

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by changing Sections
5 2-3.25a, 2-3.25c, 2-3.25d, 2-3.25e-5, 2-3.25f, 2-3.136, 7-8,
6 10-17a, 10-29, 11E-120, and 21B-70 and by adding Section
7 2-3.25d-5 as follows:

8 (105 ILCS 5/2-3.25a) (from Ch. 122, par. 2-3.25a)

9 Sec. 2-3.25a. "School district" defined; additional
10 standards.

11 (a) For the purposes of this Section and Sections 3.25b,
12 3.25c, 3.25d, 3.25e, and 3.25f of this Code, "school district"
13 includes other public entities responsible for administering
14 public schools, such as cooperatives, joint agreements,
15 charter schools, special charter districts, regional offices
16 of education, local agencies, and the Department of Human
17 Services.

18 (b) In addition to the standards established pursuant to
19 Section 2-3.25, the State Board of Education shall develop
20 recognition standards for student performance and school
21 improvement in all public schools operated by school districts.
22 ~~The indicators to determine adequate yearly progress shall be~~
23 ~~limited to the State assessment of student performance in~~

1 ~~reading and mathematics, student attendance rates at the~~
2 ~~elementary school level, graduation rates at the high school~~
3 ~~level, and participation rates on student assessments.~~ The
4 standards shall be designed to permit the measurement of
5 student performance and school improvement by schools and
6 school districts compared to student performance and school
7 improvement for the preceding academic years.

8 (Source: P.A. 96-734, eff. 8-25-09.)

9 (105 ILCS 5/2-3.25c) (from Ch. 122, par. 2-3.25c)

10 Sec. 2-3.25c. Rewards ~~and acknowledgements.~~ The State
11 Board of Education shall implement a system of rewards for
12 school districts, and the schools themselves, through a process
13 that recognizes (i) high-poverty, high-performing schools that
14 are closing achievement gaps and excelling in academic
15 achievement; (ii) schools that have sustained high
16 performance; (iii) schools that have substantial growth
17 performance over the 3 years immediately preceding the year in
18 which recognition is awarded; and (iv) schools that have
19 demonstrated the most progress, in comparison to schools
20 statewide, in closing the achievement gap among various
21 subgroups of students in the 3 years immediately preceding the
22 year in which recognition is awarded ~~whose students and schools~~
23 ~~consistently meet adequate yearly progress criteria for 2 or~~
24 ~~more consecutive years and a system to acknowledge schools and~~
25 ~~districts that meet adequate yearly progress criteria in a~~

1 ~~given year as specified in Section 2-3.25d of this Code.~~

2 ~~If a school or school district meets adequate yearly~~
3 ~~progress criteria for 2 consecutive school years, that school~~
4 ~~or district shall be exempt from review and approval of its~~
5 ~~improvement plan for the next 2 succeeding school years.~~

6 (Source: P.A. 93-470, eff. 8-8-03.)

7 (105 ILCS 5/2-3.25d) (from Ch. 122, par. 2-3.25d)

8 Sec. 2-3.25d. Multiple Measure Index and Annual Measurable
9 Objectives Academic early warning and watch status.

10 (a) The State Board of Education shall establish a Multiple
11 Measure Index and Annual Measurable Objectives for each public
12 school in this State that address the school's overall
13 performance in terms of (i) academic success and (ii) equity.
14 At a minimum, "academic success" shall include measures of
15 college and career readiness, growth, and the graduation rate.
16 At a minimum, "equity" shall include both the academic growth
17 and college and career readiness of each school's subgroups of
18 students. ~~Beginning with the 2005-2006 school year, unless the~~
19 ~~federal government formally disapproves of such policy through~~
20 ~~the submission and review process for the Illinois~~
21 ~~Accountability Workbook, those schools that do not meet~~
22 ~~adequate yearly progress criteria for 2 consecutive annual~~
23 ~~calculations in the same subject or in their participation~~
24 ~~rate, attendance rate, or graduation rate shall be placed on~~
25 ~~academic early warning status for the next school year. Schools~~

~~on academic early warning status that do not meet adequate yearly progress criteria for a third annual calculation in the same subject or in their participation rate, attendance rate, or graduation rate shall remain on academic early warning status. Schools on academic early warning status that do not meet adequate yearly progress criteria for a fourth annual calculation in the same subject or in their participation rate, attendance rate, or graduation rate shall be placed on initial academic watch status. Schools on academic watch status that do not meet adequate yearly progress criteria for a fifth or subsequent annual calculation in the same subject or in their participation rate, attendance rate, or graduation rate shall remain on academic watch status. Schools on academic early warning or academic watch status that meet adequate yearly progress criteria for 2 consecutive calculations shall be considered as having met expectations and shall be removed from any status designation.~~

~~The school district of a school placed on either academic early warning status or academic watch status may appeal the status to the State Board of Education in accordance with Section 2-3.25m of this Code.~~

~~A school district that has one or more schools on academic early warning or academic watch status shall prepare a revised School Improvement Plan or amendments thereto setting forth the district's expectations for removing each school from academic early warning or academic watch status and for improving~~

1 ~~student performance in the affected school or schools.~~
2 ~~Districts operating under Article 34 of this Code may prepare~~
3 ~~the School Improvement Plan required under Section 34-2.4 of~~
4 ~~this Code.~~

5 ~~The revised School Improvement Plan for a school that is~~
6 ~~initially placed on academic early warning status or that~~
7 ~~remains on academic early warning status after a third annual~~
8 ~~calculation must be approved by the school board (and by the~~
9 ~~school's local school council in a district operating under~~
10 ~~Article 34 of this Code, unless the school is on probation~~
11 ~~pursuant to subsection (c) of Section 34-8.3 of this Code).~~

