2           school.

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

10          (L) School site staff investments. Each  
11          organizational unit shall receive the funding needed  
12          to cover one FTE position for each 225 ASE elementary  
13          students, plus one FTE position for each 225 ASE middle  
14          school students, plus one FTE position for each 200 ASE  
15          high school students.

16          (M) Gifted investments. Each organizational unit  
17          shall receive \$40 per ASE.

18          (N) Professional development investments. Each  
19          organizational unit shall receive \$125 per ASE student  
20          for trainers and other professional  
21          development-related expenses for supplies and  
22          materials.

23          (O) Instructional material investments. Each  
24          organizational unit shall receive \$190 per ASE student  
25          to cover instructional material costs.

26          (P) Assessment investments. Each organizational



1           unit shall receive \$25 per ASE student to cover  
2           assessment costs.

3           (Q) Computer technology and equipment investments.  
4           Each organizational unit shall receive \$571 per ASE  
5           student to cover computer technology and equipment  
6           costs.

7           (R) Student activities investments. Each  
8           organizational unit shall receive the following  
9           funding amounts to cover student activities: \$100 per  
10           ASE student in elementary school, plus \$200 per ASE  
11           student in middle school, plus \$675 per ASE student in  
12           high school.

13           (S) Maintenance and operations investments. Each  
14           organizational unit shall receive \$1,038 per ASE  
15           student for day-to-day maintenance and operations  
16           expenditures, including salary, supplies, and  
17           materials, as well as purchased services, but  
18           excluding employee benefits.

19           (T) Central office investments. Each  
20           organizational unit shall receive \$742 per ASE student  
21           to cover central office operations, including  
22           administrators and classified personnel charged with  
23           managing the instructional programs, business and  
24           operations of the school district, and security  
25           personnel.

26           (U) Employee benefit investments. Each

1           organizational unit shall receive 30% of its total  
2           payroll, excluding substitute teachers and student  
3           activities investments, to cover benefit costs. For  
4           central office and maintenance and operations  
5           investments, the benefit calculation shall be based  
6           upon the salary component of each investment. For  
7           central office, the proportion of salary is equal to  
8           \$368.48 and for maintenance and operations, the  
9           proportion of salary is equal to \$352.92. If at any  
10           time the responsibility for funding the employer's  
11           normal cost of teacher pensions is assigned to school  
12           districts, then that percentage shall be increased to  
13           account therefor. Because City of Chicago School  
14           District 299 already has such responsibility, City of  
15           Chicago School District 299 shall receive the  
16           percentage of its total payroll that is statutorily  
17           required to cover employee annual normal costs in  
18           addition to the 30% specified in this subdivision (U).

19           (V) Additional investments in low-income students.

20           In addition to and not in lieu of all other funding  
21           under this paragraph (2), each organizational unit  
22           shall receive funding based on the average teacher  
23           salary for grades K through 12 to cover the costs of:

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

26                   (ii) one FTE pupil support staff position for

1           every 125 Low-Income Count students;

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

4           (iv) one FTE summer school teacher position  
5           for every 120 Low-Income Count students.

6           (W) Additional investments in EL students. In  
7           addition to and not in lieu of all other funding under  
8           this paragraph (2), each organizational unit shall  
9           receive funding based on the average teacher salary for  
10          grades K through 12 to cover the costs of:

11          (i) one FTE intervention teacher (tutor)  
12          position for every 125 EL students;

13          (ii) one FTE pupil support staff position for  
14          every 125 EL students;

15          (iii) one FTE extended day teacher position  
16          for every 120 EL students;

17          (iv) one FTE summer school teacher position  
18          for every 120 EL students; and

19          (v) one FTE core teacher position for every 100  
20          EL students.

21          (X) Special education investments. Each  
22          organizational unit shall receive funding to cover  
23          special education as follows:

24          (i) one FTE teacher position for every 141 ASE  
25          elementary, middle, and high school students;

26          (ii) one-half of one FTE teacher aide for every

1           141 ASE elementary, middle, and high school  
2           students;

3           (iii) one FTE psychologist position for every  
4           1,000 ASE elementary, middle, and high school  
5           students.

6           (3) Average salaries and the Comparable Wage Index are  
7           as follows:

8           (A) Following are the average salaries to be  
9           utilized when determining the FTE costs for the  
10           relevant position. For purposes of this paragraph (3),  
11           "teacher" includes core teachers, specialist and  
12           elective teachers, instructional facilitators, tutors,  
13           EL teachers, extended-day teachers, and summer school  
14           teachers. Where specific grade data is not required  
15           under item (2) of subsection (c) of this Section, the  
16           average salary for corresponding positions shall  
17           apply.

