

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 Illinois Grant Funds Recovery Act is
5 amended by changing Section 4 as follows:

6 (30 ILCS 705/4) (from Ch. 127, par. 2304)

7 Sec. 4. Grant Application and Agreement Requirements.

8 (a) Any person or organization, public or private,
9 desiring to receive grant funds must submit a grant
10 application to the appropriate grantor agency. Applications
11 for grant funds shall be made on prescribed forms developed by
12 the grantor agency, and shall include, without being limited
13 to, the following provisions:

14 (1) the name, address, chief officers, and general
15 description of the applicant;

16 (2) a general description of the program, project, or
17 use for which grant funding is requested;

18 (3) such plans, equipment lists, and other documents
19 as may be required to show the type, structure, and
20 general character of the program, project, or use for
21 which grant funding is requested;

22 (4) cost estimates of developing, constructing,
23 operating, or completing the program, project, or use for

1 which grant funding is requested; and

2 (5) a program of proposed expenditures for the grant
3 funds.

4 (b) Grant funds may not be used except pursuant to a
5 written grant agreement, and any disbursement of grant funds
6 without a grant agreement is void. At a minimum, a grant
7 agreement must:

8 (1) describe the purpose of the grant and be signed by
9 the grantor agency making the grant and all grantees of
10 the grant;

11 (2) except for grant agreements pertaining to school
12 maintenance project grants under Section 5-100 of the
13 School Construction Law, specify how payments shall be
14 made, what constitutes permissible expenditure of the
15 grant funds, and the financial controls applicable to the
16 grant, including, for those grants in excess of \$25,000,
17 the filing of quarterly reports describing the progress of
18 the program, project, or use and the expenditure of the
19 grant funds related thereto;

20 (2.5) for grant agreements pertaining to school
21 maintenance project grants under Section 5-100 of the
22 School Construction Law, specify how payments shall be
23 made, what constitutes permissible expenditure of the
24 grant funds, and the financial controls applicable to the
25 grant, including the filing of final reports describing
26 the program, project, or use and the expenditure of the

1 grant funds related thereto;

2 (3) specify the period of time for which the grant is
3 valid and, subject to the limitation of Section 5, the
4 period of time during which grant funds may be expended by
5 the grantee;

6 (4) contain a provision that any grantees receiving
7 grant funds are required to permit the grantor agency, the
8 Auditor General, or the Attorney General to inspect and
9 audit any books, records, or papers related to the
10 program, project, or use for which grant funds were
11 provided;

12 (5) contain a provision that all funds remaining at
13 the end of the grant agreement or at the expiration of the
14 period of time grant funds are available for expenditure
15 or obligation by the grantee shall be returned to the
16 State within 45 days; and

17 (6) contain a provision in which the grantee certifies
18 under oath that all information in the grant agreement is
19 true and correct to the best of the grantee's knowledge,
20 information, and belief; that the funds shall be used only
21 for the purposes described in the grant agreement; and
22 that the award of grant funds is conditioned upon such
23 certification.

24 (Source: P.A. 96-795, eff. 7-1-10 (see Section 5 of P.A.
25 96-793 for the effective date of changes made by P.A.
26 96-795).)

1 Section 10. The Soybean Ink Act is amended by changing
2 Section 10 as follows:

3 (50 ILCS 520/10)

4 Sec. 10. Use of soybean ink. Contractors shall use soybean
5 oil-based ink when providing printing services to units of
6 local government ~~and school districts~~ unless the unit of local
7 government ~~or school district~~ determines that another type of
8 ink is required to assure high quality and reasonable pricing
9 of the printed product.

10 (Source: P.A. 90-146, eff. 1-1-98.)

11 Section 15. The School Code is amended by changing
12 Sections 2-3.14, 2-3.25, 2-3.25g, 2-3.66b, 2-3.190, 10-17a,
13 10-20.9a, 10-20.13, 10-20.14, 10-20.19c, 10-22.39, 10-30,
14 22-80, 22-83, 24-2, 26A-15, 26A-25, 27A-5, 34-18.66, and
15 34-21.6, by adding Sections 22-62, 22-115, 27-105, 27-205,
16 27-210, 27-215, 27-220, 27-225, 27-230, 27-235, 27-240,
17 27-245, 27-250, 27-255, 27-405, 27-510, and 27-1005, by adding
18 headings preceding Sections 27-1, 27-105, 27-205, 27-305,
19 27-405, 27-505, 27-605, 27-705, 27-805, 27-905, and 27-1005,
20 by changing and renumbering Sections 27-4, 27-6, 27-6.3, 27-7,
21 27-8.1, 27-9.1b, 27-12.1, 27-13.3, 27-17, 27-20.05, 27-20.08,
22 27-21, 27-22, 27-22.1, 27-22.05, 27-22.10, 27-24, 27-24.7,
23 27-24.10, and 27-27, and by renumbering Sections 27-5, 27-6.5,

1 27-9, 27-9.1a, 27-13.1, 27-14, 27-20.1, 27-20.3, 27-20.4,
2 27-20.5, 27-20.6, 27-20.7, 27-20.8, 27-22.2, 27-22.3, 27-23.1,
3 27-23.4, 27-23.5, 27-23.6, 27-23.7, 27-23.8, 27-23.10,
4 27-23.11, 27-23.13, 27-23.14, 27-23.15, 27-23.16, 27-23.17, as
5 added by Public Act 103-598, 27-23.17, as added by Public Act
6 103-764, 27-24.1, 27-24.2, 27-24.2a, 27-24.3, 27-24.4,
7 27-24.5, 27-24.6, 27-24.8, and 27-24.9 as follows:

8 (105 ILCS 5/2-3.14) (from Ch. 122, par. 2-3.14)

9 Sec. 2-3.14. Representative government. To put into effect
10 the provisions of Sections 27-510 and 27-515 of this Code ~~27-3~~
11 ~~and 27-4~~ relative to representative government.

12 (Source: Laws 1961, p. 31.)

13 (105 ILCS 5/2-3.25) (from Ch. 122, par. 2-3.25)

14 Sec. 2-3.25. Standards for schools.

15 (a) To determine for all types of schools conducted under
16 this Act efficient and adequate standards for the physical
17 plant, heating, lighting, ventilation, sanitation, safety,
18 equipment and supplies, instruction and teaching, curriculum,
19 library, operation, maintenance, administration and
20 supervision, and to issue, refuse to issue or revoke
21 certificates of recognition for schools or school districts
22 pursuant to standards established hereunder; to determine and
23 establish efficient and adequate standards for approval of
24 credit for courses given and conducted by schools outside of

1 the regular school term.

2 (a-5) (Blank). ~~On or before July 1, 2021, the State Board~~
3 ~~of Education must adopt revised social science learning~~
4 ~~standards that are inclusive and reflective of all individuals~~
5 ~~in this country.~~

6 (b) (Blank). ~~Whenever it appears that a secondary or unit~~
7 ~~school district may be unable to offer courses enabling~~
8 ~~students in grades 9 through 12 to meet the minimum~~
9 ~~preparation and admission requirements for public colleges and~~
10 ~~universities adopted by the Board of Higher Education, the~~
11 ~~State Board of Education shall assist the district in~~
12 ~~reviewing and analyzing its existing curriculum with~~
13 ~~particular reference to the educational needs of all pupils of~~
14 ~~the district and the sufficiency of existing and future~~
15 ~~revenues and payments available to the district for~~
16 ~~development of a curriculum which will provide maximum~~
17 ~~educational opportunity to pupils of the district. The review~~
18 ~~and analysis may consider achievement of this goal not only~~
19 ~~through implementation of traditional classroom methods but~~
20 ~~also through development of and participation in joint~~
21 ~~educational programs with other school districts or~~
22 ~~institutions of higher education, or alternative programs~~
23 ~~employing modern technological methods including but not~~
24 ~~limited to the use of television, telephones, computers, radio~~
25 ~~and other electronic devices.~~

26 (Source: P.A. 101-654, eff. 3-8-21.)

1 (105 ILCS 5/2-3.25g) (from Ch. 122, par. 2-3.25g)
2 Sec. 2-3.25g. Waiver or modification of mandates within
3 the School Code and administrative rules and regulations.

4 (a) In this Section:

5 "Board" means a school board or the governing board or
6 administrative district, as the case may be, for a joint
7 agreement.

8 "Eligible applicant" means a school district, joint
9 agreement made up of school districts, or regional
10 superintendent of schools on behalf of schools and
11 programs operated by the regional office of education.

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

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

15 (b) Notwithstanding any other provisions of this School
16 Code or any other law of this State to the contrary, eligible
17 applicants may petition the State Board of Education for the
18 waiver or modification of the mandates of this School Code or
19 of the administrative rules and regulations promulgated by the
20 State Board of Education. Waivers or modifications of
21 administrative rules and regulations and modifications of
22 mandates of this School Code may be requested when an eligible
23 applicant demonstrates that it can address the intent of the
24 rule or mandate in a more effective, efficient, or economical
25 manner or when necessary to stimulate innovation or improve

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

19 (c) Eligible applicants, as a matter of inherent
20 managerial policy, and any Independent Authority established
21 under Section 2-3.25f-5 of this Code may submit an application
22 for a waiver or modification authorized under this Section.
23 Each application must include a written request by the
24 eligible applicant or Independent Authority and must
25 demonstrate that the intent of the mandate can be addressed in
26 a more effective, efficient, or economical manner or be based

1 upon a specific plan for improved student performance and
2 school improvement. Any eligible applicant requesting a waiver
3 or modification for the reason that intent of the mandate can
4 be addressed in a more economical manner shall include in the
5 application a fiscal analysis showing current expenditures on
6 the mandate and projected savings resulting from the waiver or
7 modification. Applications and plans developed by eligible
8 applicants must be approved by the board or regional
9 superintendent of schools applying on behalf of schools or
10 programs operated by the regional office of education
11 following a public hearing on the application and plan and the
12 opportunity for the board or regional superintendent to hear
13 testimony from staff directly involved in its implementation,
14 parents, and students. The time period for such testimony
15 shall be separate from the time period established by the
16 eligible applicant for public comment on other matters.

17 (c-5) If the applicant is a school district, then the
18 district shall post information that sets forth the time,
19 date, place, and general subject matter of the public hearing
20 on its Internet website at least 14 days prior to the hearing.
21 If the district is requesting to increase the fee charged for
22 driver education authorized pursuant to Section 27-815 ~~27-24.2~~
23 of this Code, the website information shall include the
24 proposed amount of the fee the district will request. All
25 school districts must publish a notice of the public hearing
26 at least 7 days prior to the hearing in a newspaper of general

1 circulation within the school district that sets forth the
2 time, date, place, and general subject matter of the hearing.
3 Districts requesting to increase the fee charged for driver
4 education shall include in the published notice the proposed
5 amount of the fee the district will request. If the applicant
6 is a joint agreement or regional superintendent, then the
7 joint agreement or regional superintendent shall post
8 information that sets forth the time, date, place, and general
9 subject matter of the public hearing on its Internet website
10 at least 14 days prior to the hearing. If the joint agreement
11 or regional superintendent is requesting to increase the fee
12 charged for driver education authorized pursuant to Section
13 27-815 ~~27-24.2~~ of this Code, the website information shall
14 include the proposed amount of the fee the applicant will
15 request. All joint agreements and regional superintendents
16 must publish a notice of the public hearing at least 7 days
17 prior to the hearing in a newspaper of general circulation in
18 each school district that is a member of the joint agreement or
19 that is served by the educational service region that sets
20 forth the time, date, place, and general subject matter of the
21 hearing, provided that a notice appearing in a newspaper
22 generally circulated in more than one school district shall be
23 deemed to fulfill this requirement with respect to all of the
24 affected districts. Joint agreements or regional
25 superintendents requesting to increase the fee charged for
26 driver education shall include in the published notice the

1 proposed amount of the fee the applicant will request. The
2 eligible applicant must notify either electronically or in
3 writing the affected exclusive collective bargaining agent and
4 those State legislators representing the eligible applicant's
5 territory of its intent to seek approval of a waiver or
6 modification and of the hearing to be held to take testimony
7 from staff. The affected exclusive collective bargaining
8 agents shall be notified of such public hearing at least 7 days
9 prior to the date of the hearing and shall be allowed to attend
10 such public hearing. The eligible applicant shall attest to
11 compliance with all of the notification and procedural
12 requirements set forth in this Section.

13 (d) A request for a waiver or modification of
14 administrative rules and regulations or for a modification of
15 mandates contained in this School Code shall be submitted to
16 the State Board of Education within 15 days after approval by
17 the board or regional superintendent of schools. The
18 application as submitted to the State Board of Education shall
19 include a description of the public hearing. Following receipt
20 of the waiver or modification request, the State Board shall
21 have 45 days to review the application and request. If the
22 State Board fails to disapprove the application within that
23 45-day period, the waiver or modification shall be deemed
24 granted. The State Board may disapprove any request if it is
25 not based upon sound educational practices, endangers the
26 health or safety of students or staff, compromises equal

1 opportunities for learning, or fails to demonstrate that the
2 intent of the rule or mandate can be addressed in a more
3 effective, efficient, or economical manner or have improved
4 student performance as a primary goal. Any request disapproved
5 by the State Board may be appealed to the General Assembly by
6 the eligible applicant as outlined in this Section.

7 A request for a waiver from mandates contained in this
8 School Code shall be submitted to the State Board within 15
9 days after approval by the board or regional superintendent of
10 schools. The application as submitted to the State Board of
11 Education shall include a description of the public hearing.
12 The description shall include, but need not be limited to, the
13 means of notice, the number of people in attendance, the
14 number of people who spoke as proponents or opponents of the
15 waiver, a brief description of their comments, and whether
16 there were any written statements submitted. The State Board
17 shall review the applications and requests for completeness
18 and shall compile the requests in reports to be filed with the
19 General Assembly. The State Board shall file reports outlining
20 the waivers requested by eligible applicants and appeals by
21 eligible applicants of requests disapproved by the State Board
22 with the Senate and the House of Representatives before each
23 March 1 and October 1.

24 The report shall be reviewed by a panel of 4 members
25 consisting of:

- 26 (1) the Speaker of the House of Representatives;

1 (2) the Minority Leader of the House of
2 Representatives;

3 (3) the President of the Senate; and

4 (4) the Minority Leader of the Senate.

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

22 The General Assembly may disapprove any waiver request
23 submitted to the General Assembly pursuant to this subsection
24 (d) in whole or in part within 60 calendar days after each
25 house of the General Assembly next convenes after the waiver
26 request is submitted by adoption of a resolution by a record

1 vote of the majority of members elected in each house. If the
2 General Assembly fails to disapprove any waiver request or
3 appealed request within such 60-day period, the waiver or
4 modification shall be deemed granted. Any resolution adopted
5 by the General Assembly disapproving a report of the State
6 Board in whole or in part shall be binding on the State Board.

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

17 (f) (Blank).

18 (Source: P.A. 100-465, eff. 8-31-17; 100-782, eff. 1-1-19;
19 101-81, eff. 7-12-19.)

20 (105 ILCS 5/2-3.66b)

21 Sec. 2-3.66b. IHOPE Program.

22 (a) There is established the Illinois Hope and Opportunity
23 Pathways through Education (IHOPE) Program. The State Board of
24 Education shall implement and administer the IHOPE Program.
25 The goal of the IHOPE Program is to develop a comprehensive

1 system in this State to re-enroll significant numbers of high
2 school dropouts in programs that will enable them to earn
3 their high school diploma.

4 (b) The IHOPE Program shall award grants, subject to
5 appropriation for this purpose, to educational service regions
6 and a school district organized under Article 34 of this Code
7 from appropriated funds to assist in establishing
8 instructional programs and other services designed to
9 re-enroll high school dropouts. From any funds appropriated
10 for the IHOPE Program, the State Board of Education may use up
11 to 5% for administrative costs, including the performance of a
12 program evaluation and the hiring of staff to implement and
13 administer the program.

14 The IHOPE Program shall provide incentive grant funds for
15 regional offices of education and a school district organized
16 under Article 34 of this Code to develop partnerships with
17 school districts, public community colleges, and community
18 groups to build comprehensive plans to re-enroll high school
19 dropouts in their regions or districts.

20 Programs funded through the IHOPE Program shall allow high
21 school dropouts, up to and including age 21 notwithstanding
22 Section 26-2 of this Code, to re-enroll in an educational
23 program in conformance with rules adopted by the State Board
24 of Education. Programs may include without limitation
25 comprehensive year-round programming, evening school, summer
26 school, community college courses, adult education, vocational

1 training, work experience, programs to enhance self-concept,
2 and parenting courses. Any student in the IHOPE Program who
3 wishes to earn a high school diploma must meet the
4 prerequisites to receiving a high school diploma specified in
5 Section 27-605 ~~27-22~~ of this Code and any other graduation
6 requirements of the student's district of residence. Any
7 student who successfully completes the requirements for his or
8 her graduation shall receive a diploma identifying the student
9 as graduating from his or her district of residence.

10 (c) In order to be eligible for funding under the IHOPE
11 Program, an interested regional office of education or a
12 school district organized under Article 34 of this Code shall
13 develop an IHOPE Plan to be approved by the State Board of
14 Education. The State Board of Education shall develop rules
15 for the IHOPE Program that shall set forth the requirements
16 for the development of the IHOPE Plan. Each Plan shall involve
17 school districts, public community colleges, and key community
18 programs that work with high school dropouts located in an
19 educational service region or the City of Chicago before the
20 Plan is sent to the State Board for approval. No funds may be
21 distributed to a regional office of education or a school
22 district organized under Article 34 of this Code until the
23 State Board has approved the Plan.

24 (d) A regional office of education or a school district
25 organized under Article 34 of this Code may operate its own
26 program funded by the IHOPE Program or enter into a contract

1 with other not-for-profit entities, including school
2 districts, public community colleges, and not-for-profit
3 community-based organizations, to operate a program.

4 A regional office of education or a school district
5 organized under Article 34 of this Code that receives an IHOPE
6 grant from the State Board of Education may provide funds
7 under a sub-grant, as specified in the IHOPE Plan, to other
8 not-for-profit entities to provide services according to the
9 IHOPE Plan that was developed. These other entities may
10 include school districts, public community colleges, or
11 not-for-profit community-based organizations or a cooperative
12 partnership among these entities.

13 (e) In order to distribute funding based upon the need to
14 ensure delivery of programs that will have the greatest
15 impact, IHOPE Program funding must be distributed based upon
16 the proportion of dropouts in the educational service region
17 or school district, in the case of a school district organized
18 under Article 34 of this Code, to the total number of dropouts
19 in this State. This formula shall employ the dropout data
20 provided by school districts to the State Board of Education.

21 A regional office of education or a school district
22 organized under Article 34 of this Code may claim State aid
23 under Section 18-8.05 or 18-8.15 of this Code for students
24 enrolled in a program funded by the IHOPE Program, provided
25 that the State Board of Education has approved the IHOPE Plan
26 and that these students are receiving services that are

1 meeting the requirements of Section 27-605 ~~27-22~~ of this Code
2 for receipt of a high school diploma and are otherwise
3 eligible to be claimed for general State aid under Section
4 18-8.05 of this Code or evidence-based funding under Section
5 18-8.15 of this Code, including provisions related to the
6 minimum number of days of pupil attendance pursuant to Section
7 10-19 of this Code and the minimum number of daily hours of
8 school work required under Section 10-19.05 and any exceptions
9 thereto as defined by the State Board of Education in rules.

10 (f) IHOPE categories of programming may include the
11 following:

12 (1) Full-time programs that are comprehensive,
13 year-round programs.

14 (2) Part-time programs combining work and study
15 scheduled at various times that are flexible to the needs
16 of students.

17 (3) Online programs and courses in which students take
18 courses and complete on-site, supervised tests that
19 measure the student's mastery of a specific course needed
20 for graduation. Students may take courses online and earn
21 credit or students may prepare to take supervised tests
22 for specific courses for credit leading to receipt of a
23 high school diploma.

24 (4) Dual enrollment in which students attend high
25 school classes in combination with community college
26 classes or students attend community college classes while

1 simultaneously earning high school credit and eventually a
2 high school diploma.

3 (g) In order to have successful comprehensive programs
4 re-enrolling and graduating low-skilled high school dropouts,
5 programs funded through the IHOPE Program shall include all of
6 the following components:

7 (1) Small programs (70 to 100 students) at a separate
8 school site with a distinct identity. Programs may be
9 larger with specific need and justification, keeping in
10 mind that it is crucial to keep programs small to be
11 effective.

12 (2) Specific performance-based goals and outcomes and
13 measures of enrollment, attendance, skills, credits,
14 graduation, and the transition to college, training, and
15 employment.

16 (3) Strong, experienced leadership and teaching staff
17 who are provided with ongoing professional development.

18 (4) Voluntary enrollment.

19 (5) High standards for student learning, integrating
20 work experience, and education, including during the
21 school year and after school, and summer school programs
22 that link internships, work, and learning.

23 (6) Comprehensive programs providing extensive support
24 services.

25 (7) Small teams of students supported by full-time
26 paid mentors who work to retain and help those students

1 graduate.

2 (8) A comprehensive technology learning center with
3 Internet access and broad-based curriculum focusing on
4 academic and career subject areas.

5 (9) Learning opportunities that incorporate action
6 into study.

7 (h) Programs funded through the IHOPE Program must report
8 data to the State Board of Education as requested. This
9 information shall include, but is not limited to, student
10 enrollment figures, attendance information, course completion
11 data, graduation information, and post-graduation information,
12 as available.

13 (i) Rules must be developed by the State Board of
14 Education to set forth the fund distribution process to
15 regional offices of education and a school district organized
16 under Article 34 of this Code, the planning and the conditions
17 upon which an IHOPE Plan would be approved by State Board, and
18 other rules to develop the IHOPE Program.

19 (Source: P.A. 100-465, eff. 8-31-17; 101-12, eff. 7-1-19.)

20 (105 ILCS 5/2-3.190)

21 Sec. 2-3.190. Anaphylactic policy for school districts.

22 (a) The State Board of Education, in consultation with the
23 Department of Public Health, shall establish an anaphylactic
24 policy for school districts setting forth guidelines and
25 procedures to be followed both for the prevention of

1 anaphylaxis and during a medical emergency resulting from
2 anaphylaxis. The policy shall be developed after consultation
3 with the advisory committee established pursuant to Section
4 27-225 of this Code ~~5 of the Critical Health Problems and~~
5 ~~Comprehensive Health Education Act~~. In establishing the policy
6 required under this Section, the State Board shall consider
7 existing requirements and current and best practices for
8 schools regarding allergies and anaphylaxis. The State Board
9 must also consider the voluntary guidelines for managing food
10 allergies in schools issued by the United States Department of
11 Health and Human Services.

12 (b) The anaphylactic policy established under subsection
13 (a) shall include the following:

14 (1) A procedure and treatment plan, including
15 emergency protocols and responsibilities for school nurses
16 and other appropriate school personnel, for responding to
17 anaphylaxis.

18 (2) Requirements for a training course for appropriate
19 school personnel on preventing and responding to
20 anaphylaxis.

21 (3) A procedure and appropriate guidelines for the
22 development of an individualized emergency health care
23 plan for children with a food or other allergy that could
24 result in anaphylaxis.

25 (4) A communication plan for intake and dissemination
26 of information provided by this State regarding children

1 with a food or other allergy that could result in
2 anaphylaxis, including a discussion of methods,
3 treatments, and therapies to reduce the risk of allergic
4 reactions, including anaphylaxis.

5 (5) Strategies for reducing the risk of exposure to
6 anaphylactic causative agents, including food and other
7 allergens.

8 (6) A communication plan for discussion with children
9 who have developed adequate verbal communication and
10 comprehension skills and with the parents or guardians of
11 all children about foods that are safe and unsafe and
12 about strategies to avoid exposure to unsafe food.

13 (c) At least once each calendar year, each school district
14 shall send a notification to the parents or guardians of all
15 children under the care of a school to make them aware of the
16 anaphylactic policy. The notification shall include contact
17 information for parents and guardians to engage further with
18 the school to learn more about individualized aspects of the
19 policy.

20 (d) At least 6 months after August 20, 2021 (the effective
21 date of Public Act 102-413), the anaphylactic policy
22 established under subsection (a) shall be forwarded by the
23 State Board to the school board of each school district in this
24 State. Each school district shall implement or update, as
25 appropriate, its anaphylactic policy in accordance with those
26 developed by the State Board within 6 months after receiving

1 the anaphylactic policy from the State Board.

2 (e) The anaphylactic policy established under subsection
3 (a) shall be reviewed and updated, if necessary, at least once
4 every 3 years.

5 (f) The State Board shall post the anaphylactic policy
6 established under subsection (a) and resources regarding
7 allergies and anaphylaxis on its website.

8 (g) The State Board may adopt any rules necessary to
9 implement this Section.

10 (Source: P.A. 102-413, eff. 8-20-21; 102-813, eff. 5-13-22.)

11 (105 ILCS 5/10-17a)

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

14 (1) By October 31, 2013 and October 31 of each subsequent
15 school year, the State Board of Education, through the State
16 Superintendent of Education, shall prepare a State report
17 card, school district report cards, and school report cards,
18 and shall by the most economical means provide to each school
19 district in this State, including special charter districts
20 and districts subject to the provisions of Article 34, the
21 report cards for the school district and each of its schools.
22 Because of the impacts of the COVID-19 public health emergency
23 during school year 2020-2021, the State Board of Education
24 shall have until December 31, 2021 to prepare and provide the
25 report cards that would otherwise be due by October 31, 2021.

1 During a school year in which the Governor has declared a
2 disaster due to a public health emergency pursuant to Section
3 7 of the Illinois Emergency Management Agency Act, the report
4 cards for the school districts and each of its schools shall be
5 prepared by December 31.

6 (2) In addition to any information required by federal
7 law, the State Superintendent shall determine the indicators
8 and presentation of the school report card, which must
9 include, at a minimum, the most current data collected and
10 maintained by the State Board of Education related to the
11 following:

12 (A) school characteristics and student demographics,
13 including average class size, average teaching experience,
14 student racial/ethnic breakdown, and the percentage of
15 students classified as low-income; the percentage of
16 students classified as English learners, the number of
17 students who graduate from a bilingual or English learner
18 program, and the number of students who graduate from,
19 transfer from, or otherwise leave bilingual programs; the
20 percentage of students who have individualized education
21 plans or 504 plans that provide for special education
22 services; the number and the percentage of all students in
23 grades kindergarten through 8, disaggregated by the
24 student demographics described in this paragraph (A), in
25 each of the following categories: (i) those who have been
26 assessed for placement in a gifted education program or

1 accelerated placement, (ii) those who have enrolled in a
2 gifted education program or in accelerated placement, and
3 (iii) for each of categories (i) and (ii), those who
4 received direct instruction from a teacher who holds a
5 gifted education endorsement; the number and the
6 percentage of all students in grades 9 through 12,
7 disaggregated by the student demographics described in
8 this paragraph (A), who have been enrolled in an advanced
9 academic program; the percentage of students scoring at
10 the "exceeds expectations" level on the assessments
11 required under Section 2-3.64a-5 of this Code; the
12 percentage of students who annually transferred in or out
13 of the school district; average daily attendance; the
14 per-pupil operating expenditure of the school district;
15 and the per-pupil State average operating expenditure for
16 the district type (elementary, high school, or unit);

17 (B) curriculum information, including, where
18 applicable, Advanced Placement, International
19 Baccalaureate or equivalent courses, dual credit courses,
20 foreign language classes, computer science courses, school
21 personnel resources (including Career Technical Education
22 teachers), before and after school programs,
23 extracurricular activities, subjects in which elective
24 classes are offered, health and wellness initiatives
25 (including the average number of days of Physical
26 Education per week per student), approved programs of

1 study, awards received, community partnerships, and
2 special programs such as programming for the gifted and
3 talented, students with disabilities, and work-study
4 students;

5 (C) student outcomes, including, where applicable, the
6 percentage of students deemed proficient on assessments of
7 State standards, the percentage of students in the eighth
8 grade who pass Algebra, the percentage of students who
9 participated in workplace learning experiences, the
10 percentage of students enrolled in post-secondary
11 institutions (including colleges, universities, community
12 colleges, trade/vocational schools, and training programs
13 leading to career certification within 2 semesters of high
14 school graduation), the percentage of students graduating
15 from high school who are college and career ready, the
16 percentage of graduates enrolled in community colleges,
17 colleges, and universities who are in one or more courses
18 that the community college, college, or university
19 identifies as a developmental course, and the percentage
20 of students with disabilities under the federal
21 Individuals with Disabilities Education Act and Article 14
22 of this Code who have fulfilled the minimum State
23 graduation requirements set forth in Section 27-605 ~~27-22~~
24 of this Code and have been issued a regular high school
25 diploma;

26 (D) student progress, including, where applicable, the

1 percentage of students in the ninth grade who have earned
2 5 credits or more without failing more than one core
3 class, a measure of students entering kindergarten ready
4 to learn, a measure of growth, and the percentage of
5 students who enter high school on track for college and
6 career readiness;

7 (E) the school environment, including, where
8 applicable, high school dropout rate by grade level, the
9 percentage of students with less than 10 absences in a
10 school year, the percentage of teachers with less than 10
11 absences in a school year for reasons other than
12 professional development, leaves taken pursuant to the
13 federal Family Medical Leave Act of 1993, long-term
14 disability, or parental leaves, the 3-year average of the
15 percentage of teachers returning to the school from the
16 previous year, the number of different principals at the
17 school in the last 6 years, the number of teachers who hold
18 a gifted education endorsement, the process and criteria
19 used by the district to determine whether a student is
20 eligible for participation in a gifted education program
21 or advanced academic program and the manner in which
22 parents and guardians are made aware of the process and
23 criteria, the number of teachers who are National Board
24 Certified Teachers, disaggregated by race and ethnicity, 2
25 or more indicators from any school climate survey selected
26 or approved by the State and administered pursuant to

1 Section 2-3.153 of this Code, with the same or similar
2 indicators included on school report cards for all surveys
3 selected or approved by the State pursuant to Section
4 2-3.153 of this Code, the combined percentage of teachers
5 rated as proficient or excellent in their most recent
6 evaluation, and, beginning with the 2022-2023 school year,
7 data on the number of incidents of violence that occurred
8 on school grounds or during school-related activities and
9 that resulted in an out-of-school suspension, expulsion,
10 or removal to an alternative setting, as reported pursuant
11 to Section 2-3.162;

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

15 (G) the total and per pupil normal cost amount the
16 State contributed to the Teachers' Retirement System of
17 the State of Illinois in the prior fiscal year for the
18 school's employees, which shall be reported to the State
19 Board of Education by the Teachers' Retirement System of
20 the State of Illinois;

21 (H) for a school district organized under Article 34
22 of this Code only, State contributions to the Public
23 School Teachers' Pension and Retirement Fund of Chicago
24 and State contributions for health care for employees of
25 that school district;

26 (I) a school district's Final Percent of Adequacy, as

1 defined in paragraph (4) of subsection (f) of Section
2 18-8.15 of this Code;

3 (J) a school district's Local Capacity Target, as
4 defined in paragraph (2) of subsection (c) of Section
5 18-8.15 of this Code, displayed as a percentage amount;

6 (K) a school district's Real Receipts, as defined in
7 paragraph (1) of subsection (d) of Section 18-8.15 of this
8 Code, divided by a school district's Adequacy Target, as
9 defined in paragraph (1) of subsection (b) of Section
10 18-8.15 of this Code, displayed as a percentage amount;

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

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

19 (N) whether the school offered its students career and
20 technical education opportunities; and

21 (O) beginning with the October 2024 report card, the
22 total number of school counselors, school social workers,
23 school nurses, and school psychologists by school,
24 district, and State, the average number of students per
25 school counselor in the school, district, and State, the
26 average number of students per school social worker in the

1 school, district, and State, the average number of
2 students per school nurse in the school, district, and
3 State, and the average number of students per school
4 psychologist in the school, district, and State.

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

12 As used in this subsection (2):

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

15 "Administrative costs" means costs associated with
16 executive, administrative, or managerial functions within the
17 school district that involve planning, organizing, managing,
18 or directing the school district.

19 "Advanced academic program" means a course of study,
20 including, but not limited to, accelerated placement, advanced
21 placement coursework, International Baccalaureate coursework,
22 dual credit, or any course designated as enriched or honors,
23 that a student is enrolled in based on advanced cognitive
24 ability or advanced academic achievement compared to local age
25 peers and in which the curriculum is substantially
26 differentiated from the general curriculum to provide

1 appropriate challenge and pace.

2 "Computer science" means the study of computers and
3 algorithms, including their principles, their hardware and
4 software designs, their implementation, and their impact on
5 society. "Computer science" does not include the study of
6 everyday uses of computers and computer applications, such as
7 keyboarding or accessing the Internet.

8 "Gifted education" means educational services, including
9 differentiated curricula and instructional methods, designed
10 to meet the needs of gifted children as defined in Article 14A
11 of this Code.

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

17 (2.5) For any school report card prepared after July 1,
18 2025, for all high school graduation completion rates that are
19 reported on the school report card as required under this
20 Section or by any other State or federal law, the State
21 Superintendent of Education shall also report the percentage
22 of students who did not meet the requirements of high school
23 graduation completion for any reason and, of those students,
24 the percentage that are classified as students who fulfill the
25 requirements of Section 14-16 of this Code.

26 The State Superintendent shall ensure that for the

1 2023-2024 school year there is a specific code for districts
2 to report students who fulfill the requirements of Section
3 14-16 of this Code to ensure accurate reporting under this
4 Section.

5 All reporting requirements under this subsection (2.5)
6 shall be included on the school report card where high school
7 graduation completion rates are reported, along with a brief
8 explanation of how fulfilling the requirements of Section
9 14-16 of this Code is different from receiving a regular high
10 school diploma.

11 (3) At the discretion of the State Superintendent, the
12 school district report card shall include a subset of the
13 information identified in paragraphs (A) through (E) of
14 subsection (2) of this Section, as well as information
15 relating to the operating expense per pupil and other finances
16 of the school district, and the State report card shall
17 include a subset of the information identified in paragraphs
18 (A) through (E) and paragraph (N) of subsection (2) of this
19 Section. The school district report card shall include the
20 average daily attendance, as that term is defined in
21 subsection (2) of this Section, of students who have
22 individualized education programs and students who have 504
23 plans that provide for special education services within the
24 school district.

25 (4) Notwithstanding anything to the contrary in this
26 Section, in consultation with key education stakeholders, the

1 State Superintendent shall at any time have the discretion to
2 amend or update any and all metrics on the school, district, or
3 State report card.

4 (5) Annually, no more than 30 calendar days after receipt
5 of the school district and school report cards from the State
6 Superintendent of Education, each school district, including
7 special charter districts and districts subject to the
8 provisions of Article 34, shall present such report cards at a
9 regular school board meeting subject to applicable notice
10 requirements, post the report cards on the school district's
11 Internet web site, if the district maintains an Internet web
12 site, make the report cards available to a newspaper of
13 general circulation serving the district, and, upon request,
14 send the report cards home to a parent (unless the district
15 does not maintain an Internet web site, in which case the
16 report card shall be sent home to parents without request). If
17 the district posts the report card on its Internet web site,
18 the district shall send a written notice home to parents
19 stating (i) that the report card is available on the web site,
20 (ii) the address of the web site, (iii) that a printed copy of
21 the report card will be sent to parents upon request, and (iv)
22 the telephone number that parents may call to request a
23 printed copy of the report card.

24 (6) Nothing contained in Public Act 98-648 repeals,
25 supersedes, invalidates, or nullifies final decisions in
26 lawsuits pending on July 1, 2014 (the effective date of Public

1 Act 98-648) in Illinois courts involving the interpretation of
2 Public Act 97-8.

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

4 "Advanced coursework or programs" means any high school
5 courses, sequence of courses, or class or grouping of students
6 organized to provide more rigorous, enriched, advanced,
7 accelerated, gifted, or above grade-level instruction. This
8 may include, but is not limited to, Advanced Placement
9 courses, International Baccalaureate courses, honors,
10 weighted, advanced, or enriched courses, or gifted or
11 accelerated programs, classrooms, or courses.

12 "Course" means any high school class or course offered by
13 a school that is assigned a school course code by the State
14 Board of Education.

15 "High school" means a school that maintains any of grades
16 9 through 12.

17 "Standard coursework or programs" means any high school
18 courses or classes other than advanced coursework or programs.

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

1 school district's Internet website, if the district maintains
2 an Internet website, a hyperlink to the Report on the State
3 Board's Internet website titled "Expanded High School
4 Coursework Snapshot Report". Hyperlinks under this subsection
5 (7) shall be displayed in a manner that is easily accessible to
6 the public.

7 The Expanded High School Coursework Snapshot Report shall
8 include:

9 (A) a listing of all standard coursework or programs
10 that have high school student enrollment;

11 (B) a listing of all advanced coursework or programs
12 that have high school student enrollment;

13 (C) a listing of all coursework or programs that have
14 high school student enrollment by English learners;

15 (D) a listing of all coursework or programs that have
16 high school student enrollment by students with
17 disabilities;

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

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

1 coursework or programs;

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

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

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

25 (v) the number of high school teachers who possess
26 bachelor's degrees, master's degrees, or higher

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

8 (vi) the number of high school teachers who
9 possess bachelor's degrees, master's degrees, or
10 higher degrees and who are assigned to teach
11 coursework or programs that have high school student
12 enrollment by English learners compared with the
13 number of teachers who possess bachelor's degrees,
14 master's degrees, or higher degrees and who are not
15 assigned to teach coursework or programs that have
16 high school student enrollment by English learners;

17 (vii) the average student enrollment of advanced
18 coursework or programs offered in a high school
19 compared with the average student enrollment of
20 standard coursework or programs;

21 (viii) the percentages of high school students, by
22 race, gender, and program student group, who are
23 enrolled in advanced coursework or programs;

24 (ix) (blank);

25 (x) (blank);

26 (xi) (blank);

1 (xii) (blank);

2 (xiii) (blank);

3 (xiv) the percentage of high school students, by
4 race, gender, and program student group, who earn the
5 equivalent of a C grade or higher on a grade A through
6 F scale in one or more advanced coursework or programs
7 compared with the percentage of high school students,
8 by race, gender, and program student group, who earn
9 the equivalent of a C grade or higher on a grade A
10 through F scale in one or more standard coursework or
11 programs;

12 (xv) (blank);

13 (xvi) (blank); and

14 (F) data tables and graphs for each race and ethnicity
15 category and gender category describing:

16 (i) the total student number and student
17 percentage for Advanced Placement courses taken by
18 race and ethnicity category and gender category;

19 (ii) the total student number and student
20 percentage for International Baccalaureate courses
21 taken by race and ethnicity category and gender
22 category;

23 (iii) (blank);

24 (iv) (blank); and

25 (v) the total student number and student
26 percentage of high school students who earn a score of

1 3 or higher on the Advanced Placement exam associated
2 with an Advanced Placement course.