12 ~~The revised School Improvement Plan for a school that is~~
13 ~~initially placed on academic watch status after a fourth annual~~
14 ~~calculation must be approved by the school board (and by the~~
15 ~~school's local school council in a district operating under~~
16 ~~Article 34 of this Code, unless the school is on probation~~
17 ~~pursuant to subsection (c) of Section 34-8.3 of this Code).~~

18 ~~The revised School Improvement Plan for a school that~~
19 ~~remains on academic watch status after a fifth annual~~
20 ~~calculation must be approved by the school board (and by the~~
21 ~~school's local school council in a district operating under~~
22 ~~Article 34 of this Code, unless the school is on probation~~
23 ~~pursuant to subsection (c) of Section 34-8.3 of this Code). In~~
24 ~~addition, the district must develop a school restructuring plan~~
25 ~~for the school that must be approved by the school board (and~~
26 ~~by the school's local school council in a district operating~~

1 ~~under Article 34 of this Code).~~

2 ~~A school on academic watch status that does not meet~~
3 ~~adequate yearly progress criteria for a sixth annual~~
4 ~~calculation shall implement its approved school restructuring~~
5 ~~plan beginning with the next school year, subject to the State~~
6 ~~interventions specified in Sections 2-3.25f and 2-3.25f-5 of~~
7 ~~this Code.~~

8 (b) Beginning in 2015, all schools shall receive Annual
9 Measurable Objectives that will provide annual targets for
10 progress of each school's Multiple Measure Index. Each element
11 of the Multiple Measure Index shall have an Annual Measurable
12 Objective. Beginning with the 2005-2006 school year, unless the
13 federal government formally disapproves of such policy through
14 the submission and review process for the Illinois
15 Accountability Workbook, those school districts that do not
16 meet adequate yearly progress criteria for 2 consecutive annual
17 calculations in the same subject or in their participation
18 rate, attendance rate, or graduation rate shall be placed on
19 academic early warning status for the next school year.
20 Districts on academic early warning status that do not meet
21 adequate yearly progress criteria for a third annual
22 calculation in the same subject or in their participation rate,
23 attendance rate, or graduation rate shall remain on academic
24 early warning status. Districts on academic early warning
25 status that do not meet adequate yearly progress criteria for a
26 fourth annual calculation in the same subject or in their

1 ~~participation rate, attendance rate, or graduation rate shall~~
2 ~~be placed on initial academic watch status. Districts on~~
3 ~~academic watch status that do not meet adequate yearly progress~~
4 ~~criteria for a fifth or subsequent annual calculation in the~~
5 ~~same subject or in their participation rate, attendance rate,~~
6 ~~or graduation rate shall remain on academic watch status.~~
7 ~~Districts on academic early warning or academic watch status~~
8 ~~that meet adequate yearly progress criteria for one annual~~
9 ~~calculation shall be considered as having met expectations and~~
10 ~~shall be removed from any status designation.~~

11 ~~A district placed on either academic early warning status~~
12 ~~or academic watch status may appeal the status to the State~~
13 ~~Board of Education in accordance with Section 2-3.25m of this~~
14 ~~Code.~~

15 ~~Districts on academic early warning or academic watch~~
16 ~~status shall prepare a District Improvement Plan or amendments~~
17 ~~thereto setting forth the district's expectations for removing~~
18 ~~the district from academic early warning or academic watch~~
19 ~~status and for improving student performance in the district.~~

20 ~~All District Improvement Plans must be approved by the~~
21 ~~school board.~~

22 ~~(c) All revised School and District Improvement Plans shall~~
23 ~~be developed in collaboration with parents, staff in the~~
24 ~~affected school or school district, and outside experts. All~~
25 ~~revised School and District Improvement Plans shall be~~
26 ~~developed, submitted, and monitored pursuant to rules adopted~~

1 ~~by the State Board of Education. The revised Improvement Plan~~
2 ~~shall address measurable outcomes for improving student~~
3 ~~performance so that such performance meets adequate yearly~~
4 ~~progress criteria as specified by the State Board of Education.~~
5 ~~All school districts required to revise a School Improvement~~
6 ~~Plan in accordance with this Section shall establish a peer~~
7 ~~review process for the evaluation of School Improvement Plans.~~

8 ~~(d)~~ All federal requirements apply to schools and school
9 districts utilizing federal funds under Title I, Part A of the
10 federal Elementary and Secondary Education Act of 1965.

11 ~~(e) The State Board of Education, from any moneys it may~~
12 ~~have available for this purpose, must implement and administer~~
13 ~~a grant program that provides 2-year grants to school districts~~
14 ~~on the academic watch list and other school districts that have~~
15 ~~the lowest achieving students, as determined by the State Board~~
16 ~~of Education, to be used to improve student achievement. In~~
17 ~~order to receive a grant under this program, a school district~~
18 ~~must establish an accountability program. The accountability~~
19 ~~program must involve the use of statewide testing standards and~~
20 ~~local evaluation measures. A grant shall be automatically~~
21 ~~renewed when achievement goals are met. The Board may adopt any~~
22 ~~rules necessary to implement and administer this grant program.~~

23 (Source: P.A. 98-1155, eff. 1-9-15.)

24 (105 ILCS 5/2-3.25d-5 new)

25 Sec. 2-3.25d-5. Priority and focus districts.

1 (a) Beginning in 2015, school districts designated as
2 priority districts shall be those that have one or more
3 priority schools. "Priority school" is defined as:

4 (1) a school that is among the lowest performing 5% of
5 schools in this State based on a 3-year average, with
6 respect to the performance of the "all students" group for
7 the percentage of students deemed proficient in
8 English/language arts and mathematics combined, and
9 demonstrates a lack of progress as defined by the State
10 Board of Education;

11 (2) a beginning secondary school that has an average
12 graduation rate of less than 60% over the last 3 school
13 years; or

14 (3) a school receiving a school improvement grant under
15 Section 1003(g) of the federal Elementary and Secondary
16 Education Act of 1965.