18           (i) Teacher for grades K through 8, \$60,578.

19           (ii) Teacher for grades 9 through 12, \$67,565.

20           (iii) Teacher for grades K through 12,  
21           \$64,072.

22           (iv) Guidance counselor for grades K through  
23           8, \$68,887.

24           (v) Guidance counselor for grades 9 through  
25           12, \$74,674.

26           (vi) Guidance counselor for grades K through

1                   12, \$71,781.

2                   (vii) Social worker, \$64,647.

3                   (viii) Psychologist, \$71,058.

4                   (ix) Librarian or media technician, \$68,919.

5                   (x) Nurse, \$56,139.

6                   (xi) Principal, \$104,135.

7                   (xii) Assistant principal, \$91,080.

8                   (xiii) School secretary, \$30,000.

9                   (xiv) School clerical staff, \$25,000.

10                  (xv) Non-instructional assistant, \$25,000.

11                  (xvi) Substitute teacher, \$118.64 per day.

12                  (xvii) Substitute aide, \$46.29 per day.

13                  (B) Salaries for all school and district-level  
14                  staffing categories set forth in subdivision (A) of  
15                  this paragraph (3) shall be used for determining the  
16                  Base Adequacy Level for organizational units for the  
17                  first 5 school years following the effective date of  
18                  this Section and are based upon average statewide  
19                  salary levels for the 2015-2016 school year. The State  
20                  Superintendent of Education shall adjust the statewide  
21                  average salary for each staffing category at least once  
22                  every 5 school years beginning with the 2022-2023  
23                  school year and continuing thereafter, and the  
24                  adjusted salaries shall be the salaries utilized for  
25                  determining Base Adequacy Levels of organizational  
26                  units in the applicable succeeding school years. Each

1           such redetermination shall include appropriate  
2           adjustments for each staffing category as reasonably  
3           determined by the State Superintendent.

4           Each year after the initial determination of  
5           salaries under subdivision (A) of this paragraph (3)  
6           and this subdivision (B), the then most current, annual  
7           Bureau of Labor Statistics' national Employment Cost  
8           Index for civilian workers in educational services in  
9           elementary and secondary schools shall be applied, on a  
10          cumulative basis, to the salary averages before using  
11          them to compute the applicable FTE position cost,  
12          except in years in which the State Superintendent  
13          recalibrates all such salaries, as provided in this  
14          subdivision (B).

15          (C) Before assigning any salary amount identified  
16          under subdivision (A) or (B) of this paragraph (3) for  
17          determining the Base Adequacy Level of an  
18          organizational unit, the State Superintendent of  
19          Education shall further adjust the salary amount for  
20          each staffing category by applying thereto the  
21          Comparable Wage Index for the organizational unit.

22          (4) An EAV to adequacy ratio is the primary input in  
23          determining the Local Capacity Target for each  
24          organizational unit. The steps for calculating the Local  
25          Capacity Target are as follows:

26          (A) An organizational unit's Local Capacity Ratio

1           in a given year shall be the percentage obtained by  
2           dividing the organizational unit's EAV for such year,  
3           where the EAV shall be the average of the  
4           organizational unit's EAV over the immediately  
5           preceding 3 years or its EAV in the immediately  
6           preceding year if the EAV is 10% less than the 3-year  
7           average, by the organizational unit's Base Adequacy  
8           Level for the year, as determined under paragraph (3)  
9           of this subsection (c). In the event of organizational  
10           unit reorganization, consolidation, or annexation, the  
11           most current EAV shall be used in the first year, the  
12           average of a 2-year EAV for the second year, and a  
13           3-year average EAV for the third year.

14           (B) The Local Capacity Ratio of an organizational  
15           unit determined under subdivision (A) of this  
16           paragraph (4) shall be adjusted to reflect the number  
17           of grades the organizational unit serves. For  
18           organizational units that serve grades kindergarten  
19           through 12 (unit districts), the Local Capacity Ratio  
20           shall be multiplied by one. For organizational units  
21           serving grades kindergarten through 8 (elementary  
22           districts), the Local Capacity Ratio shall be  
23           multiplied by 9/13. For organizational units serving  
24           grades 9 through 12 (high school districts), the Local  
25           Capacity Ratio shall be multiplied by 4/13. In the  
26           event a district or organizational unit has a different

1           grade configuration, a comparable adjustment shall be  
2           made based on the grades served.