3 For data on teacher experience and education under this
4 subsection (7), a teacher who teaches a combination of courses
5 designated as advanced coursework or programs, courses or
6 programs that have high school student enrollment by English
7 learners, or standard coursework or programs shall be included
8 in all relevant categories and the teacher's level of
9 experience shall be added to the categories.

10 (Source: P.A. 102-16, eff. 6-17-21; 102-294, eff. 1-1-22;
11 102-539, eff. 8-20-21; 102-558, eff. 8-20-21; 102-594, eff.
12 7-1-22; 102-813, eff. 5-13-22; 103-116, eff. 6-30-23; 103-263,
13 eff. 6-30-23; 103-413, eff, 1-1-24; 103-503, eff. 1-1-24;
14 103-605, eff. 7-1-24; 103-780, eff. 8-2-24.)

15 (105 ILCS 5/10-20.9a) (from Ch. 122, par. 10-20.9a)

16 Sec. 10-20.9a. Final grade; promotion.

17 (a) Teachers shall administer the approved marking system
18 or other approved means of evaluating pupil progress. The
19 teacher shall maintain the responsibility and right to
20 determine grades and other evaluations of students within the
21 grading policies of the district based upon his or her
22 professional judgment of available criteria pertinent to any
23 given subject area or activity for which he or she is
24 responsible. District policy shall provide the procedure and
25 reasons by and for which a grade may be changed; provided that

1 no grade or evaluation shall be changed without notification
2 to the teacher concerning the nature and reasons for such
3 change. If such a change is made, the person making the change
4 shall assume such responsibility for determining the grade or
5 evaluation, and shall initial such change.

6 (b) School districts shall not promote students to the
7 next higher grade level based upon age or any other social
8 reasons not related to the academic performance of the
9 students. On or before September 1, 1998, school boards shall
10 adopt and enforce a policy on promotion as they deem necessary
11 to ensure that students meet local goals and objectives and
12 can perform at the expected grade level prior to promotion.
13 Decisions to promote or retain students in any classes shall
14 be based on successful completion of the curriculum,
15 attendance, performance based on the assessments required
16 under Section 2-3.64a-5 of this Code, the Iowa Test of Basic
17 Skills, or other testing or any other criteria established by
18 the school board. Students determined by the local district to
19 not qualify for promotion to the next higher grade shall be
20 provided remedial assistance, which may include, but shall not
21 be limited to, a summer bridge program of no less than 90
22 hours, tutorial sessions, increased or concentrated
23 instructional time, modifications to instructional materials,
24 and retention in grade.

25 (c) (Blank). ~~No public high school of a school district~~
26 ~~shall withhold a student's grades, transcripts, or diploma~~

1 ~~because of an unpaid balance on the student's school account.~~

2 ~~At the end of each school year, the school district shall~~
3 ~~catalogue and report to the State Board of Education the total~~
4 ~~amount that remains unpaid by students due to the prohibition~~
5 ~~under this subsection (c).~~

6 (d) (Blank). ~~On and after 3 years from the effective date~~
7 ~~of this amendatory Act of the 102nd General Assembly,~~
8 ~~subsection (c) is inoperative.~~

9 (Source: P.A. 102-727, eff. 5-6-22.)

10 (105 ILCS 5/10-20.13)

11 Sec. 10-20.13. Textbooks and instructional materials for
12 children of parents unable to buy them; waiver of fees and
13 finer; discrimination and punishment prohibited.

14 (a) To purchase, at the expense of the district, a
15 sufficient number of textbooks and instructional materials for
16 children whose parents are unable to buy them, including, but
17 not limited to, children living in households that meet the
18 free lunch or breakfast eligibility guidelines established by
19 the federal government pursuant to Section 1758 of the federal
20 Richard B. Russell National School Lunch Act (42 U.S.C. 1758;
21 7 CFR 245 et seq.) and homeless children and youth as defined
22 in Section 11434a of the federal McKinney-Vento Homeless
23 Assistance Act (42 U.S.C. 11434a), subject to verification as
24 set forth in subsection (c) of this Section. Such textbooks
25 shall be loaned only, and the directors shall require the

1 teacher to see that they are properly cared for and returned at
2 the end of each term of school.

3 (b) To waive all fees and any fines for the loss of school
4 property assessed by the district on children whose parents
5 are unable to afford them, including, but not limited to:

6 (1) children living in households that meet the free
7 lunch or breakfast eligibility guidelines established by
8 the federal government pursuant to Section 1758 of the
9 federal Richard B. Russell National School Lunch Act (42
10 U.S.C. 1758; 7 CFR 245 et seq.) and students whose parents
11 are veterans or active duty military personnel with income
12 at or below 200% of the federal poverty line, subject to
13 verification as set forth in subsection (c) of this
14 Section, and

15 (2) homeless children and youth as defined in Section
16 11434a of the federal McKinney-Vento Homeless Assistance
17 Act (42 U.S.C. 11434a).

18 Notice of waiver availability shall be given to parents or
19 guardians with every bill for fees or fines. The school board
20 shall adopt written policies and procedures for such waiver of
21 fees in accordance with regulations promulgated by the State
22 Board of Education.

23 (c) Any school board that participates in a federally
24 funded, school-based child nutrition program and uses a
25 student's application for, eligibility for, or participation
26 in the federally funded, school-based child nutrition program

1 (42 U.S.C. 1758; 7 CFR 245 et seq.) as the basis for waiving
2 fees assessed by the school district must follow the
3 verification requirements of the federally funded,
4 school-based child nutrition program (42 U.S.C. 1758; 7 CFR
5 245.6a).

6 A school board that establishes a process for the
7 determination of eligibility for waiver of fees assessed by
8 the school district that is completely independent of a
9 student's application for, eligibility for, or participation
10 in a federally funded, school-based child nutrition program
11 may provide for fee waiver verification no more often than
12 once per academic year. Information obtained during the
13 independent, fee waiver verification process indicating that
14 the student does not meet free lunch or breakfast eligibility
15 guidelines may be used to deny the waiver of the student's fees
16 or fines for the loss of school property, provided that any
17 information obtained through this independent process for
18 determining or verifying eligibility for fee waivers shall not
19 be used to determine or verify eligibility for any federally
20 funded, school-based child nutrition program. This subsection
21 shall not preclude children from obtaining waivers at any
22 point during the academic year.

23 (d) Regardless of whether a student has obtained a waiver
24 under this Section, a school board may not discriminate
25 against, punish, or penalize a student in any way because of an
26 unpaid balance on the student's school account or because the

1 student's parents or guardians are unable to pay any required
2 fees or fines for the loss of school property. This
3 prohibition includes, but is not limited to, the lowering of
4 grades, exclusion from any curricular or extracurricular
5 program of the school district, or withholding student
6 records, grades, transcripts, or diplomas. Any person who
7 violates this subsection (d) is guilty of a petty offense.

8 (Source: P.A. 102-805, eff. 1-1-23; 102-1032, eff. 5-27-22;
9 103-154, eff. 6-30-23.)

10 (105 ILCS 5/10-20.14) (from Ch. 122, par. 10-20.14)

11 Sec. 10-20.14. Student discipline policies; parent-teacher
12 advisory committee.

13 (a) To establish and maintain a parent-teacher advisory
14 committee to develop with the school board or governing body
15 of a charter school policy guidelines on student discipline,
16 including school searches and bullying prevention as set forth
17 in Section 22-110 ~~27-23.7~~ of this Code. School authorities
18 shall furnish a copy of the policy to the parents or guardian
19 of each student within 15 days after the beginning of the
20 school year, or within 15 days after starting classes for a
21 student who transfers into the district during the school
22 year, and the school board or governing body of a charter
23 school shall require that a school inform its students of the
24 contents of the policy. School boards and the governing bodies
25 of charter schools, along with the parent-teacher advisory

1 committee, must annually review their student discipline
2 policies and the implementation of those policies and any
3 other factors related to the safety of their schools,
4 students, and school personnel.

5 (a-5) On or before September 15, 2016, each elementary and
6 secondary school and charter school shall, at a minimum, adopt
7 student discipline policies that fulfill the requirements set
8 forth in this Section, subsections (a) and (b) of Section
9 10-22.6 of this Code, Section 34-19 of this Code if
10 applicable, and federal and State laws that provide special
11 requirements for the discipline of students with disabilities.

12 (b) The parent-teacher advisory committee in cooperation
13 with local law enforcement agencies shall develop, with the
14 school board, policy guideline procedures to establish and
15 maintain a reciprocal reporting system between the school
16 district and local law enforcement agencies regarding criminal
17 offenses committed by students. School districts are
18 encouraged to create memoranda of understanding with local law
19 enforcement agencies that clearly define law enforcement's
20 role in schools, in accordance with Section 10-22.6 of this
21 Code. In consultation with stakeholders deemed appropriate by
22 the State Board of Education, the State Board of Education
23 shall draft and publish guidance for the development of
24 reciprocal reporting systems in accordance with this Section
25 on or before July 1, 2025.

26 (c) The parent-teacher advisory committee, in cooperation

1 with school bus personnel, shall develop, with the school
2 board, policy guideline procedures to establish and maintain
3 school bus safety procedures. These procedures shall be
4 incorporated into the district's student discipline policy. In
5 consultation with stakeholders deemed appropriate by the State
6 Board of Education, the State Board of Education shall draft
7 and publish guidance for school bus safety procedures in
8 accordance with this Section on or before July 1, 2025.

9 (d) As used in this subsection (d), "evidence-based
10 intervention" means intervention that has demonstrated a
11 statistically significant effect on improving student outcomes
12 as documented in peer-reviewed scholarly journals.

13 The school board, in consultation with the parent-teacher
14 advisory committee and other community-based organizations,
15 must include provisions in the student discipline policy to
16 address students who have demonstrated behaviors that put them
17 at risk for aggressive behavior, including without limitation
18 bullying, as defined in the policy. These provisions must
19 include procedures for notifying parents or legal guardians
20 and intervention procedures based upon available
21 community-based and district resources.

22 In consultation with behavioral health experts, the State
23 Board of Education shall draft and publish guidance for
24 evidence-based intervention procedures, including examples, in
25 accordance with this Section on or before July 1, 2025.

26 (Source: P.A. 103-896, eff. 8-9-24.)

1 (105 ILCS 5/10-20.19c) (from Ch. 122, par. 10-20.19c)
2 Sec. 10-20.19c. Recycled paper and paper products and
3 solid waste management.

4 (a) Definitions. As used in this Section, the following
5 terms shall have the meanings indicated, unless the context
6 otherwise requires:

7 "Deinked stock" means paper that has been processed to
8 remove inks, clays, coatings, binders and other contaminants.

9 "High grade printing and writing papers" includes offset
10 printing paper, duplicator paper, writing paper (stationery),
11 tablet paper, office paper, note pads, xerographic paper,
12 envelopes, form bond including computer paper and carbonless
13 forms, book papers, bond papers, ledger paper, book stock and
14 cotton fiber papers.

15 "Paper and paper products" means high grade printing and
16 writing papers, tissue products, newsprint, unbleached
17 packaging and recycled paperboard.

18 "Postconsumer material" means only those products
19 generated by a business or consumer which have served their
20 intended end uses, and which have been separated or diverted
21 from solid waste; wastes generated during the production of an
22 end product are excluded.

23 "Recovered paper material" means paper waste generated
24 after the completion of the papermaking process, such as
25 postconsumer materials, envelope cuttings, bindery trimmings,

1 printing waste, cutting and other converting waste, butt
2 rolls, and mill wrappers, obsolete inventories, and rejected
3 unused stock. "Recovered paper material", however, does not
4 include fibrous waste generated during the manufacturing
5 process such as fibers recovered from waste water or trimmings
6 of paper machine rolls (mill broke), or fibrous byproducts of
7 harvesting, extraction or woodcutting processes, or forest
8 residues such as bark.

9 "Recycled paperboard" includes paperboard products,
10 folding cartons and pad backings.

11 "Tissue products" includes toilet tissue, paper towels,
12 paper napkins, facial tissue, paper doilies, industrial
13 wipers, paper bags and brown papers. These products shall also
14 be unscented and shall not be colored.

15 "Unbleached packaging" includes corrugated and fiber
16 storage boxes.

17 (a-5) Each school district shall periodically review its
18 procurement procedures and specifications related to the
19 purchase of products and supplies. Those procedures and
20 specifications must be modified as necessary to require the
21 school district to seek out products and supplies that contain
22 recycled materials and to ensure that purchased products and
23 supplies are reusable, durable, or made from recycled
24 materials, if economically and practically feasible. In
25 selecting products and supplies that contain recycled
26 material, preference must be given to products and supplies

1 that contain the highest amount of recycled material and that
2 are consistent with the effective use of the product or
3 supply, if economically and practically feasible.

4 (b) Wherever economically and practically feasible, as
5 determined by the school board, the school board, all public
6 schools and attendance centers within a school district, and
7 their school supply stores shall procure recycled paper and
8 paper products as follows:

9 (1) Beginning July 1, 2008, at least 10% of the total
10 dollar value of paper and paper products purchased by
11 school boards, public schools and attendance centers, and
12 their school supply stores shall be recycled paper and
13 paper products.

14 (2) Beginning July 1, 2011, at least 25% of the total
15 dollar value of paper and paper products purchased by
16 school boards, public schools and attendance centers, and
17 their school supply stores shall be recycled paper and
18 paper products.

19 (3) Beginning July 1, 2014, at least 50% of the total
20 dollar value of paper and paper products purchased by
21 school boards, public schools and attendance centers, and
22 their school supply stores shall be recycled paper and
23 paper products.

24 (4) Beginning July 1, 2020, at least 75% of the total
25 dollar value of paper and paper products purchased by
26 school boards, public schools and attendance centers, and

1 their school supply stores shall be recycled paper and
2 paper products.

3 (5) (Blank). ~~Beginning upon the effective date of this~~
4 ~~amendatory Act of 1992, all paper purchased by the board~~
5 ~~of education, public schools and attendance centers for~~
6 ~~publication of student newspapers shall be recycled~~
7 ~~newsprint. The amount purchased shall not be included in~~
8 ~~calculating the amounts specified in paragraphs (1)~~
9 ~~through (4).~~

10 (c) Paper and paper products purchased from private sector
11 vendors pursuant to printing contracts are not considered
12 paper and paper products for the purposes of subsection (b),
13 unless purchased under contract for the printing of student
14 newspapers.

15 (d) (1) Wherever economically and practically feasible, the
16 recycled paper and paper products referred to in subsection
17 (b) shall contain postconsumer or recovered paper materials as
18 specified by paper category in this subsection:

19 (i) Recycled high grade printing and writing paper
20 shall contain at least 50% recovered paper material. Such
21 recovered paper material, until July 1, 2008, shall
22 consist of at least 20% deinked stock or postconsumer
23 material; and beginning July 1, 2008, shall consist of at
24 least 25% deinked stock or postconsumer material; and
25 beginning July 1, 2010, shall consist of at least 30%
26 deinked stock or postconsumer material; and beginning July

1 1, 2012, shall consist of at least 40% deinked stock or
2 postconsumer material; and beginning July 1, 2014, shall
3 consist of at least 50% deinked stock or postconsumer
4 material.

5 (ii) Recycled tissue products, until July 1, 1994,
6 shall contain at least 25% postconsumer material; and
7 beginning July 1, 1994, shall contain at least 30%
8 postconsumer material; and beginning July 1, 1996, shall
9 contain at least 35% postconsumer material; and beginning
10 July 1, 1998, shall contain at least 40% postconsumer
11 material; and beginning July 1, 2000, shall contain at
12 least 45% postconsumer material.

13 (iii) Recycled newsprint, until July 1, 1994, shall
14 contain at least 40% postconsumer material; and beginning
15 July 1, 1994, shall contain at least 50% postconsumer
16 material; and beginning July 1, 1996, shall contain at
17 least 60% postconsumer material; and beginning July 1,
18 1998, shall contain at least 70% postconsumer material;
19 and beginning July 1, 2000, shall contain at least 80%
20 postconsumer material.

21 (iv) Recycled unbleached packaging, until July 1,
22 1994, shall contain at least 35% postconsumer material;
23 and beginning July 1, 1994, shall contain at least 40%
24 postconsumer material; and beginning July 1, 1996, shall
25 contain at least 45% postconsumer material; and beginning
26 July 1, 1998, shall contain at least 50% postconsumer

1 material; and beginning July 1, 2000, shall contain at
2 least 55% postconsumer material.

3 (v) Recycled paperboard, until July 1, 1994, shall
4 contain at least 80% postconsumer material; and beginning
5 July 1, 1994, shall contain at least 85% postconsumer
6 material; and beginning July 1, 1996, shall contain at
7 least 90% postconsumer material; and beginning July 1,
8 1998, shall contain at least 95% postconsumer material.

9 (2) For the purposes of this Section, "postconsumer
10 material" includes:

11 (i) paper, paperboard, and fibrous waste from
12 retail stores, office buildings, homes and so forth,
13 after the waste has passed through its end usage as a
14 consumer item, including used corrugated boxes, old
15 newspapers, mixed waste paper, tabulating cards, and
16 used cordage; and

17 (ii) all paper, paperboard, and fibrous wastes
18 that are diverted or separated from the municipal
19 waste stream.

20 (3) For the purposes of this Section, "recovered paper
21 material" includes:

22 (i) postconsumer material;

23 (ii) dry paper and paperboard waste generated
24 after completion of the papermaking process (that is,
25 those manufacturing operations up to and including the
26 cutting and trimming of the paper machine reel into

1 smaller rolls or rough sheets), including envelope
2 cuttings, bindery trimmings, and other paper and
3 paperboard waste resulting from printing, cutting,
4 forming and other converting operations, or from bag,
5 box and carton manufacturing, and butt rolls, mill
6 wrappers, and rejected unused stock; and

7 (iii) finished paper and paperboard from obsolete
8 inventories of paper and paperboard manufacturers,
9 merchants, wholesalers, dealers, printers, converters
10 or others.

11 (e) Nothing in this Section shall be deemed to apply to art
12 materials, nor to any newspapers, magazines, text books,
13 library books or other copyrighted publications which are
14 purchased or used by any school board or any public school or
15 attendance center within a school district, or which are sold
16 in any school supply store operated by or within any such
17 school or attendance center, other than newspapers written,
18 edited or produced by students enrolled in the school
19 district, public school or attendance center.

20 (e-5) Each school district shall periodically review its
21 procedures on solid waste reduction regarding the management
22 of solid waste generated by academic, administrative, and
23 other institutional functions. Those waste reduction
24 procedures must be designed to, when economically and
25 practically feasible, recycle the school district's waste
26 stream, including without limitation landscape waste, computer

1 paper, and white office paper. School districts are encouraged
2 to have procedures that provide for the investigation of
3 potential markets for other recyclable materials that are
4 present in the school district's waste stream. The waste
5 reduction procedures must be designed to achieve, before July
6 1, 2020, at least a 50% reduction in the amount of solid waste
7 that is generated by the school district.

8 (f) The State Board of Education, in coordination with the
9 Department of Central Management Services, may adopt such
10 rules and regulations as it deems necessary to assist
11 districts in carrying out the provisions of this Section.

12 (Source: P.A. 102-444, eff. 8-20-21.)

13 (105 ILCS 5/10-22.39)

14 Sec. 10-22.39. In-service training programs.

15 (a) To conduct in-service training programs for teachers,
16 administrators, and school support personnel.

17 (b) In addition to other topics at in-service training
18 programs listed in this Section, teachers, administrators, and
19 school support personnel who work with pupils must be trained
20 in the following topics: health conditions of students;
21 social-emotional learning; developing cultural competency;
22 identifying warning signs of mental illness and suicidal
23 behavior in youth; domestic and sexual violence and the needs
24 of expectant and parenting youth; protections and
25 accommodations for students; educator ethics; responding to

1 child sexual abuse and grooming behavior; and effective
2 instruction in violence prevention and conflict resolution.
3 In-service training programs in these topics shall be credited
4 toward hours of professional development required for license
5 renewal as outlined in subsection (e) of Section 21B-45.

6 School support personnel may be exempt from in-service
7 training if the training is not relevant to the work they do.

8 Nurses and school nurses, as defined by Section 10-22.23,
9 are exempt from training required in subsection (b-5).

10 Beginning July 1, 2024, all teachers, administrators, and
11 school support personnel shall complete training as outlined
12 in Section 10-22.39 during an in-service training program
13 conducted by their school board or through other training
14 opportunities, including, but not limited to, institutes under
15 Section 3-11. Such training must be completed within 6 months
16 of employment by a school board and renewed at least once every
17 5 years, unless required more frequently by other State or
18 federal law or in accordance with this Section. If teachers,
19 administrators, or school support personnel obtain training
20 outside of an in-service training program or from a previous
21 public school district or nonpublic school employer, they may
22 present documentation showing current compliance with this
23 subsection to satisfy the requirement of receiving training
24 within 6 months of first being employed. Training may be
25 delivered through online, asynchronous means.

26 (b-5) Training regarding health conditions of students for

1 staff required by this Section shall include, but is not
2 limited to:

3 (1) (Blank).

4 (2) Anaphylactic reactions and management. Such
5 training shall be conducted by persons with expertise in
6 anaphylactic reactions and management.

7 (3) The management of asthma, the prevention of asthma
8 symptoms, and emergency response in the school setting.

9 (4) The basics of seizure recognition and first aid
10 and appropriate emergency protocols. Such training must be
11 fully consistent with the best practice guidelines issued
12 by the Centers for Disease Control and Prevention.

13 (5) The basics of diabetes care, how to identify when
14 a student with diabetes needs immediate or emergency
15 medical attention, and whom to contact in the case of an
16 emergency.

17 (6) Current best practices regarding the
18 identification and treatment of attention deficit
19 hyperactivity disorder.

20 (7) Instruction on how to respond to an incident
21 involving life-threatening bleeding and, if applicable,
22 how to use a school's trauma kit. Beginning with the
23 2024-2025 school year, training on life-threatening
24 bleeding must be completed within 6 months of the employee
25 first being employed by a school board and renewed within
26 2 years. Beginning with the 2027-2028 school year, the

1 training must be completed within 6 months of the employee
2 first being employed by a school board and renewed at
3 least once every 5 years thereafter. School district
4 employees who are trained to respond to trauma pursuant to
5 this subsection (b-5) shall be immune from civil liability
6 in the use of a trauma kit unless the action constitutes
7 willful or wanton misconduct.

8 In consultation with professional organizations with
9 expertise in student health issues, including, but not limited
10 to, asthma management, anaphylactic reactions, seizure
11 recognition, and diabetes care, the State Board of Education
12 shall make available resource materials for educating school
13 personnel about student health conditions and emergency
14 response in the school setting.

15 A school board may satisfy the life-threatening bleeding
16 training under this subsection by using the training,
17 including online training, available from the American College
18 of Surgeons or any other similar organization.

19 (b-10) The training regarding social-emotional learning
20 for staff required by this Section may include, at a minimum,
21 providing education to all school personnel about the content
22 of the Illinois Social and Emotional Learning Standards, how
23 those standards apply to everyday school interactions, and
24 examples of how social emotional learning can be integrated
25 into instructional practices across all grades and subjects.

26 (b-15) The training regarding developing cultural

1 competency for staff required by this Section shall include,
2 but is not limited to, understanding and reducing implicit
3 bias, including implicit racial bias. As used in this
4 subsection, "implicit racial bias" has the meaning set forth
5 in Section 10-20.61.

6 (b-20) The training regarding identifying warning signs of
7 mental illness, trauma, and suicidal behavior in youth for
8 staff required by this Section shall include, but is not
9 limited to, appropriate intervention and referral techniques,
10 including resources and guidelines as outlined in Section
11 2-3.166, and must include the definitions of trauma,
12 trauma-responsive learning environments, and whole child set
13 forth in subsection (b) of Section 3-11 of this Code.

14 Illinois Mental Health First Aid training, established
15 under the Illinois Mental Health First Aid Training Act, may
16 satisfy the requirements of this subsection.

17 If teachers, administrators, or school support personnel
18 obtain mental health first aid training outside of an
19 in-service training program, they may present a certificate of
20 successful completion of the training to the school district
21 to satisfy the requirements of this subsection. Training
22 regarding the implementation of trauma-informed practices
23 under subsection (b) of Section 3-11 satisfies the
24 requirements of this subsection.

25 (b-25) As used in this subsection:

26 "Domestic violence" means abuse by a family or household

1 member, as "abuse" and "family or household members" are
2 defined in Section 103 of the Illinois Domestic Violence Act
3 of 1986.

4 "Sexual violence" means sexual assault, abuse, or stalking
5 of an adult or minor child proscribed in the Criminal Code of
6 1961 or in Sections 11-1.20, 11-1.30, 11-1.40, 11-1.50,
7 11-1.60, 12-7.3, 12-7.4, 12-7.5, 12-12, 12-13, 12-14, 12-14.1,
8 12-15, and 12-16 of the Criminal Code of 2012, including
9 sexual violence committed by perpetrators who are strangers to
10 the victim and sexual violence committed by perpetrators who
11 are known or related by blood or marriage to the victim.

12 The training regarding domestic and sexual violence and
13 the needs of expectant and parenting youth for staff required
14 by this Section must be conducted by persons with expertise in
15 domestic and sexual violence and the needs of expectant and
16 parenting youth, and shall include, but is not limited to:

17 (1) communicating with and listening to youth victims
18 of domestic or sexual violence and expectant and parenting
19 youth;

20 (2) connecting youth victims of domestic or sexual
21 violence and expectant and parenting youth to appropriate
22 in-school services and other agencies, programs, and
23 services as needed;

24 (3) implementing the school district's policies,
25 procedures, and protocols with regard to such youth,
26 including confidentiality; at a minimum, school personnel

1 must be trained to understand, provide information and
2 referrals, and address issues pertaining to youth who are
3 parents, expectant parents, or victims of domestic or
4 sexual violence; and

5 (4) procedures for responding to incidents of teen
6 dating violence that take place at the school, on school
7 grounds, at school-sponsored activities, or in vehicles
8 used for school-provided transportation as outlined in
9 Section 27-240 of this Code ~~3.10 of the Critical Health~~
10 ~~Problems and Comprehensive Health Education Act.~~

11 (b-30) The training regarding protections and
12 accommodations for students shall include, but is not limited
13 to, instruction on the federal Americans with Disabilities
14 Act, as it pertains to the school environment, and
15 homelessness. Beginning with the 2024-2025 school year,
16 training on homelessness must be completed within 6 months of
17 an employee first being employed by a school board and renewed
18 within 2 years. Beginning with the 2027-2028 school year, the
19 training must be completed within 6 months of the employee
20 first being employed by a school board and renewed at least
21 once every 5 years thereafter. Training on homelessness shall
22 include the following:

23 (1) the definition of homeless children and youths
24 under 42 U.S.C. 11434a;

25 (2) the signs of homelessness and housing insecurity;

26 (3) the rights of students experiencing homelessness

1 under State and federal law;

2 (4) the steps to take when a homeless or
3 housing-insecure student is identified; and

4 (5) the appropriate referral techniques, including the
5 name and contact number of the school or school district
6 homeless liaison.

7 School boards may work with a community-based organization
8 that specializes in working with homeless children and youth
9 to develop and provide the training.

10 (b-35) The training regarding educator ethics and
11 responding to child sexual abuse and grooming behavior shall
12 include, but is not limited to, teacher-student conduct,
13 school employee-student conduct, and evidence-informed
14 training on preventing, recognizing, reporting, and responding
15 to child sexual abuse and grooming as outlined in Section
16 10-23.13.

17 (b-40) The training regarding effective instruction in
18 violence prevention and conflict resolution required by this
19 Section shall be conducted in accordance with the requirements
20 of Section 27-115 of this Code ~~27-23.4~~.

21 (b-45) Beginning July 1, 2024, all nonpublic elementary
22 and secondary school teachers, administrators, and school
23 support personnel shall complete the training set forth in
24 subsection (b-5). Training must be completed within 6 months
25 of first being employed by a nonpublic school and renewed at
26 least once every 5 years, unless required more frequently by

1 other State or federal law. If nonpublic teachers,
2 administrators, or school support personnel obtain training
3 from a public school district or nonpublic school employer,
4 the teacher, administrator, or school support personnel may
5 present documentation to the nonpublic school showing current
6 compliance with this subsection to satisfy the requirement of
7 receiving training within 6 months of first being employed.

8 (c) (Blank).

9 (d) (Blank).

10 (e) (Blank).

11 (f) (Blank).

12 (g) (Blank).

13 (h) At least once every 2 years, a school board shall
14 conduct in-service training on homelessness for all school
15 personnel. The training shall include:

16 (1) the definition of homeless children and youth
17 under Section 11434a of Title 42 of the United States
18 Code;

19 (2) the signs of homelessness and housing insecurity;

20 (3) the rights of students experiencing homelessness
21 under State and federal law;

22 (4) the steps to take when a homeless or
23 housing-insecure student is identified; and

24 (5) the appropriate referral techniques, including the
25 name and contact number of the school or school district
26 homeless liaison.

1 A school board may work with a community-based
2 organization that specializes in working with homeless
3 children and youth to develop and provide the training.

4 (Source: P.A. 102-197, eff. 7-30-21; 102-638, eff. 1-1-23;
5 102-813, eff. 5-13-22; 103-41, eff. 8-20-24; 103-128, eff.
6 6-30-23; 103-413, eff. 1-1-24; 103-542, eff. 7-1-24 (see
7 Section 905 of P.A. 103-563 for effective date of P.A.
8 103-542); 103-603, eff. 1-1-25; 103-605, eff. 7-1-24.)

9 (105 ILCS 5/10-30)

10 Sec. 10-30. Remote and blended remote learning. This
11 Section applies if the Governor has declared a disaster due to
12 a public health emergency pursuant to Section 7 of the
13 Illinois Emergency Management Agency Act.

14 (1) If the Governor has declared a disaster due to a
15 public health emergency pursuant to Section 7 of the
16 Illinois Emergency Management Agency Act, the State
17 Superintendent of Education may declare a requirement to
18 use remote learning days or blended remote learning days
19 for a school district, multiple school districts, a
20 region, or the entire State. During remote learning days,
21 schools shall conduct instruction remotely. During blended
22 remote learning days, schools may utilize hybrid models of
23 in-person and remote instruction. Once declared, remote
24 learning days or blended remote learning days shall be
25 implemented in grades pre-kindergarten through 12 as days

1 of attendance and shall be deemed pupil attendance days
2 for calculation of the length of a school term under
3 Section 10-19.

4 (2) For purposes of this Section, a remote learning
5 day or blended remote learning day may be met through a
6 district's implementation of an e-learning program under
7 Section 10-20.56.

8 (3) For any district that does not implement an
9 e-learning program under Section 10-20.56, the district
10 shall adopt a remote and blended remote learning day plan
11 approved by the district superintendent. Each district may
12 utilize remote and blended remote learning planning days,
13 consecutively or in separate increments, to develop,
14 review, or amend its remote and blended remote learning
15 day plan or provide professional development to staff
16 regarding remote education. Up to 5 remote and blended
17 remote learning planning days may be deemed pupil
18 attendance days for calculation of the length of a school
19 term under Section 10-19.

20 (4) Each remote and blended remote learning day plan
21 shall address the following:

22 (i) accessibility of the remote instruction to all
23 students enrolled in the district;

24 (ii) if applicable, a requirement that the remote
25 learning day and blended remote learning day
26 activities reflect State learning standards;

1 (iii) a means for students to confer with an
2 educator, as necessary;

3 (iv) the unique needs of students in special
4 populations, including, but not limited to, students
5 eligible for special education under Article 14,
6 students who are English learners as defined in
7 Section 14C-2, and students experiencing homelessness
8 under the Education for Homeless Children Act, or
9 vulnerable student populations;

10 (v) how the district will take attendance and
11 monitor and verify each student's remote
12 participation; and

13 (vi) transitions from remote learning to on-site
14 learning upon the State Superintendent's declaration
15 that remote learning days or blended remote learning
16 days are no longer deemed necessary.

17 (5) The district superintendent shall periodically
18 review and amend the district's remote and blended remote
19 learning day plan, as needed, to ensure the plan meets the
20 needs of all students.

21 (6) Each remote and blended remote learning day plan
22 shall be posted on the district's Internet website where
23 other policies, rules, and standards of conduct are posted
24 and shall be provided to students and faculty.

25 (7) This Section does not create any additional
26 employee bargaining rights and does not remove any

1 employee bargaining rights.

2 (8) Statutory and regulatory curricular mandates and
3 offerings may be administered via a district's remote and
4 blended remote learning day plan, except that a district
5 may not offer individual behind-the-wheel instruction
6 required by Section 27-815 of this Code ~~27-24.2~~ via a
7 district's remote and blended remote learning day plan.
8 This Section does not relieve schools and districts from
9 completing all statutory and regulatory curricular
10 mandates and offerings.

11 (Source: P.A. 101-643, eff. 6-18-20.)

12 (105 ILCS 5/21B-107) (was 105 ILCS 5/27-9)

13 Sec. 21B-107. ~~27-9~~. Training teachers to teach physical
14 education. The curriculum in all elementary educator
15 preparation programs approved by the State Educator
16 Preparation and Licensure Board shall contain instruction in
17 methods and materials of physical education and training for
18 teachers. No teacher candidate shall be graduated from such an
19 educator preparation program who has not successfully
20 completed instruction in methods and materials in the teaching
21 of physical education and training, whether by way of a
22 specific course or as incorporated in existing courses taught
23 in the educator preparation program.

24 (Source: P.A. 99-58, eff. 7-16-15.)

1 (105 ILCS 5/22-62 new)

2 Sec. 22-62. School Code Mandate Reduction Council.

3 (a) The School Code Mandate Reduction Council is created
4 to evaluate and assess mandates in the School Code for the
5 purposes of modifying, combining, or eliminating mandates that
6 are outdated, duplicative, unnecessarily burdensome, or no
7 longer necessary to providing an efficient system of
8 high-quality public educational institutions and services. The
9 Council may choose to focus on specific areas of mandates or
10 specific articles and sections of the School Code as the
11 Council sees fit for the purposes of mandate reduction.

12 (b) Before January 1, 2027, members of the Council shall
13 include all of the following:

14 (1) Two members appointed by the President of the
15 Senate.

16 (2) Two members appointed by the Minority Leader of
17 the Senate.

18 (3) Two members appointed by the Speaker of the House
19 of Representatives.

20 (4) Two members appointed by the Minority Leader of
21 the House of Representatives.

22 (5) Three representatives of a statewide professional
23 teachers' organization appointed by the State
24 Superintendent of Education.

25 (6) Three representatives of a different statewide
26 professional teachers' organization appointed by the State

1 Superintendent of Education.

2 (7) One representative of a teachers' association
3 representing health, physical education, recreation, and
4 dance teachers appointed by the State Superintendent of
5 Education.

6 (8) One representative of a statewide organization
7 representing school principals appointed by the State
8 Superintendent of Education.

9 (9) One representative of a statewide organization
10 representing school boards appointed by the State
11 Superintendent of Education.

12 (10) One representative of a statewide organization
13 representing regional superintendents of schools appointed
14 by the State Superintendent of Education.

15 (11) One representative of a statewide organization
16 representing school administrators appointed by the State
17 Superintendent of Education.

18 (12) One representative of a statewide organization
19 representing school business officials appointed by the
20 State Superintendent of Education.

21 (13) One representative of a statewide organization
22 representing administrators for special education
23 appointed by the State Superintendent of Education.

24 (14) One representative of a statewide organization
25 representing school districts in the southern suburbs of
26 the City of Chicago appointed by the State Superintendent

1 of Education.

2 (15) One representative of a statewide organization
3 representing school districts in the collar counties of
4 the City of Chicago appointed by the State Superintendent
5 of Education.

6 (16) One representative of an organization
7 representing large unit school districts appointed by the
8 State Superintendent of Education.

9 (17) One representative of the State Board of
10 Education appointed by the State Superintendent of
11 Education.

12 (c) On and after January 1, 2027, members of the Council
13 shall include all members listed in paragraphs (5) through
14 (19) of subsection (b) of this Section along with the
15 following members:

16 (1) One member appointed by the President of the
17 Senate.

18 (2) One member appointed by the Minority Leader of the
19 Senate.

20 (3) One member appointed by the Speaker of the House
21 of Representatives.

22 (4) One member appointed by the Minority Leader of the
23 House of Representatives.

24 (d) Members of the Council shall serve without
25 compensation.

26 (e) The State Board of Education shall provide

1 administrative assistance and necessary staff support
2 services.

3 (f) The State Superintendent of Education shall convene
4 the Council for an initial meeting and shall select one member
5 as chairperson at that initial meeting. The Council shall meet
6 no less than 4 times between October 1, 2025 and September 1,
7 2026.

8 (g) No later than October 1, 2026, the Council shall file a
9 report with the General Assembly. The report shall include all
10 of the following:

11 (1) A list of mandates recommended to be eliminated
12 from the School Code. The report shall include references
13 to each appropriate statute that contains the mandates
14 recommended to be eliminated.

15 (2) A list of mandates to be modified or combined with
16 other mandates in the School Code and how these mandates
17 should be modified or combined. The report shall include
18 references to each appropriate statute that contains the
19 mandates recommended to be modified or combined with other
20 mandates.

