

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 2-3.47a, 2-3.170, 10-17a, 10-20.12a, 10-20.17a, 10-20.56,  
6 10-22.24b, 10-27.1A, 10-27.1B, 18-8.15, 21B-30, 21B-45,  
7 21B-50, 26-2, 27-22.2, and 34-8.05 as follows:

8 (105 ILCS 5/2-3.47a)

9 Sec. 2-3.47a. Strategic plan.

10 (a) The State Board of Education shall develop and  
11 maintain a continuing comprehensive strategic plan for  
12 elementary and secondary education. The strategic plan shall  
13 address how the State Board of Education will focus its  
14 efforts to increase equity in all Illinois schools and shall  
15 include, without limitation, all of the following topic areas:

16 (1) Service and support to school districts to improve  
17 student performance.

18 (2) Programs to improve equitable and strategic  
19 resource allocation in all schools.

20 (3) Efforts to enhance the social-emotional well-being  
21 of Illinois students.

22 (4) (Blank).

23 (5) (Blank).

1 (6) (Blank).

2 (7) (Blank).

3 (8) (Blank).

4 (9) (Blank).

5 (10) (Blank).

6 (11) (Blank).

7 (12) (Blank).

8 (13) (Blank).

9 (14) Attraction and retention of diverse and qualified  
10 teachers and leaders.

11 (15) (Blank).

12 The State Board of Education shall consult with the  
13 educational community, hold public hearings, and receive input  
14 from all interested groups in drafting the strategic plan.

15 (b) To meet the requirements of this Section, the State  
16 Board of Education shall issue to the Governor and General  
17 Assembly a preliminary report within 6 months after the  
18 effective date of this amendatory Act of the 93rd General  
19 Assembly and a final 5-year strategic plan within one year  
20 after the effective date of this amendatory Act of the 93rd  
21 General Assembly. Thereafter, the State Board shall annually  
22 review the strategic plan and, if necessary, update its  
23 contents. The State Board shall provide updates regarding the  
24 topic areas contained in the strategic plan and any updates to  
25 its contents, if applicable, shall be updated and issued to  
26 the Governor and General Assembly on or before July 1 of each

1 year.

2 (Source: P.A. 102-539, eff. 8-20-21.)

3 (105 ILCS 5/2-3.170)

4 Sec. 2-3.170. Property tax relief pool grants.

5 (a) As used in this Section,

6 "EAV" means equalized assessed valuation as defined under  
7 Section 18-8.15 of this Code.

8 "Property tax multiplier" equals one minus the square of  
9 the school district's Local Capacity Percentage, as defined in  
10 Section 18-8.15 of this Code.

11 "Local capacity percentage multiplier" means one minus the  
12 school district's Local Capacity Percentage, as defined in  
13 Section 18-8.15.

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

15 (b) Subject to appropriation, the State Board shall  
16 provide grants to eligible school districts that provide tax  
17 relief to the school district's residents, which may be no  
18 greater than 1% of EAV for a unit district, 0.69% of EAV for an  
19 elementary school district, or 0.31% of EAV for a high school  
20 district, as provided in this Section.

21 (b-5) School districts may apply for property tax relief  
22 under this Section concurrently to setting their levy for the  
23 fiscal year. The intended relief may not be greater than 1% of  
24 the EAV for a unit district, 0.69% of the EAV for an elementary  
25 school district, or 0.31% of the EAV for a high school

1 district, multiplied by the school district's local capacity  
2 percentage multiplier. The State Board shall process  
3 applications for relief, providing a grant to those districts  
4 with the highest adjusted operating tax rate, as determined by  
5 those districts with the highest percentage of the simple  
6 average adjusted operating tax rate of districts of the same  
7 type, either elementary, high school, or unit, first, in an  
8 amount equal to the intended relief multiplied by the property  
9 tax multiplier. The State Board shall provide grants to school  
10 districts in order of priority until the property tax relief  
11 pool is exhausted. If more school districts apply for relief  
12 under this subsection than there are funds available, the  
13 State Board must distribute the grants and prorate any  
14 remaining funds to the final school district that qualifies  
15 for grant relief. The abatement amount for that district must  
16 be equal to the grant amount divided by the property tax  
17 multiplier.

18 If a school district receives the State Board's approval  
19 of a grant under this Section by March 1 of the fiscal year,  
20 the school district shall present a duly authorized and  
21 approved abatement resolution by March 30 of the fiscal year  
22 to the county clerk of each county in which the school files  
23 its levy, authorizing the county clerk to lower the school  
24 district's levy by the amount designated in its application to  
25 the State Board. When the preceding requisites are satisfied,  
26 the county clerk shall reduce the amount collected for the

1 school district by the amount indicated in the school  
2 district's abatement resolution for that fiscal year.

3 (c) (Blank).

4 (d) School districts seeking grants under this Section  
5 shall apply to the State Board each year. All applications to  
6 the State Board for grants shall include the amount of the tax  
7 relief intended by the school district.

8 (e) Each year, based on the most recent available data  
9 provided by school districts pursuant to Section 18-8.15 of  
10 this Code, the State Board shall calculate the order of  
11 priority for grant eligibility under subsection (b-5) and  
12 publish a list of the school districts eligible for relief.  
13 The State Board shall provide grants in the manner provided  
14 under subsection (b-5).

15 (f) The State Board shall publish a final list of eligible  
16 grant recipients and provide payment of the grants by March 1  
17 of each year.

18 (g) If notice of eligibility from the State Board is  
19 received by a school district by March 1, then by March 30, the  
20 school district shall file an abatement of its property tax  
21 levy in an amount equal to the grant received under this  
22 Section divided by the property tax multiplier. Payment of all  
23 grant amounts shall be made by June 1 each fiscal year. The  
24 State Superintendent of Education shall establish the timeline  
25 in such cases in which notice cannot be made by March 1.

26 (h) The total property tax relief allowable to a school

1 district under this Section shall be calculated based on the  
2 total amount of reduction in the school district's aggregate  
3 extension. The total grant shall be equal to the reduction,  
4 multiplied by the property tax multiplier. The reduction shall  
5 be equal to 1% of a district's EAV for a unit school district,  
6 0.69% for an elementary school district, or 0.31% for a high  
7 school district, multiplied by the school district's local  
8 capacity percentage multiplier.

9 (i) If the State Board does not expend all appropriations  
10 allocated pursuant to this Section, then any remaining funds  
11 shall be allocated pursuant to Section 18-8.15 of this Code.

12 (j) The State Board shall prioritize payments under  
13 Section 18-8.15 of this Code over payments under this Section,  
14 if necessary.

15 (k) Any grants received by a school district shall be  
16 included in future calculations of that school district's Base  
17 Funding Minimum under Section 18-8.15 of this Code. Beginning  
18 with Fiscal Year 2020, if a school district receives a grant  
19 under this Section, the school district must present to the  
20 county clerk a duly authorized and approved abatement  
21 resolution by March 30 for the year in which the school  
22 district receives the grant and the successive fiscal year  
23 following the receipt of the grant, authorizing the county  
24 clerk to lower the school district's levy by the amount  
25 designated in its original application to the State Board.  
26 After receiving a resolution, the county clerk must reduce the

1 amount collected for the school district by the amount  
2 indicated in the school district's abatement resolution for  
3 that fiscal year. If a school district does not abate in this  
4 amount for the successive fiscal year, the grant amount may  
5 not be included in the school district's Base Funding Minimum  
6 under Section 18-8.15 in the fiscal year following the tax  
7 year in which the abatement is not authorized and in any future  
8 fiscal year thereafter, and the county clerk must notify the  
9 State Board of the increase no later 30 days after it occurs.

10 (1) In the immediate 2 consecutive tax years following  
11 receipt of a Property Tax Pool Relief Grant, the aggregate  
12 extension base of any school district receiving a grant under  
13 this Section, for purposes of the Property Tax Extension  
14 Limitation Law, shall include the tax relief the school  
15 district provided in the previous taxable year under this  
16 Section.

17 (Source: P.A. 100-465, eff. 8-31-17; 100-582, eff. 3-23-18;  
18 100-863, eff. 8-14-18; 101-17, eff. 6-14-19; 101-643, eff.  
19 6-18-20.)

20 (105 ILCS 5/10-17a)

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

23 (1) By October 31, 2013 and October 31 of each subsequent  
24 school year, the State Board of Education, through the State  
25 Superintendent of Education, shall prepare a State report

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

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

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



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

26 (B) curriculum information, including, where

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

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

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

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

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

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

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

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

1 Board of Education by the Teachers' Retirement System of  
2 the State of Illinois;

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

8 (I) a school district's Final Percent of Adequacy, as  
9 defined in paragraph (4) of subsection (f) of Section  
10 18-8.15 of this Code;

11 (J) a school district's Local Capacity Target, as  
12 defined in paragraph (2) of subsection (c) of Section  
13 18-8.15 of this Code, displayed as a percentage amount;

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

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

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

1 (N) whether the school offered its students career and  
2 technical education opportunities; and

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

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

21 As used in this subsection (2):

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

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

1 or directing the school district.

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

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

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

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

26 (2.5) For any school report card prepared after July 1,

1 2025, for all high school graduation completion rates that are  
2 reported on the school report card as required under this  
3 Section or by any other State or federal law, the State  
4 Superintendent of Education shall also report the percentage  
5 of students who did not meet the requirements of high school  
6 graduation completion for any reason and, of those students,  
7 the percentage that are classified as students who fulfill the  
8 requirements of Section 14-16 of this Code.

9 The State Superintendent shall ensure that for the  
10 2023-2024 school year there is a specific code for districts  
11 to report students who fulfill the requirements of Section  
12 14-16 of this Code to ensure accurate reporting under this  
13 Section.

14 All reporting requirements under this subsection (2.5)  
15 shall be included on the school report card where high school  
16 graduation completion rates are reported, along with a brief  
17 explanation of how fulfilling the requirements of Section  
18 14-16 of this Code is different from receiving a regular high  
19 school diploma.

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



1 (A) through (E) and paragraph (N) of subsection (2) of this  
2 Section. The school district report card shall include the  
3 average daily attendance, as that term is defined in  
4 subsection (2) of this Section, of students who have  
5 individualized education programs and students who have 504  
6 plans that provide for special education services within the  
7 school district.

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

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

1 the district shall send a written notice home to parents  
2 stating (i) that the report card is available on the web site,  
3 (ii) the address of the web site, (iii) that a printed copy of  
4 the report card will be sent to parents upon request, and (iv)  
5 the telephone number that parents may call to request a  
6 printed copy of the report card.

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

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

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

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

24 "High school" means a school that maintains any of grades  
25 9 through 12.

26 ~~"English learner coursework or English learner program"~~

1 ~~means a high school English learner course or program~~  
2 ~~designated to serve English learners, who may be designated as~~  
3 ~~English language learners or limited English proficiency~~  
4 ~~learners.~~

5 "Standard coursework or programs" means any high school  
6 courses or classes other than advanced ~~advanced track~~  
7 coursework or programs, ~~English learner coursework or~~  
8 ~~programs, or special education coursework or programs.~~

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

23 The Expanded High School Coursework Snapshot Report shall  
24 include:

- 25 (A) a listing of all standard coursework or programs  
26 that have ~~offered by a~~ high school student enrollment;

1 (B) a listing of all advanced ~~advanced-track~~  
2 coursework or programs that have ~~offered by a high school~~  
3 student enrollment;

4 (C) a listing of all ~~English learner~~ coursework or  
5 programs that have high school student enrollment by  
6 English learners ~~offered by a high school~~;

7 (D) a listing of all ~~special education~~ coursework or  
8 programs that have high school student enrollment by  
9 students with disabilities ~~offered by a high school~~;

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

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

20 (ii) the average years of experience of all  
21 teachers in a high school who are assigned to teach  
22 ~~special education~~ coursework or programs that have  
23 high school enrollment by students with disabilities  
24 compared with the average years of experience of all  
25 teachers in the high school who are not assigned to  
26 teach ~~standard~~ coursework or programs that have high

1 school student enrollment by students with  
2 disabilities;

3 (iii) the average years of experience of all  
4 teachers in a high school who are assigned to teach  
5 ~~English learner~~ coursework or programs that have high  
6 school student enrollment by English learners compared  
7 with the average years of experience of all teachers  
8 in the high school who are not assigned to teach  
9 ~~standard~~ coursework or programs that have high school  
10 student enrollment by English learners;

11 (iv) the number of high school teachers who  
12 possess bachelor's degrees, master's degrees, or  
13 higher doctorate degrees and who are assigned to teach  
14 advanced coursework ~~advanced track courses~~ or  
15 programs compared with the number of teachers who  
16 possess bachelor's degrees, master's degrees, or  
17 higher doctorate degrees and who are assigned to teach  
18 standard coursework or programs;

19 (v) the number of high school teachers who possess  
20 bachelor's degrees, master's degrees, or higher  
21 ~~doctorate~~ degrees and who are assigned to teach  
22 ~~special education~~ coursework or programs that have  
23 high school student enrollment by students with  
24 disabilities compared with the number of teachers who  
25 possess bachelor's degrees, master's degrees, or  
26 higher doctorate degrees and who are not assigned to

1 teach ~~standard~~ coursework or programs that have high  
2 school student enrollment by students with  
3 disabilities;

4 (vi) the number of high school teachers who  
5 possess bachelor's degrees, master's degrees, or  
6 higher ~~doctorate~~ degrees and who are assigned to teach  
7 ~~English learner~~ coursework or programs that have high  
8 school student enrollment by English learners compared  
9 with the number of teachers who possess bachelor's  
10 degrees, master's degrees, or higher ~~doctorate~~ degrees  
11 and who are not assigned to teach ~~standard~~ coursework  
12 or programs that have high school student enrollment  
13 by English learners;

14 (vii) the average student enrollment ~~and class~~  
15 ~~size~~ of advanced ~~advanced-track~~ coursework or programs  
16 offered in a high school compared with the average  
17 student enrollment ~~and class size~~ of standard  
18 coursework or programs;

19 (viii) the percentages of high school students,  
20 ~~delineated~~ by race, gender, and program student group,  
21 who are enrolled in advanced ~~advanced-track~~ coursework  
22 or programs ~~in a high school compared with the gender~~  
23 ~~of students enrolled in standard coursework or~~  
24 ~~programs;~~

25 (ix) (blank); ~~the percentages of students~~  
26 ~~delineated by gender who are enrolled in special~~

1 ~~education coursework or programs in a high school~~  
2 ~~compared with the percentages of students enrolled in~~  
3 ~~standard coursework or programs;~~

4 (x) (blank); ~~the percentages of students~~  
5 ~~delineated by gender who are enrolled in English~~  
6 ~~learner coursework or programs in a high school~~  
7 ~~compared with the gender of students enrolled in~~  
8 ~~standard coursework or programs;~~

9 (xi) (blank); ~~the percentages of high school~~  
10 ~~students in each individual race and ethnicity~~  
11 ~~category, as defined in the most recent federal~~  
12 ~~decennial census, who are enrolled in advanced track~~  
13 ~~coursework or programs compared with the percentages~~  
14 ~~of students in each individual race and ethnicity~~  
15 ~~category enrolled in standard coursework or programs;~~

16 (xii) (blank); ~~the percentages of high school~~  
17 ~~students in each of the race and ethnicity categories,~~  
18 ~~as defined in the most recent federal decennial~~  
19 ~~census, who are enrolled in special education~~  
20 ~~coursework or programs compared with the percentages~~  
21 ~~of students in each of the race and ethnicity~~  
22 ~~categories who are enrolled in standard coursework or~~  
23 ~~programs;~~

24 (xiii) (blank); ~~the percentages of high school~~  
25 ~~students in each of the race and ethnicity categories,~~  
26 ~~as defined in the most recent federal decennial~~