17 The State Board of Education shall work with a priority
18 district to perform a district needs assessment to determine
19 the district's core functions that are areas of strength and
20 weakness, unless the district is already undergoing a national
21 accreditation process. The results from the district needs
22 assessment shall be used by the district to identify goals and
23 objectives for the district's improvement. The district needs
24 assessment shall include a study of district functions, such as
25 district finance, governance, student engagement, instruction
26 practices, climate, community involvement, and continuous

1 improvement.

2 (b) Beginning in 2015, districts designated as focus
3 districts shall be those that have one or more focus schools.
4 "Focus school" means a school that is contributing to the
5 achievement gaps in this State and is defined as:

6 (1) a school that has a subgroup or subgroups with low
7 achievement; or

8 (2) a school with an average graduation rate of less
9 than 60% and not identified for priority.

10 (105 ILCS 5/2-3.25e-5)

11 Sec. 2-3.25e-5. Two years as priority school ~~on academic~~
12 ~~watch status~~; full-year school plan.

13 (a) In this Section, "school" means any of the following
14 named public schools or their successor name:

15 (1) Dirksen Middle School in Dolton School District
16 149.

17 (2) Diekman Elementary School in Dolton School
18 District 149.

19 (3) Caroline Sibley Elementary School in Dolton School
20 District 149.

21 (4) Berger-Vandenberg Elementary School in Dolton
22 School District 149.

23 (5) Carol Moseley Braun School in Dolton School
24 District 149.

25 (6) New Beginnings Learning Academy in Dolton School

1 District 149.

2 (7) McKinley Junior High School in South Holland School

3 District 150.

4 (8) Greenwood Elementary School in South Holland

5 School District 150.

6 (9) McKinley Elementary School in South Holland School

7 District 150.

8 (10) Eisenhower School in South Holland School

9 District 151.

10 (11) Madison School in South Holland School District

11 151.

12 (12) Taft School in South Holland School District 151.

13 (13) Wolcott School in Thornton School District 154.

14 (14) Memorial Junior High School in Lansing School

15 District 158.

16 (15) Oak Glen Elementary School in Lansing School

17 District 158.

18 (16) Lester Crawl Primary Center in Lansing School

19 District 158.

20 (17) Brookwood Junior High School in Brookwood School

21 District 167.

22 (18) Brookwood Middle School in Brookwood School

23 District 167.

24 (19) Hickory Bend Elementary School in Brookwood

25 School District 167.

26 (20) Medgar Evers Primary Academic Center in Ford

1 Heights School District 169.

2 (21) Nathan Hale Elementary School in Sunnybrook
3 School District 171.

4 (22) Ira F. Aldridge Elementary School in City of
5 Chicago School District 299.

6 (23) William E.B. DuBois Elementary School in City of
7 Chicago School District 299.

8 (b) If, after 2 years following its identification as a
9 priority school under Section 2-3.25d-5 of this Code ~~placement~~
10 ~~on academic watch status~~, a school remains a priority school ~~on~~
11 ~~academic watch status~~, then, subject to federal appropriation
12 money being available, the State Board of Education shall allow
13 the school board to opt into the process of operating that
14 school on a pilot, full-year school plan, approved by the State
15 Board of Education, upon expiration of its teachers' current
16 collective bargaining agreement until the expiration of the
17 next collective bargaining agreement. A school board must
18 notify the State Board of Education of its intent to opt into
19 the process of operating a school on a pilot, full-year school
20 plan.

21 (Source: P.A. 98-1155, eff. 1-9-15.)

22 (105 ILCS 5/2-3.25f) (from Ch. 122, par. 2-3.25f)

23 Sec. 2-3.25f. State interventions.

24 (a) The State Board of Education shall provide technical
25 assistance to assist with the development and implementation of

1 School and District Improvement Plans.

2 Schools or school districts that fail to make reasonable
3 efforts to implement an approved Improvement Plan may suffer
4 loss of State funds by school district, attendance center, or
5 program as the State Board of Education deems appropriate.

6 (a-5) (Blank).

7 (b) Beginning in 2017, if ~~if~~ after 3 years following its
8 identification as a priority district under Section 2-3.25d-5
9 of this Code, a district does not make progress as measured by
10 a reduction in achievement gaps commensurate with the targets
11 in this State's approved accountability plan with the U.S.
12 Department of Education ~~placement on academic watch status a~~
13 ~~school district or school remains on academic watch status,~~
14 then the State Board of Education may (i) change the
15 recognition status of the school district or school to
16 nonrecognized or (ii) authorize the State Superintendent of
17 Education to direct the reassignment of pupils or direct the
18 reassignment or replacement of school district personnel ~~who~~
19 ~~are relevant to the failure to meet adequate yearly progress~~
20 ~~criteria~~. If a school district is nonrecognized in its
21 entirety, it shall automatically be dissolved on July 1
22 following that nonrecognition and its territory realigned with
23 another school district or districts by the regional board of
24 school trustees in accordance with the procedures set forth in
25 Section 7-11 of the School Code. The effective date of the
26 nonrecognition of a school shall be July 1 following the

1 nonrecognition.

2 (b-5) The State Board of Education shall also develop a
3 system to provide assistance and resources to lower performing
4 school districts. At a minimum, the State Board shall identify
5 school districts to receive priority services, to be known as
6 priority districts under Section 2-3.25d-5 of this Code. In
7 addition, the State Board may, by rule, develop other
8 categories of low-performing schools and school districts to
9 receive services.