21 (h) In any year after 2026, the State Superintendent of
22 Education may convene the Council if the State Superintendent
23 of Education deems appropriate. Any organization that had
24 representation on the Council in the most recent year the
25 Council met may request that the State Superintendent of
26 Education once again convene the Council. To convene the

1 Council, the State Superintendent of Education shall send
2 notice to the General Assembly and all organizations listed in
3 subsection (b) of this Section. The notice must reference this
4 Section and state the date that representatives of each
5 participating organization shall be chosen and the date for
6 the initial meeting of the Council for that year. The State
7 Superintendent of Education shall convene the Council for an
8 initial meeting and shall select one member as chairperson at
9 that initial meeting. If the State Superintendent of Education
10 convenes the Council in any given year, then the Council must
11 issue a report to the General Assembly consistent with the
12 requirements of subsection (g) of this Section by October 1
13 after the Council's last meeting.

14 (105 ILCS 5/22-80)

15 Sec. 22-80. Student athletes; concussions and head
16 injuries.

17 (a) The General Assembly recognizes all of the following:

18 (1) Concussions are one of the most commonly reported
19 injuries in children and adolescents who participate in
20 sports and recreational activities. The Centers for
21 Disease Control and Prevention estimates that as many as
22 3,900,000 sports-related and recreation-related
23 concussions occur in the United States each year. A
24 concussion is caused by a blow or motion to the head or
25 body that causes the brain to move rapidly inside the

1 skull. The risk of catastrophic injuries or death is
2 significant when a concussion or head injury is not
3 properly evaluated and managed.

4 (2) Concussions are a type of brain injury that can
5 range from mild to severe and can disrupt the way the brain
6 normally works. Concussions can occur in any organized or
7 unorganized sport or recreational activity and can result
8 from a fall or from players colliding with each other, the
9 ground, or with obstacles. Concussions occur with or
10 without loss of consciousness, but the vast majority of
11 concussions occur without loss of consciousness.

12 (3) Continuing to play with a concussion or symptoms
13 of a head injury leaves a young athlete especially
14 vulnerable to greater injury and even death. The General
15 Assembly recognizes that, despite having generally
16 recognized return-to-play standards for concussions and
17 head injuries, some affected youth athletes are
18 prematurely returned to play, resulting in actual or
19 potential physical injury or death to youth athletes in
20 this State.

21 (4) Student athletes who have sustained a concussion
22 may need informal or formal accommodations, modifications
23 of curriculum, and monitoring by medical or academic staff
24 until the student is fully recovered. To that end, all
25 schools are encouraged to establish a return-to-learn
26 protocol that is based on peer-reviewed scientific

1 evidence consistent with Centers for Disease Control and
2 Prevention guidelines and conduct baseline testing for
3 student athletes.

4 (b) In this Section:

5 "Athletic trainer" means an athletic trainer licensed
6 under the Illinois Athletic Trainers Practice Act who is
7 working under the supervision of a physician.

8 "Coach" means any volunteer or employee of a school who is
9 responsible for organizing and supervising students to teach
10 them or train them in the fundamental skills of an
11 interscholastic athletic activity. "Coach" refers to both head
12 coaches and assistant coaches.

13 "Concussion" means a complex pathophysiological process
14 affecting the brain caused by a traumatic physical force or
15 impact to the head or body, which may include temporary or
16 prolonged altered brain function resulting in physical,
17 cognitive, or emotional symptoms or altered sleep patterns and
18 which may or may not involve a loss of consciousness.

19 "Department" means the Department of Financial and
20 Professional Regulation.

21 "Game official" means a person who officiates at an
22 interscholastic athletic activity, such as a referee or
23 umpire, including, but not limited to, persons enrolled as
24 game officials by the Illinois High School Association or
25 Illinois Elementary School Association.

26 "Interscholastic athletic activity" means any organized

1 school-sponsored or school-sanctioned activity for students,
2 generally outside of school instructional hours, under the
3 direction of a coach, athletic director, or band leader,
4 including, but not limited to, baseball, basketball,
5 cheerleading, cross country track, fencing, field hockey,
6 football, golf, gymnastics, ice hockey, lacrosse, marching
7 band, rugby, soccer, skating, softball, swimming and diving,
8 tennis, track (indoor and outdoor), ultimate Frisbee,
9 volleyball, water polo, and wrestling. All interscholastic
10 athletics are deemed to be interscholastic activities.

11 "Licensed healthcare professional" means a person who has
12 experience with concussion management and who is a nurse, a
13 psychologist who holds a license under the Clinical
14 Psychologist Licensing Act and specializes in the practice of
15 neuropsychology, a physical therapist licensed under the
16 Illinois Physical Therapy Act, an occupational therapist
17 licensed under the Illinois Occupational Therapy Practice Act,
18 a physician assistant, or an athletic trainer.

19 "Nurse" means a person who is employed by or volunteers at
20 a school and is licensed under the Nurse Practice Act as a
21 registered nurse, practical nurse, or advanced practice
22 registered nurse.

23 "Physician" means a physician licensed to practice
24 medicine in all of its branches under the Medical Practice Act
25 of 1987.

26 "Physician assistant" means a physician assistant licensed

1 under the Physician Assistant Practice Act of 1987.

2 "School" means any public or private elementary or
3 secondary school, including a charter school.

4 "Student" means an adolescent or child enrolled in a
5 school.

6 (c) This Section applies to any interscholastic athletic
7 activity, including practice and competition, sponsored or
8 sanctioned by a school, the Illinois Elementary School
9 Association, or the Illinois High School Association. This
10 Section applies beginning with the 2016-2017 school year.

11 (d) The governing body of each public or charter school
12 and the appropriate administrative officer of a private school
13 with students enrolled who participate in an interscholastic
14 athletic activity shall appoint or approve a concussion
15 oversight team. Each concussion oversight team shall establish
16 a return-to-play protocol, based on peer-reviewed scientific
17 evidence consistent with Centers for Disease Control and
18 Prevention guidelines, for a student's return to
19 interscholastic athletics practice or competition following a
20 force or impact believed to have caused a concussion. Each
21 concussion oversight team shall also establish a
22 return-to-learn protocol, based on peer-reviewed scientific
23 evidence consistent with Centers for Disease Control and
24 Prevention guidelines, for a student's return to the classroom
25 after that student is believed to have experienced a
26 concussion, whether or not the concussion took place while the

1 student was participating in an interscholastic athletic
2 activity.

3 Each concussion oversight team must include to the extent
4 practicable at least one physician. If a school employs an
5 athletic trainer, the athletic trainer must be a member of the
6 school concussion oversight team to the extent practicable. If
7 a school employs a nurse, the nurse must be a member of the
8 school concussion oversight team to the extent practicable. At
9 a minimum, a school shall appoint a person who is responsible
10 for implementing and complying with the return-to-play and
11 return-to-learn protocols adopted by the concussion oversight
12 team. At a minimum, a concussion oversight team may be
13 composed of only one person and this person need not be a
14 licensed healthcare professional, but it may not be a coach. A
15 school may appoint other licensed healthcare professionals to
16 serve on the concussion oversight team.

17 (e) A student may not participate in an interscholastic
18 athletic activity for a school year until the student and the
19 student's parent or guardian or another person with legal
20 authority to make medical decisions for the student have
21 signed a form for that school year that acknowledges receiving
22 and reading written information that explains concussion
23 prevention, symptoms, treatment, and oversight and that
24 includes guidelines for safely resuming participation in an
25 athletic activity following a concussion. The form must be
26 approved by the Illinois High School Association.

1 (f) A student must be removed from an interscholastic
2 athletics practice or competition immediately if one of the
3 following persons believes the student might have sustained a
4 concussion during the practice or competition:

5 (1) a coach;

6 (2) a physician;

7 (3) a game official;

8 (4) an athletic trainer;

9 (5) the student's parent or guardian or another person
10 with legal authority to make medical decisions for the
11 student;

12 (6) the student; or

13 (7) any other person deemed appropriate under the
14 school's return-to-play protocol.

15 (g) A student removed from an interscholastic athletics
16 practice or competition under this Section may not be
17 permitted to practice or compete again following the force or
18 impact believed to have caused the concussion until:

19 (1) the student has been evaluated, using established
20 medical protocols based on peer-reviewed scientific
21 evidence consistent with Centers for Disease Control and
22 Prevention guidelines, by a treating physician (chosen by
23 the student or the student's parent or guardian or another
24 person with legal authority to make medical decisions for
25 the student), an athletic trainer, an advanced practice
26 registered nurse, or a physician assistant;

1 (2) the student has successfully completed each
2 requirement of the return-to-play protocol established
3 under this Section necessary for the student to return to
4 play;

5 (3) the student has successfully completed each
6 requirement of the return-to-learn protocol established
7 under this Section necessary for the student to return to
8 learn;

9 (4) the treating physician, the athletic trainer, or
10 the physician assistant has provided a written statement
11 indicating that, in the physician's professional judgment,
12 it is safe for the student to return to play and return to
13 learn or the treating advanced practice registered nurse
14 has provided a written statement indicating that it is
15 safe for the student to return to play and return to learn;
16 and

17 (5) the student and the student's parent or guardian
18 or another person with legal authority to make medical
19 decisions for the student:

20 (A) have acknowledged that the student has
21 completed the requirements of the return-to-play and
22 return-to-learn protocols necessary for the student to
23 return to play;

24 (B) have provided the treating physician's,
25 athletic trainer's, advanced practice registered
26 nurse's, or physician assistant's written statement

1 under subdivision (4) of this subsection (g) to the
2 person responsible for compliance with the
3 return-to-play and return-to-learn protocols under
4 this subsection (g) and the person who has supervisory
5 responsibilities under this subsection (g); and

6 (C) have signed a consent form indicating that the
7 person signing:

8 (i) has been informed concerning and consents
9 to the student participating in returning to play
10 in accordance with the return-to-play and
11 return-to-learn protocols;

12 (ii) understands the risks associated with the
13 student returning to play and returning to learn
14 and will comply with any ongoing requirements in
15 the return-to-play and return-to-learn protocols;
16 and

17 (iii) consents to the disclosure to
18 appropriate persons, consistent with the federal
19 Health Insurance Portability and Accountability
20 Act of 1996 (Public Law 104-191), of the treating
21 physician's, athletic trainer's, physician
22 assistant's, or advanced practice registered
23 nurse's written statement under subdivision (4) of
24 this subsection (g) and, if any, the
25 return-to-play and return-to-learn
26 recommendations of the treating physician, the

1 athletic trainer, the physician assistant, or the
2 advanced practice registered nurse, as the case
3 may be.

4 A coach of an interscholastic athletics team may not
5 authorize a student's return to play or return to learn.

6 The district superintendent or the superintendent's
7 designee in the case of a public elementary or secondary
8 school, the chief school administrator or that person's
9 designee in the case of a charter school, or the appropriate
10 administrative officer or that person's designee in the case
11 of a private school shall supervise an athletic trainer or
12 other person responsible for compliance with the
13 return-to-play protocol and shall supervise the person
14 responsible for compliance with the return-to-learn protocol.
15 The person who has supervisory responsibilities under this
16 paragraph may not be a coach of an interscholastic athletics
17 team.

18 (h) (1) The Illinois High School Association shall approve,
19 for coaches, game officials, and non-licensed healthcare
20 professionals, training courses that provide ~~for not less than~~
21 ~~2 hours of~~ training in the subject matter of concussions,
22 including evaluation, prevention, symptoms, risks, and
23 long-term effects. The Association shall maintain an updated
24 list of individuals and organizations authorized by the
25 Association to provide the training.

26 (2) The following persons must take a training course in

1 accordance with paragraph (4) of this subsection (h) from an
2 authorized training provider at least once every 2 years:

3 (A) a coach of an interscholastic athletic activity;

4 (B) a nurse, licensed healthcare professional, or
5 non-licensed healthcare professional who serves as a
6 member of a concussion oversight team either on a
7 volunteer basis or in his or her capacity as an employee,
8 representative, or agent of a school; and

9 (C) a game official of an interscholastic athletic
10 activity.

11 (3) A physician who serves as a member of a concussion
12 oversight team shall, to the greatest extent practicable,
13 periodically take an appropriate continuing medical education
14 course in the subject matter of concussions.

15 (4) For purposes of paragraph (2) of this subsection (h):

16 (A) a coach, game official, or non-licensed healthcare
17 professional, as the case may be, must take a course
18 described in paragraph (1) of this subsection (h);

19 (B) an athletic trainer must take a concussion-related
20 continuing education course from an athletic trainer
21 continuing education sponsor approved by the Department;

22 (C) a nurse must take a concussion-related continuing
23 education course from a nurse continuing education sponsor
24 approved by the Department;

25 (D) a physical therapist must take a
26 concussion-related continuing education course from a

1 physical therapist continuing education sponsor approved
2 by the Department;

3 (E) a psychologist must take a concussion-related
4 continuing education course from a psychologist continuing
5 education sponsor approved by the Department;

6 (F) an occupational therapist must take a
7 concussion-related continuing education course from an
8 occupational therapist continuing education sponsor
9 approved by the Department; and

10 (G) a physician assistant must take a
11 concussion-related continuing education course from a
12 physician assistant continuing education sponsor approved
13 by the Department.

14 (5) Each person described in paragraph (2) of this
15 subsection (h) must submit proof of timely completion of an
16 approved course in compliance with paragraph (4) of this
17 subsection (h) to the district superintendent or the
18 superintendent's designee in the case of a public elementary
19 or secondary school, the chief school administrator or that
20 person's designee in the case of a charter school, or the
21 appropriate administrative officer or that person's designee
22 in the case of a private school.

23 (6) A physician, licensed healthcare professional, or
24 non-licensed healthcare professional who is not in compliance
25 with the training requirements under this subsection (h) may
26 not serve on a concussion oversight team in any capacity.

1 (7) A person required under this subsection (h) to take a
2 training course in the subject of concussions must complete
3 the training prior to serving on a concussion oversight team
4 in any capacity.

5 (i) The governing body of each public or charter school
6 and the appropriate administrative officer of a private school
7 with students enrolled who participate in an interscholastic
8 athletic activity shall develop a school-specific emergency
9 action plan for interscholastic athletic activities to address
10 the serious injuries and acute medical conditions in which the
11 condition of the student may deteriorate rapidly. The plan
12 shall include a delineation of roles, methods of
13 communication, available emergency equipment, and access to
14 and a plan for emergency transport. This emergency action plan
15 must be:

16 (1) in writing;

17 (2) reviewed by the concussion oversight team;

18 (3) approved by the district superintendent or the
19 superintendent's designee in the case of a public
20 elementary or secondary school, the chief school
21 administrator or that person's designee in the case of a
22 charter school, or the appropriate administrative officer
23 or that person's designee in the case of a private school;

24 (4) distributed to all appropriate personnel;

25 (5) posted conspicuously at all venues utilized by the
26 school; and

1 (6) reviewed annually by all athletic trainers, first
2 responders (including, but not limited to, emergency
3 medical dispatchers), coaches, school nurses, athletic
4 directors, and volunteers for interscholastic athletic
5 activities.

6 (j) The State Board of Education shall adopt rules as
7 necessary to administer this Section, including, but not
8 limited to, rules governing the informal or formal
9 accommodation of a student who may have sustained a concussion
10 during an interscholastic athletic activity.

11 (Source: P.A. 101-81, eff. 7-12-19; 102-1006, eff. 1-1-23.)

12 (105 ILCS 5/22-83)

13 Sec. 22-83. Police training academy job training program.

14 (a) In a county of 175,000 or more inhabitants, any school
15 district with a high school may establish one or more
16 partnerships with a local police department, county sheriff,
17 or police training academy to establish a jobs training
18 program for high school students. The school district shall
19 establish its partnership or partnerships on behalf of all of
20 the high schools in the district; no high school shall
21 establish a partnership for this purpose separate from the
22 school district's partnership under this Section. ~~The jobs~~
23 ~~training program shall be open to all students, regardless of~~
24 ~~prior academic history.~~ However, to encourage and maintain
25 successful program participation and partnerships, the school

1 districts and their partner agencies may impose specific
2 program requirements.

3 (b) (Blank). ~~The State Board of Education shall track~~
4 ~~participation and the success of students participating in the~~
5 ~~jobs training program established under this Section and~~
6 ~~annually publish a report on its website examining the program~~
7 ~~and its success.~~

8 (Source: P.A. 100-331, eff. 1-1-18.)

9 (105 ILCS 5/22-105) (was 105 ILCS 5/27-8.1)

10 Sec. 22-105. ~~27-8.1.~~ Health examinations and
11 immunizations.

12 (1) In compliance with rules and regulations which the
13 Department of Public Health shall promulgate, and except as
14 hereinafter provided, all children in Illinois shall have a
15 health examination as follows: within one year prior to
16 entering kindergarten or the first grade of any public,
17 private, or parochial elementary school; upon entering the
18 sixth and ninth grades of any public, private, or parochial
19 school; prior to entrance into any public, private, or
20 parochial nursery school; and, irrespective of grade,
21 immediately prior to or upon entrance into any public,
22 private, or parochial school or nursery school, each child
23 shall present proof of having been examined in accordance with
24 this Section and the rules and regulations promulgated
25 hereunder. Any child who received a health examination within

1 one year prior to entering the fifth grade for the 2007-2008
2 school year is not required to receive an additional health
3 examination in order to comply with the provisions of Public
4 Act 95-422 when he or she attends school for the 2008-2009
5 school year, unless the child is attending school for the
6 first time as provided in this paragraph.

7 A tuberculosis skin test screening shall be included as a
8 required part of each health examination included under this
9 Section if the child resides in an area designated by the
10 Department of Public Health as having a high incidence of
11 tuberculosis. Additional health examinations of pupils,
12 including eye examinations, may be required when deemed
13 necessary by school authorities. Parents are encouraged to
14 have their children undergo eye examinations at the same
15 points in time required for health examinations.

16 (1.5) In compliance with rules adopted by the Department
17 of Public Health and except as otherwise provided in this
18 Section, all children in kindergarten and the second, sixth,
19 and ninth grades of any public, private, or parochial school
20 shall have a dental examination. Each of these children shall
21 present proof of having been examined by a dentist in
22 accordance with this Section and rules adopted under this
23 Section before May 15th of the school year. If a child in the
24 second, sixth, or ninth grade fails to present proof by May
25 15th, the school may hold the child's report card until one of
26 the following occurs: (i) the child presents proof of a

1 completed dental examination or (ii) the child presents proof
2 that a dental examination will take place within 60 days after
3 May 15th. A school may not withhold a child's report card
4 during a school year in which the Governor has declared a
5 disaster due to a public health emergency pursuant to Section
6 7 of the Illinois Emergency Management Agency Act. The
7 Department of Public Health shall establish, by rule, a waiver
8 for children who show an undue burden or a lack of access to a
9 dentist. Each public, private, and parochial school must give
10 notice of this dental examination requirement to the parents
11 and guardians of students at least 60 days before May 15th of
12 each school year.

13 (1.10) Except as otherwise provided in this Section, all
14 children enrolling in kindergarten in a public, private, or
15 parochial school on or after January 1, 2008 (the effective
16 date of Public Act 95-671) and any student enrolling for the
17 first time in a public, private, or parochial school on or
18 after January 1, 2008 (the effective date of Public Act
19 95-671) shall have an eye examination. Each of these children
20 shall present proof of having been examined by a physician
21 licensed to practice medicine in all of its branches or a
22 licensed optometrist within the previous year, in accordance
23 with this Section and rules adopted under this Section, before
24 October 15th of the school year. If the child fails to present
25 proof by October 15th, the school may hold the child's report
26 card until one of the following occurs: (i) the child presents

1 proof of a completed eye examination or (ii) the child
2 presents proof that an eye examination will take place within
3 60 days after October 15th. A school may not withhold a child's
4 report card during a school year in which the Governor has
5 declared a disaster due to a public health emergency pursuant
6 to Section 7 of the Illinois Emergency Management Agency Act.
7 The Department of Public Health shall establish, by rule, a
8 waiver for children who show an undue burden or a lack of
9 access to a physician licensed to practice medicine in all of
10 its branches who provides eye examinations or to a licensed
11 optometrist. Each public, private, and parochial school must
12 give notice of this eye examination requirement to the parents
13 and guardians of students in compliance with rules of the
14 Department of Public Health. Nothing in this Section shall be
15 construed to allow a school to exclude a child from attending
16 because of a parent's or guardian's failure to obtain an eye
17 examination for the child.

18 (2) The Department of Public Health shall promulgate rules
19 and regulations specifying the examinations and procedures
20 that constitute a health examination, which shall include an
21 age-appropriate developmental screening, an age-appropriate
22 social and emotional screening, and the collection of data
23 relating to asthma and obesity (including at a minimum, date
24 of birth, gender, height, weight, blood pressure, and date of
25 exam), and a dental examination and may recommend by rule that
26 certain additional examinations be performed. The rules and

1 regulations of the Department of Public Health shall specify
2 that a tuberculosis skin test screening shall be included as a
3 required part of each health examination included under this
4 Section if the child resides in an area designated by the
5 Department of Public Health as having a high incidence of
6 tuberculosis. With respect to the developmental screening and
7 the social and emotional screening, the Department of Public
8 Health must, no later than January 1, 2019, develop rules and
9 appropriate revisions to the Child Health Examination form in
10 conjunction with a statewide organization representing school
11 boards; a statewide organization representing pediatricians;
12 statewide organizations representing individuals holding
13 Illinois educator licenses with school support personnel
14 endorsements, including school social workers, school
15 psychologists, and school nurses; a statewide organization
16 representing children's mental health experts; a statewide
17 organization representing school principals; the Director of
18 Healthcare and Family Services or his or her designee, the
19 State Superintendent of Education or his or her designee; and
20 representatives of other appropriate State agencies and, at a
21 minimum, must recommend the use of validated screening tools
22 appropriate to the child's age or grade, and, with regard to
23 the social and emotional screening, require recording only
24 whether or not the screening was completed. The rules shall
25 take into consideration the screening recommendations of the
26 American Academy of Pediatrics and must be consistent with the

1 State Board of Education's social and emotional learning
2 standards. The Department of Public Health shall specify that
3 a diabetes screening as defined by rule shall be included as a
4 required part of each health examination. Diabetes testing is
5 not required.

6 Physicians licensed to practice medicine in all of its
7 branches, licensed advanced practice registered nurses, or
8 licensed physician assistants shall be responsible for the
9 performance of the health examinations, other than dental
10 examinations, eye examinations, and vision and hearing
11 screening, and shall sign all report forms required by
12 subsection (4) of this Section that pertain to those portions
13 of the health examination for which the physician, advanced
14 practice registered nurse, or physician assistant is
15 responsible. If a registered nurse performs any part of a
16 health examination, then a physician licensed to practice
17 medicine in all of its branches must review and sign all
18 required report forms. Licensed dentists shall perform all
19 dental examinations and shall sign all report forms required
20 by subsection (4) of this Section that pertain to the dental
21 examinations. Physicians licensed to practice medicine in all
22 its branches or licensed optometrists shall perform all eye
23 examinations required by this Section and shall sign all
24 report forms required by subsection (4) of this Section that
25 pertain to the eye examination. For purposes of this Section,
26 an eye examination shall at a minimum include history, visual

1 acuity, subjective refraction to best visual acuity near and
2 far, internal and external examination, and a glaucoma
3 evaluation, as well as any other tests or observations that in
4 the professional judgment of the doctor are necessary. Vision
5 and hearing screening tests, which shall not be considered
6 examinations as that term is used in this Section, shall be
7 conducted in accordance with rules and regulations of the
8 Department of Public Health, and by individuals whom the
9 Department of Public Health has certified. In these rules and
10 regulations, the Department of Public Health shall require
11 that individuals conducting vision screening tests give a
12 child's parent or guardian written notification, before the
13 vision screening is conducted, that states, "Vision screening
14 is not a substitute for a complete eye and vision evaluation by
15 an eye doctor. Your child is not required to undergo this
16 vision screening if an optometrist or ophthalmologist has
17 completed and signed a report form indicating that an
18 examination has been administered within the previous 12
19 months."

20 (2.5) With respect to the developmental screening and the
21 social and emotional screening portion of the health
22 examination, each child may present proof of having been
23 screened in accordance with this Section and the rules adopted
24 under this Section before October 15th of the school year.
25 With regard to the social and emotional screening only, the
26 examining health care provider shall only record whether or

1 not the screening was completed. If the child fails to present
2 proof of the developmental screening or the social and
3 emotional screening portions of the health examination by
4 October 15th of the school year, qualified school support
5 personnel may, with a parent's or guardian's consent, offer
6 the developmental screening or the social and emotional
7 screening to the child. Each public, private, and parochial
8 school must give notice of the developmental screening and
9 social and emotional screening requirements to the parents and
10 guardians of students in compliance with the rules of the
11 Department of Public Health. Nothing in this Section shall be
12 construed to allow a school to exclude a child from attending
13 because of a parent's or guardian's failure to obtain a
14 developmental screening or a social and emotional screening
15 for the child. Once a developmental screening or a social and
16 emotional screening is completed and proof has been presented
17 to the school, the school may, with a parent's or guardian's
18 consent, make available appropriate school personnel to work
19 with the parent or guardian, the child, and the provider who
20 signed the screening form to obtain any appropriate
21 evaluations and services as indicated on the form and in other
22 information and documentation provided by the parents,
23 guardians, or provider.

24 (3) Every child shall, at or about the same time as he or
25 she receives a health examination required by subsection (1)
26 of this Section, present to the local school proof of having

1 received such immunizations against preventable communicable
2 diseases as the Department of Public Health shall require by
3 rules and regulations promulgated pursuant to this Section and
4 the Communicable Disease Prevention Act.

5 (4) The individuals conducting the health examination,
6 dental examination, or eye examination shall record the fact
7 of having conducted the examination, and such additional
8 information as required, including for a health examination
9 data relating to asthma and obesity (including at a minimum,
10 date of birth, gender, height, weight, blood pressure, and
11 date of exam), on uniform forms which the Department of Public
12 Health and the State Board of Education shall prescribe for
13 statewide use. The examiner shall summarize on the report form
14 any condition that he or she suspects indicates a need for
15 special services, including for a health examination factors
16 relating to asthma or obesity. The duty to summarize on the
17 report form does not apply to social and emotional screenings.
18 The confidentiality of the information and records relating to
19 the developmental screening and the social and emotional
20 screening shall be determined by the statutes, rules, and
21 professional ethics governing the type of provider conducting
22 the screening. The individuals confirming the administration
23 of required immunizations shall record as indicated on the
24 form that the immunizations were administered.

25 (5) If a child does not submit proof of having had either
26 the health examination or the immunization as required, then

1 the child shall be examined or receive the immunization, as
2 the case may be, and present proof by October 15 of the current
3 school year, or by an earlier date of the current school year
4 established by a school district. To establish a date before
5 October 15 of the current school year for the health
6 examination or immunization as required, a school district
7 must give notice of the requirements of this Section 60 days
8 prior to the earlier established date. If for medical reasons
9 one or more of the required immunizations must be given after
10 October 15 of the current school year, or after an earlier
11 established date of the current school year, then the child
12 shall present, by October 15, or by the earlier established
13 date, a schedule for the administration of the immunizations
14 and a statement of the medical reasons causing the delay, both
15 the schedule and the statement being issued by the physician,
16 advanced practice registered nurse, physician assistant,
17 registered nurse, or local health department that will be
18 responsible for administration of the remaining required
19 immunizations. If a child does not comply by October 15, or by
20 the earlier established date of the current school year, with
21 the requirements of this subsection, then the local school
22 authority shall exclude that child from school until such time
23 as the child presents proof of having had the health
24 examination as required and presents proof of having received
25 those required immunizations which are medically possible to
26 receive immediately. During a child's exclusion from school

1 for noncompliance with this subsection, the child's parents or
2 legal guardian shall be considered in violation of Section
3 26-1 and subject to any penalty imposed by Section 26-10. This
4 subsection (5) does not apply to dental examinations, eye
5 examinations, and the developmental screening and the social
6 and emotional screening portions of the health examination. If
7 the student is an out-of-state transfer student and does not
8 have the proof required under this subsection (5) before
9 October 15 of the current year or whatever date is set by the
10 school district, then he or she may only attend classes (i) if
11 he or she has proof that an appointment for the required
12 vaccinations has been scheduled with a party authorized to
13 submit proof of the required vaccinations. If the proof of
14 vaccination required under this subsection (5) is not
15 submitted within 30 days after the student is permitted to
16 attend classes, then the student is not to be permitted to
17 attend classes until proof of the vaccinations has been
18 properly submitted. No school district or employee of a school
19 district shall be held liable for any injury or illness to
20 another person that results from admitting an out-of-state
21 transfer student to class that has an appointment scheduled
22 pursuant to this subsection (5).

23 (6) Every school shall report to the State Board of
24 Education by November 15, in the manner which that agency
25 shall require, the number of children who have received the
26 necessary immunizations and the health examination (other than

1 a dental examination or eye examination) as required,
2 indicating, of those who have not received the immunizations
3 and examination as required, the number of children who are
4 exempt from health examination and immunization requirements
5 on religious or medical grounds as provided in subsection (8).
6 On or before December 1 of each year, every public school
7 district and registered nonpublic school shall make publicly
8 available the immunization data they are required to submit to
9 the State Board of Education by November 15. The immunization
10 data made publicly available must be identical to the data the
11 school district or school has reported to the State Board of
12 Education.

13 Every school shall report to the State Board of Education
14 by June 30, in the manner that the State Board requires, the
15 number of children who have received the required dental
16 examination, indicating, of those who have not received the
17 required dental examination, the number of children who are
18 exempt from the dental examination on religious grounds as
19 provided in subsection (8) of this Section and the number of
20 children who have received a waiver under subsection (1.5) of
21 this Section.

22 Every school shall report to the State Board of Education
23 by June 30, in the manner that the State Board requires, the
24 number of children who have received the required eye
25 examination, indicating, of those who have not received the
26 required eye examination, the number of children who are

1 exempt from the eye examination as provided in subsection (8)
2 of this Section, the number of children who have received a
3 waiver under subsection (1.10) of this Section, and the total
4 number of children in noncompliance with the eye examination
5 requirement.

6 The reported information under this subsection (6) shall
7 be provided to the Department of Public Health by the State
8 Board of Education.

9 (7) Upon determining that the number of pupils who are
10 required to be in compliance with subsection (5) of this
11 Section is below 90% of the number of pupils enrolled in the
12 school district, 10% of each State aid payment made pursuant
13 to Section 18-8.05 or 18-8.15 to the school district for such
14 year may be withheld by the State Board of Education until the
15 number of students in compliance with subsection (5) is the
16 applicable specified percentage or higher.

17 (8) Children of parents or legal guardians who object to
18 health, dental, or eye examinations or any part thereof, to
19 immunizations, or to vision and hearing screening tests on
20 religious grounds shall not be required to undergo the
21 examinations, tests, or immunizations to which they so object
22 if such parents or legal guardians present to the appropriate
23 local school authority a signed Certificate of Religious
24 Exemption detailing the grounds for objection and the specific
25 immunizations, tests, or examinations to which they object.
26 The grounds for objection must set forth the specific

1 religious belief that conflicts with the examination, test,
2 immunization, or other medical intervention. The signed
3 certificate shall also reflect the parent's or legal
4 guardian's understanding of the school's exclusion policies in
5 the case of a vaccine-preventable disease outbreak or
6 exposure. The certificate must also be signed by the
7 authorized examining health care provider responsible for the
8 performance of the child's health examination confirming that
9 the provider provided education to the parent or legal
10 guardian on the benefits of immunization and the health risks
11 to the student and to the community of the communicable
12 diseases for which immunization is required in this State.
13 However, the health care provider's signature on the
14 certificate reflects only that education was provided and does
15 not allow a health care provider grounds to determine a
16 religious exemption. Those receiving immunizations required
17 under this Code shall be provided with the relevant vaccine
18 information statements that are required to be disseminated by
19 the federal National Childhood Vaccine Injury Act of 1986,
20 which may contain information on circumstances when a vaccine
21 should not be administered, prior to administering a vaccine.
22 A healthcare provider may consider including without
23 limitation the nationally accepted recommendations from
24 federal agencies such as the Advisory Committee on
25 Immunization Practices, the information outlined in the
26 relevant vaccine information statement, and vaccine package

1 inserts, along with the healthcare provider's clinical
2 judgment, to determine whether any child may be more
3 susceptible to experiencing an adverse vaccine reaction than
4 the general population, and, if so, the healthcare provider
5 may exempt the child from an immunization or adopt an
6 individualized immunization schedule. The Certificate of
7 Religious Exemption shall be created by the Department of
8 Public Health and shall be made available and used by parents
9 and legal guardians by the beginning of the 2015-2016 school
10 year. Parents or legal guardians must submit the Certificate
11 of Religious Exemption to their local school authority prior
12 to entering kindergarten, sixth grade, and ninth grade for
13 each child for which they are requesting an exemption. The
14 religious objection stated need not be directed by the tenets
15 of an established religious organization. However, general
16 philosophical or moral reluctance to allow physical
17 examinations, eye examinations, immunizations, vision and
18 hearing screenings, or dental examinations does not provide a
19 sufficient basis for an exception to statutory requirements.
20 The local school authority is responsible for determining if
21 the content of the Certificate of Religious Exemption
22 constitutes a valid religious objection. The local school
23 authority shall inform the parent or legal guardian of
24 exclusion procedures, in accordance with the Department's
25 rules under Part 690 of Title 77 of the Illinois
26 Administrative Code, at the time the objection is presented.

1 If the physical condition of the child is such that any one
2 or more of the immunizing agents should not be administered,
3 the examining physician, advanced practice registered nurse,
4 or physician assistant responsible for the performance of the
5 health examination shall endorse that fact upon the health
6 examination form.

7 Exempting a child from the health, dental, or eye
8 examination does not exempt the child from participation in
9 the program of physical education training provided in
10 Sections 27-705, 27-710, and 27-725 ~~27-5 through 27-7~~ of this
11 Code.

12 (8.5) The school board of a school district shall include
13 informational materials regarding influenza and influenza
14 vaccinations developed, provided, or approved by the
15 Department of Public Health under Section 2310-700 of the
16 Department of Public Health Powers and Duties Law of the Civil
17 Administrative Code of Illinois when the board provides
18 information on immunizations, infectious diseases,
19 medications, or other school health issues to the parents or
20 guardians of students.

21 (9) For the purposes of this Section, "nursery schools"
22 means those nursery schools operated by elementary school
23 systems or secondary level school units or institutions of
24 higher learning.

25 (Source: P.A. 103-985, eff. 1-1-25.)

1 (105 ILCS 5/22-110) (was 105 ILCS 5/27-23.7)

2 Sec. 22-110. ~~27-23.7.~~ Bullying prevention.

3 (a) The General Assembly finds that a safe and civil
4 school environment is necessary for students to learn and
5 achieve and that bullying causes physical, psychological, and
6 emotional harm to students and interferes with students'
7 ability to learn and participate in school activities. The
8 General Assembly further finds that bullying has been linked
9 to other forms of antisocial behavior, such as vandalism,
10 shoplifting, skipping and dropping out of school, fighting,
11 using drugs and alcohol, sexual harassment, and sexual
12 violence. Because of the negative outcomes associated with
13 bullying in schools, the General Assembly finds that school
14 districts, charter schools, and non-public, non-sectarian
15 elementary and secondary schools should educate students,
16 parents, and school district, charter school, or non-public,
17 non-sectarian elementary or secondary school personnel about
18 what behaviors constitute prohibited bullying.

19 Bullying on the basis of actual or perceived race, color,
20 religion, sex, national origin, ancestry, physical appearance,
21 socioeconomic status, academic status, pregnancy, parenting
22 status, homelessness, age, marital status, physical or mental
23 disability, military status, sexual orientation,
24 gender-related identity or expression, unfavorable discharge
25 from military service, association with a person or group with
26 one or more of the aforementioned actual or perceived

1 characteristics, or any other distinguishing characteristic is
2 prohibited in all school districts, charter schools, and
3 non-public, non-sectarian elementary and secondary schools. No
4 student shall be subjected to bullying:

5 (1) during any school-sponsored education program or
6 activity;

7 (2) while in school, on school property, on school
8 buses or other school vehicles, at designated school bus
9 stops waiting for the school bus, or at school-sponsored
10 or school-sanctioned events or activities;

11 (3) through the transmission of information from a
12 school computer, a school computer network, or other
13 similar electronic school equipment; or

14 (4) through the transmission of information from a
15 computer that is accessed at a nonschool-related location,
16 activity, function, or program or from the use of
17 technology or an electronic device that is not owned,
18 leased, or used by a school district or school if the
19 bullying causes a substantial disruption to the
20 educational process or orderly operation of a school. This
21 item (4) applies only in cases in which a school
22 administrator or teacher receives a report that bullying
23 through this means has occurred and does not require a
24 district or school to staff or monitor any
25 nonschool-related activity, function, or program.

26 (a-5) Nothing in this Section is intended to infringe upon

1 any right to exercise free expression or the free exercise of
2 religion or religiously based views protected under the First
3 Amendment to the United States Constitution or under Section 3
4 of Article I of the Illinois Constitution.

5 (b) In this Section:

6 "Bullying" includes "cyber-bullying" and means any severe
7 or pervasive physical or verbal act or conduct, including
8 communications made in writing or electronically, directed
9 toward a student or students that has or can be reasonably
10 predicted to have the effect of one or more of the following:

11 (1) placing the student or students in reasonable fear
12 of harm to the student's or students' person or property;

13 (2) causing a substantially detrimental effect on the
14 student's or students' physical or mental health;

15 (3) substantially interfering with the student's or
16 students' academic performance; or

17 (4) substantially interfering with the student's or
18 students' ability to participate in or benefit from the
19 services, activities, or privileges provided by a school.

20 Bullying, as defined in this subsection (b), may take
21 various forms, including without limitation one or more of the
22 following: harassment, threats, intimidation, stalking,
23 physical violence, sexual harassment, sexual violence, theft,
24 public humiliation, destruction of property, or retaliation
25 for asserting or alleging an act of bullying. This list is
26 meant to be illustrative and non-exhaustive.

1 "Cyber-bullying" means bullying through the use of
2 technology or any electronic communication, including without
3 limitation any transfer of signs, signals, writing, images,
4 sounds, data, or intelligence of any nature transmitted in
5 whole or in part by a wire, radio, electromagnetic system,
6 photoelectronic system, or photooptical system, including
7 without limitation electronic mail, Internet communications,
8 instant messages, or facsimile communications.

