

SB3417



100TH GENERAL ASSEMBLY

State of Illinois

2017 and 2018

SB3417

Introduced 2/16/2018, by Sen. Jason A. Barickman

SYNOPSIS AS INTRODUCED:

New Act

105 ILCS 5/2-3.25g

from Ch. 122, par. 2-3.25g

Creates the Education Empowerment Act, the purpose of which is to grant school districts greater autonomy to implement practices that improve student academic performance and benefit the whole child by removing obstacles that currently exist in law or rules. Provides that school districts seeking to establish an empowerment area and be designated as such by the State Superintendent of Education must create an empowerment committee to develop a plan; sets forth provisions concerning the committee and plan. Contains provisions concerning statutory and regulatory mandates; plan submission and designation; financial support for planning; empowerment area review, renewal, and revocation; reporting; and rulemaking. Effective immediately.

LRB100 18806 AXK 34046 b

FISCAL NOTE ACT
MAY APPLY

A BILL FOR

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 1. Short title. This Act may be cited as the
5 Education Empowerment Act.

6 Section 5. Purpose. The purpose of this Act is to grant
7 school districts greater autonomy to implement practices that
8 improve student academic performance and benefit the whole
9 child by removing obstacles that currently exist in law or
10 rules.

11 Section 10. Definitions. In this Act:

12 "Empowerment area" means a school district or the specific
13 schools within a school district that will be subject to a plan
14 developed by an empowerment committee in accordance with this
15 Act.

16 "Empowerment committee" means a committee of
17 representatives of the school district convened and operating
18 in accordance with Section 15 of this Act.

19 "High-achieving district" means a school district that is
20 closing achievement gaps and has demonstrated significant
21 student growth through parameters established by the State
22 Board of Education or a school district whose schools have been

1 designated as Tier 1: Exemplary Schools through the federal
2 Every Student Succeeds Act.

3 "School district" means a public school district in this
4 State, excluding vocational schools and special education
5 cooperatives.

6 "State Superintendent" means the State Superintendent of
7 Education.

8 Section 15. Empowerment committee.

9 (a) School districts seeking to establish an empowerment
10 area and be designated as such must create an empowerment
11 committee that shall operate pursuant to the provisions of this
12 Act. The empowerment committee shall consist of all of the
13 following individuals:

14 (1) The school district superintendent or his or her
15 designee.

16 (2) The president of the school district's school board
17 or his or her designee.

18 (3) One principal of a building in the school district,
19 appointed by the school district superintendent.

20 (4) Two teachers employed by the school district,
21 appointed by the exclusive bargaining representative of
22 the school district's teachers. If no exclusive bargaining
23 representative exists, then the school district
24 superintendent shall appoint the 2 teacher
25 representatives.

1 (5) One employee of the school district defined as
2 school personnel under subsection (b) of Section 27-23.7 of
3 the School Code, other than the school district
4 superintendent, a principal, or a teacher, appointed by the
5 exclusive bargaining representative of the school
6 personnel. If no exclusive bargaining representative
7 exists, then the school district superintendent shall
8 appoint the school personnel representative.

9 (6) Two individuals not employed by the school district
10 who reside in the geographic boundaries of the school
11 district, appointed by the school district superintendent.

12 (7) Two parents of students enrolled in the school
13 district, appointed by the school district's parent
14 organization or organizations. If no parent organization
15 exists, then the parent representatives shall be appointed
16 by the school district superintendent.

17 (8) One student who is enrolled in the school district,
18 appointed by the school district superintendent.

19 (9) The regional superintendent of schools who holds
20 supervision and control over the school district or his or
21 her designee.

22 (b) The empowerment committee shall develop a public
23 participation process for requesting and reviewing proposals
24 from members of the broader school community in the school
25 district.

26 (c) The empowerment committee may create subcommittees,

1 which may include non-committee members with specific
2 expertise, to work on developing portions of the plan under
3 Section 20 of this Act.

4 Section 20. Empowerment area plan proposal.

5 (a) The empowerment committee established under Section 15
6 of this Act shall develop a plan, which shall outline the
7 school district's proposal for using new or creative
8 alternatives to existing instructional and administrative laws
9 and rules that will improve academic performance and learning
10 outcomes for students. The plan may identify mandates in
11 Chapter 105 of the Illinois Compiled Statutes and applicable
12 implementing rules that the empowerment committee considers to
13 be obstacles to achieving or maintaining high student
14 performance and request to be exempted from those mandates. The
15 plan shall be developed with significant input from the broader
16 school district community.