10 ~~Districts designated as priority districts shall be those~~
11 ~~that fall within one of the following categories:~~

12 ~~(1) Have at least one school that is among the lowest~~
13 ~~performing 5% of schools in this State based on a 3-year~~
14 ~~average, with respect to the performance of the "all~~
15 ~~students" group for the percentage of students meeting or~~
16 ~~exceeding standards in reading and mathematics combined,~~
17 ~~and demonstrate a lack of progress as defined by the State~~
18 ~~Board of Education.~~

19 ~~(2) Have at least one secondary school that has an~~
20 ~~average graduation rate of less than 60% over the last 3~~
21 ~~school years.~~

22 ~~(3) Have at least one school receiving a school~~
23 ~~improvement grant under Section 1003(g) of the federal~~
24 ~~Elementary and Secondary Education Act of 1965.~~

25 ~~The State Board of Education shall work with a priority~~
26 ~~district to perform a district needs assessment to determine~~

1 ~~the district's core functions that are areas of strength and~~
2 ~~weakness, unless the district is already undergoing a national~~
3 ~~accreditation process. The results from the district needs~~
4 ~~assessment shall be used by the district to identify goals and~~
5 ~~objectives for the district's improvement. The district needs~~
6 ~~assessment shall include a study of district functions, such as~~
7 ~~district finance, governance, student engagement, instruction~~
8 ~~practices, climate, community involvement, and continuous~~
9 ~~improvement.~~

10 Based on the results of the district needs assessment under
11 Section 2-3.25d-5 of this Code, the State Board of Education
12 shall work with the district to provide technical assistance
13 and professional development, in partnership with the
14 district, to implement a continuous improvement plan that would
15 increase outcomes for students. The plan for continuous
16 improvement shall be based on the results of the district needs
17 assessment and shall be used to determine the types of services
18 that are to be provided to each priority district. Potential
19 services for a district may include monitoring adult and
20 student practices, reviewing and reallocating district
21 resources, developing a district leadership team, providing
22 access to curricular content area specialists, and providing
23 online resources and professional development.

24 The State Board of Education may require priority districts
25 identified as having deficiencies in one or more core functions
26 of the district needs assessment to undergo an accreditation

1 process as provided in subsection (d) of Section 2-3.25f-5 of
2 this Code.

3 (c) All federal requirements apply to schools and school
4 districts utilizing federal funds under Title I, Part A of the
5 federal Elementary and Secondary Education Act of 1965.

6 (Source: P.A. 97-370, eff. 1-1-12; 98-1155, eff. 1-9-15.)

7 (105 ILCS 5/2-3.136)

8 Sec. 2-3.136. Class size reduction grant programs.

9 (a) A K-3 class size reduction grant program is created.
10 The program shall be implemented and administered by the State
11 Board of Education. From appropriations made for purposes of
12 this Section, the State Board shall award grants to schools
13 that meet the criteria established by this subsection (a) for
14 the award of those grants.

15 Grants shall be awarded pursuant to application. The form
16 and manner of applications and the criteria for the award of
17 grants shall be prescribed by the State Board of Education. The
18 grant criteria as so prescribed, however, shall provide that
19 only those schools that are identified as priority schools
20 under Section 2-3.25d-5 of this Code and ~~on the State Board of~~
21 ~~Education Early Academic Warning List or the academic watch~~
22 ~~list under Section 2-3.25d~~ that maintain grades kindergarten
23 through 3 are grant eligible.

24 Grants awarded to eligible schools under this subsection
25 (a) shall be used and applied by the schools to defray the

1 costs and expenses of operating and maintaining classes in
2 grades kindergarten through 3 with an average class size within
3 a specific grade of no more than 20 pupils. If a school's
4 facilities are inadequate to allow for this specified class
5 size, then a school may use the grant funds for teacher aides
6 instead.

7 (b) A K-3 pilot class size reduction grant program is
8 created. The program shall be implemented and administered by
9 the State Board of Education. From appropriations made for
10 purposes of this subsection (b), the State Board shall award
11 grants to schools that meet the criteria established by this
12 Section for the award of those grants.

13 Grants shall be awarded pursuant to application. The form
14 and manner of application and the criteria for the award of
15 grants shall be prescribed by the State Board of Education.

16 Grants awarded to eligible schools under this subsection
17 (b) shall be used and applied by the schools to defray the
18 costs and expenses of operating and maintaining classes in
19 grades kindergarten through 3 of no more than 15 pupils per
20 teacher per class. A teacher aide may not be used to meet this
21 requirement.

22 (c) If a school board determines that a school is using
23 funds awarded under this Section for purposes not authorized by
24 this Section, then the school board, rather than the school,
25 shall determine how the funds are used.

26 (d) The State Board of Education shall adopt any rules,

1 consistent with the requirements of this Section, that are
2 necessary to implement and administer the class size reduction
3 grant programs.

4 (Source: P.A. 93-814, eff. 7-27-04; 94-566, eff. 1-1-06;
5 94-894, eff. 7-1-06.)

6 (105 ILCS 5/7-8) (from Ch. 122, par. 7-8)

7 Sec. 7-8. Limitation on successive petitions. No
8 territory, nor any part thereof, which is involved in any
9 proceeding to change the boundaries of a school district by
10 detachment from or annexation to such school district of such
11 territory, and which is not so detached nor annexed, shall be
12 again involved in proceedings to change the boundaries of such
13 school district for at least 2 ~~two~~ years after final
14 determination of such first proceeding, unless during that
15 2-year ~~2-year~~ period a petition filed is substantially
16 different than any other previously filed petition during the
17 previous 2 years or if a school district involved is identified
18 as a priority district under Section 2-3.25d-5 of this Code, is
19 placed on ~~academic watch status or~~ the financial watch list by
20 the State Board of Education, or is certified as being in
21 financial difficulty during that 2-year ~~2-year~~ period or if
22 such first proceeding involved a petition brought under Section
23 7-2b of this Article 7.

