



103RD GENERAL ASSEMBLY

State of Illinois

2023 and 2024

HB5434

Introduced 2/9/2024, by Rep. Jed Davis

SYNOPSIS AS INTRODUCED:

105 ILCS 5/2-3.13a	from Ch. 122, par. 2-3.13a
105 ILCS 5/26-2a	from Ch. 122, par. 26-2a
105 ILCS 5/10-17a	

Amends the State Board of Education Article of the School Code. Provides that a student shall remain on the attendance rolls of a school district until a cause for disenrollment is given and confirmed with specified documentation. Amends the School Board Article of the Code. Requires the school district report card to contain data concerning the number of students who remained on the school district's attendance rolls, and the length of time in which each student remained on the school district's attendance rolls but was not attending school. Amends the Compulsory Attendance Article of the Code to make a corresponding change regarding a chronic or habitual truant.

LRB103 37482 RJT 67605 b

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

A BILL FOR

1 AN ACT concerning education.

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

4 Section 5. The School Code is amended by changing Sections
5 2-3.13a, 10-17a, and 26-2a as follows:

6 (105 ILCS 5/2-3.13a) (from Ch. 122, par. 2-3.13a)

7 Sec. 2-3.13a. School records; transferring students.

8 (a) The State Board of Education shall establish and
9 implement rules requiring all of the public schools and all
10 private or nonpublic elementary and secondary schools located
11 in this State, whenever any such school has a student who is
12 transferring to any other public elementary or secondary
13 school located in this or in any other state, to forward within
14 10 days of notice of the student's transfer an unofficial
15 record of that student's grades to the school to which such
16 student is transferring. Each public school at the same time
17 also shall forward to the school to which the student is
18 transferring the remainder of the student's school student
19 records as required by the Illinois School Student Records
20 Act. In addition, if a student is transferring from a public
21 school, whether located in this or any other state, from which
22 the student has been suspended or expelled for knowingly
23 possessing in a school building or on school grounds a weapon

1 as defined in the Gun Free Schools Act (20 U.S.C. 8921 et
2 seq.), for knowingly possessing, selling, or delivering in a
3 school building or on school grounds a controlled substance or
4 cannabis, or for battering a staff member of the school, and if
5 the period of suspension or expulsion has not expired at the
6 time the student attempts to transfer into another public
7 school in the same or any other school district: (i) any school
8 student records required to be transferred shall include the
9 date and duration of the period of suspension or expulsion;
10 and (ii) with the exception of transfers into the Department
11 of Juvenile Justice school district, the student shall not be
12 permitted to attend class in the public school into which he or
13 she is transferring until the student has served the entire
14 period of the suspension or expulsion imposed by the school
15 from which the student is transferring, provided that the
16 school board may approve the placement of the student in an
17 alternative school program established under Article 13A of
18 this Code. A school district may adopt a policy providing that
19 if a student is suspended or expelled for any reason from any
20 public or private school in this or any other state, the
21 student must complete the entire term of the suspension or
22 expulsion before being admitted into the school district. This
23 policy may allow placement of the student in an alternative
24 school program established under Article 13A of this Code, if
25 available, for the remainder of the suspension or expulsion.
26 Each public school and each private or nonpublic elementary or

1 secondary school in this State shall within 10 days after the
2 student has paid all of his or her outstanding fines and fees
3 and at its own expense forward an official transcript of the
4 scholastic records of each student transferring from that
5 school in strict accordance with the provisions of this
6 Section and the rules established by the State Board of
7 Education as herein provided.

8 (b) The State Board of Education shall develop a one-page
9 standard form that Illinois school districts are required to
10 provide to any student who is moving out of the school district
11 and that contains the information about whether or not the
12 student is "in good standing" and whether or not his or her
13 medical records are up-to-date and complete. As used in this
14 Section, "in good standing" means that the student is not
15 being disciplined by a suspension or expulsion, but is
16 entitled to attend classes. No school district is required to
17 admit a new student who is transferring from another Illinois
18 school district unless he or she can produce the standard form
19 from the student's previous school district enrollment. No
20 school district is required to admit a new student who is
21 transferring from an out-of-state public school unless the
22 parent or guardian of the student certifies in writing that
23 the student is not currently serving a suspension or expulsion
24 imposed by the school from which the student is transferring.