17 (b) The plan shall contain elements prescribed in the
18 following:

19 (1) The goals or performance outcomes the school
20 district expects to achieve as a result of being designated
21 an empowerment area. The goals shall be ambitious, but
22 achievable, and shall improve performance at or above that
23 expected by State and federal accountability systems. The
24 goals shall be measurable, shall provide a basis for
25 renewing or modifying the plan at the end of the period of

1 authorization, and shall address one or more of the
2 following areas:

3 (A) All students in kindergarten are assessed for
4 readiness.

5 (B) Ninety percent or more of third-grade students
6 are reading at or above grade level.

7 (C) Ninety percent or more of fifth-grade students
8 meet or exceed expectations in mathematics.

9 (D) Ninety percent or more of ninth-grade students
10 are on track to graduate with their cohort.

11 (E) Ninety percent or more students graduate from
12 high school ready for college and a career.

13 (F) All students are supported by highly prepared
14 and effective teachers and school leaders.

15 (G) Every school offers a safe and healthy learning
16 environment for all students.

17 (2) A description of the unique operational policies
18 and procedures that will be implemented in the empowerment
19 area and how such policies and procedures will support the
20 annual goals identified in the plan.

21 (3) Specific requests for flexibility regarding
22 specific statutory or regulatory mandates. Such requests
23 shall describe in detail the types of flexibility that will
24 be utilized and why such flexibility is necessary to
25 achieving the goals of the plan.

26 (4) Documentation of the collaborative process in

1 which the plan was developed.

2 (5) A budget plan that describes how funds will be used
3 differently in the empowerment area.

4 (6) A statement of commitment from the president of the
5 exclusive bargaining representative of the school
6 district's teachers or a description of a good faith effort
7 to obtain the statement if the school district has an
8 exclusive bargaining representative of teachers.

9 (7) Any other information within the scope of the
10 plan's proposal requested by the regional superintendent
11 of schools or the State Superintendent.

12 (c) A school district may seek autonomy through the plan in
13 any of the following areas, but need not be limited to the
14 following:

15 (1) Flexibility to demonstrate measurable improvement
16 among subgroups of students, including low-income
17 students, English learners, or students receiving special
18 education services.

19 (2) Flexibility to demonstrate reduction of
20 achievement gaps among different groups of students.

21 (3) Flexibility to meet the graduation requirements
22 set by this State, with an emphasis on using
23 competency-based, performance-based assessments at the
24 local level.

25 (4) Flexibility to structure professional development
26 activities according to the needs of the students, staff,

1 and faculty of the school district. This may include any of
2 the following:

3 (A) Modifying or transforming the structure or
4 content of professional development activities to meet
5 the specific needs of the school district's student
6 population, regardless of the school district's
7 professional development activities.

8 (B) Restructuring the daily schedule in order to
9 fully integrate professional development into the
10 daily collaboration of teachers within the school
11 district.

12 (C) Ongoing and high-quality professional
13 development opportunities designed to achieve the
14 goals identified in the plan for all staff members.

15 (5) Flexibility to manage staff members as needed in
16 order to create a healthy school community. This may
17 include, but need not be limited to, any of the following:

18 (A) Establishing staffing patterns and creating
19 job descriptions that best meet the academic, social,
20 and emotional needs of students, with approved
21 exemptions from Article 21B of the School Code.

22 (B) Hiring staff that best fit the needs of the
23 school district.

24 (C) Providing services, including services for
25 gifted and talented students, services for English
26 learners, educational services for students at risk of

1 academic failure, expulsion, or dropping out, and
2 support services provided by the Department of Human
3 Services or county social services agencies.

4 (D) Faculty recruitment, preparation and
5 professional development, and compensation, which may
6 include the ability to conduct independent recruitment
7 and hiring processes, the design of professional
8 development, the use of peer-based evaluations, or the
9 implementation of a site-based pay incentive program.

10 (E) Preparation and counseling of students for the
11 transition to higher education or the workforce.

12 (F) Accountability measures, including expanding
13 the use of a variety of accountability measures, such
14 as graduation or exit examinations, student portfolio
15 reviews, competency-based pathways, or student and
16 parent accountability contracts.