24 (Source: P.A. 93-470, eff. 8-8-03.)

1 (105 ILCS 5/10-17a) (from Ch. 122, par. 10-17a)
2 Sec. 10-17a. State, school district, and school report
3 cards.

4 (1) By October 31, 2013 and October 31 of each subsequent
5 school year, the State Board of Education, through the State
6 Superintendent of Education, shall prepare a State report card,
7 school district report cards, and school report cards, and
8 shall by the most economic means provide to each school
9 district in this State, including special charter districts and
10 districts subject to the provisions of Article 34, the report
11 cards for the school district and each of its schools.

12 (2) In addition to any information required by federal law,
13 the State Superintendent shall determine the indicators and
14 presentation of the school report card, which must include, at
15 a minimum, the most current data possessed by the State Board
16 of Education related to the following:

17 (A) school characteristics and student demographics,
18 including average class size, average teaching experience,
19 student racial/ethnic breakdown, and the percentage of
20 students classified as low-income; the percentage of
21 students classified as limited English proficiency; the
22 percentage of students who have individualized education
23 plans or 504 plans that provide for special education
24 services; the percentage of students who annually
25 transferred in or out of the school district; the per-pupil
26 operating expenditure of the school district; and the

1 per-pupil State average operating expenditure for the
2 district type (elementary, high school, or unit);

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

16 (C) student outcomes, including, where applicable, the
17 percentage of students deemed proficient on assessments of
18 ~~meeting as well as exceeding~~ State standards ~~on~~
19 ~~assessments~~, the percentage of students in the eighth grade
20 who pass Algebra, the percentage of students enrolled in
21 post-secondary institutions (including colleges,
22 universities, community colleges, trade/vocational
23 schools, and training programs leading to career
24 certification within 2 semesters of high school
25 graduation), the percentage of students graduating from
26 high school who are college and career ready, ~~the~~

1 ~~percentage of students graduating from high school who are~~
2 ~~career ready,~~ and the percentage of graduates enrolled in
3 community colleges, colleges, and universities who are in
4 one or more courses that the community college, college, or
5 university identifies as a developmental ~~remedial~~ course;

6 (D) student progress, including, where applicable, the
7 percentage of students in the ninth grade who have earned 5
8 credits or more without failing more than one core class, a
9 measure of students entering kindergarten ready to learn, a
10 measure of growth, and the percentage of students who enter
11 high school on track for college and career readiness; and

12 (E) the school environment, including, where
13 applicable, the percentage of students with less than 10
14 absences in a school year, the percentage of teachers with
15 less than 10 absences in a school year for reasons other
16 than professional development, leaves taken pursuant to
17 the federal Family Medical Leave Act of 1993, long-term
18 disability, or parental leaves, the 3-year average of the
19 percentage of teachers returning to the school from the
20 previous year, the number of different principals at the
21 school in the last 6 years, 2 or more indicators from any
22 school climate survey selected or approved by the State and
23 administered pursuant to Section 2-3.153 of this Code, with
24 the same or similar indicators included on school report
25 cards for all surveys selected or approved by the State
26 pursuant to Section 2-3.153 of this Code, and the combined

1 percentage of teachers rated as proficient or excellent in
2 their most recent evaluation.

3 The school report card shall also provide information that
4 allows for comparing the current outcome, progress, and
5 environment data to the State average, to the school data from
6 the past 5 years, and to the outcomes, progress, and
7 environment of similar schools based on the type of school and
8 enrollment of low-income, special education, and limited
9 English proficiency students.

10 (3) At the discretion of the State Superintendent, the
11 school district report card shall include a subset of the
12 information identified in paragraphs (A) through (E) of
13 subsection (2) of this Section, as well as information relating
14 to the operating expense per pupil and other finances of the
15 school district, and the State report card shall include a
16 subset of the information identified in paragraphs (A) through
17 (E) of subsection (2) of this Section.

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

23 (5) Annually, no more than 30 calendar days after receipt
24 of the school district and school report cards from the State
25 Superintendent of Education, each school district, including
26 special charter districts and districts subject to the

1 provisions of Article 34, shall present such report cards at a
2 regular school board meeting subject to applicable notice
3 requirements, post the report cards on the school district's
4 Internet web site, if the district maintains an Internet web
5 site, make the report cards available to a newspaper of general
6 circulation serving the district, and, upon request, send the
7 report cards home to a parent (unless the district does not
8 maintain an Internet web site, in which case the report card
9 shall be sent home to parents without request). If the district
10 posts the report card on its Internet web site, the district
11 shall send a written notice home to parents stating (i) that
12 the report card is available on the web site, (ii) the address
13 of the web site, (iii) that a printed copy of the report card
14 will be sent to parents upon request, and (iv) the telephone
15 number that parents may call to request a printed copy of the
16 report card.

17 (6) Nothing contained in this amendatory Act of the 98th
18 General Assembly repeals, supersedes, invalidates, or
19 nullifies final decisions in lawsuits pending on the effective
20 date of this amendatory Act of the 98th General Assembly in
21 Illinois courts involving the interpretation of Public Act
22 97-8.

23 (Source: P.A. 97-671, eff. 1-24-12; 98-463, eff. 8-16-13;
24 98-648, eff. 7-1-14.)