1 ~~census, who are enrolled in English learner coursework~~  
2 ~~or programs in a high school compared with the~~  
3 ~~percentages of high school students in each of the~~  
4 ~~race and ethnicity categories who are enrolled in~~  
5 ~~standard coursework or programs;~~

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

16 (xv) (blank); ~~the percentage of high school~~  
17 ~~students who reach proficiency (the equivalent of a C~~  
18 ~~grade or higher on a grade A through F scale) in~~  
19 ~~special education coursework or programs compared with~~  
20 ~~the percentage of high school students who earn~~  
21 ~~proficiency (the equivalent of a C grade or higher on a~~  
22 ~~grade A through F scale) in standard coursework or~~  
23 ~~programs; and~~

24 (xvi) (blank); and ~~the percentage of high school~~  
25 ~~students who reach proficiency (the equivalent of a C~~  
26 ~~grade or higher on a grade A through F scale) in~~



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

6 (F) data tables and graphs for each race and ethnicity  
7 category, ~~as defined in the most recent federal decennial~~  
8 ~~census, and gender category, as defined in the most recent~~  
9 ~~federal decennial census, describing:~~

10 (i) the total student number and student  
11 percentage for ~~of~~ Advanced Placement courses taken by  
12 race and ethnicity category and gender category, ~~as~~  
13 ~~defined in the most recent federal decennial census;~~

14 (ii) the total student number and student  
15 percentage for ~~of~~ International Baccalaureate courses  
16 taken by race and ethnicity category and gender  
17 category, ~~as defined in the most recent federal~~  
18 ~~decennial census;~~

19 (iii) (blank); ~~for each race and ethnicity~~  
20 ~~category and gender category, as defined in the most~~  
21 ~~recent federal decennial census, the percentage of~~  
22 ~~high school students enrolled in Advanced Placement~~  
23 ~~courses;~~

24 (iv) (blank); and ~~for each race and ethnicity~~  
25 ~~category and gender category, as defined in the most~~  
26 ~~recent federal decennial census, the percentage of~~

1 ~~high school students enrolled in International~~  
2 ~~Baccalaureate courses; and~~

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

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

17 (Source: P.A. 102-16, eff. 6-17-21; 102-294, eff. 1-1-22;  
18 102-539, eff. 8-20-21; 102-558, eff. 8-20-21; 102-594, eff.  
19 7-1-22; 102-813, eff. 5-13-22; 103-116, eff. 6-30-23; 103-263,  
20 eff. 6-30-23; 103-413, eff, 1-1-24; 103-503, eff. 1-1-24;  
21 revised 9-12-23.)

22 (105 ILCS 5/10-20.12a) (from Ch. 122, par. 10-20.12a)

23 Sec. 10-20.12a. Tuition for non-resident pupils.

24 (a) To charge non-resident pupils who attend the schools  
25 of the district tuition in an amount not exceeding 110% of the

1 per capita cost of maintaining the schools of the district for  
2 the preceding school year.

3 Such per capita cost shall be computed by dividing the  
4 total cost of conducting and maintaining the schools of the  
5 district by the average daily attendance, including tuition  
6 pupils. Depreciation on the buildings and equipment of the  
7 schools of the district, and the amount of annual depreciation  
8 on such buildings and equipment shall be dependent upon the  
9 useful life of such property.

10 The tuition charged shall in no case exceed 110% of the per  
11 capita cost of conducting and maintaining the schools of the  
12 district attended, as determined with reference to the most  
13 recent audit prepared under Section 3-7 which is available at  
14 the commencement of the current school year. Non-resident  
15 pupils attending the schools of the district for less than the  
16 school term shall have their tuition apportioned, however  
17 pupils who become non-resident during a school term shall not  
18 be charged tuition for the remainder of the school term in  
19 which they became non-resident pupils.

20 Notwithstanding the provisions of this Section, a school  
21 district may ~~adopt a policy to~~ waive tuition costs for a  
22 non-resident pupil who ~~if the pupil~~ is the ~~a~~ child of a  
23 district employee if the district adopts a policy approving  
24 such waiver. For purposes of this paragraph, "child" means a  
25 district employee's child who is a biological child, adopted  
26 child, foster child, stepchild, or a child for which the

1 employee serves as a legal guardian.

2 (b) Unless otherwise agreed to by the parties involved and  
3 where the educational services are not otherwise provided for,  
4 educational services for an Illinois student under the age of  
5 21 (and not eligible for services pursuant to Article 14 of  
6 this Code) in any residential program shall be provided by the  
7 district in which the facility is located and financed as  
8 follows. The cost of educational services shall be paid by the  
9 district in which the student resides in an amount equal to the  
10 cost of providing educational services in the residential  
11 facility. Payments shall be made by the district of the  
12 student's residence and shall be made to the district wherein  
13 the facility is located no less than once per month unless  
14 otherwise agreed to by the parties.

15 The funding provision of this subsection (b) applies to  
16 all Illinois students under the age of 21 (and not eligible for  
17 services pursuant to Article 14 of this Code) receiving  
18 educational services in residential facilities, irrespective  
19 of whether the student was placed therein pursuant to this  
20 Code or the Juvenile Court Act of 1987 or by an Illinois public  
21 agency or a court. The changes to this subsection (b) made by  
22 this amendatory Act of the 95th General Assembly apply to all  
23 placements in effect on July 1, 2007 and all placements  
24 thereafter. For purposes of this subsection (b), a student's  
25 district of residence shall be determined in accordance with  
26 subsection (a) of Section 10-20.12b of this Code. The

1 placement of a student in a residential facility shall not  
2 affect the residency of the student. When a dispute arises  
3 over the determination of the district of residence under this  
4 subsection (b), any person or entity, including without  
5 limitation a school district or residential facility, may make  
6 a written request for a residency decision to the State  
7 Superintendent of Education, who, upon review of materials  
8 submitted and any other items or information he or she may  
9 request for submission, shall issue his or her decision in  
10 writing. The decision of the State Superintendent of Education  
11 is final.

12 (Source: P.A. 103-111, eff. 6-29-23.)

13 (105 ILCS 5/10-20.17a) (from Ch. 122, par. 10-20.17a)  
14 Sec. 10-20.17a. Hazardous materials training. To enhance  
15 the safety of pupils and staff by providing in-service  
16 training programs on the safe handling and use of hazardous or  
17 toxic materials for personnel in the district who work with  
18 such materials on a regular basis. Such programs may ~~shall~~ be  
19 identified ~~approved~~ by the State Board of Education, in  
20 consultation with the ~~Illinois~~ Department of Public Health,  
21 for use by school boards in implementing this Section.

22 (Source: P.A. 84-1294.)

23 (105 ILCS 5/10-20.56)

24 Sec. 10-20.56. E-learning days.

1 (a) The State Board of Education shall establish and  
2 maintain, for implementation in school districts, a program  
3 for use of electronic-learning (e-learning) days, as described  
4 in this Section. School districts may utilize a program  
5 approved under this Section for use during remote learning  
6 days and blended remote learning days under Section 10-30 or  
7 34-18.66.

8 (b) The school board of a school district may, by  
9 resolution, adopt a research-based program or research-based  
10 programs for e-learning days district-wide that shall permit  
11 student instruction to be received electronically while  
12 students are not physically present in lieu of the district's  
13 scheduled emergency days as required by Section 10-19 of this  
14 Code or because a school was selected to be a polling place  
15 under Section 11-4.1 of the Election Code. The research-based  
16 program or programs may not exceed the minimum number of  
17 emergency days in the approved school calendar and must be  
18 verified annually by the regional office of education or  
19 intermediate service center for the school district before the  
20 implementation of any e-learning days in that school year ~~or~~  
21 ~~or before September 1st annually~~ to ensure access for all  
22 students. The regional office of education or intermediate  
23 service center shall ensure that the specific needs of all  
24 students are met, including special education students and  
25 English learners, and that all mandates are still met using  
26 the proposed research-based program. The e-learning program

1 may utilize the Internet, telephones, texts, chat rooms, or  
2 other similar means of electronic communication for  
3 instruction and interaction between teachers and students that  
4 meet the needs of all learners. The e-learning program shall  
5 address the school district's responsibility to ensure that  
6 all teachers and staff who may be involved in the provision of  
7 e-learning have access to any and all hardware and software  
8 that may be required for the program. If a proposed program  
9 does not address this responsibility, the school district must  
10 propose an alternate program.

11 (c) Before its adoption by a school board, the school  
12 board must hold a public hearing on a school district's  
13 initial proposal for an e-learning program or for renewal of  
14 such a program, at a regular or special meeting of the school  
15 board, in which the terms of the proposal must be  
16 substantially presented and an opportunity for allowing public  
17 comments must be provided. Notice of such public hearing must  
18 be provided at least 10 days prior to the hearing by:

19 (1) publication in a newspaper of general circulation  
20 in the school district;

21 (2) written or electronic notice designed to reach the  
22 parents or guardians of all students enrolled in the  
23 school district; and

24 (3) written or electronic notice designed to reach any  
25 exclusive collective bargaining representatives of school  
26 district employees and all those employees not in a

1 collective bargaining unit.

2 (d) The regional office of education or intermediate  
3 service center for the school district must timely verify that  
4 a proposal for an e-learning program has met the requirements  
5 specified in this Section and that the proposal contains  
6 provisions designed to reasonably and practicably accomplish  
7 the following:

8 (1) to ensure and verify at least 5 clock hours of  
9 instruction or school work, as required under Section  
10 10-19.05, for each student participating in an e-learning  
11 day;

12 (2) to ensure access from home or other appropriate  
13 remote facility for all students participating, including  
14 computers, the Internet, and other forms of electronic  
15 communication that must be utilized in the proposed  
16 program;

17 (2.5) to ensure that non-electronic materials are made  
18 available to students participating in the program who do  
19 not have access to the required technology or to  
20 participating teachers or students who are prevented from  
21 accessing the required technology;

22 (3) to ensure appropriate learning opportunities for  
23 students with special needs;

24 (4) to monitor and verify each student's electronic  
25 participation;

26 (5) to address the extent to which student



1 participation is within the student's control as to the  
2 time, pace, and means of learning;

3 (6) to provide effective notice to students and their  
4 parents or guardians of the use of particular days for  
5 e-learning;

6 (7) to provide staff and students with adequate  
7 training for e-learning days' participation;

8 (8) to ensure an opportunity for any collective  
9 bargaining negotiations with representatives of the school  
10 district's employees that would be legally required,  
11 including all classifications of school district employees  
12 who are represented by collective bargaining agreements  
13 and who would be affected in the event of an e-learning  
14 day;

15 (9) to review and revise the program as implemented to  
16 address difficulties confronted; and

17 (10) to ensure that the protocol regarding general  
18 expectations and responsibilities of the program is  
19 communicated to teachers, staff, and students at least 30  
20 days prior to utilizing an e-learning day in a school  
21 year.

22 The school board's approval of a school district's initial  
23 e-learning program and renewal of the e-learning program shall  
24 be for a term of 3 school years, beginning with the first  
25 school year in which the program was approved and verified by  
26 the regional office of education or intermediate service

1 center for the school district.

2 (d-5) A school district shall pay to its contractors who  
3 provide educational support services to the district,  
4 including, but not limited to, custodial, transportation, or  
5 food service providers, their daily, regular rate of pay or  
6 billings rendered for any e-learning day that is used because  
7 a school was selected to be a polling place under Section  
8 11-4.1 of the Election Code, except that this requirement does  
9 not apply to contractors who are paid under contracts that are  
10 entered into, amended, or renewed on or after March 15, 2022 or  
11 to contracts that otherwise address compensation for such  
12 e-learning days.

13 (d-10) A school district shall pay to its employees who  
14 provide educational support services to the district,  
15 including, but not limited to, custodial employees, building  
16 maintenance employees, transportation employees, food service  
17 providers, classroom assistants, or administrative staff,  
18 their daily, regular rate of pay and benefits rendered for any  
19 school closure or e-learning day if the closure precludes them  
20 from performing their regularly scheduled duties and the  
21 employee would have reported for work but for the closure,  
22 except this requirement does not apply if the day is  
23 rescheduled and the employee will be paid their daily, regular  
24 rate of pay and benefits for the rescheduled day when services  
25 are rendered.

26 (d-15) A school district shall make full payment that

1 would have otherwise been paid to its contractors who provide  
2 educational support services to the district, including, but  
3 not limited to, custodial, building maintenance,  
4 transportation, food service providers, classroom assistants,  
5 or administrative staff, their daily, regular rate of pay and  
6 benefits rendered for any school closure or e-learning day if  
7 any closure precludes them from performing their regularly  
8 scheduled duties and employees would have reported for work  
9 but for the closure. The employees who provide the support  
10 services covered by such contracts shall be paid their daily  
11 bid package rates and benefits as defined by their local  
12 operating agreements or collective bargaining agreements,  
13 except this requirement does not apply if the day is  
14 rescheduled and the employee will be paid their daily, regular  
15 rate of pay and benefits for the rescheduled day when services  
16 are rendered.

17 (d-20) A school district shall make full payment or  
18 reimbursement to an employee or contractor as specified in  
19 subsection (d-10) or (d-15) of this Section for any school  
20 closure or e-learning day in the 2021-2022 school year that  
21 occurred prior to the effective date of this amendatory Act of  
22 the 102nd General Assembly if the employee or contractor did  
23 not receive pay or was required to use earned paid time off,  
24 except this requirement does not apply if the day is  
25 rescheduled and the employee will be paid their daily, regular  
26 rate of pay and benefits for the rescheduled day when services

1 are rendered.

2 (e) The State Board of Education may adopt rules  
3 consistent with the provision of this Section.

4 (f) For purposes of subsections (d-10), (d-15), and (d-20)  
5 of this Section:

6 "Employee" means anyone employed by a school district on  
7 or after the effective date of this amendatory Act of the 102nd  
8 General Assembly.

9 "School district" includes charter schools established  
10 under Article 27A of this Code, but does not include the  
11 Department of Juvenile Justice School District.

12 (Source: P.A. 101-12, eff. 7-1-19; 101-643, eff. 6-18-20;  
13 102-584, eff. 6-1-22; 102-697, eff. 4-5-22.)

14 (105 ILCS 5/10-22.24b)

15 (Text of Section before amendment by P.A. 103-542)

16 Sec. 10-22.24b. School counseling services. School  
17 counseling services in public schools may be provided by  
18 school counselors as defined in Section 10-22.24a of this Code  
19 or by individuals who hold a Professional Educator License  
20 with a school support personnel endorsement in the area of  
21 school counseling under Section 21B-25 of this Code.