17 (6) Flexibility to set longer school days and calendar
18 years for both students and faculty and scheduling that
19 allows for faculty planning time during the summer and
20 school year that may contribute to a more unified school
21 community. This may include increasing planning and
22 professional development time for faculty.

23 Section 25. Statutory and regulatory mandates. School
24 districts shall not be relieved from any of the following
25 statutory or regulatory mandates:

1 (1) The Illinois Learning Standards established by the
2 State Board of Education.

3 (2) Accountability measures pursuant to Section
4 2-3.25a of the School Code.

5 (3) Student achievement on the annual State
6 assessments as required by Section 2-3.64a-5 of the School
7 Code.

8 (4) Provisions of the federal Every Student Succeeds
9 Act.

10 (5) Mandates required to maintain federal grant
11 awards.

12 (6) Provisions outside of Chapter 105 of the Illinois
13 Compiled Statutes or their implementing rules.

14 (7) Non-curricular health and safety requirements.

15 (8) Mandates related to civil rights and student access
16 to district educational and non-educational programs.

17 (9) Mandates contained in Article 24 or 24A of the
18 School Code or their implementing rules.

19 Section 30. Plan submission and designation.

20 (a) A school district seeking designation as an empowerment
21 area must develop a plan in accordance with this Act.

22 (b) A school board shall post the plan approved by the
23 empowerment committee and eligible employees on the school
24 district's public Internet website for 30 days prior to a final
25 vote on the plan. A majority vote of the school board is

1 required at a regularly scheduled school board meeting to
2 approve the plan.

3 (c) Once a school board has approved a plan, the plan shall
4 be submitted for review to the regional superintendent of
5 schools that holds supervision and control over the district.
6 Any plan for a school district organized under Article 34 of
7 the School Code shall be submitted directly to the State
8 Superintendent.

9 (d) The regional superintendent of schools shall certify
10 that, at a minimum, the following provisions have been
11 addressed:

12 (1) the overall vision for the school district,
13 including improving school performance and student
14 achievement related to the measurable goals prescribed in
15 Section 20 of this Act;

16 (2) the specific needs or challenges the plan will be
17 designed to address;

18 (3) the number of students the plan is anticipated to
19 serve and the number of staff expected to be employed
20 within the empowerment area;

21 (4) an assessment of the autonomy and flexibility that
22 the school district is seeking;

23 (5) why the flexibility is desirable to carry out the
24 objectives of the school district;

25 (6) a description of the process that was used to
26 involve appropriate stakeholders in the development of the

1 plan; and

2 (7) a proposed timetable for development and
3 establishment of the empowerment area.

4 (e) The regional superintendent of schools shall certify
5 that a school district's plan contains the specifications and
6 satisfies the requirements of this Act and, if so, shall submit
7 the plan to the State Superintendent within 30 calendar days
8 after receipt of the plan.

9 (f) The State Superintendent may approve or deny a school
10 district's plan within 45 days after receipt. If the State
11 Superintendent fails to act within 45 days, the plan shall be
12 deemed approved by the State Superintendent. The State
13 Superintendent shall notify the school district of his or her
14 decision to deny the school district's plan and the reason for
15 denial within 15 days after the decision. The school district
16 may amend, through its empowerment committee, and resubmit a
17 plan under this Section.

18 (g) Empowerment areas are exempt from the School Code
19 waiver process under Section 2-3.25g of the School Code and
20 applicable rules. This exemption applies only to those items
21 approved in the plan.

22 (h) A school district designated as an empowerment area
23 shall have its plan approved for a 2-year period, renewable for
24 subsequent 2-year periods, as determined by the State
25 Superintendent and based on reviews conducted by the applicable
26 regional superintendent of schools, in accordance with Section

1 40 of this Act. A school district designated as a
2 high-achieving district and awarded a designation as an
3 empowerment area shall have its plan approved for a 4-year
4 period, renewable for subsequent 4-year periods.

5 Section 35. Financial support for planning. Each school
6 district and school board is authorized and encouraged to seek
7 and accept public and private gifts, grants, and donations to
8 offset the costs of developing and implementing plans and
9 creating empowerment areas.

