



## 104TH GENERAL ASSEMBLY

### State of Illinois

2025 and 2026

SB4055

Introduced 2/17/2026, by Sen. Kimberly A. Lightford

#### SYNOPSIS AS INTRODUCED:

See Index

Amends the School Code. Changes the term "foreign language" to "world language" throughout the Code. Provides that a school district may establish a counselor-guided process, with the consent of a student's parent or guardian, under which the student may be exempted from one or both years of the world language requirement to receive a high school diploma beginning with the 2028-2029 school year. Sets forth requirements for the counselor-guided process. Provides that a student who has used the counselor-guided process may not be prohibited from enrolling in world language coursework in a subsequent school year. Provides that the school district shall provide equitable access to world language instruction and appropriate academic support to enable the student to meet postsecondary admission requirements if the student's goals change. Provides that nothing in the provisions may be construed to limit a student's ability to earn credits through world language coursework, demonstrate proficiency, or satisfy other graduation requirements through allowable substitutions under the Code. Provides that implementation of the counselor-guided process, the development or modification of a student's course plan, and a student's enrollment or reenrollment in world language coursework shall be carried out in accordance with the school district's existing course offerings and scheduling constraints and may not be construed to waive, eliminate, or otherwise alter the 2-year world language requirement. Makes conforming changes in various Acts relating to the governance of public universities in Illinois. Effective July 1, 2028.

LRB104 20795 LNS 34313 b

1 AN ACT concerning education.

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

4 Section 5. The School Code is amended by changing Sections  
5 2-3.44, 2-3.45, 2-3.65a, 2-3.159, 10-17a, 10-20.52, 10-22.43,  
6 10-22.43a, 18-8.15, 27-605, 34-1.01, and 34-18 as follows:

7 (105 ILCS 5/2-3.44) (from Ch. 122, par. 2-3.44)

8 Sec. 2-3.44. Ethnic school program standards. To establish  
9 minimum standards for world ~~foreign~~ language instruction in  
10 ethnic schools. Such standards shall seek to insure that the  
11 level of world ~~foreign~~ language instruction in the ethnic  
12 school is at least as high as the level of world ~~foreign~~  
13 language instruction in public high schools. An ethnic school  
14 is a part time private school which teaches the world ~~foreign~~  
15 language of a particular ethnic group as well as the culture,  
16 geography, history and other aspects of a particular ethnic  
17 group.

18 (Source: P.A. 83-1362.)

19 (105 ILCS 5/2-3.45) (from Ch. 122, par. 2-3.45)

20 Sec. 2-3.45. Approval of ethnic schools instruction. To  
21 approve ethnic schools programs for the purpose of teaching a  
22 world ~~foreign~~ language if such programs meet the minimum

1 standards established for such programs by the State Board of  
2 Education. The Board shall consider for approval only those  
3 ethnic schools which voluntarily apply to the Board for  
4 approval.

5 (Source: P.A. 83-1362.)

6 (105 ILCS 5/2-3.65a)

7 Sec. 2-3.65a. Arts and world ~~foreign~~ language education  
8 grant program. There is created an arts and world ~~foreign~~  
9 language education grant program to fund arts education and  
10 world ~~foreign~~ language education programs in the public  
11 schools, subject to appropriation to the State Board of  
12 Education. The grants shall be for the purpose of supporting  
13 arts and world ~~foreign~~ language education in the schools, with  
14 an emphasis on ensuring that art and world ~~foreign~~ language  
15 courses are available as part of a school's core curriculum.  
16 The State Board of Education shall enter into an agreement  
17 with the Illinois Arts Council to cooperate in administering  
18 and awarding grants under the program.

19 (Source: P.A. 94-835, eff. 6-6-06.)

20 (105 ILCS 5/2-3.159)

21 Sec. 2-3.159. State Seal of Biliteracy.

22 (a) In this Section, "world ~~foreign~~ language" means any  
23 language other than English, including all modern languages,  
24 Latin, American Sign Language, Native American languages, and

1 native languages.

2 (b) The State Seal of Biliteracy program is established to  
3 recognize public and non-public high school graduates who have  
4 attained a high level of proficiency in one or more languages  
5 in addition to English. School district and non-public school  
6 participation in this program is voluntary.

7 (c) The purposes of the State Seal of Biliteracy are as  
8 follows:

9 (1) To encourage pupils to study languages.

10 (2) To certify attainment of biliteracy.

11 (3) To provide employers with a method of identifying  
12 people with language and biliteracy skills.

13 (4) To provide universities with an additional method  
14 to recognize applicants seeking admission.

15 (5) To prepare pupils with 21st century skills.

16 (6) To recognize the value of world ~~foreign~~ language  
17 and native language instruction in public and non-public  
18 schools.

19 (7) To strengthen intergroup relationships, affirm the  
20 value of diversity, and honor the multiple cultures and  
21 languages of a community.

22 (d) The State Seal of Biliteracy certifies attainment of a  
23 high level of proficiency, sufficient for meaningful use in  
24 college and a career, by a graduating public or non-public  
25 high school pupil in one or more languages in addition to  
26 English.

1           (e) The State Board of Education shall adopt such rules as  
2 may be necessary to establish the criteria that pupils must  
3 achieve to earn a State Seal of Biliteracy, which may include  
4 without limitation attainment of units of credit in English  
5 language arts and languages other than English and passage of  
6 such assessments of world ~~foreign~~ language proficiency as may  
7 be approved by the State Board of Education for this purpose.  
8 These rules shall ensure that the criteria that pupils must  
9 achieve to earn a State Seal of Biliteracy meet the course  
10 credit criteria established under subsection (i) of this  
11 Section.

12           (e-5) To demonstrate sufficient English language  
13 proficiency for eligibility to receive a State Seal of  
14 Biliteracy under this Section, the State Board of Education  
15 shall allow a pupil to provide his or her school district with  
16 evidence of completion of any of the following, in accordance  
17 with guidelines for proficiency adopted by the State Board:

18           (1) An AP (Advanced Placement) English Language and  
19 Composition Exam.

20           (2) An English language arts dual credit course.

21           (3) Transitional coursework in English language arts  
22 articulated in partnership with a public community college  
23 as an ESSA (Every Student Succeeds Act) College and Career  
24 Readiness Indicator.

25           (f) The State Board of Education shall do both of the  
26 following:

1           (1) Prepare and deliver to participating school  
2 districts and non-public schools an appropriate mechanism  
3 for designating the State Seal of Biliteracy on the  
4 diploma and transcript of the pupil indicating that the  
5 pupil has been awarded a State Seal of Biliteracy by the  
6 State Board of Education.

7           (2) Provide other information the State Board of  
8 Education deems necessary for school districts and  
9 non-public schools to successfully participate in the  
10 program.

11          (g) A school district or non-public school that  
12 participates in the program under this Section shall do both  
13 of the following:

14           (1) Maintain appropriate records in order to identify  
15 pupils who have earned a State Seal of Biliteracy.

16           (2) Make the appropriate designation on the diploma  
17 and transcript of each pupil who earns a State Seal of  
18 Biliteracy.

19          (h) No fee shall be charged to a pupil to receive the  
20 designation pursuant to this Section. Notwithstanding this  
21 prohibition, costs may be incurred by the pupil in  
22 demonstrating proficiency, including without limitation any  
23 assessments required under subsection (e) of this Section.

24          (i) For admissions purposes, each public university in  
25 this State shall accept the State Seal of Biliteracy as  
26 equivalent to 2 years of world ~~foreign~~ language coursework

1 taken during high school if a student's high school transcript  
2 indicates that he or she will be receiving or has received the  
3 State Seal of Biliteracy.

4 (j) Each public community college and public university in  
5 this State shall establish criteria to translate a State Seal  
6 of Biliteracy into course credit based on world ~~foreign~~  
7 language course equivalencies identified by the community  
8 college's or university's faculty and staff and, upon request  
9 from an enrolled student, the community college or university  
10 shall award world ~~foreign~~ language course credit to a student  
11 who has received a State Seal of Biliteracy. Students enrolled  
12 in a public community college or public university who have  
13 received a State Seal of Biliteracy must request course credit  
14 for their seal within 3 academic years after graduating from  
15 high school.

16 (Source: P.A. 101-222, eff. 1-1-20; 101-503, eff. 8-23-19;  
17 102-558, eff. 8-20-21.)

18 (105 ILCS 5/10-17a)

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

21 (1) By October 31, 2013 and October 31 of each subsequent  
22 school year, the State Board of Education, through the State  
23 Superintendent of Education, shall prepare a State report  
24 card, school district report cards, and school report cards,  
25 and shall by the most economical means provide to each school

1 district in this State, including special charter districts  
2 and districts subject to the provisions of Article 34, the  
3 report cards for the school district and each of its schools.  
4 Because of the impacts of the COVID-19 public health emergency  
5 during school year 2020-2021, the State Board of Education  
6 shall have until December 31, 2021 to prepare and provide the  
7 report cards that would otherwise be due by October 31, 2021.  
8 During a school year in which the Governor has declared a  
9 disaster due to a public health emergency pursuant to Section  
10 7 of the Illinois Emergency Management Agency Act, the report  
11 cards for the school districts and each of its schools shall be  
12 prepared by December 31.

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

19 (A) school characteristics and student demographics,  
20 including average class size, average teaching experience,  
21 student racial/ethnic breakdown, and the percentage of  
22 students classified as low-income; the percentage of  
23 students classified as English learners, the number of  
24 students who graduate from a bilingual or English learner  
25 program, and the number of students who graduate from,  
26 transfer from, or otherwise leave bilingual programs; the

1 percentage of students who have individualized education  
2 plans or 504 plans that provide for special education  
3 services; the number and the percentage of all students in  
4 grades kindergarten through 8, disaggregated by the  
5 student demographics described in this paragraph (A), in  
6 each of the following categories: (i) those who have been  
7 assessed for placement in a gifted education program or  
8 accelerated placement, (ii) those who have enrolled in a  
9 gifted education program or in accelerated placement, and  
10 (iii) for each of categories (i) and (ii), those who  
11 received direct instruction from a teacher who holds a  
12 gifted education endorsement; the number and the  
13 percentage of all students in grades 9 through 12,  
14 disaggregated by the student demographics described in  
15 this paragraph (A), who have been enrolled in an advanced  
16 academic program; the percentage of students scoring at  
17 the "exceeds expectations" level on the assessments  
18 required under Section 2-3.64a-5 of this Code; the  
19 percentage of students who annually transferred in or out  
20 of the school district; average daily attendance; the  
21 per-pupil operating expenditure of the school district;  
22 and the per-pupil State average operating expenditure for  
23 the district type (elementary, high school, or unit);  
24 (B) curriculum information, including, where  
25 applicable, Advanced Placement, International  
26 Baccalaureate or equivalent courses, dual credit courses,

1        world ~~foreign~~ language classes, computer science courses,  
2        school personnel resources (including Career Technical  
3        Education teachers), before and after school programs,  
4        extracurricular activities, subjects in which elective  
5        classes are offered, health and wellness initiatives  
6        (including the average number of days of Physical  
7        Education per week per student), approved programs of  
8        study, awards received, community partnerships, and  
9        special programs such as programming for the gifted and  
10       talented, students with disabilities, and work-study  
11       students;

12        (C) student outcomes, including, where applicable, the  
13        percentage of students deemed proficient on assessments of  
14        State standards, the percentage of students in the eighth  
15        grade who pass Algebra, the percentage of students who  
16        participated in workplace learning experiences, the  
17        percentage of students enrolled in post-secondary  
18        institutions (including colleges, universities, community  
19        colleges, trade/vocational schools, and training programs  
20        leading to career certification within 2 semesters of high  
21        school graduation), the percentage of students graduating  
22        from high school who are college and career ready, the  
23        percentage of graduates enrolled in community colleges,  
24        colleges, and universities who are in one or more courses  
25        that the community college, college, or university  
26        identifies as a developmental course, and the percentage

1 of students with disabilities under the federal  
2 Individuals with Disabilities Education Act and Article 14  
3 of this Code who have fulfilled the minimum State  
4 graduation requirements set forth in Section 27-605 of  
5 this Code and have been issued a regular high school  
6 diploma;

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

14 (E) the school environment, including, where  
15 applicable, high school dropout rate by grade level, the  
16 percentage of students with less than 10 absences in a  
17 school year, the percentage of teachers with less than 10  
18 absences in a school year for reasons other than  
19 professional development, leaves taken pursuant to the  
20 federal Family Medical Leave Act of 1993, long-term  
21 disability, or parental leaves, the 3-year average of the  
22 percentage of teachers returning to the school from the  
23 previous year, the number of different principals at the  
24 school in the last 6 years, the number of teachers who hold  
25 a gifted education endorsement, the process and criteria  
26 used by the district to determine whether a student is

1 eligible for participation in a gifted education program  
2 or advanced academic program and the manner in which  
3 parents and guardians are made aware of the process and  
4 criteria, the number of teachers who are National Board  
5 Certified Teachers, disaggregated by race and ethnicity, 2  
6 or more indicators from any school climate survey selected  
7 or approved by the State and administered pursuant to  
8 Section 2-3.153 of this Code, with the same or similar  
9 indicators included on school report cards for all surveys  
10 selected or approved by the State pursuant to Section  
11 2-3.153 of this Code, the combined percentage of teachers  
12 rated as proficient or excellent in their most recent  
13 evaluation, and, beginning with the 2022-2023 school year,  
14 data on the number of incidents of violence that occurred  
15 on school grounds or during school-related activities and  
16 that resulted in an out-of-school suspension, expulsion,  
17 or removal to an alternative setting, as reported pursuant  
18 to Section 2-3.162;

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

22 (G) the total and per pupil normal cost amount the  
23 State contributed to the Teachers' Retirement System of  
24 the State of Illinois in the prior fiscal year for the  
25 school's employees, which shall be reported to the State  
26 Board of Education by the Teachers' Retirement System of

1 the State of Illinois;

2 (H) for a school district organized under Article 34  
3 of this Code only, State contributions to the Public  
4 School Teachers' Pension and Retirement Fund of Chicago  
5 and State contributions for health care for employees of  
6 that school district;

7 (I) a school district's Final Percent of Adequacy, as  
8 defined in paragraph (4) of subsection (f) of Section  
9 18-8.15 of this Code;

10 (J) a school district's Local Capacity Target, as  
11 defined in paragraph (2) of subsection (c) of Section  
12 18-8.15 of this Code, displayed as a percentage amount;

13 (K) a school district's Real Receipts, as defined in  
14 paragraph (1) of subsection (d) of Section 18-8.15 of this  
15 Code, divided by a school district's Adequacy Target, as  
16 defined in paragraph (1) of subsection (b) of Section  
17 18-8.15 of this Code, displayed as a percentage amount;

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

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

26 (N) whether the school offered its students career and

1 technical education opportunities; and

2 (O) beginning with the October 2024 report card, the  
3 total number of school counselors, school social workers,  
4 school nurses, and school psychologists by school,  
5 district, and State, the average number of students per  
6 school counselor in the school, district, and State, the  
7 average number of students per school social worker in the  
8 school, district, and State, the average number of  
9 students per school nurse in the school, district, and  
10 State, and the average number of students per school  
11 psychologist in the school, district, and State.

12 The school report card shall also provide information that  
13 allows for comparing the current outcome, progress, and  
14 environment data to the State average, to the school data from  
15 the past 5 years, and to the outcomes, progress, and  
16 environment of similar schools based on the type of school and  
17 enrollment of low-income students, special education students,  
18 and English learners.

19 As used in this subsection (2):

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

22 "Administrative costs" means costs associated with  
23 executive, administrative, or managerial functions within the  
24 school district that involve planning, organizing, managing,  
25 or directing the school district.

26 "Advanced academic program" means a course of study,

1 including, but not limited to, accelerated placement, advanced  
2 placement coursework, International Baccalaureate coursework,  
3 dual credit, or any course designated as enriched or honors,  
4 that a student is enrolled in based on advanced cognitive  
5 ability or advanced academic achievement compared to local age  
6 peers and in which the curriculum is substantially  
7 differentiated from the general curriculum to provide  
8 appropriate challenge and pace.

9 "Computer science" means the study of computers and  
10 algorithms, including their principles, their hardware and  
11 software designs, their implementation, and their impact on  
12 society. "Computer science" does not include the study of  
13 everyday uses of computers and computer applications, such as  
14 keyboarding or accessing the Internet.

15 "Gifted education" means educational services, including  
16 differentiated curricula and instructional methods, designed  
17 to meet the needs of gifted children as defined in Article 14A  
18 of this Code.

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

24 (2.5) For any school report card prepared after July 1,  
25 2025, for all high school graduation completion rates that are  
26 reported on the school report card as required under this

1 Section or by any other State or federal law, the State  
2 Superintendent of Education shall also report the percentage  
3 of students who did not meet the requirements of high school  
4 graduation completion for any reason and, of those students,  
5 the percentage that are classified as students who fulfill the  
6 requirements of Section 14-16 of this Code.

7 The State Superintendent shall ensure that for the  
8 2023-2024 school year there is a specific code for districts  
9 to report students who fulfill the requirements of Section  
10 14-16 of this Code to ensure accurate reporting under this  
11 Section.

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

18 (3) At the discretion of the State Superintendent, the  
19 school district report card shall include a subset of the  
20 information identified in paragraphs (A) through (E) of  
21 subsection (2) of this Section, as well as information  
22 relating to the operating expense per pupil and other finances  
23 of the school district, and the State report card shall  
24 include a subset of the information identified in paragraphs  
25 (A) through (E) and paragraph (N) of subsection (2) of this  
26 Section. The school district report card shall include the

1 average daily attendance, as that term is defined in  
2 subsection (2) of this Section, of students who have  
3 individualized education programs and students who have 504  
4 plans that provide for special education services within the  
5 school district.

6 (4) Notwithstanding anything to the contrary in this  
7 Section, in consultation with key education stakeholders, the  
8 State Superintendent shall at any time have the discretion to  
9 amend or update any and all metrics on the school, district, or  
10 State report card.

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

1 (ii) the address of the web site, (iii) that a printed copy of  
2 the report card will be sent to parents upon request, and (iv)  
3 the telephone number that parents may call to request a  
4 printed copy of the report card.

5 (6) Nothing contained in Public Act 98-648 repeals,  
6 supersedes, invalidates, or nullifies final decisions in  
7 lawsuits pending on July 1, 2014 (the effective date of Public  
8 Act 98-648) in Illinois courts involving the interpretation of  
9 Public Act 97-8.

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

11 "Advanced coursework or programs" means any high school  
12 courses, sequence of courses, or class or grouping of students  
13 organized to provide more rigorous, enriched, advanced,  
14 accelerated, gifted, or above grade-level instruction. This  
15 may include, but is not limited to, Advanced Placement  
16 courses, International Baccalaureate courses, honors,  
17 weighted, advanced, or enriched courses, or gifted or  
18 accelerated programs, classrooms, or courses.

19 "Course" means any high school class or course offered by  
20 a school that is assigned a school course code by the State  
21 Board of Education.

22 "High school" means a school that maintains any of grades  
23 9 through 12.

24 "Standard coursework or programs" means any high school  
25 courses or classes other than advanced coursework or programs.

26 By December 31, 2027 and by December 31 of each subsequent

1 year, the State Board of Education, through the State  
2 Superintendent of Education, shall prepare a stand-alone  
3 report covering all public high schools in this State, to be  
4 referred to as the Expanded High School Coursework Snapshot  
5 Report. The State Board shall post the Report on the State  
6 Board's Internet website. Each school district with high  
7 school enrollment for the reporting year shall include on the  
8 school district's Internet website, if the district maintains  
9 an Internet website, a hyperlink to the Report on the State  
10 Board's Internet website titled "Expanded High School  
11 Coursework Snapshot Report". Hyperlinks under this subsection  
12 (7) shall be displayed in a manner that is easily accessible to  
13 the public.

14 The Expanded High School Coursework Snapshot Report shall  
15 include:

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

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

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

22 (D) a listing of all coursework or programs that have  
23 high school student enrollment by students with  
24 disabilities;

25 (E) data tables and graphs comparing advanced  
26 coursework or programs enrollment with standard coursework

1 or programs enrollment according to the following  
2 parameters:

3 (i) the average years of experience of all  
4 teachers in a high school who are assigned to teach  
5 advanced coursework or programs compared with the  
6 average years of experience of all teachers in the  
7 high school who are assigned to teach standard  
8 coursework or programs;

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

17 (iii) the average years of experience of all  
18 teachers in a high school who are assigned to teach  
19 coursework or programs that have high school student  
20 enrollment by English learners compared with the  
21 average years of experience of all teachers in the  
22 high school who are not assigned to teach coursework  
23 or programs that have high school student enrollment  
24 by English learners;

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

1 higher degrees and who are assigned to teach advanced  
2 coursework or programs compared with the number of  
3 teachers who possess bachelor's degrees, master's  
4 degrees, or higher degrees and who are assigned to  
5 teach standard coursework or programs;

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

15 (vi) the number of high school teachers who  
16 possess bachelor's degrees, master's degrees, or  
17 higher degrees and who are assigned to teach  
18 coursework or programs that have high school student  
19 enrollment by English learners compared with the  
20 number of teachers who possess bachelor's degrees,  
21 master's degrees, or higher degrees and who are not  
22 assigned to teach coursework or programs that have  
23 high school student enrollment by English learners;

24 (vii) the average student enrollment of advanced  
25 coursework or programs offered in a high school  
26 compared with the average student enrollment of

1 standard coursework or programs;

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

5 (ix) (blank);

6 (x) (blank);

7 (xi) (blank);

8 (xii) (blank);

9 (xiii) (blank);

10 (xiv) the percentage of high school students, by  
11 race, gender, and program student group, who earn the  
12 equivalent of a C grade or higher on a grade A through  
13 F scale in one or more advanced coursework or programs  
14 compared with the percentage of high school students,  
15 by race, gender, and program student group, who earn  
16 the equivalent of a C grade or higher on a grade A  
17 through F scale in one or more standard coursework or  
18 programs;

19 (xv) (blank);

20 (xvi) (blank); and

21 (F) data tables and graphs for each race and ethnicity  
22 category and gender category describing:

23 (i) the total student number and student  
24 percentage for Advanced Placement courses taken by  
25 race and ethnicity category and gender category;

26 (ii) the total student number and student

1 percentage for International Baccalaureate courses  
2 taken by race and ethnicity category and gender  
3 category;

4 (iii) (blank);

5 (iv) (blank); and

6 (v) the total student number and student  
7 percentage of high school students who earn a score of  
8 3 or higher on the Advanced Placement exam associated  
9 with an Advanced Placement course.

10 For data on teacher experience and education under this  
11 subsection (7), a teacher who teaches a combination of courses  
12 designated as advanced coursework or programs, courses or  
13 programs that have high school student enrollment by English  
14 learners, or standard coursework or programs shall be included  
15 in all relevant categories and the teacher's level of  
16 experience shall be added to the categories.

17 (Source: P.A. 103-116, eff. 6-30-23; 103-263, eff. 6-30-23;  
18 103-413, eff. 1-1-24; 103-503, eff. 1-1-24; 103-605, eff.  
19 7-1-24; 103-780, eff. 8-2-24; 104-391, eff. 8-15-25.)

20 (105 ILCS 5/10-20.52)

21 Sec. 10-20.52. American Sign Language courses. School  
22 boards are encouraged to implement American Sign Language  
23 courses into school world ~~foreign~~ language curricula.

24 (Source: P.A. 96-843, eff. 6-1-10; 97-333, eff. 8-12-11.)