1 Sec. 10-29. Remote educational programs.

2 (a) For purposes of this Section, "remote educational
3 program" means an educational program delivered to students in
4 the home or other location outside of a school building that
5 meets all of the following criteria:

6 (1) A student may participate in the program only after
7 the school district, pursuant to adopted school board
8 policy, and a person authorized to enroll the student under
9 Section 10-20.12b of this Code determine that a remote
10 educational program will best serve the student's
11 individual learning needs. The adopted school board policy
12 shall include, but not be limited to, all of the following:

13 (A) Criteria for determining that a remote
14 educational program will best serve a student's
15 individual learning needs. The criteria must include
16 consideration of, at a minimum, a student's prior
17 attendance, disciplinary record, and academic history.

18 (B) Any limitations on the number of students or
19 grade levels that may participate in a remote
20 educational program.

21 (C) A description of the process that the school
22 district will use to approve participation in the
23 remote educational program. The process must include
24 without limitation a requirement that, for any student
25 who qualifies to receive services pursuant to the
26 federal Individuals with Disabilities Education

1 Improvement Act of 2004, the student's participation
2 in a remote educational program receive prior approval
3 from the student's individualized education program
4 team.

5 (D) A description of the process the school
6 district will use to develop and approve a written
7 remote educational plan that meets the requirements of
8 subdivision (5) of this subsection (a).

9 (E) A description of the system the school district
10 will establish to calculate the number of clock hours a
11 student is participating in instruction in accordance
12 with the remote educational program.

13 (F) A description of the process for renewing a
14 remote educational program at the expiration of its
15 term.

16 (G) Such other terms and provisions as the school
17 district deems necessary to provide for the
18 establishment and delivery of a remote educational
19 program.

20 (2) The school district has determined that the remote
21 educational program's curriculum is aligned to State
22 learning standards and that the program offers instruction
23 and educational experiences consistent with those given to
24 students at the same grade level in the district.

25 (3) The remote educational program is delivered by
26 instructors that meet the following qualifications:

1 (A) they are certificated under Article 21 of this
2 Code;

3 (B) they meet applicable highly qualified criteria
4 under the federal No Child Left Behind Act of 2001; and

5 (C) they have responsibility for all of the
6 following elements of the program: planning
7 instruction, diagnosing learning needs, prescribing
8 content delivery through class activities, assessing
9 learning, reporting outcomes to administrators and
10 parents and guardians, and evaluating the effects of
11 instruction.

12 (4) During the period of time from and including the
13 opening date to the closing date of the regular school term
14 of the school district established pursuant to Section
15 10-19 of this Code, participation in a remote educational
16 program may be claimed for general State aid purposes under
17 Section 18-8.05 of this Code on any calendar day,
18 notwithstanding whether the day is a day of pupil
19 attendance or institute day on the school district's
20 calendar or any other provision of law restricting
21 instruction on that day. If the district holds year-round
22 classes in some buildings, the district shall classify each
23 student's participation in a remote educational program as
24 either on a year-round or a non-year-round schedule for
25 purposes of claiming general State aid. Outside of the
26 regular school term of the district, the remote educational

1 program may be offered as part of any summer school program
2 authorized by this Code.

3 (5) Each student participating in a remote educational
4 program must have a written remote educational plan that
5 has been approved by the school district and a person
6 authorized to enroll the student under Section 10-20.12b of
7 this Code. The school district and a person authorized to
8 enroll the student under Section 10-20.12b of this Code
9 must approve any amendment to a remote educational plan.
10 The remote educational plan must include, but is not
11 limited to, all of the following:

12 (A) Specific achievement goals for the student
13 aligned to State learning standards.

14 (B) A description of all assessments that will be
15 used to measure student progress, which description
16 shall indicate the assessments that will be
17 administered at an attendance center within the school
18 district.

19 (C) A description of the progress reports that will
20 be provided to the school district and the person or
21 persons authorized to enroll the student under Section
22 10-20.12b of this Code.

23 (D) Expectations, processes, and schedules for
24 interaction between a teacher and student.

25 (E) A description of the specific responsibilities
26 of the student's family and the school district with

1 respect to equipment, materials, phone and Internet
2 service, and any other requirements applicable to the
3 home or other location outside of a school building
4 necessary for the delivery of the remote educational
5 program.

6 (F) If applicable, a description of how the remote
7 educational program will be delivered in a manner
8 consistent with the student's individualized education
9 program required by Section 614(d) of the federal
10 Individuals with Disabilities Education Improvement
11 Act of 2004 or plan to ensure compliance with Section
12 504 of the federal Rehabilitation Act of 1973.

13 (G) A description of the procedures and
14 opportunities for participation in academic and
15 extra-curricular activities and programs within the
16 school district.

17 (H) The identification of a parent, guardian, or
18 other responsible adult who will provide direct
19 supervision of the program. The plan must include an
20 acknowledgment by the parent, guardian, or other
21 responsible adult that he or she may engage only in
22 non-teaching duties not requiring instructional
23 judgment or the evaluation of a student. The plan shall
24 designate the parent, guardian, or other responsible
25 adult as non-teaching personnel or volunteer personnel
26 under subsection (a) of Section 10-22.34 of this Code.

1 (I) The identification of a school district
2 administrator who will oversee the remote educational
3 program on behalf of the school district and who may be
4 contacted by the student's parents with respect to any
5 issues or concerns with the program.

6 (J) The term of the student's participation in the
7 remote educational program, which may not extend for
8 longer than 12 months, unless the term is renewed by
9 the district in accordance with subdivision (7) of this
10 subsection (a).

11 (K) A description of the specific location or
12 locations in which the program will be delivered. If
13 the remote educational program is to be delivered to a
14 student in any location other than the student's home,
15 the plan must include a written determination by the
16 school district that the location will provide a
17 learning environment appropriate for the delivery of
18 the program. The location or locations in which the
19 program will be delivered shall be deemed a long
20 distance teaching reception area under subsection (a)
21 of Section 10-22.34 of this Code.

