

1 AN ACT concerning education.

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

4 Section 5. The School Code is amended by adding Sections
5 2-3.118a and 2-3.206 and by changing Sections 21B-30 and
6 27-13.3 as follows:

7 (105 ILCS 5/2-3.118a new)

8 Sec. 2-3.118a. Artificial intelligence.

9 (a) The State Board of Education, in consultation with
10 stakeholders, shall develop statewide guidance for school
11 districts and educators on the use of artificial intelligence
12 in elementary and secondary education. This guidance shall
13 include, but is not limited to:

14 (1) explanations of basic artificial intelligence
15 concepts, including machine learning, natural language
16 processing, and computer vision;

17 (2) specific ways artificial intelligence can be used
18 at the district, school, and classroom levels to inform
19 teaching and learning practices while preserving the human
20 relationships essential to effective teaching and
21 learning;

22 (3) how districts and educators can evaluate and
23 address bias, privacy, transparency, and risk assessment

1 and management in the usage of artificial intelligence
2 technologies and applications;

3 (4) the impact of artificial intelligence on
4 student-data privacy, including federal and State statutes
5 associated with student-data privacy that are important to
6 be aware of when setting policy for the use of artificial
7 intelligence technologies in schools, such as the federal
8 Family Educational Rights and Privacy Act of 1974, the
9 federal Children's Internet Protection Act, the federal
10 Children's Online Privacy Protection Act of 1998, the
11 Illinois School Student Records Act, and the Student
12 Online Personal Protection Act;

13 (5) best practices for developing student literacy in
14 artificial intelligence and engaging students in
15 age-appropriate discussions on the responsible and ethical
16 use of artificial intelligence;

17 (6) best practices for making age-appropriate and
18 developmentally appropriate artificial intelligence
19 applications available and accessible to all students;

20 (7) best practices and effective strategies for
21 supporting special populations, such as English learners
22 and students with disabilities;

23 (8) the impacts that the use of artificial
24 intelligence may have in an educational setting, such as
25 unintentional and disparate biases against special
26 populations inherent within artificial intelligence

1 products; and

2 (9) resources and support available for districts,
3 including the State Board of Education's Learning
4 Technology Center, for the implementation of artificial
5 intelligence in educational settings.

6 The State Board of Education shall develop and publish
7 this guidance by July 1, 2026 and provide continuous updates
8 as it deems necessary.

9 (b) The State Superintendent of Education may convene
10 stakeholders for a statewide council to consult on the further
11 development of guidance, resources, and other support for
12 school districts and educators on the use of artificial
13 intelligence in schools. The council must include individuals
14 with expertise in artificial intelligence and no fewer than 2
15 currently practicing classroom teachers. The council shall
16 represent the ethnic, racial, and geographic diversity of this
17 State and include expertise across early childhood and
18 elementary, middle, and high school settings.

19 (105 ILCS 5/2-3.206 new)

20 Sec. 2-3.206. American Sign Language implementation. No
21 later than July 1, 2026, the State Board of Education shall
22 encourage school districts to collect teaching resources to
23 support American Sign Language programs. The teaching
24 resources may include, but need not be limited to:

25 (1) the importance and benefits of American Sign

1 Language instruction for early ages and the prevalence of
2 American Sign Language in the United States;

3 (2) information on ways to implement American Sign
4 Language instruction into the kindergarten through grade 8
5 curriculum; and

6 (3) information on how to properly administer American
7 Sign Language instruction for students in kindergarten
8 through grade 8.

9 (105 ILCS 5/21B-30)

10 Sec. 21B-30. Educator testing.

11 (a) (Blank).

12 (b) The State Board of Education, in consultation with the
13 State Educator Preparation and Licensure Board, shall design
14 and implement a system of examinations, which shall be
15 required prior to the issuance of educator licenses. These
16 examinations and indicators must be based on national and
17 State professional teaching standards, as determined by the
18 State Board of Education, in consultation with the State
19 Educator Preparation and Licensure Board.

20 The State Board of Education may adopt such rules as may be
21 necessary to implement and administer this Section.

22 (c) (Blank).

23 (c-5) The State Board must adopt rules to implement a
24 paraprofessional competency test. This test would allow an
25 applicant seeking an Educator License with Stipulations with a

1 paraprofessional educator endorsement to obtain the
2 endorsement if he or she passes the test and meets the other
3 requirements of subparagraph (J) of paragraph (2) of Section
4 21B-20 other than the higher education requirements.

5 (d) All applicants seeking a State license shall be
6 required to pass a test of content area knowledge for each area
7 of endorsement for which there is an applicable test. There
8 shall be no exception to this requirement.

9 (d-5) The State Board shall consult with any applicable
10 vendors within 90 days after July 28, 2023 (the effective date
11 of Public Act 103-402) to develop a plan to transition the test
12 of content area knowledge in the endorsement area of
13 elementary education, grades one through 6, by July 1, 2026 to
14 a content area test that contains testing elements that cover
15 bilingualism, biliteracy, oral language development,
16 foundational literacy skills, and developmentally appropriate
17 higher-order comprehension and on which a valid and reliable
18 language and literacy subscore can be determined. The State
19 Board shall base its rules concerning the passing subscore on
20 the language and literacy portion of the test on the
21 recommended cut-score determined in the formal
22 standard-setting process. Candidates need not achieve a
23 particular subscore in the area of language and literacy. The
24 State Board shall aggregate and publish the number of
25 candidates in each preparation program who take the test and
26 the number who pass the language and literacy portion.