1 (105 ILCS 5/10-22.43) (from Ch. 122, par. 10-22.43)

2 Sec. 10-22.43. Credit for proficiency in world language  
3 ~~Proficiency in Foreign Language~~. To grant one year of high  
4 school world ~~foreign~~ language credit to any student who has  
5 graduated from an accredited elementary school and who can  
6 demonstrate proficiency in a language other than English. For  
7 purposes of this Section, proficiency in American Sign  
8 Language shall be deemed proficiency in a world ~~foreign~~  
9 language for which one year of high school world ~~foreign~~  
10 language credit may be granted. Proficiency shall be  
11 determined by academic criteria acceptable to local school  
12 boards.

13 (Source: P.A. 86-623.)

14 (105 ILCS 5/10-22.43a) (from Ch. 122, par. 10-22.43a)

15 Sec. 10-22.43a. World Foreign language credit. To award or  
16 provide for the awarding of high school credit to high school  
17 students who have studied a world ~~foreign~~ language in an  
18 approved ethnic school program. The amount of credit awarded  
19 shall be roughly equivalent to the amount of credit the  
20 student would have received if he or she had reached the same  
21 level of world ~~foreign~~ language proficiency at a public high  
22 school as he or she achieved at the ethnic school. The school  
23 board may require a student seeking world ~~foreign~~ language  
24 credit under this Section to successfully complete a world  
25 ~~foreign~~ language proficiency examination.

1 (Source: P.A. 83-794.)

2 (105 ILCS 5/18-8.15)

3 Sec. 18-8.15. Evidence-Based Funding for student success  
4 for the 2017-2018 and subsequent school years.

5 (a) General provisions.

6 (1) The purpose of this Section is to ensure that, by  
7 June 30, 2027 and beyond, this State has a kindergarten  
8 through grade 12 public education system with the capacity  
9 to ensure the educational development of all persons to  
10 the limits of their capacities in accordance with Section  
11 1 of Article X of the Constitution of the State of  
12 Illinois. To accomplish that objective, this Section  
13 creates a method of funding public education that is  
14 evidence-based; is sufficient to ensure every student  
15 receives a meaningful opportunity to learn irrespective of  
16 race, ethnicity, sexual orientation, gender, or  
17 community-income level; and is sustainable and  
18 predictable. When fully funded under this Section, every  
19 school shall have the resources, based on what the  
20 evidence indicates is needed, to:

21 (A) provide all students with a high quality  
22 education that offers the academic, enrichment, social  
23 and emotional support, technical, and career-focused  
24 programs that will allow them to become competitive  
25 workers, responsible parents, productive citizens of

1           this State, and active members of our national  
2           democracy;

3           (B) ensure all students receive the education they  
4           need to graduate from high school with the skills  
5           required to pursue post-secondary education and  
6           training for a rewarding career;

7           (C) reduce, with a goal of eliminating, the  
8           achievement gap between at-risk and non-at-risk  
9           students by raising the performance of at-risk  
10          students and not by reducing standards; and

11          (D) ensure this State satisfies its obligation to  
12          assume the primary responsibility to fund public  
13          education and simultaneously relieve the  
14          disproportionate burden placed on local property taxes  
15          to fund schools.

16          (2) The Evidence-Based Funding formula under this  
17          Section shall be applied to all Organizational Units in  
18          this State. The Evidence-Based Funding formula outlined in  
19          this Act is based on the formula outlined in Senate Bill 1  
20          of the 100th General Assembly, as passed by both  
21          legislative chambers. As further defined and described in  
22          this Section, there are 4 major components of the  
23          Evidence-Based Funding model:

24                 (A) First, the model calculates a unique Adequacy  
25                 Target for each Organizational Unit in this State that  
26                 considers the costs to implement research-based

1 activities, the unit's student demographics, and  
2 regional wage differences.

3 (B) Second, the model calculates each  
4 Organizational Unit's Local Capacity, or the amount  
5 each Organizational Unit is assumed to contribute  
6 toward its Adequacy Target from local resources.

7 (C) Third, the model calculates how much funding  
8 the State currently contributes to the Organizational  
9 Unit and adds that to the unit's Local Capacity to  
10 determine the unit's overall current adequacy of  
11 funding.

12 (D) Finally, the model's distribution method  
13 allocates new State funding to those Organizational  
14 Units that are least well-funded, considering both  
15 Local Capacity and State funding, in relation to their  
16 Adequacy Target.

17 (3) An Organizational Unit receiving any funding under  
18 this Section may apply those funds to any fund so received  
19 for which that Organizational Unit is authorized to make  
20 expenditures by law.

21 (4) As used in this Section, the following terms shall  
22 have the meanings ascribed in this paragraph (4):

23 "Adequacy Target" is defined in paragraph (1) of  
24 subsection (b) of this Section.

25 "Adjusted EAV" is defined in paragraph (4) of  
26 subsection (d) of this Section.

1 "Adjusted Local Capacity Target" is defined in  
2 paragraph (3) of subsection (c) of this Section.

3 "Adjusted Operating Tax Rate" means a tax rate for all  
4 Organizational Units, for which the State Superintendent  
5 shall calculate and subtract for the Operating Tax Rate a  
6 transportation rate based on total expenses for  
7 transportation services under this Code, as reported on  
8 the most recent Annual Financial Report in Pupil  
9 Transportation Services, function 2550 in both the  
10 Education and Transportation funds and functions 4110 and  
11 4120 in the Transportation fund, less any corresponding  
12 fiscal year State of Illinois scheduled payments excluding  
13 net adjustments for prior years for regular, vocational,  
14 or special education transportation reimbursement pursuant  
15 to Section 29-5 or subsection (b) of Section 14-13.01 of  
16 this Code divided by the Adjusted EAV. If an  
17 Organizational Unit's corresponding fiscal year State of  
18 Illinois scheduled payments excluding net adjustments for  
19 prior years for regular, vocational, or special education  
20 transportation reimbursement pursuant to Section 29-5 or  
21 subsection (b) of Section 14-13.01 of this Code exceed the  
22 total transportation expenses, as defined in this  
23 paragraph, no transportation rate shall be subtracted from  
24 the Operating Tax Rate.

25 "Allocation Rate" is defined in paragraph (3) of  
26 subsection (g) of this Section.

1 "Alternative School" means a public school that is  
2 created and operated by a regional superintendent of  
3 schools and approved by the State Board.

4 "Applicable Tax Rate" is defined in paragraph (1) of  
5 subsection (d) of this Section.

6 "Assessment" means any of those benchmark, progress  
7 monitoring, formative, diagnostic, and other assessments,  
8 in addition to the State accountability assessment, that  
9 assist teachers' needs in understanding the skills and  
10 meeting the needs of the students they serve.

11 "Assistant principal" means a school administrator  
12 duly endorsed to be employed as an assistant principal in  
13 this State.

14 "At-risk student" means a student who is at risk of  
15 not meeting the Illinois Learning Standards or not  
16 graduating from elementary or high school and who  
17 demonstrates a need for vocational support or social  
18 services beyond that provided by the regular school  
19 program. All students included in an Organizational Unit's  
20 Low-Income Count, as well as all English learner and  
21 disabled students attending the Organizational Unit, shall  
22 be considered at-risk students under this Section.

23 "Average Student Enrollment" or "ASE" for fiscal year  
24 2018 means, for an Organizational Unit, the greater of the  
25 average number of students (grades K through 12) reported  
26 to the State Board as enrolled in the Organizational Unit

1 on October 1 in the immediately preceding school year,  
2 plus the pre-kindergarten students who receive special  
3 education services of 2 or more hours a day as reported to  
4 the State Board on December 1 in the immediately preceding  
5 school year, or the average number of students (grades K  
6 through 12) reported to the State Board as enrolled in the  
7 Organizational Unit on October 1, plus the  
8 pre-kindergarten students who receive special education  
9 services of 2 or more hours a day as reported to the State  
10 Board on December 1, for each of the immediately preceding  
11 3 school years. For fiscal year 2019 and each subsequent  
12 fiscal year, "Average Student Enrollment" or "ASE" means,  
13 for an Organizational Unit, the greater of the average  
14 number of students (grades K through 12) reported to the  
15 State Board as enrolled in the Organizational Unit on  
16 October 1 and March 1 in the immediately preceding school  
17 year, plus the pre-kindergarten students who receive  
18 special education services as reported to the State Board  
19 on October 1 and March 1 in the immediately preceding  
20 school year, or the average number of students (grades K  
21 through 12) reported to the State Board as enrolled in the  
22 Organizational Unit on October 1 and March 1, plus the  
23 pre-kindergarten students who receive special education  
24 services as reported to the State Board on October 1 and  
25 March 1, for each of the immediately preceding 3 school  
26 years. For the purposes of this definition, "enrolled in

1 the Organizational Unit" means the number of students  
2 reported to the State Board who are enrolled in schools  
3 within the Organizational Unit that the student attends or  
4 would attend if not placed or transferred to another  
5 school or program to receive needed services. For the  
6 purposes of calculating "ASE", all students, grades K  
7 through 12, excluding those attending kindergarten for a  
8 half day and students attending an alternative education  
9 program operated by a regional office of education or  
10 intermediate service center, shall be counted as 1.0. All  
11 students attending kindergarten for a half day shall be  
12 counted as 0.5, unless in 2017 by June 15 or by March 1 in  
13 subsequent years, the school district reports to the State  
14 Board of Education the intent to implement full-day  
15 kindergarten district-wide for all students, then all  
16 students attending kindergarten shall be counted as 1.0.  
17 Special education pre-kindergarten students shall be  
18 counted as 0.5 each. If the State Board does not collect or  
19 has not collected both an October 1 and March 1 enrollment  
20 count by grade or a December 1 collection of special  
21 education pre-kindergarten students as of August 31, 2017  
22 (the effective date of Public Act 100-465), it shall  
23 establish such collection for all future years. For any  
24 year in which a count by grade level was collected only  
25 once, that count shall be used as the single count  
26 available for computing a 3-year average ASE. Funding for

1 programs operated by a regional office of education or an  
2 intermediate service center must be calculated using the  
3 Evidence-Based Funding formula under this Section for the  
4 2019-2020 school year and each subsequent school year  
5 until separate adequacy formulas are developed and adopted  
6 for each type of program. ASE for a program operated by a  
7 regional office of education or an intermediate service  
8 center must be determined by the March 1 enrollment for  
9 the program. For the 2019-2020 school year, the ASE used  
10 in the calculation must be the first-year ASE and, in that  
11 year only, the assignment of students served by a regional  
12 office of education or intermediate service center shall  
13 not result in a reduction of the March enrollment for any  
14 school district. For the 2020-2021 school year, the ASE  
15 must be the greater of the current-year ASE or the 2-year  
16 average ASE. Beginning with the 2021-2022 school year, the  
17 ASE must be the greater of the current-year ASE or the  
18 3-year average ASE. School districts shall submit the data  
19 for the ASE calculation to the State Board within 45 days  
20 of the dates required in this Section for submission of  
21 enrollment data in order for it to be included in the ASE  
22 calculation. For fiscal year 2018 only, the ASE  
23 calculation shall include only enrollment taken on October  
24 1. In recognition of the impact of COVID-19, the  
25 definition of "Average Student Enrollment" or "ASE" shall  
26 be adjusted for calculations under this Section for fiscal

1 years 2022 through 2024. For fiscal years 2022 through  
2 2024, the enrollment used in the calculation of ASE  
3 representing the 2020-2021 school year shall be the  
4 greater of the enrollment for the 2020-2021 school year or  
5 the 2019-2020 school year.

6 "Base Funding Guarantee" is defined in paragraph (10)  
7 of subsection (g) of this Section.

8 "Base Funding Minimum" is defined in subsection (e) of  
9 this Section.

10 "Base Tax Year" means the property tax levy year used  
11 to calculate the Budget Year allocation of primary State  
12 aid.

13 "Base Tax Year's Extension" means the product of the  
14 equalized assessed valuation utilized by the county clerk  
15 in the Base Tax Year multiplied by the limiting rate as  
16 calculated by the county clerk and defined in PTELL.

17 "Bilingual Education Allocation" means the amount of  
18 an Organizational Unit's final Adequacy Target  
19 attributable to bilingual education divided by the  
20 Organizational Unit's final Adequacy Target, the product  
21 of which shall be multiplied by the amount of new funding  
22 received pursuant to this Section. An Organizational  
23 Unit's final Adequacy Target attributable to bilingual  
24 education shall include all additional investments in  
25 English learner students' adequacy elements.

26 "Budget Year" means the school year for which primary

1 State aid is calculated and awarded under this Section.

2 "Central office" means individual administrators and  
3 support service personnel charged with managing the  
4 instructional programs, business and operations, and  
5 security of the Organizational Unit.

6 "Comparable Wage Index" or "CWI" means a regional cost  
7 differentiation metric that measures systemic, regional  
8 variations in the salaries of college graduates who are  
9 not educators. The CWI utilized for this Section shall,  
10 for the first 3 years of Evidence-Based Funding  
11 implementation, be the CWI initially developed by the  
12 National Center for Education Statistics, as most recently  
13 updated by Texas A & M University. In the fourth and  
14 subsequent years of Evidence-Based Funding implementation,  
15 the State Superintendent shall re-determine the CWI using  
16 the methodology identified in a comparable wage index  
17 study developed by the University of Illinois, with  
18 adjustments made no less frequently than once every 5  
19 years.

20 "Computer technology and equipment" means computers  
21 servers, notebooks, network equipment, copiers, printers,  
22 instructional software, security software, curriculum  
23 management courseware, and other similar materials and  
24 equipment.

25 "Computer technology and equipment investment  
26 allocation" means the final Adequacy Target amount of an

1 Organizational Unit assigned to Tier 1 or Tier 2 in the  
2 prior school year attributable to the additional \$285.50  
3 per student computer technology and equipment investment  
4 grant divided by the Organizational Unit's final Adequacy  
5 Target, the result of which shall be multiplied by the  
6 amount of new funding received pursuant to this Section.  
7 An Organizational Unit assigned to a Tier 1 or Tier 2 final  
8 Adequacy Target attributable to the received computer  
9 technology and equipment investment grant shall include  
10 all additional investments in computer technology and  
11 equipment adequacy elements.

12 "Core subject" means mathematics; science; reading,  
13 English, writing, and language arts; history and social  
14 studies; world languages; and subjects taught as Advanced  
15 Placement in high schools.

16 "Core teacher" means a regular classroom teacher in  
17 elementary schools and teachers of a core subject in  
18 middle and high schools.

19 "Core Intervention teacher (tutor)" means a licensed  
20 teacher providing one-on-one or small group tutoring to  
21 students struggling to meet proficiency in core subjects.

22 "CPPRT" means corporate personal property replacement  
23 tax funds paid to an Organizational Unit during the  
24 calendar year one year before the calendar year in which a  
25 school year begins, pursuant to "An Act in relation to the  
26 abolition of ad valorem personal property tax and the

1 replacement of revenues lost thereby, and amending and  
2 repealing certain Acts and parts of Acts in connection  
3 therewith", certified August 14, 1979, as amended (Public  
4 Act 81-1st S.S.-1).

5 "EAV" means equalized assessed valuation as defined in  
6 paragraph (2) of subsection (d) of this Section and  
7 calculated in accordance with paragraph (3) of subsection  
8 (d) of this Section.

9 "ECI" means the Bureau of Labor Statistics' national  
10 employment cost index for civilian workers in educational  
11 services in elementary and secondary schools on a  
12 cumulative basis for the 12-month calendar year preceding  
13 the fiscal year of the Evidence-Based Funding calculation.

14 "EIS Data" means the employment information system  
15 data maintained by the State Board on educators within  
16 Organizational Units.

17 "Employee benefits" means health, dental, and vision  
18 insurance offered to employees of an Organizational Unit,  
19 the costs associated with the statutorily required payment  
20 of the normal cost of the Organizational Unit's teacher  
21 pensions, Social Security employer contributions, and  
22 Illinois Municipal Retirement Fund employer contributions.

23 "English learner" or "EL" means a child included in  
24 the definition of "English learners" under Section 14C-2  
25 of this Code participating in a program of transitional  
26 bilingual education or a transitional program of

1 instruction meeting the requirements and program  
2 application procedures of Article 14C of this Code. For  
3 the purposes of collecting the number of EL students  
4 enrolled, the same collection and calculation methodology  
5 as defined above for "ASE" shall apply to English  
6 learners, with the exception that EL student enrollment  
7 shall include students in grades pre-kindergarten through  
8 12.

9 "Essential Elements" means those elements, resources,  
10 and educational programs that have been identified through  
11 academic research as necessary to improve student success,  
12 improve academic performance, close achievement gaps, and  
13 provide for other per student costs related to the  
14 delivery and leadership of the Organizational Unit, as  
15 well as the maintenance and operations of the unit, and  
16 which are specified in paragraph (2) of subsection (b) of  
17 this Section.

18 "Evidence-Based Funding" means State funding provided  
19 to an Organizational Unit pursuant to this Section.

20 "Extended day" means academic and enrichment programs  
21 provided to students outside the regular school day before  
22 and after school or during non-instructional times during  
23 the school day.

24 "Extension Limitation Ratio" means a numerical ratio  
25 in which the numerator is the Base Tax Year's Extension  
26 and the denominator is the Preceding Tax Year's Extension.

1 "Final Percent of Adequacy" is defined in paragraph  
2 (4) of subsection (f) of this Section.

3 "Final Resources" is defined in paragraph (3) of  
4 subsection (f) of this Section.

5 "Full-time equivalent" or "FTE" means the full-time  
6 equivalency compensation for staffing the relevant  
7 position at an Organizational Unit.

8 "Funding Gap" is defined in paragraph (1) of  
9 subsection (g).

10 "Hybrid District" means a partial elementary unit  
11 district created pursuant to Article 11E of this Code.

12 "Instructional assistant" means a core or special  
13 education, non-licensed employee who assists a teacher in  
14 the classroom and provides academic support to students.

15 "Instructional facilitator" means a qualified teacher  
16 or licensed teacher leader who facilitates and coaches  
17 continuous improvement in classroom instruction; provides  
18 instructional support to teachers in the elements of  
19 research-based instruction or demonstrates the alignment  
20 of instruction with curriculum standards and assessment  
21 tools; develops or coordinates instructional programs or  
22 strategies; develops and implements training; chooses  
23 standards-based instructional materials; provides  
24 teachers with an understanding of current research; serves  
25 as a mentor, site coach, curriculum specialist, or lead  
26 teacher; or otherwise works with fellow teachers, in

1 collaboration, to use data to improve instructional  
2 practice or develop model lessons.

3 "Instructional materials" means relevant  
4 instructional materials for student instruction,  
5 including, but not limited to, textbooks, consumable  
6 workbooks, laboratory equipment, library books, and other  
7 similar materials.

8 "Laboratory School" means a public school that is  
9 created and operated by a public university and approved  
10 by the State Board.

11 "Librarian" means a teacher with an endorsement as a  
12 library information specialist or another individual whose  
13 primary responsibility is overseeing library resources  
14 within an Organizational Unit.

15 "Limiting rate for Hybrid Districts" means the  
16 combined elementary school and high school limiting rates.

17 "Local Capacity" is defined in paragraph (1) of  
18 subsection (c) of this Section.

19 "Local Capacity Percentage" is defined in subparagraph  
20 (A) of paragraph (2) of subsection (c) of this Section.

21 "Local Capacity Ratio" is defined in subparagraph (B)  
22 of paragraph (2) of subsection (c) of this Section.

23 "Local Capacity Target" is defined in paragraph (2) of  
24 subsection (c) of this Section.

25 "Low-Income Count" means, for an Organizational Unit  
26 in a fiscal year, the higher of the average number of

1 students for the prior school year or the immediately  
2 preceding 3 school years who, as of July 1 of the  
3 immediately preceding fiscal year (as determined by the  
4 Department of Human Services), are eligible for at least  
5 one of the following low-income programs: Medicaid, the  
6 Children's Health Insurance Program, Temporary Assistance  
7 for Needy Families (TANF), or the Supplemental Nutrition  
8 Assistance Program, excluding pupils who are eligible for  
9 services provided by the Department of Children and Family  
10 Services. Until such time that grade level low-income  
11 populations become available, grade level low-income  
12 populations shall be determined by applying the low-income  
13 percentage to total student enrollments by grade level.  
14 The low-income percentage is determined by dividing the  
15 Low-Income Count by the Average Student Enrollment. The  
16 low-income percentage for a regional office of education  
17 or an intermediate service center operating one or more  
18 alternative education programs must be set to the weighted  
19 average of the low-income percentages of all of the school  
20 districts in the service region. The weighted low-income  
21 percentage is the result of multiplying the low-income  
22 percentage of each school district served by the regional  
23 office of education or intermediate service center by each  
24 school district's Average Student Enrollment, summarizing  
25 those products and dividing the total by the total Average  
26 Student Enrollment for the service region.

1 "Maintenance and operations" means custodial services,  
2 facility and ground maintenance, facility operations,  
3 facility security, routine facility repairs, and other  
4 similar services and functions.

5 "Minimum Funding Level" is defined in paragraph (9) of  
6 subsection (g) of this Section.

7 "New Property Tax Relief Pool Funds" means, for any  
8 given fiscal year, all State funds appropriated under  
9 Section 2-3.170 of this Code.

10 "New State Funds" means, for a given school year, all  
11 State funds appropriated for Evidence-Based Funding in  
12 excess of the amount needed to fund the Base Funding  
13 Minimum for all Organizational Units in that school year.

14 "Nurse" means an individual licensed as a certified  
15 school nurse, in accordance with the rules established for  
16 nursing services by the State Board, who is an employee of  
17 and is available to provide health care-related services  
18 for students of an Organizational Unit.

19 "Operating Tax Rate" means the rate utilized in the  
20 previous year to extend property taxes for all purposes,  
21 except Bond and Interest, Summer School, Rent, Capital  
22 Improvement, and Vocational Education Building purposes.  
23 For Hybrid Districts, the Operating Tax Rate shall be the  
24 combined elementary and high school rates utilized in the  
25 previous year to extend property taxes for all purposes,  
26 except Bond and Interest, Summer School, Rent, Capital

1 Improvement, and Vocational Education Building purposes.

2 "Organizational Unit" means a Laboratory School or any  
3 public school district that is recognized as such by the  
4 State Board and that contains elementary schools typically  
5 serving kindergarten through 5th grades, middle schools  
6 typically serving 6th through 8th grades, high schools  
7 typically serving 9th through 12th grades, a program  
8 established under Section 2-3.66 or 2-3.41, or a program  
9 operated by a regional office of education or an  
10 intermediate service center under Article 13A or 13B. The  
11 General Assembly acknowledges that the actual grade levels  
12 served by a particular Organizational Unit may vary  
13 slightly from what is typical.

14 "Organizational Unit CWI" is determined by calculating  
15 the CWI in the region and original county in which an  
16 Organizational Unit's primary administrative office is  
17 located as set forth in this paragraph, provided that if  
18 the Organizational Unit CWI as calculated in accordance  
19 with this paragraph is less than 0.9, the Organizational  
20 Unit CWI shall be increased to 0.9. Each county's current  
21 CWI value shall be adjusted based on the CWI value of that  
22 county's neighboring Illinois counties, to create a  
23 "weighted adjusted index value". This shall be calculated  
24 by summing the CWI values of all of a county's adjacent  
25 Illinois counties and dividing by the number of adjacent  
26 Illinois counties, then taking the weighted value of the

1 original county's CWI value and the adjacent Illinois  
2 county average. To calculate this weighted value, if the  
3 number of adjacent Illinois counties is greater than 2,  
4 the original county's CWI value will be weighted at 0.25  
5 and the adjacent Illinois county average will be weighted  
6 at 0.75. If the number of adjacent Illinois counties is 2,  
7 the original county's CWI value will be weighted at 0.33  
8 and the adjacent Illinois county average will be weighted  
9 at 0.66. The greater of the county's current CWI value and  
10 its weighted adjusted index value shall be used as the  
11 Organizational Unit CWI.

12 "Preceding Tax Year" means the property tax levy year  
13 immediately preceding the Base Tax Year.