3           (C) The Local Capacity Ratio, as adjusted in item  
4           (B) of this paragraph (4), shall be used to determine a  
5           percentage of local capacity using standard normal  
6           distribution. To eliminate the effect of extreme  
7           values impacting the mean and standard deviation, the  
8           array of Local Capacity Ratios are winsorized based on  
9           10%/90%. Each organizational unit's adjusted  
10           winsorized Local Capacity Ratio shall be converted to a  
11           normal curve equivalent score to determine each  
12           organizational unit's relative position to all other  
13           organizational units in this State. The normal curve  
14           equivalent score for each organizational unit shall be  
15           calculated using the standard normal distribution of  
16           the score in relation to the mean and adjusted  
17           winsorized Local Capacity Ratios of all organization  
18           units. Should the value assigned to any organizational  
19           unit be in excess of 90%, the value shall be adjusted  
20           to 90%.

21           (D) For such laboratory schools operated in  
22           accordance with subsection (K) of Section 18-8.05 of  
23           this Code, the Base Adequacy Level of each  
24           organizational unit shall be determined in accordance  
25           with paragraph (2) of this subsection (c). The Local  
26           Capacity Target shall be set at 10% in recognition of



1           the absence of EAV and resources from the State  
2           university that are allocated to the laboratory  
3           school.

4           (5) The Net State Contribution Target for the amount of  
5           kindergarten through grade 12 funding to be paid by this  
6           State shall be the sum of the dollar amounts of the Base  
7           Adequacy Level for each organizational unit, reduced by the  
8           sum of the school district's Local Capacity Target for the  
9           school year, plus the district's corporate personal  
10           property replacement tax revenue received in the prior  
11           school year. No federal funding shall be considered when  
12           determining the Net State Contribution Target under  
13           paragraph (4) of this subsection (c). The Net State  
14           Contribution Target per pupil made by this State to an  
15           organizational unit in a given year shall mean the Net  
16           State Contribution Target for that year divided by the  
17           organizational unit's ASE in that year.

18           (6) If the initial Net State Contribution Target per  
19           pupil that would be made to a school district in the first  
20           fiscal year in which education funding is implemented in  
21           accordance with this Section would be less than the  
22           aggregate amount of per pupil kindergarten through grade 12  
23           funding, including funding for general State aid, special  
24           education personnel, special education children, special  
25           education summer school, EL and bilingual education, and  
26           driver education, the district received from this State in

1       the immediately preceding fiscal year (to be referred to as  
2       the Minimum Per Pupil Funding Level), then in the first and  
3       subsequent 4 school years of implementation of this  
4       Section, the school district shall receive an amount of  
5       education funding from this State equal to its then current  
6       ASE multiplied by the Minimum Per Pupil Funding Level.

7       (7) In the event that the General Assembly and the  
8       Governor decrease the amount of the appropriation for this  
9       Section in any fiscal year after implementation of this  
10       Section, the organizational units receiving Tier 1 and Tier  
11       2 funding, as determined under paragraph (8) of this  
12       subsection (c), shall be held harmless by establishing a  
13       Base Funding Guarantee equal to the per pupil kindergarten  
14       through grade funding received in accordance with this  
15       Section in the prior fiscal year. Reduction shall be made  
16       to the Base Funding Minimum of organizational units in Tier  
17       3 and Tier 4 on a per pupil basis equivalent to the total  
18       number of the ASE in Tier 3-funded and Tier 4-funded  
19       organizational units divided by the total reduction in  
20       State funding. The Base Funding Minimum as reduced shall  
21       continue to be applied to Tier 3 and Tier 4 organizational  
22       units and adjusted by the relative formula when increases  
23       in appropriations for this Section resume. In no event  
24       shall State funding reductions to organizational units in  
25       Tier 3 or Tier 4 exceed an amount that would be less than  
26       the Base Funding Minimum established in the first year of

1 implementation of this Section. Should additional  
2 reductions be required, all school districts shall receive  
3 a reduction by a per pupil amount equal to the aggregate  
4 additional appropriation reduction divided by the total  
5 ASE of all organizational units.

6 (8) Equitable distribution of State appropriations for  
7 this Section that are in excess of the aggregate  
8 appropriations for general State aid, special education  
9 personnel, special education child funding, special  
10 education summer school, EL and bilingual education, and  
11 driver education for the prior fiscal year or funding for  
12 this Section in the prior fiscal year shall be established  
13 by the following formula:

14 (A) An organizational unit's Preliminary Resources  
15 are determined by summing the Local Capacity Target  
16 plus corporate personal property replacement taxes  
17 plus the Base Funding Minimum. An organizational  
18 unit's Preliminary Resource Ratio is the Preliminary  
19 Organizational Resources divided by the Base Adequacy  
20 Level.

