



104TH GENERAL ASSEMBLY

State of Illinois

2025 and 2026

SB3669

Introduced 2/5/2026, by Sen. Adriane Johnson

SYNOPSIS AS INTRODUCED:

105 ILCS 5/27-1

from Ch. 122, par. 27-1

105 ILCS 5/14-8.02h rep.

Amends the School Code. In the Courses of Study Article, provides that each school district and its schools shall create, maintain, and implement a policy for providing academic, social-emotional, and behavioral intervention within a framework of a multi-tiered system of support. Provides that the multi-tiered system of support process should use a collaborative team approach and include the engagement of and regular communication with the child's parent or guardian. Requires the parent or guardian of a child identified for additional support to be provided with written notice of the school district's use of scientific, research-based intervention within a multi-tiered system of support and the purpose of the intervention. Allows the parent or guardian to be part of the collaborative team approach at the discretion of the school district. Provides that the parent or guardian shall be provided all data collected and reviewed by the school district with regard to the child in the scientific, research-based intervention or multi-tiered system of support process. Allows the State Board of Education to provide guidance to school districts and identify available resources related to facilitating parent or guardian engagement in a multi-tiered system of support process. In the Children with Disabilities Article, repeals a Section concerning the response to scientific, research-based intervention or a multi-tiered system of support process.

LRB104 17126 LNS 30545 b

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

A BILL FOR

1 AN ACT concerning education.

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

4 Section 5. The School Code is amended by changing Section
5 27-1 as follows:

6 (105 ILCS 5/27-1) (from Ch. 122, par. 27-1)

7 Sec. 27-1. Areas of education taught; multi-tiered system
8 of support; discrimination ~~Areas of education taught~~
9 ~~discrimination~~ on account of sex.

10 (a) The State of Illinois, having the responsibility of
11 defining requirements for elementary and secondary education,
12 establishes that the primary purpose of schooling is the
13 transmission of knowledge and culture through which children
14 learn in areas necessary to their continuing development and
15 entry into the world of work. Such areas include the language
16 arts, mathematics, the biological, physical and social
17 sciences, the fine arts and physical development and health.

18 Each school district shall give priority in the allocation
19 of resources, including funds, time allocation, personnel, and
20 facilities, to fulfilling the primary purpose of schooling.

21 The State Board of Education shall establish goals and
22 learning standards consistent with the above purposes and
23 define the knowledge and skills which the State expects

1 students to master and apply as a consequence of their
2 education.

3 Each school district shall establish learning objectives
4 consistent with the State Board of Education's goals and
5 learning standards for the areas referred to in this Section,
6 shall develop appropriate testing and assessment systems for
7 determining the degree to which students are achieving the
8 objectives, and shall develop reporting systems to apprise the
9 community and State of the assessment results.

10 Each school district shall make available to all students
11 academic and vocational courses for the attainment of learning
12 objectives.

13 (b) In this subsection (b), "multi-tiered system of
14 support" means a tiered process of appropriate instruction and
15 support that uses differentiated instructional strategies for
16 students, provides students with an evidence-based curriculum
17 and interventions aligned with State standards, continuously
18 monitors student performance using scientific, research-based
19 progress monitoring instruments, and makes data-driven
20 educational decisions based on a student's response to the
21 interventions. A multi-tiered system of support uses a
22 problem-solving method to define the problem, determines which
23 students require additional support, analyzes the problem
24 using data to determine why there is a discrepancy between
25 what is expected and what is occurring, establishes one or
26 more student performance goals, develops an intervention plan

1 to address the performance goals, and delineates how student
2 progress will be monitored and how implementation integrity
3 will be ensured.

4 Each school district and its schools shall create,
5 maintain, and implement a policy for providing academic,
6 social-emotional, and behavioral intervention within a
7 framework of a multi-tiered system of support.

8 The multi-tiered system of support process should use a
9 collaborative team approach and include the engagement of and
10 regular communication with the child's parent or guardian. The
11 parent or guardian of a child identified for additional
12 support shall be provided with written notice of the school
13 district's use of scientific, research-based intervention
14 within a multi-tiered system of support and the purpose of the
15 intervention. The parent or guardian may be part of the
16 collaborative team approach at the discretion of the school
17 district. The parent or guardian shall be provided all data
18 collected and reviewed by the school district with regard to
19 the child in the scientific, research-based intervention or
20 multi-tiered system of support process. The State Board of
21 Education may provide guidance to school districts and
22 identify available resources related to facilitating parent or
23 guardian engagement in a multi-tiered system of support
24 process.

25 Nothing in this Section affects the responsibility of a
26 school district to identify, locate, and evaluate children

1 with disabilities who are in need of special education
2 services in accordance with the federal Individuals with
3 Disabilities Education Act, this Code, or any applicable
4 federal or State rules.

5 (c) No student shall be refused admission into or be
6 excluded from any course of instruction offered in the common
7 schools by reason of that person's sex. No student shall,
8 solely by reason of that person's sex, be denied equal access
9 to physical education and interscholastic athletic programs or
10 comparable programs supported from school district funds. This
11 Section is violated when a high school subject to this Act
12 participates in the post-season basketball tournament of any
13 organization or association that does not conduct post-season
14 high school basketball tournaments for both boys and girls,
15 which tournaments are identically structured. Conducting
16 identically structured tournaments includes having the same
17 number of girls' teams as boys' teams playing, in their
18 respective tournaments, at any common location chosen for the
19 final series of games in a tournament; provided, that nothing
20 in this paragraph shall be deemed to prohibit the selection
21 for the final series of games in the girls' tournaments of a
22 common location that is different than the common location
23 selected for the final series of games in the boys'
24 tournaments. Except as specifically stated in this Section,
25 equal access to programs supported by school district funds
26 and comparable programs will be defined in rules promulgated

1 by the State Board of Education in consultation with the
2 Illinois High School Association.

3 (Source: P.A. 94-875, eff. 7-1-06.)

4 (105 ILCS 5/14-8.02h rep.)

5 Section 10. The School Code is amended by repealing
6 Section 14-8.02h.