10 Section 40. Empowerment area review, renewal, and
11 revocation.

12 (a) Regional superintendents of schools that hold
13 supervision and control over one or more empowerment areas
14 shall evaluate empowerment areas every 2 years or, in the case
15 of a high-achieving district, every 4 years. The evaluation is
16 to determine progress on goals articulated in the school
17 district's plan and to assess implementation. The regional
18 superintendent of schools shall transmit the evaluation to the
19 empowerment area and the State Superintendent.

20 The review shall assess progress on specific goals related
21 to the following:

22 (1) All students in kindergarten are assessed for
23 readiness.

24 (2) Ninety percent or more third-grade students are

1 reading at or above grade level.

2 (3) Ninety percent or more fifth-grade students meet or
3 exceed expectations in mathematics.

4 (4) Ninety percent or more of ninth-grade students are
5 on track to graduate with their cohort.

6 (5) Ninety percent or more students graduate from high
7 school ready for college and a career.

8 (6) All students are supported by highly prepared and
9 effective teachers and school leaders.

10 (7) Every school offers a safe and healthy learning
11 environment for all students.

12 Reviews may include feedback collected from focus groups of
13 staff, students, and families, as well as community partners,
14 and a review of student work and exhibitions.

15 (b) Empowerment areas may seek renewal at the end of the
16 initial 2-year approval period or 4-year approval period in the
17 case of high-achieving districts. A request for renewal shall
18 be made to the regional superintendent of schools who holds
19 supervision and control over the empowerment area at the time
20 of the 2-year or 4-year review. The regional superintendent of
21 schools shall include the renewal request in the evaluation
22 transmitted to the empowerment area and the State
23 Superintendent.

24 The State Superintendent may grant renewal of an
25 empowerment area designation if sufficient progress has been
26 made in achieving the goals as prescribed in the plan.

1 An empowerment area may submit amendments or revisions to
2 an existing plan considered for renewal to the regional
3 superintendent of schools for certification and transmittal to
4 the State Superintendent for approval. If the proposed changes
5 make substantive changes to the plan, the initial approval
6 process outlined in Section 20 of this Act must be followed.

7 (c) The State Superintendent may revoke the empowerment
8 area designation if an empowerment area fails to substantially
9 fulfill the plan, meet goals and performance targets, or comply
10 with applicable laws or rules.

11 The State Superintendent shall notify an empowerment area
12 of a decision to revoke the school district's empowerment area
13 designation within 15 days after such decision. The State
14 Superintendent shall communicate the reasons for the
15 revocation to the school district. The school district may
16 amend, through its empowerment committee, and resubmit the plan
17 to begin the process described in Section 30 of this Act.

18 Section 80. Reporting. The State Board of Education shall
19 submit a report to the Governor and General Assembly regarding
20 the participation and outcomes of this Act on or before
21 December 15, 2020 and annually on or before December 15
22 thereafter. A comprehensive report that includes measurements
23 of demonstrated student achievement and college and career
24 readiness in empowerment areas shall be submitted to the
25 Governor and General Assembly on or before December 15, 2025.

1 Empowerment areas must provide any and all data requested
2 by the State Board of Education to generate reports under this
3 Section.

4 Section 85. Rules. The State Board of Education may adopt
5 rules as necessary to implement this Act.

6 Section 90. The School Code is amended by changing Section
7 2-3.25g as follows:

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

9 Sec. 2-3.25g. Waiver or modification of mandates within the
10 School Code and administrative rules and regulations.

11 (a) In this Section:

12 "Board" means a school board or the governing board or
13 administrative district, as the case may be, for a joint
14 agreement.

15 "Eligible applicant" means a school district, joint
16 agreement made up of school districts, or regional
17 superintendent of schools on behalf of schools and programs
18 operated by the regional office of education.

19 "Implementation date" has the meaning set forth in
20 Section 24A-2.5 of this Code.