25 (c) The State Board of Education shall, by rule, establish
26 a system to provide for the accurate tracking of transfer

1 students. This system shall, at a minimum, require that a
2 student be counted as a dropout in the calculation of a
3 school's or school district's annual student dropout rate
4 unless the school or school district to which the student
5 transferred (known hereafter in this subsection (c) as the
6 transferee school or school district) sends notification to
7 the school or school district from which the student
8 transferred (known hereafter in this subsection (c) as the
9 transferor school or school district) documenting that the
10 student has enrolled in the transferee school or school
11 district. This notification must occur on or before July 31
12 following the school year during which the student withdraws
13 from the transferor school or school district or the student
14 shall be counted in the calculation of the transferor school's
15 or school district's annual student dropout rate. A request by
16 the transferee school or school district to the transferor
17 school or school district seeking the student's academic
18 transcripts or medical records shall be considered without
19 limitation adequate documentation of enrollment. Each
20 transferor school or school district shall keep documentation
21 of such transfer students for the minimum period provided in
22 the Illinois School Student Records Act. All records
23 indicating the school or school district to which a student
24 transferred are subject to the Illinois School Student Records
25 Act.

26 (d) A student shall remain on the attendance rolls of a

1 school district until a cause for disenrollment is given and
2 confirmed with any of the following:

3 (1) A death certificate.

4 (2) A physician's note regarding extended illness.

5 (3) Written proof of medical non-compliance.

6 (4) Written proof of expulsion.

7 (5) Written documentation of the student no longer
8 being of school age.

9 (6) Graduation documentation.

10 (7) Program completion documentation.

11 (8) Enrollment documentation from another school
12 district.

13 (9) Signed documentation from a parent or guardian
14 that the parent or guardian will be educating the student
15 at home.

16 If a school district does not know the whereabouts of a
17 student for any extended period and has not received any
18 documentation as to the location of the pupil, the school
19 district shall alert the truant officer or, in a school
20 district that does not have a truant officer, the regional
21 superintendent or regional superintendent's designee.

22 (Source: P.A. 96-1423, eff. 8-3-10.)

23 (105 ILCS 5/10-17a)

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

1 (1) By October 31, 2013 and October 31 of each subsequent
2 school year, the State Board of Education, through the State
3 Superintendent of Education, shall prepare a State report
4 card, school district report cards, and school report cards,
5 and shall by the most economical means provide to each school
6 district in this State, including special charter districts
7 and districts subject to the provisions of Article 34, the
8 report cards for the school district and each of its schools.
9 Because of the impacts of the COVID-19 public health emergency
10 during school year 2020-2021, the State Board of Education
11 shall have until December 31, 2021 to prepare and provide the
12 report cards that would otherwise be due by October 31, 2021.
13 During a school year in which the Governor has declared a
14 disaster due to a public health emergency pursuant to Section
15 7 of the Illinois Emergency Management Agency Act, the report
16 cards for the school districts and each of its schools shall be
17 prepared by December 31.

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

24 (A) school characteristics and student demographics,
25 including average class size, average teaching experience,
26 student racial/ethnic breakdown, and the percentage of

1 students classified as low-income; the percentage of
2 students classified as English learners, the number of
3 students who graduate from a bilingual or English learner
4 program, and the number of students who graduate from,
5 transfer from, or otherwise leave bilingual programs; the
6 percentage of students who have individualized education
7 plans or 504 plans that provide for special education
8 services; the number and the percentage of all students in
9 grades kindergarten through 8, disaggregated by the
10 student ~~students~~ demographics described in this paragraph
11 (A), in each of the following categories: (i) those who
12 have been assessed for placement in a gifted education
13 program or accelerated placement, (ii) those who have
14 enrolled in a gifted education program or in accelerated
15 placement, and (iii) for each of categories (i) and (ii),
16 those who received direct instruction from a teacher who
17 holds a gifted education endorsement; the number and the
18 percentage of all students in grades 9 through 12,
19 disaggregated by the student demographics described in
20 this paragraph (A), who have been enrolled in an advanced
21 academic program; the percentage of students scoring at
22 the "exceeds expectations" level on the assessments
23 required under Section 2-3.64a-5 of this Code; the
24 percentage of students who annually transferred in or out
25 of the school district; average daily attendance; the
26 per-pupil operating expenditure of the school district;