22 School counseling services may include, but are not  
23 limited to:

24 (1) designing and delivering a comprehensive school  
25 counseling program through a standards-based,

1        data-informed program that promotes student achievement  
2        and wellness;

3            (2) (blank); ~~incorporating the common core language~~  
4        ~~into the school counselor's work and role;~~

5            (3) school counselors working as culturally skilled  
6        professionals who act sensitively to promote social  
7        justice and equity in a pluralistic society;

8            (4) providing individual and group counseling;

9            (5) providing a core counseling curriculum that serves  
10       all students and addresses the knowledge and skills  
11       appropriate to their developmental level through a  
12       collaborative model of delivery involving the school  
13       counselor, classroom teachers, and other appropriate  
14       education professionals, and including prevention and  
15       pre-referral activities;

16           (6) making referrals when necessary to appropriate  
17       offices or outside agencies;

18           (7) providing college and career development  
19       activities and counseling;

20           (8) developing individual career plans with students,  
21       which includes planning for post-secondary education, as  
22       appropriate, and engaging in related and relevant career  
23       and technical education coursework in high school ~~as~~  
24       ~~described in paragraph (55);~~

25           (9) assisting all students with a college or  
26       post-secondary education plan, which must include a

1 discussion on all post-secondary education options,  
2 including 4-year colleges or universities, community  
3 colleges, and vocational schools, and includes planning  
4 for post-secondary education, as appropriate, and engaging  
5 in related and relevant career and technical education  
6 coursework in high school ~~as described in paragraph (55);~~

7 (10) (blank); ~~intentionally addressing the career and~~  
8 ~~college needs of first-generation students;~~

9 (11) educating all students on scholarships, financial  
10 aid, and preparation of the Federal Application for  
11 Federal Student Aid;

12 (12) collaborating with institutions of higher  
13 education and local community colleges so that students  
14 understand post-secondary education options and are ready  
15 to transition successfully;

16 (13) providing crisis intervention and contributing to  
17 the development of a specific crisis plan within the  
18 school setting in collaboration with multiple  
19 stakeholders;

20 (14) providing educational opportunities for ~~educating~~  
21 ~~students, teachers, and parents on~~ mental health ~~anxiety,~~  
22 ~~depression, cutting, and suicide issues and intervening~~  
23 ~~with students who present with these issues;~~

24 (15) providing counseling and other resources to  
25 students who are in crisis;

26 (16) working to address barriers that prohibit or

1 ~~limit access providing resources for those students who do~~  
2 ~~not have access~~ to mental health services;

3 (17) addressing bullying and conflict resolution with  
4 all students;

5 (18) teaching communication skills and helping  
6 students develop positive relationships;

7 (19) using culturally sensitive skills in working with  
8 all students to promote wellness;

9 (20) working to address ~~addressing~~ the needs of all  
10 ~~undocumented~~ students with regard to citizenship status ~~in~~  
11 ~~the school, as well as students who are legally in the~~  
12 ~~United States, but whose parents are undocumented;~~

13 (21) (blank); ~~contributing to a student's functional~~  
14 ~~behavioral assessment, as well as assisting in the~~  
15 ~~development of non-aversive behavioral intervention~~  
16 ~~strategies;~~

17 (22) providing academic, social-emotional, and college  
18 and career supports to all students irrespective of  
19 special education or Section 504 status ~~(i) assisting~~  
20 ~~students in need of special education services by~~  
21 ~~implementing the academic supports and social-emotional~~  
22 ~~and college or career development counseling services or~~  
23 ~~interventions per a student's individualized education~~  
24 ~~program (IEP); (ii) participating in or contributing to a~~  
25 ~~student's IEP and completing a social-developmental~~  
26 ~~history; or (iii) providing services to a student with a~~

1 ~~disability under the student's IEP or federal Section 504~~  
2 ~~plan, as recommended by the student's IEP team or Section~~  
3 ~~504 plan team and in compliance with federal and State~~  
4 ~~laws and rules governing the provision of educational and~~  
5 ~~related services and school based accommodations to~~  
6 ~~students with disabilities and the qualifications of~~  
7 ~~school personnel to provide such services and~~  
8 ~~accommodations;~~

9 (23) assisting students in goal setting and success  
10 skills for classroom behavior, study skills, test  
11 preparation, internal motivation, and intrinsic rewards  
12 ~~the development of a personal educational plan with each~~  
13 ~~student;~~

14 (24) (blank); ~~educating students on dual credit and~~  
15 ~~learning opportunities on the Internet;~~

16 (25) providing information for all students in the  
17 selection of courses that will lead to post-secondary  
18 education opportunities toward a successful career;

19 (26) interpreting achievement test results and guiding  
20 students in appropriate directions;

21 (27) (blank); ~~counseling with students, families, and~~  
22 ~~teachers, in compliance with federal and State laws;~~

23 (28) providing families with opportunities for  
24 education and counseling as appropriate in relation to the  
25 student's educational assessment;

26 (29) consulting and collaborating with teachers and



1 other school personnel regarding behavior management and  
2 intervention plans and inclusion in support of students;

3 (30) teaming and partnering with staff, parents,  
4 businesses, and community organizations to support student  
5 achievement and social-emotional learning standards for  
6 all students;

7 (31) developing and implementing school-based  
8 prevention programs, including, but not limited to,  
9 mediation and violence prevention, implementing social and  
10 emotional education programs and services, and  
11 establishing and implementing bullying prevention and  
12 intervention programs;

13 (32) developing culturally sensitive assessment  
14 instruments for measuring school counseling prevention and  
15 intervention effectiveness and collecting, analyzing, and  
16 interpreting data;

17 (33) participating on school and district committees  
18 to advocate for student programs and resources, as well as  
19 establishing a school counseling advisory council that  
20 includes representatives of key stakeholders selected to  
21 review and advise on the implementation of the school  
22 counseling program;

23 (34) acting as a liaison between the public schools  
24 and community resources and building relationships with  
25 important stakeholders, such as families, administrators,  
26 teachers, and board members;

1 (35) maintaining organized, clear, and useful records  
2 in a confidential manner consistent with Section 5 of the  
3 Illinois School Student Records Act, the Family  
4 Educational Rights and Privacy Act, and the Health  
5 Insurance Portability and Accountability Act;

6 (36) presenting an annual agreement to the  
7 administration, including a formal discussion of the  
8 alignment of school and school counseling program missions  
9 and goals and detailing specific school counselor  
10 responsibilities;

11 (37) identifying and implementing culturally sensitive  
12 measures of success for student competencies in each of  
13 the 3 domains of academic, social and emotional, and  
14 college and career learning based on planned and periodic  
15 assessment of the comprehensive developmental school  
16 counseling program;

17 (38) collaborating as a team member in Multi-Tiered  
18 Systems of Support ~~Response to Intervention (RtI)~~ and  
19 other school initiatives;

20 (39) conducting observations and participating in  
21 recommendations or interventions regarding the placement  
22 of children in educational programs or special education  
23 classes;

24 (40) analyzing data and results of school counseling  
25 program assessments, including curriculum, small-group,  
26 and closing-the-gap results reports, and designing

1 strategies to continue to improve program effectiveness;

2 (41) analyzing data and results of school counselor  
3 competency assessments;

4 (42) following American School Counselor Association  
5 Ethical Standards for School Counselors to demonstrate  
6 high standards of integrity, leadership, and  
7 professionalism;

8 (43) using student competencies to assess student  
9 growth and development to inform decisions regarding  
10 strategies, activities, and services that help students  
11 achieve the highest academic level possible ~~knowing and~~  
12 ~~embracing common core standards by using common core~~  
13 ~~language;~~

14 (44) practicing as a culturally skilled school  
15 counselor by infusing the multicultural competencies  
16 within the role of the school counselor, including the  
17 practice of culturally sensitive attitudes and beliefs,  
18 knowledge, and skills;

19 (45) infusing the Social-Emotional Standards, as  
20 presented in the State Board of Education standards,  
21 across the curriculum and in the counselor's role in ways  
22 that empower and enable students to achieve academic  
23 success across all grade levels;

24 (46) providing services only in areas in which the  
25 school counselor has appropriate training or expertise, as  
26 well as only providing counseling or consulting services

1 within his or her employment to any student in the  
2 district or districts which employ such school counselor,  
3 in accordance with professional ethics;

4 (47) having adequate training in supervision knowledge  
5 and skills in order to supervise school counseling interns  
6 enrolled in graduate school counselor preparation programs  
7 that meet the standards established by the State Board of  
8 Education;

9 (48) being involved with State and national  
10 professional associations;

11 (49) participating, at least once every 2 years, in an  
12 in-service training program for school counselors  
13 conducted by persons with expertise in domestic and sexual  
14 violence and the needs of expectant and parenting youth,  
15 which shall include training concerning (i) communicating  
16 with and listening to youth victims of domestic or sexual  
17 violence and expectant and parenting youth, (ii)  
18 connecting youth victims of domestic or sexual violence  
19 and expectant and parenting youth to appropriate in-school  
20 services and other agencies, programs, and services as  
21 needed, and (iii) implementing the school district's  
22 policies, procedures, and protocols with regard to such  
23 youth, including confidentiality; at a minimum, school  
24 personnel must be trained to understand, provide  
25 information and referrals, and address issues pertaining  
26 to youth who are parents, expectant parents, or victims of

1 domestic or sexual violence;

2 (50) participating, at least every 2 years, in an  
3 in-service training program for school counselors  
4 conducted by persons with expertise in anaphylactic  
5 reactions and management;

6 (51) participating, at least once every 2 years, in an  
7 in-service training on educator ethics, teacher-student  
8 conduct, and school employee-student conduct for all  
9 personnel;

10 (52) participating, in addition to other topics at  
11 in-service training programs, in training to identify the  
12 warning signs of mental illness and suicidal behavior in  
13 adolescents and teenagers and learning appropriate  
14 intervention and referral techniques;

15 (53) (blank); ~~obtaining training to have a basic~~  
16 ~~knowledge of matters relating to acquired immunodeficiency~~  
17 ~~syndrome (AIDS), including the nature of the disease, its~~  
18 ~~causes and effects, the means of detecting it and~~  
19 ~~preventing its transmission, and the availability of~~  
20 ~~appropriate sources of counseling and referral and any~~  
21 ~~other information that may be appropriate considering the~~  
22 ~~age and grade level of the pupils; the school board shall~~  
23 ~~supervise such training and the State Board of Education~~  
24 ~~and the Department of Public Health shall jointly develop~~  
25 ~~standards for such training;~~

26 (54) (blank); and ~~participating in mandates from the~~

1 ~~State Board of Education for bullying education and~~  
2 ~~social-emotional literacy; and~~

3 (55) promoting career and technical education by  
4 assisting each student to determine an appropriate  
5 postsecondary plan based upon the student's skills,  
6 strengths, and goals and assisting the student to  
7 implement the best practices that improve career or  
8 workforce readiness after high school.

9 School districts may employ a sufficient number of school  
10 counselors to maintain the national and State recommended  
11 student-counselor ratio of 250 to 1. School districts may have  
12 school counselors spend at least 80% of his or her work time in  
13 direct contact with students.

14 Nothing in this Section prohibits other qualified  
15 professionals, including other endorsed school support  
16 personnel, from providing the services listed in this Section.

17 (Source: P.A. 102-876, eff. 1-1-23; 103-154, eff. 6-30-23.)

18 (Text of Section after amendment by P.A. 103-542)

19 Sec. 10-22.24b. School counseling services. School  
20 counseling services in public schools may be provided by  
21 school counselors as defined in Section 10-22.24a of this Code  
22 or by individuals who hold a Professional Educator License  
23 with a school support personnel endorsement in the area of  
24 school counseling under Section 21B-25 of this Code.

25 School counseling services may include, but are not

1 limited to:

2 (1) designing and delivering a comprehensive school  
3 counseling program through a standards-based,  
4 data-informed program that promotes student achievement  
5 and wellness;

6 (2) (blank); ~~incorporating the common core language~~  
7 ~~into the school counselor's work and role;~~

8 (3) school counselors working as culturally skilled  
9 professionals who act sensitively to promote social  
10 justice and equity in a pluralistic society;

11 (4) providing individual and group counseling;

12 (5) providing a core counseling curriculum that serves  
13 all students and addresses the knowledge and skills  
14 appropriate to their developmental level through a  
15 collaborative model of delivery involving the school  
16 counselor, classroom teachers, and other appropriate  
17 education professionals, and including prevention and  
18 pre-referral activities;

19 (6) making referrals when necessary to appropriate  
20 offices or outside agencies;

21 (7) providing college and career development  
22 activities and counseling;

23 (8) developing individual career plans with students,  
24 which includes planning for post-secondary education, as  
25 appropriate, and engaging in related and relevant career  
26 and technical education coursework in high school ~~as~~

1 ~~described in paragraph (55);~~

2 (9) assisting all students with a college or  
3 post-secondary education plan, which must include a  
4 discussion on all post-secondary education options,  
5 including 4-year colleges or universities, community  
6 colleges, and vocational schools, and includes planning  
7 for post-secondary education, as appropriate, and engaging  
8 in related and relevant career and technical education  
9 coursework in high school ~~as described in paragraph (55);~~

10 (10) (blank); ~~intentionally addressing the career and~~  
11 ~~college needs of first generation students;~~

12 (11) educating all students on scholarships, financial  
13 aid, and preparation of the Federal Application for  
14 Federal Student Aid;

15 (12) collaborating with institutions of higher  
16 education and local community colleges so that students  
17 understand post-secondary education options and are ready  
18 to transition successfully;

19 (13) providing crisis intervention and contributing to  
20 the development of a specific crisis plan within the  
21 school setting in collaboration with multiple  
22 stakeholders;

23 (14) providing educational opportunities for ~~educating~~  
24 ~~students, teachers, and parents on~~ mental health ~~anxiety,~~  
25 ~~depression, cutting, and suicide issues and intervening~~  
26 ~~with students who present with these issues;~~



1 (15) providing counseling and other resources to  
2 students who are in crisis;

3 (16) working to address barriers that prohibit or  
4 limit access ~~providing resources for those students who do~~  
5 ~~not have access~~ to mental health services;

6 (17) addressing bullying and conflict resolution with  
7 all students;

8 (18) teaching communication skills and helping  
9 students develop positive relationships;

10 (19) using culturally sensitive skills in working with  
11 all students to promote wellness;

12 (20) working to address ~~addressing~~ the needs of all  
13 ~~undocumented~~ students with regard to citizenship status ~~in~~  
14 ~~the school, as well as students who are legally in the~~  
15 ~~United States, but whose parents are undocumented;~~

16 (21) (blank); ~~contributing to a student's functional~~  
17 ~~behavioral assessment, as well as assisting in the~~  
18 ~~development of non aversive behavioral intervention~~  
19 ~~strategies;~~

20 (22) providing academic, social-emotional, and college  
21 and career supports to all students irrespective of  
22 special education or Section 504 status; ~~(i) assisting~~  
23 ~~students in need of special education services by~~  
24 ~~implementing the academic supports and social-emotional~~  
25 ~~and college or career development counseling services or~~  
26 ~~interventions per a student's individualized education~~

1 ~~program (IEP); (ii) participating in or contributing to a~~  
2 ~~student's IEP and completing a social-developmental~~  
3 ~~history; or (iii) providing services to a student with a~~  
4 ~~disability under the student's IEP or federal Section 504~~  
5 ~~plan, as recommended by the student's IEP team or Section~~  
6 ~~504 plan team and in compliance with federal and State~~  
7 ~~laws and rules governing the provision of educational and~~  
8 ~~related services and school based accommodations to~~  
9 ~~students with disabilities and the qualifications of~~  
10 ~~school personnel to provide such services and~~  
11 ~~accommodations;~~

12 (23) assisting students in goal setting and success  
13 skills for classroom behavior, study skills, test  
14 preparation, internal motivation, and intrinsic rewards  
15 ~~the development of a personal educational plan with each~~  
16 ~~student;~~

17 (24) (blank); ~~educating students on dual credit and~~  
18 ~~learning opportunities on the Internet;~~

19 (25) providing information for all students in the  
20 selection of courses that will lead to post-secondary  
21 education opportunities toward a successful career;

22 (26) interpreting achievement test results and guiding  
23 students in appropriate directions;

24 (27) (blank); ~~counseling with students, families, and~~  
25 ~~teachers, in compliance with federal and State laws;~~

26 (28) providing families with opportunities for

1 education and counseling as appropriate in relation to the  
2 student's educational assessment;

3 (29) consulting and collaborating with teachers and  
4 other school personnel regarding behavior management and  
5 intervention plans and inclusion in support of students;

6 (30) teaming and partnering with staff, parents,  
7 businesses, and community organizations to support student  
8 achievement and social-emotional learning standards for  
9 all students;