21 (B) All organizational units shall be placed into  
22 one of 4 funding tiers, with the exception that all  
23 Tier 1 units are also included in Tier 2. Funding tiers  
24 are defined as follows:

25 (i) Tier 1: All organizational units with an  
26 organizational resource ratio of less than 0.60.

1           (ii) Tier 2: All organizational units with an  
2           organizational resource ratio of less than 0.90,  
3           including Tier 1 units.

4           (iii) Tier 3: All organizational units with an  
5           organizational resource ratio equal to or greater  
6           than 0.90 and less than 1.0.

7           (iv) Tier 4: All organizational units with an  
8           organizational resource ratio equal to or greater  
9           than 1.0.

10          (C) Annual additional appropriations to fund this  
11          Section in excess of prior fiscal year appropriations  
12          are applied to funding tiers as follows:

13           (i) 33% to Tier 1. Tier 1 funding shall be  
14           equal to the Tier 1 Funding Gap times the Tier 1  
15           Funding Allocation Rate, where the Tier 1 Funding  
16           Allocation Rate is determined by the total amount  
17           of Tier 1 funding divided by the aggregate funding  
18           gap for all Tier 1 organizational units and where  
19           the Tier 1 Funding Gap equals (the Tier 1 Target  
20           Ratio (0.60) times the Base Adequacy Level minus  
21           Preliminary Resources). Should the Funding  
22           Allocation Rate be higher than 1.0, then the rate  
23           shall be adjusted to 1.0. In the event that all  
24           organizational units achieve the Tier 1 Target  
25           Ratio of 0.60, any remaining resources shall be  
26           allocated to Tier 2.

1           (ii) 66% to Tier 2. Tier 2 funding shall be  
2           distributed to all Tier 1 and Tier 2 organizational  
3           units using the following formula: the Tier 2  
4           Funding Gap times the Tier 2 Allocation Rate, where  
5           the Tier 2 Funding Gap equals (the Tier 2 Target  
6           Ratio (0.90) times the Base Adequacy Level minus  
7           (Preliminary Resources plus Tier 1 Funding) minus  
8           the District Resource Ratio) times the Base  
9           Adequacy Level times (1.0 minus the Local Capacity  
10           Target percentage) and where the Tier 2 Allocation  
11           Rate is Tier 2 Available Funding divided by the  
12           Total Tier 2 and Tier 1 Funding Gap. Should the  
13           Allocation Rate be higher than 1.0, then the rate  
14           shall be adjusted to 1.0. Should the Tier 2 Funding  
15           Allocation Rate be adjusted to 1.0, resources  
16           shall be allocated to Tier 2 organizational units  
17           on a per pupil basis until all units achieve the  
18           Tier 2 Target Ratio of 0.90. In the event that all  
19           organizational units achieve the Tier 2 Target  
20           Ratio of 0.90, any remaining resources shall be  
21           allocated to Tier 3 and Tier 4.

22           (iii) 0.9% to Tier 3 or additional excess  
23           resources from Tier 2. Tier 3 funding shall be  
24           determined by multiplying a Tier 3 Allocation Rate  
25           by the Base Adequacy Level of each organizational  
26           unit, where the Tier 3 Allocation Rate is equal to

1           Total Tier 3 Available Funding divided by the Total  
2           Tier 3 Adequacy Funding Target (the sum of all Base  
3           Adequacy Levels for all Tier 3 organizational  
4           units).

5           (iv) 0.1% to Tier 4. Tier 4 funding is based on  
6           a Tier 4 Allocation Rate that is equal to Total  
7           Tier 4 Available Funding divided by the Total Tier  
8           4 Base Adequacy Level and times each  
9           organizational unit's Base Adequacy Level.

10          (D) Alternative schools, safe schools, special  
11          education cooperatives or entities recognized by the  
12          State Board of Education as special education  
13          cooperatives, vocational cooperatives or entities  
14          recognized by the State Board of Education as  
15          vocational cooperatives, State-approved charter  
16          schools, and alternative learning opportunities  
17          program funding entities that received general State  
18          aid or categorical funding in the year prior to the  
19          effective date of this amendatory Act of the 99th  
20          General Assembly shall be placed in Tier 3, and their  
21          Base Funding Minimum shall be defined as their Base  
22          Adequacy Level. Should any entities recognized by the  
23          State Board of Education secure future funding  
24          directly from organizational units, the Base Funding  
25          Minimum shall be transferred to the organizational  
26          unit based on the prior year ASE of the entity.