1 and the per-pupil State average operating expenditure for
2 the district type (elementary, high school, or unit);

3 (B) curriculum information, including, where
4 applicable, Advanced Placement, International
5 Baccalaureate or equivalent courses, dual credit courses,
6 foreign language classes, computer science courses, school
7 personnel resources (including Career Technical Education
8 teachers), before and after school programs,
9 extracurricular activities, subjects in which elective
10 classes are offered, health and wellness initiatives
11 (including the average number of days of Physical
12 Education per week per student), approved programs of
13 study, awards received, community partnerships, and
14 special programs such as programming for the gifted and
15 talented, students with disabilities, and work-study
16 students;

17 (C) student outcomes, including, where applicable, the
18 percentage of students deemed proficient on assessments of
19 State standards, the percentage of students in the eighth
20 grade who pass Algebra, the percentage of students who
21 participated in workplace learning experiences, the
22 percentage of students enrolled in post-secondary
23 institutions (including colleges, universities, community
24 colleges, trade/vocational schools, and training programs
25 leading to career certification within 2 semesters of high
26 school graduation), the percentage of students graduating

1 from high school who are college and career ready, the
2 percentage of graduates enrolled in community colleges,
3 colleges, and universities who are in one or more courses
4 that the community college, college, or university
5 identifies as a developmental course, and the percentage
6 of students with disabilities under the federal
7 Individuals with Disabilities Education Act and Article 14
8 of this Code who have fulfilled the minimum State
9 graduation requirements set forth in Section 27-22 of this
10 Code and have been issued a regular high school diploma;

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

18 (E) the school environment, including, where
19 applicable, high school dropout rate by grade level, the
20 percentage of students with less than 10 absences in a
21 school year, the percentage of teachers with less than 10
22 absences in a school year for reasons other than
23 professional development, leaves taken pursuant to the
24 federal Family Medical Leave Act of 1993, long-term
25 disability, or parental leaves, the 3-year average of the
26 percentage of teachers returning to the school from the

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

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

26 (G) the total and per pupil normal cost amount the

1 State contributed to the Teachers' Retirement System of
2 the State of Illinois in the prior fiscal year for the
3 school's employees, which shall be reported to the State
4 Board of Education by the Teachers' Retirement System of
5 the State of Illinois;

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

11 (I) a school district's Final Percent of Adequacy, as
12 defined in paragraph (4) of subsection (f) of Section
13 18-8.15 of this Code;

14 (J) a school district's Local Capacity Target, as
15 defined in paragraph (2) of subsection (c) of Section
16 18-8.15 of this Code, displayed as a percentage amount;

17 (K) a school district's Real Receipts, as defined in
18 paragraph (1) of subsection (d) of Section 18-8.15 of this
19 Code, divided by a school district's Adequacy Target, as
20 defined in paragraph (1) of subsection (b) of Section
21 18-8.15 of this Code, displayed as a percentage amount;

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

23 (M) whether or not the school has participated in the
24 Illinois Youth Survey. In this paragraph (M), "Illinois
25 Youth Survey" means a self-report survey, administered in
26 school settings every 2 years, designed to gather

1 information about health and social indicators, including
2 substance abuse patterns and the attitudes of students in
3 grades 8, 10, and 12;

4 (N) whether the school offered its students career and
5 technical education opportunities; ~~and~~

6 (O) beginning ~~Beginning~~ with the October 2024 report
7 card, the total number of school counselors, school social
8 workers, school nurses, and school psychologists by
9 school, district, and State, the average number of
10 students per school counselor in the school, district, and
11 State, the average number of students per school social
12 worker in the school, district, and State, the average
13 number of students per school nurse in the school,
14 district, and State, and the average number of students
15 per school psychologist in the school, district, and
16 State; and -

17 (P) the number of students who remained on the school
18 district's attendance rolls under Section 2-3.13a, and the
19 length of time in which each student remained on the
20 school district's attendance rolls but was not attending
21 school.