10 (31) developing and implementing school-based  
11 prevention programs, including, but not limited to,  
12 mediation and violence prevention, implementing social and  
13 emotional education programs and services, and  
14 establishing and implementing bullying prevention and  
15 intervention programs;

16 (32) developing culturally sensitive assessment  
17 instruments for measuring school counseling prevention and  
18 intervention effectiveness and collecting, analyzing, and  
19 interpreting data;

20 (33) participating on school and district committees  
21 to advocate for student programs and resources, as well as  
22 establishing a school counseling advisory council that  
23 includes representatives of key stakeholders selected to  
24 review and advise on the implementation of the school  
25 counseling program;

26 (34) acting as a liaison between the public schools

1 and community resources and building relationships with  
2 important stakeholders, such as families, administrators,  
3 teachers, and board members;

4 (35) maintaining organized, clear, and useful records  
5 in a confidential manner consistent with Section 5 of the  
6 Illinois School Student Records Act, the Family  
7 Educational Rights and Privacy Act, and the Health  
8 Insurance Portability and Accountability Act;

9 (36) presenting an annual agreement to the  
10 administration, including a formal discussion of the  
11 alignment of school and school counseling program missions  
12 and goals and detailing specific school counselor  
13 responsibilities;

14 (37) identifying and implementing culturally sensitive  
15 measures of success for student competencies in each of  
16 the 3 domains of academic, social and emotional, and  
17 college and career learning based on planned and periodic  
18 assessment of the comprehensive developmental school  
19 counseling program;

20 (38) collaborating as a team member in Multi-Tiered  
21 Systems of Support ~~Response to Intervention (RtI)~~ and  
22 other school initiatives;

23 (39) conducting observations and participating in  
24 recommendations or interventions regarding the placement  
25 of children in educational programs or special education  
26 classes;

1 (40) analyzing data and results of school counseling  
2 program assessments, including curriculum, small-group,  
3 and closing-the-gap results reports, and designing  
4 strategies to continue to improve program effectiveness;

5 (41) analyzing data and results of school counselor  
6 competency assessments;

7 (42) following American School Counselor Association  
8 Ethical Standards for School Counselors to demonstrate  
9 high standards of integrity, leadership, and  
10 professionalism;

11 (43) using student competencies to assess student  
12 growth and development to inform decisions regarding  
13 strategies, activities, and services that help students  
14 achieve the highest academic level possible ~~knowing and~~  
15 ~~embracing common core standards by using common core~~  
16 ~~language;~~

17 (44) practicing as a culturally skilled school  
18 counselor by infusing the multicultural competencies  
19 within the role of the school counselor, including the  
20 practice of culturally sensitive attitudes and beliefs,  
21 knowledge, and skills;

22 (45) infusing the Social-Emotional Standards, as  
23 presented in the State Board of Education standards,  
24 across the curriculum and in the counselor's role in ways  
25 that empower and enable students to achieve academic  
26 success across all grade levels;

1           (46) providing services only in areas in which the  
2 school counselor has appropriate training or expertise, as  
3 well as only providing counseling or consulting services  
4 within his or her employment to any student in the  
5 district or districts which employ such school counselor,  
6 in accordance with professional ethics;

7           (47) having adequate training in supervision knowledge  
8 and skills in order to supervise school counseling interns  
9 enrolled in graduate school counselor preparation programs  
10 that meet the standards established by the State Board of  
11 Education;

12           (48) being involved with State and national  
13 professional associations;

14           (49) complete the required training as outlined in  
15 Section 10-22.39;

16           (50) (blank);

17           (51) (blank);

18           (52) (blank);

19           (53) (blank);

20           (54) (blank); and ~~participating in mandates from the~~  
21 ~~State Board of Education for bullying education and~~  
22 ~~social emotional literacy; and~~

23           (55) promoting career and technical education by  
24 assisting each student to determine an appropriate  
25 postsecondary plan based upon the student's skills,  
26 strengths, and goals and assisting the student to

1           implement the best practices that improve career or  
2           workforce readiness after high school.

3           School districts may employ a sufficient number of school  
4           counselors to maintain the national and State recommended  
5           student-counselor ratio of 250 to 1. School districts may have  
6           school counselors spend at least 80% of his or her work time in  
7           direct contact with students.

8           Nothing in this Section prohibits other qualified  
9           professionals, including other endorsed school support  
10          personnel, from providing the services listed in this Section.

11          (Source: P.A. 102-876, eff. 1-1-23; 103-154, eff. 6-30-23;  
12          103-542, eff. 7-1-24 (see Section 905 of P.A. 103-563 for  
13          effective date of P.A. 103-542.)

14           (105 ILCS 5/10-27.1A)

15           Sec. 10-27.1A. Firearms in schools.

16           (a) All school officials, including teachers, school  
17          counselors, and support staff, shall immediately notify the  
18          office of the principal in the event that they observe any  
19          person in possession of a firearm on school grounds; provided  
20          that taking such immediate action to notify the office of the  
21          principal would not immediately endanger the health, safety,  
22          or welfare of students who are under the direct supervision of  
23          the school official or the school official. If the health,  
24          safety, or welfare of students under the direct supervision of  
25          the school official or of the school official is immediately

1 endangered, the school official shall notify the office of the  
2 principal as soon as the students under his or her supervision  
3 and he or she are no longer under immediate danger. A report is  
4 not required by this Section when the school official knows  
5 that the person in possession of the firearm is a law  
6 enforcement official engaged in the conduct of his or her  
7 official duties. Any school official acting in good faith who  
8 makes such a report under this Section shall have immunity  
9 from any civil or criminal liability that might otherwise be  
10 incurred as a result of making the report. The identity of the  
11 school official making such report shall not be disclosed  
12 except as expressly and specifically authorized by law.  
13 Knowingly and willfully failing to comply with this Section is  
14 a petty offense. A second or subsequent offense is a Class C  
15 misdemeanor.

16 (b) Upon receiving a report from any school official  
17 pursuant to this Section, or from any other person, the  
18 principal or his or her designee shall immediately notify a  
19 local law enforcement agency. If the person found to be in  
20 possession of a firearm on school grounds is a student, the  
21 principal or his or her designee shall also immediately notify  
22 that student's parent or guardian. Any principal or his or her  
23 designee acting in good faith who makes such reports under  
24 this Section shall have immunity from any civil or criminal  
25 liability that might otherwise be incurred or imposed as a  
26 result of making the reports. Knowingly and willfully failing



1 to comply with this Section is a petty offense. A second or  
2 subsequent offense is a Class C misdemeanor. If the person  
3 found to be in possession of the firearm on school grounds is a  
4 minor, the law enforcement agency shall detain that minor  
5 until such time as the agency makes a determination pursuant  
6 to clause (a) of subsection (1) of Section 5-401 of the  
7 Juvenile Court Act of 1987, as to whether the agency  
8 reasonably believes that the minor is delinquent. If the law  
9 enforcement agency determines that probable cause exists to  
10 believe that the minor committed a violation of item (4) of  
11 subsection (a) of Section 24-1 of the Criminal Code of 2012  
12 while on school grounds, the agency shall detain the minor for  
13 processing pursuant to Section 5-407 of the Juvenile Court Act  
14 of 1987.

15 (c) Upon receipt of any written, electronic, or verbal  
16 report from any school personnel regarding a verified incident  
17 involving a firearm in a school or on school owned or leased  
18 property, including any conveyance owned, leased, or used by  
19 the school for the transport of students or school personnel,  
20 the superintendent or his or her designee shall report all  
21 such firearm-related incidents occurring in a school or on  
22 school property to the local law enforcement authorities  
23 immediately, ~~who shall report to the Illinois State Police in~~  
24 ~~a form, manner, and frequency as prescribed by the Illinois~~  
25 ~~State Police.~~

26 ~~The State Board of Education shall receive an annual~~

1 ~~statistical compilation and related data associated with~~  
2 ~~incidents involving firearms in schools from the Illinois~~  
3 ~~State Police. The State Board of Education shall compile this~~  
4 ~~information by school district and make it available to the~~  
5 ~~public.~~

6 (c-5) Schools shall report any written, electronic, or  
7 verbal report of a verified incident involving a firearm made  
8 under subsection (c) to the State Board of Education through  
9 existing school incident reporting systems as they occur  
10 during the year by no later than July 31 for the previous  
11 school year. The State Board of Education shall report data by  
12 school district, as collected from school districts, and make  
13 it available to the public via its website. The local law  
14 enforcement authority shall, by March 1 of each year, report  
15 the required data from the previous year to the Illinois State  
16 Police's Illinois Uniform Crime Reporting Program, which shall  
17 be included in its annual Crime in Illinois report.

18 (d) As used in this Section, the term "firearm" shall have  
19 the meaning ascribed to it in Section 1.1 of the Firearm Owners  
20 Identification Card Act.

21 As used in this Section, the term "school" means any  
22 public or private elementary or secondary school.

23 As used in this Section, the term "school grounds"  
24 includes the real property comprising any school, any  
25 conveyance owned, leased, or contracted by a school to  
26 transport students to or from school or a school-related

1 activity, or any public way within 1,000 feet of the real  
2 property comprising any school.

3 (Source: P.A. 102-197, eff. 7-30-21; 102-538, eff. 8-20-21;  
4 102-813, eff. 5-13-22; 103-34, eff. 6-9-23.)

5 (105 ILCS 5/10-27.1B)

6 Sec. 10-27.1B. Reporting drug-related incidents in  
7 schools.

8 (a) In this Section:

9 "Drug" means "cannabis" as defined under subsection (a) of  
10 Section 3 of the Cannabis Control Act, "narcotic drug" as  
11 defined under subsection (aa) of Section 102 of the Illinois  
12 Controlled Substances Act, or "methamphetamine" as defined  
13 under Section 10 of the Methamphetamine Control and Community  
14 Protection Act.

15 "School" means any public or private elementary or  
16 secondary school.

17 (b) Upon receipt of any written, electronic, or verbal  
18 report from any school personnel regarding a verified incident  
19 involving drugs in a school or on school owned or leased  
20 property, including any conveyance owned, leased, or used by  
21 the school for the transport of students or school personnel,  
22 the superintendent or his or her designee, or other  
23 appropriate administrative officer for a private school, shall  
24 report all such drug-related incidents occurring in a school  
25 or on school property to the local law enforcement authorities

1 immediately ~~and to the Illinois State Police in a form,~~  
2 ~~manner, and frequency as prescribed by the Illinois State~~  
3 ~~Police.~~

4 (c) (Blank). ~~The State Board of Education shall receive an~~  
5 ~~annual statistical compilation and related data associated~~  
6 ~~with drug related incidents in schools from the Illinois State~~  
7 ~~Police. The State Board of Education shall compile this~~  
8 ~~information by school district and make it available to the~~  
9 ~~public.~~

10 (d) Schools shall report any written, electronic, or  
11 verbal report of an incident involving drugs made under  
12 subsection (b) to the State Board of Education through  
13 existing school incident reporting systems as they occur  
14 during the year by no later than July 31 for the previous  
15 school year. The State Board of Education shall report data by  
16 school district, as collected from school districts, and make  
17 it available to the public via its website. The local law  
18 enforcement authority shall, by March 1 of each year, report  
19 the required data from the previous year to the Illinois State  
20 Police's Illinois Uniform Crime Reporting Program, which shall  
21 be included in its annual Crime in Illinois report.

22 (Source: P.A. 102-538, eff. 8-20-21.)

23 (105 ILCS 5/18-8.15)

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

1 (a) General provisions.

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

17 (A) provide all students with a high quality  
18 education that offers the academic, enrichment, social  
19 and emotional support, technical, and career-focused  
20 programs that will allow them to become competitive  
21 workers, responsible parents, productive citizens of  
22 this State, and active members of our national  
23 democracy;

24 (B) ensure all students receive the education they  
25 need to graduate from high school with the skills  
26 required to pursue post-secondary education and

1 training for a rewarding career;

2 (C) reduce, with a goal of eliminating, the  
3 achievement gap between at-risk and non-at-risk  
4 students by raising the performance of at-risk  
5 students and not by reducing standards; and

6 (D) ensure this State satisfies its obligation to  
7 assume the primary responsibility to fund public  
8 education and simultaneously relieve the  
9 disproportionate burden placed on local property taxes  
10 to fund schools.

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

19 (A) First, the model calculates a unique Adequacy  
20 Target for each Organizational Unit in this State that  
21 considers the costs to implement research-based  
22 activities, the unit's student demographics, and  
23 regional wage differences.

24 (B) Second, the model calculates each  
25 Organizational Unit's Local Capacity, or the amount  
26 each Organizational Unit is assumed to contribute

1           toward its Adequacy Target from local resources.

2           (C) Third, the model calculates how much funding  
3           the State currently contributes to the Organizational  
4           Unit and adds that to the unit's Local Capacity to  
5           determine the unit's overall current adequacy of  
6           funding.

7           (D) Finally, the model's distribution method  
8           allocates new State funding to those Organizational  
9           Units that are least well-funded, considering both  
10          Local Capacity and State funding, in relation to their  
11          Adequacy Target.

12          (3) An Organizational Unit receiving any funding under  
13          this Section may apply those funds to any fund so received  
14          for which that Organizational Unit is authorized to make  
15          expenditures by law.

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

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

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

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

24                 "Adjusted Operating Tax Rate" means a tax rate for all  
25                 Organizational Units, for which the State Superintendent  
26                 shall calculate and subtract for the Operating Tax Rate a

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

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

22 "Alternative School" means a public school that is  
23 created and operated by a regional superintendent of  
24 schools and approved by the State Board.

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



1           "Assessment" means any of those benchmark, progress  
2 monitoring, formative, diagnostic, and other assessments,  
3 in addition to the State accountability assessment, that  
4 assist teachers' needs in understanding the skills and  
5 meeting the needs of the students they serve.

6           "Assistant principal" means a school administrator  
7 duly endorsed to be employed as an assistant principal in  
8 this State.