14 "Preceding Tax Year's Extension" means the product of  
15 the equalized assessed valuation utilized by the county  
16 clerk in the Preceding Tax Year multiplied by the  
17 Operating Tax Rate.

18 "Preliminary Percent of Adequacy" is defined in  
19 paragraph (2) of subsection (f) of this Section.

20 "Preliminary Resources" is defined in paragraph (2) of  
21 subsection (f) of this Section.

22 "Principal" means a school administrator duly endorsed  
23 to be employed as a principal in this State.

24 "Professional development" means training programs for  
25 licensed staff in schools, including, but not limited to,  
26 programs that assist in implementing new curriculum

1 programs, provide data focused on academic assessment data  
2 training to help staff identify a student's weaknesses and  
3 strengths, target interventions, improve instruction,  
4 encompass instructional strategies for English learner,  
5 gifted, or at-risk students, address inclusivity, cultural  
6 sensitivity, or implicit bias, or otherwise provide  
7 professional support for licensed staff.

8 "Prototypical" means 450 special education  
9 pre-kindergarten and kindergarten through grade 5 students  
10 for an elementary school, 450 grade 6 through 8 students  
11 for a middle school, and 600 grade 9 through 12 students  
12 for a high school.

13 "PTELL" means the Property Tax Extension Limitation  
14 Law.

15 "PTELL EAV" is defined in paragraph (4) of subsection  
16 (d) of this Section.

17 "Pupil support staff" means a nurse, psychologist,  
18 social worker, family liaison personnel, or other staff  
19 member who provides support to at-risk or struggling  
20 students.

21 "Real Receipts" is defined in paragraph (1) of  
22 subsection (d) of this Section.

23 "Regionalization Factor" means, for a particular  
24 Organizational Unit, the figure derived by dividing the  
25 Organizational Unit CWI by the Statewide Weighted CWI.

26 "School counselor" means a licensed school counselor

1 who provides guidance and counseling support for students  
2 within an Organizational Unit.

3 "School site staff" means the primary school secretary  
4 and any additional clerical personnel assigned to a  
5 school.

6 "Special education" means special educational  
7 facilities and services, as defined in Section 14-1.08 of  
8 this Code.

9 "Special Education Allocation" means the amount of an  
10 Organizational Unit's final Adequacy Target attributable  
11 to special education divided by the Organizational Unit's  
12 final Adequacy Target, the product of which shall be  
13 multiplied by the amount of new funding received pursuant  
14 to this Section. An Organizational Unit's final Adequacy  
15 Target attributable to special education shall include all  
16 special education investment adequacy elements.

17 "Specialist teacher" means a teacher who provides  
18 instruction in subject areas not included in core  
19 subjects, including, but not limited to, art, music,  
20 physical education, health, driver education,  
21 career-technical education, and such other subject areas  
22 as may be mandated by State law or provided by an  
23 Organizational Unit.

24 "Specially Funded Unit" means an Alternative School,  
25 safe school, Department of Juvenile Justice school,  
26 special education cooperative or entity recognized by the

1 State Board as a special education cooperative,  
2 State-approved charter school, or alternative learning  
3 opportunities program that received direct funding from  
4 the State Board during the 2016-2017 school year through  
5 any of the funding sources included within the calculation  
6 of the Base Funding Minimum or Glenwood Academy.

7 "Supplemental Grant Funding" means supplemental  
8 general State aid funding received by an Organizational  
9 Unit during the 2016-2017 school year pursuant to  
10 subsection (H) of Section 18-8.05 of this Code (now  
11 repealed).

12 "State Adequacy Level" is the sum of the Adequacy  
13 Targets of all Organizational Units.

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

15 "State Superintendent" means the State Superintendent  
16 of Education.

17 "Statewide Weighted CWI" means a figure determined by  
18 multiplying each Organizational Unit CWI times the ASE for  
19 that Organizational Unit creating a weighted value,  
20 summing all Organizational Units' weighted values, and  
21 dividing by the total ASE of all Organizational Units,  
22 thereby creating an average weighted index.

23 "Student activities" means non-credit producing  
24 after-school programs, including, but not limited to,  
25 clubs, bands, sports, and other activities authorized by  
26 the school board of the Organizational Unit.

1           "Substitute teacher" means an individual teacher or  
2           teaching assistant who is employed by an Organizational  
3           Unit and is temporarily serving the Organizational Unit on  
4           a per diem or per period-assignment basis to replace  
5           another staff member.

6           "Summer school" means academic and enrichment programs  
7           provided to students during the summer months outside of  
8           the regular school year.

9           "Supervisory aide" means a non-licensed staff member  
10          who helps in supervising students of an Organizational  
11          Unit, but does so outside of the classroom, in situations  
12          such as, but not limited to, monitoring hallways and  
13          playgrounds, supervising lunchrooms, or supervising  
14          students when being transported in buses serving the  
15          Organizational Unit.

16          "Target Ratio" is defined in paragraph (4) of  
17          subsection (g).

18          "Tier 1", "Tier 2", "Tier 3", and "Tier 4" are defined  
19          in paragraph (3) of subsection (g).

20          "Tier 1 Aggregate Funding", "Tier 2 Aggregate  
21          Funding", "Tier 3 Aggregate Funding", and "Tier 4  
22          Aggregate Funding" are defined in paragraph (1) of  
23          subsection (g).

24          (b) Adequacy Target calculation.

25                 (1) Each Organizational Unit's Adequacy Target is the  
26                 sum of the Organizational Unit's cost of providing

1 Essential Elements, as calculated in accordance with this  
2 subsection (b), with the salary amounts in the Essential  
3 Elements multiplied by a Regionalization Factor calculated  
4 pursuant to paragraph (3) of this subsection (b).

5 (2) The Essential Elements are attributable on a pro  
6 rata basis related to defined subgroups of the ASE of each  
7 Organizational Unit as specified in this paragraph (2),  
8 with investments and FTE positions pro rata funded based  
9 on ASE counts in excess of or less than the thresholds set  
10 forth in this paragraph (2). The method for calculating  
11 attributable pro rata costs and the defined subgroups  
12 thereto are as follows:

13 (A) Core class size investments. Each  
14 Organizational Unit shall receive the funding required  
15 to support that number of FTE core teacher positions  
16 as is needed to keep the respective class sizes of the  
17 Organizational Unit to the following maximum numbers:

18 (i) For grades kindergarten through 3, the  
19 Organizational Unit shall receive funding required  
20 to support one FTE core teacher position for every  
21 15 Low-Income Count students in those grades and  
22 one FTE core teacher position for every 20  
23 non-Low-Income Count students in those grades.

24 (ii) For grades 4 through 12, the  
25 Organizational Unit shall receive funding required  
26 to support one FTE core teacher position for every

1           20 Low-Income Count students in those grades and  
2           one FTE core teacher position for every 25  
3           non-Low-Income Count students in those grades.

4           The number of non-Low-Income Count students in a  
5           grade shall be determined by subtracting the  
6           Low-Income students in that grade from the ASE of the  
7           Organizational Unit for that grade.

8           (B) Specialist teacher investments. Each  
9           Organizational Unit shall receive the funding needed  
10          to cover that number of FTE specialist teacher  
11          positions that correspond to the following  
12          percentages:

13                 (i) if the Organizational Unit operates an  
14                 elementary or middle school, then 20.00% of the  
15                 number of the Organizational Unit's core teachers,  
16                 as determined under subparagraph (A) of this  
17                 paragraph (2); and

18                 (ii) if such Organizational Unit operates a  
19                 high school, then 33.33% of the number of the  
20                 Organizational Unit's core teachers.

21          (C) Instructional facilitator investments. Each  
22          Organizational Unit shall receive the funding needed  
23          to cover one FTE instructional facilitator position  
24          for every 200 combined ASE of pre-kindergarten  
25          children with disabilities and all kindergarten  
26          through grade 12 students of the Organizational Unit.

1           (D) Core intervention teacher (tutor) investments.  
2           Each Organizational Unit shall receive the funding  
3           needed to cover one FTE teacher position for each  
4           prototypical elementary, middle, and high school.

5           (E) Substitute teacher investments. Each  
6           Organizational Unit shall receive the funding needed  
7           to cover substitute teacher costs that is equal to  
8           5.70% of the minimum pupil attendance days required  
9           under Section 10-19 of this Code for all full-time  
10          equivalent core, specialist, and intervention  
11          teachers, school nurses, special education teachers  
12          and instructional assistants, instructional  
13          facilitators, and summer school and extended day  
14          teacher positions, as determined under this paragraph  
15          (2), at a salary rate of 33.33% of the average salary  
16          for grade K through 12 teachers and 33.33% of the  
17          average salary of each instructional assistant  
18          position.

19          (F) Core school counselor investments. Each  
20          Organizational Unit shall receive the funding needed  
21          to cover one FTE school counselor for each 450  
22          combined ASE of pre-kindergarten children with  
23          disabilities and all kindergarten through grade 5  
24          students, plus one FTE school counselor for each 250  
25          grades 6 through 8 ASE middle school students, plus  
26          one FTE school counselor for each 250 grades 9 through

1 12 ASE high school students.

2 (G) Nurse investments. Each Organizational Unit  
3 shall receive the funding needed to cover one FTE  
4 nurse for each 750 combined ASE of pre-kindergarten  
5 children with disabilities and all kindergarten  
6 through grade 12 students across all grade levels it  
7 serves.

8 (H) Supervisory aide investments. Each  
9 Organizational Unit shall receive the funding needed  
10 to cover one FTE for each 225 combined ASE of  
11 pre-kindergarten children with disabilities and all  
12 kindergarten through grade 5 students, plus one FTE  
13 for each 225 ASE middle school students, plus one FTE  
14 for each 200 ASE high school students.

15 (I) Librarian investments. Each Organizational  
16 Unit shall receive the funding needed to cover one FTE  
17 librarian for each prototypical elementary school,  
18 middle school, and high school and one FTE aide or  
19 media technician for every 300 combined ASE of  
20 pre-kindergarten children with disabilities and all  
21 kindergarten through grade 12 students.

22 (J) Principal investments. Each Organizational  
23 Unit shall receive the funding needed to cover one FTE  
24 principal position for each prototypical elementary  
25 school, plus one FTE principal position for each  
26 prototypical middle school, plus one FTE principal

1 position for each prototypical high school.

2 (K) Assistant principal investments. Each  
3 Organizational Unit shall receive the funding needed  
4 to cover one FTE assistant principal position for each  
5 prototypical elementary school, plus one FTE assistant  
6 principal position for each prototypical middle  
7 school, plus one FTE assistant principal position for  
8 each prototypical high school.

9 (L) School site staff investments. Each  
10 Organizational Unit shall receive the funding needed  
11 for one FTE position for each 225 ASE of  
12 pre-kindergarten children with disabilities and all  
13 kindergarten through grade 5 students, plus one FTE  
14 position for each 225 ASE middle school students, plus  
15 one FTE position for each 200 ASE high school  
16 students.

17 (M) Gifted investments. Each Organizational Unit  
18 shall receive \$40 per kindergarten through grade 12  
19 ASE.

20 (N) Professional development investments. Each  
21 Organizational Unit shall receive \$125 per student of  
22 the combined ASE of pre-kindergarten children with  
23 disabilities and all kindergarten through grade 12  
24 students for trainers and other professional  
25 development-related expenses for supplies and  
26 materials.

1           (O) Instructional material investments. Each  
2 Organizational Unit shall receive \$190 per student of  
3 the combined ASE of pre-kindergarten children with  
4 disabilities and all kindergarten through grade 12  
5 students to cover instructional material costs.

6           (P) Assessment investments. Each Organizational  
7 Unit shall receive \$25 per student of the combined ASE  
8 of pre-kindergarten children with disabilities and all  
9 kindergarten through grade 12 students to cover  
10 assessment costs.

11           (Q) Computer technology and equipment investments.  
12 Each Organizational Unit shall receive \$285.50 per  
13 student of the combined ASE of pre-kindergarten  
14 children with disabilities and all kindergarten  
15 through grade 12 students to cover computer technology  
16 and equipment costs. For the 2018-2019 school year and  
17 subsequent school years, Organizational Units assigned  
18 to Tier 1 and Tier 2 in the prior school year shall  
19 receive an additional \$285.50 per student of the  
20 combined ASE of pre-kindergarten children with  
21 disabilities and all kindergarten through grade 12  
22 students to cover computer technology and equipment  
23 costs in the Organizational Unit's Adequacy Target.  
24 The State Board may establish additional requirements  
25 for Organizational Unit expenditures of funds received  
26 pursuant to this subparagraph (Q), including a

1 requirement that funds received pursuant to this  
2 subparagraph (Q) may be used only for serving the  
3 technology needs of the district. It is the intent of  
4 Public Act 100-465 that all Tier 1 and Tier 2 districts  
5 receive the addition to their Adequacy Target in the  
6 following year, subject to compliance with the  
7 requirements of the State Board.

8 (R) Student activities investments. Each  
9 Organizational Unit shall receive the following  
10 funding amounts to cover student activities: \$100 per  
11 kindergarten through grade 5 ASE student in elementary  
12 school, plus \$200 per ASE student in middle school,  
13 plus \$675 per ASE student in high school.

14 (S) Maintenance and operations investments. Each  
15 Organizational Unit shall receive \$1,038 per student  
16 of the combined ASE of pre-kindergarten children with  
17 disabilities and all kindergarten through grade 12  
18 students for day-to-day maintenance and operations  
19 expenditures, including salary, supplies, and  
20 materials, as well as purchased services, but  
21 excluding employee benefits. The proportion of salary  
22 for the application of a Regionalization Factor and  
23 the calculation of benefits is equal to \$352.92.

24 (T) Central office investments. Each  
25 Organizational Unit shall receive \$742 per student of  
26 the combined ASE of pre-kindergarten children with

1 disabilities and all kindergarten through grade 12  
2 students to cover central office operations, including  
3 administrators and classified personnel charged with  
4 managing the instructional programs, business and  
5 operations of the school district, and security  
6 personnel. The proportion of salary for the  
7 application of a Regionalization Factor and the  
8 calculation of benefits is equal to \$368.48.

9 (U) Employee benefit investments. Each  
10 Organizational Unit shall receive 30% of the total of  
11 all salary-calculated elements of the Adequacy Target,  
12 excluding substitute teachers and student activities  
13 investments, to cover benefit costs. For central  
14 office and maintenance and operations investments, the  
15 benefit calculation shall be based upon the salary  
16 proportion of each investment. If at any time the  
17 responsibility for funding the employer normal cost of  
18 teacher pensions is assigned to school districts, then  
19 that amount certified by the Teachers' Retirement  
20 System of the State of Illinois to be paid by the  
21 Organizational Unit for the preceding school year  
22 shall be added to the benefit investment. For any  
23 fiscal year in which a school district organized under  
24 Article 34 of this Code is responsible for paying the  
25 employer normal cost of teacher pensions, then that  
26 amount of its employer normal cost plus the amount for

1 retiree health insurance as certified by the Public  
2 School Teachers' Pension and Retirement Fund of  
3 Chicago to be paid by the school district for the  
4 preceding school year that is statutorily required to  
5 cover employer normal costs and the amount for retiree  
6 health insurance shall be added to the 30% specified  
7 in this subparagraph (U). The Teachers' Retirement  
8 System of the State of Illinois and the Public School  
9 Teachers' Pension and Retirement Fund of Chicago shall  
10 submit such information as the State Superintendent  
11 may require for the calculations set forth in this  
12 subparagraph (U).

13 (V) Additional investments in low-income students.  
14 In addition to and not in lieu of all other funding  
15 under this paragraph (2), each Organizational Unit  
16 shall receive funding based on the average teacher  
17 salary for grades K through 12 to cover the costs of:

18 (i) one FTE intervention teacher (tutor)  
19 position for every 125 Low-Income Count students;

20 (ii) one FTE pupil support staff position for  
21 every 125 Low-Income Count students;

22 (iii) one FTE extended day teacher position  
23 for every 120 Low-Income Count students; and

24 (iv) one FTE summer school teacher position  
25 for every 120 Low-Income Count students.

26 (W) Additional investments in English learner

1 students. In addition to and not in lieu of all other  
2 funding under this paragraph (2), each Organizational  
3 Unit shall receive funding based on the average  
4 teacher salary for grades K through 12 to cover the  
5 costs of:

6 (i) one FTE intervention teacher (tutor)  
7 position for every 125 English learner students;

8 (ii) one FTE pupil support staff position for  
9 every 125 English learner students;

10 (iii) one FTE extended day teacher position  
11 for every 120 English learner students;

12 (iv) one FTE summer school teacher position  
13 for every 120 English learner students; and

14 (v) one FTE core teacher position for every  
15 100 English learner students.

16 (X) Special education investments. Each  
17 Organizational Unit shall receive funding based on the  
18 average teacher salary for grades K through 12 to  
19 cover special education as follows:

20 (i) one FTE teacher position for every 141  
21 combined ASE of pre-kindergarten children with  
22 disabilities and all kindergarten through grade 12  
23 students;

24 (ii) one FTE instructional assistant for every  
25 141 combined ASE of pre-kindergarten children with  
26 disabilities and all kindergarten through grade 12

1 students; and

2 (iii) one FTE psychologist position for every  
3 1,000 combined ASE of pre-kindergarten children  
4 with disabilities and all kindergarten through  
5 grade 12 students.

6 (3) For calculating the salaries included within the  
7 Essential Elements, the State Superintendent shall  
8 annually calculate average salaries to the nearest dollar  
9 using the employment information system data maintained by  
10 the State Board, limited to public schools only and  
11 excluding special education and vocational cooperatives,  
12 schools operated by the Department of Juvenile Justice,  
13 and charter schools, for the following positions:

14 (A) Teacher for grades K through 8.

15 (B) Teacher for grades 9 through 12.

16 (C) Teacher for grades K through 12.

17 (D) School counselor for grades K through 8.

18 (E) School counselor for grades 9 through 12.

19 (F) School counselor for grades K through 12.

20 (G) Social worker.

21 (H) Psychologist.

22 (I) Librarian.

23 (J) Nurse.

24 (K) Principal.

25 (L) Assistant principal.

26 For the purposes of this paragraph (3), "teacher"

1 includes core teachers, specialist and elective teachers,  
2 instructional facilitators, tutors, special education  
3 teachers, pupil support staff teachers, English learner  
4 teachers, extended day teachers, and summer school  
5 teachers. Where specific grade data is not required for  
6 the Essential Elements, the average salary for  
7 corresponding positions shall apply. For substitute  
8 teachers, the average teacher salary for grades K through  
9 12 shall apply.

10 For calculating the salaries included within the  
11 Essential Elements for positions not included within EIS  
12 Data, the following salaries shall be used in the first  
13 year of implementation of Evidence-Based Funding:

14 (i) school site staff, \$30,000; and

15 (ii) non-instructional assistant, instructional  
16 assistant, library aide, library media tech, or  
17 supervisory aide: \$25,000.

18 In the second and subsequent years of implementation  
19 of Evidence-Based Funding, the amounts in items (i) and  
20 (ii) of this paragraph (3) shall annually increase by the  
21 ECI.

22 The salary amounts for the Essential Elements  
23 determined pursuant to subparagraphs (A) through (L), (S)  
24 and (T), and (V) through (X) of paragraph (2) of  
25 subsection (b) of this Section shall be multiplied by a  
26 Regionalization Factor.

1 (c) Local Capacity calculation.

2 (1) Each Organizational Unit's Local Capacity  
3 represents an amount of funding it is assumed to  
4 contribute toward its Adequacy Target for purposes of the  
5 Evidence-Based Funding formula calculation. "Local  
6 Capacity" means either (i) the Organizational Unit's Local  
7 Capacity Target as calculated in accordance with paragraph  
8 (2) of this subsection (c) if its Real Receipts are equal  
9 to or less than its Local Capacity Target or (ii) the  
10 Organizational Unit's Adjusted Local Capacity, as  
11 calculated in accordance with paragraph (3) of this  
12 subsection (c) if Real Receipts are more than its Local  
13 Capacity Target.

14 (2) "Local Capacity Target" means, for an  
15 Organizational Unit, that dollar amount that is obtained  
16 by multiplying its Adequacy Target by its Local Capacity  
17 Ratio.

18 (A) An Organizational Unit's Local Capacity  
19 Percentage is the conversion of the Organizational  
20 Unit's Local Capacity Ratio, as such ratio is  
21 determined in accordance with subparagraph (B) of this  
22 paragraph (2), into a cumulative distribution  
23 resulting in a percentile ranking to determine each  
24 Organizational Unit's relative position to all other  
25 Organizational Units in this State. The calculation of  
26 Local Capacity Percentage is described in subparagraph

1 (C) of this paragraph (2).

2 (B) An Organizational Unit's Local Capacity Ratio  
3 in a given year is the percentage obtained by dividing  
4 its Adjusted EAV or PTELL EAV, whichever is less, by  
5 its Adequacy Target, with the resulting ratio further  
6 adjusted as follows:

7 (i) for Organizational Units serving grades  
8 kindergarten through 12 and Hybrid Districts, no  
9 further adjustments shall be made;

10 (ii) for Organizational Units serving grades  
11 kindergarten through 8, the ratio shall be  
12 multiplied by 9/13;

13 (iii) for Organizational Units serving grades  
14 9 through 12, the Local Capacity Ratio shall be  
15 multiplied by 4/13; and

16 (iv) for an Organizational Unit with a  
17 different grade configuration than those specified  
18 in items (i) through (iii) of this subparagraph  
19 (B), the State Superintendent shall determine a  
20 comparable adjustment based on the grades served.

21 (C) The Local Capacity Percentage is equal to the  
22 percentile ranking of the district. Local Capacity  
23 Percentage converts each Organizational Unit's Local  
24 Capacity Ratio to a cumulative distribution resulting  
25 in a percentile ranking to determine each  
26 Organizational Unit's relative position to all other

1 Organizational Units in this State. The Local Capacity  
2 Percentage cumulative distribution resulting in a  
3 percentile ranking for each Organizational Unit shall  
4 be calculated using the standard normal distribution  
5 of the score in relation to the weighted mean and  
6 weighted standard deviation and Local Capacity Ratios  
7 of all Organizational Units. If the value assigned to  
8 any Organizational Unit is in excess of 90%, the value  
9 shall be adjusted to 90%. For Laboratory Schools, the  
10 Local Capacity Percentage shall be set at 10% in  
11 recognition of the absence of EAV and resources from  
12 the public university that are allocated to the  
13 Laboratory School. For a regional office of education  
14 or an intermediate service center operating one or  
15 more alternative education programs, the Local  
16 Capacity Percentage must be set at 10% in recognition  
17 of the absence of EAV and resources from school  
18 districts that are allocated to the regional office of  
19 education or intermediate service center. The weighted  
20 mean for the Local Capacity Percentage shall be  
21 determined by multiplying each Organizational Unit's  
22 Local Capacity Ratio times the ASE for the unit  
23 creating a weighted value, summing the weighted values  
24 of all Organizational Units, and dividing by the total  
25 ASE of all Organizational Units. The weighted standard  
26 deviation shall be determined by taking the square

1 root of the weighted variance of all Organizational  
2 Units' Local Capacity Ratio, where the variance is  
3 calculated by squaring the difference between each  
4 unit's Local Capacity Ratio and the weighted mean,  
5 then multiplying the variance for each unit times the  
6 ASE for the unit to create a weighted variance for each  
7 unit, then summing all units' weighted variance and  
8 dividing by the total ASE of all units.