1       (d) All school districts in this State must submit annual  
2 spending plans by the end of September of each year to the  
3 State Board of Education as part of the annual budget process,  
4 which shall describe how each organizational unit will utilize  
5 funding it receives from this State under this Section. The  
6 State Superintendent of Education may, from time to time,  
7 identify the requisites for school districts to satisfy when  
8 compiling the annual spending plans required under this  
9 subsection (d).

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

17           (1) a framework for collaborative, professional,  
18 innovative, and 21st century learning environments using  
19 the evidence-based funding model;

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

22           (3) application and enhancement of the current  
23 financial accountability measures and the Illinois  
24 Balanced Accountability Measures in relation to elements  
25 of the evidence-based funding model; and

26           (4) implementation of an effective school adequacy

1 funding system based on projected and recommended funding  
2 levels from the General Assembly.

3 (e) The State Superintendent of Education shall calculate  
4 the Base Adequacy Level for each organizational unit and Net  
5 State Contribution Target for each school district under this  
6 Section. The State Superintendent shall also certify the actual  
7 amounts of the Net State Contribution Target payable for each  
8 eligible district based on the equitable distribution  
9 calculation to the district's treasurer, as soon as possible  
10 after such amounts are calculated, including any applicable  
11 adjusted charge-off increase. No moneys shall be distributed  
12 without the approval of the district's school board.

13 The State Board shall, in accordance with appropriations  
14 made by the General Assembly, meet the funding obligations  
15 created under this Section.

16 Annually, the State Board shall calculate and report to  
17 each school district the district's aggregate financial  
18 adequacy amount, which shall be the sum of the Base Adequacy  
19 Level for each organizational unit in the school district. The  
20 State Board shall calculate and report separately for each  
21 school district the district's total State funds allocated for  
22 its students with disabilities. The State Board shall calculate  
23 and report separately for each school district the amount of  
24 funding and applicable FTE calculated for each factor of the  
25 district's Base Adequacy Level amount under paragraph (2) of  
26 subsection (c) this Section.



1       Moneys distributed under this Section shall be calculated  
2 on a school year basis, but paid on a fiscal year basis, with  
3 payments beginning in August and extending through June. Unless  
4 otherwise provided, the moneys appropriated for each fiscal  
5 year shall be distributed in 22 equal payments at least 2 times  
6 monthly to each school district. The State Board shall publish  
7 a yearly distribution schedule at its meeting in June. If  
8 moneys appropriated for any fiscal year are distributed other  
9 than monthly, the distribution shall be on the same basis for  
10 each school district.

11       School districts with average daily attendance above their  
12 ASE in a school year shall be reviewed by the State Board.  
13 School districts shall report to the State Board each fall and  
14 spring the students housed by the serving school. The fall  
15 official counts shall reflect students enrolled in the district  
16 on the 20th day of the school year and reported to the State  
17 Board's Student Information System no later than October 15th.  
18 The spring official counts shall reflect students enrolled in  
19 the district on the first Friday in March and reported to State  
20 Board's Student Information System no later than April 20th.

21       (f) A Professional Judgment Panel is created to support the  
22 State Board's implementation of this Section and oversee  
23 continual recalibration and future study topics. The Panel  
24 shall be appointed by the State Superintendent of Education,  
25 except as otherwise provided in this subsection (f), supported  
26 by State Board personnel, and comprised of geographically

1 diverse representatives from organizations representing  
2 superintendents, business officials, principals, school board  
3 members, regional superintendents of schools, independent  
4 school funding experts, whether from academics or from  
5 non-governmental organizations with recognized expertise in  
6 education funding, and teachers as follows:

7 (1) Two geographically diverse appointees that  
8 represent district superintendents, recommended by  
9 organizations that represent district superintendents.

10 (2) Two geographically diverse appointees that  
11 represent school boards, recommended by organizations that  
12 represent school boards.

13 (3) Two geographically diverse appointees that  
14 represent school business officials, recommended by  
15 organizations that represent school business officials.

16 (4) Two geographically diverse appointees that  
17 represent school principals, recommended by organizations  
18 that represent school principals.

19 (5) Two geographically diverse appointees that  
20 represent teachers, recommended by organizations that  
21 represent teachers.