9 "Cyber-bullying" includes the creation of a webpage or weblog
10 in which the creator assumes the identity of another person or
11 the knowing impersonation of another person as the author of
12 posted content or messages if the creation or impersonation
13 creates any of the effects enumerated in the definition of
14 bullying in this Section. "Cyber-bullying" also includes the
15 distribution by electronic means of a communication to more
16 than one person or the posting of material on an electronic
17 medium that may be accessed by one or more persons if the
18 distribution or posting creates any of the effects enumerated
19 in the definition of bullying in this Section.

20 "Policy on bullying" means a bullying prevention policy
21 that meets the following criteria:

22 (1) Includes the bullying definition provided in this
23 Section.

24 (2) Includes a statement that bullying is contrary to
25 State law and the policy of the school district, charter
26 school, or non-public, non-sectarian elementary or

1 secondary school and is consistent with subsection (a-5)
2 of this Section.

3 (3) Includes procedures for promptly reporting
4 bullying, including, but not limited to, identifying and
5 providing the school e-mail address (if applicable) and
6 school telephone number for the staff person or persons
7 responsible for receiving such reports and a procedure for
8 anonymous reporting; however, this shall not be construed
9 to permit formal disciplinary action solely on the basis
10 of an anonymous report.

11 (4) Consistent with federal and State laws and rules
12 governing student privacy rights, includes procedures for
13 informing parents or guardians of all students involved in
14 the alleged incident of bullying within 24 hours after the
15 school's administration is made aware of the students'
16 involvement in the incident and discussing, as
17 appropriate, the availability of social work services,
18 counseling, school psychological services, other
19 interventions, and restorative measures. The school shall
20 make diligent efforts to notify a parent or legal
21 guardian, utilizing all contact information the school has
22 available or that can be reasonably obtained by the school
23 within the 24-hour period.

24 (5) Contains procedures for promptly investigating and
25 addressing reports of bullying, including the following:

26 (A) Making all reasonable efforts to complete the

1 investigation within 10 school days after the date the
2 report of the incident of bullying was received and
3 taking into consideration additional relevant
4 information received during the course of the
5 investigation about the reported incident of bullying.

6 (B) Involving appropriate school support personnel
7 and other staff persons with knowledge, experience,
8 and training on bullying prevention, as deemed
9 appropriate, in the investigation process.

10 (C) Notifying the principal or school
11 administrator or his or her designee of the report of
12 the incident of bullying as soon as possible after the
13 report is received.

14 (D) Consistent with federal and State laws and
15 rules governing student privacy rights, providing
16 parents and guardians of the students who are parties
17 to the investigation information about the
18 investigation and an opportunity to meet with the
19 principal or school administrator or his or her
20 designee to discuss the investigation, the findings of
21 the investigation, and the actions taken to address
22 the reported incident of bullying.

23 (6) Includes the interventions that can be taken to
24 address bullying, which may include, but are not limited
25 to, school social work services, restorative measures,
26 social-emotional skill building, counseling, school

1 psychological services, and community-based services.

2 (7) Includes a statement prohibiting reprisal or
3 retaliation against any person who reports an act of
4 bullying and the consequences and appropriate remedial
5 actions for a person who engages in reprisal or
6 retaliation.

7 (8) Includes consequences and appropriate remedial
8 actions for a person found to have falsely accused another
9 of bullying as a means of retaliation or as a means of
10 bullying.

11 (9) Is based on the engagement of a range of school
12 stakeholders, including students and parents or guardians.

13 (10) Is posted on the school district's, charter
14 school's, or non-public, non-sectarian elementary or
15 secondary school's existing, publicly accessible Internet
16 website, is included in the student handbook, and, where
17 applicable, posted where other policies, rules, and
18 standards of conduct are currently posted in the school
19 and provided periodically throughout the school year to
20 students and faculty, and is distributed annually to
21 parents, guardians, students, and school personnel,
22 including new employees when hired.

23 (11) As part of the process of reviewing and
24 re-evaluating the policy under subsection (d) of this
25 Section, contains a policy evaluation process to assess
26 the outcomes and effectiveness of the policy that

1 includes, but is not limited to, factors such as the
2 frequency of victimization; student, staff, and family
3 observations of safety at a school; identification of
4 areas of a school where bullying occurs; the types of
5 bullying utilized; and bystander intervention or
6 participation. The school district, charter school, or
7 non-public, non-sectarian elementary or secondary school
8 may use relevant data and information it already collects
9 for other purposes in the policy evaluation. The
10 information developed as a result of the policy evaluation
11 must be made available on the Internet website of the
12 school district, charter school, or non-public,
13 non-sectarian elementary or secondary school. If an
14 Internet website is not available, the information must be
15 provided to school administrators, school board members,
16 school personnel, parents, guardians, and students.

17 (12) Is consistent with the policies of the school
18 board, charter school, or non-public, non-sectarian
19 elementary or secondary school.

20 (13) Requires all individual instances of bullying, as
21 well as all threats, suggestions, or instances of
22 self-harm determined to be the result of bullying, to be
23 reported to the parents or legal guardians of those
24 involved under the guidelines provided in paragraph (4) of
25 this definition.

26 "Restorative measures" means a continuum of school-based

1 alternatives to exclusionary discipline, such as suspensions
2 and expulsions, that: (i) are adapted to the particular needs
3 of the school and community, (ii) contribute to maintaining
4 school safety, (iii) protect the integrity of a positive and
5 productive learning climate, (iv) teach students the personal
6 and interpersonal skills they will need to be successful in
7 school and society, (v) serve to build and restore
8 relationships among students, families, schools, and
9 communities, (vi) reduce the likelihood of future disruption
10 by balancing accountability with an understanding of students'
11 behavioral health needs in order to keep students in school,
12 and (vii) increase student accountability if the incident of
13 bullying is based on religion, race, ethnicity, or any other
14 category that is identified in the Illinois Human Rights Act.

15 "School personnel" means persons employed by, on contract
16 with, or who volunteer in a school district, charter school,
17 or non-public, non-sectarian elementary or secondary school,
18 including without limitation school and school district
19 administrators, teachers, school social workers, school
20 counselors, school psychologists, school nurses, cafeteria
21 workers, custodians, bus drivers, school resource officers,
22 and security guards.

23 (c) (Blank).

24 (d) Each school district, charter school, and non-public,
25 non-sectarian elementary or secondary school shall create,
26 maintain, and implement a policy on bullying, which policy

1 must be filed with the State Board of Education. The policy on
2 bullying shall be based on the State Board of Education's
3 template for a model bullying prevention policy under
4 subsection (h) and shall include the criteria set forth in the
5 definition of "policy on bullying". The policy or implementing
6 procedure shall include a process to investigate whether a
7 reported act of bullying is within the permissible scope of
8 the district's or school's jurisdiction and shall require that
9 the district or school provide the victim with information
10 regarding services that are available within the district and
11 community, such as counseling, support services, and other
12 programs. School personnel available for help with a bully or
13 to make a report about bullying shall be made known to parents
14 or legal guardians, students, and school personnel. Every 2
15 years, each school district, charter school, and non-public,
16 non-sectarian elementary or secondary school shall conduct a
17 review and re-evaluation of its policy and make any necessary
18 and appropriate revisions. No later than September 30 of the
19 subject year, the policy must be filed with the State Board of
20 Education after being updated. The State Board of Education
21 shall monitor and provide technical support for the
22 implementation of policies created under this subsection (d).
23 In monitoring the implementation of the policies, the State
24 Board of Education shall review each filed policy on bullying
25 to ensure all policies meet the requirements set forth in this
26 Section, including ensuring that each policy meets the 12

1 criterion identified within the definition of "policy on
2 bullying" set forth in this Section.

3 If a school district, charter school, or non-public,
4 non-sectarian elementary or secondary school fails to file a
5 policy on bullying by September 30 of the subject year, the
6 State Board of Education shall provide a written request for
7 filing to the school district, charter school, or non-public,
8 non-sectarian elementary or secondary school. If a school
9 district, charter school, or non-public, non-sectarian
10 elementary or secondary school fails to file a policy on
11 bullying within 14 days of receipt of the aforementioned
12 written request, the State Board of Education shall publish
13 notice of the non-compliance on the State Board of Education's
14 website.

15 Each school district, charter school, and non-public,
16 non-sectarian elementary or secondary school may provide
17 evidence-based professional development and youth programming
18 on bullying prevention that is consistent with the provisions
19 of this Section.

20 (e) This Section shall not be interpreted to prevent a
21 victim from seeking redress under any other available civil or
22 criminal law.

23 (f) School districts, charter schools, and non-public,
24 non-sectarian elementary and secondary schools shall collect,
25 maintain, and submit to the State Board of Education
26 non-identifiable data regarding verified allegations of

1 bullying within the school district, charter school, or
2 non-public, non-sectarian elementary or secondary school.
3 School districts, charter schools, and non-public,
4 non-sectarian elementary and secondary schools must submit
5 such data in an annual report due to the State Board of
6 Education no later than August 15 of each year starting with
7 the 2024-2025 school year through the 2030-2031 school year.
8 The State Board of Education shall adopt rules for the
9 submission of data that includes, but is not limited to: (i) a
10 record of each verified allegation of bullying and action
11 taken; and (ii) whether the instance of bullying was based on
12 actual or perceived characteristics identified in subsection
13 (a) and, if so, lists the relevant characteristics. The rules
14 for the submission of data shall be consistent with federal
15 and State laws and rules governing student privacy rights,
16 including, but not limited to, the federal Family Educational
17 Rights and Privacy Act of 1974 and the Illinois School Student
18 Records Act, which shall include, without limitation, a record
19 of each complaint and action taken. The State Board of
20 Education shall adopt rules regarding the notification of
21 school districts, charter schools, and non-public,
22 non-sectarian elementary and secondary schools that fail to
23 comply with the requirements of this subsection.

24 (g) Upon the request of a parent or legal guardian of a
25 child enrolled in a school district, charter school, or
26 non-public, non-sectarian elementary or secondary school

1 within this State, the State Board of Education must provide
2 non-identifiable data on the number of bullying allegations
3 and incidents in a given year in the school district, charter
4 school, or non-public, non-sectarian elementary or secondary
5 school to the requesting parent or legal guardian. The State
6 Board of Education shall adopt rules regarding (i) the
7 handling of such data, (ii) maintaining the privacy of the
8 students and families involved, and (iii) best practices for
9 sharing numerical data with parents and legal guardians.

10 (h) By January 1, 2024, the State Board of Education shall
11 post on its Internet website a template for a model bullying
12 prevention policy.

13 (i) The Illinois Bullying and Cyberbullying Prevention
14 Fund is created as a special fund in the State treasury. Any
15 moneys appropriated to the Fund may be used, subject to
16 appropriation, by the State Board of Education for the
17 purposes of subsection (j).

18 (j) Subject to appropriation, the State Superintendent of
19 Education may provide a grant to a school district, charter
20 school, or non-public, non-sectarian elementary or secondary
21 school to support its anti-bullying programming. Grants may be
22 awarded from the Illinois Bullying and Cyberbullying
23 Prevention Fund. School districts, charter schools, and
24 non-public, non-sectarian elementary or secondary schools that
25 are not in compliance with subsection (f) are not eligible to
26 receive a grant from the Illinois Bullying and Cyberbullying

1 Prevention Fund.

2 (Source: P.A. 102-197, eff. 7-30-21; 102-241, eff. 8-3-21;
3 102-813, eff. 5-13-22; 102-894, eff. 5-20-22; 103-47, eff.
4 6-9-23.)

5 (105 ILCS 5/22-115 new) (was 105 ILCS 110/3 in part)

6 Sec. 22-115. Emergency procedures and life-saving
7 techniques. No later than 30 days after the first day of each
8 school year, the school board of each public elementary and
9 secondary school in the State shall provide all teachers,
10 administrators, and other school personnel, as determined by
11 school officials, with information regarding emergency
12 procedures and life-saving techniques, including, without
13 limitation, the Heimlich maneuver, hands-only cardiopulmonary
14 resuscitation, and use of the school district's automated
15 external defibrillator. The information shall be in accordance
16 with standards of the American Red Cross, the American Heart
17 Association, or another nationally recognized certifying
18 organization. A school board may use the services of
19 non-governmental entities whose personnel have expertise in
20 life-saving techniques to instruct teachers, administrators,
21 and other school personnel in these techniques.

22 Each school board is encouraged to have in its employ or on
23 its volunteer staff at least one person who is certified, by
24 the American Red Cross or by another qualified certifying
25 agency, as qualified to administer first aid and

1 cardiopulmonary resuscitation. In addition, each school board
2 is authorized to allocate appropriate portions of its
3 institute or inservice days to conduct training programs for
4 teachers and other school personnel who have expressed an
5 interest in becoming certified to administer emergency first
6 aid or cardiopulmonary resuscitation.

7 School boards are urged to encourage their teachers and
8 other school personnel who coach school athletic programs and
9 other extracurricular school activities to acquire, develop,
10 and maintain the knowledge and skills necessary to properly
11 administer first aid and cardiopulmonary resuscitation in
12 accordance with standards and requirements established by the
13 American Red Cross or another qualified certifying agency.

14 Subject to appropriation, the State Board of Education
15 shall establish and administer a matching grant program to pay
16 for half of the cost that a school district incurs in training
17 those teachers and other school personnel who express an
18 interest in becoming qualified to administer first aid or
19 cardiopulmonary resuscitation (which training must be in
20 accordance with standards of the American Red Cross, the
21 American Heart Association, or another nationally recognized
22 certifying organization). A school district that applies for a
23 grant must demonstrate that it has funds to pay half of the
24 cost of the training for which matching grant money is sought.
25 The State Board of Education shall award the grants on a
26 first-come, first-serve basis.

1 (105 ILCS 5/24-2)

2 Sec. 24-2. Holidays.

3 (a) Teachers shall not be required to teach on Saturdays,
4 nor, except as provided in subsection (b) of this Section,
5 shall teachers, educational support personnel employees, or
6 other school employees, other than noncertificated school
7 employees whose presence is necessary because of an emergency
8 or for the continued operation and maintenance of school
9 facilities or property, be required to work on legal school
10 holidays, which are January 1, New Year's Day; the third
11 Monday in January, the Birthday of Dr. Martin Luther King,
12 Jr.; February 12, the Birthday of President Abraham Lincoln;
13 the first Monday in March (to be known as Casimir Pulaski's
14 birthday); Good Friday; the day designated as Memorial Day by
15 federal law; June 19, Juneteenth National Freedom Day; July 4,
16 Independence Day; the first Monday in September, Labor Day;
17 the second Monday in October, Columbus Day; November 11,
18 Veterans' Day; the Thursday in November commonly called
19 Thanksgiving Day; and December 25, Christmas Day. School
20 boards may grant special holidays whenever in their judgment
21 such action is advisable. No deduction shall be made from the
22 time or compensation of a school employee, including an
23 educational support personnel employee, on account of any
24 legal or special holiday in which that employee would have
25 otherwise been scheduled to work but for the legal or special

1 holiday.

2 (b) A school board or other entity eligible to apply for
3 waivers and modifications under Section 2-3.25g of this Code
4 is authorized to hold school or schedule teachers' institutes,
5 parent-teacher conferences, or staff development on the third
6 Monday in January (the Birthday of Dr. Martin Luther King,
7 Jr.); February 12 (the Birthday of President Abraham Lincoln);
8 the first Monday in March (known as Casimir Pulaski's
9 birthday); the second Monday in October (Columbus Day); and
10 November 11 (Veterans' Day), provided that:

11 (1) the person or persons honored by the holiday are
12 recognized through instructional activities conducted on
13 that day or, if the day is not used for student attendance,
14 on the first school day preceding or following that day;
15 and

16 (2) the entity that chooses to exercise this authority
17 first holds a public hearing about the proposal. The
18 entity shall provide notice preceding the public hearing
19 to both educators and parents. The notice shall set forth
20 the time, date, and place of the hearing, describe the
21 proposal, and indicate that the entity will take testimony
22 from educators and parents about the proposal.

23 (c) Commemorative holidays, which recognize specified
24 patriotic, civic, cultural or historical persons, activities,
25 or events, are regular school days. Commemorative holidays
26 are: January 17 (the birthday of Muhammad Ali), January 28 (to

1 be known as Christa McAuliffe Day and observed as a
2 commemoration of space exploration), February 15 (the birthday
3 of Susan B. Anthony), March 29 (Viet Nam War Veterans' Day),
4 the last Friday in April (Arbor and Bird Day), September 11
5 (September 11th Day of Remembrance), September 17
6 (Constitution Day), the school day immediately preceding
7 Veterans' Day (Korean War Veterans' Day), October 1 (Recycling
8 Day), October 7 (Iraq and Afghanistan Veterans Remembrance
9 Day), October 9 (Leif Erikson Day), the day immediately after
10 Thanksgiving (Native American Heritage Day), December 7 (Pearl
11 Harbor Veterans' Day), and any day so appointed by the
12 President or Governor. School boards may establish
13 commemorative holidays whenever in their judgment such action
14 is advisable. School boards may ~~shall~~ include instruction
15 relative to commemorated persons, activities, or events on the
16 commemorative holiday or at any other time during the school
17 year and at any point in the curriculum when such instruction
18 may be deemed appropriate. The State Board of Education may
19 ~~shall~~ prepare and make available to school boards
20 instructional materials relative to commemorated persons,
21 activities, or events which may be used by school boards in
22 conjunction with any instruction provided pursuant to this
23 paragraph.

24 (d) City of Chicago School District 299 shall observe
25 March 4 of each year as a commemorative holiday. This holiday
26 shall be known as Mayors' Day which shall be a day to

1 commemorate and be reminded of the past Chief Executive
2 Officers of the City of Chicago, and in particular the late
3 Mayor Richard J. Daley and the late Mayor Harold Washington.
4 If March 4 falls on a Saturday or Sunday, Mayors' Day shall be
5 observed on the following Monday.

6 (e) Notwithstanding any other provision of State law to
7 the contrary, November 3, 2020 shall be a State holiday known
8 as 2020 General Election Day and shall be observed throughout
9 the State pursuant to Public Act 101-642. All government
10 offices, with the exception of election authorities, shall be
11 closed unless authorized to be used as a location for election
12 day services or as a polling place.

13 Notwithstanding any other provision of State law to the
14 contrary, November 8, 2022 shall be a State holiday known as
15 2022 General Election Day and shall be observed throughout the
16 State under Public Act 102-15.

17 Notwithstanding any other provision of State law to the
18 contrary, November 5, 2024 shall be a State holiday known as
19 2024 General Election Day and shall be observed throughout
20 this State pursuant to Public Act 103-467.

21 (Source: P.A. 102-14, eff. 1-1-22; 102-15, eff. 6-17-21;
22 102-334, eff. 8-9-21; 102-411, eff. 1-1-22; 102-813, eff.
23 5-13-22; 103-15, eff. 7-1-23; 103-395, eff. 1-1-24; 103-467,
24 eff. 8-4-23; 103-605, eff. 7-1-24.)

1 (Section scheduled to be repealed on December 1, 2025)

2 Sec. 26A-15. Ensuring Success in School Task Force.

3 (a) The Ensuring Success in School Task Force is created
4 to draft and publish model policies and intergovernmental
5 agreements for inter-district transfers; draft and publish
6 model complaint resolution procedures as required in
7 subsection (c) of Section 26A-25; identify current mandatory
8 educator and staff training and additional new trainings
9 needed to meet the requirements as required in Section 26A-25
10 and Section 26A-35. These recommended policies and agreements
11 shall be survivor-centered and rooted in trauma-informed
12 responses and used to support all students, from
13 pre-kindergarten through grade 12, who are survivors of
14 domestic or sexual violence, regardless of whether the
15 perpetrator is school-related or not, or who are parenting or
16 pregnant, regardless of whether the school is a public school,
17 nonpublic school, or charter school.

18 (b) The Task Force shall be representative of the
19 geographic, racial, ethnic, sexual orientation, gender
20 identity, and cultural diversity of this State. The Task Force
21 shall consist of all of the following members, who must be
22 appointed no later than 60 days after the effective date of
23 this amendatory Act of the 102nd General Assembly:

24 (1) One Representative appointed by the Speaker of the
25 House of Representatives.

26 (2) One Representative appointed by the Minority

1 Leader of the House of Representatives.

2 (3) One Senator appointed by the President of the
3 Senate.

4 (4) One Senator appointed by the Minority Leader of
5 the Senate.

6 (5) One member who represents a State-based
7 organization that advocates for lesbian, gay, bisexual,
8 transgender, and queer people appointed by the State
9 Superintendent of Education.

10 (6) One member who represents a State-based,
11 nonprofit, nongovernmental organization that advocates for
12 survivors of domestic violence appointed by the State
13 Superintendent of Education.

14 (7) One member who represents a statewide, nonprofit,
15 nongovernmental organization that advocates for survivors
16 of sexual violence appointed by the State Superintendent
17 of Education.

18 (8) One member who represents a statewide, nonprofit,
19 nongovernmental organization that offers free legal
20 services, including victim's rights representation, to
21 survivors of domestic violence or sexual violence
22 appointed by the State Superintendent of Education.

23 (9) One member who represents an organization that
24 advocates for pregnant or parenting youth appointed by the
25 State Superintendent of Education.

26 (10) One member who represents a youth-led

1 organization with expertise in domestic and sexual
2 violence appointed by the State Superintendent of
3 Education.

4 (11) One member who represents the Children's Advocacy
5 Centers of Illinois appointed by the State Superintendent
6 of Education.

7 (12) One representative of the State Board of
8 Education appointed by the State Superintendent of
9 Education.

10 (13) One member who represents a statewide
11 organization of social workers appointed by the State
12 Superintendent of Education.

13 (14) One member who represents a statewide
14 organization for school psychologists appointed by the
15 State Superintendent of Education.

16 (15) One member who represents a statewide
17 organization of school counselors appointed by the State
18 Superintendent of Education.

19 (16) One member who represents a statewide
20 professional teachers' organization appointed by the State
21 Superintendent of Education.

22 (17) One member who represents a different statewide
23 professional teachers' organization appointed by the State
24 Superintendent of Education.

25 (18) One member who represents a statewide
26 organization for school boards appointed by the State

1 Superintendent of Education.

2 (19) One member who represents a statewide
3 organization for school principals appointed by the State
4 Superintendent of Education.

5 (20) One member who represents a school district
6 organized under Article 34 appointed by the State
7 Superintendent of Education.

8 (21) One member who represents an association
9 representing rural school superintendents appointed by the
10 State Superintendent of Education.

11 (c) The Task Force shall first meet at the call of the
12 State Superintendent of Education, and each subsequent meeting
13 shall be called by the chairperson, who shall be designated by
14 the State Superintendent of Education. The State Board of
15 Education shall provide administrative and other support to
16 the Task Force. Members of the Task Force shall serve without
17 compensation.

18 (d) On or before June 30, 2024, the Task Force shall report
19 its work, including model policies, guidance recommendations,
20 and agreements, to the Governor and the General Assembly. The
21 report must include all of the following:

22 (1) Model school and district policies to facilitate
23 inter-district transfers for student survivors of domestic
24 or sexual violence, expectant parents, and parents. These
25 policies shall place high value on being accessible and
26 expeditious for student survivors and pregnant and

1 parenting students.

2 (2) Model school and district policies to ensure
3 confidentiality and privacy considerations for student
4 survivors of domestic or sexual violence, expectant
5 parents, and parents. These policies must include guidance
6 regarding appropriate referrals for nonschool-based
7 services.

8 (3) Model school and district complaint resolution
9 procedures as prescribed by Section 26A-25.

10 (4) Guidance for schools and districts regarding which
11 mandatory training that is currently required for educator
12 licenses or under State or federal law would be suitable
13 to fulfill training requirements for resource personnel as
14 prescribed by Section 26A-35 and for the staff tasked with
15 implementing the complaint resolution procedure as
16 prescribed by Section 26A-25. The guidance shall evaluate
17 all relevant mandatory or recommended training, including,
18 but not limited to, the training required under subsection
19 (j) of Section 4 of the Abused and Neglected Child
20 Reporting Act, Sections 3-11, 10-23.12, 10-23.13, and
21 22-110 ~~27-23.7~~ of this Code, and subsections (d) and (f)
22 of Section 10-22.39 of this Code. The guidance must also
23 identify what gaps in training exist, including, but not
24 limited to, training on trauma-informed responses and
25 racial and gender equity, and make recommendations for
26 future training programs that should be required or

1 recommended for the positions as prescribed by Sections
2 26A-25 and 26A-35.

3 (e) The Task Force is dissolved upon submission of its
4 report under subsection (d).

5 (f) This Section is repealed on December 1, 2025.

6 (Source: P.A. 102-466, eff. 5-20-22 (see Section 5 of P.A.
7 102-894 for effective date of P.A. 102-466).)

8 (105 ILCS 5/26A-25)

9 (This Section may contain text from a Public Act with a
10 delayed effective date)

11 Sec. 26A-25. Complaint resolution procedure.

12 (a) On or before July 1, 2024, each school district must
13 adopt one procedure to resolve complaints of violations of
14 this amendatory Act of the 102nd General Assembly. The
15 respondent must be one or more of the following: the school,
16 school district, or school personnel. These procedures shall
17 comply with the confidentiality provisions of Sections 26A-20
18 and 26A-30. The procedures must include, at minimum, all of
19 the following:

20 (1) The opportunity to consider the most appropriate
21 means to execute the procedure considering school safety,
22 the developmental level of students, methods to reduce
23 trauma during the procedure, and how to avoid multiple
24 communications with students involved with an alleged
25 incident of domestic or sexual violence.

1 (2) Any proceeding, meeting, or hearing held to
2 resolve complaints of any violation of this amendatory Act
3 of the 102nd General Assembly must protect the privacy of
4 the participating parties and witnesses. A school, school
5 district, or school personnel may not disclose the
6 identity of parties or witnesses, except as necessary to
7 resolve the complaint or to implement interim protective
8 measures and reasonable support services or when required
9 by State or federal law.

10 (3) Complainants alleging violations of this
11 amendatory Act of the 102nd General Assembly must have the
12 opportunity to request that the complaint resolution
13 procedure begin promptly and proceed in a timely manner.

14 (b) A school district must determine the individuals who
15 will resolve complaints of violations of this amendatory Act
16 of the 102nd General Assembly.

17 (1) All individuals whose duties include resolution of
18 complaints of violations of this amendatory Act of the
19 102nd General Assembly must complete ~~a minimum of 8 hours~~
20 ~~of~~ training on issues related to domestic and sexual
21 violence and how to conduct the school's complaint
22 resolution procedure, which may include the in-service
23 training required under subsection (d) of Section
24 10-22.39, before commencement of those duties, and must
25 receive ~~a minimum of 6 hours of~~ such training annually
26 thereafter. This training must be conducted by an

1 individual or individuals with expertise in domestic or
2 sexual violence in youth and expertise in developmentally
3 appropriate communications with elementary and secondary
4 school students regarding topics of a sexual, violent, or
5 sensitive nature.

6 (2) Each school must have a sufficient number of
7 individuals trained to resolve complaints so that (i) a
8 substitution can occur in the case of a conflict of
9 interest or recusal, (ii) an individual with no prior
10 involvement in the initial determination or finding may
11 hear any appeal brought by a party, and (iii) the
12 complaint resolution procedure proceeds in a timely
13 manner.

14 (3) The complainant and any witnesses shall (i)
15 receive notice of the name of the individual with
16 authority to make a finding or approve an accommodation in
17 the proceeding before the individual may initiate contact
18 with the complainant and any witnesses and (ii) have the
19 opportunity to request a substitution if the participation
20 of an individual with authority to make a finding or
21 approve an accommodation poses a conflict of interest.

22 (c) When the alleged violation of this amendatory Act of
23 the 102nd General Assembly involves making a determination or
24 finding of responsibility of causing harm:

25 (1) The individual making the finding must use a
26 preponderance of evidence standard to determine whether

1 the incident occurred.

2 (2) The complainant and respondent and any witnesses
3 may not directly or through a representative question one
4 another. At the discretion of the individual resolving the
5 complaint, the complainant and the respondent may suggest
6 questions to be posed by the individual resolving the
7 complaint and if the individual resolving the complaint
8 decides to pose such questions.

9 (3) A live hearing is not required. If the complaint
10 resolution procedure includes a hearing, no student who is
11 a witness, including the complainant, may be compelled to
12 testify in the presence of a party or other witness. If a
13 witness invokes this right to testify outside the presence
14 of the other party or other witnesses, then the school
15 district must provide an option by which each party may,
16 at a minimum, hear such witnesses' testimony.

17 (d) Each party and witness may request and must be allowed
18 to have a representative or support persons of their choice
19 accompany them to any meeting or proceeding related to the
20 alleged violence or violation of this amendatory Act of the
21 102nd General Assembly if the involvement of the
22 representative or support persons does not result in undue
23 delay of the meeting or proceeding. This representative or
24 support persons must comply with any rules of the school
25 district's complaint resolution procedure. If the
26 representative or support persons violate the rules or engage

1 in behavior or advocacy that harasses, abuses, or intimidates
2 either party ~~part~~, a witness, or an individual resolving the
3 complaint, the representative or support person may be
4 prohibited from further participation in the meeting or
5 proceeding.

6 (e) The complainant, regardless of the level of
7 involvement in the complaint resolution procedure, and the
8 respondent must have the opportunity to provide or present
9 evidence and witnesses on their behalf during the complaint
10 resolution procedure.

11 (f) The complainant and respondent and any named
12 perpetrator directly impacted by the results of the complaint
13 resolution procedure, are entitled to simultaneous written
14 notification of the results of the complaint resolution
15 procedure, including information regarding appeals rights and
16 procedures, within 10 business days after a decision or sooner
17 if required by State or federal law or district policy.

18 (1) The complainant, respondents, and named
19 perpetrator if directly impacted by the results of the
20 complaint resolution procedure must, at a minimum, have
21 the right to timely appeal the complaint resolution
22 procedure's findings or remedies if a party alleges (i) a
23 procedural error occurred, (ii) new information exists
24 that would substantially change the outcome of the
25 proceeding, (iii) the remedy is not sufficiently related
26 to the finding, or (iv) the decision is against the weight

1 of the evidence.

2 (2) An individual reviewing the findings or remedies
3 may not have previously participated in the complaint
4 resolution procedure and may not have a conflict of
5 interest with either party.

6 (3) The complainant and respondent and any
7 perpetrators directly impacted by the results of the
8 complaint resolution procedure must receive the appeal
9 decision, in writing, within 10 business days, but never
10 more than 15 business days, after the conclusion of the
11 review of findings or remedies or sooner if required by
12 State or federal law.

13 (g) Each school district must have a procedure to
14 determine interim protective measures and support services
15 available pending the resolution of the complaint including
16 the implementation of court orders.

17 (Source: P.A. 102-466, eff. 7-1-25.)

18 (105 ILCS 5/prec. Sec. 27-1 heading new)

19 GENERAL PROVISIONS

20 (105 ILCS 5/27-50) (was 105 ILCS 5/27-27)

21 Sec. 27-50. ~~27-27.~~ System of categorizing classes. When
22 school districts use a system of categorizing classes of
23 instruction by degree of difficulty and issues grades in
24 accordance therewith, identification of said system shall be

1 reflected in the affected students' class ranking and
2 permanent records.

3 (Source: P.A. 81-707.)

4 (105 ILCS 5/prec. Sec. 27-105 heading new)

5 SAFETY EDUCATION

6 (105 ILCS 5/27-105 new) (was 105 ILCS 5/27-13.2 in part)

7 Sec. 27-105. Abduction education. In every public school
8 there shall be instruction, study, and discussion of effective
9 methods by which pupils may recognize the danger of and avoid
10 abduction.

11 (105 ILCS 5/27-110) (was 105 ILCS 5/27-23.11)

12 Sec. 27-110. ~~27-23.11.~~ Traffic injury prevention; policy.
13 The school board of a school district that maintains any of
14 grades kindergarten through 8 shall adopt a policy on
15 educating students on the effective methods of preventing and
16 avoiding traffic injuries related to walking and bicycling,
17 which education must be made available to students in grades
18 kindergarten through 8.

19 (Source: P.A. 100-1056, eff. 8-24-18; 101-81, eff. 7-12-19.)

20 (105 ILCS 5/27-115) (was 105 ILCS 5/27-23.4)

21 Sec. 27-115. ~~27-23.4.~~ Violence prevention and conflict
22 resolution education. School districts shall provide

1 instruction in violence prevention and conflict resolution
2 education for grades kindergarten through 12 and may include
3 such instruction in the courses of study regularly taught
4 therein. School districts may give regular school credit for
5 satisfactory completion by the student of such courses.

6 As used in this Section, "violence prevention and conflict
7 resolution education" means and includes instruction in the
8 following:

9 (1) The consequences of violent behavior.

10 (2) The causes of violent reactions to conflict.

11 (3) Nonviolent conflict resolution techniques.

12 (4) The relationship between drugs, alcohol and
13 violence.

14 The State Board of Education shall prepare and make
15 available to all school boards instructional materials that
16 may be used as guidelines for development of a violence
17 prevention program under this Section, provided that each
18 school board shall determine the appropriate curriculum for
19 satisfying the requirements of this Section. The State Board
20 of Education shall assist in training teachers to provide
21 effective instruction in the violence prevention curriculum.

22 The State Board of Education and local school boards shall
23 not be required to implement the provisions of this Section
24 unless grants of funds are made available and are received
25 after July 1, 1993 from private sources or from the federal
26 government in amounts sufficient to enable the State Board and

1 local school boards to meet the requirements of this Section.
2 Any funds received by the State or a local educational agency
3 pursuant to the federal Safe and Drug-Free Schools and
4 Communities Act of 1994 shall first be applied or appropriated
5 to meet the requirements and implement the provisions of this
6 Section.

7 (Source: P.A. 97-87, eff. 7-8-11.)

8 (105 ILCS 5/prec. Sec. 27-205 heading new)

9 HEALTH AND SCIENCE EDUCATION

10 (105 ILCS 5/27-205 new) (was 105 ILCS 110/1)

11 Sec. 27-205. Short title. This Section and the following
12 Sections preceding Section 27-235 shall be known and may be
13 cited as the Critical Health Problems and Comprehensive Health
14 Education Act.

15 (105 ILCS 5/27-210 new) (was 105 ILCS 110/2)

16 Sec. 27-210. Definition of term. The following term has
17 the following meaning, except as the context otherwise
18 requires:

19 "Comprehensive health education program" means a
20 systematic and extensive educational program designed to
21 provide a variety of learning experiences based upon
22 scientific knowledge of the human organism as it functions
23 within its environment, which will favorably influence the

1 knowledge, attitudes, values, and practices of Illinois school
2 youth and which will aid them in making wise personal
3 decisions in matters of health.

4 (105 ILCS 5/27-215 new)

5 Sec. 27-215. Comprehensive health education program.

6 (a) In this subsection (a):

7 "Age and developmentally appropriate" means suitable to
8 particular ages or age groups of children or adolescents,
9 based on the developing cognitive, emotional, and behavioral
10 capacity typical for the age or age group.

11 "Consent" means an affirmative, knowing, conscious,
12 ongoing, and voluntary agreement to engage in interpersonal,
13 physical, or sexual activity, which can be revoked at any
14 point, including during the course of interpersonal, physical,
15 or sexual activity.

16 The program established under this Act shall include, but
17 not be limited to, the following major educational areas as a
18 basis for curricula in all elementary and secondary schools in
19 this State, with applicable Illinois Learning Standards
20 adopted by the State Board of Education guiding the
21 instruction in the program:

22 (1) human ecology, health, growth, development,
23 personal health habits, and nutrition, consistent with the
24 Illinois Learning Standards adopted by the State Board of
25 Education;

1 (2) the emotional, psychological, physiological,
2 hygienic, and social responsibilities of family life,
3 including evidence-based and medically accurate
4 information regarding sexual abstinence;

5 (3) the prevention and control of disease, including
6 instruction in grades 6 through 12 on the prevention,
7 transmission, and spread of AIDS;

8 (4) age and developmentally appropriate sexual abuse,
9 consistent with Section 10-23.13 of this Code, abuse
10 during pregnancy, and assault awareness and prevention
11 education in grades prekindergarten through 12;

12 (5) public health, environmental health, disaster
13 preparedness education, and safety education;

14 (6) mental health and illness;

15 (7) dental health;

16 (8) cancer education that includes the types of
17 cancer, signs and symptoms, risk factors, the importance
18 of early prevention and detection, and information on
19 where to get help and treatment for cancer; and

20 (9) age and developmentally appropriate consent
21 education.

22 The instruction on mental health and illness must evaluate
23 the multiple dimensions of health by reviewing the
24 relationship between physical and mental health to enhance
25 student understanding, attitudes, and behaviors that promote
26 health, well-being, and human dignity and must include how and

1 where to find mental health resources and specialized
2 treatment in the State. The program shall also provide course
3 material and instruction to advise pupils of the Abandoned
4 Newborn Infant Protection Act.

5 Consent education must be age and developmentally
6 appropriate, and the instruction on age and developmentally
7 appropriate consent shall require only instruction aligning
8 with consent as defined in this Section.

9 (b) Notwithstanding the educational areas under subsection
10 (a), the following areas may also be included as a basis for
11 curricula in all elementary and secondary schools in this
12 State: basic first aid (including, but not limited to,
13 cardiopulmonary resuscitation and the Heimlich maneuver),
14 heart disease, diabetes, stroke, the prevention of child
15 abuse, neglect, and suicide, and teen dating violence in
16 grades 7 through 12.

17 (c) The State Superintendent of Education, in cooperation
18 with the Department of Children and Family Services, shall
19 prepare and disseminate to all public schools and nonpublic
20 schools information on instructional materials and programs
21 about child sexual abuse, which may be used by such schools for
22 their own or community programs. Such information may also be
23 disseminated by such schools to parents.

24 (d) No pupil shall be required to take or participate in
25 any class or course on AIDS or family life instruction or to
26 receive training on how to properly administer cardiopulmonary

1 resuscitation or how to use an automated external
2 defibrillator if his or her parent or guardian submits written
3 objection thereto, and refusal to take or participate in the
4 course or program or the training shall not be reason for
5 suspension or expulsion of the pupil.

6 (105 ILCS 5/27-220 new) (was 105 ILCS 110/4)

7 Sec. 27-220. Powers of the State Board of Education. In
8 order to carry out the purposes of this Act, the State Board of
9 Education is empowered to do all of the following:

10 (1) Establish the minimum amount of instruction time
11 to be devoted to comprehensive health education at all
12 elementary and secondary grade levels.