22 (L) Certification by the school district that the
23 plan meets all other requirements of this Section.

24 (6) Students participating in a remote educational
25 program must be enrolled in a school district attendance
26 center pursuant to the school district's enrollment policy

1 or policies. A student participating in a remote
2 educational program must be tested as part of all
3 assessments administered by the school district pursuant
4 to Section 2-3.64a-5 of this Code at the attendance center
5 in which the student is enrolled and in accordance with the
6 attendance center's assessment policies and schedule. The
7 student must be included within all ~~adequate yearly~~
8 ~~progress and other~~ accountability determinations for the
9 school district and attendance center under State and
10 federal law.

11 (7) The term of a student's participation in a remote
12 educational program may not extend for longer than 12
13 months, unless the term is renewed by the school district.
14 The district may only renew a student's participation in a
15 remote educational program following an evaluation of the
16 student's progress in the program, a determination that the
17 student's continuation in the program will best serve the
18 student's individual learning needs, and an amendment to
19 the student's written remote educational plan addressing
20 any changes for the upcoming term of the program.

21 (b) A school district may, by resolution of its school
22 board, establish a remote educational program.

23 (c) Clock hours of instruction by students in a remote
24 educational program meeting the requirements of this Section
25 may be claimed by the school district and shall be counted as
26 school work for general State aid purposes in accordance with

1 and subject to the limitations of Section 18-8.05 of this Code.

2 (d) The impact of remote educational programs on wages,
3 hours, and terms and conditions of employment of educational
4 employees within the school district shall be subject to local
5 collective bargaining agreements.

6 (e) The use of a home or other location outside of a school
7 building for a remote educational program shall not cause the
8 home or other location to be deemed a public school facility.

9 (f) A remote educational program may be used, but is not
10 required, for instruction delivered to a student in the home or
11 other location outside of a school building that is not claimed
12 for general State aid purposes under Section 18-8.05 of this
13 Code.

14 (g) School districts that, pursuant to this Section, adopt
15 a policy for a remote educational program must submit to the
16 State Board of Education a copy of the policy and any
17 amendments thereto, as well as data on student participation in
18 a format specified by the State Board of Education. The State
19 Board of Education may perform or contract with an outside
20 entity to perform an evaluation of remote educational programs
21 in this State.

22 (h) The State Board of Education may adopt any rules
23 necessary to ensure compliance by remote educational programs
24 with the requirements of this Section and other applicable
25 legal requirements.

26 (Source: P.A. 97-339, eff. 8-12-11; 98-972, eff. 8-15-14.)

1 (105 ILCS 5/11E-120)

2 Sec. 11E-120. Limitation on successive petitions.

3 (a) No affected district shall be again involved in
4 proceedings under this Article for at least 2 years after a
5 final non-procedural determination of the first proceeding,
6 unless during that 2-year ~~2-year~~ period a petition filed is
7 substantially different than any other previously filed
8 petition during the previous 2 years or if an affected district
9 is identified as a priority district under Section 2-3.25d-5 of
10 this Code, is placed on ~~academic watch status or~~ the financial
11 watch list by the State Board of Education, or is certified as
12 being in financial difficulty during that 2-year ~~2-year~~ period.

13 (b) Nothing contained in this Section shall be deemed to
14 limit or restrict the ability of an elementary district to join
15 an optional elementary unit district in accordance with the
16 terms and provisions of subsection (d) of Section 11E-30 of
17 this Code.

18 (Source: P.A. 94-1019, eff. 7-10-06.)

19 (105 ILCS 5/21B-70)

20 Sec. 21B-70. Illinois Teaching Excellence Program.

21 (a) As used in this Section:

22 "Poverty or low-performing school" means a school
23 identified as a priority school under Section 2-3.25d-5 of this
24 Code ~~in academic early warning status or academic watch status~~

1 or a school in which 50% or more of its students are eligible
2 for free or reduced-price school lunches.

3 "Qualified educator" means a teacher or school counselor
4 currently employed in a school district who is in the process
5 of obtaining certification through the National Board for
6 Professional Teaching Standards or who has completed
7 certification and holds a current Professional Educator
8 License with a National Board for Professional Teaching
9 Standards designation or a retired teacher or school counselor
10 who holds a Professional Educator License with a National Board
11 for Professional Teaching Standards designation.

12 (b) Beginning on July 1, 2011, any funds appropriated for
13 the Illinois Teaching Excellence Program must be used to
14 provide monetary assistance and incentives for qualified
15 educators who are employed by school districts and who have or
16 are in the process of obtaining licensure through the National
17 Board for Professional Teaching Standards. The goal of the
18 program is to improve instruction and student performance.

19 The State Board of Education shall allocate an amount as
20 annually appropriated by the General Assembly for the Illinois
21 Teaching Excellence Program for (i) application fees for each
22 qualified educator seeking to complete certification through
23 the National Board for Professional Teaching Standards, to be
24 paid directly to the National Board for Professional Teaching
25 Standards, and (ii) incentives for each qualified educator to
26 be distributed to the respective school district. The school

1 district shall distribute this payment to each eligible teacher
2 or school counselor as a single payment.

3 The State Board of Education's annual budget must set out
4 by separate line item the appropriation for the program. Unless
5 otherwise provided by appropriation, qualified educators are
6 eligible for monetary assistance and incentives outlined in
7 subsection (c) of this Section.

8 (c) When there are adequate funds available, monetary
9 assistance and incentives shall include the following:

10 (1) A maximum of \$2,000 towards the application fee for
11 up to 750 teachers or school counselors in a poverty or
12 low-performing school who apply on a first-come,
13 first-serve basis for National Board certification.