9 (D) For any Organizational Unit, the  
10 Organizational Unit's Adjusted Local Capacity Target  
11 shall be reduced by either (i) the school board's  
12 remaining contribution pursuant to paragraph (ii) of  
13 subsection (b-4) of Section 16-158 of the Illinois  
14 Pension Code in a given year or (ii) the board of  
15 education's remaining contribution pursuant to  
16 paragraph (iv) of subsection (b) of Section 17-129 of  
17 the Illinois Pension Code absent the employer normal  
18 cost portion of the required contribution and amount  
19 allowed pursuant to subdivision (3) of Section  
20 17-142.1 of the Illinois Pension Code in a given year.  
21 In the preceding sentence, item (i) shall be certified  
22 to the State Board of Education by the Teachers'  
23 Retirement System of the State of Illinois and item  
24 (ii) shall be certified to the State Board of  
25 Education by the Public School Teachers' Pension and  
26 Retirement Fund of the City of Chicago.

1           (3) If an Organizational Unit's Real Receipts are more  
2 than its Local Capacity Target, then its Local Capacity  
3 shall equal an Adjusted Local Capacity Target as  
4 calculated in accordance with this paragraph (3). The  
5 Adjusted Local Capacity Target is calculated as the sum of  
6 the Organizational Unit's Local Capacity Target and its  
7 Real Receipts Adjustment. The Real Receipts Adjustment  
8 equals the Organizational Unit's Real Receipts less its  
9 Local Capacity Target, with the resulting figure  
10 multiplied by the Local Capacity Percentage.

11           As used in this paragraph (3), "Real Percent of  
12 Adequacy" means the sum of an Organizational Unit's Real  
13 Receipts, CPPRT, and Base Funding Minimum, with the  
14 resulting figure divided by the Organizational Unit's  
15 Adequacy Target.

16           (d) Calculation of Real Receipts, EAV, and Adjusted EAV  
17 for purposes of the Local Capacity calculation.

18           (1) An Organizational Unit's Real Receipts are the  
19 product of its Applicable Tax Rate and its Adjusted EAV.  
20 An Organizational Unit's Applicable Tax Rate is its  
21 Adjusted Operating Tax Rate for property within the  
22 Organizational Unit.

23           (2) The State Superintendent shall calculate the  
24 equalized assessed valuation, or EAV, of all taxable  
25 property of each Organizational Unit as of September 30 of  
26 the previous year in accordance with paragraph (3) of this

1 subsection (d). The State Superintendent shall then  
2 determine the Adjusted EAV of each Organizational Unit in  
3 accordance with paragraph (4) of this subsection (d),  
4 which Adjusted EAV figure shall be used for the purposes  
5 of calculating Local Capacity.

6 (3) To calculate Real Receipts and EAV, the Department  
7 of Revenue shall supply to the State Superintendent the  
8 value as equalized or assessed by the Department of  
9 Revenue of all taxable property of every Organizational  
10 Unit, together with (i) the applicable tax rate used in  
11 extending taxes for the funds of the Organizational Unit  
12 as of September 30 of the previous year and (ii) the  
13 limiting rate for all Organizational Units subject to  
14 property tax extension limitations as imposed under PTELL.

15 (A) The Department of Revenue shall add to the  
16 equalized assessed value of all taxable property of  
17 each Organizational Unit situated entirely or  
18 partially within a county that is or was subject to the  
19 provisions of Section 15-176 or 15-177 of the Property  
20 Tax Code (i) an amount equal to the total amount by  
21 which the homestead exemption allowed under Section  
22 15-176 or 15-177 of the Property Tax Code for real  
23 property situated in that Organizational Unit exceeds  
24 the total amount that would have been allowed in that  
25 Organizational Unit if the maximum reduction under  
26 Section 15-176 was (I) \$4,500 in Cook County or \$3,500

1 in all other counties in tax year 2003 or (II) \$5,000  
2 in all counties in tax year 2004 and thereafter and  
3 (ii) an amount equal to the aggregate amount for the  
4 taxable year of all additional exemptions under  
5 Section 15-175 of the Property Tax Code for owners  
6 with a household income of \$30,000 or less. The county  
7 clerk of any county that is or was subject to the  
8 provisions of Section 15-176 or 15-177 of the Property  
9 Tax Code shall annually calculate and certify to the  
10 Department of Revenue for each Organizational Unit all  
11 homestead exemption amounts under Section 15-176 or  
12 15-177 of the Property Tax Code and all amounts of  
13 additional exemptions under Section 15-175 of the  
14 Property Tax Code for owners with a household income  
15 of \$30,000 or less. It is the intent of this  
16 subparagraph (A) that if the general homestead  
17 exemption for a parcel of property is determined under  
18 Section 15-176 or 15-177 of the Property Tax Code  
19 rather than Section 15-175, then the calculation of  
20 EAV shall not be affected by the difference, if any,  
21 between the amount of the general homestead exemption  
22 allowed for that parcel of property under Section  
23 15-176 or 15-177 of the Property Tax Code and the  
24 amount that would have been allowed had the general  
25 homestead exemption for that parcel of property been  
26 determined under Section 15-175 of the Property Tax

1 Code. It is further the intent of this subparagraph  
2 (A) that if additional exemptions are allowed under  
3 Section 15-175 of the Property Tax Code for owners  
4 with a household income of less than \$30,000, then the  
5 calculation of EAV shall not be affected by the  
6 difference, if any, because of those additional  
7 exemptions.

8 (B) With respect to any part of an Organizational  
9 Unit within a redevelopment project area in respect to  
10 which a municipality has adopted tax increment  
11 allocation financing pursuant to the Tax Increment  
12 Allocation Redevelopment Act, Division 74.4 of Article  
13 11 of the Illinois Municipal Code, or the Industrial  
14 Jobs Recovery Law, Division 74.6 of Article 11 of the  
15 Illinois Municipal Code, no part of the current EAV of  
16 real property located in any such project area that is  
17 attributable to an increase above the total initial  
18 EAV of such property shall be used as part of the EAV  
19 of the Organizational Unit, until such time as all  
20 redevelopment project costs have been paid, as  
21 provided in Section 11-74.4-8 of the Tax Increment  
22 Allocation Redevelopment Act or in Section 11-74.6-35  
23 of the Industrial Jobs Recovery Law. For the purpose  
24 of the EAV of the Organizational Unit, the total  
25 initial EAV or the current EAV, whichever is lower,  
26 shall be used until such time as all redevelopment

1 project costs have been paid.

2 (B-5) The real property equalized assessed  
3 valuation for a school district shall be adjusted by  
4 subtracting from the real property value, as equalized  
5 or assessed by the Department of Revenue, for the  
6 district an amount computed by dividing the amount of  
7 any abatement of taxes under Section 18-170 of the  
8 Property Tax Code by 3.00% for a district maintaining  
9 grades kindergarten through 12, by 2.30% for a  
10 district maintaining grades kindergarten through 8, or  
11 by 1.05% for a district maintaining grades 9 through  
12 12 and adjusted by an amount computed by dividing the  
13 amount of any abatement of taxes under subsection (a)  
14 of Section 18-165 of the Property Tax Code by the same  
15 percentage rates for district type as specified in  
16 this subparagraph (B-5).

17 (C) For Organizational Units that are Hybrid  
18 Districts, the State Superintendent shall use the  
19 lesser of the adjusted equalized assessed valuation  
20 for property within the partial elementary unit  
21 district for elementary purposes, as defined in  
22 Article 11E of this Code, or the adjusted equalized  
23 assessed valuation for property within the partial  
24 elementary unit district for high school purposes, as  
25 defined in Article 11E of this Code.

26 (D) If a school district's boundaries span

1 multiple counties, then the Department of Revenue  
2 shall send to the State Board, for the purposes of  
3 calculating Evidence-Based Funding, the limiting rate  
4 and individual rates by purpose for the county that  
5 contains the majority of the school district's  
6 equalized assessed valuation.

7 (4) An Organizational Unit's Adjusted EAV shall be the  
8 average of its EAV over the immediately preceding 3 years  
9 or the lesser of its EAV in the immediately preceding year  
10 or the average of its EAV over the immediately preceding 3  
11 years if the EAV in the immediately preceding year has  
12 declined by 10% or more when comparing the 2 most recent  
13 years. In the event of Organizational Unit reorganization,  
14 consolidation, or annexation, the Organizational Unit's  
15 Adjusted EAV for the first 3 years after such change shall  
16 be as follows: the most current EAV shall be used in the  
17 first year, the average of a 2-year EAV or its EAV in the  
18 immediately preceding year if the EAV declines by 10% or  
19 more when comparing the 2 most recent years for the second  
20 year, and the lesser of a 3-year average EAV or its EAV in  
21 the immediately preceding year if the Adjusted EAV  
22 declines by 10% or more when comparing the 2 most recent  
23 years for the third year. For any school district whose  
24 EAV in the immediately preceding year is used in  
25 calculations, in the following year, the Adjusted EAV  
26 shall be the average of its EAV over the immediately

1 preceding 2 years or the immediately preceding year if  
2 that year represents a decline of 10% or more when  
3 comparing the 2 most recent years.

4 "PTELL EAV" means a figure calculated by the State  
5 Board for Organizational Units subject to PTELL as  
6 described in this paragraph (4) for the purposes of  
7 calculating an Organizational Unit's Local Capacity Ratio.  
8 Except as otherwise provided in this paragraph (4), the  
9 PTELL EAV of an Organizational Unit shall be equal to the  
10 product of the equalized assessed valuation last used in  
11 the calculation of general State aid under Section 18-8.05  
12 of this Code (now repealed) or Evidence-Based Funding  
13 under this Section and the Organizational Unit's Extension  
14 Limitation Ratio. If an Organizational Unit has approved  
15 or does approve an increase in its limiting rate, pursuant  
16 to Section 18-190 of the Property Tax Code, affecting the  
17 Base Tax Year, the PTELL EAV shall be equal to the product  
18 of the equalized assessed valuation last used in the  
19 calculation of general State aid under Section 18-8.05 of  
20 this Code (now repealed) or Evidence-Based Funding under  
21 this Section multiplied by an amount equal to one plus the  
22 percentage increase, if any, in the Consumer Price Index  
23 for All Urban Consumers for all items published by the  
24 United States Department of Labor for the 12-month  
25 calendar year preceding the Base Tax Year, plus the  
26 equalized assessed valuation of new property, annexed

1 property, and recovered tax increment value and minus the  
2 equalized assessed valuation of disconnected property.

3 As used in this paragraph (4), "new property" and  
4 "recovered tax increment value" shall have the meanings  
5 set forth in the Property Tax Extension Limitation Law.

6 (e) Base Funding Minimum calculation.

7 (1) For the 2017-2018 school year, the Base Funding  
8 Minimum of an Organizational Unit or a Specially Funded  
9 Unit shall be the amount of State funds distributed to the  
10 Organizational Unit or Specially Funded Unit during the  
11 2016-2017 school year prior to any adjustments and  
12 specified appropriation amounts described in this  
13 paragraph (1) from the following Sections, as calculated  
14 by the State Superintendent: Section 18-8.05 of this Code  
15 (now repealed); Section 5 of Article 224 of Public Act  
16 99-524 (equity grants); Section 14-7.02b of this Code  
17 (funding for children requiring special education  
18 services); Section 14-13.01 of this Code (special  
19 education facilities and staffing), except for  
20 reimbursement of the cost of transportation pursuant to  
21 Section 14-13.01; Section 14C-12 of this Code (English  
22 learners); and Section 18-4.3 of this Code (summer  
23 school), based on an appropriation level of \$13,121,600.  
24 For a school district organized under Article 34 of this  
25 Code, the Base Funding Minimum also includes (i) the funds  
26 allocated to the school district pursuant to Section 1D-1

1 of this Code attributable to funding programs authorized  
2 by the Sections of this Code listed in the preceding  
3 sentence and (ii) the difference between (I) the funds  
4 allocated to the school district pursuant to Section 1D-1  
5 of this Code attributable to the funding programs  
6 authorized by Section 14-7.02 (non-public special  
7 education reimbursement), subsection (b) of Section  
8 14-13.01 (special education transportation), Section 29-5  
9 (transportation), Section 2-3.80 (agricultural  
10 education), Section 2-3.66 (truants' alternative  
11 education), Section 2-3.62 (educational service centers),  
12 and Section 14-7.03 (special education - orphanage) of  
13 this Code and Section 15 of the Childhood Hunger Relief  
14 Act (free breakfast program) and (II) the school  
15 district's actual expenditures for its non-public special  
16 education, special education transportation,  
17 transportation programs, agricultural education, truants'  
18 alternative education, services that would otherwise be  
19 performed by a regional office of education, special  
20 education orphanage expenditures, and free breakfast, as  
21 most recently calculated and reported pursuant to  
22 subsection (f) of Section 1D-1 of this Code. The Base  
23 Funding Minimum for Glenwood Academy shall be \$952,014.  
24 For programs operated by a regional office of education or  
25 an intermediate service center, the Base Funding Minimum  
26 must be the total amount of State funds allocated to those

1 programs in the 2018-2019 school year and amounts provided  
2 pursuant to Article 34 of Public Act 100-586 and Section  
3 3-16 of this Code. All programs established after June 5,  
4 2019 (the effective date of Public Act 101-10) and  
5 administered by a regional office of education or an  
6 intermediate service center must have an initial Base  
7 Funding Minimum set to an amount equal to the first-year  
8 ASE multiplied by the amount of per pupil funding received  
9 in the previous school year by the lowest funded similar  
10 existing program type. If the enrollment for a program  
11 operated by a regional office of education or an  
12 intermediate service center is zero, then it may not  
13 receive Base Funding Minimum funds for that program in the  
14 next fiscal year, and those funds must be distributed to  
15 Organizational Units under subsection (g).

16 (2) For the 2018-2019 and subsequent school years, the  
17 Base Funding Minimum of Organizational Units and Specially  
18 Funded Units shall be the sum of (i) the amount of  
19 Evidence-Based Funding for the prior school year, (ii) the  
20 Base Funding Minimum for the prior school year, and (iii)  
21 any amount received by a school district pursuant to  
22 Section 7 of Article 97 of Public Act 100-21.

23 For the 2022-2023 school year, the Base Funding  
24 Minimum of Organizational Units shall be the amounts  
25 recalculated by the State Board of Education for Fiscal  
26 Year 2019 through Fiscal Year 2022 that were necessary due

1 to average student enrollment errors for districts  
2 organized under Article 34 of this Code, plus the Fiscal  
3 Year 2022 property tax relief grants provided under  
4 Section 2-3.170 of this Code, ensuring each Organizational  
5 Unit has the correct amount of resources for Fiscal Year  
6 2023 Evidence-Based Funding calculations and that Fiscal  
7 Year 2023 Evidence-Based Funding Distributions are made in  
8 accordance with this Section.

9 (3) Subject to approval by the General Assembly as  
10 provided in this paragraph (3), an Organizational Unit  
11 that meets all of the following criteria, as determined by  
12 the State Board, shall have District Intervention Money  
13 added to its Base Funding Minimum at the time the Base  
14 Funding Minimum is calculated by the State Board:

15 (A) The Organizational Unit is operating under an  
16 Independent Authority under Section 2-3.25f-5 of this  
17 Code for a minimum of 4 school years or is subject to  
18 the control of the State Board pursuant to a court  
19 order for a minimum of 4 school years.

20 (B) The Organizational Unit was designated as a  
21 Tier 1 or Tier 2 Organizational Unit in the previous  
22 school year under paragraph (3) of subsection (g) of  
23 this Section.

24 (C) The Organizational Unit demonstrates  
25 sustainability through a 5-year financial and  
26 strategic plan.

1           (D) The Organizational Unit has made sufficient  
2           progress and achieved sufficient stability in the  
3           areas of governance, academic growth, and finances.

4           As part of its determination under this paragraph (3),  
5           the State Board may consider the Organizational Unit's  
6           summative designation, any accreditations of the  
7           Organizational Unit, or the Organizational Unit's  
8           financial profile, as calculated by the State Board.

9           If the State Board determines that an Organizational  
10          Unit has met the criteria set forth in this paragraph (3),  
11          it must submit a report to the General Assembly, no later  
12          than January 2 of the fiscal year in which the State Board  
13          makes its determination, on the amount of District  
14          Intervention Money to add to the Organizational Unit's  
15          Base Funding Minimum. The General Assembly must review the  
16          State Board's report and may approve or disapprove, by  
17          joint resolution, the addition of District Intervention  
18          Money. If the General Assembly fails to act on the report  
19          within 40 calendar days from the receipt of the report,  
20          the addition of District Intervention Money is deemed  
21          approved. If the General Assembly approves the amount of  
22          District Intervention Money to be added to the  
23          Organizational Unit's Base Funding Minimum, the District  
24          Intervention Money must be added to the Base Funding  
25          Minimum annually thereafter.

26          For the first 4 years following the initial year that

1 the State Board determines that an Organizational Unit has  
2 met the criteria set forth in this paragraph (3) and has  
3 received funding under this Section, the Organizational  
4 Unit must annually submit to the State Board, on or before  
5 November 30, a progress report regarding its financial and  
6 strategic plan under subparagraph (C) of this paragraph  
7 (3). The plan shall include the financial data from the  
8 past 4 annual financial reports or financial audits that  
9 must be presented to the State Board by November 15 of each  
10 year and the approved budget financial data for the  
11 current year. The plan shall be developed according to the  
12 guidelines presented to the Organizational Unit by the  
13 State Board. The plan shall further include financial  
14 projections for the next 3 fiscal years and include a  
15 discussion and financial summary of the Organizational  
16 Unit's facility needs. If the Organizational Unit does not  
17 demonstrate sufficient progress toward its 5-year plan or  
18 if it has failed to file an annual financial report, an  
19 annual budget, a financial plan, a deficit reduction plan,  
20 or other financial information as required by law, the  
21 State Board may establish a Financial Oversight Panel  
22 under Article 1H of this Code. However, if the  
23 Organizational Unit already has a Financial Oversight  
24 Panel, the State Board may extend the duration of the  
25 Panel.

26 (f) Percent of Adequacy and Final Resources calculation.

1           (1) The Evidence-Based Funding formula establishes a  
2           Percent of Adequacy for each Organizational Unit in order  
3           to place such units into tiers for the purposes of the  
4           funding distribution system described in subsection (g) of  
5           this Section. Initially, an Organizational Unit's  
6           Preliminary Resources and Preliminary Percent of Adequacy  
7           are calculated pursuant to paragraph (2) of this  
8           subsection (f). Then, an Organizational Unit's Final  
9           Resources and Final Percent of Adequacy are calculated to  
10          account for the Organizational Unit's poverty  
11          concentration levels pursuant to paragraphs (3) and (4) of  
12          this subsection (f).

13          (2) An Organizational Unit's Preliminary Resources are  
14          equal to the sum of its Local Capacity Target, CPPRT, and  
15          Base Funding Minimum. An Organizational Unit's Preliminary  
16          Percent of Adequacy is the lesser of (i) its Preliminary  
17          Resources divided by its Adequacy Target or (ii) 100%.

18          (3) Except for Specially Funded Units, an  
19          Organizational Unit's Final Resources are equal to the sum  
20          of its Local Capacity, CPPRT, and Adjusted Base Funding  
21          Minimum. The Base Funding Minimum of each Specially Funded  
22          Unit shall serve as its Final Resources, except that the  
23          Base Funding Minimum for State-approved charter schools  
24          shall not include any portion of general State aid  
25          allocated in the prior year based on the per capita  
26          tuition charge times the charter school enrollment.

1           (4) An Organizational Unit's Final Percent of Adequacy  
2           is its Final Resources divided by its Adequacy Target. An  
3           Organizational Unit's Adjusted Base Funding Minimum is  
4           equal to its Base Funding Minimum less its Supplemental  
5           Grant Funding, with the resulting figure added to the  
6           product of its Supplemental Grant Funding and Preliminary  
7           Percent of Adequacy.

8           (g) Evidence-Based Funding formula distribution system.

9           (1) In each school year under the Evidence-Based  
10          Funding formula, each Organizational Unit receives funding  
11          equal to the sum of its Base Funding Minimum and the unit's  
12          allocation of New State Funds determined pursuant to this  
13          subsection (g). To allocate New State Funds, the  
14          Evidence-Based Funding formula distribution system first  
15          places all Organizational Units into one of 4 tiers in  
16          accordance with paragraph (3) of this subsection (g),  
17          based on the Organizational Unit's Final Percent of  
18          Adequacy. New State Funds are allocated to each of the 4  
19          tiers as follows: Tier 1 Aggregate Funding equals 50% of  
20          all New State Funds, Tier 2 Aggregate Funding equals 49%  
21          of all New State Funds, Tier 3 Aggregate Funding equals  
22          0.9% of all New State Funds, and Tier 4 Aggregate Funding  
23          equals 0.1% of all New State Funds. Each Organizational  
24          Unit within Tier 1 or Tier 2 receives an allocation of New  
25          State Funds equal to its tier Funding Gap, as defined in  
26          the following sentence, multiplied by the tier's

1 Allocation Rate determined pursuant to paragraph (4) of  
2 this subsection (g). For Tier 1, an Organizational Unit's  
3 Funding Gap equals the tier's Target Ratio, as specified  
4 in paragraph (5) of this subsection (g), multiplied by the  
5 Organizational Unit's Adequacy Target, with the resulting  
6 amount reduced by the Organizational Unit's Final  
7 Resources. For Tier 2, an Organizational Unit's Funding  
8 Gap equals the tier's Target Ratio, as described in  
9 paragraph (5) of this subsection (g), multiplied by the  
10 Organizational Unit's Adequacy Target, with the resulting  
11 amount reduced by the Organizational Unit's Final  
12 Resources and its Tier 1 funding allocation. To determine  
13 the Organizational Unit's Funding Gap, the resulting  
14 amount is then multiplied by a factor equal to one minus  
15 the Organizational Unit's Local Capacity Target  
16 percentage. Each Organizational Unit within Tier 3 or Tier  
17 4 receives an allocation of New State Funds equal to the  
18 product of its Adequacy Target and the tier's Allocation  
19 Rate, as specified in paragraph (4) of this subsection  
20 (g).

21 (2) To ensure equitable distribution of dollars for  
22 all Tier 2 Organizational Units, no Tier 2 Organizational  
23 Unit shall receive fewer dollars per ASE than any Tier 3  
24 Organizational Unit. Each Tier 2 and Tier 3 Organizational  
25 Unit shall have its funding allocation divided by its ASE.  
26 Any Tier 2 Organizational Unit with a funding allocation

1 per ASE below the greatest Tier 3 allocation per ASE shall  
2 get a funding allocation equal to the greatest Tier 3  
3 funding allocation per ASE multiplied by the  
4 Organizational Unit's ASE. Each Tier 2 Organizational  
5 Unit's Tier 2 funding allocation shall be multiplied by  
6 the percentage calculated by dividing the original Tier 2  
7 Aggregate Funding by the sum of all Tier 2 Organizational  
8 Units' Tier 2 funding allocation after adjusting  
9 districts' funding below Tier 3 levels.

10 (3) Organizational Units are placed into one of 4  
11 tiers as follows:

12 (A) Tier 1 consists of all Organizational Units,  
13 except for Specially Funded Units, with a Percent of  
14 Adequacy less than the Tier 1 Target Ratio. The Tier 1  
15 Target Ratio is the ratio level that allows for Tier 1  
16 Aggregate Funding to be distributed, with the Tier 1  
17 Allocation Rate determined pursuant to paragraph (4)  
18 of this subsection (g).

19 (B) Tier 2 consists of all Tier 1 Units and all  
20 other Organizational Units, except for Specially  
21 Funded Units, with a Percent of Adequacy of less than  
22 0.90.

23 (C) Tier 3 consists of all Organizational Units,  
24 except for Specially Funded Units, with a Percent of  
25 Adequacy of at least 0.90 and less than 1.0.

26 (D) Tier 4 consists of all Organizational Units

1 with a Percent of Adequacy of at least 1.0.

2 (4) The Allocation Rates for Tiers 1 through 4 are  
3 determined as follows:

4 (A) The Tier 1 Allocation Rate is 30%.