13 (2) Establish guidelines to aid local school districts
14 in developing comprehensive health education programs at
15 all grade levels.

16 (3) Establish special in-service programs to provide
17 professional preparation in the field of health education
18 for teachers and administrators throughout the schools of
19 the State.

20 (4) Develop cooperative health training programs
21 between school districts and institutions of higher
22 education whereby qualified health education personnel of
23 such institutions will be available to guide the
24 continuing professional preparation of teachers in health
25 education.

1 (5) Encourage institutions of higher education to
2 develop and extend curricula in health education for
3 professional preparation in both in-service and
4 pre-service programs.

5 (6) Assist in the development of evaluative techniques
6 that will ensure that a comprehensive program in health
7 education is being conducted throughout the State that
8 meets the needs of Illinois youth.

9 (7) Make sure there are additions to the staff of the
10 State Board of Education to ensure a sufficient number of
11 health education personnel to effectuate the purposes of
12 this Act.

13 (105 ILCS 5/27-225 new) (was 105 ILCS 110/5)

14 Sec. 27-225. Advisory committee. An advisory committee
15 consisting of 11 members is hereby established as follows: the
16 Director of Public Health or his or her designee, the
17 Secretary of Human Services or his or her designee and an
18 additional person representing the Department of Human
19 Services designated by the Secretary, the Director of Children
20 and Family Services or his or her designee, and 7 members to be
21 appointed by the State Board of Education and to be chosen,
22 insofar as is possible, from the following groups: colleges
23 and universities, voluntary health agencies, medicine,
24 dentistry, professional health associations, teachers,
25 administrators, members of local boards of education, and lay

1 citizens.

2 The original public members shall, upon their appointment,
3 serve until July 1, 1973, and, thereafter, new appointments of
4 public members shall be made in like manner and such members
5 shall serve for 4-year terms commencing on July 1, 1973 and
6 until their successors are appointed and qualified. Vacancies
7 in the terms of public members shall be filled in a like manner
8 as original appointments for the balance of the unexpired
9 terms. The members of the advisory committee shall receive no
10 compensation but shall be reimbursed for actual and necessary
11 expenses incurred in the performance of their duties. Such
12 committee shall select a chairperson and establish rules and
13 procedures for its proceedings not inconsistent with the
14 provisions of this Act.

15 Such committee shall advise the State Board of Education
16 on all matters relating to the implementation of the
17 provisions of this Act. The committee shall assist in
18 presenting advice and interpretation concerning a
19 comprehensive health education program to the Illinois public,
20 especially as related to critical health problems. The
21 committee shall also assist in establishing a sound
22 understanding and sympathetic relationship between such
23 comprehensive health education program and the public health,
24 welfare, and educational programs of other agencies in the
25 community.

1 (105 ILCS 5/27-230 new) (was 105 ILCS 110/6)

2 Sec. 27-230. Rules and regulations. In carrying out the
3 powers and duties of the State Board of Education and the
4 advisory committee established by this Act, the State Board
5 and such committee are authorized to promulgate rules and
6 regulations in order to implement the provisions of this Act.

7 (105 ILCS 5/27-235 new) (was 105 ILCS 110/3.5)

8 Sec. 27-235. Nutrition and physical activity best
9 practices database.

10 (a) The State Board of Education shall develop and
11 maintain a nutrition and physical activity best practices
12 database. The database shall contain the results of any
13 wellness-related fitness testing done by local school
14 districts, as well as information on successful programs and
15 policies implemented by local school districts designed to
16 improve nutrition and physical activity in the public and
17 charter schools. This information may include (i) a
18 description of the program or policy, (ii) advice on
19 implementation, (iii) any assessment of the program or policy,
20 (iv) a contact person from the local school district, and (v)
21 any other information the State Board of Education deems
22 appropriate. The database shall be readily accessible to all
23 local school districts statewide. The State Board of Education
24 shall encourage local school districts to submit information
25 to the database; however, no school district shall be required

1 to submit information.

2 (b) The State Board of Education may adopt rules necessary
3 for administration of this Section.

4 (c) The requirements of the State Board of Education to
5 establish this database shall become effective once the State
6 Board of Education has secured all of the funding necessary to
7 implement it.

8 (105 ILCS 5/27-240 new) (was 105 ILCS 110/3.10)

9 Sec. 27-240. Policy on teen dating violence.

10 (a) As used in this Section:

11 "Dating" or "dating relationship" means an ongoing social
12 relationship of a romantic or intimate nature between 2
13 persons. "Dating" or "dating relationship" does not include a
14 casual relationship or ordinary fraternization between 2
15 persons in a business or social context.

16 "Teen dating violence" means either of the following:

17 (1) A pattern of behavior in which a person uses or
18 threatens to use physical, mental, or emotional abuse to
19 control another person who is in a dating relationship
20 with the person, where one or both persons are 13 to 19
21 years of age.

22 (2) Behavior by which a person uses or threatens to
23 use sexual violence against another person who is in a
24 dating relationship with the person, where one or both
25 persons are 13 to 19 years of age.

1 (b) The school board of each public school district in
2 this State shall adopt a policy that does all of the following:

3 (1) States that teen dating violence is unacceptable
4 and is prohibited and that each student has the right to a
5 safe learning environment.

6 (2) Incorporates age-appropriate education about teen
7 dating violence into new or existing training programs for
8 students in grades 7 through 12 and school employees as
9 outlined in Sections 3-11 and 10-22.39 of this Code.

10 (3) Establishes procedures for the manner in which
11 employees of a school are to respond to incidents of teen
12 dating violence that take place at the school, on school
13 grounds, at school-sponsored activities, or in vehicles
14 used for school-provided transportation.

15 (4) Identifies by job title the school officials who
16 are responsible for receiving reports related to teen
17 dating violence.

18 (5) Notifies students and parents of the teen dating
19 violence policy adopted by the board.

20 (105 ILCS 5/27-245 new) (was 105 ILCS 110/3 in part)

21 Sec. 27-245. Allergy education. The curriculum in grades 9
22 through 12 shall include instruction, study, and discussion on
23 the dangers of allergies. Information for the instruction,
24 study, and discussion shall come from information provided by
25 the Department of Public Health and the federal Centers for

1 Disease Control and Prevention. This instruction, study, and
2 discussion shall include, at a minimum:

3 (1) recognizing the signs and symptoms of an allergic
4 reaction, including anaphylaxis;

5 (2) the steps to take to prevent exposure to
6 allergens; and

7 (3) safe emergency epinephrine administration.

8 (105 ILCS 5/27-250 new)

9 Sec. 27-250. High school CPR and AED training for pupils.
10 All secondary schools in this State shall include training on
11 how to properly administer cardiopulmonary resuscitation and
12 how to use an automated external defibrillator in their
13 curriculum. This training must be in accordance with standards
14 of the American Red Cross, the American Heart Association, or
15 another nationally recognized certifying organization.

16 No pupil is required to receive training on how to
17 properly administer cardiopulmonary resuscitation or how to
18 use an automated external defibrillator if his or her parent
19 or guardian submits written objection thereto, and refusal to
20 take or participate in the training must not be a reason for
21 suspension or expulsion of the pupil.

22 (105 ILCS 5/27-255 new)

23 Sec. 27-255. Drug, alcohol, and anabolic steroid abuse
24 prevention education.

1 (a) Every public school maintaining any of grades
2 kindergarten through 4 shall include in its curriculum age and
3 developmentally appropriate instruction, study, and discussion
4 of effective methods for the prevention and avoidance of drugs
5 and the dangers of opioid and substance abuse. School boards
6 may include such required instruction, study, and discussion
7 in the courses of study regularly taught in the public schools
8 of their respective districts; however, such instruction shall
9 be given each year to all pupils in grades kindergarten
10 through 4.

11 The State Superintendent of Education may prepare and make
12 available to all public and nonpublic schools instructional
13 materials that may be used by such schools as guidelines for
14 the development of a program of instruction under this
15 subsection (a); however, each school board shall itself
16 determine the minimum amount of instruction time that shall
17 qualify as a program of instruction that will satisfy the
18 requirements of this subsection (a).

19 (b) School districts shall provide age and developmentally
20 appropriate classroom instruction on alcohol and drug use and
21 abuse for students in grades 5 through 12. This instruction
22 may include the information contained in the Substance Use
23 Prevention and Recovery Instruction Resource Guide under
24 Section 22-81 of this Code, as applicable. The instruction,
25 which shall include matters relating to both the physical and
26 legal effects and ramifications of drug and substance abuse,

1 shall be integrated into existing curricula; and the State
2 Board of Education shall determine how to develop and make
3 available to all elementary and secondary schools in this
4 State instructional materials and guidelines that will assist
5 the schools in incorporating the instruction into their
6 existing curricula.

7 In addition, school districts may offer, as part of
8 existing curricula during the school day or as part of an
9 after-school program, support services and instruction for
10 pupils or pupils whose parent, parents, or guardians are
11 chemically dependent.

12 (c) The curriculum in grades 6 through 12 shall include
13 instruction, study, and discussion on the dangers of fentanyl.
14 Information for the instruction, study, and discussion on the
15 dangers of fentanyl shall be age and developmentally
16 appropriate and may include information contained in the
17 Substance Use Prevention and Recovery Instruction Resource
18 Guide under Section 22-81 of this Code, as applicable. The
19 instruction, study, and discussion on the dangers of fentanyl
20 in grades 9 through 12 shall include, at a minimum, all of the
21 following:

22 (1) Information on fentanyl itself, including an
23 explanation of the differences between synthetic and
24 nonsynthetic opioids and illicit drugs, the variations of
25 fentanyl itself, and the differences between the legal and
26 illegal uses of fentanyl.

1 (2) The side effects and the risk factors of using
2 fentanyl, along with information comparing the lethal
3 amounts of fentanyl to other drugs. Information on the
4 risk factors may include, but is not limited to:

5 (A) the lethal dose of fentanyl;

6 (B) how often fentanyl is placed in drugs without
7 a person's knowledge;

8 (C) an explanation of what fentanyl does to a
9 person's body and the severity of fentanyl's addictive
10 properties; and

11 (D) how the consumption of fentanyl can lead to
12 hypoxia, as well as an explanation of what hypoxia
13 precisely does to a person's body.

14 (3) Details about the process of lacing fentanyl in
15 other drugs and why drugs get laced with fentanyl.

16 (4) Details about how to detect fentanyl in drugs and
17 how to save someone from an overdose of fentanyl, which
18 shall include:

19 (A) how to buy and use fentanyl test strips;

20 (B) how to buy and use naloxone, either through a
21 nasal spray or an injection; and

22 (C) how to detect if someone is overdosing on
23 fentanyl.

24 Students in grades 9 through 12 shall be assessed on the
25 instruction, study, and discussion on the dangers of fentanyl.

26 The assessment may include, but is not limited to:

1 (i) the differences between synthetic and nonsynthetic
2 drugs;

3 (ii) hypoxia;

4 (iii) the effects of fentanyl on a person's body;

5 (iv) the lethal dose of fentanyl; and

6 (v) how to detect and prevent overdoses.

7 The instruction, study, and discussion on the dangers of
8 fentanyl may be taught by a licensed educator, school nurse,
9 school social worker, law enforcement officer, or school
10 counselor.

11 (d) School districts shall provide instruction in relation
12 to the prevention of abuse of anabolic steroids in grades 7
13 through 12 and shall include such instruction in science,
14 health, drug abuse, physical education, or other appropriate
15 courses of study. School districts shall also provide this
16 instruction to students who participate in interscholastic
17 athletic programs. The instruction shall emphasize that the
18 use of anabolic steroids presents a serious health hazard to
19 persons who use steroids to enhance athletic performance or
20 physical development.

21 The State Board of Education may assist in the development
22 of instructional materials and teacher training in relation to
23 steroid abuse prevention.

24 (105 ILCS 5/27-260) (was 105 ILCS 5/27-13.1)

25 (Text of Section before amendment by P.A. 103-837)

1 Sec. 27-260. ~~27-13.1.~~ In every public school there shall
2 be instruction, study and discussion of current problems and
3 needs in the conservation of natural resources, including but
4 not limited to air pollution, water pollution, waste reduction
5 and recycling, the effects of excessive use of pesticides,
6 preservation of wilderness areas, forest management,
7 protection of wildlife and humane care of domestic animals.

8 (Source: P.A. 86-229.)

9 (Text of Section after amendment by P.A. 103-837)

10 Sec. 27-260. ~~27-13.1.~~ Environmental education.

11 (a) In every public school there shall be instruction,
12 study and discussion of current problems and needs in the
13 conservation of natural resources, including but not limited
14 to air pollution, water pollution, waste reduction and
15 recycling, the effects of excessive use of pesticides,
16 preservation of wilderness areas, forest management,
17 protection of wildlife and humane care of domestic animals.

18 (b) Beginning with the 2026-2027 school year, every public
19 school shall provide instruction on climate change, which
20 shall include, but not be limited to, identifying the
21 environmental and ecological impacts of climate change on
22 individuals and communities and evaluating solutions for
23 addressing and mitigating the impact of climate change and
24 shall be in alignment with State learning standards, as
25 appropriate.

1 shall be taught and be required to study courses which include
2 instruction in the area of consumer education, including but
3 not necessarily limited to (i) understanding the basic
4 concepts of financial literacy, including consumer debt and
5 installment purchasing (including credit scoring, managing
6 credit debt, and completing a loan application), budgeting,
7 savings and investing, banking (including balancing a
8 checkbook, opening a deposit account, and the use of interest
9 rates), understanding simple contracts, State and federal
10 income taxes, personal insurance policies, the comparison of
11 prices, higher education student loans, identity-theft
12 security, and homeownership (including the basic process of
13 obtaining a mortgage and the concepts of fixed and adjustable
14 rate mortgages, subprime loans, and predatory lending), and
15 (ii) understanding the roles of consumers interacting with
16 agriculture, business, labor unions and government in
17 formulating and achieving the goals of the mixed free
18 enterprise system. The State Board of Education shall devise
19 or approve the consumer education curriculum for grades 9
20 through 12 and specify the minimum amount of instruction to be
21 devoted thereto.

22 (b) (Blank).

23 (c) (Blank).~~---~~

24 (d) A school board may establish a special fund in which to
25 receive public funds and private contributions for the
26 promotion of financial literacy. Money in the fund shall be

1 used for the following:

2 (1) Defraying the costs of financial literacy training
3 for teachers.

4 (2) Rewarding a school or teacher who wins or achieves
5 results at a certain level of success in a financial
6 literacy competition.

7 (3) Rewarding a student who wins or achieves results
8 at a certain level of success in a financial literacy
9 competition.

10 (4) Funding activities, including books, games, field
11 trips, computers, and other activities, related to
12 financial literacy education.

13 (e) The State Board of Education, upon the next
14 comprehensive review of the Illinois Learning Standards, is
15 urged to include the basic principles of personal insurance
16 policies and understanding simple contracts.

17 (Source: P.A. 103-616, eff. 7-1-24.)

18 (105 ILCS 5/27-310) (was 105 ILCS 5/27-23.15)

19 Sec. 27-310. ~~27-23.15~~. Computer science.

20 (a) In this Section, "computer science" means the study of
21 computers and algorithms, including their principles, their
22 hardware and software designs, their implementation, and their
23 impact on society. "Computer science" does not include the
24 study of everyday uses of computers and computer applications,
25 such as keyboarding or accessing the Internet.

1 (b) Beginning with the 2023-2024 school year, the school
2 board of a school district that maintains any of grades 9
3 through 12 shall provide an opportunity for every high school
4 student to take at least one computer science course aligned
5 to rigorous learning standards of the State Board of
6 Education.

7 (Source: P.A. 101-654, eff. 3-8-21; 102-813, eff. 5-13-22.)

8 (105 ILCS 5/27-315) (was 105 ILCS 5/27-20.7)

9 Sec. 27-315. ~~27-20.7.~~ Cursive writing. Beginning with the
10 2018-2019 school year, public elementary schools shall offer
11 at least one unit of instruction in cursive writing. School
12 districts shall, by policy, determine at what grade level or
13 levels students are to be offered cursive writing, provided
14 that such instruction must be offered before students complete
15 grade 5.

16 (Source: P.A. 100-548, eff. 7-1-18.)

17 (105 ILCS 5/27-320) (was 105 ILCS 5/27-22.2)

18 Sec. 27-320. ~~27-22.2.~~ Career and technical education
19 elective. Whenever the school board of any school district
20 which maintains grades 9 through 12 establishes a list of
21 courses from which secondary school students each must elect
22 at least one course, to be completed along with other course
23 requirements as a pre-requisite to receiving a high school
24 diploma, that school board must include on the list of such

1 elective courses at least one course in career and technical
2 education.

3 (Source: P.A. 103-780, eff. 8-2-24.)

4 (105 ILCS 5/prec. Sec. 27-405 heading new)

5 ONLINE SAFETY AND MEDIA LITERACY

6 (105 ILCS 5/27-405 new)

7 Sec. 27-405. Online safety and media literacy.

8 (a) As used in this Section:

9 "Media literacy" means the ability to access, analyze,
10 evaluate, create, and communicate using a variety of objective
11 forms, including, but not limited to, print, visual, audio,
12 interactive, and digital texts.

13 "Online safety" means safe practices relating to an
14 individual's or group's use of the Internet, social networking
15 websites, electronic mail, online messaging and posting, and
16 other means of communication on the Internet.

17 (b) Beginning with the 2027-2028 school year, every public
18 school shall adopt an age and developmentally appropriate
19 curriculum for online safety instruction to be taught at least
20 once each school year to students in grades 3 through 8. The
21 school board shall determine the scope and duration of this
22 unit of instruction. The instruction may be incorporated into
23 the current courses of study regularly taught in the
24 district's schools, as determined by the school board, and it

1 is recommended that the unit of instruction include all of the
2 following topics:

3 (1) Safe and responsible use of the Internet, social
4 networking websites, electronic mail, online messaging and
5 posting, and other means of communication on the Internet.

6 (2) Recognizing, avoiding, and reporting online
7 solicitations of students, their classmates, and their
8 friends by sexual predators.

9 (3) Risks of transmitting personal information on the
10 Internet.

11 (4) Recognizing and avoiding unsolicited or deceptive
12 communications received online.

13 (5) Reporting online harassment, cyber-bullying, and
14 illegal activities and communications on the Internet.

15 (6) The legal penalties and social ramifications for
16 illicit actions taken online, including infringement of
17 copyright laws and the creation and sharing of harmful,
18 defamatory, or sexually explicit content.

19 (7) The relationship between responsible use of online
20 resources and social-emotional health.

21 (c) Beginning with the 2027-2028 school year, every public
22 school shall include in its curriculum a unit of instruction
23 on media literacy and Internet safety for students in grades 9
24 through 12. The unit of instruction shall include, but is not
25 limited to, all of the following topics:

26 (1) Accessing and evaluating information: Evaluating

1 multiple media platforms to better understand the general
2 landscape and economics of the platforms, the issues
3 regarding the trustworthiness of the source of
4 information, and the authenticity of each source to
5 distinguish fact from opinion. This includes analyzing
6 misinformation online and identifying if online content is
7 real or fabricated.

8 (2) Creating media: Conveying a coherent message using
9 multimodal practices to a specific target audience. This
10 may include, but is not limited to, writing blogs,
11 composing songs, designing video games, producing
12 podcasts, making videos, or coding a mobile or software
13 application.

14 (3) Reflecting on media consumption and social
15 responsibility: Assessing how media affects the
16 consumption of information and how it triggers emotions
17 and behavior. This also includes suggesting a plan of
18 action in the class, school, or community to engage others
19 in a respectful, thoughtful, and inclusive dialogue over a
20 specific issue using facts and reason.

21 (4) Legal and Social Penalties for Illicit Actions
22 Online: Understanding the legal penalties and social
23 ramifications for illicit actions taken online, including
24 infringement of copyright laws and the creation and
25 sharing of harmful, defamatory, or sexually explicit
26 content.

1 (5) Reporting Illicit Content Online: Understanding
2 how and whom to report online harassment, cyber-bullying,
3 and illegal activities and communications on the Internet.

4 (d) The State Board of Education shall determine how to
5 prepare and make available instructional resources and
6 professional learning opportunities for educators that may be
7 used for the development of a unit of instruction under this
8 Section.

9 The State Board of Education shall, subject to
10 appropriation, prepare and make available multidisciplinary
11 instructional resources and professional learning
12 opportunities for educators that may be used to meet the
13 following requirements:

14 (1) The unit of instruction shall be age and
15 developmentally appropriate for each intended grade level
16 being taught.

17 (2) The unit of instruction shall educate students
18 about the legal and social penalties for illicit actions
19 online.

20 (3) The unit of instruction shall educate students
21 about the social and legal penalties for illicit actions
22 taken online.

23 (4) The unit of instruction shall teach about the
24 harmful physical, emotional, and psychological effects
25 associated with unhealthy use of the Internet and social
26 media.

1 (5) The unit of instruction shall provide information
2 on resources to report cyberbullying and the illicit
3 online behavior of others.

4 The State Board, in coordination with any other
5 individuals, groups, or organizations the State Board deems
6 appropriate, shall update these instructional resources and
7 professional learning opportunities periodically as the State
8 Board sees fit.

9 The State Board shall make the instructional resources and
10 professional learning opportunities available on its Internet
11 website.

12 (105 ILCS 5/27-410) (was 105 ILCS 5/27-13.3)

13 Sec. 27-410. ~~27-13.3.~~ Internet safety education
14 curriculum.

15 (a) The purpose of this Section is to inform and protect
16 students from inappropriate or illegal communications and
17 solicitation and to encourage school districts to provide
18 education about Internet threats and risks, including without
19 limitation child predators, fraud, and other dangers.

20 (b) The General Assembly finds and declares the following:

21 (1) it is the policy of this State to protect
22 consumers and Illinois residents from deceptive and unsafe
23 communications that result in harassment, exploitation, or
24 physical harm;

25 (2) children have easy access to the Internet at home,

1 school, and public places;

2 (3) the Internet is used by sexual predators and other
3 criminals to make initial contact with children and other
4 vulnerable residents in Illinois; and

5 (4) education is an effective method for preventing
6 children from falling prey to online predators, identity
7 theft, and other dangers.

8 (c) Each school may adopt an age-appropriate curriculum
9 for Internet safety instruction of students in grades
10 kindergarten through 12. However, beginning with the 2009-2010
11 school year, a school district must incorporate into the
12 school curriculum a component on Internet safety to be taught
13 at least once each school year to students in grades 3 through
14 12. The school board shall determine the scope and duration of
15 this unit of instruction. The age-appropriate unit of
16 instruction may be incorporated into the current courses of
17 study regularly taught in the district's schools, as
18 determined by the school board, and it is recommended that the
19 unit of instruction include the following topics:

20 (1) Safe and responsible use of social networking
21 websites, chat rooms, electronic mail, bulletin boards,
22 instant messaging, and other means of communication on the
23 Internet.

24 (2) Recognizing, avoiding, and reporting online
25 solicitations of students, their classmates, and their
26 friends by sexual predators.

1 (3) Risks of transmitting personal information on the
2 Internet.

3 (4) Recognizing and avoiding unsolicited or deceptive
4 communications received online.

5 (5) Recognizing and reporting online harassment and
6 cyber-bullying.

7 (6) Reporting illegal activities and communications on
8 the Internet.

9 (7) Copyright laws on written materials, photographs,
10 music, and video.

11 (d) Curricula devised in accordance with subsection (c) of
12 this Section may be submitted for review to the Office of the
13 Illinois Attorney General.

14 (e) The State Board of Education shall make available
15 resource materials for educating children regarding child
16 online safety and may take into consideration the curriculum
17 on this subject developed by other states, as well as any other
18 curricular materials suggested by education experts, child
19 psychologists, or technology companies that work on child
20 online safety issues. Materials may include without limitation
21 safe online communications, privacy protection,
22 cyber-bullying, viewing inappropriate material, file sharing,
23 and the importance of open communication with responsible
24 adults. The State Board of Education shall make these resource
25 materials available on its Internet website.

26 (f) This Section is repealed on July 1, 2027.

1 (Source: P.A. 95-509, eff. 8-28-07; 95-869, eff. 1-1-09;
2 96-734, eff. 8-25-09.)

3 (105 ILCS 5/27-415) (was 105 ILCS 5/27-20.08)

4 Sec. 27-415. ~~27-20.08.~~ Media literacy.

5 (a) In this Section, "media literacy" means the ability to
6 access, analyze, evaluate, create, and communicate using a
7 variety of objective forms, including, but not limited to,
8 print, visual, audio, interactive, and digital texts.

9 (b) Beginning with the 2022-2023 school year, every public
10 high school shall include in its curriculum a unit of
11 instruction on media literacy. The unit of instruction shall
12 include, but is not limited to, all of the following topics:

13 (1) Accessing information: Evaluating multiple media
14 platforms to better understand the general landscape and
15 economics of the platforms, as well as issues regarding
16 the trustworthiness of the source of information.

17 (2) Analyzing and evaluating media messages:
18 Deconstructing media representations according to the
19 authors, target audience, techniques, agenda setting,
20 stereotypes, and authenticity to distinguish fact from
21 opinion.

22 (3) Creating media: Conveying a coherent message using
23 multimodal practices to a specific target audience. This
24 may include, but is not limited to, writing blogs,
25 composing songs, designing video games, producing

1 podcasts, making videos, or coding a mobile or software
2 application.

3 (4) Reflecting on media consumption: Assessing how
4 media affects the consumption of information and how it
5 triggers emotions and behavior.

6 (5) Social responsibility and civics: Suggesting a
7 plan of action in the class, school, or community to
8 engage others in a respectful, thoughtful, and inclusive
9 dialogue over a specific issue using facts and reason.

10 (c) The State Board of Education shall determine how to
11 prepare and make available instructional resources and
12 professional learning opportunities for educators that may be
13 used for the development of a unit of instruction under this
14 Section.

15 (d) This Section is repealed on July 1, 2027.

16 (Source: P.A. 102-55, eff. 7-9-21.)

17 (105 ILCS 5/prec. Sec. 27-505 heading new)

18 HISTORY AND SOCIAL STUDIES

19 (105 ILCS 5/27-505) (was 105 ILCS 5/27-21)

20 Sec. 27-505. ~~27-21.~~ History of the United States.

21 (a) History of the United States shall be taught in all
22 public schools and in all other educational institutions in
23 this State supported or maintained, in whole or in part, by
24 public funds.

1 The teaching of history shall have as one of its
2 objectives the imparting to pupils of a comprehensive idea of
3 our democratic form of government and the principles for which
4 our government stands as regards other nations, including the
5 studying of the place of our government in world-wide
6 movements and the leaders thereof, with particular stress upon
7 the basic principles and ideals of our representative form of
8 government.

9 The teaching of history shall include a study of the role
10 and contributions of African Americans and other ethnic
11 groups, including, but not restricted to, Native Americans,
12 Polish, Lithuanian, German, Hungarian, Irish, Bohemian,
13 Russian, Albanian, Italian, Czech, Slovak, French, Scots,
14 Hispanics, Asian Americans, etc., in the history of this
15 country and this State. To reinforce the study of the role and
16 contributions of Hispanics, such curriculum shall include the
17 study of the events related to the forceful removal and
18 illegal deportation of Mexican-American U.S. citizens during
19 the Great Depression.

20 The teaching of history shall also include teaching about
21 Native American nations' sovereignty and self-determination,
22 both historically and in the present day, with a focus on urban
23 Native Americans.

24 In public schools only, the teaching of history shall
25 include a study of the roles and contributions of lesbian,
26 gay, bisexual, and transgender people in the history of this

1 country and this State.

2 The teaching of history also shall include a study of the
3 role of labor unions and their interaction with government in
4 achieving the goals of a mixed free enterprise system.

5 Beginning with the 2020-2021 school year, the teaching of
6 history must also include instruction on the history of
7 Illinois.

8 The teaching of history shall include the contributions
9 made to society by Americans of different faith practices,
10 including, but not limited to, Native Americans, Muslim
11 Americans, Jewish Americans, Christian Americans, Hindu
12 Americans, Sikh Americans, Buddhist Americans, and any other
13 collective community of faith that has shaped America.

14 (b) No pupils shall be graduated from the eighth grade of
15 any public school unless the pupils have received instruction
16 in the history of the United States as provided in this Section
17 and give evidence of having a comprehensive knowledge thereof,
18 which may be administered remotely.

19 (c) Instructional materials that include the addition of
20 content related to Native Americans shall be prepared by the
21 State Superintendent of Education and made available to all
22 school boards on the State Board of Education's Internet
23 website no later than July 1, 2024. These instructional
24 materials may be used by school boards as guidelines for the
25 development of instruction under this Section; however, each
26 school board shall itself determine the minimum amount of

1 instructional time for satisfying the requirements of this
2 Section. Notwithstanding subsections (a) and (b) of this
3 Section, a school or other educational institution is not
4 required to teach and a pupil is not required to learn the
5 additional content related to Native Americans until
6 instructional materials are made available on the State
7 Board's Internet website.

8 Instructional materials related to Native Americans shall
9 be developed in consultation with members of the Chicago
10 American Indian Community Collaborative who are members of a
11 federally recognized tribe, are documented descendants of
12 Indigenous communities, or are other persons recognized as
13 contributing community members by the Chicago American Indian
14 Community Collaborative and who currently reside in this
15 State.

16 (Source: P.A. 102-411, eff. 1-1-22; 103-422, eff. 8-4-23;
17 103-564, eff. 11-17-23.)

18 (105 ILCS 5/27-510 new)

19 Sec. 27-510. Patriotism, principles of representative
20 government, and elementary civics education.

21 (a) American patriotism and the principles of
22 representative government, as enunciated in the American
23 Declaration of Independence, the Constitution of the United
24 States of America and the Constitution of the State of
25 Illinois, and the proper use and display of the American flag

1 shall be taught in all public schools and other educational
2 institutions supported or maintained in whole or in part by
3 public funds. No student may receive a certificate of
4 graduation without passing a satisfactory examination upon
5 such subjects, which may be administered remotely. This
6 instruction may be taught alongside the curriculum in the one
7 semester of civics education for students in 6th, 7th, or 8th
8 grade under subsection (b) of this Section.

9 (b) Every public elementary school shall include at least
10 one semester of civics education in its 6th, 7th, or 8th grade
11 curriculum. This instruction shall help young people acquire
12 and learn to use the skills, knowledge, and attitudes that
13 will prepare them to be competent and responsible citizens
14 throughout their lives. The course content shall be in
15 accordance with the Illinois Learning Standards for Social
16 Science and shall include discussion on current societal
17 issues, service learning, simulations of the democratic
18 process, and instruction on the method of voting at elections
19 by means of the Australian Ballot system.

20 (c) The Pledge of Allegiance shall be recited each school
21 day by pupils in elementary and secondary educational
22 institutions supported or maintained in whole or in part by
23 public funds.

24 (105 ILCS 5/27-515) (was 105 ILCS 5/27-4)

25 Sec. 27-515. 27-4. Time requirement for civics studies.

1 ~~Time devoted to subjects mentioned in Section 27-3.~~ Not less
2 than one hour of each school week, or an amount of time equal
3 to one hour per school week through the school year, shall be
4 devoted to the study of the subjects ~~subject~~ mentioned in
5 Section 27-510 of this Code ~~27-3~~ in the seventh and eighth
6 grades or their equivalent, ~~and not less than one hour of each~~
7 ~~school week to the advanced study thereof in all high school~~
8 ~~grades, in the public schools and other institutions mentioned~~
9 ~~in such Section.~~

10 This Section does not prevent the study of such subjects
11 in any of the lower grades in such schools or institutions.

12 (Source: Laws 1961, p. 31.)

13 (105 ILCS 5/27-520) (was 105 ILCS 5/27-20.05)

14 Sec. 27-520. ~~27-20.05.~~ Native American history study.

15 (a) Beginning with the 2024-2025 school year, every public
16 elementary school and high school social studies course
17 pertaining to American history or government shall include in
18 its curriculum a unit of instruction studying the events of
19 the Native American experience and Native American history
20 within the Midwest and this State since time immemorial. These
21 events shall include the contributions of Native Americans in
22 government and the arts, humanities, and sciences, as well as
23 the contributions of Native Americans to the economic,
24 cultural, social, and political development of their own
25 nations and of the United States. The unit of instruction must

1 describe large urban Native American populations in this
2 State, including the history and experiences of contemporary
3 Native Americans living in this State. Instruction in grades 6
4 through 12 shall include the study of the genocide of and
5 discrimination against Native Americans, as well as tribal
6 sovereignty, treaties made between tribal nations and the
7 United States, and the circumstances around forced Native
8 American relocation. This unit of instruction may be
9 integrated as part of the unit of instruction required under
10 Section 27-505 or 27-525 ~~27-20.03 or 27-21~~ of this Code.

11 (b) The State Superintendent of Education may prepare and
12 make available to all school boards instructional materials
13 and professional development opportunities that may be used as
14 guidelines for development of a unit of instruction under this
15 Section. However, each school board shall itself determine the
16 minimum amount of instructional time that qualifies as a unit
17 of instruction satisfying the requirements of this Section.

18 (c) The regional superintendent of schools shall monitor a
19 school district's compliance with this Section's curricular
20 requirements during the regional superintendent's annual
21 compliance visit and make recommendations for improvement,
22 including professional development.

23 (Source: P.A. 103-422, eff. 8-4-23.)

24 (105 ILCS 5/27-525) (was 105 ILCS 5/27-20.3)

25 Sec. 27-525. ~~27-20.3~~. Holocaust and Genocide Study.

1 (a) Every public elementary school and high school shall
2 include in its curriculum a unit of instruction studying the
3 events of the Nazi atrocities of 1933 to 1945. This period in
4 world history is known as the Holocaust, during which
5 6,000,000 Jews and millions of non-Jews were exterminated. One
6 of the universal lessons of the Holocaust is that national,
7 ethnic, racial, or religious hatred can overtake any nation or
8 society, leading to calamitous consequences. To reinforce that
9 lesson, such curriculum shall include an additional unit of
10 instruction studying other acts of genocide across the globe.
11 This unit shall include, but not be limited to, the Native
12 American genocide in North America, the Armenian Genocide, the
13 Famine-Genocide in Ukraine, and more recent atrocities in
14 Cambodia, Bosnia, Rwanda, and Sudan. The studying of this
15 material is a reaffirmation of the commitment of free peoples
16 from all nations to never again permit the occurrence of
17 another Holocaust and a recognition that crimes of genocide
18 continue to be perpetrated across the globe as they have been
19 in the past and to deter indifference to crimes against
20 humanity and human suffering wherever they may occur.

21 (b) The State Superintendent of Education may prepare and
22 make available to all school boards instructional materials
23 which may be used as guidelines for development of a unit of
24 instruction under this Section; provided, however, that each
25 school board shall itself determine the minimum amount of
26 instruction time which shall qualify as a unit of instruction

1 satisfying the requirements of this Section.

2 Instructional materials that include the addition of
3 content related to the Native American genocide in North
4 America shall be prepared and made available to all school
5 boards on the State Board of Education's Internet website no
6 later than July 1, 2024. Notwithstanding subsection (a) of
7 this Section, a school is not required to teach the additional
8 content related to the Native American genocide in North
9 America until instructional materials are made available on
10 the State Board's Internet website.

11 Instructional materials related to the Native American
12 genocide in North America shall be developed in consultation
13 with members of the Chicago American Indian Community
14 Collaborative who are members of a federally recognized tribe,
15 are documented descendants of Indigenous communities, or are
16 other persons recognized as contributing community members by
17 the Chicago American Indian Community Collaborative and who
18 currently reside in this State or their designees.

19 (Source: P.A. 103-422, eff. 8-4-23; 103-564, eff. 11-17-23.)

20 (105 ILCS 5/27-530) (was 105 ILCS 5/27-20.4)

21 Sec. 27-530. ~~27-20.4.~~ Black History study. Every public
22 elementary school and high school shall include in its
23 curriculum a unit of instruction studying the events of Black
24 History, including the history of the pre-enslavement of Black
25 people from 3,000 BCE to AD 1619, the African slave trade,

1 slavery in America, the study of the reasons why Black people
2 came to be enslaved, the vestiges of slavery in this country,
3 and the study of the American civil rights renaissance. These
4 events shall include not only the contributions made by
5 individual African-Americans in government and in the arts,
6 humanities and sciences to the economic, cultural and
7 political development of the United States and Africa, but
8 also the socio-economic struggle which African-Americans
9 experienced collectively in striving to achieve fair and equal
10 treatment under the laws of this nation. The studying of this
11 material shall constitute an affirmation by students of their
12 commitment to respect the dignity of all races and peoples and
13 to forever eschew every form of discrimination in their lives
14 and careers.

15 The State Superintendent of Education may prepare and make
16 available to all school boards instructional materials,
17 including those established by the Amistad Commission, which
18 may be used as guidelines for development of a unit of
19 instruction under this Section; provided, however, that each
20 school board shall itself determine the minimum amount of
21 instruction time which shall qualify as a unit of instruction
22 satisfying the requirements of this Section.

23 A school may meet the requirements of this Section through
24 an online program or course.

25 (Source: P.A. 100-634, eff. 1-1-19; 101-654, eff. 3-8-21.)

1 (105 ILCS 5/27-535) (was 105 ILCS 5/27-20.5)

2 Sec. 27-535. ~~27-20.5~~. Study of the History of Women. Every
3 public elementary school and high school shall include in its
4 curriculum a unit of instruction studying the events of the
5 history of women in America. These events shall include not
6 only the contributions made by individual women in government,
7 the arts, sciences, education, and in the economic, cultural,
8 and political development of Illinois and of the United
9 States, but shall also include a study of women's struggles to
10 gain the right to vote and to be treated equally as they strive
11 to earn and occupy positions of merit in our society.

12 The State Superintendent of Education may prepare and make
13 available to all school boards instructional materials that
14 may be used as guidelines for development of a unit of
15 instruction under this Section. Each school board shall
16 determine the minimum amount of instructional time that shall
17 qualify as a unit of instruction satisfying the requirements
18 of this Section.

19 (Source: P.A. 86-1256.)