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

18           "Average Student Enrollment" or "ASE" for fiscal year  
19 2018 means, for an Organizational Unit, the greater of the  
20 average number of students (grades K through 12) reported  
21 to the State Board as enrolled in the Organizational Unit  
22 on October 1 in the immediately preceding school year,  
23 plus the pre-kindergarten students who receive special  
24 education services of 2 or more hours a day as reported to  
25 the State Board on December 1 in the immediately preceding  
26 school year, or the average number of students (grades K

1 through 12) reported to the State Board as enrolled in the  
2 Organizational Unit on October 1, plus the  
3 pre-kindergarten students who receive special education  
4 services of 2 or more hours a day as reported to the State  
5 Board on December 1, for each of the immediately preceding  
6 3 school years. For fiscal year 2019 and each subsequent  
7 fiscal year, "Average Student Enrollment" or "ASE" means,  
8 for an Organizational Unit, the greater of the average  
9 number of students (grades K through 12) reported to the  
10 State Board as enrolled in the Organizational Unit on  
11 October 1 and March 1 in the immediately preceding school  
12 year, plus the pre-kindergarten students who receive  
13 special education services as reported to the State Board  
14 on October 1 and March 1 in the immediately preceding  
15 school year, or the average number of students (grades K  
16 through 12) reported to the State Board as enrolled in the  
17 Organizational Unit on October 1 and March 1, plus the  
18 pre-kindergarten students who receive special education  
19 services as reported to the State Board on October 1 and  
20 March 1, for each of the immediately preceding 3 school  
21 years. For the purposes of this definition, "enrolled in  
22 the Organizational Unit" means the number of students  
23 reported to the State Board who are enrolled in schools  
24 within the Organizational Unit that the student attends or  
25 would attend if not placed or transferred to another  
26 school or program to receive needed services. For the

1 purposes of calculating "ASE", all students, grades K  
2 through 12, excluding those attending kindergarten for a  
3 half day and students attending an alternative education  
4 program operated by a regional office of education or  
5 intermediate service center, shall be counted as 1.0. All  
6 students attending kindergarten for a half day shall be  
7 counted as 0.5, unless in 2017 by June 15 or by March 1 in  
8 subsequent years, the school district reports to the State  
9 Board of Education the intent to implement full-day  
10 kindergarten district-wide for all students, then all  
11 students attending kindergarten shall be counted as 1.0.  
12 Special education pre-kindergarten students shall be  
13 counted as 0.5 each. If the State Board does not collect or  
14 has not collected both an October 1 and March 1 enrollment  
15 count by grade or a December 1 collection of special  
16 education pre-kindergarten students as of August 31, 2017  
17 (the effective date of Public Act 100-465), it shall  
18 establish such collection for all future years. For any  
19 year in which a count by grade level was collected only  
20 once, that count shall be used as the single count  
21 available for computing a 3-year average ASE. Funding for  
22 programs operated by a regional office of education or an  
23 intermediate service center must be calculated using the  
24 Evidence-Based Funding formula under this Section for the  
25 2019-2020 school year and each subsequent school year  
26 until separate adequacy formulas are developed and adopted

1 for each type of program. ASE for a program operated by a  
2 regional office of education or an intermediate service  
3 center must be determined by the March 1 enrollment for  
4 the program. For the 2019-2020 school year, the ASE used  
5 in the calculation must be the first-year ASE and, in that  
6 year only, the assignment of students served by a regional  
7 office of education or intermediate service center shall  
8 not result in a reduction of the March enrollment for any  
9 school district. For the 2020-2021 school year, the ASE  
10 must be the greater of the current-year ASE or the 2-year  
11 average ASE. Beginning with the 2021-2022 school year, the  
12 ASE must be the greater of the current-year ASE or the  
13 3-year average ASE. School districts shall submit the data  
14 for the ASE calculation to the State Board within 45 days  
15 of the dates required in this Section for submission of  
16 enrollment data in order for it to be included in the ASE  
17 calculation. For fiscal year 2018 only, the ASE  
18 calculation shall include only enrollment taken on October  
19 1. In recognition of the impact of COVID-19, the  
20 definition of "Average Student Enrollment" or "ASE" shall  
21 be adjusted for calculations under this Section for fiscal  
22 years 2022 through 2024. For fiscal years 2022 through  
23 2024, the enrollment used in the calculation of ASE  
24 representing the 2020-2021 school year shall be the  
25 greater of the enrollment for the 2020-2021 school year or  
26 the 2019-2020 school year.

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

3           "Base Funding Minimum" is defined in subsection (e) of  
4 this Section.

5           "Base Tax Year" means the property tax levy year used  
6 to calculate the Budget Year allocation of primary State  
7 aid.

8           "Base Tax Year's Extension" means the product of the  
9 equalized assessed valuation utilized by the county clerk  
10 in the Base Tax Year multiplied by the limiting rate as  
11 calculated by the county clerk and defined in PTELL.

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

21           "Budget Year" means the school year for which primary  
22 State aid is calculated and awarded under this Section.

23           "Central office" means individual administrators and  
24 support service personnel charged with managing the  
25 instructional programs, business and operations, and  
26 security of the Organizational Unit.

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

14 "Computer technology and equipment" means computers  
15 servers, notebooks, network equipment, copiers, printers,  
16 instructional software, security software, curriculum  
17 management courseware, and other similar materials and  
18 equipment.

19 "Computer technology and equipment investment  
20 allocation" means the final Adequacy Target amount of an  
21 Organizational Unit assigned to Tier 1 or Tier 2 in the  
22 prior school year attributable to the additional \$285.50  
23 per student computer technology and equipment investment  
24 grant divided by the Organizational Unit's final Adequacy  
25 Target, the result of which shall be multiplied by the  
26 amount of new funding received pursuant to this Section.

1 An Organizational Unit assigned to a Tier 1 or Tier 2 final  
2 Adequacy Target attributable to the received computer  
3 technology and equipment investment grant shall include  
4 all additional investments in computer technology and  
5 equipment adequacy elements.

6 "Core subject" means mathematics; science; reading,  
7 English, writing, and language arts; history and social  
8 studies; world languages; and subjects taught as Advanced  
9 Placement in high schools.

10 "Core teacher" means a regular classroom teacher in  
11 elementary schools and teachers of a core subject in  
12 middle and high schools.

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

16 "CPPRT" means corporate personal property replacement  
17 tax funds paid to an Organizational Unit during the  
18 calendar year one year before the calendar year in which a  
19 school year begins, pursuant to "An Act in relation to the  
20 abolition of ad valorem personal property tax and the  
21 replacement of revenues lost thereby, and amending and  
22 repealing certain Acts and parts of Acts in connection  
23 therewith", certified August 14, 1979, as amended (Public  
24 Act 81-1st S.S.-1).

25 "EAV" means equalized assessed valuation as defined in  
26 paragraph (2) of subsection (d) of this Section and

1           calculated in accordance with paragraph (3) of subsection  
2           (d) of this Section.

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

8           "EIS Data" means the employment information system  
9           data maintained by the State Board on educators within  
10          Organizational Units.

11          "Employee benefits" means health, dental, and vision  
12          insurance offered to employees of an Organizational Unit,  
13          the costs associated with the statutorily required payment  
14          of the normal cost of the Organizational Unit's teacher  
15          pensions, Social Security employer contributions, and  
16          Illinois Municipal Retirement Fund employer contributions.

17          "English learner" or "EL" means a child included in  
18          the definition of "English learners" under Section 14C-2  
19          of this Code participating in a program of transitional  
20          bilingual education or a transitional program of  
21          instruction meeting the requirements and program  
22          application procedures of Article 14C of this Code. For  
23          the purposes of collecting the number of EL students  
24          enrolled, the same collection and calculation methodology  
25          as defined above for "ASE" shall apply to English  
26          learners, with the exception that EL student enrollment



1 shall include students in grades pre-kindergarten through  
2 12.

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

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

14 "Extended day" means academic and enrichment programs  
15 provided to students outside the regular school day before  
16 and after school or during non-instructional times during  
17 the school day.

18 "Extension Limitation Ratio" means a numerical ratio  
19 in which the numerator is the Base Tax Year's Extension  
20 and the denominator is the Preceding Tax Year's Extension.

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

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

25 "Full-time equivalent" or "FTE" means the full-time  
26 equivalency compensation for staffing the relevant

1 position at an Organizational Unit.

2 "Funding Gap" is defined in paragraph (1) of  
3 subsection (g).

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

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

9 "Instructional facilitator" means a qualified teacher  
10 or licensed teacher leader who facilitates and coaches  
11 continuous improvement in classroom instruction; provides  
12 instructional support to teachers in the elements of  
13 research-based instruction or demonstrates the alignment  
14 of instruction with curriculum standards and assessment  
15 tools; develops or coordinates instructional programs or  
16 strategies; develops and implements training; chooses  
17 standards-based instructional materials; provides  
18 teachers with an understanding of current research; serves  
19 as a mentor, site coach, curriculum specialist, or lead  
20 teacher; or otherwise works with fellow teachers, in  
21 collaboration, to use data to improve instructional  
22 practice or develop model lessons.

23 "Instructional materials" means relevant  
24 instructional materials for student instruction,  
25 including, but not limited to, textbooks, consumable  
26 workbooks, laboratory equipment, library books, and other

1 similar materials.

2 "Laboratory School" means a public school that is  
3 created and operated by a public university and approved  
4 by the State Board.

5 "Librarian" means a teacher with an endorsement as a  
6 library information specialist or another individual whose  
7 primary responsibility is overseeing library resources  
8 within an Organizational Unit.

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

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

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

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

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

19 "Low-Income Count" means, for an Organizational Unit  
20 in a fiscal year, the higher of the average number of  
21 students for the prior school year or the immediately  
22 preceding 3 school years who, as of July 1 of the  
23 immediately preceding fiscal year (as determined by the  
24 Department of Human Services), are eligible for at least  
25 one of the following low-income programs: Medicaid, the  
26 Children's Health Insurance Program, Temporary Assistance

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

22 "Maintenance and operations" means custodial services,  
23 facility and ground maintenance, facility operations,  
24 facility security, routine facility repairs, and other  
25 similar services and functions.

26 "Minimum Funding Level" is defined in paragraph (9) of

1 subsection (g) of this Section.

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

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

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

14 "Operating Tax Rate" means the rate utilized in the  
15 previous year to extend property taxes for all purposes,  
16 except Bond and Interest, Summer School, Rent, Capital  
17 Improvement, and Vocational Education Building purposes.  
18 For Hybrid Districts, the Operating Tax Rate shall be the  
19 combined elementary and high school rates 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 "Organizational Unit" means a Laboratory School or any  
24 public school district that is recognized as such by the  
25 State Board and that contains elementary schools typically  
26 serving kindergarten through 5th grades, middle schools

1 typically serving 6th through 8th grades, high schools  
2 typically serving 9th through 12th grades, a program  
3 established under Section 2-3.66 or 2-3.41, or a program  
4 operated by a regional office of education or an  
5 intermediate service center under Article 13A or 13B. The  
6 General Assembly acknowledges that the actual grade levels  
7 served by a particular Organizational Unit may vary  
8 slightly from what is typical.

9 "Organizational Unit CWI" is determined by calculating  
10 the CWI in the region and original county in which an  
11 Organizational Unit's primary administrative office is  
12 located as set forth in this paragraph, provided that if  
13 the Organizational Unit CWI as calculated in accordance  
14 with this paragraph is less than 0.9, the Organizational  
15 Unit CWI shall be increased to 0.9. Each county's current  
16 CWI value shall be adjusted based on the CWI value of that  
17 county's neighboring Illinois counties, to create a  
18 "weighted adjusted index value". This shall be calculated  
19 by summing the CWI values of all of a county's adjacent  
20 Illinois counties and dividing by the number of adjacent  
21 Illinois counties, then taking the weighted value of the  
22 original county's CWI value and the adjacent Illinois  
23 county average. To calculate this weighted value, if the  
24 number of adjacent Illinois counties is greater than 2,  
25 the original county's CWI value will be weighted at 0.25  
26 and the adjacent Illinois county average will be weighted

1 at 0.75. If the number of adjacent Illinois counties is 2,  
2 the original county's CWI value will be weighted at 0.33  
3 and the adjacent Illinois county average will be weighted  
4 at 0.66. The greater of the county's current CWI value and  
5 its weighted adjusted index value shall be used as the  
6 Organizational Unit CWI.

7 "Preceding Tax Year" means the property tax levy year  
8 immediately preceding the Base Tax Year.

9 "Preceding Tax Year's Extension" means the product of  
10 the equalized assessed valuation utilized by the county  
11 clerk in the Preceding Tax Year multiplied by the  
12 Operating Tax Rate.

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

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

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

19 "Professional development" means training programs for  
20 licensed staff in schools, including, but not limited to,  
21 programs that assist in implementing new curriculum  
22 programs, provide data focused or academic assessment data  
23 training to help staff identify a student's weaknesses and  
24 strengths, target interventions, improve instruction,  
25 encompass instructional strategies for English learner,  
26 gifted, or at-risk students, address inclusivity, cultural

1 sensitivity, or implicit bias, or otherwise provide  
2 professional support for licensed staff.

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

8 "PTELL" means the Property Tax Extension Limitation  
9 Law.

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

12 "Pupil support staff" means a nurse, psychologist,  
13 social worker, family liaison personnel, or other staff  
14 member who provides support to at-risk or struggling  
15 students.

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

18 "Regionalization Factor" means, for a particular  
19 Organizational Unit, the figure derived by dividing the  
20 Organizational Unit CWI by the Statewide Weighted CWI.

21 "School counselor" means a licensed school counselor  
22 who provides guidance and counseling support for students  
23 within an Organizational Unit.

24 "School site staff" means the primary school secretary  
25 and any additional clerical personnel assigned to a  
26 school.



1           "Special education" means special educational  
2 facilities and services, as defined in Section 14-1.08 of  
3 this Code.

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

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

19           "Specially Funded Unit" means an Alternative School,  
20 safe school, Department of Juvenile Justice school,  
21 special education cooperative or entity recognized by the  
22 State Board as a special education cooperative,  
23 State-approved charter school, or alternative learning  
24 opportunities program that received direct funding from  
25 the State Board during the 2016-2017 school year through  
26 any of the funding sources included within the calculation

1 of the Base Funding Minimum or Glenwood Academy.

2 "Supplemental Grant Funding" means supplemental  
3 general State aid funding received by an Organizational  
4 Unit during the 2016-2017 school year pursuant to  
5 subsection (H) of Section 18-8.05 of this Code (now  
6 repealed).

7 "State Adequacy Level" is the sum of the Adequacy  
8 Targets of all Organizational Units.

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

10 "State Superintendent" means the State Superintendent  
11 of Education.

12 "Statewide Weighted CWI" means a figure determined by  
13 multiplying each Organizational Unit CWI times the ASE for  
14 that Organizational Unit creating a weighted value,  
15 summing all Organizational Units' weighted values, and  
16 dividing by the total ASE of all Organizational Units,  
17 thereby creating an average weighted index.

18 "Student activities" means non-credit producing  
19 after-school programs, including, but not limited to,  
20 clubs, bands, sports, and other activities authorized by  
21 the school board of the Organizational Unit.

22 "Substitute teacher" means an individual teacher or  
23 teaching assistant who is employed by an Organizational  
24 Unit and is temporarily serving the Organizational Unit on  
25 a per diem or per period-assignment basis to replace  
26 another staff member.

1 "Summer school" means academic and enrichment programs  
2 provided to students during the summer months outside of  
3 the regular school year.

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

11 "Target Ratio" is defined in paragraph (4) of  
12 subsection (g).

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

15 "Tier 1 Aggregate Funding", "Tier 2 Aggregate  
16 Funding", "Tier 3 Aggregate Funding", and "Tier 4  
17 Aggregate Funding" are defined in paragraph (1) of  
18 subsection (g).

19 (b) Adequacy Target calculation.

20 (1) Each Organizational Unit's Adequacy Target is the  
21 sum of the Organizational Unit's cost of providing  
22 Essential Elements, as calculated in accordance with this  
23 subsection (b), with the salary amounts in the Essential  
24 Elements multiplied by a Regionalization Factor calculated  
25 pursuant to paragraph (3) of this subsection (b).

26 (2) The Essential Elements are attributable on a pro

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

8                   (A)     Core     class     size     investments.     Each  
9           Organizational Unit shall receive the funding required  
10          to support that number of FTE core teacher positions  
11          as is needed to keep the respective class sizes of the  
12          Organizational Unit to the following maximum numbers:

13                   (i)     For grades kindergarten through 3, the  
14          Organizational Unit shall receive funding required  
15          to support one FTE core teacher position for every  
16          15 Low-Income Count students in those grades and  
17          one FTE core teacher position for every 20  
18          non-Low-Income Count students in those grades.

19                   (ii)    For grades 4 through 12, the  
20          Organizational Unit shall receive funding required  
21          to support one FTE core teacher position for every  
22          20 Low-Income Count students in those grades and  
23          one FTE core teacher position for every 25  
24          non-Low-Income Count students in those grades.

25                   The number of non-Low-Income Count students in a  
26          grade shall be determined by subtracting the

1 Low-Income students in that grade from the ASE of the  
2 Organizational Unit for that grade.

3 (B) Specialist teacher investments. Each  
4 Organizational Unit shall receive the funding needed  
5 to cover that number of FTE specialist teacher  
6 positions that correspond to the following  
7 percentages:

8 (i) if the Organizational Unit operates an  
9 elementary or middle school, then 20.00% of the  
10 number of the Organizational Unit's core teachers,  
11 as determined under subparagraph (A) of this  
12 paragraph (2); and

13 (ii) if such Organizational Unit operates a  
14 high school, then 33.33% of the number of the  
15 Organizational Unit's core teachers.