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

22 (b) Notwithstanding any other provisions of this School
23 Code or any other law of this State to the contrary, eligible

1 applicants may petition the State Board of Education for the
2 waiver or modification of the mandates of this School Code or
3 of the administrative rules and regulations promulgated by the
4 State Board of Education. Waivers or modifications of
5 administrative rules and regulations and modifications of
6 mandates of this School Code may be requested when an eligible
7 applicant demonstrates that it can address the intent of the
8 rule or mandate in a more effective, efficient, or economical
9 manner or when necessary to stimulate innovation or improve
10 student performance. Waivers of mandates of the School Code may
11 be requested when the waivers are necessary to stimulate
12 innovation or improve student performance or when the applicant
13 demonstrates that it can address the intent of the mandate of
14 the School Code in a more effective, efficient, or economical
15 manner. Waivers may not be requested from laws, rules, and
16 regulations pertaining to special education, teacher educator
17 licensure, teacher tenure and seniority, or Section 5-2.1 of
18 this Code or from compliance with the Every Student Succeeds
19 Act (Public Law 114-95). Eligible applicants may not seek a
20 waiver or seek a modification of a mandate regarding the
21 requirements for (i) student performance data to be a
22 significant factor in teacher or principal evaluations or (ii)
23 teachers and principals to be rated using the 4 categories of
24 "excellent", "proficient", "needs improvement", or
25 "unsatisfactory". On September 1, 2014, any previously
26 authorized waiver or modification from such requirements shall

1 terminate.

2 (c) Eligible applicants, as a matter of inherent managerial
3 policy, and any Independent Authority established under
4 Section 2-3.25f-5 of this Code may submit an application for a
5 waiver or modification authorized under this Section. Each
6 application must include a written request by the eligible
7 applicant or Independent Authority and must demonstrate that
8 the intent of the mandate can be addressed in a more effective,
9 efficient, or economical manner or be based upon a specific
10 plan for improved student performance and school improvement.
11 Any eligible applicant requesting a waiver or modification for
12 the reason that intent of the mandate can be addressed in a
13 more economical manner shall include in the application a
14 fiscal analysis showing current expenditures on the mandate and
15 projected savings resulting from the waiver or modification.
16 Applications and plans developed by eligible applicants must be
17 approved by the board or regional superintendent of schools
18 applying on behalf of schools or programs operated by the
19 regional office of education following a public hearing on the
20 application and plan and the opportunity for the board or
21 regional superintendent to hear testimony from staff directly
22 involved in its implementation, parents, and students. The time
23 period for such testimony shall be separate from the time
24 period established by the eligible applicant for public comment
25 on other matters.

26 (c-5) If the applicant is a school district, then the

1 district shall post information that sets forth the time, date,
2 place, and general subject matter of the public hearing on its
3 Internet website at least 14 days prior to the hearing. If the
4 district is requesting to increase the fee charged for driver
5 education authorized pursuant to Section 27-24.2 of this Code,
6 the website information shall include the proposed amount of
7 the fee the district will request. All school districts must
8 publish a notice of the public hearing at least 7 days prior to
9 the hearing in a newspaper of general circulation within the
10 school district that sets forth the time, date, place, and
11 general subject matter of the hearing. Districts requesting to
12 increase the fee charged for driver education shall include in
13 the published notice the proposed amount of the fee the
14 district will request. If the applicant is a joint agreement or
15 regional superintendent, then the joint agreement or regional
16 superintendent shall post information that sets forth the time,
17 date, place, and general subject matter of the public hearing
18 on its Internet website at least 14 days prior to the hearing.
19 If the joint agreement or regional superintendent is requesting
20 to increase the fee charged for driver education authorized
21 pursuant to Section 27-24.2 of this Code, the website
22 information shall include the proposed amount of the fee the
23 applicant will request. All joint agreements and regional
24 superintendents must publish a notice of the public hearing at
25 least 7 days prior to the hearing in a newspaper of general
26 circulation in each school district that is a member of the

1 joint agreement or that is served by the educational service
2 region that sets forth the time, date, place, and general
3 subject matter of the hearing, provided that a notice appearing
4 in a newspaper generally circulated in more than one school
5 district shall be deemed to fulfill this requirement with
6 respect to all of the affected districts. Joint agreements or
7 regional superintendents requesting to increase the fee
8 charged for driver education shall include in the published
9 notice the proposed amount of the fee the applicant will
10 request. The eligible applicant must notify in writing the
11 affected exclusive collective bargaining agent and those State
12 legislators representing the eligible applicant's territory of
13 its intent to seek approval of a waiver or modification and of
14 the hearing to be held to take testimony from staff. The
15 affected exclusive collective bargaining agents shall be
16 notified of such public hearing at least 7 days prior to the
17 date of the hearing and shall be allowed to attend such public
18 hearing. The eligible applicant shall attest to compliance with
19 all of the notification and procedural requirements set forth
20 in this Section.