20 (105 ILCS 5/27-540) (was 105 ILCS 5/27-20.8)

21 Sec. 27-540. ~~27-20.8~~. Asian American history study.

22 (a) Beginning with the 2022-2023 school year, every public
23 elementary school and high school shall include in its
24 curriculum a unit of instruction studying the events of Asian
25 American history, including the history of Asian Americans in

1 Illinois and the Midwest, as well as the contributions of
2 Asian Americans toward advancing civil rights from the 19th
3 century onward. These events shall include the contributions
4 made by individual Asian Americans in government and the arts,
5 humanities, and sciences, as well as the contributions of
6 Asian American communities to the economic, cultural, social,
7 and political development of the United States. The studying
8 of this material shall constitute an affirmation by students
9 of their commitment to respect the dignity of all races and
10 peoples and to forever eschew every form of discrimination in
11 their lives and careers.

12 (b) The State Superintendent of Education may prepare and
13 make available to all school boards instructional materials,
14 including those established by the Public Broadcasting
15 Service, that may be used as guidelines for development of a
16 unit of instruction under this Section. However, each school
17 board shall itself determine the minimum amount of
18 instructional time that qualifies as a unit of instruction
19 satisfying the requirements of this Section.

20 (c) The regional superintendent of schools shall monitor a
21 school district's compliance with this Section's curricular
22 requirements during his or her annual compliance visit.

23 (d) A school may meet the requirements of this Section
24 through an online program or course.

25 (Source: P.A. 102-44, eff. 1-1-22.)

1 (105 ILCS 5/27-545) (was 105 ILCS 5/27-23.8)

2 Sec. 27-545. ~~27-23.8.~~ Disability history and awareness.

3 (a) A school district shall provide instruction on
4 disability history, people with disabilities, and the
5 disability rights movement. Instruction may be included in
6 those courses that the school district chooses. This
7 instruction must be founded on the principle that all
8 students, including students with disabilities, have the right
9 to exercise self-determination. When possible, individuals
10 with disabilities should be incorporated into the development
11 and delivery of this instruction. This instruction may be
12 supplemented by knowledgeable guest speakers from the
13 disability community. A school board may collaborate with
14 community-based organizations, such as centers for independent
15 living, parent training and information centers, and other
16 consumer-driven groups, and disability membership
17 organizations in creating this instruction.

18 (b) The State Board of Education may prepare and make
19 available to all school boards resource materials that may be
20 used as guidelines for the development of instruction for
21 disability history and awareness under this Section.

22 (c) Each school board shall determine the minimum amount
23 of instructional time required under this Section.

24 (d) The regional superintendent of schools shall monitor a
25 school district's compliance with this Section's curricular
26 requirement during his or her annual compliance visit.

1 (Source: P.A. 96-191, eff. 1-1-10.)

2 (105 ILCS 5/prec. Sec. 27-605 heading new)

3 HIGH SCHOOL GRADUATION REQUIREMENTS

4 (105 ILCS 5/27-605) (was 105 ILCS 5/27-22)

5 Sec. 27-605. ~~27-22~~. Required high school courses.

6 (a) (Blank).

7 (b) (Blank).

8 (c) (Blank).

9 (d) (Blank).

10 (e) Through the 2023-2024 school year, as a prerequisite
11 to receiving a high school diploma, each pupil entering the
12 9th grade must, in addition to other course requirements,
13 successfully complete all of the following courses:

14 (1) Four years of language arts.

15 (2) Two years of writing intensive courses, one of
16 which must be English and the other of which may be English
17 or any other subject. When applicable, writing-intensive
18 courses may be counted towards the fulfillment of other
19 graduation requirements.

20 (3) Three years of mathematics, one of which must be
21 Algebra I, one of which must include geometry content, and
22 one of which may be an Advanced Placement computer science
23 course. A mathematics course that includes geometry
24 content may be offered as an integrated, applied,

1 interdisciplinary, or career and technical education
2 course that prepares a student for a career readiness
3 path.

4 (3.5) For pupils entering the 9th grade in the
5 2022-2023 school year and 2023-2024 school year, one year
6 of a course that includes intensive instruction in
7 computer literacy, which may be English, social studies,
8 or any other subject and which may be counted toward the
9 fulfillment of other graduation requirements.

10 (4) Two years of science.

11 (5) Two years of social studies, of which at least one
12 year must be history of the United States or a combination
13 of history of the United States and American government
14 and, beginning with pupils entering the 9th grade in the
15 2016-2017 school year and each school year thereafter, at
16 least one semester must be civics, which shall help young
17 people acquire and learn to use the skills, knowledge, and
18 attitudes that will prepare them to be competent and
19 responsible citizens throughout their lives. Civics course
20 content shall focus on government institutions, the
21 discussion of current and controversial issues, service
22 learning, and simulations of the democratic process.
23 School districts may utilize private funding available for
24 the purposes of offering civics education. Beginning with
25 pupils entering the 9th grade in the 2021-2022 school
26 year, one semester, or part of one semester, may include a

1 financial literacy course.

2 (6) One year chosen from (A) music, (B) art, (C)
3 foreign language, which shall be deemed to include
4 American Sign Language, (D) vocational education, or (E)
5 forensic speech (speech and debate). A forensic speech
6 course used to satisfy the course requirement under
7 subdivision (1) may not be used to satisfy the course
8 requirement under this subdivision (6).

9 (e-5) Beginning with the 2024-2025 school year, as a
10 prerequisite to receiving a high school diploma, each pupil
11 entering the 9th grade must, in addition to other course
12 requirements, successfully complete all of the following
13 courses:

14 (1) Four years of language arts.

15 (2) Two years of writing intensive courses, one of
16 which must be English and the other of which may be English
17 or any other subject. If applicable, writing-intensive
18 courses may be counted toward the fulfillment of other
19 graduation requirements.

20 (3) Three years of mathematics, one of which must be
21 Algebra I, one of which must include geometry content, and
22 one of which may be an Advanced Placement computer science
23 course. A mathematics course that includes geometry
24 content may be offered as an integrated, applied,
25 interdisciplinary, or career and technical education
26 course that prepares a student for a career readiness

1 path.

2 (3.5) One year of a course that includes intensive
3 instruction in computer literacy, which may be English,
4 social studies, or any other subject and which may be
5 counted toward the fulfillment of other graduation
6 requirements.

7 (4) Two years of laboratory science.

8 (5) Two years of social studies, of which at least one
9 year must be history of the United States or a combination
10 of history of the United States and American government
11 and at least one semester must be civics, which shall help
12 young people acquire and learn to use the skills,
13 knowledge, and attitudes that will prepare them to be
14 competent and responsible citizens throughout their lives.
15 Civics course content shall focus on government
16 institutions, the discussion of current and controversial
17 issues, service learning, and simulations of the
18 democratic process. School districts may utilize private
19 funding available for the purposes of offering civics
20 education. One semester, or part of one semester, may
21 include a financial literacy course.

22 (6) One year chosen from (A) music, (B) art, (C)
23 foreign language, which shall be deemed to include
24 American Sign Language, (D) vocational education, or (E)
25 forensic speech (speech and debate). A forensic speech
26 course used to satisfy the course requirement under

1 subdivision (1) may not be used to satisfy the course
2 requirement under this subdivision (6).

3 (e-10) Beginning with the 2028-2029 school year, as a
4 prerequisite to receiving a high school diploma, each pupil
5 entering the 9th grade must, in addition to other course
6 requirements, successfully complete 2 years of foreign
7 language courses, which may include American Sign Language. A
8 pupil may choose a third year of foreign language to satisfy
9 the requirement under subdivision (6) of subsection (e-5).

10 (f) The State Board of Education shall develop and inform
11 school districts of standards for writing-intensive
12 coursework.

13 (f-5) If a school district offers an Advanced Placement
14 computer science course to high school students, then the
15 school board must designate that course as equivalent to a
16 high school mathematics course and must denote on the
17 student's transcript that the Advanced Placement computer
18 science course qualifies as a mathematics-based, quantitative
19 course for students in accordance with subdivision (3) of
20 subsection (e) of this Section.

21 (g) Public Act 83-1082 does not apply to pupils entering
22 the 9th grade in 1983-1984 school year and prior school years
23 or to students with disabilities whose course of study is
24 determined by an individualized education program.

25 Public Act 94-676 does not apply to pupils entering the
26 9th grade in the 2004-2005 school year or a prior school year

1 or to students with disabilities whose course of study is
2 determined by an individualized education program.

3 Subdivision (3.5) of subsection (e) does not apply to
4 pupils entering the 9th grade in the 2021-2022 school year or a
5 prior school year or to students with disabilities whose
6 course of study is determined by an individualized education
7 program.

8 Subsection (e-5) does not apply to pupils entering the 9th
9 grade in the 2023-2024 school year or a prior school year or to
10 students with disabilities whose course of study is determined
11 by an individualized education program. Subsection (e-10) does
12 not apply to pupils entering the 9th grade in the 2027-2028
13 school year or a prior school year or to students with
14 disabilities whose course of study is determined by an
15 individualized education program.

16 (h) The provisions of this Section are subject to the
17 provisions of Sections 14A-32 and 27-610 ~~27-22.05~~ of this Code
18 and the Postsecondary and Workforce Readiness Act.

19 (i) The State Board of Education may adopt rules to modify
20 the requirements of this Section for any students enrolled in
21 grades 9 through 12 if the Governor has declared a disaster due
22 to a public health emergency pursuant to Section 7 of the
23 Illinois Emergency Management Agency Act.

24 (Source: P.A. 102-366, eff. 8-13-21; 102-551, eff. 1-1-22;
25 102-864, eff. 5-13-22; 103-154, eff. 6-30-23; 103-743, eff.
26 8-2-24.)

1 (105 ILCS 5/27-610) (was 105 ILCS 5/27-22.05)

2 Sec. 27-610. ~~27-22.05.~~ Required course substitute.
3 Notwithstanding any other provision of this Article or this
4 Code, a school board that maintains any of grades 9 through 12
5 is authorized to adopt a policy under which a student who is
6 enrolled in any of those grades may satisfy one or more high
7 school course or graduation requirements, including, but not
8 limited to, any requirements under Sections 27-605 and 27-710
9 of this Code ~~27-6 and 27-22~~, by successfully completing a
10 registered apprenticeship program under rules adopted by the
11 State Board of Education under Section 2-3.175 of this Code,
12 or by substituting for and successfully completing in place of
13 the high school course or graduation requirement a related
14 vocational or technical education course. A vocational or
15 technical education course shall not qualify as a related
16 vocational or technical education course within the meaning of
17 this Section unless it contains at least 50% of the content of
18 the required course or graduation requirement for which it is
19 substituted, as determined by the State Board of Education in
20 accordance with standards that it shall adopt and uniformly
21 apply for purposes of this Section. No vocational or technical
22 education course may be substituted for a required course or
23 graduation requirement under any policy adopted by a school
24 board as authorized in this Section unless the pupil's parent
25 or guardian first requests the substitution and approves it in

1 writing on forms that the school district makes available for
2 purposes of this Section.

3 (Source: P.A. 100-992, eff. 8-20-18; 101-81, eff. 7-12-19.)

4 (105 ILCS 5/27-615) (was 105 ILCS 5/27-22.10)

5 Sec. 27-615. ~~27-22.10.~~ Course credit for high school
6 diploma.

7 (a) Notwithstanding any other provision of this Code, the
8 school board of a school district that maintains any of grades
9 9 through 12 is authorized to adopt a policy under which a
10 student enrolled in grade 7 or 8 who is enrolled in the unit
11 school district or would be enrolled in the high school
12 district upon completion of elementary school, whichever is
13 applicable, may enroll in a course required under Section
14 27-605 ~~27-22~~ of this Code, provided that the course is offered
15 by the high school that the student would attend, and (i) the
16 student participates in the course at the location of the high
17 school, and the elementary student's enrollment in the course
18 would not prevent a high school student from being able to
19 enroll, or (ii) the student participates in the course where
20 the student attends school as long as the course is taught by a
21 teacher who holds a professional educator license issued under
22 Article 21B of this Code and endorsed for the grade level and
23 content area of the course.

24 (b) A school board that adopts a policy pursuant to
25 subsection (a) of this Section must grant academic credit to

1 an elementary school student who successfully completes the
2 high school course, and that credit shall satisfy the
3 requirements of Section 27-605 ~~27-22~~ of this Code for that
4 course.

5 (c) A school board must award high school course credit to
6 a student transferring to its school district for any course
7 that the student successfully completed pursuant to subsection
8 (a) of this Section, unless evidence about the course's rigor
9 and content shows that it does not address the relevant
10 Illinois Learning Standard at the level appropriate for the
11 high school grade during which the course is usually taken,
12 and that credit shall satisfy the requirements of Section
13 27-605 ~~27-22~~ of this Code for that course.

14 (d) A student's grade in any course successfully completed
15 under this Section must be included in his or her grade point
16 average in accordance with the school board's policy for
17 making that calculation.

18 (Source: P.A. 99-189, eff. 7-30-15.)

19 (105 ILCS 5/prec. Sec. 27-705 heading new)

20 PHYSICAL EDUCATION

21 (105 ILCS 5/27-705) (was 105 ILCS 5/27-5)

22 Sec. 27-705. ~~27-5~~. Physical education and training. School
23 boards of public schools and the Board of Governors of State
24 Colleges and Universities shall provide for the physical

1 education and training of pupils of the schools and laboratory
2 schools under their respective control, and shall include
3 physical education and training in the courses of study
4 regularly taught therein. The physical education and training
5 course offered in grades 5 through 10 may include the health
6 education course required in the Critical Health Problems and
7 Comprehensive Health Education Act.

8 (Source: P.A. 89-618, eff. 8-9-96.)

9 (105 ILCS 5/27-710) (was 105 ILCS 5/27-6)

10 Sec. 27-710. ~~27-6~~. Courses in physical education required;
11 special activities.

12 (a) Pupils enrolled in the public schools and State
13 universities engaged in preparing teachers shall be required
14 to engage during the school day, except on block scheduled
15 days for those public schools engaged in block scheduling, in
16 courses of physical education for such periods as are
17 compatible with the optimum growth and developmental needs of
18 individuals at the various age levels except when appropriate
19 excuses are submitted to the school by a pupil's parent or
20 guardian or by a person licensed under the Medical Practice
21 Act of 1987 and except as provided in subsection (b) of this
22 Section. A school board may determine the schedule or
23 frequency of physical education courses, provided that a pupil
24 engages in a course of physical education for a minimum of 3
25 days per 5-day week.

1 Special activities in physical education shall be provided
2 for pupils whose physical or emotional condition, as
3 determined by a person licensed under the Medical Practice Act
4 of 1987, prevents their participation in the courses provided
5 for normal children.

6 (b) A school board is authorized to excuse pupils enrolled
7 in grades 11 and 12 from engaging in physical education
8 courses if those pupils request to be excused for any of the
9 following reasons: (1) for ongoing participation in an
10 interscholastic athletic program; (2) to enroll in academic
11 classes which are required for admission to an institution of
12 higher learning, provided that failure to take such classes
13 will result in the pupil being denied admission to the
14 institution of his or her choice; or (3) to enroll in academic
15 classes which are required for graduation from high school,
16 provided that failure to take such classes will result in the
17 pupil being unable to graduate. A school board may also excuse
18 pupils in grades 9 through 12 enrolled in a marching band
19 program for credit from engaging in physical education courses
20 if those pupils request to be excused for ongoing
21 participation in such marching band program. A school board
22 may also, on a case-by-case basis, excuse pupils in grades 7
23 through 12 who participate in an interscholastic or
24 extracurricular athletic program from engaging in physical
25 education courses. In addition, a pupil in any of grades 3
26 through 12 who is eligible for special education may be

1 excused if the pupil's parent or guardian agrees that the
2 pupil must utilize the time set aside for physical education
3 to receive special education support and services or, if there
4 is no agreement, the individualized education program team for
5 the pupil determines that the pupil must utilize the time set
6 aside for physical education to receive special education
7 support and services, which agreement or determination must be
8 made a part of the individualized education program. However,
9 a pupil requiring adapted physical education must receive that
10 service in accordance with the individualized education
11 program developed for the pupil. If requested, a school board
12 is authorized to excuse a pupil from engaging in a physical
13 education course if the pupil has an individualized
14 educational program under Article 14 of this Code, is
15 participating in an adaptive athletic program outside of the
16 school setting, and documents such participation as determined
17 by the school board. A school board may also excuse pupils in
18 grades 9 through 12 enrolled in a Reserve Officer's Training
19 Corps (ROTC) program sponsored by the school district from
20 engaging in physical education courses. School boards which
21 choose to exercise this authority shall establish a policy to
22 excuse pupils on an individual basis.

23 (b-5) A pupil shall be excused from engaging in any
24 physical activity components of a physical education course
25 during a period of religious fasting if the pupil's parent or
26 guardian notifies the school principal in writing that the

1 pupil is participating in religious fasting.

2 (c) The provisions of this Section are subject to the
3 provisions of Section 27-610 of this Code ~~27-22.05~~.

4 (Source: P.A. 102-405, eff. 8-19-21.)

5 (105 ILCS 5/27-715) (was 105 ILCS 5/27-6.3)

6 Sec. 27-715. ~~27-6.3~~. Play time required in elementary
7 school.

8 (a) All public schools shall provide daily time for
9 supervised, unstructured, child-directed play for all students
10 in kindergarten through grade 5. Play time must allow
11 unstructured play, and may include organized games, but shall
12 not include the use of computers, tablets, phones, or videos.
13 Schools are encouraged to provide play time outdoors, but it
14 may be held indoors. If play time is held indoors, schools are
15 encouraged to provide it in a space that promotes physical
16 activity. Time spent dressing or undressing for outdoor play
17 time shall not count towards the daily time for play.

18 (b) Play time shall not count as a course of physical
19 education that fulfills the requirements of Section 27-710 of
20 this Code ~~27-6~~, nor shall time spent in a course of physical
21 education count towards the daily time for play.

22 (c) Play time shall be considered clock hours for the
23 purposes of Section 10-19.05. For any school day 5 clock hours
24 or longer in length, the total time allotted for play for
25 students in kindergarten through grade 5 must be at least 30

1 minutes. For any school day less than 5 clock hours in length,
2 the total time allotted for play each school day must be at
3 least one-tenth of a day of attendance for the student
4 pursuant to Section 10-19.05. Play time may be divided into
5 play periods of at least 15 consecutive minutes in length.

6 (d) For students with disabilities, play time shall comply
7 with a student's applicable individualized education program
8 (IEP) or federal Section 504 plan.

9 (e) All public schools shall prohibit the withholding of
10 play time as a disciplinary or punitive action, except when a
11 student's participation in play time poses an immediate threat
12 to the safety of the student or others. School officials shall
13 make all reasonable efforts to resolve such threats and
14 minimize the use of exclusion from play to the greatest extent
15 practicable and in accordance with subsection (d).

16 (Source: P.A. 102-357, eff. 8-13-21.)

17 (105 ILCS 5/27-720) (was 105 ILCS 5/27-6.5)

18 Sec. 27-720. ~~27-6.5.~~ Physical fitness assessments in
19 schools.

20 (a) As used in this Section, "physical fitness assessment"
21 means a series of assessments to measure aerobic capacity,
22 body composition, muscular strength, muscular endurance, and
23 flexibility.

24 (b) To measure the effectiveness of State Goal 20 of the
25 Illinois Learning Standards for Physical Development and

1 Health, beginning with the 2016-2017 school year and every
2 school year thereafter, the State Board of Education shall
3 require all public schools to use a scientifically-based,
4 health-related physical fitness assessment for grades 3
5 through 12 and periodically report fitness information to the
6 State Board of Education, as set forth in subsections (c) and
7 (e) of this Section, to assess student fitness indicators.

8 Public schools shall integrate health-related fitness
9 testing into the curriculum as an instructional tool, except
10 in grades before the 3rd grade. Fitness tests must be
11 appropriate to students' developmental levels and physical
12 abilities. The testing must be used to teach students how to
13 assess their fitness levels, set goals for improvement, and
14 monitor progress in reaching their goals. Fitness scores shall
15 not be used for grading students or evaluating teachers.

16 (c) (Blank).

17 (d) The State Board of Education must adopt rules for the
18 implementation of physical fitness assessments under this
19 Section by each public school. The requirements of this
20 Section do not apply if the Governor has declared a disaster
21 due to a public health emergency pursuant to Section 7 of the
22 Illinois Emergency Management Agency Act.

23 (e) The State Board of Education shall adopt rules for
24 data submission by school districts and develop a system for
25 collecting and reporting the aggregated fitness information
26 from the physical fitness assessments. This system shall also

1 support the collection of data from school districts that use
2 a fitness testing software program.

3 (f) School districts may report the aggregate findings of
4 physical fitness assessments by grade level and school to
5 parents and members of the community through typical
6 communication channels, such as Internet websites, school
7 newsletters, school board reports, and presentations.
8 Districts may also provide individual fitness assessment
9 reports to students' parents.

10 (g) Nothing in this Section precludes schools from
11 implementing a physical fitness assessment before the
12 2016-2017 school year or from implementing more robust forms
13 of a physical fitness assessment.

14 (Source: P.A. 101-643, eff. 6-18-20; 102-539, eff. 8-20-21.)

15 (105 ILCS 5/27-725) (was 105 ILCS 5/27-7)

16 Sec. 27-725. ~~27-7.~~ Physical education course of study. A
17 physical education course of study shall include a
18 developmentally planned and sequential curriculum that fosters
19 the development of movement skills, enhances health-related
20 fitness, increases students' knowledge, offers direct
21 opportunities to learn how to work cooperatively in a group
22 setting, and encourages healthy habits and attitudes for a
23 healthy lifestyle. A physical education course of study shall
24 provide students with an opportunity for an appropriate amount
25 of physical activity. A physical education course of study

1 must be part of the regular school curriculum and not
2 extra-curricular in nature or organization.

3 The State Board of Education shall prepare and make
4 available guidelines for the various grades and types of
5 schools in order to make effective the purposes set forth in
6 this Section and the requirements provided in Section 27-710
7 of this Code ~~27-6,~~ and shall see that the general provisions
8 and intent of Sections 21B-107, 22-105, and 27-705 through
9 27-725 of this Code ~~27-5 to 27-9, inclusive,~~ are enforced.

10 (Source: P.A. 100-465, eff. 8-31-17.)

11 (105 ILCS 5/prec. Sec. 27-805 heading new)

12 DRIVER EDUCATION

13 (105 ILCS 5/27-805) (was 105 ILCS 5/27-24)

14 Sec. 27-805. ~~27-24.~~ Short title. This Section and the
15 following Sections preceding Section 27-905 of this Code
16 Sections ~~27-24 through 27-24.10~~ of this Article are known and
17 may be cited as the Driver Education Act.

18 (Source: P.A. 98-756, eff. 7-16-14.)

19 (105 ILCS 5/27-810) (was 105 ILCS 5/27-24.1)

20 Sec. 27-810. ~~27-24.1.~~ Definitions. As used in the Driver
21 Education Act unless the context otherwise requires:

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

23 "Driver education course" and "course" means a course of

1 instruction in the use and operation of cars, including
2 instruction in the safe operation of cars and rules of the
3 road, the laws of this State relating to motor vehicles, and
4 law enforcement procedures during traffic stops, including
5 appropriate interactions with law enforcement officers, which
6 meets the minimum requirements of this Act and the rules and
7 regulations issued thereunder by the State Board and has been
8 approved by the State Board as meeting such requirements.

9 "Car" means a motor vehicle of the first division as
10 defined in the Illinois Vehicle Code.

11 "Motorcycle" or "motor driven cycle" means such a vehicle
12 as defined in the Illinois Vehicle Code.

13 "Driver's license" means any license or permit issued by
14 the Secretary of State under Chapter 6 of the Illinois Vehicle
15 Code.

16 "Distance learning program" means a program of study in
17 which all participating teachers and students do not
18 physically meet in the classroom and instead use the Internet,
19 email, or any other method other than the classroom to provide
20 instruction.

21 With reference to persons, the singular number includes
22 the plural and vice versa, and the masculine gender includes
23 the feminine.

24 (Source: P.A. 101-183, eff. 8-2-19; 102-455, eff. 1-1-22;
25 102-558, eff. 8-20-21.)

1 (105 ILCS 5/27-815) (was 105 ILCS 5/27-24.2)

2 Sec. 27-815. ~~27-24.2.~~ Safety education; driver education
3 course. Instruction shall be given in safety education in each
4 of grades one through 8, equivalent to one class period each
5 week, and any school district which maintains grades 9 through
6 12 shall offer a driver education course in any such school
7 which it operates. Its curriculum shall include content
8 dealing with Chapters 11, 12, 13, 15, and 16 of the Illinois
9 Vehicle Code, the rules adopted pursuant to those Chapters
10 insofar as they pertain to the operation of motor vehicles,
11 and the portions of the Litter Control Act relating to the
12 operation of motor vehicles. The course of instruction given
13 in grades 10 through 12 shall include an emphasis on the
14 development of knowledge, attitudes, habits, and skills
15 necessary for the safe operation of motor vehicles, including
16 motorcycles insofar as they can be taught in the classroom,
17 and instruction on distracted driving as a major traffic
18 safety issue. In addition, the course shall include
19 instruction on special hazards existing at and required safety
20 and driving precautions that must be observed at emergency
21 situations, highway construction and maintenance zones,
22 including worker safety in highway construction and
23 maintenance zones, and railroad crossings and the approaches
24 thereto. Beginning with the 2017-2018 school year, the course
25 shall also include instruction concerning law enforcement
26 procedures for traffic stops, including a demonstration of the

1 proper actions to be taken during a traffic stop and
2 appropriate interactions with law enforcement. The course of
3 instruction required of each eligible student at the high
4 school level shall consist of a minimum of 30 clock hours of
5 classroom instruction and a minimum of 6 clock hours of
6 individual behind-the-wheel instruction in a dual control car
7 on public roadways taught by a driver education instructor
8 endorsed by the State Board of Education. A school district's
9 decision to allow a student to take a portion of the driver
10 education course through a distance learning program must be
11 determined on a case-by-case basis and must be approved by the
12 school's administration, including the student's driver
13 education teacher, and the student's parent or guardian. Under
14 no circumstances may the student take the entire driver
15 education course through a distance learning program. Both the
16 classroom instruction part and the practice driving part of a
17 driver education course shall be open to a resident or
18 non-resident student attending a non-public school in the
19 district wherein the course is offered. Each student attending
20 any public or non-public high school in the district must
21 receive a passing grade in at least 8 courses during the
22 previous 2 semesters prior to enrolling in a driver education
23 course, or the student shall not be permitted to enroll in the
24 course; provided that the local superintendent of schools
25 (with respect to a student attending a public high school in
26 the district) or chief school administrator (with respect to a

1 student attending a non-public high school in the district)
2 may waive the requirement if the superintendent or chief
3 school administrator, as the case may be, deems it to be in the
4 best interest of the student. A student may be allowed to
5 commence the classroom instruction part of such driver
6 education course prior to reaching age 15 if such student then
7 will be eligible to complete the entire course within 12
8 months after being allowed to commence such classroom
9 instruction.

10 A school district may offer a driver education course in a
11 school by contracting with a commercial driver training school
12 to provide both the classroom instruction part and the
13 practice driving part or either one without having to request
14 a modification or waiver of administrative rules of the State
15 Board of Education if the school district approves the action
16 during a public hearing on whether to enter into a contract
17 with a commercial driver training school. The public hearing
18 shall be held at a regular or special school board meeting
19 prior to entering into such a contract. If a school district
20 chooses to approve a contract with a commercial driver
21 training school, then the district must provide evidence to
22 the State Board of Education that the commercial driver
23 training school with which it will contract holds a license
24 issued by the Secretary of State under Article IV of Chapter 6
25 of the Illinois Vehicle Code and that each instructor employed
26 by the commercial driver training school to provide

1 instruction to students served by the school district holds a
2 valid teaching license issued under the requirements of this
3 Code and rules of the State Board of Education. Such evidence
4 must include, but need not be limited to, a list of each
5 instructor assigned to teach students served by the school
6 district, which list shall include the instructor's name,
7 personal identification number as required by the State Board
8 of Education, birth date, and driver's license number. Once
9 the contract is entered into, the school district shall notify
10 the State Board of Education of any changes in the personnel
11 providing instruction either (i) within 15 calendar days after
12 an instructor leaves the program or (ii) before a new
13 instructor is hired. Such notification shall include the
14 instructor's name, personal identification number as required
15 by the State Board of Education, birth date, and driver's
16 license number. If the school district maintains an Internet
17 website, then the district shall post a copy of the final
18 contract between the district and the commercial driver
19 training school on the district's Internet website. If no
20 Internet website exists, then the school district shall make
21 available the contract upon request. A record of all materials
22 in relation to the contract must be maintained by the school
23 district and made available to parents and guardians upon
24 request. The instructor's date of birth and driver's license
25 number and any other personally identifying information as
26 deemed by the federal Driver's Privacy Protection Act of 1994

1 must be redacted from any public materials.

2 Such a course may be commenced immediately after the
3 completion of a prior course. Teachers of such courses shall
4 meet the licensure requirements of this Code and regulations
5 of the State Board as to qualifications. Except for a contract
6 with a Certified Driver Rehabilitation Specialist, a school
7 district that contracts with a third party to teach a driver
8 education course under this Section must ensure the teacher
9 meets the educator licensure and endorsement requirements
10 under Article 21B and must follow the same evaluation and
11 observation requirements that apply to non-tenured teachers
12 under Article 24A. The teacher evaluation must be conducted by
13 a school administrator employed by the school district and
14 must be submitted annually to the district superintendent and
15 all school board members for oversight purposes.

16 Subject to rules of the State Board of Education, the
17 school district may charge a reasonable fee, not to exceed
18 \$50, to students who participate in the course, unless a
19 student is unable to pay for such a course, in which event the
20 fee for such a student must be waived. However, the district
21 may increase this fee to an amount not to exceed \$250 by school
22 board resolution following a public hearing on the increase,
23 which increased fee must be waived for students who
24 participate in the course and are unable to pay for the course.
25 The total amount from driver education fees and reimbursement
26 from the State for driver education must not exceed the total

1 cost of the driver education program in any year and must be
2 deposited into the school district's driver education fund as
3 a separate line item budget entry. All moneys deposited into
4 the school district's driver education fund must be used
5 solely for the funding of a high school driver education
6 program approved by the State Board of Education that uses
7 driver education instructors endorsed by the State Board of
8 Education.

9 (Source: P.A. 102-558, eff. 8-20-21; 103-944, eff. 8-9-24.)

10 (105 ILCS 5/27-820) (was 105 ILCS 5/27-24.2a)

11 Sec. 27-820. ~~27-24.2a.~~ Non-public school driver education
12 course. Beginning with the 2017-2018 school year, any
13 non-public school's driver education course shall include
14 instruction concerning law enforcement procedures for traffic
15 stops, including a demonstration of the proper actions to be
16 taken during a traffic stop and appropriate interactions with
17 law enforcement.

18 (Source: P.A. 99-720, eff. 1-1-17.)

19 (105 ILCS 5/27-825) (was 105 ILCS 5/27-24.3)

20 Sec. 27-825. ~~27-24.3.~~ Reimbursement. In order for the
21 school district to receive reimbursement from the State as
22 hereinafter provided, the driver education course offered in
23 its schools shall consist of at least 30 clock hours of
24 classroom instruction and, subject to modification as

1 hereinafter allowed, at least 6 clock hours of practice
2 driving in a car having dual operating controls under direct
3 individual instruction.

4 (Source: P.A. 95-310, eff. 7-1-08.)

5 (105 ILCS 5/27-830) (was 105 ILCS 5/27-24.4)

6 Sec. 27-830. ~~27-24.4~~. Reimbursement amount.

7 (a) Each school district shall be entitled to
8 reimbursement for each student who finishes either the
9 classroom instruction part or the practice driving part of a
10 driver education course that meets the minimum requirements of
11 this Act. Reimbursement under this Act is payable from the
12 Drivers Education Fund in the State treasury.

13 Each year all funds appropriated from the Drivers
14 Education Fund to the State Board of Education, with the
15 exception of those funds necessary for administrative purposes
16 of the State Board of Education, shall be distributed in the
17 manner provided in this paragraph to school districts by the
18 State Board of Education for reimbursement of claims from the
19 previous school year. As soon as may be after each quarter of
20 the year, if moneys are available in the Drivers Education
21 Fund in the State treasury for payments under this Section,
22 the State Comptroller shall draw his or her warrants upon the
23 State Treasurer as directed by the State Board of Education.
24 The warrant for each quarter shall be in an amount equal to
25 one-fourth of the total amount to be distributed to school

1 districts for the year. Payments shall be made to school
2 districts as soon as may be after receipt of the warrants.

3 The base reimbursement amount shall be calculated by the
4 State Board by dividing the total amount appropriated for
5 distribution by the total of: (a) the number of students who
6 have completed the classroom instruction part for whom valid
7 claims have been made times 0.2; plus (b) the number of
8 students who have completed the practice driving instruction
9 part for whom valid claims have been made times 0.8.

10 The amount of reimbursement to be distributed on each
11 claim shall be 0.2 times the base reimbursement amount for
12 each validly claimed student who has completed the classroom
13 instruction part, plus 0.8 times the base reimbursement amount
14 for each validly claimed student who has completed the
15 practice driving instruction part.

16 (b) The school district which is the residence of a
17 student who attends a nonpublic school in another district
18 that has furnished the driver education course shall reimburse
19 the district offering the course, the difference between the
20 actual per capita cost of giving the course the previous
21 school year and the amount reimbursed by the State, which, for
22 purposes of this subsection (b), shall be referred to as
23 "course cost". If the course cost offered by the student's
24 resident district is less than the course cost of the course in
25 the district where the nonpublic school is located, then the
26 student is responsible for paying the district that furnished

1 the course the difference between the 2 amounts. If a
2 nonpublic school student chooses to attend a driver's
3 education course in a school district besides the district
4 where the nonpublic school is located, then the student is
5 wholly responsible for the course cost; however, the nonpublic
6 school student may take the course in his or her resident
7 district on the same basis as public school students who are
8 enrolled in that district.

9 By April 1 the nonpublic school shall notify the district
10 offering the course of the names and district numbers of the
11 nonresident students desiring to take such course the next
12 school year. The district offering such course shall notify
13 the district of residence of those students affected by April
14 15. The school district furnishing the course may claim the
15 nonresident student for the purpose of making a claim for
16 State reimbursement under this Act.

17 (Source: P.A. 96-734, eff. 8-25-09; 97-1025, eff. 1-1-13.)

18 (105 ILCS 5/27-835) (was 105 ILCS 5/27-24.5)

19 Sec. 27-835. ~~27-24.5.~~ Submission of claims. The district
20 shall report on forms prescribed by the State Board, on an
21 ongoing basis, a list of students by name, birth date and sex,
22 with the date the behind-the-wheel instruction or the
23 classroom instruction or both were completed and with the
24 status of the course completion.

25 The State shall not reimburse any district for any student

1 who has repeated any part of the course more than once or who
2 did not meet the age requirements of this Act during the period
3 that the student was instructed in any part of the drivers
4 education course.

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

6 (105 ILCS 5/27-840) (was 105 ILCS 5/27-24.6)

7 Sec. 27-840. ~~27-24.6.~~ Attendance records. The school board
8 shall require the teachers of drivers education courses to
9 keep daily attendance records for students attending such
10 courses in the same manner as is prescribed in Section 24-18 of
11 this Act and such records shall be used to prepare and certify
12 claims made under the Driver Education Act. Claims for
13 reimbursement shall be made under oath or affirmation of the
14 chief school administrator for the district employed by the
15 school board or authorized driver education personnel employed
16 by the school board.

17 Whoever submits a false claim under the Driver Education
18 Act or makes a false record upon which a claim is based shall
19 be fined in an amount equal to the sum falsely claimed.

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

21 (105 ILCS 5/27-845) (was 105 ILCS 5/27-24.7)

22 Sec. 27-845. ~~27-24.7.~~ School Code ~~code~~ to apply. The
23 provisions of this Code ~~Act~~ not inconsistent with the
24 provisions of the Driver Education Act shall apply to the

1 conduct of instruction offered by a school district under the
2 provisions of the Driver Education Act.

3 (Source: Laws 1961, p. 31.)

4 (105 ILCS 5/27-850) (was 105 ILCS 5/27-24.8)

5 Sec. 27-850. ~~27-24.8.~~ Rules and regulations. The State
6 Board may promulgate rules and regulations not inconsistent
7 with the provisions of the Driver Education Act for the
8 administration of the Driver Education Act.

9 (Source: P.A. 81-1508.)

10 (105 ILCS 5/27-855) (was 105 ILCS 5/27-24.9)

11 Sec. 27-855. ~~27-24.9.~~ Driver education standards. The
12 State Board of Education, in consultation with the Secretary
13 of State, an association representing teachers of driver
14 education, students, education practitioners, including, but
15 not limited to, teachers in colleges of education,
16 administrators, and regional superintendents of schools, shall
17 adopt rigorous learning standards for the classroom and
18 laboratory phases of driver education for novice teen drivers
19 under the age of 18 years, including, but not limited to, the
20 Novice Teen Driver Education and Training Administrative
21 Standards developed and written by the Association of National
22 Stakeholders in Traffic Safety Education in affiliation with
23 the National Highway Transportation Safety Administration. The
24 national learning standards may be adapted to meet Illinois

1 licensing and educational requirements, including classroom
2 and behind-the-wheel hours and the cognitive, physiological,
3 and psychological aspects of the safe operation of a motor
4 vehicle and equipment of motor vehicles. As the national
5 standards are updated, the Board shall update these learning
6 standards.

7 (Source: P.A. 102-951, eff. 1-1-23.)

8 (105 ILCS 5/27-860) (was 105 ILCS 5/27-24.10)

9 Sec. 27-860. ~~27-24.10.~~ Cost report. The State Board of
10 Education shall annually prepare a report to be posted on the
11 State Board's Internet website that indicates the approximate
12 per capita driver education cost for each school district
13 required to provide driver education. This report, compiled
14 each spring from data reported the previous school year, shall
15 be computed from expenditure data for driver education
16 submitted by school districts on the annual financial
17 statements required pursuant to Section 3-15.1 of this Code
18 and the number of students provided driver education for that
19 school year, as required to be reported under Section 27-835
20 ~~27-24.5~~ of this Code.