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

22 (D) Core intervention teacher (tutor) investments.  
23 Each Organizational Unit shall receive the funding  
24 needed to cover one FTE teacher position for each  
25 prototypical elementary, middle, and high school.

26 (E) Substitute teacher investments. Each

1 Organizational Unit shall receive the funding needed  
2 to cover substitute teacher costs that is equal to  
3 5.70% of the minimum pupil attendance days required  
4 under Section 10-19 of this Code for all full-time  
5 equivalent core, specialist, and intervention  
6 teachers, school nurses, special education teachers  
7 and instructional assistants, instructional  
8 facilitators, and summer school and extended day  
9 teacher positions, as determined under this paragraph  
10 (2), at a salary rate of 33.33% of the average salary  
11 for grade K through 12 teachers and 33.33% of the  
12 average salary of each instructional assistant  
13 position.

14 (F) Core school counselor investments. Each  
15 Organizational Unit shall receive the funding needed  
16 to cover one FTE school counselor for each 450  
17 combined ASE of pre-kindergarten children with  
18 disabilities and all kindergarten through grade 5  
19 students, plus one FTE school counselor for each 250  
20 grades 6 through 8 ASE middle school students, plus  
21 one FTE school counselor for each 250 grades 9 through  
22 12 ASE high school students.

23 (G) Nurse investments. Each Organizational Unit  
24 shall receive the funding needed to cover one FTE  
25 nurse for each 750 combined ASE of pre-kindergarten  
26 children with disabilities and all kindergarten

1 through grade 12 students across all grade levels it  
2 serves.

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

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

17 (J) Principal investments. Each Organizational  
18 Unit shall receive the funding needed to cover one FTE  
19 principal position for each prototypical elementary  
20 school, plus one FTE principal position for each  
21 prototypical middle school, plus one FTE principal  
22 position for each prototypical high school.

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

1 principal position for each prototypical middle  
2 school, plus one FTE assistant principal position for  
3 each prototypical high school.

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

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

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

22 (O) Instructional material investments. Each  
23 Organizational Unit shall receive \$190 per student of  
24 the combined ASE of pre-kindergarten children with  
25 disabilities and all kindergarten through grade 12  
26 students to cover instructional material costs.



1           (P) Assessment investments. Each Organizational  
2 Unit shall receive \$25 per student of the combined ASE  
3 of pre-kindergarten children with disabilities and all  
4 kindergarten through grade 12 students to cover  
5 assessment costs.

6           (Q) Computer technology and equipment investments.  
7 Each Organizational Unit shall receive \$285.50 per  
8 student of the combined ASE of pre-kindergarten  
9 children with disabilities and all kindergarten  
10 through grade 12 students to cover computer technology  
11 and equipment costs. For the 2018-2019 school year and  
12 subsequent school years, Organizational Units assigned  
13 to Tier 1 and Tier 2 in the prior school year shall  
14 receive an additional \$285.50 per student of the  
15 combined ASE of pre-kindergarten children with  
16 disabilities and all kindergarten through grade 12  
17 students to cover computer technology and equipment  
18 costs in the Organizational Unit's Adequacy Target.  
19 The State Board may establish additional requirements  
20 for Organizational Unit expenditures of funds received  
21 pursuant to this subparagraph (Q), including a  
22 requirement that funds received pursuant to this  
23 subparagraph (Q) may be used only for serving the  
24 technology needs of the district. It is the intent of  
25 Public Act 100-465 that all Tier 1 and Tier 2 districts  
26 receive the addition to their Adequacy Target in the

1 following year, subject to compliance with the  
2 requirements of the State Board.

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

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

19 (T) Central office investments. Each  
20 Organizational Unit shall receive \$742 per student of  
21 the combined ASE of pre-kindergarten children with  
22 disabilities and all kindergarten through grade 12  
23 students to cover central office operations, including  
24 administrators and classified personnel charged with  
25 managing the instructional programs, business and  
26 operations of the school district, and security

1 personnel. The proportion of salary for the  
2 application of a Regionalization Factor and the  
3 calculation of benefits is equal to \$368.48.

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

1 health insurance shall be added to the 30% specified  
2 in this subparagraph (U). The Teachers' Retirement  
3 System of the State of Illinois and the Public School  
4 Teachers' Pension and Retirement Fund of Chicago shall  
5 submit such information as the State Superintendent  
6 may require for the calculations set forth in this  
7 subparagraph (U).

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

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

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

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

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

21 (W) Additional investments in English learner  
22 students. In addition to and not in lieu of all other  
23 funding under this paragraph (2), each Organizational  
24 Unit shall receive funding based on the average  
25 teacher salary for grades K through 12 to cover the  
26 costs of:

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

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

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

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

9 (v) one FTE core teacher position for every  
10 100 English learner students.

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

15 (i) one FTE teacher position for every 141  
16 combined ASE of pre-kindergarten children with  
17 disabilities and all kindergarten through grade 12  
18 students;

19 (ii) one FTE instructional assistant for every  
20 141 combined ASE of pre-kindergarten children with  
21 disabilities and all kindergarten through grade 12  
22 students; and

23 (iii) one FTE psychologist position for every  
24 1,000 combined ASE of pre-kindergarten children  
25 with disabilities and all kindergarten through  
26 grade 12 students.

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

9                   (A) Teacher for grades K through 8.

10                   (B) Teacher for grades 9 through 12.

11                   (C) Teacher for grades K through 12.

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

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

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

15                   (G) Social worker.

16                   (H) Psychologist.

17                   (I) Librarian.

18                   (J) Nurse.

19                   (K) Principal.

20                   (L) Assistant principal.

21           For the purposes of this paragraph (3), "teacher"  
22           includes core teachers, specialist and elective teachers,  
23           instructional facilitators, tutors, special education  
24           teachers, pupil support staff teachers, English learner  
25           teachers, extended day teachers, and summer school  
26           teachers. Where specific grade data is not required for

1 the Essential Elements, the average salary for  
2 corresponding positions shall apply. For substitute  
3 teachers, the average teacher salary for grades K through  
4 12 shall apply.

5 For calculating the salaries included within the  
6 Essential Elements for positions not included within EIS  
7 Data, the following salaries shall be used in the first  
8 year of implementation of Evidence-Based Funding:

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

10 (ii) non-instructional assistant, instructional  
11 assistant, library aide, library media tech, or  
12 supervisory aide: \$25,000.

13 In the second and subsequent years of implementation  
14 of Evidence-Based Funding, the amounts in items (i) and  
15 (ii) of this paragraph (3) shall annually increase by the  
16 ECI.

17 The salary amounts for the Essential Elements  
18 determined pursuant to subparagraphs (A) through (L), (S)  
19 and (T), and (V) through (X) of paragraph (2) of  
20 subsection (b) of this Section shall be multiplied by a  
21 Regionalization Factor.

22 (c) Local Capacity calculation.

23 (1) Each Organizational Unit's Local Capacity  
24 represents an amount of funding it is assumed to  
25 contribute toward its Adequacy Target for purposes of the  
26 Evidence-Based Funding formula calculation. "Local

1 Capacity" means either (i) the Organizational Unit's Local  
2 Capacity Target as calculated in accordance with paragraph  
3 (2) of this subsection (c) if its Real Receipts are equal  
4 to or less than its Local Capacity Target or (ii) the  
5 Organizational Unit's Adjusted Local Capacity, as  
6 calculated in accordance with paragraph (3) of this  
7 subsection (c) if Real Receipts are more than its Local  
8 Capacity Target.

9 (2) "Local Capacity Target" means, for an  
10 Organizational Unit, that dollar amount that is obtained  
11 by multiplying its Adequacy Target by its Local Capacity  
12 Ratio.

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

23 (B) An Organizational Unit's Local Capacity Ratio  
24 in a given year is the percentage obtained by dividing  
25 its Adjusted EAV or PTELL EAV, whichever is less, by  
26 its Adequacy Target, with the resulting ratio further



1 adjusted as follows:

2 (i) for Organizational Units serving grades  
3 kindergarten through 12 and Hybrid Districts, no  
4 further adjustments shall be made;

5 (ii) for Organizational Units serving grades  
6 kindergarten through 8, the ratio shall be  
7 multiplied by 9/13;

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

11 (iv) for an Organizational Unit with a  
12 different grade configuration than those specified  
13 in items (i) through (iii) of this subparagraph  
14 (B), the State Superintendent shall determine a  
15 comparable adjustment based on the grades served.

16 (C) The Local Capacity Percentage is equal to the  
17 percentile ranking of the district. Local Capacity  
18 Percentage converts each Organizational Unit's Local  
19 Capacity Ratio to a cumulative distribution resulting  
20 in a percentile ranking to determine each  
21 Organizational Unit's relative position to all other  
22 Organizational Units in this State. The Local Capacity  
23 Percentage cumulative distribution resulting in a  
24 percentile ranking for each Organizational Unit shall  
25 be calculated using the standard normal distribution  
26 of the score in relation to the weighted mean and

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

1 ASE for the unit to create a weighted variance for each  
2 unit, then summing all units' weighted variance and  
3 dividing by the total ASE of all units.

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

22 (3) If an Organizational Unit's Real Receipts are more  
23 than its Local Capacity Target, then its Local Capacity  
24 shall equal an Adjusted Local Capacity Target as  
25 calculated in accordance with this paragraph (3). The  
26 Adjusted Local Capacity Target is calculated as the sum of

1 the Organizational Unit's Local Capacity Target and its  
2 Real Receipts Adjustment. The Real Receipts Adjustment  
3 equals the Organizational Unit's Real Receipts less its  
4 Local Capacity Target, with the resulting figure  
5 multiplied by the Local Capacity Percentage.

6 As used in this paragraph (3), "Real Percent of  
7 Adequacy" means the sum of an Organizational Unit's Real  
8 Receipts, CPPRT, and Base Funding Minimum, with the  
9 resulting figure divided by the Organizational Unit's  
10 Adequacy Target.

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

13 (1) An Organizational Unit's Real Receipts are the  
14 product of its Applicable Tax Rate and its Adjusted EAV.  
15 An Organizational Unit's Applicable Tax Rate is its  
16 Adjusted Operating Tax Rate for property within the  
17 Organizational Unit.

18 (2) The State Superintendent shall calculate the  
19 equalized assessed valuation, or EAV, of all taxable  
20 property of each Organizational Unit as of September 30 of  
21 the previous year in accordance with paragraph (3) of this  
22 subsection (d). The State Superintendent shall then  
23 determine the Adjusted EAV of each Organizational Unit in  
24 accordance with paragraph (4) of this subsection (d),  
25 which Adjusted EAV figure shall be used for the purposes  
26 of calculating Local Capacity.

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

10           (A) The Department of Revenue shall add to the  
11 equalized assessed value of all taxable property of  
12 each Organizational Unit situated entirely or  
13 partially within a county that is or was subject to the  
14 provisions of Section 15-176 or 15-177 of the Property  
15 Tax Code (i) an amount equal to the total amount by  
16 which the homestead exemption allowed under Section  
17 15-176 or 15-177 of the Property Tax Code for real  
18 property situated in that Organizational Unit exceeds  
19 the total amount that would have been allowed in that  
20 Organizational Unit if the maximum reduction under  
21 Section 15-176 was (I) \$4,500 in Cook County or \$3,500  
22 in all other counties in tax year 2003 or (II) \$5,000  
23 in all counties in tax year 2004 and thereafter and  
24 (ii) an amount equal to the aggregate amount for the  
25 taxable year of all additional exemptions under  
26 Section 15-175 of the Property Tax Code for owners

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

1 difference, if any, because of those additional  
2 exemptions.

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

23 (B-5) The real property equalized assessed  
24 valuation for a school district shall be adjusted by  
25 subtracting from the real property value, as equalized  
26 or assessed by the Department of Revenue, for the

1 district an amount computed by dividing the amount of  
2 any abatement of taxes under Section 18-170 of the  
3 Property Tax Code by 3.00% for a district maintaining  
4 grades kindergarten through 12, by 2.30% for a  
5 district maintaining grades kindergarten through 8, or  
6 by 1.05% for a district maintaining grades 9 through  
7 12 and adjusted by an amount computed by dividing the  
8 amount of any abatement of taxes under subsection (a)  
9 of Section 18-165 of the Property Tax Code by the same  
10 percentage rates for district type as specified in  
11 this subparagraph (B-5).

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

21 (D) If a school district's boundaries span  
22 multiple counties, then the Department of Revenue  
23 shall send to the State Board, for the purposes of  
24 calculating Evidence-Based Funding, the limiting rate  
25 and individual rates by purpose for the county that  
26 contains the majority of the school district's



1 equalized assessed valuation.

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

25 "PTELL EAV" means a figure calculated by the State  
26 Board for Organizational Units subject to PTELL as

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

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

1 (e) Base Funding Minimum calculation.

2 (1) For the 2017-2018 school year, the Base Funding  
3 Minimum of an Organizational Unit or a Specially Funded  
4 Unit shall be the amount of State funds distributed to the  
5 Organizational Unit or Specially Funded Unit during the  
6 2016-2017 school year prior to any adjustments and  
7 specified appropriation amounts described in this  
8 paragraph (1) from the following Sections, as calculated  
9 by the State Superintendent: Section 18-8.05 of this Code  
10 (now repealed); Section 5 of Article 224 of Public Act  
11 99-524 (equity grants); Section 14-7.02b of this Code  
12 (funding for children requiring special education  
13 services); Section 14-13.01 of this Code (special  
14 education facilities and staffing), except for  
15 reimbursement of the cost of transportation pursuant to  
16 Section 14-13.01; Section 14C-12 of this Code (English  
17 learners); and Section 18-4.3 of this Code (summer  
18 school), based on an appropriation level of \$13,121,600.  
19 For a school district organized under Article 34 of this  
20 Code, the Base Funding Minimum also includes (i) the funds  
21 allocated to the school district pursuant to Section 1D-1  
22 of this Code attributable to funding programs authorized  
23 by the Sections of this Code listed in the preceding  
24 sentence and (ii) the difference between (I) the funds  
25 allocated to the school district pursuant to Section 1D-1  
26 of this Code attributable to the funding programs

1 authorized by Section 14-7.02 (non-public special  
2 education reimbursement), subsection (b) of Section  
3 14-13.01 (special education transportation), Section 29-5  
4 (transportation), Section 2-3.80 (agricultural  
5 education), Section 2-3.66 (truants' alternative  
6 education), Section 2-3.62 (educational service centers),  
7 and Section 14-7.03 (special education - orphanage) of  
8 this Code and Section 15 of the Childhood Hunger Relief  
9 Act (free breakfast program) and (II) the school  
10 district's actual expenditures for its non-public special  
11 education, special education transportation,  
12 transportation programs, agricultural education, truants'  
13 alternative education, services that would otherwise be  
14 performed by a regional office of education, special  
15 education orphanage expenditures, and free breakfast, as  
16 most recently calculated and reported pursuant to  
17 subsection (f) of Section 1D-1 of this Code. The Base  
18 Funding Minimum for Glenwood Academy shall be \$952,014.  
19 For programs operated by a regional office of education or  
20 an intermediate service center, the Base Funding Minimum  
21 must be the total amount of State funds allocated to those  
22 programs in the 2018-2019 school year and amounts provided  
23 pursuant to Article 34 of Public Act 100-586 and Section  
24 3-16 of this Code. All programs established after June 5,  
25 2019 (the effective date of Public Act 101-10) and  
26 administered by a regional office of education or an

1 intermediate service center must have an initial Base  
2 Funding Minimum set to an amount equal to the first-year  
3 ASE multiplied by the amount of per pupil funding received  
4 in the previous school year by the lowest funded similar  
5 existing program type. If the enrollment for a program  
6 operated by a regional office of education or an  
7 intermediate service center is zero, then it may not  
8 receive Base Funding Minimum funds for that program in the  
9 next fiscal year, and those funds must be distributed to  
10 Organizational Units under subsection (g).