5 (B) The Tier 2 Allocation Rate is the result of the  
6 following equation: Tier 2 Aggregate Funding, divided  
7 by the sum of the Funding Gaps for all Tier 2  
8 Organizational Units, unless the result of such  
9 equation is higher than 1.0. If the result of such  
10 equation is higher than 1.0, then the Tier 2  
11 Allocation Rate is 1.0.

12 (C) The Tier 3 Allocation Rate is the result of the  
13 following equation: Tier 3 Aggregate Funding, divided  
14 by the sum of the Adequacy Targets of all Tier 3  
15 Organizational Units.

16 (D) The Tier 4 Allocation Rate is the result of the  
17 following equation: Tier 4 Aggregate Funding, divided  
18 by the sum of the Adequacy Targets of all Tier 4  
19 Organizational Units.

20 (5) A tier's Target Ratio is determined as follows:

21 (A) The Tier 1 Target Ratio is the ratio level that  
22 allows for Tier 1 Aggregate Funding to be distributed  
23 with the Tier 1 Allocation Rate.

24 (B) The Tier 2 Target Ratio is 0.90.

25 (C) The Tier 3 Target Ratio is 1.0.

26 (6) If, at any point, the Tier 1 Target Ratio is

1 greater than 90%, then all Tier 1 funding shall be  
2 allocated to Tier 2 and no Tier 1 Organizational Unit's  
3 funding may be identified.

4 (7) In the event that all Tier 2 Organizational Units  
5 receive funding at the Tier 2 Target Ratio level, any  
6 remaining New State Funds shall be allocated to Tier 3 and  
7 Tier 4 Organizational Units.

8 (8) If any Specially Funded Units, excluding Glenwood  
9 Academy, recognized by the State Board do not qualify for  
10 direct funding following the implementation of Public Act  
11 100-465 from any of the funding sources included within  
12 the definition of Base Funding Minimum, the unqualified  
13 portion of the Base Funding Minimum shall be transferred  
14 to one or more appropriate Organizational Units as  
15 determined by the State Superintendent based on the prior  
16 year ASE of the Organizational Units.

17 (8.5) If a school district withdraws from a special  
18 education cooperative, the portion of the Base Funding  
19 Minimum that is attributable to the school district may be  
20 redistributed to the school district upon withdrawal. The  
21 school district and the cooperative must include the  
22 amount of the Base Funding Minimum that is to be  
23 reapportioned in their withdrawal agreement and notify the  
24 State Board of the change with a copy of the agreement upon  
25 withdrawal.

26 (9) The Minimum Funding Level is intended to establish

1 a target for State funding that will keep pace with  
2 inflation and continue to advance equity through the  
3 Evidence-Based Funding formula. The target for State  
4 funding of New Property Tax Relief Pool Funds is  
5 \$50,000,000 for State fiscal year 2019 and subsequent  
6 State fiscal years. The Minimum Funding Level is equal to  
7 \$350,000,000. In addition to any New State Funds, no more  
8 than \$50,000,000 New Property Tax Relief Pool Funds may be  
9 counted toward the Minimum Funding Level. If the sum of  
10 New State Funds and applicable New Property Tax Relief  
11 Pool Funds are less than the Minimum Funding Level, than  
12 funding for tiers shall be reduced in the following  
13 manner:

14 (A) First, Tier 4 funding shall be reduced by an  
15 amount equal to the difference between the Minimum  
16 Funding Level and New State Funds until such time as  
17 Tier 4 funding is exhausted.

18 (B) Next, Tier 3 funding shall be reduced by an  
19 amount equal to the difference between the Minimum  
20 Funding Level and New State Funds and the reduction in  
21 Tier 4 funding until such time as Tier 3 funding is  
22 exhausted.

23 (C) Next, Tier 2 funding shall be reduced by an  
24 amount equal to the difference between the Minimum  
25 Funding Level and New State Funds and the reduction in  
26 Tier 4 and Tier 3.

1 (D) Finally, Tier 1 funding shall be reduced by an  
2 amount equal to the difference between the Minimum  
3 Funding level and New State Funds and the reduction in  
4 Tier 2, 3, and 4 funding. In addition, the Allocation  
5 Rate for Tier 1 shall be reduced to a percentage equal  
6 to the Tier 1 Allocation Rate set by paragraph (4) of  
7 this subsection (g), multiplied by the result of New  
8 State Funds divided by the Minimum Funding Level.

9 (9.5) For State fiscal year 2019 and subsequent State  
10 fiscal years, except State fiscal year 2026, if New State  
11 Funds exceed \$300,000,000, then any amount in excess of  
12 \$300,000,000 shall be dedicated for purposes of Section  
13 2-3.170 of this Code up to a maximum of \$50,000,000.

14 (10) In the event of a decrease in the amount of the  
15 appropriation for this Section in any fiscal year after  
16 implementation of this Section, the Organizational Units  
17 receiving Tier 1 and Tier 2 funding, as determined under  
18 paragraph (3) of this subsection (g), shall be held  
19 harmless by establishing a Base Funding Guarantee equal to  
20 the per pupil kindergarten through grade 12 funding  
21 received in accordance with this Section in the prior  
22 fiscal year. Reductions shall be made to the Base Funding  
23 Minimum of Organizational Units in Tier 3 and Tier 4 on a  
24 per pupil basis equivalent to the total number of the ASE  
25 in Tier 3-funded and Tier 4-funded Organizational Units  
26 divided by the total reduction in State funding. The Base

1 Funding Minimum as reduced shall continue to be applied to  
2 Tier 3 and Tier 4 Organizational Units and adjusted by the  
3 relative formula when increases in appropriations for this  
4 Section resume. In no event may State funding reductions  
5 to Organizational Units in Tier 3 or Tier 4 exceed an  
6 amount that would be less than the Base Funding Minimum  
7 established in the first year of implementation of this  
8 Section. If additional reductions are required, all school  
9 districts shall receive a reduction by a per pupil amount  
10 equal to the aggregate additional appropriation reduction  
11 divided by the total ASE of all Organizational Units.

12 (11) The State Superintendent shall make minor  
13 adjustments to the distribution formula set forth in this  
14 subsection (g) to account for the rounding of percentages  
15 to the nearest tenth of a percentage and dollar amounts to  
16 the nearest whole dollar.

17 (h) State Superintendent administration of funding and  
18 district submission requirements.

19 (1) The State Superintendent shall, in accordance with  
20 appropriations made by the General Assembly, meet the  
21 funding obligations created under this Section.

22 (2) The State Superintendent shall calculate the  
23 Adequacy Target for each Organizational Unit under this  
24 Section. No Evidence-Based Funding shall be distributed  
25 within an Organizational Unit without the approval of the  
26 unit's school board.

1           (3) Annually, the State Superintendent shall calculate  
2           and report to each Organizational Unit the unit's  
3           aggregate financial adequacy amount, which shall be the  
4           sum of the Adequacy Target for each Organizational Unit.  
5           The State Superintendent shall calculate and report  
6           separately for each Organizational Unit the unit's total  
7           State funds allocated for its students with disabilities.  
8           The State Superintendent shall calculate and report  
9           separately for each Organizational Unit the amount of  
10          funding and applicable FTE calculated for each Essential  
11          Element of the unit's Adequacy Target.

12          (4) Annually, the State Superintendent shall calculate  
13          and report to each Organizational Unit the amount the unit  
14          must expend on special education and bilingual education  
15          and computer technology and equipment for Organizational  
16          Units assigned to Tier 1 or Tier 2 that received an  
17          additional \$285.50 per student computer technology and  
18          equipment investment grant to their Adequacy Target  
19          pursuant to the unit's Base Funding Minimum, Special  
20          Education Allocation, Bilingual Education Allocation, and  
21          computer technology and equipment investment allocation.

22          (5) Moneys distributed under this Section shall be  
23          calculated on a school year basis, but paid on a fiscal  
24          year basis, with payments beginning in August and  
25          extending through June. Unless otherwise provided, the  
26          moneys appropriated for each fiscal year shall be

1 distributed in 22 equal payments at least 2 times monthly  
2 to each Organizational Unit. If moneys appropriated for  
3 any fiscal year are distributed other than monthly, the  
4 distribution shall be on the same basis for each  
5 Organizational Unit.

6 (6) Any school district that fails, for any given  
7 school year, to maintain school as required by law or to  
8 maintain a recognized school is not eligible to receive  
9 Evidence-Based Funding. In case of non-recognition of one  
10 or more attendance centers in a school district otherwise  
11 operating recognized schools, the claim of the district  
12 shall be reduced in the proportion that the enrollment in  
13 the attendance center or centers bears to the enrollment  
14 of the school district. "Recognized school" means any  
15 public school that meets the standards for recognition by  
16 the State Board. A school district or attendance center  
17 not having recognition status at the end of a school term  
18 is entitled to receive State aid payments due upon a legal  
19 claim that was filed while it was recognized.

20 (7) School district claims filed under this Section  
21 are subject to Sections 18-9 and 18-12 of this Code,  
22 except as otherwise provided in this Section.

23 (8) Each fiscal year, the State Superintendent shall  
24 calculate for each Organizational Unit an amount of its  
25 Base Funding Minimum and Evidence-Based Funding that shall  
26 be deemed attributable to the provision of special

1 educational facilities and services, as defined in Section  
2 14-1.08 of this Code, in a manner that ensures compliance  
3 with maintenance of State financial support requirements  
4 under the federal Individuals with Disabilities Education  
5 Act. An Organizational Unit must use such funds only for  
6 the provision of special educational facilities and  
7 services, as defined in Section 14-1.08 of this Code, and  
8 must comply with any expenditure verification procedures  
9 adopted by the State Board.

10 (9) All Organizational Units in this State must submit  
11 annual spending plans, as part of the budget submission  
12 process, no later than October 31 of each year to the State  
13 Board. The spending plan shall describe how each  
14 Organizational Unit will utilize the Base Funding Minimum  
15 and Evidence-Based Funding it receives from this State  
16 under this Section with specific identification of the  
17 intended utilization of Low-Income, English learner, and  
18 special education resources. Additionally, the annual  
19 spending plans of each Organizational Unit shall describe  
20 how the Organizational Unit expects to achieve student  
21 growth and how the Organizational Unit will achieve State  
22 education goals, as defined by the State Board, and shall  
23 indicate which stakeholder groups the Organizational Unit  
24 engaged with to inform its annual spending plans. The  
25 State Superintendent may, from time to time, identify  
26 additional requisites for Organizational Units to satisfy

1 when compiling the annual spending plans required under  
2 this subsection (h). The format and scope of annual  
3 spending plans shall be developed by the State  
4 Superintendent and the State Board of Education. School  
5 districts that serve students under Article 14C of this  
6 Code shall continue to submit information as required  
7 under Section 14C-12 of this Code. Annual spending plans  
8 required under this subsection (h) shall be integrated  
9 into annual school district budgets completed pursuant to  
10 Section 17-1 or Section 34-43. Organizational Units that  
11 do not submit a budget to the State Board shall be provided  
12 with a separate planning template developed by the State  
13 Board. The State Board shall create an Evidence-Based  
14 Funding spending plan tool to make Evidence-Based Funding  
15 spending plan data for each Organizational Unit available  
16 on the State Board's website no later than December 31,  
17 2025, with annual updates thereafter. The tool shall allow  
18 for the selection and review of each Organizational Unit's  
19 planned use of Evidence-Based Funding.

20 (10) No later than January 1, 2018, the State  
21 Superintendent shall develop a 5-year strategic plan for  
22 all Organizational Units to help in planning for adequacy  
23 funding under this Section. The State Superintendent shall  
24 submit the plan to the Governor and the General Assembly,  
25 as provided in Section 3.1 of the General Assembly  
26 Organization Act. The plan shall include recommendations

1 for:

2 (A) a framework for collaborative, professional,  
3 innovative, and 21st century learning environments  
4 using the Evidence-Based Funding model;

5 (B) ways to prepare and support this State's  
6 educators for successful instructional careers;

7 (C) application and enhancement of the current  
8 financial accountability measures, the approved State  
9 plan to comply with the federal Every Student Succeeds  
10 Act, and the Illinois Balanced Accountability Measures  
11 in relation to student growth and elements of the  
12 Evidence-Based Funding model; and

13 (D) implementation of an effective school adequacy  
14 funding system based on projected and recommended  
15 funding levels from the General Assembly.

16 (11) On an annual basis, the State Superintendent must  
17 recalibrate all of the following per pupil elements of the  
18 Adequacy Target and applied to the formulas, based on the  
19 study of average expenses and as reported in the most  
20 recent annual financial report:

21 (A) Gifted under subparagraph (M) of paragraph (2)  
22 of subsection (b).

23 (B) Instructional materials under subparagraph (O)  
24 of paragraph (2) of subsection (b).

25 (C) Assessment under subparagraph (P) of paragraph  
26 (2) of subsection (b).

1 (D) Student activities under subparagraph (R) of  
2 paragraph (2) of subsection (b).

3 (E) Maintenance and operations under subparagraph  
4 (S) of paragraph (2) of subsection (b).

5 (F) Central office under subparagraph (T) of  
6 paragraph (2) of subsection (b).

7 (i) Professional Review Panel.

8 (1) A Professional Review Panel is created to study  
9 and review topics related to the implementation and effect  
10 of Evidence-Based Funding, as assigned by a joint  
11 resolution or Public Act of the General Assembly or a  
12 motion passed by the State Board of Education. The Panel  
13 must provide recommendations to and serve the Governor,  
14 the General Assembly, and the State Board. The State  
15 Superintendent or his or her designee must serve as a  
16 voting member and chairperson of the Panel. The State  
17 Superintendent must appoint a vice chairperson from the  
18 membership of the Panel. The Panel must advance  
19 recommendations based on a three-fifths majority vote of  
20 Panel members present and voting. A minority opinion may  
21 also accompany any recommendation of the Panel. The Panel  
22 shall be appointed by the State Superintendent, except as  
23 otherwise provided in paragraph (2) of this subsection (i)  
24 and include the following members:

25 (A) Two appointees that represent district  
26 superintendents, recommended by a statewide

1 organization that represents district superintendents.

2 (B) Two appointees that represent school boards,  
3 recommended by a statewide organization that  
4 represents school boards.

5 (C) Two appointees from districts that represent  
6 school business officials, recommended by a statewide  
7 organization that represents school business  
8 officials.

9 (D) Two appointees that represent school  
10 principals, recommended by a statewide organization  
11 that represents school principals.

12 (E) Two appointees that represent teachers,  
13 recommended by a statewide organization that  
14 represents teachers.

15 (F) Two appointees that represent teachers,  
16 recommended by another statewide organization that  
17 represents teachers.

18 (G) Two appointees that represent regional  
19 superintendents of schools, recommended by  
20 organizations that represent regional superintendents.

21 (H) Two independent experts selected solely by the  
22 State Superintendent.

23 (I) Two independent experts recommended by public  
24 universities in this State.

25 (J) One member recommended by a statewide  
26 organization that represents parents.

1           (K) Two representatives recommended by collective  
2           impact organizations that represent major metropolitan  
3           areas or geographic areas in Illinois.

4           (L) One member from a statewide organization  
5           focused on research-based education policy to support  
6           a school system that prepares all students for  
7           college, a career, and democratic citizenship.

8           (M) One representative from a school district  
9           organized under Article 34 of this Code.

10          The State Superintendent shall ensure that the  
11          membership of the Panel includes representatives from  
12          school districts and communities reflecting the  
13          geographic, socio-economic, racial, and ethnic diversity  
14          of this State. The State Superintendent shall additionally  
15          ensure that the membership of the Panel includes  
16          representatives with expertise in bilingual education and  
17          special education. Staff from the State Board shall staff  
18          the Panel.

19          (2) In addition to those Panel members appointed by  
20          the State Superintendent, 4 members of the General  
21          Assembly shall be appointed as follows: one member of the  
22          House of Representatives appointed by the Speaker of the  
23          House of Representatives, one member of the Senate  
24          appointed by the President of the Senate, one member of  
25          the House of Representatives appointed by the Minority  
26          Leader of the House of Representatives, and one member of

1 the Senate appointed by the Minority Leader of the Senate.  
2 There shall be one additional member appointed by the  
3 Governor. All members appointed by legislative leaders or  
4 the Governor shall be non-voting, ex officio members.

5 (3) The Panel must study topics at the direction of  
6 the General Assembly or State Board of Education, as  
7 provided under paragraph (1). The Panel may also study the  
8 following topics at the direction of the chairperson:

9 (A) The format and scope of annual spending plans  
10 referenced in paragraph (9) of subsection (h) of this  
11 Section.

12 (B) The Comparable Wage Index under this Section.

13 (C) Maintenance and operations, including capital  
14 maintenance and construction costs.

15 (D) "At-risk student" definition.

16 (E) Benefits.

17 (F) Technology.

18 (G) Local Capacity Target.

19 (H) Funding for Alternative Schools, Laboratory  
20 Schools, safe schools, and alternative learning  
21 opportunities programs.

22 (I) Funding for college and career acceleration  
23 strategies.

24 (J) Special education investments.

25 (K) Early childhood investments, in collaboration  
26 with the Illinois Early Learning Council.

1 (4) (Blank).

2 (5) Within 5 years after the implementation of this  
3 Section, and every 5 years thereafter, the Panel shall  
4 complete an evaluative study of the entire Evidence-Based  
5 Funding model, including an assessment of whether or not  
6 the formula is achieving State goals. The Panel shall  
7 report to the State Board, the General Assembly, and the  
8 Governor on the findings of the study.

9 (6) (Blank).

10 (7) To ensure that (i) the Adequacy Target calculation  
11 under subsection (b) accurately reflects the needs of  
12 students living in poverty or attending schools located in  
13 areas of high poverty, (ii) racial equity within the  
14 Evidence-Based Funding formula is explicitly explored and  
15 advanced, and (iii) the funding goals of the formula  
16 distribution system established under this Section are  
17 sufficient to provide adequate funding for every student  
18 and to fully fund every school in this State, the Panel  
19 shall review the Essential Elements under paragraph (2) of  
20 subsection (b). The Panel shall consider all of the  
21 following in its review:

22 (A) The financial ability of school districts to  
23 provide instruction in a world ~~foreign~~ language to  
24 every student and whether an additional Essential  
25 Element should be added to the formula to ensure that  
26 every student has access to instruction in a world

1 ~~foreign~~ language.

2 (B) The adult-to-student ratio for each Essential  
3 Element in which a ratio is identified. The Panel  
4 shall consider whether the ratio accurately reflects  
5 the staffing needed to support students living in  
6 poverty or who have traumatic backgrounds.

7 (C) Changes to the Essential Elements that may be  
8 required to better promote racial equity and eliminate  
9 structural racism within schools.

10 (D) The impact of investing \$350,000,000 in  
11 additional funds each year under this Section and an  
12 estimate of when the school system will become fully  
13 funded under this level of appropriation.

14 (E) Provide an overview of alternative funding  
15 structures that would enable the State to become fully  
16 funded at an earlier date.

17 (F) The potential to increase efficiency and to  
18 find cost savings within the school system to expedite  
19 the journey to a fully funded system.

20 (G) The appropriate levels for reenrolling and  
21 graduating high-risk high school students who have  
22 been previously out of school. These outcomes shall  
23 include enrollment, attendance, skill gains, credit  
24 gains, graduation or promotion to the next grade  
25 level, and the transition to college, training, or  
26 employment, with an emphasis on progressively

1 increasing the overall attendance.

2 (H) The evidence-based or research-based practices  
3 that are shown to reduce the gaps and disparities  
4 experienced by African American students in academic  
5 achievement and educational performance, including  
6 practices that have been shown to reduce disparities  
7 in disciplinary rates, drop-out rates, graduation  
8 rates, college matriculation rates, and college  
9 completion rates.

10 On or before December 31, 2021, the Panel shall report  
11 to the State Board, the General Assembly, and the Governor  
12 on the findings of its review. This paragraph (7) is  
13 inoperative on and after July 1, 2022.

14 (8) On or before April 1, 2024, the Panel must submit a  
15 report to the General Assembly on annual adjustments to  
16 Glenwood Academy's base-funding minimum in a similar  
17 fashion to school districts under this Section.

18 (9) On or before March 31, 2026, the Professional  
19 Review Panel shall make a report to the Governor and the  
20 General Assembly assessing the impact of the property tax  
21 relief pool grant program under Section 2-3.170, including  
22 the number of districts participating in the program by  
23 fiscal year since Fiscal Year 2019, the tier assignment  
24 for participating school districts, and an analysis of the  
25 operating tax rates of participating school districts to  
26 determine if the grant program is meeting the legislative

1 intent of reducing property taxes in high-tax areas of the  
2 State.

3 (j) References. Beginning July 1, 2017, references in  
4 other laws to general State aid funds or calculations under  
5 Section 18-8.05 of this Code (now repealed) shall be deemed to  
6 be references to evidence-based model formula funds or  
7 calculations under this Section.

8 (Source: P.A. 103-8, eff. 6-7-23; 103-154, eff. 6-30-23;  
9 103-175, eff. 6-30-23; 103-605, eff. 7-1-24; 103-780, eff.  
10 8-2-24; 103-802, eff. 1-1-25; 104-2, eff. 6-16-25; 104-417,  
11 eff. 8-15-25; 104-435, eff. 11-21-25; revised 12-9-25.)

12 (105 ILCS 5/27-605) (was 105 ILCS 5/27-22)

13 Sec. 27-605. Required high school courses.

14 (a) (Blank).

15 (b) (Blank).

16 (c) (Blank).

17 (d) (Blank).

18 (e) Through the 2023-2024 school year, as a prerequisite  
19 to receiving a high school diploma, each pupil entering the  
20 9th grade must, in addition to other course requirements,  
21 successfully complete all of the following courses:

22 (1) Four years of language arts.

23 (2) Two years of writing intensive courses, one of  
24 which must be English and the other of which may be English  
25 or any other subject. When applicable, writing-intensive

1 courses may be counted towards the fulfillment of other  
2 graduation requirements.

3 (3) Three years of mathematics, one of which must be  
4 Algebra I, one of which must include geometry content, and  
5 one of which may be an Advanced Placement computer science  
6 course. A mathematics course that includes geometry  
7 content may be offered as an integrated, applied,  
8 interdisciplinary, or career and technical education  
9 course that prepares a student for a career readiness  
10 path.

11 (3.5) For pupils entering the 9th grade in the  
12 2022-2023 school year and 2023-2024 school year, one year  
13 of a course that includes intensive instruction in  
14 computer literacy, which may be English, social studies,  
15 or any other subject and which may be counted toward the  
16 fulfillment of other graduation requirements.

17 (4) Two years of science.

18 (5) Two years of social studies, of which at least one  
19 year must be history of the United States or a combination  
20 of history of the United States and American government  
21 and, beginning with pupils entering the 9th grade in the  
22 2016-2017 school year and each school year thereafter, at  
23 least one semester must be civics, which shall help young  
24 people acquire and learn to use the skills, knowledge, and  
25 attitudes that will prepare them to be competent and  
26 responsible citizens throughout their lives. Civics course

1 content shall focus on government institutions, the  
2 discussion of current and controversial issues, service  
3 learning, and simulations of the democratic process.  
4 School districts may utilize private funding available for  
5 the purposes of offering civics education. Beginning with  
6 pupils entering the 9th grade in the 2021-2022 school  
7 year, one semester, or part of one semester, may include a  
8 financial literacy course.

9 (6) One year chosen from (A) music, (B) art, (C)  
10 foreign language, which shall be deemed to include  
11 American Sign Language, (D) vocational education, or (E)  
12 forensic speech (speech and debate). A forensic speech  
13 course used to satisfy the course requirement under  
14 subdivision (1) may not be used to satisfy the course  
15 requirement under this subdivision (6).

16 (e-5) Beginning with the 2024-2025 school year, as a  
17 prerequisite to receiving a high school diploma, each pupil  
18 entering the 9th grade must, in addition to other course  
19 requirements, successfully complete all of the following  
20 courses:

21 (1) Four years of language arts.