21 (Source: P.A. 97-1025, eff. 1-1-13.)

22 (105 ILCS 5/prec. Sec. 27-905 heading new)

23 SUMMER SCHOOL

1 (105 ILCS 5/27-905) (was 105 ILCS 5/27-22.1)

2 Sec. 27-905. ~~27-22.1.~~ Summer school; required school
3 ~~required~~ instructional time. Each course offered for high
4 school graduation credit during summer school or any period of
5 the calendar year not embraced within the regular school year,
6 whether or not such course must be successfully completed as a
7 prerequisite to receiving a high school diploma and whether or
8 not such course if successfully completed would be included in
9 the minimum units of credit required by regulation of the
10 State Board of Education for high school graduation, shall
11 provide no fewer than 60 hours of classroom instruction for
12 the equivalent of one semester of high school course credit.

13 (Source: P.A. 85-839.)

14 (105 ILCS 5/prec. Sec. 27-1005 heading new)

15 PERMISSIVE CURRICULUM

16 (105 ILCS 5/27-1005 new)

17 Sec. 27-1005. General permissive education. No school or
18 school board is required to administer any curriculum or
19 instruction contained in the following Sections of this
20 Article. The curriculum and instruction contained in the
21 following Sections of this Article are entirely permissive.
22 However, if a school or school board chooses to administer the
23 curriculum or instruction in any of the following Sections of
24 this Article, then the school or school board shall follow all

1 requirements listed in the appropriate Section. The State
2 Board of Education shall abide by all requirements of each of
3 the following Sections of this Article.

4 (105 ILCS 5/27-1010) (was 105 ILCS 5/27-9.1b)

5 Sec. 27-1010. ~~27-9.1b~~. Consent education.

6 (a) In this Section:

7 "Age and developmentally appropriate" has the meaning
8 ascribed to that term in Section 27-1015 of this Code ~~27-9.1a~~.

9 "Consent" has the meaning ascribed to that term in Section
10 27-1015 of this Code ~~27-9.1a~~.

11 (b) A school district may provide age and developmentally
12 appropriate consent education in kindergarten through the 12th
13 grade.

14 (1) In kindergarten through the 5th grade, instruction
15 and materials shall include age and developmentally
16 appropriate instruction on consent and how to give and
17 receive consent, including a discussion that includes, but
18 is not limited to, all of the following:

19 (A) Setting appropriate physical boundaries with
20 others.

21 (B) Respecting the physical boundaries of others.

22 (C) The right to refuse to engage in behaviors or
23 activities that are uncomfortable or unsafe.

24 (D) Dealing with unwanted physical contact.

25 (E) Helping a peer deal with unwanted physical

1 contact.

2 (2) In the 6th through 12th grades, instruction and
3 materials shall include age and developmentally
4 appropriate instruction on consent and how to give and
5 receive consent, including a discussion that includes, but
6 is not limited to, all of the following:

7 (A) That consent is a freely given agreement to
8 sexual activity.

9 (B) That consent to one particular sexual activity
10 does not constitute consent to other types of sexual
11 activities.

12 (C) That a person's lack of verbal or physical
13 resistance or submission resulting from the use or
14 threat of force does not constitute consent.

15 (D) That a person's manner of dress does not
16 constitute consent.

17 (E) That a person's consent to past sexual
18 activity does not constitute consent to future sexual
19 activity.

20 (F) That a person's consent to engage in sexual
21 activity with one person does not constitute consent
22 to engage in sexual activity with another person.

23 (G) That a person can withdraw consent at any
24 time.

25 (H) That a person cannot consent to sexual
26 activity if that person is unable to understand the

1 nature of the activity or give knowing consent due to
2 certain circumstances that include, but are not
3 limited to:

4 (i) the person is incapacitated due to the use
5 or influence of alcohol or drugs;

6 (ii) the person is asleep or unconscious;

7 (iii) the person is a minor; or

8 (iv) the person is incapacitated due to a
9 mental disability.

10 (I) The legal age of consent in this State.

11 (Source: P.A. 102-522, eff. 8-20-21.)

12 (105 ILCS 5/27-1015) (was 105 ILCS 5/27-9.1a)

13 Sec. 27-1015. ~~27-9.1a~~. Comprehensive personal health and
14 safety and comprehensive sexual health education.

15 (a) In this Section:

16 "Adapt" means to modify an evidence-based or
17 evidence-informed program model for use with a particular
18 demographic, ethnic, linguistic, or cultural group.

19 "Age and developmentally appropriate" means suitable to
20 particular ages or age groups of children and adolescents,
21 based on the developing cognitive, emotional, and behavioral
22 capacity typical for the age or age group.

23 "Characteristics of effective programs" includes
24 development, content, and implementation of such programs that

25 (i) have been shown to be effective in terms of increasing

1 knowledge, clarifying values and attitudes, increasing skills,
2 and impacting behavior, (ii) are widely recognized by leading
3 medical and public health agencies to be effective in changing
4 sexual behaviors that lead to sexually transmitted infections,
5 including HIV, unintended pregnancy, interpersonal violence,
6 and sexual violence among young people, and (iii) are taught
7 by professionals who provide a safe learning space, free from
8 shame, stigma, and ideology and are trained in trauma-informed
9 teaching methodologies.

10 "Complete" means information that aligns with the National
11 Sex Education Standards, including information on consent and
12 healthy relationships, anatomy and physiology, puberty and
13 adolescent sexual development, gender identity and expression,
14 sexual orientation and identity, sexual health, and
15 interpersonal violence.

16 "Comprehensive personal health and safety education" means
17 age and developmentally appropriate education that aligns with
18 the National Sex Education Standards, including information on
19 consent and healthy relationships, anatomy and physiology,
20 puberty and adolescent sexual development, gender identity and
21 expression, sexual orientation and identity, sexual health,
22 and interpersonal violence.

23 "Comprehensive sexual health education" means age and
24 developmentally appropriate education that aligns with the
25 National Sex Education Standards, including information on
26 consent and healthy relationships, anatomy and physiology,

1 puberty and adolescent sexual development, gender identity and
2 expression, sexual orientation and identity, sexual health,
3 and interpersonal violence.

4 "Consent" means an affirmative, knowing, conscious,
5 ongoing, and voluntary agreement to engage in interpersonal,
6 physical, or sexual activity, which can be revoked at any
7 point, including during the course of interpersonal, physical,
8 or sexual activity.

9 "Culturally appropriate" means affirming culturally
10 diverse individuals, families, and communities in an
11 inclusive, respectful, and effective manner, including
12 materials and instruction that are inclusive of race,
13 ethnicity, language, cultural background, immigration status,
14 religion, disability, gender, gender identity, gender
15 expression, sexual orientation, and sexual behavior.

16 "Evidence-based program" means a program for which
17 systematic, empirical research or evaluation has provided
18 evidence of effectiveness.

19 "Evidence-informed program" means a program that uses the
20 best available research and practice knowledge to guide
21 program design and implementation.

22 "Gender stereotype" means a generalized view or
23 preconception about what attributes, characteristics, or roles
24 are or ought to be taught, possessed by, or performed by people
25 based on their gender identity.

26 "Healthy relationships" means relationships between

1 individuals that consist of mutual respect, trust, honesty,
2 support, fairness, equity, separate identities, physical and
3 emotional safety, and good communication.

4 "Identity" means people's understanding of how they
5 identify their sexual orientation, gender, gender identity, or
6 gender expression without stereotypes, shame, or stigma.

7 "Inclusive" means inclusion of marginalized communities
8 that include, but are not limited to, people of color,
9 immigrants, people of diverse sexual orientations, gender
10 identities, and gender expressions, people who are intersex,
11 people with disabilities, people who have experienced
12 interpersonal or sexual violence, and others.

13 "Interpersonal violence" means violent behavior used to
14 establish power and control over another person.

15 "Medically accurate" means verified or supported by the
16 weight of research conducted in compliance with accepted
17 scientific methods and published in peer-reviewed journals, if
18 applicable, or comprising information recognized as accurate
19 and objective.

20 "Pre-exposure Prophylaxis (PrEP)" means medications
21 approved by the federal Food and Drug Administration (FDA) and
22 recommended by the United States Public Health Service or the
23 federal Centers for Disease Control and Prevention for HIV
24 pre-exposure prophylaxis and related pre-exposure prophylaxis
25 services, including, but not limited to, HIV and sexually
26 transmitted infection screening, treatment for sexually

1 transmitted infections, medical monitoring, laboratory
2 services, and sexual health counseling, to reduce the
3 likelihood of HIV infection for individuals who are not living
4 with HIV but are vulnerable to HIV exposure.

5 "Post-exposure Prophylaxis (PeP)" means the medications
6 that are recommended by the federal Centers for Disease
7 Control and Prevention and other public health authorities to
8 help prevent HIV infection after potential occupational or
9 non-occupational HIV exposure.

10 "Sexual violence" means discrimination, bullying,
11 harassment, including sexual harassment, sexual abuse, sexual
12 assault, intimate partner violence, incest, rape, and human
13 trafficking.

14 "Trauma informed" means to address vital information about
15 sexuality and well-being that takes into consideration how
16 adverse life experiences may potentially influence a person's
17 well-being and decision making.

18 (b) All classes that teach comprehensive personal health
19 and safety and comprehensive sexual health education shall
20 satisfy the following criteria:

21 (1) Course material and instruction shall be age and
22 developmentally appropriate, medically accurate,
23 complete, culturally appropriate, inclusive, and trauma
24 informed.

25 (2) Course material and instruction shall replicate
26 evidence-based or evidence-informed programs or

1 substantially incorporate elements of evidence-based
2 programs or evidence-informed programs or characteristics
3 of effective programs.

4 (3) Course material and instruction shall be inclusive
5 and sensitive to the needs of students based on their
6 status as pregnant or parenting, living with STIs,
7 including HIV, sexually active, asexual, or intersex or
8 based on their gender, gender identity, gender expression,
9 sexual orientation, sexual behavior, or disability.

10 (4) Course material and instruction shall be
11 accessible to students with disabilities, which may
12 include the use of a modified curriculum, materials,
13 instruction in alternative formats, assistive technology,
14 and auxiliary aids.

15 (5) Course material and instruction shall help
16 students develop self-advocacy skills for effective
17 communication with parents or guardians, health and social
18 service professionals, other trusted adults, and peers
19 about sexual health and relationships.

20 (6) Course material and instruction shall provide
21 information to help students develop skills for developing
22 healthy relationships and preventing and dealing with
23 interpersonal violence and sexual violence.

24 (7) Course material and instruction shall provide
25 information to help students safely use the Internet,
26 including social media, dating or relationship websites or

1 applications, and texting.

2 (8) Course material and instruction shall provide
3 information about local resources where students can
4 obtain additional information and confidential services
5 related to parenting, bullying, interpersonal violence,
6 sexual violence, suicide prevention, sexual and
7 reproductive health, mental health, substance abuse,
8 sexual orientation, gender identity, gender expression,
9 and other related issues.

10 (9) Course material and instruction shall include
11 information about State laws related to minor
12 confidentiality and minor consent, including exceptions,
13 consent education, mandated reporting of child abuse and
14 neglect, the safe relinquishment of a newborn child,
15 minors' access to confidential health care and related
16 services, school policies addressing the prevention of and
17 response to interpersonal and sexual violence, school
18 breastfeeding accommodations, and school policies
19 addressing the prevention of and response to sexual
20 harassment.

21 (10) Course material and instruction may not reflect
22 or promote bias against any person on the basis of the
23 person's race, ethnicity, language, cultural background,
24 citizenship, religion, HIV status, family structure,
25 disability, gender, gender identity, gender expression,
26 sexual orientation, or sexual behavior.

1 (11) Course material and instruction may not employ
2 gender stereotypes.

3 (12) Course material and instruction shall be
4 inclusive of and may not be insensitive or unresponsive to
5 the needs of survivors of interpersonal violence and
6 sexual violence.

7 (13) Course material and instruction may not
8 proselytize any religious doctrine.

9 (14) Course material and instruction may not
10 deliberately withhold health-promoting or life-saving
11 information about culturally appropriate health care and
12 services, including reproductive health services, hormone
13 therapy, and FDA-approved treatments and options,
14 including, but not limited to, Pre-exposure Prophylaxis
15 (PrEP) and Post-exposure Prophylaxis (PeP).

16 (15) Course material and instruction may not be
17 inconsistent with the ethical imperatives of medicine and
18 public health.

19 (c) A school may utilize guest lecturers or resource
20 persons to provide instruction or presentations in accordance
21 with Section 10-22.34b. Comprehensive personal health and
22 safety and comprehensive sexual health education instruction
23 and materials provided by guest lecturers or resource persons
24 may not conflict with the provisions of this Section.

25 (d) No student shall be required to take or participate in
26 any class or course in comprehensive personal health and

1 safety and comprehensive sexual health education. A student's
2 parent or guardian may opt the student out of comprehensive
3 personal health and safety and comprehensive sexual health
4 education by submitting the request in writing. Refusal to
5 take or participate in such a course or program may not be a
6 reason for disciplinary action, academic penalty, suspension,
7 or expulsion or any other sanction of a student. A school
8 district may not require active parental consent for
9 comprehensive personal health and safety and comprehensive
10 sexual health education.

11 (e) An opportunity shall be afforded to individuals,
12 including parents or guardians, to review the scope and
13 sequence of instructional materials to be used in a class or
14 course under this Section, either electronically or in person.
15 A school district shall annually post, on its Internet website
16 if one exists, which curriculum is used to provide
17 comprehensive personal health and safety and comprehensive
18 sexual health education and the name and contact information,
19 including an email address, of school personnel who can
20 respond to inquiries about instruction and materials.

21 (f) On or before August 1, 2022, the State Board of
22 Education, in consultation with youth, parents, sexual health
23 and violence prevention experts, health care providers,
24 advocates, and education practitioners, including, but not
25 limited to, administrators, regional superintendents of
26 schools, teachers, and school support personnel, shall develop

1 and adopt rigorous learning standards in the area of
2 comprehensive personal health and safety education for pupils
3 in kindergarten through the 5th grade and comprehensive sexual
4 health education for pupils in the 6th through 12th grades,
5 including, but not limited to, all of the National Sex
6 Education Standards, including information on consent and
7 healthy relationships, anatomy and physiology, puberty and
8 adolescent sexual development, gender identity and expression,
9 sexual orientation and identity, sexual health, and
10 interpersonal violence, as authored by the Future of Sex
11 Education Initiative. As the National Sex Education Standards
12 are updated, the State Board of Education shall update these
13 learning standards.

14 (g) By no later than August 1, 2022, the State Board of
15 Education shall make available resource materials developed in
16 consultation with stakeholders, with the cooperation and input
17 of experts that provide and entities that promote age and
18 developmentally appropriate, medically accurate, complete,
19 culturally appropriate, inclusive, and trauma-informed
20 comprehensive personal health and safety and comprehensive
21 sexual health education policy. Materials may include, without
22 limitation, model comprehensive personal health and safety and
23 comprehensive sexual health education resources and programs.
24 The State Board of Education shall make these resource
25 materials available on its Internet website, in a clearly
26 identified and easily accessible place.

1 (h) Schools may choose and adapt the age and
2 developmentally appropriate, medically accurate, complete,
3 culturally appropriate, inclusive, and trauma-informed
4 comprehensive personal health and safety and comprehensive
5 sexual health education curriculum that meets the specific
6 needs of their community. All instruction and materials,
7 including materials provided or presented by outside
8 consultants, community groups, or organizations, may not
9 conflict with the provisions of this Section.

10 (i) The State Board of Education shall, through existing
11 reporting mechanisms if available, direct each school district
12 to identify the following:

13 (1) if instruction on comprehensive personal health
14 and safety and comprehensive sexual health education is
15 provided;

16 (2) whether the instruction was provided by a teacher
17 in the school, a consultant, or a community group or
18 organization and specify the name of the outside
19 consultant, community group, or organization;

20 (3) the number of students receiving instruction;

21 (4) the number of students excused from instruction;

22 and

23 (5) the duration of instruction.

24 The State Board of Education shall report the results of
25 this inquiry to the General Assembly annually, for a period of
26 5 years beginning one year after the effective date of this

1 amendatory Act of the 102nd General Assembly.

2 (Source: P.A. 102-522, eff. 8-20-21.)

3 (105 ILCS 5/27-1020) (was 105 ILCS 5/27-17)

4 Sec. 27-1020. ~~27-17~~. Safety education. School boards of
5 public schools and all boards in charge of educational
6 institutions supported wholly or partially by the State may
7 provide instruction in safety education in all grades and
8 include such instruction in the courses of study regularly
9 taught therein.

10 In this Section, "safety education" means and includes
11 instruction in the following:

12 1. automobile safety, including traffic regulations,
13 highway safety, and the consequences of alcohol
14 consumption and the operation of a motor vehicle;

15 2. safety in the home, including safe gun storage;

16 3. safety in connection with recreational activities;

17 4. safety in and around school buildings;

18 5. safety in connection with vocational work or
19 training;

20 6. cardio-pulmonary resuscitation for students
21 enrolled in grades 9 through 11;

22 7. for students enrolled in grades 6 through 8,
23 cardio-pulmonary resuscitation and how to use an automated
24 external defibrillator by watching a training video on
25 those subjects; and

1 8. for students enrolled in prekindergarten through
2 grade 6, water safety that incorporates evidence-based
3 water safety instructional materials and resources.

4 ~~Such boards may make suitable provisions in the schools~~
5 ~~and institutions under their jurisdiction for instruction in~~
6 ~~safety education for not less than 16 hours during each school~~
7 ~~year.~~

8 ~~The curriculum in all educator preparation programs~~
9 ~~approved by the State Educator Preparation and Licensure Board~~
10 ~~shall contain instruction in safety education for teachers~~
11 ~~that is appropriate to the grade level of the educator~~
12 ~~license. This instruction may be by specific courses in safety~~
13 ~~education or may be incorporated in existing subjects taught~~
14 ~~in the educator preparation program.~~

15 (Source: P.A. 102-971, eff. 1-1-23; 103-567, eff. 12-8-23.)

16 (105 ILCS 5/27-1025) (was 105 ILCS 5/27-20.1)

17 Sec. 27-1025. ~~27-20.1.~~ Illinois Law Week. The first full
18 school week in May is designated "Illinois Law Week". During
19 that week, the public schools may devote appropriate time,
20 instruction, study, and exercises in the procedures of the
21 legislature and the enactment of laws, the courts and the
22 administration of justice, the police and the enforcement of
23 law, citizen responsibilities, and other principles and ideals
24 to promote the importance of government under law in the
25 State.

1 (Source: P.A. 92-85, eff. 7-12-01.)

2 (105 ILCS 5/27-1030) (was 105 ILCS 5/27-20.6)

3 Sec. 27-1030. ~~27-20.6.~~ "Irish Famine" study. Every public
4 elementary school and high school may include in its
5 curriculum a unit of instruction studying the causes and
6 effects of mass starvation in mid-19th century Ireland. This
7 period in world history is known as the "Irish Famine", in
8 which millions of Irish died or emigrated. The study of this
9 material is a reaffirmation of the commitment of free people
10 of all nations to eradicate the causes of famine that exist in
11 the modern world.

12 The State Superintendent of Education may prepare and make
13 available to all school boards instructional materials that
14 may be used as guidelines for development of a unit of
15 instruction under this Section; provided, however, that each
16 school board shall itself determine the minimum amount of
17 instruction time that shall qualify as a unit of instruction
18 satisfying the requirements of this Section.

19 (Source: P.A. 95-331, eff. 8-21-07.)

20 (105 ILCS 5/27-1035) (was 105 ILCS 5/27-22.3)

21 Sec. 27-1035. ~~27-22.3.~~ Volunteer service credit program.

22 (a) A school district may establish a volunteer service
23 credit program that enables secondary school students to earn
24 credit towards graduation through performance of community

1 service. This community service may include participation in
2 the organization of a high school or community blood drive or
3 other blood donor recruitment campaign. Any program so
4 established shall begin with students entering grade 9 in the
5 1993-1994 school year or later. The amount of credit given for
6 program participation shall not exceed that given for
7 completion of one semester of language arts, math, science or
8 social studies.

9 (b) Any community service performed as part of a course
10 for which credit is given towards graduation shall not qualify
11 under a volunteer service credit program. Any service for
12 which a student is paid shall not qualify under a volunteer
13 service credit program. Any community work assigned as a
14 disciplinary measure shall not qualify under a volunteer
15 service credit program.

16 (c) School districts that establish volunteer service
17 credit programs shall establish any necessary rules,
18 regulations and procedures.

19 (Source: P.A. 93-547, eff. 8-19-03.)

20 (105 ILCS 5/27-1040) (was 105 ILCS 5/27-23.1)

21 Sec. 27-1040. ~~27-23.1~~. Parenting education.

22 (a) The State Board of Education must assist each school
23 district that offers an evidence-based parenting education
24 model. School districts may provide instruction in parenting
25 education for grades 6 through 12 and include such instruction

1 in the courses of study regularly taught therein. School
2 districts may give regular school credit for satisfactory
3 completion by the student of such courses.

4 As used in this subsection (a), "parenting education"
5 means and includes instruction in the following:

6 (1) Child growth and development, including prenatal
7 development.

8 (2) Childbirth and child care.

9 (3) Family structure, function, and management.

10 (4) Prenatal and postnatal care for mothers and
11 infants.

12 (5) Prevention of child abuse.

13 (6) The physical, mental, emotional, social, economic,
14 and psychological aspects of interpersonal and family
15 relationships.

16 (7) Parenting skill development.

17 The State Board of Education shall assist those districts
18 offering parenting education instruction, upon request, in
19 developing instructional materials, training teachers, and
20 establishing appropriate time allotments for each of the areas
21 included in such instruction.

22 School districts may offer parenting education courses
23 during that period of the day which is not part of the regular
24 school day. Residents of the school district may enroll in
25 such courses. The school board may establish fees and collect
26 such charges as may be necessary for attendance at such

1 courses in an amount not to exceed the per capita cost of the
2 operation thereof, except that the board may waive all or part
3 of such charges if it determines that the individual is
4 indigent or that the educational needs of the individual
5 requires his or her attendance at such courses.

6 (b) Beginning with the 2019-2020 school year, from
7 appropriations made for the purposes of this Section, the
8 State Board of Education shall implement and administer a
9 7-year pilot program supporting the health and wellness
10 student-learning requirement by utilizing a unit of
11 instruction on parenting education in participating school
12 districts that maintain grades 9 through 12, to be determined
13 by the participating school districts. The program is
14 encouraged to include, but is not limited to, instruction on
15 (i) family structure, function, and management, (ii) the
16 prevention of child abuse, (iii) the physical, mental,
17 emotional, social, economic, and psychological aspects of
18 interpersonal and family relationships, and (iv) parenting
19 education competency development that is aligned to the social
20 and emotional learning standards of the student's grade level.
21 Instruction under this subsection (b) may be included in the
22 comprehensive health education program ~~Comprehensive Health~~
23 ~~Education Program~~ set forth under Section 22-115 of this Code
24 ~~3 of the Critical Health Problems and Comprehensive Health~~
25 ~~Education Act~~. The State Board of Education is authorized to
26 make grants to school districts that apply to participate in

1 the pilot program under this subsection (b). The provisions of
2 this subsection (b), other than this sentence, are inoperative
3 at the conclusion of the pilot program.

4 (Source: P.A. 103-8, eff. 6-7-23; 103-175, eff. 6-30-23;
5 103-605, eff. 7-1-24.)

6 (105 ILCS 5/27-1045) (was 105 ILCS 5/27-23.5)

7 Sec. 27-1045. ~~27-23.5~~. Organ/tissue and blood donor and
8 transplantation programs. Each school district that maintains
9 grades 9 and 10 may include in its curriculum and teach to the
10 students of either such grade one unit of instruction on
11 organ/tissue and blood donor and transplantation programs. No
12 student shall be required to take or participate in
13 instruction on organ/tissue and blood donor and
14 transplantation programs if a parent or guardian files written
15 objection thereto on constitutional grounds, and refusal to
16 take or participate in such instruction on those grounds shall
17 not be reason for suspension or expulsion of a student or
18 result in any academic penalty.

19 The regional superintendent of schools in which a school
20 district that maintains grades 9 and 10 is located shall
21 obtain and distribute to each school that maintains grades 9
22 and 10 in his or her district information and data, including
23 instructional materials provided at no cost by America's Blood
24 Centers, the American Red Cross, and Gift of Hope, that may be
25 used by the school in developing a unit of instruction under

1 this Section. However, each school board shall determine the
2 minimum amount of instructional time that shall qualify as a
3 unit of instruction satisfying the requirements of this
4 Section.

5 (Source: P.A. 95-331, eff. 8-21-07.)

6 (105 ILCS 5/27-1050) (was 105 ILCS 5/27-23.6)

7 Sec. 27-1050. ~~27-23.6~~. Anti-bias education.

8 (a) The General Assembly finds that there is a significant
9 increase in violence in the schools and that much of that
10 violence is the result of intergroup tensions. The General
11 Assembly further finds that anti-bias education and intergroup
12 conflict resolution are effective methods for preventing
13 violence and lessening tensions in the schools and that these
14 methods are most effective when they are respectful of
15 individuals and their divergent viewpoints and religious
16 beliefs, which are protected by the First Amendment to the
17 Constitution of the United States.

18 (b) Beginning with the 2002-2003 school year, public
19 elementary and secondary schools may incorporate activities to
20 address intergroup conflict, with the objectives of improving
21 intergroup relations on and beyond the school campus, defusing
22 intergroup tensions, and promoting peaceful resolution of
23 conflict. The activities must be respectful of individuals and
24 their divergent viewpoints and religious beliefs, which are
25 protected by the First Amendment to the Constitution of the

1 United States.

2 (c) A school board that adopts a policy to incorporate
3 activities to address intergroup conflict as authorized under
4 subsection (b) of this Section shall make information
5 available to the public that describes the manner in which the
6 board has implemented the authority granted to it in this
7 Section. The means for disseminating this information (i)
8 shall include posting the information on the school district's
9 Internet web site, if any, and making the information
10 available, upon request, in district offices, and (ii) may
11 include without limitation incorporating the information in a
12 student handbook and including the information in a district
13 newsletter.

14 (Source: P.A. 103-542, eff. 7-1-24 (see Section 905 of P.A.
15 103-563 for effective date of P.A. 103-542).)

16 (105 ILCS 5/27-1055) (was 105 ILCS 5/27-23.10)

17 Sec. 27-1055. ~~27-23.10.~~ Gang resistance education and
18 training.

19 (a) The General Assembly finds that the instance of youth
20 delinquent gangs continues to rise on a statewide basis. Given
21 the higher rates of criminal offending among gang members, as
22 well as the availability of increasingly lethal weapons, the
23 level of criminal activity by gang members has taken on new
24 importance for law enforcement agencies, schools, the
25 community, and prevention efforts.

1 (b) As used in this Section:

2 "Gang resistance education and training" means and
3 includes instruction in, without limitation, each of the
4 following subject matters when accompanied by a stated
5 objective of reducing gang activity and educating children in
6 grades K through 12 about the consequences of gang
7 involvement:

8 (1) conflict resolution;

9 (2) cultural sensitivity;

10 (3) personal goal setting; and

11 (4) resisting peer pressure.

12 (c) Each school district and non-public, non-sectarian
13 elementary or secondary school in this State may make suitable
14 provisions for instruction in gang resistance education in all
15 grades and include that instruction in the courses of study
16 regularly taught in those grades. For the purposes of gang
17 resistance education, a school board or the governing body of
18 a non-public, non-sectarian elementary or secondary school
19 must collaborate with State and local law enforcement
20 agencies. The State Board of Education may assist in the
21 development of instructional materials and teacher training in
22 relation to gang resistance education and training.

23 (Source: P.A. 103-542, eff. 7-1-24 (see Section 905 of P.A.
24 103-563 for effective date of P.A. 103-542).)

25 (105 ILCS 5/27-1060) (was 105 ILCS 5/27-23.13)

1 Sec. 27-1060. ~~27-23.13.~~ Hunting safety. A school district
2 may offer its students a course on hunting safety as part of
3 its curriculum during the school day or as part of an
4 after-school program. The State Board of Education may prepare
5 and make available to school boards resources on hunting
6 safety that may be used as guidelines for the development of a
7 course under this Section.

8 (Source: P.A. 101-152, eff. 7-26-19; 102-558, eff. 8-20-21.)

9 (105 ILCS 5/27-1065) (was 105 ILCS 5/27-23.14)

10 Sec. 27-1065. ~~27-23.14.~~ Workplace preparation course. A
11 school district that maintains any of grades 9 through 12 may
12 include in its high school curriculum a unit of instruction on
13 workplace preparation that covers legal protections in the
14 workplace, including protection against sexual harassment and
15 racial and other forms of discrimination and other protections
16 for employees. A school board may determine the minimum amount
17 of instruction time that qualifies as a unit of instruction
18 under this Section.

19 (Source: P.A. 101-347, eff. 1-1-20; 102-558, eff. 8-20-21.)

20 (105 ILCS 5/27-1070) (was 105 ILCS 5/27-23.16)

21 Sec. 27-1070. ~~27-23.16.~~ Study of the process of
22 naturalization. Every public high school may include in its
23 curriculum a unit of instruction about the process of
24 naturalization by which a foreign citizen or foreign national

1 becomes a U.S. citizen. The course of instruction shall
2 include content from the components of the naturalization test
3 administered by the U.S. Citizenship and Immigration Services.
4 Each school board shall determine the minimum amount of
5 instructional time under this Section.

6 (Source: P.A. 102-472, eff. 8-20-21; 102-813, eff. 5-13-22.)

7 (105 ILCS 5/27-1075) (was 105 ILCS 5/27-23.17)

8 Sec. 27-1075. ~~27-23.17~~. Workplace Readiness Week.

9 (a) Beginning with the 2024-2025 school year, all public
10 high schools, including charter schools, may designate and
11 annually observe a week known as "Workplace Readiness Week".
12 During that week, students shall be provided information on
13 their rights as workers. The topics covered shall include, but
14 are not limited to, local, State, and federal laws regarding
15 each of the following areas and shall include the labor
16 movement's role in winning the protections and benefits
17 described in those areas:

18 (1) Prohibitions against misclassification of
19 employees as independent contractors.

20 (2) Child labor.

21 (3) Wage and hour protections.

22 (4) Worker safety.

23 (5) Workers' compensation.

24 (6) Unemployment insurance.

25 (7) Paid sick leave and paid family leave.

1 (8) The right to organize a union in the workplace.

2 (9) Prohibitions against retaliation by employers when
3 workers exercise their rights as workers or any other
4 rights guaranteed by law.

5 During Workplace Readiness Week, students shall also be
6 provided information introducing them to State-approved
7 apprenticeship programs, how to access them, the variety of
8 programs available, and how they can provide an alternative
9 career path for those students who choose not to attend a
10 traditional higher education program.

11 (b) If a school observes Workplace Readiness Week under
12 this Section, then, for students in grades 11 and 12, the
13 information required to be provided in subsection (a) shall be
14 integrated into the regular school program but may also be
15 provided during special events after regular school hours.
16 Integration into the regular school program is encouraged, but
17 not required, to occur during Workplace Readiness Week.

18 (Source: P.A. 103-598, eff. 7-1-24.)

19 (105 ILCS 5/27-1080) (was 105 ILCS 5/27-23.17)

20 Sec. 27-1080. ~~27-23.17~~. Relaxation activities. Each school
21 district may provide to students, in addition to and not
22 substituting recess, at least 20 minutes a week of relaxation
23 activities to enhance the mental and physical health of
24 students as part of the school day. Relaxation activities may
25 include, but are not limited to, mindful-based movements,

1 yoga, stretching, meditation, breathing exercises, guided
2 relaxation techniques, quiet time, walking, in-person
3 conversation, and other stress-relieving activities. A school
4 district may partner with public and private community
5 organizations to provide relaxation activities. These
6 activities may take place in a physical education class,
7 social-emotional learning class, or student-support or
8 advisory class or as a part of another similar class,
9 including a new class.

10 (Source: P.A. 103-764, eff. 1-1-25; revised 12-3-24.)

11 (105 ILCS 5/27A-5)

12 (Text of Section before amendment by P.A. 102-466)

13 Sec. 27A-5. Charter school; legal entity; requirements.

14 (a) A charter school shall be a public, nonsectarian,
15 nonreligious, non-home based, and non-profit school. A charter
16 school shall be organized and operated as a nonprofit
17 corporation or other discrete, legal, nonprofit entity
18 authorized under the laws of the State of Illinois.

19 (b) A charter school may be established under this Article
20 by creating a new school or by converting an existing public
21 school or attendance center to charter school status. In all
22 new applications to establish a charter school in a city
23 having a population exceeding 500,000, operation of the
24 charter school shall be limited to one campus. This limitation
25 does not apply to charter schools existing or approved on or

1 before April 16, 2003.

2 (b-5) (Blank).

3 (c) A charter school shall be administered and governed by
4 its board of directors or other governing body in the manner
5 provided in its charter. The governing body of a charter
6 school shall be subject to the Freedom of Information Act and
7 the Open Meetings Act. A charter school's board of directors
8 or other governing body must include at least one parent or
9 guardian of a pupil currently enrolled in the charter school
10 who may be selected through the charter school or a charter
11 network election, appointment by the charter school's board of
12 directors or other governing body, or by the charter school's
13 Parent Teacher Organization or its equivalent.

14 (c-5) No later than January 1, 2021 or within the first
15 year of his or her first term, every voting member of a charter
16 school's board of directors or other governing body shall
17 complete a minimum of 4 hours of professional development
18 leadership training to ensure that each member has sufficient
19 familiarity with the board's or governing body's role and
20 responsibilities, including financial oversight and
21 accountability of the school, evaluating the principal's and
22 school's performance, adherence to the Freedom of Information
23 Act and the Open Meetings Act, and compliance with education
24 and labor law. In each subsequent year of his or her term, a
25 voting member of a charter school's board of directors or
26 other governing body shall complete a minimum of 2 hours of

1 professional development training in these same areas. The
2 training under this subsection may be provided or certified by
3 a statewide charter school membership association or may be
4 provided or certified by other qualified providers approved by
5 the State Board.

6 (d) For purposes of this subsection (d), "non-curricular
7 health and safety requirement" means any health and safety
8 requirement created by statute or rule to provide, maintain,
9 preserve, or safeguard safe or healthful conditions for
10 students and school personnel or to eliminate, reduce, or
11 prevent threats to the health and safety of students and
12 school personnel. "Non-curricular health and safety
13 requirement" does not include any course of study or
14 specialized instructional requirement for which the State
15 Board has established goals and learning standards or which is
16 designed primarily to impart knowledge and skills for students
17 to master and apply as an outcome of their education.

18 A charter school shall comply with all non-curricular
19 health and safety requirements applicable to public schools
20 under the laws of the State of Illinois. The State Board shall
21 promulgate and post on its Internet website a list of
22 non-curricular health and safety requirements that a charter
23 school must meet. The list shall be updated annually no later
24 than September 1. Any charter contract between a charter
25 school and its authorizer must contain a provision that
26 requires the charter school to follow the list of all

1 non-curricular health and safety requirements promulgated by
2 the State Board and any non-curricular health and safety
3 requirements added by the State Board to such list during the
4 term of the charter. Nothing in this subsection (d) precludes
5 an authorizer from including non-curricular health and safety
6 requirements in a charter school contract that are not
7 contained in the list promulgated by the State Board,
8 including non-curricular health and safety requirements of the
9 authorizing local school board.

10 (e) Except as otherwise provided in the School Code, a
11 charter school shall not charge tuition; provided that a
12 charter school may charge reasonable fees for textbooks,
13 instructional materials, and student activities.

14 (f) A charter school shall be responsible for the
15 management and operation of its fiscal affairs, including, but
16 not limited to, the preparation of its budget. An audit of each
17 charter school's finances shall be conducted annually by an
18 outside, independent contractor retained by the charter
19 school. The contractor shall not be an employee of the charter
20 school or affiliated with the charter school or its authorizer
21 in any way, other than to audit the charter school's finances.
22 To ensure financial accountability for the use of public
23 funds, on or before December 1 of every year of operation, each
24 charter school shall submit to its authorizer and the State
25 Board a copy of its audit and a copy of the Form 990 the
26 charter school filed that year with the federal Internal

1 Revenue Service. In addition, if deemed necessary for proper
2 financial oversight of the charter school, an authorizer may
3 require quarterly financial statements from each charter
4 school.

5 (g) A charter school shall comply with all provisions of
6 this Article, the Illinois Educational Labor Relations Act,
7 all federal and State laws and rules applicable to public
8 schools that pertain to special education and the instruction
9 of English learners, and its charter. A charter school is
10 exempt from all other State laws and regulations in this Code
11 governing public schools and local school board policies;
12 however, a charter school is not exempt from the following:

13 (1) Sections 10-21.9 and 34-18.5 of this Code
14 regarding criminal history records checks and checks of
15 the Statewide Sex Offender Database and Statewide Murderer
16 and Violent Offender Against Youth Database of applicants
17 for employment;

18 (2) Sections 10-20.14, 10-22.6, 22-100, 24-24, 34-19,
19 and 34-84a of this Code regarding discipline of students;

20 (3) the Local Governmental and Governmental Employees
21 Tort Immunity Act;

22 (4) Section 108.75 of the General Not For Profit
23 Corporation Act of 1986 regarding indemnification of
24 officers, directors, employees, and agents;

25 (5) the Abused and Neglected Child Reporting Act;

26 (5.5) subsection (b) of Section 10-23.12 and

- 1 subsection (b) of Section 34-18.6 of this Code;
- 2 (6) the Illinois School Student Records Act;
- 3 (7) Section 10-17a of this Code regarding school
4 report cards;
- 5 (8) the P-20 Longitudinal Education Data System Act;
- 6 (9) Section 22-110 ~~27-23.7~~ of this Code regarding
7 bullying prevention;
- 8 (10) Section 2-3.162 of this Code regarding student
9 discipline reporting;
- 10 (11) Sections 22-80 and 22-105 ~~27-8.1~~ of this Code;
- 11 (12) Sections 10-20.60 and 34-18.53 of this Code;
- 12 (13) Sections 10-20.63 and 34-18.56 of this Code;
- 13 (14) Sections 22-90 and 26-18 of this Code;
- 14 (15) Section 22-30 of this Code;
- 15 (16) Sections 24-12 and 34-85 of this Code;
- 16 (17) the Seizure Smart School Act;
- 17 (18) Section 2-3.64a-10 of this Code;
- 18 (19) Sections 10-20.73 and 34-21.9 of this Code;
- 19 (20) Section 10-22.25b of this Code;
- 20 (21) Section 27-1015 ~~27-9.1a~~ of this Code;
- 21 (22) Section 27-1010 ~~27-9.1b~~ of this Code;
- 22 (23) Section 34-18.8 of this Code;
- 23 (25) Section 2-3.188 of this Code;
- 24 (26) Section 22-85.5 of this Code;
- 25 (27) subsections (d-10), (d-15), and (d-20) of Section
26 10-20.56 of this Code;

- 1 (28) Sections 10-20.83 and 34-18.78 of this Code;
2 (29) Section 10-20.13 of this Code;
3 (30) (blank); ~~Section 28-19.2 of this Code;~~
4 (31) Section 34-21.6 of this Code;
5 (32) Section 22-85.10 of this Code;
6 (33) Section 2-3.196 of this Code;
7 (34) Section 22-95 of this Code;
8 (35) Section 34-18.62 of this Code;
9 (36) the Illinois Human Rights Act; and
10 (37) Section 2-3.204 of this Code.