22 The school report card shall also provide information that
23 allows for comparing the current outcome, progress, and
24 environment data to the State average, to the school data from
25 the past 5 years, and to the outcomes, progress, and
26 environment of similar schools based on the type of school and

1 enrollment of low-income students, special education students,
2 and English learners.

3 As used in this subsection (2):

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

6 "Administrative costs" means costs associated with
7 executive, administrative, or managerial functions within the
8 school district that involve planning, organizing, managing,
9 or directing the school district.

10 "Advanced academic program" means a course of study,
11 including, but not limited to, accelerated placement, advanced
12 placement coursework, International Baccalaureate coursework,
13 dual credit, or any course designated as enriched or honors,
14 that a student is enrolled in based on advanced cognitive
15 ability or advanced academic achievement compared to local age
16 peers and in which the curriculum is substantially
17 differentiated from the general curriculum to provide
18 appropriate challenge and pace.

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

25 "Gifted education" means educational services, including
26 differentiated curricula and instructional methods, designed

1 to meet the needs of gifted children as defined in Article 14A
2 of this Code.

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

8 (2.5) For any school report card prepared after July 1,
9 2025, for all high school graduation completion rates that are
10 reported on the school report card as required under this
11 Section or by any other State or federal law, the State
12 Superintendent of Education shall also report the percentage
13 of students who did not meet the requirements of high school
14 graduation completion for any reason and, of those students,
15 the percentage that are classified as students who fulfill the
16 requirements of Section 14-16 of this Code.

17 The State Superintendent shall ensure that for the
18 2023-2024 school year there is a specific code for districts
19 to report students who fulfill the requirements of Section
20 14-16 of this Code to ensure accurate reporting under this
21 Section.

22 All reporting requirements under this subsection (2.5)
23 shall be included on the school report card where high school
24 graduation completion rates are reported, along with a brief
25 explanation of how fulfilling the requirements of Section
26 14-16 of this Code is different from receiving a regular high

1 school diploma.

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

16 (4) Notwithstanding anything to the contrary in this
17 Section, in consultation with key education stakeholders, the
18 State Superintendent shall at any time have the discretion to
19 amend or update any and all metrics on the school, district, or
20 State report card.

21 (5) Annually, no more than 30 calendar days after receipt
22 of the school district and school report cards from the State
23 Superintendent of Education, each school district, including
24 special charter districts and districts subject to the
25 provisions of Article 34, shall present such report cards at a
26 regular school board meeting subject to applicable notice

1 requirements, post the report cards on the school district's
2 Internet web site, if the district maintains an Internet web
3 site, make the report cards available to a newspaper of
4 general circulation serving the district, and, upon request,
5 send the report cards home to a parent (unless the district
6 does not maintain an Internet web site, in which case the
7 report card shall be sent home to parents without request). If
8 the district posts the report card on its Internet web site,
9 the district shall send a written notice home to parents
10 stating (i) that the report card is available on the web site,
11 (ii) the address of the web site, (iii) that a printed copy of
12 the report card will be sent to parents upon request, and (iv)
13 the telephone number that parents may call to request a
14 printed copy of the report card.

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

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

21 "Advanced-track coursework or programs" means any high
22 school courses, sequence of courses, or class or grouping of
23 students organized to provide more rigorous, enriched,
24 advanced, accelerated, gifted, or above grade-level
25 instruction. This may include, but is not limited to, Advanced
26 Placement courses, International Baccalaureate courses,

1 honors, weighted, advanced, or enriched courses, or gifted or
2 accelerated programs, classrooms, or courses.

3 "Course" means any high school class or course offered by
4 a school that is assigned a school course code by the State
5 Board of Education.

6 "English learner coursework or English learner program"
7 means a high school English learner course or program
8 designated to serve English learners, who may be designated as
9 English language learners or limited English proficiency
10 learners.