14 (2) A maximum of \$2,000 towards the application fee for
15 up to 250 teachers or school counselors in a school other
16 than a poverty or low-performing school who apply on a
17 first-come, first-serve basis for National Board
18 certification. However, if there were fewer than 750
19 individuals supported in item (1) of this subsection (c),
20 then the number supported in this item (2) may be increased
21 as such that the combination of item (1) of this subsection
22 (c) and this item (2) shall equal 1,000 applicants.

23 (3) A maximum of \$1,000 towards the National Board for
24 Professional Teaching Standards' renewal application fee.

25 (4) (Blank).

26 (5) An annual incentive equal to \$1,500, which shall be

1 paid to each qualified educator currently employed in a
2 school district who holds both a National Board for
3 Professional Teaching Standards designation and a current
4 corresponding certificate issued by the National Board for
5 Professional Teaching Standards and who agrees, in
6 writing, to provide at least 30 hours of mentoring or
7 National Board for Professional Teaching Standards
8 professional development or both during the school year to
9 classroom teachers or school counselors, as applicable.
10 Funds must be dispersed on a first-come, first-serve basis,
11 with priority given to poverty or low-performing schools.
12 Mentoring shall include, either singly or in combination,
13 the following:

14 (A) National Board for Professional Teaching
15 Standards certification candidates.

16 (B) National Board for Professional Teaching
17 Standards re-take candidates.

18 (C) National Board for Professional Teaching
19 Standards renewal candidates.

20 (D) (Blank).

21 Funds may also be used for instructional leadership
22 training for qualified educators interested in supporting
23 implementation of the Illinois Learning Standards or teaching
24 and learning priorities of the State Board of Education or
25 both.

26 (Source: P.A. 97-607, eff. 8-26-11; 98-646, eff. 7-1-14.)

1 Section 10. The School Breakfast and Lunch Program Act is
2 amended by changing Section 2.5 as follows:

3 (105 ILCS 125/2.5)

4 Sec. 2.5. Breakfast incentive program. The State Board of
5 Education shall fund a breakfast incentive program comprised of
6 the components described in paragraphs (1), (2), and (3) of
7 this Section, provided that a separate appropriation is made
8 for the purposes of this Section. The State Board of Education
9 may allocate the appropriation among the program components in
10 whatever manner the State Board of Education finds will best
11 serve the goal of increasing participation in school breakfast
12 programs. If the amount of the appropriation allocated under
13 paragraph (1), (2), or (3) of this Section is insufficient to
14 fund all claims submitted under that particular paragraph, the
15 claims under that paragraph shall be prorated.

16 (1) Additional funding incentive. The State Board of
17 Education may reimburse each sponsor of a school breakfast
18 program at least an additional \$0.10 for each free,
19 reduced-price, and paid breakfast served over and above the
20 number of such breakfasts served in the same month during
21 the preceding year.

22 (2) Start-up incentive. The State Board of Education
23 may make grants to school boards and welfare centers that
24 agree to start a school breakfast program in one or more

1 schools or other sites. First priority for these grants
2 shall be given through August 15 to schools in which 40% or
3 more of their students are eligible for free and reduced
4 price meals, based on the school district's previous year's
5 October claim, under the National School Lunch Act (42
6 U.S.C. 1751 et seq.). Depending on the availability of
7 funds and the rate at which funds are being utilized, the
8 State Board of Education is authorized to allow additional
9 schools or other sites to receive these grants in the order
10 in which they are received by the State Board of Education.
11 The amount of the grant shall be \$3,500 for each qualifying
12 school or site in which a school breakfast program is
13 started. The grants shall be used to pay the start-up costs
14 for the school breakfast program, including equipment,
15 supplies, and program promotion, but shall not be used for
16 food, labor, or other recurring operational costs.
17 Applications for the grants shall be made to the State
18 Board of Education on forms designated by the State Board
19 of Education. Any grantee that fails to operate a school
20 breakfast program for at least 3 years after receipt of a
21 grant shall refund the amount of the grant to the State
22 Board of Education.

23 (3) Non-traditional breakfast incentive. Understanding
24 that there are barriers to implementing a school breakfast
25 program in a traditional setting such as in a cafeteria,
26 the State Board of Education may make grants to school

1 boards and welfare centers to offer the school breakfast
2 program in non-traditional settings or using
3 non-traditional methods. Priority will be given to
4 applications through August 15 of each year from schools
5 that are identified as priority schools under Section
6 2-3.25d-5 of the School Code ~~on the Early Academic Warning~~
7 ~~List~~. Depending on the availability of funds and the rate
8 at which funds are being utilized, the State Board of
9 Education is authorized to allow additional schools or
10 other sites to receive these grants in the order in which
11 they are received by the State Board of Education.

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

13 (105 ILCS 5/2-3.25m rep.)

14 Section 15. The School Code is amended by repealing Section
15 2-3.25m.

16 Section 99. Effective date. This Act takes effect July 1,
17 2015.

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105 ILCS 5/2-3.25a from Ch. 122, par. 2-3.25a

4

105 ILCS 5/2-3.25c from Ch. 122, par. 2-3.25c

5

105 ILCS 5/2-3.25d from Ch. 122, par. 2-3.25d

6

105 ILCS 5/2-3.25d-5 new

7

105 ILCS 5/2-3.25e-5

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105 ILCS 5/2-3.25f from Ch. 122, par. 2-3.25f

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105 ILCS 5/2-3.136

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105 ILCS 5/7-8 from Ch. 122, par. 7-8

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105 ILCS 125/2.5

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105 ILCS 5/2-3.25m rep.