22 (2) Two years of writing intensive courses, one of  
23 which must be English and the other of which may be English  
24 or any other subject. If applicable, writing-intensive  
25 courses may be counted toward the fulfillment of other  
26 graduation requirements.

1           (3) Three years of mathematics, one of which must be  
2 Algebra I, one of which must include geometry content, and  
3 one of which may be an Advanced Placement computer science  
4 course. A mathematics course that includes geometry  
5 content may be offered as an integrated, applied,  
6 interdisciplinary, or career and technical education  
7 course that prepares a student for a career readiness  
8 path.

9           (3.5) One year of a course that includes intensive  
10 instruction in computer literacy, which may be English,  
11 social studies, or any other subject and which may be  
12 counted toward the fulfillment of other graduation  
13 requirements.

14           (4) Two years of laboratory science.

15           (5) Two years of social studies, of which at least one  
16 year must be history of the United States or a combination  
17 of history of the United States and American government  
18 and at least one semester must be civics, which shall help  
19 young people acquire and learn to use the skills,  
20 knowledge, and attitudes that will prepare them to be  
21 competent and responsible citizens throughout their lives.  
22 Civics course content shall focus on government  
23 institutions, the discussion of current and controversial  
24 issues, service learning, and simulations of the  
25 democratic process. School districts may utilize private  
26 funding available for the purposes of offering civics

1 education. One semester, or part of one semester, may  
2 include a financial literacy course.

3 (6) One year chosen from (A) music, (B) art, (C) world  
4 ~~foreign~~ language, which shall be deemed to include  
5 American Sign Language, (D) career and technical  
6 education, or (E) forensic speech (speech and debate). A  
7 forensic speech course used to satisfy the course  
8 requirement under subdivision (1) may not be used to  
9 satisfy the course requirement under this subdivision (6).

10 (e-10) Beginning with the 2028-2029 school year, as a  
11 prerequisite to receiving a high school diploma, each pupil  
12 entering the 9th grade must, in addition to other course  
13 requirements, successfully complete 2 years of world ~~foreign~~  
14 language courses, which may include American Sign Language. A  
15 pupil may choose a third year of world ~~foreign~~ language to  
16 satisfy the requirement under subdivision (6) of subsection  
17 (e-5).

18 (e-15) A school district may establish a counselor-guided  
19 process, with the consent of a student's parent or guardian,  
20 under which the student may be exempted from one or both years  
21 of the world language requirement under subsection (e-10). Any  
22 such exemption shall be considered only after the student  
23 receives individualized postsecondary-planning guidance  
24 aligned with the principles of educational equity, college and  
25 career readiness, and the whole-child approach, to ensure the  
26 student is not unintentionally excluded from certain future

1 postsecondary opportunities.

2 The counselor-guided process must include, at a minimum,  
3 all of the following and shall be implemented in a manner that  
4 is consistent with guidance issued by the State Board of  
5 Education and that promotes equitable access, informed  
6 decision-making, and nondiscriminatory practices:

7 (1) A meeting between the student, the student's  
8 parent or guardian, and an appropriately licensed school  
9 counselor or other qualified school staff member  
10 designated by the district, during which the student's  
11 academic strengths, interests, postsecondary goals, and  
12 individual circumstances are meaningfully considered using  
13 a student-centered and culturally responsive approach.

14 (2) Written acknowledgment, which may be in an  
15 electronic form, from both the student and the student's  
16 parent or guardian, that the student and the student's  
17 parent or guardian understand the potential impact of  
18 exempting the student from one or both years of the world  
19 language requirement on postsecondary options, including,  
20 but not limited to, minimum admission requirements for  
21 public universities in this State and other institutions  
22 of higher education, as well as alternative pathways that  
23 may be available. The acknowledgment must also confirm the  
24 student's and the student's parent or guardian's  
25 understanding that such an exemption may limit eligibility  
26 for admission to certain institutions or programs and may

1 require adjustment of the student's course plan if the  
2 student's postsecondary goals, interests, or opportunities  
3 change. In order to be exempted, this acknowledgment needs  
4 to be completed by the end of the student's 9th grade year.  
5 A student transferring to the school after the 9th grade  
6 shall begin the counselor-guided process at the time of  
7 registration in order to be considered for the exemption.

8 (3) A written course plan, developed collaboratively  
9 with the student, that identifies the coursework the  
10 student will complete in lieu of the world language  
11 requirement and that supports the student's individualized  
12 college and career goals, maintains academic rigor, and  
13 aligns with postsecondary-readiness expectations  
14 established by the State Board of Education.

15 A student who has used the counselor-guided process may  
16 not be prohibited from enrolling in world language coursework  
17 in a subsequent school year. The school district shall, to the  
18 extent practicable, provide equitable access to world language  
19 instruction and appropriate academic support to enable the  
20 student to meet postsecondary admission requirements if the  
21 student's goals change.

22 Nothing in this subsection may be construed to limit a  
23 student's ability to earn credits through world language  
24 coursework, demonstrate proficiency, or satisfy other  
25 graduation requirements through allowable substitutions under  
26 this Code. This subsection may not be implemented in a manner

1 that results in a disparate impact on any student group or that  
2 conflicts with State Board of Education equity, access, or  
3 postsecondary-readiness guidance.

4 Implementation of the counselor-guided process, the  
5 development or modification of a student's course plan, and a  
6 student's enrollment or reenrollment in world language  
7 coursework pursuant to this subsection shall be carried out in  
8 accordance with the school district's existing course  
9 offerings and scheduling constraints and may not be construed  
10 to waive, eliminate, or otherwise alter the 2-year world  
11 language requirement under subsection (e-10), except as  
12 expressly provided through an approved exemption pursuant to  
13 this subsection.

14 (f) The State Board of Education shall develop and inform  
15 school districts of standards for writing-intensive  
16 coursework.

17 (f-5) If a school district offers an Advanced Placement  
18 computer science course to high school students, then the  
19 school board must designate that course as equivalent to a  
20 high school mathematics course and must denote on the  
21 student's transcript that the Advanced Placement computer  
22 science course qualifies as a mathematics-based, quantitative  
23 course for students in accordance with subdivision (3) of  
24 subsection (e) of this Section.

25 (g) Public Act 83-1082 does not apply to pupils entering  
26 the 9th grade in 1983-1984 school year and prior school years

1 or to students with disabilities whose course of study is  
2 determined by an individualized education program.

3 Public Act 94-676 does not apply to pupils entering the  
4 9th grade in the 2004-2005 school year or a prior school year  
5 or to students with disabilities whose course of study is  
6 determined by an individualized education program.

7 Subdivision (3.5) of subsection (e) does not apply to  
8 pupils entering the 9th grade in the 2021-2022 school year or a  
9 prior school year or to students with disabilities whose  
10 course of study is determined by an individualized education  
11 program.

12 Subsection (e-5) does not apply to pupils entering the 9th  
13 grade in the 2023-2024 school year or a prior school year or to  
14 students with disabilities whose course of study is determined  
15 by an individualized education program. Subsection (e-10) does  
16 not apply to pupils entering the 9th grade in the 2027-2028  
17 school year or a prior school year or to students with  
18 disabilities whose course of study is determined by an  
19 individualized education program.

20 (h) The provisions of this Section are subject to the  
21 provisions of Sections 14A-32 and 27-610 of this Code and the  
22 Postsecondary and Workforce Readiness Act.

23 (i) The State Board of Education may adopt rules to modify  
24 the requirements of this Section for any students enrolled in  
25 grades 9 through 12 if the Governor has declared a disaster due  
26 to a public health emergency pursuant to Section 7 of the

1 Illinois Emergency Management Agency Act.

2 (Source: P.A. 103-154, eff. 6-30-23; 103-743, eff. 8-2-24;  
3 104-387, eff. 8-15-25; 104-391, eff. 8-15-25; revised  
4 9-24-25.)

5 (105 ILCS 5/34-1.01) (from Ch. 122, par. 34-1.01)

6 Sec. 34-1.01. Intent. The General Assembly has previously  
7 established that the primary purpose of schooling is the  
8 transmission of knowledge and culture through which children  
9 learn in areas necessary to their continuing development, and  
10 the General Assembly has defined these areas as including  
11 language arts, mathematics, biological, physical and social  
12 sciences, the fine arts, and physical development and health.  
13 The General Assembly declares its intent to achieve the  
14 primary purpose of schooling in elementary and secondary  
15 schools subject to this Article, as now or hereafter amended,  
16 in cities of over 500,000 inhabitants, through the provisions  
17 of this amendatory Act of 1991.

18 A. Goals. In the furtherance of this intent, the General  
19 Assembly is committed to the belief that, while such urban  
20 schools should foster improvement and student growth in a  
21 number of areas, first priority should be given to achieving  
22 the following goals:

23 1. assuring that students show significant progress  
24 toward meeting and exceeding State performance standards  
25 in State mandated learning areas, including the mastery of

1 higher order thinking skills in these and other learning  
2 areas;

3 2. assuring that students attend school regularly and  
4 graduate from high school at rates that equal or surpass  
5 national norms;

6 3. assuring that students are adequately prepared for  
7 further education and aiding students in making a  
8 successful transition to further education;

9 4. assuring that students are adequately prepared for  
10 successful entry into employment and aiding students in  
11 making a successful transition to employment;

12 5. assuring that students are, to the maximum extent  
13 possible, provided with a common learning experience that  
14 is of high academic quality and that reflects high  
15 expectations for all students' capacities to learn;

16 6. assuring that students are better prepared to  
17 compete in the international market place by having world  
18 ~~foreign~~ language proficiency and stronger international  
19 studies;

20 7. assuring that students are encouraged in exploring  
21 potential interests in fields such as journalism, drama,  
22 art and music;

23 8. assuring that individual teachers are granted the  
24 professional authority to make decisions about instruction  
25 and the method of teaching;

26 9. assuring that students are provided the means to

1 express themselves creatively and to respond to the  
2 artistic expression of others through the visual arts,  
3 music, drama and dance; and

4 10. assuring that students are provided adequate  
5 athletic programs that encourage pride and positive  
6 identification with the attendance center and that reduce  
7 the number of dropouts and teenage delinquents.

8 B. Achieving goals. To achieve these priority goals, the  
9 General Assembly intends to make the individual local school  
10 the essential unit for educational governance and improvement  
11 and to establish a process for placing the primary  
12 responsibility for school governance and improvement in  
13 furtherance of such goals in the hands of parents, community  
14 residents, teachers, and the school principal at the school  
15 level.

16 Further, to achieve these priority goals, the General  
17 Assembly intends to lodge with the board of education key  
18 powers in limited areas related to district-wide policy, so  
19 that the board of education supports school-level governance  
20 and improvement and carries out functions that can be  
21 performed more efficiently through centralized action.

22 The General Assembly does not intend to alter or amend the  
23 provisions of the desegregation obligations of the board of  
24 education, including but not limited to the Consent Decree or  
25 the Desegregation Plan in United States v. Chicago Board of  
26 Education, 80 C 5124, U.S. District Court for the Northern

1 District of Illinois. Accordingly, the implementation of this  
2 amendatory Act of 1991, to the extent practicable, shall be  
3 consistent with and, in all cases, shall be subject to the  
4 desegregation obligations pursuant to such Consent Decree and  
5 Desegregation Plan.

6 (Source: P.A. 87-455; 88-686, eff. 1-24-95.)

7 (105 ILCS 5/34-18) (from Ch. 122, par. 34-18)

8 Sec. 34-18. Powers of the board. The board shall exercise  
9 general supervision and jurisdiction over the public education  
10 and the public school system of the city, and, except as  
11 otherwise provided by this Article, shall have power:

12 1. To make suitable provision for the establishment  
13 and maintenance throughout the year or for such portion  
14 thereof as it may direct, not less than 9 months and in  
15 compliance with Section 10-19.05, of schools of all grades  
16 and kinds, including normal schools, high schools, night  
17 schools, schools for defectives and delinquents, parental  
18 and truant schools, schools for the blind, the deaf, and  
19 persons with physical disabilities, schools or classes in  
20 manual training, constructural and vocational teaching,  
21 domestic arts, and physical culture, vocation and  
22 extension schools and lecture courses, and all other  
23 educational courses and facilities, including  
24 establishing, equipping, maintaining and operating  
25 playgrounds and recreational programs, when such programs

1 are conducted in, adjacent to, or connected with any  
2 public school under the general supervision and  
3 jurisdiction of the board; provided that the calendar for  
4 the school term and any changes must be submitted to and  
5 approved by the State Board of Education before the  
6 calendar or changes may take effect, and provided that in  
7 allocating funds from year to year for the operation of  
8 all attendance centers within the district, the board  
9 shall ensure that supplemental general State aid or  
10 supplemental grant funds are allocated and applied in  
11 accordance with Section 18-8, 18-8.05, or 18-8.15. To  
12 admit to such schools without charge foreign exchange  
13 students who are participants in an organized exchange  
14 student program which is authorized by the board. The  
15 board shall permit all students to enroll in  
16 apprenticeship programs in trade schools operated by the  
17 board, whether those programs are union-sponsored or not.  
18 No student shall be refused admission into or be excluded  
19 from any course of instruction offered in the common  
20 schools by reason of that student's sex. No student shall  
21 be denied equal access to physical education and  
22 interscholastic athletic programs supported from school  
23 district funds or denied participation in comparable  
24 physical education and athletic programs solely by reason  
25 of the student's sex. Equal access to programs supported  
26 from school district funds and comparable programs will be

1 defined in rules promulgated by the State Board of  
2 Education in consultation with the Illinois High School  
3 Association. Notwithstanding any other provision of this  
4 Article, neither the board of education nor any local  
5 school council or other school official shall recommend  
6 that children with disabilities be placed into regular  
7 education classrooms unless those children with  
8 disabilities are provided with supplementary services to  
9 assist them so that they benefit from the regular  
10 classroom instruction and are included on the teacher's  
11 regular education class register;

12 2. To furnish lunches to pupils, to make a reasonable  
13 charge therefor, and to use school funds for the payment  
14 of such expenses as the board may determine are necessary  
15 in conducting the school lunch program;

16 3. To co-operate with the circuit court;

17 4. To make arrangements with the public or  
18 quasi-public libraries and museums for the use of their  
19 facilities by teachers and pupils of the public schools;

20 5. To employ dentists and prescribe their duties for  
21 the purpose of treating the pupils in the schools, but  
22 accepting such treatment shall be optional with parents or  
23 guardians;

24 6. To grant the use of assembly halls and classrooms  
25 when not otherwise needed, including light, heat, and  
26 attendants, for free public lectures, concerts, and other

1 educational and social interests, free of charge, under  
2 such provisions and control as the principal of the  
3 affected attendance center may prescribe;

4 7. To apportion the pupils to the several schools;  
5 provided that no pupil shall be excluded from or  
6 segregated in any such school on account of his color,  
7 race, sex, or nationality. The board shall take into  
8 consideration the prevention of segregation and the  
9 elimination of separation of children in public schools  
10 because of color, race, sex, or nationality. Except that  
11 children may be committed to or attend parental and social  
12 adjustment schools established and maintained either for  
13 boys or girls only. All records pertaining to the  
14 creation, alteration or revision of attendance areas shall  
15 be open to the public. Nothing herein shall limit the  
16 board's authority to establish multi-area attendance  
17 centers or other student assignment systems for  
18 desegregation purposes or otherwise, and to apportion the  
19 pupils to the several schools. Furthermore, beginning in  
20 school year 1994-95, pursuant to a board plan adopted by  
21 October 1, 1993, the board shall offer, commencing on a  
22 phased-in basis, the opportunity for families within the  
23 school district to apply for enrollment of their children  
24 in any attendance center within the school district which  
25 does not have selective admission requirements approved by  
26 the board. The appropriate geographical area in which such

1 open enrollment may be exercised shall be determined by  
2 the board of education. Such children may be admitted to  
3 any such attendance center on a space available basis  
4 after all children residing within such attendance  
5 center's area have been accommodated. If the number of  
6 applicants from outside the attendance area exceed the  
7 space available, then successful applicants shall be  
8 selected by lottery. The board of education's open  
9 enrollment plan must include provisions that allow  
10 low-income students to have access to transportation  
11 needed to exercise school choice. Open enrollment shall be  
12 in compliance with the provisions of the Consent Decree  
13 and Desegregation Plan cited in Section 34-1.01;

14 8. To approve programs and policies for providing  
15 transportation services to students. Nothing herein shall  
16 be construed to permit or empower the State Board of  
17 Education to order, mandate, or require busing or other  
18 transportation of pupils for the purpose of achieving  
19 racial balance in any school;

20 9. Subject to the limitations in this Article, to  
21 establish and approve system-wide curriculum objectives  
22 and standards, including graduation standards, which  
23 reflect the multi-cultural diversity in the city and are  
24 consistent with State law, provided that for all purposes  
25 of this Article courses or proficiency in American Sign  
26 Language shall be deemed to constitute courses or

1 proficiency in a world ~~foreign~~ language; and to employ  
2 principals and teachers, appointed as provided in this  
3 Article, and fix their compensation. The board shall  
4 prepare such reports related to minimal competency testing  
5 as may be requested by the State Board of Education and, in  
6 addition, shall monitor and approve special education and  
7 bilingual education programs and policies within the  
8 district to ensure that appropriate services are provided  
9 in accordance with applicable State and federal laws to  
10 children requiring services and education in those areas;

11 10. To employ non-teaching personnel or utilize  
12 volunteer personnel for: (i) non-teaching duties not  
13 requiring instructional judgment or evaluation of pupils,  
14 including library duties; and (ii) supervising study  
15 halls, long distance teaching reception areas used  
16 incident to instructional programs transmitted by  
17 electronic media such as computers, video, and audio,  
18 detention and discipline areas, and school-sponsored  
19 extracurricular activities. The board may further utilize  
20 volunteer nonlicensed personnel or employ nonlicensed  
21 personnel to assist in the instruction of pupils under the  
22 immediate supervision of a teacher holding a valid  
23 educator license, directly engaged in teaching subject  
24 matter or conducting activities; provided that the teacher  
25 shall be continuously aware of the nonlicensed persons'  
26 activities and shall be able to control or modify them.

1           The general superintendent shall determine qualifications  
2           of such personnel and shall prescribe rules for  
3           determining the duties and activities to be assigned to  
4           such personnel;

5           10.5. To utilize volunteer personnel from a regional  
6           School Crisis Assistance Team (S.C.A.T.), created as part  
7           of the Safe to Learn Program established pursuant to  
8           Section 25 of the Illinois Violence Prevention Act of  
9           1995, to provide assistance to schools in times of  
10          violence or other traumatic incidents within a school  
11          community by providing crisis intervention services to  
12          lessen the effects of emotional trauma on individuals and  
13          the community; the School Crisis Assistance Team Steering  
14          Committee shall determine the qualifications for  
15          volunteers;

16          11. To provide television studio facilities in not to  
17          exceed one school building and to provide programs for  
18          educational purposes, provided, however, that the board  
19          shall not construct, acquire, operate, or maintain a  
20          television transmitter; to grant the use of its studio  
21          facilities to a licensed television station located in the  
22          school district; and to maintain and operate not to exceed  
23          one school radio transmitting station and provide programs  
24          for educational purposes;

25          12. To offer, if deemed appropriate, outdoor education  
26          courses, including field trips within the State of

1 Illinois, or adjacent states, and to use school  
2 educational funds for the expense of the said outdoor  
3 educational programs, whether within the school district  
4 or not;

5 13. During that period of the calendar year not  
6 embraced within the regular school term, to provide and  
7 conduct courses in subject matters normally embraced in  
8 the program of the schools during the regular school term  
9 and to give regular school credit for satisfactory  
10 completion by the student of such courses as may be  
11 approved for credit by the State Board of Education;

12 14. To insure against any loss or liability of the  
13 board, the former School Board Nominating Commission,  
14 Local School Councils, the Chicago Schools Academic  
15 Accountability Council, or the former Subdistrict Councils  
16 or of any member, officer, agent, or employee thereof,  
17 resulting from alleged violations of civil rights arising  
18 from incidents occurring on or after September 5, 1967 or  
19 from the wrongful or negligent act or omission of any such  
20 person whether occurring within or without the school  
21 premises, provided the officer, agent, or employee was, at  
22 the time of the alleged violation of civil rights or  
23 wrongful act or omission, acting within the scope of his  
24 or her employment or under direction of the board, the  
25 former School Board Nominating Commission, the Chicago  
26 Schools Academic Accountability Council, Local School

1 Councils, or the former Subdistrict Councils; and to  
2 provide for or participate in insurance plans for its  
3 officers and employees, including, but not limited to,  
4 retirement annuities, medical, surgical and  
5 hospitalization benefits in such types and amounts as may  
6 be determined by the board; provided, however, that the  
7 board shall contract for such insurance only with an  
8 insurance company authorized to do business in this State.  
9 Such insurance may include provision for employees who  
10 rely on treatment by prayer or spiritual means alone for  
11 healing, in accordance with the tenets and practice of a  
12 recognized religious denomination;

13 15. To contract with the corporate authorities of any  
14 municipality or the county board of any county, as the  
15 case may be, to provide for the regulation of traffic in  
16 parking areas of property used for school purposes, in  
17 such manner as is provided by Section 11-209 of the  
18 Illinois Vehicle Code;

19 16. In this paragraph 16:

20 "Direct admissions information" means a student's  
21 name, home address, birth date, telephone number, email  
22 address, cumulative grade point average, and high school.

23 "Directory information" means a high school student's  
24 name, home address, birth date, and telephone number.

25 "Public institution of higher education" has the  
26 meaning given to that term in the Board of Higher

1 Education Act.

2 (a) To provide, on an equal basis and consistent with  
3 the federal Family Educational Rights and Privacy Act of  
4 1974 and the Illinois School Student Records Act, access  
5 to a high school campus and student directory information  
6 to the official recruiting representatives of the armed  
7 forces of Illinois and the United States, to the Illinois  
8 Student Assistance Commission, and to public institutions  
9 of higher education for the purposes of informing students  
10 of educational and career opportunities if the board has  
11 provided such access to persons or groups whose purpose is  
12 to acquaint students with educational or occupational  
13 opportunities available to them. The board is not required  
14 to give greater notice regarding the right of access to  
15 recruiting representatives than is given to other persons  
16 and groups.

17 (a-5) To provide, on an equal basis and consistent  
18 with the federal Family Educational Rights and Privacy Act  
19 of 1974 and the Illinois School Student Records Act,  
20 access to student direct admissions information to the  
21 Illinois Student Assistance Commission for the purpose of  
22 the direct admission program.

23 (b) If a student or his or her parent or guardian  
24 submits a signed, written request to the high school  
25 before the end of the student's sophomore year (or if the  
26 student is a transfer student, by another time set by the

1 high school) that indicates that the student or his or her  
2 parent or guardian does not want the student's directory  
3 information to be provided to official recruiting  
4 representatives, to the Illinois Student Assistance  
5 Commission, and to public institutions of higher education  
6 under subparagraph (a) of this paragraph 16, the high  
7 school may not provide access to the student's directory  
8 information to these recruiting representatives, the  
9 Illinois Student Assistance Commission, and public  
10 institutions of higher education. The high school shall  
11 notify its students and their parents or guardians of the  
12 provisions of this subparagraph (b).

13 (b-5) If a student who is 18 years of age or older or  
14 the parent or guardian of a student under 18 years of age  
15 submits a signed, written or electronic consent that  
16 indicates that the student or his or her parent or  
17 guardian does permit the student's direct admissions  
18 information to be provided, the high school shall provide  
19 the student's direct admissions information to the  
20 Illinois Student Assistance Commission.