11 "Standard coursework or programs" means any high school
12 courses or classes other than advanced-track coursework or
13 programs, English learner coursework or programs, or special
14 education coursework or programs.

15 By October 31, 2027 and by October 31 of each subsequent
16 year, the State Board of Education, through the State
17 Superintendent of Education, shall prepare a stand-alone
18 report covering high schools, to be referred to as the
19 Expanded High School Snapshot Report. The State Board shall
20 post the Report on the State Board's Internet website. Each
21 school district with a high school shall include on the school
22 district's Internet website, if the district maintains an
23 Internet website, a hyperlink to the Report on the State
24 Board's Internet website titled "Expanded High School Snapshot
25 Report". Hyperlinks under this subsection (7) shall be
26 displayed in a manner that is easily accessible to the public.

1 The Expanded High School Snapshot Report shall include:

2 (A) a listing of all standard coursework or programs
3 offered by a high school;

4 (B) a listing of all advanced-track coursework or
5 programs offered by a high school;

6 (C) a listing of all English learner coursework or
7 programs offered by a high school;

8 (D) a listing of all special education coursework or
9 programs offered by a high school;

10 (E) data tables and graphs comparing advanced-track
11 coursework or programs with standard coursework or
12 programs according to the following parameters:

13 (i) the average years of experience of all
14 teachers in a high school who are assigned to teach
15 advanced-track coursework or programs compared with
16 the average years of experience of all teachers in the
17 high school who are assigned to teach standard
18 coursework or programs;

19 (ii) the average years of experience of all
20 teachers in a high school who are assigned to teach
21 special education coursework or programs compared with
22 the average years of experience of all teachers in the
23 high school who are assigned to teach standard
24 coursework or programs;

25 (iii) the average years of experience of all
26 teachers in a high school who are assigned to teach

1 English learner coursework or programs compared with
2 the average years of experience of all teachers in the
3 high school who are assigned to teach standard
4 coursework or programs;

5 (iv) the number of high school teachers who
6 possess bachelor's, master's, or doctorate degrees and
7 who are assigned to teach advanced-track courses or
8 programs compared with the number of teachers who
9 possess bachelor's, master's, or doctorate degrees and
10 who are assigned to teach standard coursework or
11 programs;

12 (v) the number of high school teachers who possess
13 bachelor's, master's, or doctorate degrees and who are
14 assigned to teach special education coursework or
15 programs compared with the number of teachers who
16 possess bachelor's, master's, or doctorate degrees and
17 who are assigned to teach standard coursework or
18 programs;

19 (vi) the number of high school teachers who
20 possess bachelor's, master's, or doctorate degrees and
21 who are assigned to teach English learner coursework
22 or programs compared with the number of teachers who
23 possess bachelor's, master's, or doctorate degrees and
24 who are assigned to teach standard coursework or
25 programs;

26 (vii) the average student enrollment and class

1 size of advanced-track coursework or programs offered
2 in a high school compared with the average student
3 enrollment and class size of standard coursework or
4 programs;

5 (viii) the percentages of students delineated by
6 gender who are enrolled in advanced-track coursework
7 or programs in a high school compared with the gender
8 of students enrolled in standard coursework or
9 programs;

10 (ix) the percentages of students delineated by
11 gender who are enrolled in special education
12 coursework or programs in a high school compared with
13 the percentages of students enrolled in standard
14 coursework or programs;

15 (x) the percentages of students delineated by
16 gender who are enrolled in English learner coursework
17 or programs in a high school compared with the gender
18 of students enrolled in standard coursework or
19 programs;

20 (xi) the percentages of high school students in
21 each individual race and ethnicity category, as
22 defined in the most recent federal decennial census,
23 who are enrolled in advanced-track coursework or
24 programs compared with the percentages of students in
25 each individual race and ethnicity category enrolled
26 in standard coursework or programs;

1 (xii) the percentages of high school students in
2 each of the race and ethnicity categories, as defined
3 in the most recent federal decennial census, who are
4 enrolled in special education coursework or programs
5 compared with the percentages of students in each of
6 the race and ethnicity categories who are enrolled in
7 standard coursework or programs;