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

18 For the 2022-2023 school year, the Base Funding  
19 Minimum of Organizational Units shall be the amounts  
20 recalculated by the State Board of Education for Fiscal  
21 Year 2019 through Fiscal Year 2022 that were necessary due  
22 to average student enrollment errors for districts  
23 organized under Article 34 of this Code, plus the Fiscal  
24 Year 2022 property tax relief grants provided under  
25 Section 2-3.170 of this Code, ensuring each Organizational  
26 Unit has the correct amount of resources for Fiscal Year

1           2023 Evidence-Based Funding calculations and that Fiscal  
2           Year 2023 Evidence-Based Funding Distributions are made in  
3           accordance with this Section.

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

10           (A) The Organizational Unit is operating under an  
11           Independent Authority under Section 2-3.25f-5 of this  
12           Code for a minimum of 4 school years or is subject to  
13           the control of the State Board pursuant to a court  
14           order for a minimum of 4 school years.

15           (B) The Organizational Unit was designated as a  
16           Tier 1 or Tier 2 Organizational Unit in the previous  
17           school year under paragraph (3) of subsection (g) of  
18           this Section.

19           (C) The Organizational Unit demonstrates  
20           sustainability through a 5-year financial and  
21           strategic plan.

22           (D) The Organizational Unit has made sufficient  
23           progress and achieved sufficient stability in the  
24           areas of governance, academic growth, and finances.

25           As part of its determination under this paragraph (3),  
26           the State Board may consider the Organizational Unit's

1 summative designation, any accreditations of the  
2 Organizational Unit, or the Organizational Unit's  
3 financial profile, as calculated by the State Board.

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

21 For the first 4 years following the initial year that  
22 the State Board determines that an Organizational Unit has  
23 met the criteria set forth in this paragraph (3) and has  
24 received funding under this Section, the Organizational  
25 Unit must annually submit to the State Board, on or before  
26 November 30, a progress report regarding its financial and

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

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

22 (1) The Evidence-Based Funding formula establishes a  
23 Percent of Adequacy for each Organizational Unit in order  
24 to place such units into tiers for the purposes of the  
25 funding distribution system described in subsection (g) of  
26 this Section. Initially, an Organizational Unit's



1 Preliminary Resources and Preliminary Percent of Adequacy  
2 are calculated pursuant to paragraph (2) of this  
3 subsection (f). Then, an Organizational Unit's Final  
4 Resources and Final Percent of Adequacy are calculated to  
5 account for the Organizational Unit's poverty  
6 concentration levels pursuant to paragraphs (3) and (4) of  
7 this subsection (f).

8 (2) An Organizational Unit's Preliminary Resources are  
9 equal to the sum of its Local Capacity Target, CPPRT, and  
10 Base Funding Minimum. An Organizational Unit's Preliminary  
11 Percent of Adequacy is the lesser of (i) its Preliminary  
12 Resources divided by its Adequacy Target or (ii) 100%.

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

22 (4) An Organizational Unit's Final Percent of Adequacy  
23 is its Final Resources divided by its Adequacy Target. An  
24 Organizational Unit's Adjusted Base Funding Minimum is  
25 equal to its Base Funding Minimum less its Supplemental  
26 Grant Funding, with the resulting figure added to the

1 product of its Supplemental Grant Funding and Preliminary  
2 Percent of Adequacy.

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

4 (1) In each school year under the Evidence-Based  
5 Funding formula, each Organizational Unit receives funding  
6 equal to the sum of its Base Funding Minimum and the unit's  
7 allocation of New State Funds determined pursuant to this  
8 subsection (g). To allocate New State Funds, the  
9 Evidence-Based Funding formula distribution system first  
10 places all Organizational Units into one of 4 tiers in  
11 accordance with paragraph (3) of this subsection (g),  
12 based on the Organizational Unit's Final Percent of  
13 Adequacy. New State Funds are allocated to each of the 4  
14 tiers as follows: Tier 1 Aggregate Funding equals 50% of  
15 all New State Funds, Tier 2 Aggregate Funding equals 49%  
16 of all New State Funds, Tier 3 Aggregate Funding equals  
17 0.9% of all New State Funds, and Tier 4 Aggregate Funding  
18 equals 0.1% of all New State Funds. Each Organizational  
19 Unit within Tier 1 or Tier 2 receives an allocation of New  
20 State Funds equal to its tier Funding Gap, as defined in  
21 the following sentence, multiplied by the tier's  
22 Allocation Rate determined pursuant to paragraph (4) of  
23 this subsection (g). For Tier 1, an Organizational Unit's  
24 Funding Gap equals the tier's Target Ratio, as specified  
25 in paragraph (5) of this subsection (g), multiplied by the  
26 Organizational Unit's Adequacy Target, with the resulting

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

16 (2) To ensure equitable distribution of dollars for  
17 all Tier 2 Organizational Units, no Tier 2 Organizational  
18 Unit shall receive fewer dollars per ASE than any Tier 3  
19 Organizational Unit. Each Tier 2 and Tier 3 Organizational  
20 Unit shall have its funding allocation divided by its ASE.  
21 Any Tier 2 Organizational Unit with a funding allocation  
22 per ASE below the greatest Tier 3 allocation per ASE shall  
23 get a funding allocation equal to the greatest Tier 3  
24 funding allocation per ASE multiplied by the  
25 Organizational Unit's ASE. Each Tier 2 Organizational  
26 Unit's Tier 2 funding allocation shall be multiplied by

1 the percentage calculated by dividing the original Tier 2  
2 Aggregate Funding by the sum of all Tier 2 Organizational  
3 Units' Tier 2 funding allocation after adjusting  
4 districts' funding below Tier 3 levels.

5 (3) Organizational Units are placed into one of 4  
6 tiers as follows:

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

14 (B) Tier 2 consists of all Tier 1 Units and all  
15 other Organizational Units, except for Specially  
16 Funded Units, with a Percent of Adequacy of less than  
17 0.90.

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

21 (D) Tier 4 consists of all Organizational Units  
22 with a Percent of Adequacy of at least 1.0.

23 (4) The Allocation Rates for Tiers 1 through 4 are  
24 determined as follows:

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

26 (B) The Tier 2 Allocation Rate is the result of the

1 following equation: Tier 2 Aggregate Funding, divided  
2 by the sum of the Funding Gaps for all Tier 2  
3 Organizational Units, unless the result of such  
4 equation is higher than 1.0. If the result of such  
5 equation is higher than 1.0, then the Tier 2  
6 Allocation Rate is 1.0.

7 (C) The Tier 3 Allocation Rate is the result of the  
8 following equation: Tier 3 Aggregate Funding, divided  
9 by the sum of the Adequacy Targets of all Tier 3  
10 Organizational Units.

11 (D) The Tier 4 Allocation Rate is the result of the  
12 following equation: Tier 4 Aggregate Funding, divided  
13 by the sum of the Adequacy Targets of all Tier 4  
14 Organizational Units.

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

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

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

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

21 (6) If, at any point, the Tier 1 Target Ratio is  
22 greater than 90%, then all Tier 1 funding shall be  
23 allocated to Tier 2 and no Tier 1 Organizational Unit's  
24 funding may be identified.

25 (7) In the event that all Tier 2 Organizational Units  
26 receive funding at the Tier 2 Target Ratio level, any

1 remaining New State Funds shall be allocated to Tier 3 and  
2 Tier 4 Organizational Units.

3 (8) If any Specially Funded Units, excluding Glenwood  
4 Academy, recognized by the State Board do not qualify for  
5 direct funding following the implementation of Public Act  
6 100-465 from any of the funding sources included within  
7 the definition of Base Funding Minimum, the unqualified  
8 portion of the Base Funding Minimum shall be transferred  
9 to one or more appropriate Organizational Units as  
10 determined by the State Superintendent based on the prior  
11 year ASE of the Organizational Units.

12 (8.5) If a school district withdraws from a special  
13 education cooperative, the portion of the Base Funding  
14 Minimum that is attributable to the school district may be  
15 redistributed to the school district upon withdrawal. The  
16 school district and the cooperative must include the  
17 amount of the Base Funding Minimum that is to be  
18 reapportioned in their withdrawal agreement and notify the  
19 State Board of the change with a copy of the agreement upon  
20 withdrawal.

21 (9) The Minimum Funding Level is intended to establish  
22 a target for State funding that will keep pace with  
23 inflation and continue to advance equity through the  
24 Evidence-Based Funding formula. The target for State  
25 funding of New Property Tax Relief Pool Funds is  
26 \$50,000,000 for State fiscal year 2019 and subsequent

1 State fiscal years. The Minimum Funding Level is equal to  
2 \$350,000,000. In addition to any New State Funds, no more  
3 than \$50,000,000 New Property Tax Relief Pool Funds may be  
4 counted toward the Minimum Funding Level. If the sum of  
5 New State Funds and applicable New Property Tax Relief  
6 Pool Funds are less than the Minimum Funding Level, than  
7 funding for tiers shall be reduced in the following  
8 manner:

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

13 (B) Next, Tier 3 funding shall be reduced by an  
14 amount equal to the difference between the Minimum  
15 Funding Level and New State Funds and the reduction in  
16 Tier 4 funding until such time as Tier 3 funding is  
17 exhausted.

18 (C) Next, Tier 2 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 and Tier 3.

22 (D) Finally, Tier 1 funding shall be reduced by an  
23 amount equal to the difference between the Minimum  
24 Funding level and New State Funds and the reduction in  
25 Tier 2, 3, and 4 funding. In addition, the Allocation  
26 Rate for Tier 1 shall be reduced to a percentage equal

1 to the Tier 1 Allocation Rate set by paragraph (4) of  
2 this subsection (g), multiplied by the result of New  
3 State Funds divided by the Minimum Funding Level.

4 (9.5) For State fiscal year 2019 and subsequent State  
5 fiscal years, if New State Funds exceed \$300,000,000, then  
6 any amount in excess of \$300,000,000 shall be dedicated  
7 for purposes of Section 2-3.170 of this Code up to a  
8 maximum of \$50,000,000.

9 (10) In the event of a decrease in the amount of the  
10 appropriation for this Section in any fiscal year after  
11 implementation of this Section, the Organizational Units  
12 receiving Tier 1 and Tier 2 funding, as determined under  
13 paragraph (3) of this subsection (g), shall be held  
14 harmless by establishing a Base Funding Guarantee equal to  
15 the per pupil kindergarten through grade 12 funding  
16 received in accordance with this Section in the prior  
17 fiscal year. Reductions shall be made to the Base Funding  
18 Minimum of Organizational Units in Tier 3 and Tier 4 on a  
19 per pupil basis equivalent to the total number of the ASE  
20 in Tier 3-funded and Tier 4-funded Organizational Units  
21 divided by the total reduction in State funding. The Base  
22 Funding Minimum as reduced shall continue to be applied to  
23 Tier 3 and Tier 4 Organizational Units and adjusted by the  
24 relative formula when increases in appropriations for this  
25 Section resume. In no event may State funding reductions  
26 to Organizational Units in Tier 3 or Tier 4 exceed an



1 amount that would be less than the Base Funding Minimum  
2 established in the first year of implementation of this  
3 Section. If additional reductions are required, all school  
4 districts shall receive a reduction by a per pupil amount  
5 equal to the aggregate additional appropriation reduction  
6 divided by the total ASE of all Organizational Units.

7 (11) The State Superintendent shall make minor  
8 adjustments to the distribution formula set forth in this  
9 subsection (g) to account for the rounding of percentages  
10 to the nearest tenth of a percentage and dollar amounts to  
11 the nearest whole dollar.

12 (h) State Superintendent administration of funding and  
13 district submission requirements.

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

17 (2) The State Superintendent shall calculate the  
18 Adequacy Target for each Organizational Unit under this  
19 Section. No Evidence-Based Funding shall be distributed  
20 within an Organizational Unit without the approval of the  
21 unit's school board.

22 (3) Annually, the State Superintendent shall calculate  
23 and report to each Organizational Unit the unit's  
24 aggregate financial adequacy amount, which shall be the  
25 sum of the Adequacy Target for each Organizational Unit.  
26 The State Superintendent shall calculate and report

1           separately for each Organizational Unit the unit's total  
2           State funds allocated for its students with disabilities.  
3           The State Superintendent shall calculate and report  
4           separately for each Organizational Unit the amount of  
5           funding and applicable FTE calculated for each Essential  
6           Element of the unit's Adequacy Target.

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

17          (5) Moneys distributed under this Section shall be  
18          calculated on a school year basis, but paid on a fiscal  
19          year basis, with payments beginning in August and  
20          extending through June. Unless otherwise provided, the  
21          moneys appropriated for each fiscal year shall be  
22          distributed in 22 equal payments at least 2 times monthly  
23          to each Organizational Unit. If moneys appropriated for  
24          any fiscal year are distributed other than monthly, the  
25          distribution shall be on the same basis for each  
26          Organizational Unit.

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

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

18           (8) Each fiscal year, the State Superintendent shall  
19 calculate for each Organizational Unit an amount of its  
20 Base Funding Minimum and Evidence-Based Funding that shall  
21 be deemed attributable to the provision of special  
22 educational facilities and services, as defined in Section  
23 14-1.08 of this Code, in a manner that ensures compliance  
24 with maintenance of State financial support requirements  
25 under the federal Individuals with Disabilities Education  
26 Act. An Organizational Unit must use such funds only for

1 the provision of special educational facilities and  
2 services, as defined in Section 14-1.08 of this Code, and  
3 must comply with any expenditure verification procedures  
4 adopted by the State Board.

5 (9) All Organizational Units in this State must submit  
6 annual spending plans, as part of the budget submission  
7 process, no later than October 31 of each year to the State  
8 Board. The spending plan shall describe how each  
9 Organizational Unit will utilize the Base Funding Minimum  
10 and Evidence-Based Funding it receives from this State  
11 under this Section with specific identification of the  
12 intended utilization of Low-Income, English learner, and  
13 special education resources. Additionally, the annual  
14 spending plans of each Organizational Unit shall describe  
15 how the Organizational Unit expects to achieve student  
16 growth and how the Organizational Unit will achieve State  
17 education goals, as defined by the State Board. The State  
18 Superintendent may, from time to time, identify additional  
19 requisites for Organizational Units to satisfy when  
20 compiling the annual spending plans required under this  
21 subsection (h). The format and scope of annual spending  
22 plans shall be developed by the State Superintendent and  
23 the State Board of Education. School districts that serve  
24 students under Article 14C of this Code shall continue to  
25 submit information as required under Section 14C-12 of  
26 this Code.

1           (10) No later than January 1, 2018, the State  
2 Superintendent shall develop a 5-year strategic plan for  
3 all Organizational Units to help in planning for adequacy  
4 funding under this Section. The State Superintendent shall  
5 submit the plan to the Governor and the General Assembly,  
6 as provided in Section 3.1 of the General Assembly  
7 Organization Act. The plan shall include recommendations  
8 for:

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

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

14           (C) application and enhancement of the current  
15 financial accountability measures, the approved State  
16 plan to comply with the federal Every Student Succeeds  
17 Act, and the Illinois Balanced Accountability Measures  
18 in relation to student growth and elements of the  
19 Evidence-Based Funding model; and

20           (D) implementation of an effective school adequacy  
21 funding system based on projected and recommended  
22 funding levels from the General Assembly.