1 (e) (Blank).

2 (f) Beginning on August 4, 2023 (the effective date of
3 Public Act 103-488) through August 31, 2025, no candidate
4 completing a teacher preparation program in this State or
5 candidate subject to Section 21B-35 of this Code is required
6 to pass a teacher performance assessment. Except as otherwise
7 provided in this Article, beginning on September 1, 2015 until
8 August 4, 2023 (the effective date of Public Act 103-488) and
9 beginning again on September 1, 2025, all candidates
10 completing teacher preparation programs in this State and all
11 candidates subject to Section 21B-35 of this Code are required
12 to pass a teacher performance assessment approved by the State
13 Board of Education, in consultation with the State Educator
14 Preparation and Licensure Board. A candidate may not be
15 required to submit test materials by video submission. Subject
16 to appropriation, an individual who holds a Professional
17 Educator License and is employed for a minimum of one school
18 year by a school district designated as Tier 1 under Section
19 18-8.15 may, after application to the State Board, receive
20 from the State Board a refund for any costs associated with
21 completing the teacher performance assessment under this
22 subsection.

23 (f-5) The Teacher Performance Assessment Task Force is
24 created to evaluate potential performance-based and objective
25 teacher performance assessment systems for implementation
26 across all educator preparation programs in this State, with

1 the intention of ensuring consistency across programs and
2 supporting a thoughtful and well-rounded licensure system.
3 Members appointed to the Task Force must reflect the racial,
4 ethnic, and geographic diversity of this State. The Task Force
5 shall consist of all of the following members:

6 (1) One member of the Senate, appointed by the
7 President of the Senate.

8 (2) One member of the Senate, appointed by the
9 Minority Leader of the Senate.

10 (3) One member of the House of Representatives,
11 appointed by the Speaker of the House of Representatives.

12 (4) One member of the House of Representatives,
13 appointed by the Minority Leader of the House of
14 Representatives.

15 (5) One member who represents a statewide professional
16 teachers' organization, appointed by the State
17 Superintendent of Education.

18 (6) One member who represents a different statewide
19 professional teachers' organization, appointed by the
20 State Superintendent of Education.

21 (7) One member from a statewide organization
22 representing school principals, appointed by the State
23 Superintendent of Education.

24 (8) One member from a statewide organization
25 representing regional superintendents of schools,
26 appointed by the State Superintendent of Education.

1 (9) One member from a statewide organization
2 representing school administrators, appointed by the State
3 Superintendent of Education.

4 (10) One member representing a school district
5 organized under Article 34 of this Code, appointed by the
6 State Superintendent of Education.

7 (11) One member of an association representing rural
8 and small schools, appointed by the State Superintendent
9 of Education.

10 (12) One member representing a suburban school
11 district, appointed by the State Superintendent of
12 Education.

13 (13) One member from a statewide organization
14 representing school districts in the southern suburbs of
15 the City of Chicago, appointed by the State Superintendent
16 of Education.

17 (14) One member from a statewide organization
18 representing large unit school districts, appointed by the
19 State Superintendent of Education.

20 (15) One member from a statewide organization
21 representing school districts in the collar counties of
22 the City of Chicago, appointed by the State Superintendent
23 of Education.

24 (16) Three members, each representing a different
25 public university in this State and each a current member
26 of the faculty of an approved educator preparation

1 program, appointed by the State Superintendent of
2 Education.

3 (17) Three members, each representing a different
4 4-year nonpublic university or college in this State and
5 each a current member of the faculty of an approved
6 educator preparation program, appointed by the State
7 Superintendent of Education.

8 (18) One member of the Board of Higher Education,
9 appointed by the State Superintendent of Education.

10 (19) One member representing a statewide policy
11 organization advocating on behalf of multilingual students
12 and families, appointed by the State Superintendent of
13 Education.

14 (20) One member representing a statewide organization
15 focused on research-based education policy to support a
16 school system that prepares all students for college, a
17 career, and democratic citizenship, appointed by the State
18 Superintendent of Education.

19 (21) Two members representing an early childhood
20 advocacy organization, appointed by the State
21 Superintendent of Education.

22 (22) One member representing a statewide organization
23 that partners with educator preparation programs and
24 school districts to support the growth and development of
25 preservice teachers, appointed by the State Superintendent
26 of Education.

1 (23) One member representing a statewide organization
2 that advocates for educational equity and racial justice
3 in schools, appointed by the State Superintendent of
4 Education.

5 (24) One member representing a statewide organization
6 that represents school boards, appointed by the State
7 Superintendent of Education.

8 (25) One member who has, within the last 5 years,
9 served as a cooperating teacher, appointed by the State
10 Superintendent of Education.