21 The Illinois Student Assistance Commission shall provide  
22 template opt-in language to those school districts maintaining  
23 grades 10 through 12, which shall be made available on the  
24 Commission's website no later than June 30, 2025. The template  
25 opt-in language shall specify that if the student or the  
26 student's parent or guardian provides consent, the student's

1 direct admissions information will be sent to the Illinois  
2 Student Assistance Commission and the direct admissions  
3 information may, as needed for the administration of the  
4 direct admission program under the Public University Direct  
5 Admission Program Act, be redisclosed to the Board of Higher  
6 Education, the Illinois Community College Board, public  
7 universities for which the student qualifies under the direct  
8 admission program, the University of Illinois at  
9 Urbana-Champaign and the University of Illinois at Chicago if  
10 the student qualifies under Section 20 of the Public  
11 University Direct Admission Program Act, the community college  
12 district where the student resides, and, if applicable, a  
13 third party that operates a statewide student application  
14 portal. The template opt-in language shall also specify that  
15 direct admissions information may not be redisclosed to any  
16 other individual or entity unless the opt-in language notifies  
17 the student or the student's parent or guardian of such  
18 redisclosure and the student or the student's parent or  
19 guardian consents to the redisclosure.

20 The high school shall notify its students and their  
21 parents or guardians of the provisions of this subparagraph  
22 (b-5) and, at the time of school registration or at other  
23 appropriate times prior to the end of a student's junior year,  
24 give its students and their parents or guardians the option  
25 for the student information to be shared for the purpose of the  
26 direct admission program.

1           (c) A high school may require official recruiting  
2 representatives of the armed forces of Illinois and the  
3 United States to pay a fee for copying and mailing a  
4 student's directory information in an amount that is not  
5 more than the actual costs incurred by the high school.

6           (d) Information received by an official under this  
7 Section may be used only to provide information to  
8 students concerning educational and career opportunities.  
9 Information may not be released to a person who is not  
10 involved in recruiting students for the armed forces of  
11 Illinois or the United States or providing educational  
12 opportunity information for the Board of Higher Education,  
13 the Illinois Community College Board, the Illinois Student  
14 Assistance Commission, or public institutions of higher  
15 education.

16           (e) By July 1, 2026 and each July 1 thereafter, the  
17 school district shall make student directory information  
18 electronically accessible for official recruiting  
19 representatives of the armed forces of Illinois or the  
20 United States, to the Illinois Student Assistance  
21 Commission, and to public institutions of higher  
22 education;

23           (f) By July 1, 2026 and each July 1 thereafter, the  
24 school district shall make student direct admissions  
25 information electronically accessible through a secure,  
26 centralized data system to the Illinois Student Assistance

1 Commission for the purpose of the direct admission  
2 program.

3 (g) The Board of Higher Education, the Illinois  
4 Community College Board, the Illinois Student Assistance  
5 Commission, and the State Board of Education may adopt any  
6 rules necessary to administer this paragraph 16.

7 17. (a) To sell or market any computer program  
8 developed by an employee of the school district, provided  
9 that such employee developed the computer program as a  
10 direct result of his or her duties with the school  
11 district or through the utilization of school district  
12 resources or facilities. The employee who developed the  
13 computer program shall be entitled to share in the  
14 proceeds of such sale or marketing of the computer  
15 program. The distribution of such proceeds between the  
16 employee and the school district shall be as agreed upon  
17 by the employee and the school district, except that  
18 neither the employee nor the school district may receive  
19 more than 90% of such proceeds. The negotiation for an  
20 employee who is represented by an exclusive bargaining  
21 representative may be conducted by such bargaining  
22 representative at the employee's request.

23 (b) For the purpose of this paragraph 17:

24 (1) "Computer" means an internally programmed, general  
25 purpose digital device capable of automatically accepting  
26 data, processing data and supplying the results of the

1 operation.

2 (2) "Computer program" means a series of coded  
3 instructions or statements in a form acceptable to a  
4 computer, which causes the computer to process data in  
5 order to achieve a certain result.

6 (3) "Proceeds" means profits derived from the  
7 marketing or sale of a product after deducting the  
8 expenses of developing and marketing such product;

9 18. To delegate to the general superintendent of  
10 schools, by resolution, the authority to approve contracts  
11 and expenditures in amounts of \$35,000 or less;

12 19. Upon the written request of an employee, to  
13 withhold from the compensation of that employee any dues,  
14 payments, or contributions payable by such employee to any  
15 labor organization as defined in the Illinois Educational  
16 Labor Relations Act. Under such arrangement, an amount  
17 shall be withheld from each regular payroll period which  
18 is equal to the pro rata share of the annual dues plus any  
19 payments or contributions, and the board shall transmit  
20 such withholdings to the specified labor organization  
21 within 10 working days from the time of the withholding;

22 19a. Upon receipt of notice from the comptroller of a  
23 municipality with a population of 500,000 or more, a  
24 county with a population of 3,000,000 or more, the Cook  
25 County Forest Preserve District, the Chicago Park  
26 District, the Metropolitan Water Reclamation District, the

1 Chicago Transit Authority, or a housing authority of a  
2 municipality with a population of 500,000 or more that a  
3 debt is due and owing the municipality, the county, the  
4 Cook County Forest Preserve District, the Chicago Park  
5 District, the Metropolitan Water Reclamation District, the  
6 Chicago Transit Authority, or the housing authority by an  
7 employee of the Chicago Board of Education, to withhold,  
8 from the compensation of that employee, the amount of the  
9 debt that is due and owing and pay the amount withheld to  
10 the municipality, the county, the Cook County Forest  
11 Preserve District, the Chicago Park District, the  
12 Metropolitan Water Reclamation District, the Chicago  
13 Transit Authority, or the housing authority; provided,  
14 however, that the amount deducted from any one salary or  
15 wage payment shall not exceed 25% of the net amount of the  
16 payment. Before the Board deducts any amount from any  
17 salary or wage of an employee under this paragraph, the  
18 municipality, the county, the Cook County Forest Preserve  
19 District, the Chicago Park District, the Metropolitan  
20 Water Reclamation District, the Chicago Transit Authority,  
21 or the housing authority shall certify that (i) the  
22 employee has been afforded an opportunity for a hearing to  
23 dispute the debt that is due and owing the municipality,  
24 the county, the Cook County Forest Preserve District, the  
25 Chicago Park District, the Metropolitan Water Reclamation  
26 District, the Chicago Transit Authority, or the housing

1 authority and (ii) the employee has received notice of a  
2 wage deduction order and has been afforded an opportunity  
3 for a hearing to object to the order. For purposes of this  
4 paragraph, "net amount" means that part of the salary or  
5 wage payment remaining after the deduction of any amounts  
6 required by law to be deducted and "debt due and owing"  
7 means (i) a specified sum of money owed to the  
8 municipality, the county, the Cook County Forest Preserve  
9 District, the Chicago Park District, the Metropolitan  
10 Water Reclamation District, the Chicago Transit Authority,  
11 or the housing authority for services, work, or goods,  
12 after the period granted for payment has expired, or (ii)  
13 a specified sum of money owed to the municipality, the  
14 county, the Cook County Forest Preserve District, the  
15 Chicago Park District, the Metropolitan Water Reclamation  
16 District, the Chicago Transit Authority, or the housing  
17 authority pursuant to a court order or order of an  
18 administrative hearing officer after the exhaustion of, or  
19 the failure to exhaust, judicial review;

20 20. The board is encouraged to employ a sufficient  
21 number of licensed school counselors to maintain a  
22 student/counselor ratio of 250 to 1. Each counselor shall  
23 spend at least 75% of his work time in direct contact with  
24 students and shall maintain a record of such time;

25 21. To make available to students vocational and  
26 career counseling and to establish 5 special career

1 counseling days for students and parents. On these days  
2 representatives of local businesses and industries shall  
3 be invited to the school campus and shall inform students  
4 of career opportunities available to them in the various  
5 businesses and industries. Special consideration shall be  
6 given to counseling minority students as to career  
7 opportunities available to them in various fields. For the  
8 purposes of this paragraph, minority student means a  
9 person who is any of the following:

10 (a) American Indian or Alaska Native (a person having  
11 origins in any of the original peoples of North and South  
12 America, including Central America, and who maintains  
13 tribal affiliation or community attachment).

14 (b) Asian (a person having origins in any of the  
15 original peoples of the Far East, Southeast Asia, or the  
16 Indian subcontinent, including, but not limited to,  
17 Cambodia, China, India, Japan, Korea, Malaysia, Pakistan,  
18 the Philippine Islands, Thailand, and Vietnam).

19 (c) Black or African American (a person having origins  
20 in any of the black racial groups of Africa).

21 (d) Hispanic or Latino (a person of Cuban, Mexican,  
22 Puerto Rican, South or Central American, or other Spanish  
23 culture or origin, regardless of race).

24 (e) Native Hawaiian or Other Pacific Islander (a  
25 person having origins in any of the original peoples of  
26 Hawaii, Guam, Samoa, or other Pacific Islands).

1           Counseling days shall not be in lieu of regular school  
2           days;

3           22. To report to the State Board of Education the  
4           annual student dropout rate and number of students who  
5           graduate from, transfer from, or otherwise leave bilingual  
6           programs;

7           23. Except as otherwise provided in the Abused and  
8           Neglected Child Reporting Act or other applicable State or  
9           federal law, to permit school officials to withhold, from  
10          any person, information on the whereabouts of any child  
11          removed from school premises when the child has been taken  
12          into protective custody as a victim of suspected child  
13          abuse. School officials shall direct such person to the  
14          Department of Children and Family Services or to the local  
15          law enforcement agency, if appropriate;

16          24. To develop a policy, based on the current state of  
17          existing school facilities, projected enrollment, and  
18          efficient utilization of available resources, for capital  
19          improvement of schools and school buildings within the  
20          district, addressing in that policy both the relative  
21          priority for major repairs, renovations, and additions to  
22          school facilities and the advisability or necessity of  
23          building new school facilities or closing existing schools  
24          to meet current or projected demographic patterns within  
25          the district;

26          25. To make available to the students in every high

1 school attendance center the ability to take all courses  
2 necessary to comply with the Board of Higher Education's  
3 college entrance criteria effective in 1993;

4 26. To encourage mid-career changes into the teaching  
5 profession, whereby qualified professionals become  
6 licensed teachers, by allowing credit for professional  
7 employment in related fields when determining point of  
8 entry on the teacher pay scale;

9 27. To provide or contract out training programs for  
10 administrative personnel and principals with revised or  
11 expanded duties pursuant to this Code in order to ensure  
12 they have the knowledge and skills to perform their  
13 duties;

14 28. To establish a fund for the prioritized special  
15 needs programs, and to allocate such funds and other lump  
16 sum amounts to each attendance center in a manner  
17 consistent with the provisions of part 4 of Section  
18 34-2.3. Nothing in this paragraph shall be construed to  
19 require any additional appropriations of State funds for  
20 this purpose;

21 29. (Blank);

22 30. Notwithstanding any other provision of this Act or  
23 any other law to the contrary, to contract with third  
24 parties for services otherwise performed by employees,  
25 including those in a bargaining unit, and to lay off those  
26 employees upon 14 days' written notice to the affected

1 employees. Those contracts may be for a period not to  
2 exceed 5 years and may be awarded on a system-wide basis.  
3 The board may not operate more than 30 contract schools,  
4 provided that the board may operate an additional 5  
5 contract turnaround schools pursuant to item (5.5) of  
6 subsection (d) of Section 34-8.3 of this Code, and the  
7 governing bodies of contract schools are subject to the  
8 Freedom of Information Act and Open Meetings Act;

9 31. To promulgate rules establishing procedures  
10 governing the layoff or reduction in force of employees  
11 and the recall of such employees, including, but not  
12 limited to, criteria for such layoffs, reductions in force  
13 or recall rights of such employees and the weight to be  
14 given to any particular criterion. Such criteria shall  
15 take into account factors, including, but not limited to,  
16 qualifications, certifications, experience, performance  
17 ratings or evaluations, and any other factors relating to  
18 an employee's job performance;

19 32. To develop a policy to prevent nepotism in the  
20 hiring of personnel or the selection of contractors;

21 33. (Blank); and

22 34. To establish a Labor Management Council to the  
23 board comprised of representatives of the board, the chief  
24 executive officer, and those labor organizations that are  
25 the exclusive representatives of employees of the board  
26 and to promulgate policies and procedures for the

1 operation of the Council.

2 The specifications of the powers herein granted are not to  
3 be construed as exclusive, but the board shall also exercise  
4 all other powers that may be requisite or proper for the  
5 maintenance and the development of a public school system, not  
6 inconsistent with the other provisions of this Article or  
7 provisions of this Code which apply to all school districts.

8 In addition to the powers herein granted and authorized to  
9 be exercised by the board, it shall be the duty of the board to  
10 review or to direct independent reviews of special education  
11 expenditures and services. The board shall file a report of  
12 such review with the General Assembly on or before May 1, 1990.  
13 (Source: P.A. 103-8, eff. 1-1-24; 104-15, eff. 6-30-25;  
14 104-417, eff. 8-15-25.)

15 Section 10. The University of Illinois Act is amended by  
16 changing Section 8 as follows:

17 (110 ILCS 305/8) (from Ch. 144, par. 29)

18 Sec. 8. Admissions.

19 (a) (Blank).

20 (b) No new student shall be admitted to instruction in any  
21 of the departments or colleges of the University unless such  
22 student also has satisfactorily completed:

23 (1) at least 15 units of high school coursework from  
24 the following 5 categories:

1 (A) 4 years of English (emphasizing written and  
2 oral communications and literature), of which up to 2  
3 years may be collegiate level instruction;

4 (B) 3 years of social studies (emphasizing history  
5 and government);

6 (C) 3 years of mathematics (introductory through  
7 advanced algebra, geometry, trigonometry, or  
8 fundamentals of computer programming);

9 (D) 3 years of science (laboratory sciences or  
10 agricultural sciences); and

11 (E) 2 years of electives in world ~~foreign~~ language  
12 (which may be deemed to include American Sign  
13 Language), music, career and technical education,  
14 agricultural education, or art;

15 (2) except that institutions may admit individual  
16 applicants if the institution determines through  
17 assessment or through evaluation based on learning  
18 outcomes of the coursework taken, including career and  
19 technical education courses and courses taken in a charter  
20 school established under Article 27A of the School Code,  
21 that the applicant demonstrates knowledge and skills  
22 substantially equivalent to the knowledge and skills  
23 expected to be acquired in the high school courses  
24 required for admission. The Board of Trustees of the  
25 University of Illinois shall not discriminate in the  
26 University's admissions process against an applicant for

1 admission because of the applicant's enrollment in a  
2 charter school established under Article 27A of the School  
3 Code. Institutions may also admit 1) applicants who did  
4 not have an opportunity to complete the minimum college  
5 preparatory curriculum in high school, and 2)  
6 educationally disadvantaged applicants who are admitted to  
7 the formal organized special assistance programs that are  
8 tailored to the needs of such students, providing that in  
9 either case, the institution incorporates in the  
10 applicant's baccalaureate curriculum courses or other  
11 academic activities that compensate for course  
12 deficiencies; and

13 (3) except that up to 3 of the 15 units of coursework  
14 required by paragraph (1) of this subsection may be  
15 distributed by deducting no more than one unit each from  
16 the categories of social studies, mathematics, sciences  
17 and electives and completing those 3 units in any of the 5  
18 categories of coursework described in paragraph (1).

19 (c) When allocating funds, local boards of education shall  
20 recognize their obligation to their students to offer the  
21 coursework required by subsection (b).

22 (d) A student who has graduated from high school and has  
23 scored within the University's accepted range on the ACT or  
24 SAT shall not be required to take a high school equivalency  
25 test as a prerequisite to admission.

26 (e) The Board of Trustees shall establish an admissions

1 process in which honorably discharged veterans are permitted  
2 to submit an application for admission to the University as a  
3 freshman student enrolling in the spring semester if the  
4 veteran was on active duty during the fall semester. The  
5 University may request that the Department of Veterans Affairs  
6 confirm the status of an applicant as an honorably discharged  
7 veteran who was on active duty during the fall semester.

8 (f) Beginning with the 2025-2026 academic year, the  
9 University shall provide all Illinois students transferring  
10 from a public community college in this State with the  
11 University's undergraduate transfer admissions application fee  
12 waiver policy and, if such a policy exists, any application or  
13 forms necessary to apply for a fee waiver as part of the  
14 University's transfer admissions process. The University is  
15 encouraged to develop a policy to automatically waive the  
16 undergraduate transfer admissions application fee for  
17 low-income Illinois students transferring from a public  
18 community college in this State. The University shall post  
19 this policy in an easily accessible place on the University's  
20 Internet website.

21 (Source: P.A. 103-936, eff. 8-9-24; 104-234, eff. 8-15-25.)

22 Section 15. The Southern Illinois University Management  
23 Act is amended by changing Section 8e as follows:

24 (110 ILCS 520/8e) (from Ch. 144, par. 658e)

1           Sec. 8e. Admissions.

2           (a) No new student shall be admitted to instruction in any  
3 of the departments or colleges of the University unless such  
4 student also has satisfactorily completed:

5           (1) at least 15 units of high school coursework from  
6 the following 5 categories:

7           (A) 4 years of English (emphasizing written and  
8 oral communications and literature), of which up to 2  
9 years may be collegiate level instruction;

10           (B) 3 years of social studies (emphasizing history  
11 and government);

12           (C) 3 years of mathematics (introductory through  
13 advanced algebra, geometry, trigonometry, or  
14 fundamentals of computer programming);

15           (D) 3 years of science (laboratory sciences or  
16 agricultural sciences); and

17           (E) 2 years of electives in world ~~foreign~~ language  
18 (which may be deemed to include American Sign  
19 Language), music, career and technical education,  
20 agricultural education, or art;

21           (2) except that institutions may admit individual  
22 applicants if the institution determines through  
23 assessment or through evaluation based on learning  
24 outcomes of the coursework taken, including career and  
25 technical education courses and courses taken in a charter  
26 school established under Article 27A of the School Code,

1 that the applicant demonstrates knowledge and skills  
2 substantially equivalent to the knowledge and skills  
3 expected to be acquired in the high school courses  
4 required for admission. The Board of Trustees of Southern  
5 Illinois University shall not discriminate in the  
6 University's admissions process against an applicant for  
7 admission because of the applicant's enrollment in a  
8 charter school established under Article 27A of the School  
9 Code. Institutions may also admit 1) applicants who did  
10 not have an opportunity to complete the minimum college  
11 preparatory curriculum in high school, and 2)  
12 educationally disadvantaged applicants who are admitted to  
13 the formal organized special assistance programs that are  
14 tailored to the needs of such students, providing that in  
15 either case, the institution incorporates in the  
16 applicant's baccalaureate curriculum courses or other  
17 academic activities that compensate for course  
18 deficiencies; and

19 (3) except that up to 3 of 15 units of coursework  
20 required by paragraph (1) of this subsection may be  
21 distributed by deducting no more than one unit each from  
22 the categories of social studies, mathematics, sciences  
23 and electives and completing those 3 units in any of the 5  
24 categories of coursework described in paragraph (1).

25 (b) When allocating funds, local boards of education shall  
26 recognize their obligation to their students to offer the

1 coursework required by subsection (a).

2 (c) A student who has graduated from high school and has  
3 scored within the University's accepted range on the ACT or  
4 SAT shall not be required to take a high school equivalency  
5 test as a prerequisite to admission.

6 (d) The Board shall establish an admissions process in  
7 which honorably discharged veterans are permitted to submit an  
8 application for admission to the University as a freshman  
9 student enrolling in the spring semester if the veteran was on  
10 active duty during the fall semester. The University may  
11 request that the Department of Veterans Affairs confirm the  
12 status of an applicant as an honorably discharged veteran who  
13 was on active duty during the fall semester.

14 (e) Beginning with the 2025-2026 academic year, the  
15 University shall provide all Illinois students transferring  
16 from a public community college in this State with the  
17 University's undergraduate transfer admissions application fee  
18 waiver policy and, if such a policy exists, any application or  
19 forms necessary to apply for a fee waiver as part of the  
20 University's transfer admissions process. The University is  
21 encouraged to develop a policy to automatically waive the  
22 undergraduate transfer admissions application fee for  
23 low-income Illinois students transferring from a public  
24 community college in this State. The University shall post  
25 this policy in an easily accessible place on the University's  
26 Internet website.

1 (Source: P.A. 103-936, eff. 8-9-24; 104-234, eff. 8-15-25.)

2 Section 20. The Chicago State University Law is amended by  
3 changing Section 5-85 as follows:

4 (110 ILCS 660/5-85)

5 Sec. 5-85. Admissions.

6 (a) No new student shall be admitted to instruction in any  
7 of the departments or colleges of the Chicago State University  
8 unless such student also has satisfactorily completed:

9 (1) at least 15 units of high school coursework from  
10 the following 5 categories:

11 (A) 4 years of English (emphasizing written and  
12 oral communications and literature), of which up to 2  
13 years may be collegiate level instruction;

14 (B) 3 years of social studies (emphasizing history  
15 and government);

16 (C) 3 years of mathematics (introductory through  
17 advanced algebra, geometry, trigonometry, or  
18 fundamentals of computer programming);

19 (D) 3 years of science (laboratory sciences or  
20 agricultural sciences); and

21 (E) 2 years of electives in world ~~foreign~~ language  
22 (which may be deemed to include American Sign  
23 Language), music, career and technical education,  
24 agricultural education, or art;

1           (2) except that Chicago State University may admit  
2 individual applicants if it determines through assessment  
3 or through evaluation based on learning outcomes of the  
4 coursework taken, including career and technical education  
5 courses and courses taken in a charter school established  
6 under Article 27A of the School Code, that the applicant  
7 demonstrates knowledge and skills substantially equivalent  
8 to the knowledge and skills expected to be acquired in the  
9 high school courses required for admission. The Board of  
10 Trustees of Chicago State University shall not  
11 discriminate in the University's admissions process  
12 against an applicant for admission because of the  
13 applicant's enrollment in a charter school established  
14 under Article 27A of the School Code. Chicago State  
15 University may also admit (i) applicants who did not have  
16 an opportunity to complete the minimum college preparatory  
17 curriculum in high school, and (ii) educationally  
18 disadvantaged applicants who are admitted to the formal  
19 organized special assistance programs that are tailored to  
20 the needs of such students, providing that in either case,  
21 the institution incorporates in the applicant's  
22 baccalaureate curriculum courses or other academic  
23 activities that compensate for course deficiencies; and

24           (3) except that up to 3 of 15 units of coursework  
25 required by paragraph (1) of this subsection may be  
26 distributed by deducting no more than one unit each from

1 the categories of social studies, mathematics, sciences  
2 and electives and completing those 3 units in any of the 5  
3 categories of coursework described in paragraph (1).

4 (b) When allocating funds, local boards of education shall  
5 recognize their obligation to their students to offer the  
6 coursework required by subsection (a).

7 (c) A student who has graduated from high school and has  
8 scored within the University's accepted range on the ACT or  
9 SAT shall not be required to take a high school equivalency  
10 test as a prerequisite to admission.

11 (d) The Board shall establish an admissions process in  
12 which honorably discharged veterans are permitted to submit an  
13 application for admission to the University as a freshman  
14 student enrolling in the spring semester if the veteran was on  
15 active duty during the fall semester. The University may  
16 request that the Department of Veterans Affairs confirm the  
17 status of an applicant as an honorably discharged veteran who  
18 was on active duty during the fall semester.

19 (e) Beginning with the 2025-2026 academic year, the  
20 University shall provide all Illinois students transferring  
21 from a public community college in this State with the  
22 University's undergraduate transfer admissions application fee  
23 waiver policy and, if such a policy exists, any application or  
24 forms necessary to apply for a fee waiver as part of the  
25 University's transfer admissions process. The University is  
26 encouraged to develop a policy to automatically waive the

1 undergraduate transfer admissions application fee for  
2 low-income Illinois students transferring from a public  
3 community college in this State. The University shall post  
4 this policy in an easily accessible place on the University's  
5 Internet website.