8 (xiii) the percentages of high school students in
9 each of the race and ethnicity categories, as defined
10 in the most recent federal decennial census, who are
11 enrolled in English learner coursework or programs in
12 a high school compared with the percentages of high
13 school students in each of the race and ethnicity
14 categories who are enrolled in standard coursework or
15 programs;

16 (xiv) the percentage of high school students who
17 reach proficiency (the equivalent of a C grade or
18 higher on a grade A through F scale) in advanced-track
19 coursework or programs compared with the percentage of
20 students who earn proficiency (the equivalent of a C
21 grade or higher on a grade A through F scale) in
22 standard coursework or programs;

23 (xv) the percentage of high school students who
24 reach proficiency (the equivalent of a C grade or
25 higher on a grade A through F scale) in special
26 education coursework or programs compared with the

1 percentage of high school students who earn
2 proficiency (the equivalent of a C grade or higher on a
3 grade A through F scale) in standard coursework or
4 programs; and

5 (xvi) the percentage of high school students who
6 reach proficiency (the equivalent of a C grade or
7 higher on a grade A through F scale) in English learner
8 coursework or programs compared with the percentage of
9 high school students who earn proficiency (the
10 equivalent of a C grade or higher on a grade A through
11 F scale) in standard coursework or programs; and

12 (F) data tables and graphs for each race and ethnicity
13 category, as defined in the most recent federal decennial
14 census, and gender category, as defined in the most recent
15 federal decennial census, describing:

16 (i) the total number of Advanced Placement courses
17 taken by race and ethnicity category and gender
18 category, as defined in the most recent federal
19 decennial census;

20 (ii) the total number of International
21 Baccalaureate courses taken by race and ethnicity
22 category and gender category, as defined in the most
23 recent federal decennial census;

24 (iii) for each race and ethnicity category and
25 gender category, as defined in the most recent federal
26 decennial census, the percentage of high school

1 students enrolled in Advanced Placement courses;

2 (iv) for each race and ethnicity category and
3 gender category, as defined in the most recent federal
4 decennial census, the percentage of high school
5 students enrolled in International Baccalaureate
6 courses; and

7 (v) for each race and ethnicity category, as
8 defined in the most recent federal decennial census,
9 the total number and percentage of high school
10 students who earn a score of 3 or higher on the
11 Advanced Placement exam associated with an Advanced
12 Placement course.

13 For data on teacher experience and education under this
14 subsection (7), a teacher who teaches a combination of courses
15 designated as advanced-track coursework or programs, English
16 learner coursework or programs, or standard coursework or
17 programs shall be included in all relevant categories and the
18 teacher's level of experience shall be added to the
19 categories.

20 (Source: P.A. 102-16, eff. 6-17-21; 102-294, eff. 1-1-22;
21 102-539, eff. 8-20-21; 102-558, eff. 8-20-21; 102-594, eff.
22 7-1-22; 102-813, eff. 5-13-22; 103-116, eff. 6-30-23; 103-263,
23 eff. 6-30-23; 103-413, eff, 1-1-24; 103-503, eff. 1-1-24;
24 revised 9-12-23.)

25 (105 ILCS 5/26-2a) (from Ch. 122, par. 26-2a)

1 (Text of Section before amendment by 102-466)

2 Sec. 26-2a. A "truant" is defined as a child who is subject
3 to compulsory school attendance and who is absent without
4 valid cause, as defined under this Section, from such
5 attendance for more than 1% but less than 5% of the past 180
6 school days.

7 "Valid cause" for absence shall be illness, including the
8 mental or behavioral health of the student, observance of a
9 religious holiday, death in the immediate family, attendance
10 at a civic event, or family emergency and shall include such
11 other situations beyond the control of the student, as
12 determined by the board of education in each district, or such
13 other circumstances which cause reasonable concern to the
14 parent for the mental, emotional, or physical health or safety
15 of the student.

16 "Chronic or habitual truant" shall be defined as a child
17 who is subject to compulsory school attendance and who is
18 absent without valid cause from such attendance for 5% or more
19 of the previous 180 regular attendance days. "Chronic or
20 habitual truant" does not include students kept on a school's
21 attendance rolls while a school district is waiting on
22 documentation regarding the whereabouts or enrollment status
23 of a student under Section 2-3.13a.