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

18 On or before October 31, 2024, the Task Force shall report
19 on its work, including recommendations on a teacher
20 performance assessment system in this State, to the State
21 Board of Education and the General Assembly. The Task Force is
22 dissolved upon submission of this report.

23 (g) The content area knowledge test and the teacher
24 performance assessment shall be the tests that from time to
25 time are designated by the State Board of Education, in
26 consultation with the State Educator Preparation and Licensure

1 Board, and may be tests prepared by an educational testing
2 organization or tests designed by the State Board of
3 Education, in consultation with the State Educator Preparation
4 and Licensure Board. The test of content area knowledge shall
5 assess content knowledge in a specific subject field. The
6 tests must be designed to be racially neutral to ensure that no
7 person taking the tests is discriminated against on the basis
8 of race, color, national origin, or other factors unrelated to
9 the person's ability to perform as a licensed employee. The
10 score required to pass the tests shall be fixed by the State
11 Board of Education, in consultation with the State Educator
12 Preparation and Licensure Board. The State Board of
13 Education's rules for scoring the content area knowledge test
14 may include scoring and retaking of each test section
15 separately and independently. The tests shall be administered
16 not fewer than 3 times a year at such time and place as may be
17 designated by the State Board of Education, in consultation
18 with the State Educator Preparation and Licensure Board.

19 The State Board shall implement a test or tests to assess
20 the speaking, reading, writing, and grammar skills of
21 applicants for an endorsement or a license issued under
22 subdivision (G) of paragraph (2) of Section 21B-20 of this
23 Code in the English language and in the language of the
24 transitional bilingual education program requested by the
25 applicant.

26 (g-5) On or before July 1, 2026, the State Board of

1 Education shall post publicly on its website the process by
2 which the State Board or any entity designated by the State
3 Board evaluates content area knowledge tests to determine
4 content validity, an absence of bias, or the scores required
5 to pass such tests. The State Board shall also make the
6 following information publicly available on its website:

7 (1) the process by which members are selected to form
8 a committee or group to make the determinations set forth
9 in this subsection (g-5); and

10 (2) the agenda and summary of each meeting of any such
11 committee or group.

12 (h) Except as provided in Section 34-6 of this Code, the
13 provisions of this Section shall apply equally in any school
14 district subject to Article 34 of this Code.

15 (i) The rules developed to implement and enforce the
16 testing requirements under this Section shall include, without
17 limitation, provisions governing test selection, test
18 validation, and determination of a passing score,
19 administration of the tests, frequency of administration,
20 applicant fees, frequency of applicants taking the tests, the
21 years for which a score is valid, and appropriate special
22 accommodations. The State Board of Education shall develop
23 such rules as may be needed to ensure uniformity from year to
24 year in the level of difficulty for each form of an assessment.

25 (Source: P.A. 102-301, eff. 8-26-21; 103-402, eff. 7-28-23;
26 103-488, eff. 8-4-23; 103-605, eff. 7-1-24; 103-780, eff.

1 8-2-24; 103-811, eff. 8-9-24; 103-846, eff. 8-9-24.)

2 (105 ILCS 5/27-13.3)

3 Sec. 27-13.3. Internet safety education curriculum.

4 (a) The purpose of this Section is to inform and protect
5 students from inappropriate or illegal communications and
6 solicitation and to encourage school districts to provide
7 education about Internet threats and risks, including without
8 limitation child predators, fraud, and other dangers.

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

10 (1) it is the policy of this State to protect
11 consumers and Illinois residents from deceptive and unsafe
12 communications that result in harassment, exploitation, or
13 physical harm;

14 (2) children have easy access to the Internet at home,
15 school, and public places;

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

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

22 (c) Each school may adopt an age-appropriate curriculum
23 for Internet safety instruction of students in grades
24 kindergarten through 12. However, beginning with the 2009-2010
25 school year, a school district must incorporate into the

1 school curriculum a component on Internet safety to be taught
2 at least once each school year to students in grades 3 through
3 12. The school board shall determine the scope and duration of
4 this unit of instruction. The age-appropriate unit of
5 instruction may be incorporated into the current courses of
6 study regularly taught in the district's schools, as
7 determined by the school board, and it is recommended that the
8 unit of instruction include the following topics:

9 (1) Safe and responsible use of social networking
10 websites, chat rooms, electronic mail, bulletin boards,
11 instant messaging, and other means of communication on the
12 Internet.

13 (2) Recognizing, avoiding, and reporting online
14 solicitations of students, their classmates, and their
15 friends by sexual predators.

16 (3) Risks of transmitting personal information on the
17 Internet.

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

20 (5) Recognizing and reporting online harassment and
21 cyber-bullying, including the creation and distribution of
22 false representations of individuals created by artificial
23 intelligence, including, but not limited to, sexually
24 explicit images and videos.

25 (6) Reporting illegal activities and communications on
26 the Internet.

1 (7) Copyright laws on written materials, photographs,
2 music, and video.

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

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

18 (Source: P.A. 95-509, eff. 8-28-07; 95-869, eff. 1-1-09;
19 96-734, eff. 8-25-09.)