6 (Source: P.A. 103-936, eff. 8-9-24; 104-234, eff. 8-15-25.)

7 Section 25. The Eastern Illinois University Law is amended  
8 by changing Section 10-85 as follows:

9 (110 ILCS 665/10-85)

10 Sec. 10-85. Admissions.

11 (a) No new student shall be admitted to instruction in any  
12 of the departments or colleges of the Eastern Illinois  
13 University unless such student also has satisfactorily  
14 completed:

15 (1) at least 15 units of high school coursework from  
16 the following 5 categories:

17 (A) 4 years of English (emphasizing written and  
18 oral communications and literature), of which up to 2  
19 years may be collegiate level instruction;

20 (B) 3 years of social studies (emphasizing history  
21 and government);

22 (C) 3 years of mathematics (introductory through  
23 advanced algebra, geometry, trigonometry, or  
24 fundamentals of computer programming);

1 (D) 3 years of science (laboratory sciences or  
2 agricultural sciences); and

3 (E) 2 years of electives in world ~~foreign~~ language  
4 (which may be deemed to include American Sign  
5 Language), music, career and technical education,  
6 agricultural education, or art;

7 (2) except that Eastern Illinois University may admit  
8 individual applicants if it determines through assessment  
9 or through evaluation based on learning outcomes of the  
10 coursework taken, including career and technical education  
11 courses and courses taken in a charter school established  
12 under Article 27A of the School Code, that the applicant  
13 demonstrates knowledge and skills substantially equivalent  
14 to the knowledge and skills expected to be acquired in the  
15 high school courses required for admission. The Board of  
16 Trustees of Eastern Illinois University shall not  
17 discriminate in the University's admissions process  
18 against an applicant for admission because of the  
19 applicant's enrollment in a charter school established  
20 under Article 27A of the School Code. Eastern Illinois  
21 University may also admit (i) applicants who did not have  
22 an opportunity to complete the minimum college preparatory  
23 curriculum in high school, and (ii) educationally  
24 disadvantaged applicants who are admitted to the formal  
25 organized special assistance programs that are tailored to  
26 the needs of such students, providing that in either case,

1 the institution incorporates in the applicant's  
2 baccalaureate curriculum courses or other academic  
3 activities that compensate for course deficiencies; and

4 (3) except that up to 3 of 15 units of coursework  
5 required by paragraph (1) of this subsection may be  
6 distributed by deducting no more than one unit each from  
7 the categories of social studies, mathematics, sciences  
8 and electives and completing those 3 units in any of the 5  
9 categories of coursework described in paragraph (1).

10 (b) When allocating funds, local boards of education shall  
11 recognize their obligation to their students to offer the  
12 coursework required by subsection (a).

13 (c) A student who has graduated from high school and has  
14 scored within the University's accepted range on the ACT or  
15 SAT shall not be required to take a high school equivalency  
16 test as a prerequisite to admission.

17 (d) The Board shall establish an admissions process in  
18 which honorably discharged veterans are permitted to submit an  
19 application for admission to the University as a freshman  
20 student enrolling in the spring semester if the veteran was on  
21 active duty during the fall semester. The University may  
22 request that the Department of Veterans Affairs confirm the  
23 status of an applicant as an honorably discharged veteran who  
24 was on active duty during the fall semester.

25 (e) Beginning with the 2025-2026 academic year, the  
26 University shall provide all Illinois students transferring

1 from a public community college in this State with the  
2 University's undergraduate transfer admissions application fee  
3 waiver policy and, if such a policy exists, any application or  
4 forms necessary to apply for a fee waiver as part of the  
5 University's transfer admissions process. The University is  
6 encouraged to develop a policy to automatically waive the  
7 undergraduate transfer admissions application fee for  
8 low-income Illinois students transferring from a public  
9 community college in this State. The University shall post  
10 this policy in an easily accessible place on the University's  
11 Internet website.

12 (Source: P.A. 103-936, eff. 8-9-24; 104-234, eff. 8-15-25.)

13 Section 30. The Governors State University Law is amended  
14 by changing Section 15-85 as follows:

15 (110 ILCS 670/15-85)

16 Sec. 15-85. Admissions.

17 (a) No new student shall be admitted to instruction in any  
18 of the departments or colleges of the Governors State  
19 University unless such student also has satisfactorily  
20 completed:

21 (1) at least 15 units of high school coursework from  
22 the following 5 categories:

23 (A) 4 years of English (emphasizing written and  
24 oral communications and literature), of which up to 2

1 years may be collegiate level instruction;

2 (B) 3 years of social studies (emphasizing history  
3 and government);

4 (C) 3 years of mathematics (introductory through  
5 advanced algebra, geometry, trigonometry, or  
6 fundamentals of computer programming);

7 (D) 3 years of science (laboratory sciences or  
8 agricultural sciences); and

9 (E) 2 years of electives in world ~~foreign~~ language  
10 (which may be deemed to include American Sign  
11 Language), music, career and technical education,  
12 agricultural education, or art;

13 (2) except that Governors State University may admit  
14 individual applicants if it determines through assessment  
15 or through evaluation based on learning outcomes of the  
16 coursework taken, including career and technical education  
17 courses and courses taken in a charter school established  
18 under Article 27A of the School Code, that the applicant  
19 demonstrates knowledge and skills substantially equivalent  
20 to the knowledge and skills expected to be acquired in the  
21 high school courses required for admission. The Board of  
22 Trustees of Governors State University shall not  
23 discriminate in the University's admissions process  
24 against an applicant for admission because of the  
25 applicant's enrollment in a charter school established  
26 under Article 27A of the School Code. Governors State

1 University may also admit (i) applicants who did not have  
2 an opportunity to complete the minimum college preparatory  
3 curriculum in high school, and (ii) educationally  
4 disadvantaged applicants who are admitted to the formal  
5 organized special assistance programs that are tailored to  
6 the needs of such students, providing that in either case,  
7 the institution incorporates in the applicant's  
8 baccalaureate curriculum courses or other academic  
9 activities that compensate for course deficiencies; and

10 (3) except that up to 3 of 15 units of coursework  
11 required by paragraph (1) of this subsection may be  
12 distributed by deducting no more than one unit each from  
13 the categories of social studies, mathematics, sciences  
14 and electives and completing those 3 units in any of the 5  
15 categories of coursework described in paragraph (1).

16 (b) When allocating funds, local boards of education shall  
17 recognize their obligation to their students to offer the  
18 coursework required by subsection (a).

19 (c) A student who has graduated from high school and has  
20 scored within the University's accepted range on the ACT or  
21 SAT shall not be required to take a high school equivalency  
22 test as a prerequisite to admission.

23 (d) The Board shall establish an admissions process in  
24 which honorably discharged veterans are permitted to submit an  
25 application for admission to the University as a freshman  
26 student enrolling in the spring semester if the veteran was on

1 active duty during the fall semester. The University may  
2 request that the Department of Veterans Affairs confirm the  
3 status of an applicant as an honorably discharged veteran who  
4 was on active duty during the fall semester.

5 (e) Beginning with the 2025-2026 academic year, the  
6 University shall provide all Illinois students transferring  
7 from a public community college in this State with the  
8 University's undergraduate transfer admissions application fee  
9 waiver policy and, if such a policy exists, any application or  
10 forms necessary to apply for a fee waiver as part of the  
11 University's transfer admissions process. The University is  
12 encouraged to develop a policy to automatically waive the  
13 undergraduate transfer admissions application fee for  
14 low-income Illinois students transferring from a public  
15 community college in this State. The University shall post  
16 this policy in an easily accessible place on the University's  
17 Internet website.

18 (Source: P.A. 103-936, eff. 8-9-24; 104-234, eff. 8-15-25.)

19 Section 35. The Illinois State University Law is amended  
20 by changing Section 20-85 as follows:

21 (110 ILCS 675/20-85)

22 Sec. 20-85. Admissions.

23 (a) No new student shall be admitted to instruction in any  
24 of the departments or colleges of the Illinois State

1 University unless such student also has satisfactorily  
2 completed:

3 (1) at least 15 units of high school coursework from  
4 the following 5 categories:

5 (A) 4 years of English (emphasizing written and  
6 oral communications and literature), of which up to 2  
7 years may be collegiate level instruction;

8 (B) 3 years of social studies (emphasizing history  
9 and government);

10 (C) 3 years of mathematics (introductory through  
11 advanced algebra, geometry, trigonometry, or  
12 fundamentals of computer programming);

13 (D) 3 years of science (laboratory sciences or  
14 agricultural sciences); and

15 (E) 2 years of electives in world ~~foreign~~ language  
16 (which may be deemed to include American Sign  
17 Language), music, career and technical education,  
18 agricultural education, or art;

19 (2) except that Illinois State University may admit  
20 individual applicants if it determines through assessment  
21 or through evaluation based on learning outcomes of the  
22 coursework taken, including career and technical education  
23 courses and courses taken in a charter school established  
24 under Article 27A of the School Code, that the applicant  
25 demonstrates knowledge and skills substantially equivalent  
26 to the knowledge and skills expected to be acquired in the

1 high school courses required for admission. The Board of  
2 Trustees of Illinois State University shall not  
3 discriminate in the University's admissions process  
4 against an applicant for admission because of the  
5 applicant's enrollment in a charter school established  
6 under Article 27A of the School Code. Illinois State  
7 University may also admit (i) applicants who did not have  
8 an opportunity to complete the minimum college preparatory  
9 curriculum in high school, and (ii) educationally  
10 disadvantaged applicants who are admitted to the formal  
11 organized special assistance programs that are tailored to  
12 the needs of such students, providing that in either case,  
13 the institution incorporates in the applicant's  
14 baccalaureate curriculum courses or other academic  
15 activities that compensate for course deficiencies; and

16 (3) except that up to 3 of 15 units of coursework  
17 required by paragraph (1) of this subsection may be  
18 distributed by deducting no more than one unit each from  
19 the categories of social studies, mathematics, sciences  
20 and electives and completing those 3 units in any of the 5  
21 categories of coursework described in paragraph (1).

22 (b) When allocating funds, local boards of education shall  
23 recognize their obligation to their students to offer the  
24 coursework required by subsection (a).

25 (c) A student who has graduated from high school and has  
26 scored within the University's accepted range on the ACT or

1 SAT shall not be required to take a high school equivalency  
2 test as a prerequisite to admission.

3 (d) The Board shall establish an admissions process in  
4 which honorably discharged veterans are permitted to submit an  
5 application for admission to the University as a freshman  
6 student enrolling in the spring semester if the veteran was on  
7 active duty during the fall semester. The University may  
8 request that the Department of Veterans Affairs confirm the  
9 status of an applicant as an honorably discharged veteran who  
10 was on active duty during the fall semester.

11 (e) Beginning with the 2025-2026 academic year, the  
12 University shall provide all Illinois students transferring  
13 from a public community college in this State with the  
14 University's undergraduate transfer admissions application fee  
15 waiver policy and, if such a policy exists, any application or  
16 forms necessary to apply for a fee waiver as part of the  
17 University's transfer admissions process. The University is  
18 encouraged to develop a policy to automatically waive the  
19 undergraduate transfer admissions application fee for  
20 low-income Illinois students transferring from a public  
21 community college in this State. The University shall post  
22 this policy in an easily accessible place on the University's  
23 Internet website.

24 (Source: P.A. 103-936, eff. 8-9-24; 104-234, eff. 8-15-25.)

25 Section 40. The Northeastern Illinois University Law is

1 amended by changing Section 25-85 as follows:

2 (110 ILCS 680/25-85)

3 Sec. 25-85. Admissions.

4 (a) No new student shall be admitted to instruction in any  
5 of the departments or colleges of the Northeastern Illinois  
6 University unless such student also has satisfactorily  
7 completed:

8 (1) at least 15 units of high school coursework from  
9 the following 5 categories:

10 (A) 4 years of English (emphasizing written and  
11 oral communications and literature), of which up to 2  
12 years may be collegiate level instruction;

13 (B) 3 years of social studies (emphasizing history  
14 and government);

15 (C) 3 years of mathematics (introductory through  
16 advanced algebra, geometry, trigonometry, or  
17 fundamentals of computer programming);

18 (D) 3 years of science (laboratory sciences or  
19 agricultural sciences); and

20 (E) 2 years of electives in world ~~foreign~~ language  
21 (which may be deemed to include American Sign  
22 Language), music, career and technical education,  
23 agricultural education, or art;

24 (2) except that Northeastern Illinois University may  
25 admit individual applicants if it determines through

1 assessment or through evaluation based on learning  
2 outcomes of the coursework taken, including career and  
3 technical education courses and courses taken in a charter  
4 school established under Article 27A of the School Code,  
5 that the applicant demonstrates knowledge and skills  
6 substantially equivalent to the knowledge and skills  
7 expected to be acquired in the high school courses  
8 required for admission. The Board of Trustees of  
9 Northeastern Illinois University shall not discriminate in  
10 the University's admissions process against an applicant  
11 for admission because of the applicant's enrollment in a  
12 charter school established under Article 27A of the School  
13 Code. Northeastern Illinois University may also admit (i)  
14 applicants who did not have an opportunity to complete the  
15 minimum college preparatory curriculum in high school, and  
16 (ii) educationally disadvantaged applicants who are  
17 admitted to the formal organized special assistance  
18 programs that are tailored to the needs of such students,  
19 providing that in either case, the institution  
20 incorporates in the applicant's baccalaureate curriculum  
21 courses or other academic activities that compensate for  
22 course deficiencies; and

23 (3) except that up to 3 of 15 units of coursework  
24 required by paragraph (1) of this subsection may be  
25 distributed by deducting no more than one unit each from  
26 the categories of social studies, mathematics, sciences

1 and electives and completing those 3 units in any of the 5  
2 categories of coursework described in paragraph (1).

3 (b) When allocating funds, local boards of education shall  
4 recognize their obligation to their students to offer the  
5 coursework required by subsection (a).

6 (c) A student who has graduated from high school and has  
7 scored within the University's accepted range on the ACT or  
8 SAT shall not be required to take a high school equivalency  
9 test as a prerequisite to admission.

10 (d) The Board shall establish an admissions process in  
11 which honorably discharged veterans are permitted to submit an  
12 application for admission to the University as a freshman  
13 student enrolling in the spring semester if the veteran was on  
14 active duty during the fall semester. The University may  
15 request that the Department of Veterans Affairs confirm the  
16 status of an applicant as an honorably discharged veteran who  
17 was on active duty during the fall semester.

18 (e) Beginning with the 2025-2026 academic year, the  
19 University shall provide all Illinois students transferring  
20 from a public community college in this State with the  
21 University's undergraduate transfer admissions application fee  
22 waiver policy and, if such a policy exists, any application or  
23 forms necessary to apply for a fee waiver as part of the  
24 University's transfer admissions process. The University is  
25 encouraged to develop a policy to automatically waive the  
26 undergraduate transfer admissions application fee for

1 low-income Illinois students transferring from a public  
2 community college in this State. The University shall post  
3 this policy in an easily accessible place on the University's  
4 Internet website.

5 (Source: P.A. 103-936, eff. 8-9-24; 104-234, eff. 8-15-25.)

6 Section 45. The Northern Illinois University Law is  
7 amended by changing Section 30-85 as follows:

8 (110 ILCS 685/30-85)

9 Sec. 30-85. Admissions.

10 (a) No new student shall be admitted to instruction in any  
11 of the departments or colleges of the Northern Illinois  
12 University unless such student also has satisfactorily  
13 completed:

14 (1) at least 15 units of high school coursework from  
15 the following 5 categories:

16 (A) 4 years of English (emphasizing written and  
17 oral communications and literature), of which up to 2  
18 years may be collegiate level instruction;

19 (B) 3 years of social studies (emphasizing history  
20 and government);

21 (C) 3 years of mathematics (introductory through  
22 advanced algebra, geometry, trigonometry, or  
23 fundamentals of computer programming);

24 (D) 3 years of science (laboratory sciences or

1 agricultural sciences); and

2 (E) 2 years of electives in world ~~foreign~~ language  
3 (which may be deemed to include American Sign  
4 Language), music, career and technical education,  
5 agricultural education, or art;

6 (2) except that Northern Illinois University may admit  
7 individual applicants if it determines through assessment  
8 or through evaluation based on learning outcomes of the  
9 coursework taken, including career and technical education  
10 courses and courses taken in a charter school established  
11 under Article 27A of the School Code, that the applicant  
12 demonstrates knowledge and skills substantially equivalent  
13 to the knowledge and skills expected to be acquired in the  
14 high school courses required for admission. The Board of  
15 Trustees of Northern Illinois University shall not  
16 discriminate in the University's admissions process  
17 against an applicant for admission because of the  
18 applicant's enrollment in a charter school established  
19 under Article 27A of the School Code. Northern Illinois  
20 University may also admit (i) applicants who did not have  
21 an opportunity to complete the minimum college preparatory  
22 curriculum in high school, and (ii) educationally  
23 disadvantaged applicants who are admitted to the formal  
24 organized special assistance programs that are tailored to  
25 the needs of such students, providing that in either case,  
26 the institution incorporates in the applicant's

1       baccalaureate curriculum courses or other academic  
2       activities that compensate for course deficiencies; and

3           (3) except that up to 3 of 15 units of coursework  
4       required by paragraph (1) of this subsection may be  
5       distributed by deducting no more than one unit each from  
6       the categories of social studies, mathematics, sciences  
7       and electives and completing those 3 units in any of the 5  
8       categories of coursework described in paragraph (1).

9       (b) When allocating funds, local boards of education shall  
10      recognize their obligation to their students to offer the  
11      coursework required by subsection (a).

12      (c) A student who has graduated from high school and has  
13      scored within the University's accepted range on the ACT or  
14      SAT shall not be required to take a high school equivalency  
15      test as a prerequisite to admission.

16      (d) The Board shall establish an admissions process in  
17      which honorably discharged veterans are permitted to submit an  
18      application for admission to the University as a freshman  
19      student enrolling in the spring semester if the veteran was on  
20      active duty during the fall semester. The University may  
21      request that the Department of Veterans Affairs confirm the  
22      status of an applicant as an honorably discharged veteran who  
23      was on active duty during the fall semester.

24      (e) Beginning with the 2025-2026 academic year, the  
25      University shall provide all Illinois students transferring  
26      from a public community college in this State with the

1 University's undergraduate transfer admissions application fee  
2 waiver policy and, if such a policy exists, any application or  
3 forms necessary to apply for a fee waiver as part of the  
4 University's transfer admissions process. The University is  
5 encouraged to develop a policy to automatically waive the  
6 undergraduate transfer admissions application fee for  
7 low-income Illinois students transferring from a public  
8 community college in this State. The University shall post  
9 this policy in an easily accessible place on the University's  
10 Internet website.

11 (Source: P.A. 103-936, eff. 8-9-24; 104-234, eff. 8-15-25.)

12 Section 50. The Western Illinois University Law is amended  
13 by changing Section 35-85 as follows:

14 (110 ILCS 690/35-85)

15 Sec. 35-85. Admissions.

16 (a) No new student shall be admitted to instruction in any  
17 of the departments or colleges of the Western Illinois  
18 University unless such student also has satisfactorily  
19 completed:

20 (1) at least 15 units of high school coursework from  
21 the following 5 categories:

22 (A) 4 years of English (emphasizing written and  
23 oral communications and literature), of which up to 2  
24 years may be collegiate level instruction;

1 (B) 3 years of social studies (emphasizing history  
2 and government);

3 (C) 3 years of mathematics (introductory through  
4 advanced algebra, geometry, trigonometry, or  
5 fundamentals of computer programming);

6 (D) 3 years of science (laboratory sciences or  
7 agricultural sciences); and

8 (E) 2 years of electives in world ~~foreign~~ language  
9 (which may be deemed to include American Sign  
10 Language), music, career and technical education,  
11 agricultural education, or art;

12 (2) except that Western Illinois University may admit  
13 individual applicants if it determines through assessment  
14 or through evaluation based on learning outcomes of the  
15 coursework taken, including career and technical education  
16 courses and courses taken in a charter school established  
17 under Article 27A of the School Code, that the applicant  
18 demonstrates knowledge and skills substantially equivalent  
19 to the knowledge and skills expected to be acquired in the  
20 high school courses required for admission. The Board of  
21 Trustees of Western Illinois University shall not  
22 discriminate in the University's admissions process  
23 against an applicant for admission because of the  
24 applicant's enrollment in a charter school established  
25 under Article 27A of the School Code. Western Illinois  
26 University may also admit (i) applicants who did not have

1 an opportunity to complete the minimum college preparatory  
2 curriculum in high school, and (ii) educationally  
3 disadvantaged applicants who are admitted to the formal  
4 organized special assistance programs that are tailored to  
5 the needs of such students, providing that in either case,  
6 the institution incorporates in the applicant's  
7 baccalaureate curriculum courses or other academic  
8 activities that compensate for course deficiencies; and

9 (3) except that up to 3 of 15 units of coursework  
10 required by paragraph (1) of this subsection may be  
11 distributed by deducting no more than one unit each from  
12 the categories of social studies, mathematics, sciences  
13 and electives and completing those 3 units in any of the 5  
14 categories of coursework described in paragraph (1).

15 (b) When allocating funds, local boards of education shall  
16 recognize their obligation to their students to offer the  
17 coursework required by subsection (a).

18 (c) A student who has graduated from high school and has  
19 scored within the University's accepted range on the ACT or  
20 SAT shall not be required to take a high school equivalency  
21 test as a prerequisite to admission.

22 (d) The Board shall establish an admissions process in  
23 which honorably discharged veterans are permitted to submit an  
24 application for admission to the University as a freshman  
25 student enrolling in the spring semester if the veteran was on  
26 active duty during the fall semester. The University may

1 request that the Department of Veterans Affairs confirm the  
2 status of an applicant as an honorably discharged veteran who  
3 was on active duty during the fall semester.

4 (e) Beginning with the 20245-2026 academic year, the  
5 University shall provide all Illinois students transferring  
6 from a public community college in this State with the  
7 University's undergraduate transfer admissions application fee  
8 waiver policy and, if such a policy exists, any application or  
9 forms necessary to apply for a fee waiver as part of the  
10 University's transfer admissions process. The University is  
11 encouraged to develop a policy to automatically waive the  
12 undergraduate transfer admissions application fee for  
13 low-income Illinois students transferring from a public  
14 community college in this State. The University shall post  
15 this policy in an easily accessible place on the University's  
16 Internet website.

17 (Source: P.A. 103-936, eff. 8-9-24; 104-234, eff. 8-15-25.)

18 Section 99. Effective date. This Act takes effect July 1,  
19 2028.

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## Statutes amended in order of appearance

3	105 ILCS 5/2-3.44	from Ch. 122, par. 2-3.44
4	105 ILCS 5/2-3.45	from Ch. 122, par. 2-3.45
5	105 ILCS 5/2-3.65a	
6	105 ILCS 5/2-3.159	
7	105 ILCS 5/10-17a	
8	105 ILCS 5/10-20.52	
9	105 ILCS 5/10-22.43	from Ch. 122, par. 10-22.43
10	105 ILCS 5/10-22.43a	from Ch. 122, par. 10-22.43a
11	105 ILCS 5/18-8.15	
12	105 ILCS 5/27-605	was 105 ILCS 5/27-22
13	105 ILCS 5/34-1.01	from Ch. 122, par. 34-1.01
14	105 ILCS 5/34-18	from Ch. 122, par. 34-18
15	110 ILCS 305/8	from Ch. 144, par. 29
16	110 ILCS 520/8e	from Ch. 144, par. 658e
17	110 ILCS 660/5-85	
18	110 ILCS 665/10-85	
19	110 ILCS 670/15-85	
20	110 ILCS 675/20-85	
21	110 ILCS 680/25-85	
22	110 ILCS 685/30-85	
23	110 ILCS 690/35-85	