24 "Civic event" means an event sponsored by a non-profit
25 organization or governmental entity that is open to the
26 public. "Civic event" includes, but is not limited to, an

1 artistic or cultural performance or educational gathering that
2 supports the mission of the sponsoring non-profit
3 organization. The State Board of Education may adopt rules to
4 further define "civic event".

5 "Truant minor" is defined as a chronic truant to whom
6 supportive services, including prevention, diagnostic,
7 intervention and remedial services, alternative programs and
8 other school and community resources have been provided and
9 have failed to result in the cessation of chronic truancy, or
10 have been offered and refused.

11 A "dropout" is defined as any child enrolled in grades 9
12 through 12 whose name has been removed from the district
13 enrollment roster for any reason other than the student's
14 death, extended illness, removal for medical non-compliance,
15 expulsion, aging out, graduation, or completion of a program
16 of studies and who has not transferred to another public or
17 private school and is not known to be home-schooled by his or
18 her parents or guardians or continuing school in another
19 country.

20 "Religion" for the purposes of this Article, includes all
21 aspects of religious observance and practice, as well as
22 belief.

23 (Source: P.A. 101-81, eff. 7-12-19; 102-266, eff. 1-1-22;
24 102-321, eff. 1-1-22; 102-813, eff. 5-13-22; 102-981, eff.
25 1-1-23.)

1 (Text of Section after amendment by P.A. 102-466)

2 Sec. 26-2a. A "truant" is defined as a child who is subject
3 to compulsory school attendance and who is absent without
4 valid cause, as defined under this Section, from such
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6 school days.

7 "Valid cause" for absence shall be illness, including the
8 mental or behavioral health of the student, attendance at a
9 verified medical or therapeutic appointment, appointment with
10 a victim services provider, observance of a religious holiday,
11 death in the immediate family, attendance at a civic event, or
12 family emergency and shall include such other situations
13 beyond the control of the student, as determined by the board
14 of education in each district, or such other circumstances
15 which cause reasonable concern to the parent for the mental,
16 emotional, or physical health or safety of the student. For
17 purposes of a student who is an expectant parent, or parent, or
18 victim of domestic or sexual violence, "valid cause" for
19 absence includes (i) the fulfillment of a parenting
20 responsibility, including, but not limited to, arranging and
21 providing child care, caring for a sick child, attending
22 prenatal or other medical appointments for the expectant
23 student, and attending medical appointments for a child, and
24 (ii) addressing circumstances resulting from domestic or
25 sexual violence, including, but not limited to, experiencing
26 domestic or sexual violence, recovering from physical or

1 psychological injuries, seeking medical attention, seeking
2 services from a domestic or sexual violence organization, as
3 defined in Article 26A, seeking psychological or other
4 counseling, participating in safety planning, temporarily or
5 permanently relocating, seeking legal assistance or remedies,
6 or taking any other action to increase the safety or health of
7 the student or to protect the student from future domestic or
8 sexual violence. A school district may require a student to
9 verify his or her claim of domestic or sexual violence under
10 Section 26A-45 prior to the district approving a valid cause
11 for an absence of 3 or more consecutive days that is related to
12 domestic or sexual violence.

13 "Chronic or habitual truant" shall be defined as a child
14 who is subject to compulsory school attendance and who is
15 absent without valid cause from such attendance for 5% or more
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20 (Source: P.A. 101-81, eff. 7-12-19; 102-266, eff. 1-1-22;
21 102-321, eff. 1-1-22; 102-466, eff. 7-1-25; 102-813, eff.
22 5-13-22; 102-981, eff. 1-1-23.)

23 Section 95. No acceleration or delay. Where this Act makes
24 changes in a statute that is represented in this Act by text
25 that is not yet or no longer in effect (for example, a Section

1 represented by multiple versions), the use of that text does
2 not accelerate or delay the taking effect of (i) the changes
3 made by this Act or (ii) provisions derived from any other
4 Public Act.