11 The change made by Public Act 96-104 to this subsection
12 (g) is declaratory of existing law.

13 (h) A charter school may negotiate and contract with a
14 school district, the governing body of a State college or
15 university or public community college, or any other public or
16 for-profit or nonprofit private entity for: (i) the use of a
17 school building and grounds or any other real property or
18 facilities that the charter school desires to use or convert
19 for use as a charter school site, (ii) the operation and
20 maintenance thereof, and (iii) the provision of any service,
21 activity, or undertaking that the charter school is required
22 to perform in order to carry out the terms of its charter.
23 Except as provided in subsection (i) of this Section, a school
24 district may charge a charter school reasonable rent for the
25 use of the district's buildings, grounds, and facilities. Any
26 services for which a charter school contracts with a school

1 district shall be provided by the district at cost. Any
2 services for which a charter school contracts with a local
3 school board or with the governing body of a State college or
4 university or public community college shall be provided by
5 the public entity at cost.

6 (i) In no event shall a charter school that is established
7 by converting an existing school or attendance center to
8 charter school status be required to pay rent for space that is
9 deemed available, as negotiated and provided in the charter
10 agreement, in school district facilities. However, all other
11 costs for the operation and maintenance of school district
12 facilities that are used by the charter school shall be
13 subject to negotiation between the charter school and the
14 local school board and shall be set forth in the charter.

15 (j) A charter school may limit student enrollment by age
16 or grade level.

17 (k) If the charter school is authorized by the State
18 Board, then the charter school is its own local education
19 agency.

20 (Source: P.A. 102-51, eff. 7-9-21; 102-157, eff. 7-1-22;
21 102-360, eff. 1-1-22; 102-445, eff. 8-20-21; 102-522, eff.
22 8-20-21; 102-558, eff. 8-20-21; 102-676, eff. 12-3-21;
23 102-697, eff. 4-5-22; 102-702, eff. 7-1-23; 102-805, eff.
24 1-1-23; 102-813, eff. 5-13-22; 103-154, eff. 6-30-23; 103-175,
25 eff. 6-30-23; 103-472, eff. 8-1-24; 103-605, eff. 7-1-24;
26 103-641, eff. 7-1-24; 103-806, eff. 1-1-25; revised 10-9-24.)

1 (Text of Section after amendment by P.A. 102-466)

2 Sec. 27A-5. Charter school; legal entity; requirements.

3 (a) A charter school shall be a public, nonsectarian,
4 nonreligious, non-home based, and non-profit school. A charter
5 school shall be organized and operated as a nonprofit
6 corporation or other discrete, legal, nonprofit entity
7 authorized under the laws of the State of Illinois.

8 (b) A charter school may be established under this Article
9 by creating a new school or by converting an existing public
10 school or attendance center to charter school status. In all
11 new applications to establish a charter school in a city
12 having a population exceeding 500,000, operation of the
13 charter school shall be limited to one campus. This limitation
14 does not apply to charter schools existing or approved on or
15 before April 16, 2003.

16 (b-5) (Blank).

17 (c) A charter school shall be administered and governed by
18 its board of directors or other governing body in the manner
19 provided in its charter. The governing body of a charter
20 school shall be subject to the Freedom of Information Act and
21 the Open Meetings Act. A charter school's board of directors
22 or other governing body must include at least one parent or
23 guardian of a pupil currently enrolled in the charter school
24 who may be selected through the charter school or a charter
25 network election, appointment by the charter school's board of

1 directors or other governing body, or by the charter school's
2 Parent Teacher Organization or its equivalent.

3 (c-5) No later than January 1, 2021 or within the first
4 year of his or her first term, every voting member of a charter
5 school's board of directors or other governing body shall
6 complete a minimum of 4 hours of professional development
7 leadership training to ensure that each member has sufficient
8 familiarity with the board's or governing body's role and
9 responsibilities, including financial oversight and
10 accountability of the school, evaluating the principal's and
11 school's performance, adherence to the Freedom of Information
12 Act and the Open Meetings Act, and compliance with education
13 and labor law. In each subsequent year of his or her term, a
14 voting member of a charter school's board of directors or
15 other governing body shall complete a minimum of 2 hours of
16 professional development training in these same areas. The
17 training under this subsection may be provided or certified by
18 a statewide charter school membership association or may be
19 provided or certified by other qualified providers approved by
20 the State Board.

21 (d) For purposes of this subsection (d), "non-curricular
22 health and safety requirement" means any health and safety
23 requirement created by statute or rule to provide, maintain,
24 preserve, or safeguard safe or healthful conditions for
25 students and school personnel or to eliminate, reduce, or
26 prevent threats to the health and safety of students and

1 school personnel. "Non-curricular health and safety
2 requirement" does not include any course of study or
3 specialized instructional requirement for which the State
4 Board has established goals and learning standards or which is
5 designed primarily to impart knowledge and skills for students
6 to master and apply as an outcome of their education.

7 A charter school shall comply with all non-curricular
8 health and safety requirements applicable to public schools
9 under the laws of the State of Illinois. The State Board shall
10 promulgate and post on its Internet website a list of
11 non-curricular health and safety requirements that a charter
12 school must meet. The list shall be updated annually no later
13 than September 1. Any charter contract between a charter
14 school and its authorizer must contain a provision that
15 requires the charter school to follow the list of all
16 non-curricular health and safety requirements promulgated by
17 the State Board and any non-curricular health and safety
18 requirements added by the State Board to such list during the
19 term of the charter. Nothing in this subsection (d) precludes
20 an authorizer from including non-curricular health and safety
21 requirements in a charter school contract that are not
22 contained in the list promulgated by the State Board,
23 including non-curricular health and safety requirements of the
24 authorizing local school board.

25 (e) Except as otherwise provided in the School Code, a
26 charter school shall not charge tuition; provided that a

1 charter school may charge reasonable fees for textbooks,
2 instructional materials, and student activities.

3 (f) A charter school shall be responsible for the
4 management and operation of its fiscal affairs, including, but
5 not limited to, the preparation of its budget. An audit of each
6 charter school's finances shall be conducted annually by an
7 outside, independent contractor retained by the charter
8 school. The contractor shall not be an employee of the charter
9 school or affiliated with the charter school or its authorizer
10 in any way, other than to audit the charter school's finances.
11 To ensure financial accountability for the use of public
12 funds, on or before December 1 of every year of operation, each
13 charter school shall submit to its authorizer and the State
14 Board a copy of its audit and a copy of the Form 990 the
15 charter school filed that year with the federal Internal
16 Revenue Service. In addition, if deemed necessary for proper
17 financial oversight of the charter school, an authorizer may
18 require quarterly financial statements from each charter
19 school.

20 (g) A charter school shall comply with all provisions of
21 this Article, the Illinois Educational Labor Relations Act,
22 all federal and State laws and rules applicable to public
23 schools that pertain to special education and the instruction
24 of English learners, and its charter. A charter school is
25 exempt from all other State laws and regulations in this Code
26 governing public schools and local school board policies;

1 however, a charter school is not exempt from the following:

2 (1) Sections 10-21.9 and 34-18.5 of this Code
3 regarding criminal history records checks and checks of
4 the Statewide Sex Offender Database and Statewide Murderer
5 and Violent Offender Against Youth Database of applicants
6 for employment;

7 (2) Sections 10-20.14, 10-22.6, 22-100, 24-24, 34-19,
8 and 34-84a of this Code regarding discipline of students;

9 (3) the Local Governmental and Governmental Employees
10 Tort Immunity Act;

11 (4) Section 108.75 of the General Not For Profit
12 Corporation Act of 1986 regarding indemnification of
13 officers, directors, employees, and agents;

14 (5) the Abused and Neglected Child Reporting Act;

15 (5.5) subsection (b) of Section 10-23.12 and
16 subsection (b) of Section 34-18.6 of this Code;

17 (6) the Illinois School Student Records Act;

18 (7) Section 10-17a of this Code regarding school
19 report cards;

20 (8) the P-20 Longitudinal Education Data System Act;

21 (9) Section 22-110 ~~27-23.7~~ of this Code regarding
22 bullying prevention;

23 (10) Section 2-3.162 of this Code regarding student
24 discipline reporting;

25 (11) Sections 22-80 and 22-105 ~~27-8.1~~ of this Code;

26 (12) Sections 10-20.60 and 34-18.53 of this Code;

- 1 (13) Sections 10-20.63 and 34-18.56 of this Code;
- 2 (14) Sections 22-90 and 26-18 of this Code;
- 3 (15) Section 22-30 of this Code;
- 4 (16) Sections 24-12 and 34-85 of this Code;
- 5 (17) the Seizure Smart School Act;
- 6 (18) Section 2-3.64a-10 of this Code;
- 7 (19) Sections 10-20.73 and 34-21.9 of this Code;
- 8 (20) Section 10-22.25b of this Code;
- 9 (21) Section 27-1015 ~~27-9.1a~~ of this Code;
- 10 (22) Section 27-1010 ~~27-9.1b~~ of this Code;
- 11 (23) Section 34-18.8 of this Code;
- 12 (24) Article 26A of this Code;
- 13 (25) Section 2-3.188 of this Code;
- 14 (26) Section 22-85.5 of this Code;
- 15 (27) subsections (d-10), (d-15), and (d-20) of Section
16 10-20.56 of this Code;
- 17 (28) Sections 10-20.83 and 34-18.78 of this Code;
- 18 (29) Section 10-20.13 of this Code;
- 19 (30) (blank); ~~Section 28-19.2 of this Code;~~
- 20 (31) Section 34-21.6 of this Code;
- 21 (32) Section 22-85.10 of this Code;
- 22 (33) Section 2-3.196 of this Code;
- 23 (34) Section 22-95 of this Code;
- 24 (35) Section 34-18.62 of this Code;
- 25 (36) the Illinois Human Rights Act; and
- 26 (37) Section 2-3.204 of this Code.

1 The change made by Public Act 96-104 to this subsection
2 (g) is declaratory of existing law.

3 (h) A charter school may negotiate and contract with a
4 school district, the governing body of a State college or
5 university or public community college, or any other public or
6 for-profit or nonprofit private entity for: (i) the use of a
7 school building and grounds or any other real property or
8 facilities that the charter school desires to use or convert
9 for use as a charter school site, (ii) the operation and
10 maintenance thereof, and (iii) the provision of any service,
11 activity, or undertaking that the charter school is required
12 to perform in order to carry out the terms of its charter.
13 Except as provided in subsection (i) of this Section, a school
14 district may charge a charter school reasonable rent for the
15 use of the district's buildings, grounds, and facilities. Any
16 services for which a charter school contracts with a school
17 district shall be provided by the district at cost. Any
18 services for which a charter school contracts with a local
19 school board or with the governing body of a State college or
20 university or public community college shall be provided by
21 the public entity at cost.

22 (i) In no event shall a charter school that is established
23 by converting an existing school or attendance center to
24 charter school status be required to pay rent for space that is
25 deemed available, as negotiated and provided in the charter
26 agreement, in school district facilities. However, all other

1 costs for the operation and maintenance of school district
2 facilities that are used by the charter school shall be
3 subject to negotiation between the charter school and the
4 local school board and shall be set forth in the charter.

5 (j) A charter school may limit student enrollment by age
6 or grade level.

7 (k) If the charter school is authorized by the State
8 Board, then the charter school is its own local education
9 agency.

10 (Source: P.A. 102-51, eff. 7-9-21; 102-157, eff. 7-1-22;
11 102-360, eff. 1-1-22; 102-445, eff. 8-20-21; 102-466, eff.
12 7-1-25; 102-522, eff. 8-20-21; 102-558, eff. 8-20-21; 102-676,
13 eff. 12-3-21; 102-697, eff. 4-5-22; 102-702, eff. 7-1-23;
14 102-805, eff. 1-1-23; 102-813, eff. 5-13-22; 103-154, eff.
15 6-30-23; 103-175, eff. 6-30-23; 103-472, eff. 8-1-24; 103-605,
16 eff. 7-1-24; 103-641, eff. 7-1-24; 103-806, eff. 1-1-25;
17 revised 11-26-24.)

18 (105 ILCS 5/34-18.66)

19 Sec. 34-18.66. Remote and blended remote learning. This
20 Section applies if the Governor has declared a disaster due to
21 a public health emergency pursuant to Section 7 of the
22 Illinois Emergency Management Agency Act.

23 (1) If the Governor has declared a disaster due to a
24 public health emergency pursuant to Section 7 of the
25 Illinois Emergency Management Agency Act, the State

1 Superintendent of Education may declare a requirement to
2 use remote learning days or blended remote learning days
3 for the school district, multiple school districts, a
4 region, or the entire State. During remote learning days,
5 schools shall conduct instruction remotely. During blended
6 remote learning days, schools may utilize hybrid models of
7 in-person and remote instruction. Once declared, remote
8 learning days or blended remote learning days shall be
9 implemented in grades pre-kindergarten through 12 as days
10 of attendance and shall be deemed pupil attendance days
11 for calculation of the length of a school term under
12 Section 10-19.

13 (2) For purposes of this Section, a remote learning
14 day or blended remote learning day may be met through the
15 district's implementation of an e-learning program under
16 Section 10-20.56.

17 (3) If the district does not implement an e-learning
18 program under Section 10-20.56, the district shall adopt a
19 remote and blended remote learning day plan approved by
20 the general superintendent of schools. The district may
21 utilize remote and blended remote learning planning days,
22 consecutively or in separate increments, to develop,
23 review, or amend its remote and blended remote learning
24 day plan or provide professional development to staff
25 regarding remote education. Up to 5 remote and blended
26 remote learning planning days may be deemed pupil

1 attendance days for calculation of the length of a school
2 term under Section 10-19.

3 (4) Each remote and blended remote learning day plan
4 shall address the following:

5 (i) accessibility of the remote instruction to all
6 students enrolled in the district;

7 (ii) if applicable, a requirement that the remote
8 learning day and blended remote learning day
9 activities reflect State learning standards;

10 (iii) a means for students to confer with an
11 educator, as necessary;

12 (iv) the unique needs of students in special
13 populations, including, but not limited to, students
14 eligible for special education under Article 14,
15 students who are English learners as defined in
16 Section 14C-2, and students experiencing homelessness
17 under the Education for Homeless Children Act, or
18 vulnerable student populations;

19 (v) how the district will take attendance and
20 monitor and verify each student's remote
21 participation; and

22 (vi) transitions from remote learning to on-site
23 learning upon the State Superintendent's declaration
24 that remote learning days or blended remote learning
25 days are no longer deemed necessary.

26 (5) The general superintendent of schools shall

1 periodically review and amend the district's remote and
2 blended remote learning day plan, as needed, to ensure the
3 plan meets the needs of all students.

4 (6) Each remote and blended remote learning day plan
5 shall be posted on the district's Internet website where
6 other policies, rules, and standards of conduct are posted
7 and shall be provided to students and faculty.

8 (7) This Section does not create any additional
9 employee bargaining rights and does not remove any
10 employee bargaining rights.

11 (8) Statutory and regulatory curricular mandates and
12 offerings may be administered via the district's remote
13 and blended remote learning day plan, except that the
14 district may not offer individual behind-the-wheel
15 instruction required by Section 27-815 of this Code
16 ~~27-24.2~~ via the district's remote and blended remote
17 learning day plan. This Section does not relieve schools
18 and the district from completing all statutory and
19 regulatory curricular mandates and offerings.

20 (Source: P.A. 101-643, eff. 6-18-20.)

21 (105 ILCS 5/34-21.6) (from Ch. 122, par. 34-21.6)

22 Sec. 34-21.6. Waiver of fees and fines.

23 (a) The board shall waive all fees and any fines for the
24 loss of school property assessed by the district on children
25 whose parents are unable to afford them, including but not

1 limited to:

2 (1) children living in households that meet the free
3 lunch or breakfast eligibility guidelines established by
4 the federal government pursuant to Section 1758 of the
5 federal Richard B. Russell National School Lunch Act (42
6 U.S.C. 1758; 7 CFR 245 et seq.) and students whose parents
7 are veterans or active duty military personnel with income
8 at or below 200% of the federal poverty level, subject to
9 verification as set forth in subsection (b) of this
10 Section; and

11 (2) homeless children and youths as defined in Section
12 11434a of the federal McKinney-Vento Homeless Assistance
13 Act (42 U.S.C. 11434a).

14 Notice of waiver availability shall be given to parents or
15 guardians with every bill for fees or fines. The board shall
16 develop written policies and procedures implementing this
17 Section in accordance with regulations promulgated by the
18 State Board of Education.

19 (b) If the board participates in a federally funded,
20 school-based child nutrition program and uses a student's
21 application for, eligibility for, or participation in the
22 federally funded, school-based child nutrition program (42
23 U.S.C. 1758; 7 CFR 245 et seq.) as the basis for waiving fees
24 assessed by the district, then the board must follow the
25 verification requirements of the federally funded,
26 school-based child nutrition program (42 U.S.C. 1758; 7 CFR

1 245.6a).

2 If the board establishes a process for the determination
3 of eligibility for waiver of all fees assessed by the district
4 that is completely independent of the criteria listed in
5 subsection (b), the board may provide for waiver verification
6 no more often than once every academic year. Information
7 obtained during the independent waiver verification process
8 indicating that the student does not meet free lunch or
9 breakfast eligibility guidelines may be used to deny the
10 waiver of the student's fees or fines for the loss of school
11 property, provided that any information obtained through this
12 independent process for determining or verifying eligibility
13 for fee waivers shall not be used to determine or verify
14 eligibility for any federally funded, school-based child
15 nutrition program.

16 This subsection shall not preclude children from obtaining
17 waivers at any point during the academic year.

18 (c) The board may not discriminate against, punish, or
19 penalize a student in any way because of an unpaid balance on
20 the student's school account or because the student's parents
21 or guardians are unable to pay any required fees or fines for
22 the loss of school property. This prohibition includes, but is
23 not limited to, the lowering of grades, exclusion from any
24 curricular or extracurricular program of the school district,
25 or withholding of student records, grades, transcripts, or
26 diplomas. Any person who violates this subsection (c) is

1 guilty of a petty offense.

2 (Source: P.A. 102-805, eff. 1-1-23; 102-1032, eff. 5-27-22;
3 103-154, eff. 6-30-23.)

4 Section 20. The School Safety Drill Act is amended by
5 changing Section 60 as follows:

6 (105 ILCS 128/60)

7 Sec. 60. Cardiac emergency response plan.

8 (a) A school district and a private school shall develop a
9 cardiac emergency response plan in place in accordance with
10 guidelines set forth by either the American Heart Association
11 or other nationally recognized, evidence-based standards that
12 addresses the appropriate response to incidents involving an
13 individual experiencing sudden cardiac arrest or a similar
14 life-threatening emergency while at a school or at a
15 school-sponsored activity or event. The plan must be
16 distributed to all teachers, administrators, school support
17 personnel, coaches, and other school staff identified by
18 school administrators at each school.

19 (b) A cardiac emergency response plan shall include, but
20 is not limited to, the following:

21 (1) Procedures to follow in the event of a cardiac
22 emergency at a school.

23 (2) A listing of every automated external
24 defibrillator that is present and clearly marked or easily

1 accessible at school athletic venues and events and at
2 school and the maintenance schedule for the automated
3 external defibrillator. The automated external
4 defibrillators shall be installed in accordance with the
5 Physical Fitness Facility Medical Emergency Preparedness
6 Act, guidelines from the American Heart Association, or
7 other nationally recognized guidelines focused on
8 emergency cardiovascular care.

9 (3) Information on hands-only cardiopulmonary
10 resuscitation and use of automated external defibrillators
11 to teachers, administrators, coaches, assistant coaches,
12 and other school staff identified by school
13 administrators, in accordance with Section 22-115 of the
14 School Code ~~3 of the Critical Health Problems and~~
15 ~~Comprehensive Health Education Act.~~

16 (Source: P.A. 103-608, eff. 1-1-25.)

17 Section 25. The College Planning Act is amended by
18 changing Section 20 as follows:

19 (110 ILCS 17/20)

20 Sec. 20. Qualifications to participate in the Program. To
21 qualify to participate in the Program, a student must meet all
22 of the following requirements:

23 (1) He or she must reside in this State.

24 (2) At the time of application to the Program, he or

1 she must be enrolled in grade 8 at a public school in this
2 State or a nonpublic school that is recognized by the
3 State Board of Education and, by the end of grade 8, be
4 enrolled in a public high school in this State or a
5 nonpublic school that is recognized by the State Board of
6 Education.

7 (3) At the time of enrollment in the Program, he or she
8 either (i) must not have a custodial parent or guardian
9 who has received a postsecondary degree or (ii) must be
10 eligible to participate in the free and reduced-price
11 lunch program under the School Breakfast and Lunch Program
12 Act.

13 (4) He or she agrees, in writing, together with the
14 student's custodial parent or guardian, that the student
15 will do all of the following:

16 (A) Complete the course requirements specified in
17 Section 27-605 ~~27-22~~ of the School Code and graduate
18 from a secondary school located in this State.

19 (B) Not be convicted of a felony offense that
20 would disqualify the student from receipt of federal
21 student aid.

22 (C) Timely apply, during grade 12, (i) for
23 admission to a postsecondary institution in this State
24 approved to participate in the Monetary Award Program
25 under Section 35 of the Higher Education Student
26 Assistance Act and (ii) for any federal and State

1 student financial assistance available to the student
2 to attend a postsecondary institution in this State.

3 (D) Achieve a cumulative grade point average upon
4 graduation from high school of at least a 2.5 on a 4.0
5 grading scale (or its equivalent if another grading
6 scale is used) for courses taken during grades 9, 10,
7 11, and 12.

8 (E) Update demographic and contact information
9 required within the initial Program participation
10 application and agreement at least once each academic
11 year on a schedule to be determined by the Commission.

12 (F) Take a recognized standardized college
13 entrance examination no later than the end of the 11th
14 grade.

15 (G) Participate in college planning and
16 preparation activities required by the Commission as
17 part of the administration of the Program.

18 (H) Share personal academic and financial data
19 with the Commission beginning in grade 8 and through
20 the attainment of a bachelor's degree.

21 (Source: P.A. 97-289, eff. 8-10-11.)

22 Section 30. The Postsecondary and Workforce Readiness Act
23 is amended by changing Section 25 as follows:

24 (110 ILCS 148/25)

1 Sec. 25. Competency-based, high school graduation
2 requirements pilot program eligibility and application
3 process.

4 (a) The pilot program established under Section 20 of this
5 Act shall be administered by the State Superintendent of
6 Education in 2 phases: (i) an initial application and
7 selection process phase, and (ii) a subsequent phase for full
8 development and implementation of a detailed plan for a
9 competency-based learning system for high school graduation
10 requirements.

11 (b) For the initial phase under clause (i) of subsection
12 (a) of this Section, the State Superintendent of Education
13 shall develop and issue a pilot program application that
14 requires:

15 (1) demonstration of commitment from the school
16 district superintendent; the president of the school board
17 of the district; teachers within the school district who
18 will be involved with the pilot program implementation; a
19 community college partner; and a higher education
20 institution other than a community college;

21 (2) an indication of which of the year and course
22 graduation requirements set forth in Section 27-605 ~~27-22~~
23 of the School Code the school district wishes to replace
24 with a competency-based learning system;

25 (3) a general description of the school district's
26 plan for implementing a competency-based learning system

1 for high school graduation requirements, including how the
2 plan addresses the requirements of Section 20 of this Act
3 and this Section;

4 (4) the school district's prior professional
5 development and stakeholder engagement efforts that will
6 support its successful development and implementation of a
7 competency-based learning system, including, without
8 limitation, prior implementation of professional
9 development systems for major district instructional
10 initiatives; and

11 (5) identification of any waivers or modifications of
12 State law or rules for implementation of the proposed
13 plan.

14 The demonstration of commitment from teachers as required
15 by paragraph (1) of this subsection (b) must include a
16 description of how teachers have been engaged throughout the
17 application development process. If the school district has an
18 exclusive bargaining representative of its teachers and the
19 president of the exclusive bargaining representative does not
20 submit a statement of commitment for the application, the
21 school district must submit either a statement by the
22 president of the position of the exclusive bargaining
23 representative on the application or a description of the
24 school district's good faith efforts to obtain such a
25 statement.

26 (c) Subject to subsection (g) of this Section, the State

1 Superintendent of Education shall select school districts
2 meeting the requirements set forth in this Section to
3 participate in the pilot program based on the quality of the
4 proposed plan, the strength of the local commitments,
5 including, without limitation, teachers within the school
6 district who will be involved in the program's implementation
7 and postsecondary institution partnerships, and demonstration
8 of prior professional development and stakeholder engagement
9 efforts that will support the proposed system's successful
10 implementation. The State Superintendent of Education, in
11 selecting the participating school districts, shall also
12 consider the diversity of school district types and sizes, the
13 diversity of geographic representation from across the State,
14 and the diversity of plan approaches (such as approaches that
15 involve one subject only, multiple subjects, and the types of
16 subjects).

17 (d) School districts selected to participate in the pilot
18 program shall receive technical assistance coordinated by the
19 State Superintendent of Education to develop a full pilot
20 program implementation plan. The State Superintendent of
21 Education shall have discretion to remove a school district
22 from the pilot program during this period if the school
23 district does not submit a full pilot program implementation
24 plan that meets the State Superintendent of Education's
25 specifications.

26 (e) School districts shall, as part of the development of

1 their application and participation in the competency-based
2 learning system pilot program, establish and maintain a
3 standing planning and implementation committee that includes
4 representation from administrators and teachers, including
5 teachers who will be involved in the competency-based learning
6 system's implementation. The teacher representatives shall be
7 selected by teachers or, where applicable, the exclusive
8 bargaining representative of its teachers, and the number of
9 teacher representatives shall be at least equal to
10 administrator representatives, unless otherwise agreed to by
11 the teachers or, where applicable, the exclusive bargaining
12 representative of its teachers. The standing planning and
13 implementation committee shall develop reports that shall be
14 included within the initial application, the full pilot
15 program plan, and any subsequent annual submissions to the
16 State Superintendent of Education as part of the assessment
17 and evaluation of the program. The reports shall describe the
18 members' assessment of the school district's plan or
19 implementation, as applicable, of the school district's
20 competency-based learning system and any recommendations for
21 modifications or improvements to the system. If the committee
22 does not reach consensus on the report, the administrator
23 members shall submit the report and the teacher members may
24 provide a position statement that must be included with the
25 report submitted to the State Superintendent of Education.

26 (f) Notwithstanding any other provisions of the School

1 Code or any other law of this State to the contrary, school
2 districts participating in the pilot program may petition the
3 State Superintendent of Education for a waiver or modification
4 of the mandates of the School Code or of the administrative
5 rules adopted by ISBE in order to support the implementation
6 of the school district's proposed competency-based learning
7 system. However, no waiver shall be granted under this
8 subsection (f) relating to State assessments, accountability
9 requirements, teacher tenure or seniority, teacher or
10 principal evaluations, or learning standards or that removes
11 legal protections or supports intended for the protection of
12 children or a particular category of students, such as
13 students with disabilities or English learners. Any waiver or
14 modification of teacher educator licensure requirements to
15 permit instruction by non-educators or educators without an
16 appropriate license must ensure that an appropriately licensed
17 teacher and the provider of instruction partner in order to
18 verify the method for assessing competency of mastery and
19 verify whether a student has demonstrated mastery. All
20 requests must be jointly signed by the school district
21 superintendent and the president of the school board and must
22 describe the position of teachers within the school district
23 that will be involved in the competency-based learning
24 system's implementation on the application. If the school
25 district has an exclusive bargaining representative of its
26 teachers and the president of the exclusive bargaining

1 representative does not submit a statement of support for the
2 application, the school district must submit either a
3 statement by the president that describes the position of the
4 exclusive bargaining representative on the application or a
5 description of the school district's good faith efforts to
6 obtain such a statement. The State Superintendent of Education
7 shall approve a waiver or modification request meeting the
8 requirements of this subsection (f) if the State
9 Superintendent of Education determines the request is
10 reasonably necessary to support the implementation of the
11 school district's proposed competency-based learning system,
12 and the request shall not diminish the overall support of
13 teachers within the school district involved with the system's
14 implementation as demonstrated in the school district's
15 initial application to participate in the pilot program. An
16 approved request shall take effect in accordance with the
17 timeline set forth in the school district's application, and
18 an approved waiver or modification shall remain in effect for
19 so long as the school district participates in the pilot
20 program established by this Act. The State Superintendent of
21 Education's approval of a school district plan for
22 implementation of competency-based, high school graduation
23 requirements shall serve as a waiver or modification of any
24 conflicting requirements of Section 27-22 of the School Code.
25 School districts participating in the pilot program may
26 additionally pursue waivers and modifications pursuant to

1 Section 2-3.25g of the School Code.

2 (g) For purposes of this subsection (g), "annual cohort"
3 means the group of school districts selected by the State
4 Superintendent of Education to participate in the pilot
5 program during an annual application and selection process.
6 The State Superintendent of Education shall limit each annual
7 cohort of the pilot program as follows: the first 2 annual
8 cohorts shall be limited to no more than 12 school districts,
9 and any subsequent annual cohort shall be limited to no more
10 than 15 school districts. A school district may submit only
11 one application for each annual cohort of the pilot program.
12 The application of a school district having a population
13 exceeding 500,000 inhabitants may not include more than 6
14 schools. The expansion of a school district's competency-based
15 learning system to a new school or new subject area identified
16 in Section 27-605 ~~27-22~~ of the School Code shall require a new
17 application by the school district.

18 School districts may collaboratively apply to participate
19 in the pilot program. Notwithstanding any other provision of
20 this subsection (g), the application of a collaborative of
21 districts shall be counted as one district application in the
22 annual cohort selection process. In the application of a
23 collaborative of districts, each district participating in the
24 collaborative shall comply with the requirements outlined in
25 subsection (b) of this Section as if applying as an individual
26 district. The districts participating in the collaborative may

1 establish and maintain a standing planning and implementation
2 committee individually or collaboratively. If a collaborative
3 of districts decides at a later date to participate as
4 individual districts in the pilot program, the districts shall
5 submit to the State Superintendent of Education a revised
6 implementation plan that outlines the changes to their
7 original plan, the individual district applications from these
8 districts shall be considered as separate district
9 applications, and none of these districts may be counted as
10 one of the districts that are already part of the cohort
11 limitation.

12 (Source: P.A. 99-674, eff. 7-29-16; 100-599, eff. 6-29-18.)

13 Section 35. The Illinois Health Statistics Act is amended
14 by changing Section 4 as follows:

15 (410 ILCS 520/4) (from Ch. 111 1/2, par. 5604)

16 Sec. 4. (a) In carrying out the purposes of this Act, the
17 Department may:

18 (1) Collect and maintain health data on:

19 (i) The extent, nature, and impact of illness,
20 including factors relating to asthma, obesity, and
21 disability on the population of the State;

22 (ii) The determinants of health and health hazards
23 including asthma and obesity;

24 (iii) Health resources, including the extent of

1 available manpower and resources;
2 (iv) Utilization of health care;
3 (v) Health care costs and financing;
4 (vi) Other health or health-related matters; and
5 (vii) The connection between the long-term effects
6 of childhood cancer and the original cancer diagnosis
7 and treatment.

8 (2) Undertake and support research, demonstrations,
9 and evaluations respecting new or improved methods for
10 obtaining current data on the matters referred to in
11 subparagraph (1).

12 (b) The Department may collect health data under authority
13 granted by any unit of local government and on behalf of other
14 governmental or not-for-profit organizations, including data
15 collected by local schools and the State Board of Education
16 relating to asthma and obesity on the health examination form
17 required pursuant to Section 22-105 ~~27-8.1~~ of the School Code.
18 The data shall be de-identified and aggregated pursuant to
19 rules promulgated by the Department to prevent disclosure of
20 personal identifying information.

21 (c) The Department shall collect data only on a voluntary
22 basis from individuals and organizations, except when there is
23 specific legal authority to compel the mandatory reporting of
24 the health data so requested. In making any collection of
25 health data from an individual or organization the Department
26 must give to such individual or organization a written

1 statement which states:

2 (1) Whether the individual or organization is required
3 to respond, and any sanctions for noncompliance;

4 (2) The purposes for which the health data are being
5 collected; and

6 (3) In the case of any disclosure of identifiable
7 health data for other than research and statistical
8 purposes, the items to be disclosed, to whom the data are
9 to be disclosed and the purposes for which the data are to
10 be disclosed.

11 (d) Except as provided in Section 5, no health data
12 obtained in the course of activities undertaken or supported
13 under this Act may be used for any purpose other than the
14 purpose for which they were supplied or for which the
15 individual or organization described in the data has otherwise
16 consented.

17 (e) The Department shall take such actions as may be
18 necessary to assure that statistics developed under this Act
19 are of high quality, timely, comprehensive, as well as
20 specific, standardized and adequately analyzed and indexed.

21 (f) The Department shall take such action as is
22 appropriate to effect the coordination of health data
23 activities, including health data specifically relating to
24 obesity collected pursuant to Section 22-105 ~~27-8.1~~ of the
25 School Code, within the State to eliminate unnecessary
26 duplication of data collection and maximize the usefulness of

1 data collected.

2 (g) The Department shall (1) participate with state, local
3 and federal agencies in the design and implementation of a
4 cooperative system for producing comparable and uniform health
5 information and statistics at the federal, state, and local
6 levels; and (2) undertake and support research, development,
7 demonstrations, and evaluations respecting such cooperative
8 system.

9 (Source: P.A. 100-238, eff. 1-1-18.)

10 (105 ILCS 5/27-3 rep.)

11 (105 ILCS 5/27-3.5 rep.)

12 (105 ILCS 5/27-3.10 rep.)

13 (105 ILCS 5/27-12 rep.)

14 (105 ILCS 5/27-13.2 rep.)

15 (105 ILCS 5/27-15 rep.)

16 (105 ILCS 5/27-18 rep.)

17 (105 ILCS 5/27-19 rep.)

18 (105 ILCS 5/27-20 rep.)

19 (105 ILCS 5/27-20.2 rep.)

20 (105 ILCS 5/27-23.3 rep.)

21 (105 ILCS 5/27-23.12 rep.)

22 (105 ILCS 5/28-19.2 rep.)

23 Section 90. The School Code is amended by repealing
24 Sections 27-3, 27-3.5, 27-3.10, 27-12, 27-13.2, 27-15, 27-18,
25 27-19, 27-20, 27-20.2, 27-23.3, 27-23.12, and 28-19.2.

1 (105 ILCS 50/Act rep.)

2 Section 95. The Voting by Minors Act is repealed.

3 (105 ILCS 110/Act rep.)

4 Section 100. The Critical Health Problems and
5 Comprehensive Health Education Act is repealed.

6 Section 995. No acceleration or delay. Where this Act
7 makes changes in a statute that is represented in this Act by
8 text that is not yet or no longer in effect (for example, a
9 Section represented by multiple versions), the use of that
10 text does not accelerate or delay the taking effect of (i) the
11 changes made by this Act or (ii) provisions derived from any
12 other Public Act.

13 Section 999. Effective date. This Act takes effect upon
14 becoming law.

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3 30 ILCS 705/4 from Ch. 127, par. 2304
4 50 ILCS 520/10
5 105 ILCS 5/2-3.14 from Ch. 122, par. 2-3.14
6 105 ILCS 5/2-3.25 from Ch. 122, par. 2-3.25
7 105 ILCS 5/2-3.25g from Ch. 122, par. 2-3.25g
8 105 ILCS 5/2-3.64a-5
9 105 ILCS 5/2-3.66b
10 105 ILCS 5/2-3.190
11 105 ILCS 5/10-17a
12 105 ILCS 5/10-20.13
13 105 ILCS 5/10-20.14 from Ch. 122, par. 10-20.14
14 105 ILCS 5/10-20.19c from Ch. 122, par. 10-20.19c
15 105 ILCS 5/10-22.39
16 105 ILCS 5/10-30
17 105 ILCS 5/14-8.03 from Ch. 122, par. 14-8.03
18 105 ILCS 5/21B-107 was 105 ILCS 5/27-9
19 105 ILCS 5/22-62 new
20 105 ILCS 5/22-80
21 105 ILCS 5/22-83
22 105 ILCS 5/22-105 was 105 ILCS 5/27-8.1
23 105 ILCS 5/22-110 was 105 ILCS 5/27-23.7
24 105 ILCS 5/22-115 new was 105 ILCS 110/3 in part
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1 105 ILCS 5/26A-15
2 105 ILCS 5/26A-25
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17 105 ILCS 5/27-225 new was 105 ILCS 110/5
18 105 ILCS 5/27-230 new was 105 ILCS 110/6
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20 105 ILCS 5/27-240 new was 105 ILCS 110/3.10
21 105 ILCS 5/27-245 new was 105 ILCS 110/3 in part
22 105 ILCS 5/27-250 new
23 105 ILCS 5/27-255 new
24 105 ILCS 5/27-260 was 105 ILCS 5/27-13.1
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- 1 105 ILCS 5/27-3 rep.
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- 15 105 ILCS 110/Act rep.