21 (d) A request for a waiver or modification of
22 administrative rules and regulations or for a modification of
23 mandates contained in this School Code shall be submitted to
24 the State Board of Education within 15 days after approval by
25 the board or regional superintendent of schools. The
26 application as submitted to the State Board of Education shall

1 include a description of the public hearing. Following receipt
2 of the waiver or modification request, the State Board shall
3 have 45 days to review the application and request. If the
4 State Board fails to disapprove the application within that 45
5 day period, the waiver or modification shall be deemed granted.
6 The State Board may disapprove any request if it is not based
7 upon sound educational practices, endangers the health or
8 safety of students or staff, compromises equal opportunities
9 for learning, or fails to demonstrate that the intent of the
10 rule or mandate can be addressed in a more effective,
11 efficient, or economical manner or have improved student
12 performance as a primary goal. Any request disapproved by the
13 State Board may be appealed to the General Assembly by the
14 eligible applicant as outlined in this Section.

15 A request for a waiver from mandates contained in this
16 School Code shall be submitted to the State Board within 15
17 days after approval by the board or regional superintendent of
18 schools. The application as submitted to the State Board of
19 Education shall include a description of the public hearing.
20 The description shall include, but need not be limited to, the
21 means of notice, the number of people in attendance, the number
22 of people who spoke as proponents or opponents of the waiver, a
23 brief description of their comments, and whether there were any
24 written statements submitted. The State Board shall review the
25 applications and requests for completeness and shall compile
26 the requests in reports to be filed with the General Assembly.

1 The State Board shall file reports outlining the waivers
2 requested by eligible applicants and appeals by eligible
3 applicants of requests disapproved by the State Board with the
4 Senate and the House of Representatives before each March 1 and
5 October 1.

6 The report shall be reviewed by a panel of 4 members
7 consisting of:

8 (1) the Speaker of the House of Representatives;

9 (2) the Minority Leader of the House of
10 Representatives;

11 (3) the President of the Senate; and

12 (4) the Minority Leader of the Senate.

13 The State Board of Education may provide the panel
14 recommendations on waiver requests. The members of the panel
15 shall review the report submitted by the State Board of
16 Education and submit to the State Board of Education any notice
17 of further consideration to any waiver request within 14 days
18 after the member receives the report. If 3 or more of the panel
19 members submit a notice of further consideration to any waiver
20 request contained within the report, the State Board of
21 Education shall submit the waiver request to the General
22 Assembly for consideration. If less than 3 panel members submit
23 a notice of further consideration to a waiver request, the
24 waiver may be approved, denied, or modified by the State Board.
25 If the State Board does not act on a waiver request within 10
26 days, then the waiver request is approved. If the waiver

1 request is denied by the State Board, it shall submit the
2 waiver request to the General Assembly for consideration.

3 The General Assembly may disapprove any waiver request
4 submitted to the General Assembly pursuant to this subsection
5 (d) in whole or in part within 60 calendar days after each
6 house of the General Assembly next convenes after the waiver
7 request is submitted by adoption of a resolution by a record
8 vote of the majority of members elected in each house. If the
9 General Assembly fails to disapprove any waiver request or
10 appealed request within such 60 day period, the waiver or
11 modification shall be deemed granted. Any resolution adopted by
12 the General Assembly disapproving a report of the State Board
13 in whole or in part shall be binding on the State Board.

14 (e) An approved waiver or modification may remain in effect
15 for a period not to exceed 5 school years and may be renewed
16 upon application by the eligible applicant. However, such
17 waiver or modification may be changed within that 5-year period
18 by a board or regional superintendent of schools applying on
19 behalf of schools or programs operated by the regional office
20 of education following the procedure as set forth in this
21 Section for the initial waiver or modification request. If
22 neither the State Board of Education nor the General Assembly
23 disapproves, the change is deemed granted.

24 (f) (Blank).

25 (g) An empowerment area, as defined in the Education
26 Empowerment Act, is exempt from the waiver process under this

1 Section to the extent provided in subsection (g) of Section 30
2 of the Education Empowerment Act.

3 (Source: P.A. 99-78, eff. 7-20-15; 100-465, eff. 8-31-17.)

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