22 (6) Two geographically diverse appointees that  
23 represent teachers, recommended by another organization  
24 that represents teachers.

25 (7) Two geographically diverse appointees that  
26 represent regional superintendents of schools, recommended

1 by organizations that represent regional superintendents.

2 (8) Two independent experts selected solely by the  
3 State Superintendent.

4 (9) Two independent experts recommended by public  
5 universities in this State.

6 (10) One member recommended by an organization that  
7 represent parents.

8 In addition to those Panel members appointed by the State  
9 Superintendent, 4 legislative liaisons shall be appointed, one  
10 by the Speaker of the House of Representatives, one by the  
11 President of the Senate, one by the Minority Leader of the  
12 House of Representatives, and one by the Minority Leader of the  
13 Senate.

14 The Professional Judgment Panel shall study and review the  
15 implementation and effect of the evidence-based funding model  
16 under this Section. On an annual basis, the State  
17 Superintendent of Education shall recalibrate the following  
18 per pupil elements of the Base Adequacy Level and applied to  
19 the formulas, based on the Panel's study of average expenses as  
20 reported in the most recent annual financial report:

21 (A) gifted under subdivision (M) of paragraph (2) of  
22 subsection (c) of this Section;

23 (B) instructional materials under subdivision (O) of  
24 paragraph (2) of subsection (c) of this Section;

25 (C) assessment under subdivision (P) of paragraph (2)  
26 of subsection (c) of this Section;

1           (D) student activities under subdivision (R) of  
2 paragraph (2) of subsection (c) of this Section;

3           (E) maintenance and operations under subdivision (S)  
4 of paragraph (2) of subsection (c) of this Section; and

5           (F) central office under subdivision (T) of paragraph  
6 (2) of subsection (c) of this Section.

7           On a periodic basis, the Panel shall study all of the  
8 following elements and make recommendations to the General  
9 Assembly and the Governor for modification of this Section:

10           (i) Average salaries under subdivision (A) of  
11 paragraph (3) of subsection (c) of this Section, to be  
12 annually modified by the Bureau of Labor Statistics'  
13 national Employment Cost Index for civilian workers in  
14 educational services in elementary and secondary schools,  
15 with a new study every 5 years.

16           (ii) The Comparable Wage Index under subdivision (C) of  
17 paragraph (3) of subsection (c) of this Section, to be  
18 studied by the Panel and reestablished by the State  
19 Superintendent every 5 years.

20           (iii) Maintenance and operations. Within 5 years after  
21 the implementation of this Section, the Panel shall make  
22 recommendations for the further study of maintenance and  
23 operations costs, including capital maintenance costs, and  
24 recommend any additional reporting data required from  
25 organizational units.

26           (iv) "At-risk student" definition. Within 5 years

1 after the implementation of this Section, the Panel shall  
2 make recommendations for the further study and  
3 determination of an "at-risk student" definition to be  
4 recommended for future consideration by the General  
5 Assembly and the Governor.

6 (v) Benefits, to be studied within 5 years after the  
7 implementation of this Section.

8 (vi) Technology. The per pupil target for technology  
9 shall be reviewed every 3 years to determine whether  
10 current allocations are sufficient to develop 21st century  
11 learning in all classrooms in this State. Recommendations  
12 shall be made to the General Assembly and the Governor no  
13 later than 3 years after the implementation of this  
14 Section.

15 (vii) Base Funding Minimum. Per paragraph (6) of  
16 subsection (c) of this Section, a review of the Base  
17 Funding Minimum shall be made, and recommendations for  
18 continuance or modification of the Base Funding Minimum  
19 shall be made to the General Assembly and the Governor  
20 within 5 years after the implementation of this Section.

21 (viii) Local Capacity Target. Within 3 years after the  
22 implementation of this Section, the Panel shall make  
23 recommendations for any additional data desired to analyze  
24 possible modifications to the Local Capacity Target, to be  
25 based on measures in addition to solely EAV and to be  
26 completed within 5 years after implementation of this

1       Section.

2           (ix) Funding for alternative schools, laboratory  
3       schools, safe schools, and alternative learning  
4       opportunity programs. Within 3 years after the  
5       implementation of this Section, the Panel shall study and  
6       make recommendations to the General Assembly and the  
7       Governor regarding the funding levels for alternative  
8       schools, laboratory schools, safe schools, and alternative  
9       learning opportunity programs in this State.

10       Section 99. Effective date. This Act takes effect July 1,  
11       2017."