23           (11) On an annual basis, the State Superintendent must  
24 recalibrate all of the following per pupil elements of the  
25 Adequacy Target and applied to the formulas, based on the  
26 study of average expenses and as reported in the most

1 recent annual financial report:

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

4 (B) Instructional materials under subparagraph (O)  
5 of paragraph (2) of subsection (b).

6 (C) Assessment under subparagraph (P) of paragraph  
7 (2) of subsection (b).

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

10 (E) Maintenance and operations under subparagraph  
11 (S) of paragraph (2) of subsection (b).

12 (F) Central office under subparagraph (T) of  
13 paragraph (2) of subsection (b).

14 (i) Professional Review Panel.

15 (1) A Professional Review Panel is created to study  
16 and review topics related to the implementation and effect  
17 of Evidence-Based Funding, as assigned by a joint  
18 resolution or Public Act of the General Assembly or a  
19 motion passed by the State Board of Education. The Panel  
20 must provide recommendations to and serve the Governor,  
21 the General Assembly, and the State Board. The State  
22 Superintendent or his or her designee must serve as a  
23 voting member and chairperson of the Panel. The State  
24 Superintendent must appoint a vice chairperson from the  
25 membership of the Panel. The Panel must advance  
26 recommendations based on a three-fifths majority vote of

1 Panel members present and voting. A minority opinion may  
2 also accompany any recommendation of the Panel. The Panel  
3 shall be appointed by the State Superintendent, except as  
4 otherwise provided in paragraph (2) of this subsection (i)  
5 and include the following members:

6 (A) Two appointees that represent district  
7 superintendents, recommended by a statewide  
8 organization that represents district superintendents.

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

12 (C) Two appointees from districts that represent  
13 school business officials, recommended by a statewide  
14 organization that represents school business  
15 officials.

16 (D) Two appointees that represent school  
17 principals, recommended by a statewide organization  
18 that represents school principals.

19 (E) Two appointees that represent teachers,  
20 recommended by a statewide organization that  
21 represents teachers.

22 (F) Two appointees that represent teachers,  
23 recommended by another statewide organization that  
24 represents teachers.

25 (G) Two appointees that represent regional  
26 superintendents of schools, recommended by

1 organizations that represent regional superintendents.

2 (H) Two independent experts selected solely by the  
3 State Superintendent.

4 (I) Two independent experts recommended by public  
5 universities in this State.

6 (J) One member recommended by a statewide  
7 organization that represents parents.

8 (K) Two representatives recommended by collective  
9 impact organizations that represent major metropolitan  
10 areas or geographic areas in Illinois.

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

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

17 The State Superintendent shall ensure that the  
18 membership of the Panel includes representatives from  
19 school districts and communities reflecting the  
20 geographic, socio-economic, racial, and ethnic diversity  
21 of this State. The State Superintendent shall additionally  
22 ensure that the membership of the Panel includes  
23 representatives with expertise in bilingual education and  
24 special education. Staff from the State Board shall staff  
25 the Panel.

26 (2) In addition to those Panel members appointed by



1 the State Superintendent, 4 members of the General  
2 Assembly shall be appointed as follows: one member of the  
3 House of Representatives appointed by the Speaker of the  
4 House of Representatives, one member of the Senate  
5 appointed by the President of the Senate, one member of  
6 the House of Representatives appointed by the Minority  
7 Leader of the House of Representatives, and one member of  
8 the Senate appointed by the Minority Leader of the Senate.  
9 There shall be one additional member appointed by the  
10 Governor. All members appointed by legislative leaders or  
11 the Governor shall be non-voting, ex officio members.

12 (3) The Panel must study topics at the direction of  
13 the General Assembly or State Board of Education, as  
14 provided under paragraph (1). The Panel may also study the  
15 following topics at the direction of the chairperson:

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

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

20 (C) Maintenance and operations, including capital  
21 maintenance and construction costs.

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

23 (E) Benefits.

24 (F) Technology.

25 (G) Local Capacity Target.

26 (H) Funding for Alternative Schools, Laboratory

1 Schools, safe schools, and alternative learning  
2 opportunities programs.

3 (I) Funding for college and career acceleration  
4 strategies.

5 (J) Special education investments.

6 (K) Early childhood investments, in collaboration  
7 with the Illinois Early Learning Council.

8 (4) (Blank).

9 (5) Within 5 years after the implementation of this  
10 Section, and every 5 years thereafter, the Panel shall  
11 complete an evaluative study of the entire Evidence-Based  
12 Funding model, including an assessment of whether or not  
13 the formula is achieving State goals. The Panel shall  
14 report to the State Board, the General Assembly, and the  
15 Governor on the findings of the study.

16 (6) (Blank).

17 (7) To ensure that (i) the Adequacy Target calculation  
18 under subsection (b) accurately reflects the needs of  
19 students living in poverty or attending schools located in  
20 areas of high poverty, (ii) racial equity within the  
21 Evidence-Based Funding formula is explicitly explored and  
22 advanced, and (iii) the funding goals of the formula  
23 distribution system established under this Section are  
24 sufficient to provide adequate funding for every student  
25 and to fully fund every school in this State, the Panel  
26 shall review the Essential Elements under paragraph (2) of

1 subsection (b). The Panel shall consider all of the  
2 following in its review:

3 (A) The financial ability of school districts to  
4 provide instruction in a foreign language to every  
5 student and whether an additional Essential Element  
6 should be added to the formula to ensure that every  
7 student has access to instruction in a foreign  
8 language.

9 (B) The adult-to-student ratio for each Essential  
10 Element in which a ratio is identified. The Panel  
11 shall consider whether the ratio accurately reflects  
12 the staffing needed to support students living in  
13 poverty or who have traumatic backgrounds.

14 (C) Changes to the Essential Elements that may be  
15 required to better promote racial equity and eliminate  
16 structural racism within schools.

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

21 (E) Provide an overview of alternative funding  
22 structures that would enable the State to become fully  
23 funded at an earlier date.

24 (F) The potential to increase efficiency and to  
25 find cost savings within the school system to expedite  
26 the journey to a fully funded system.

1           (G) The appropriate levels for reenrolling and  
2           graduating high-risk high school students who have  
3           been previously out of school. These outcomes shall  
4           include enrollment, attendance, skill gains, credit  
5           gains, graduation or promotion to the next grade  
6           level, and the transition to college, training, or  
7           employment, with an emphasis on progressively  
8           increasing the overall attendance.

9           (H) The evidence-based or research-based practices  
10          that are shown to reduce the gaps and disparities  
11          experienced by African American students in academic  
12          achievement and educational performance, including  
13          practices that have been shown to reduce disparities  
14          in disciplinary rates, drop-out rates, graduation  
15          rates, college matriculation rates, and college  
16          completion rates.

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

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

25          (j) References. Beginning July 1, 2017, references in  
26          other laws to general State aid funds or calculations under

1 Section 18-8.05 of this Code (now repealed) shall be deemed to  
2 be references to evidence-based model formula funds or  
3 calculations under this Section.

4 (Source: P.A. 102-33, eff. 6-25-21; 102-197, eff. 7-30-21;  
5 102-558, eff. 8-20-21; 102-699, eff. 4-19-22; 102-782, eff.  
6 1-1-23; 102-813, eff. 5-13-22; 102-894, eff. 5-20-22; 103-8,  
7 eff. 6-7-23; 103-154, eff. 6-30-23; 103-175, eff. 6-30-23;  
8 revised 8-30-23.)

9 (105 ILCS 5/21B-30)

10 Sec. 21B-30. Educator testing.

11 (a) (Blank).

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

22 (c) (Blank).

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

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

5 (d) All applicants seeking a State license shall be  
6 required to pass a test of content area knowledge for each area  
7 of endorsement for which there is an applicable test. There  
8 shall be no exception to this requirement. No candidate shall  
9 be allowed to student teach or serve as the teacher of record  
10 until he or she has passed the applicable content area test.

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

1 State Board shall aggregate and publish the number of  
2 candidates in each preparation program who take the test and  
3 the number who pass the language and literacy portion.

4 (e) (Blank).

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

1 (f-5) The Teacher Performance Assessment Task Force is  
2 created to evaluate potential performance-based and objective  
3 teacher performance assessment systems for implementation  
4 across all educator preparation programs in this State, with  
5 the intention of ensuring consistency across programs and  
6 supporting a thoughtful and well-rounded licensure system.  
7 Members appointed to the Task Force must reflect the racial,  
8 ethnic, and geographic diversity of this State. The Task Force  
9 shall consist of all of the following members:

10 (1) One member of the Senate, appointed by the  
11 President of the Senate.

12 (2) One member of the Senate, appointed by the  
13 Minority Leader of the Senate.

14 (3) One member of the House of Representatives,  
15 appointed by the Speaker of the House of Representatives.

16 (4) One member of the House of Representatives,  
17 appointed by the Minority Leader of the House of  
18 Representatives.

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

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

25 (7) One member from a statewide organization  
26 representing school principals, appointed by the State



1 Superintendent of Education.

2 (8) One member from a statewide organization  
3 representing regional superintendents of schools,  
4 appointed by the State Superintendent of Education.

5 (9) One member from a statewide organization  
6 representing school administrators, appointed by the State  
7 Superintendent of Education.

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

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

14 (12) One member representing a suburban school  
15 district, appointed by the State Superintendent of  
16 Education.

17 (13) One member from a statewide organization  
18 representing school districts in the southern suburbs of  
19 the City of Chicago, appointed by the State Superintendent  
20 of Education.

21 (14) One member from a statewide organization  
22 representing large unit school districts, appointed by the  
23 State Superintendent of Education.

24 (15) One member from a statewide organization  
25 representing school districts in the collar counties of  
26 the City of Chicago, appointed by the State Superintendent

1 of Education.

2 (16) Three members, each representing a different  
3 public university in this State and each a current member  
4 of the faculty of an approved educator preparation  
5 program, appointed by the State Superintendent of  
6 Education.

7 (17) Three members, each representing a different  
8 4-year nonpublic university or college in this State and  
9 each a current member of the faculty of an approved  
10 educator preparation program, appointed by the State  
11 Superintendent of Education.

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

14 (19) One member representing a statewide policy  
15 organization advocating on behalf of multilingual students  
16 and families, appointed by the State Superintendent of  
17 Education.

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

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

26 (22) One member representing a statewide organization

1 that partners with educator preparation programs and  
2 school districts to support the growth and development of  
3 preservice teachers, appointed by the State Superintendent  
4 of Education.

5 (23) One member representing a statewide organization  
6 that advocates for educational equity and racial justice  
7 in schools, appointed by the State Superintendent of  
8 Education.

9 (24) One member representing a statewide organization  
10 that represents school boards, appointed by the State  
11 Superintendent of Education.

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

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

22 On or before October 31, August 1, 2024, the Task Force  
23 shall report on its work, including recommendations on a  
24 teacher performance assessment system in this State, to the  
25 State Board of Education and the General Assembly. The Task  
26 Force is dissolved upon submission of this report.

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

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

1 applicant.

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

5 (i) The rules developed to implement and enforce the  
6 testing requirements under this Section shall include, without  
7 limitation, provisions governing test selection, test  
8 validation, and determination of a passing score,  
9 administration of the tests, frequency of administration,  
10 applicant fees, frequency of applicants taking the tests, the  
11 years for which a score is valid, and appropriate special  
12 accommodations. The State Board of Education shall develop  
13 such rules as may be needed to ensure uniformity from year to  
14 year in the level of difficulty for each form of an assessment.  
15 (Source: P.A. 102-301, eff. 8-26-21; 103-402, eff. 7-28-23;  
16 103-488, eff. 8-4-23; revised 9-1-23.)

17 (105 ILCS 5/21B-45)

18 Sec. 21B-45. Professional Educator License renewal.

19 (a) Individuals holding a Professional Educator License  
20 are required to complete the licensure renewal requirements as  
21 specified in this Section, unless otherwise provided in this  
22 Code.

23 Individuals holding a Professional Educator License shall  
24 meet the renewal requirements set forth in this Section,  
25 unless otherwise provided in this Code. If an individual holds

1 a license endorsed in more than one area that has different  
2 renewal requirements, that individual shall follow the renewal  
3 requirements for the position for which he or she spends the  
4 majority of his or her time working.

5 (b) All Professional Educator Licenses not renewed as  
6 provided in this Section shall lapse on September 1 of that  
7 year. Notwithstanding any other provisions of this Section, if  
8 a license holder's electronic mail address is available, the  
9 State Board of Education shall send him or her notification  
10 electronically that his or her license will lapse if not  
11 renewed, to be sent no more than 6 months prior to the license  
12 lapsing. Lapsed licenses may be immediately reinstated upon  
13 (i) payment to the State Board of Education by the applicant of  
14 a \$50 penalty or (ii) the demonstration of proficiency by  
15 completing 9 semester hours of coursework from a regionally  
16 accredited institution of higher education in the content area  
17 that most aligns with one or more of the educator's  
18 endorsement areas. Any and all back fees, including without  
19 limitation registration fees owed from the time of expiration  
20 of the license until the date of reinstatement, shall be paid  
21 and kept in accordance with the provisions in Article 3 of this  
22 Code concerning an institute fund and the provisions in  
23 Article 21B of this Code concerning fees and requirements for  
24 registration. Licenses not registered in accordance with  
25 Section 21B-40 of this Code shall lapse after a period of 6  
26 months from the expiration of the last year of registration or

1 on January 1 of the fiscal year following initial issuance of  
2 the license. An unregistered license is invalid after  
3 September 1 for employment and performance of services in an  
4 Illinois public or State-operated school or cooperative and in  
5 a charter school. Any license or endorsement may be  
6 voluntarily surrendered by the license holder. A voluntarily  
7 surrendered license shall be treated as a revoked license. An  
8 Educator License with Stipulations with only a  
9 paraprofessional endorsement does not lapse.

10 (c) From July 1, 2013 through June 30, 2014, in order to  
11 satisfy the requirements for licensure renewal provided for in  
12 this Section, each professional educator licensee with an  
13 administrative endorsement who is working in a position  
14 requiring such endorsement shall complete one Illinois  
15 Administrators' Academy course, as described in Article 2 of  
16 this Code, per fiscal year.

17 (c-5) All licenses issued by the State Board of Education  
18 under this Article that expire on June 30, 2020 and have not  
19 been renewed by the end of the 2020 renewal period shall be  
20 extended for one year and shall expire on June 30, 2021.

21 (d) Beginning July 1, 2014, in order to satisfy the  
22 requirements for licensure renewal provided for in this  
23 Section, each professional educator licensee may create a  
24 professional development plan each year. The plan shall  
25 address one or more of the endorsements that are required of  
26 his or her educator position if the licensee is employed and

1 performing services in an Illinois public or State-operated  
2 school or cooperative. If the licensee is employed in a  
3 charter school, the plan shall address that endorsement or  
4 those endorsements most closely related to his or her educator  
5 position. Licensees employed and performing services in any  
6 other Illinois schools may participate in the renewal  
7 requirements by adhering to the same process.

8 Except as otherwise provided in this Section, the  
9 licensee's professional development activities shall align  
10 with one or more of the following criteria:

11 (1) activities are of a type that engages participants  
12 over a sustained period of time allowing for analysis,  
13 discovery, and application as they relate to student  
14 learning, social or emotional achievement, or well-being;

15 (2) professional development aligns to the licensee's  
16 performance;

17 (3) outcomes for the activities must relate to student  
18 growth or district improvement;

19 (4) activities align to State-approved standards; and

20 (5) higher education coursework.

21 (e) For each renewal cycle, each professional educator  
22 licensee shall engage in professional development activities.  
23 Prior to renewal, the licensee shall enter electronically into  
24 the Educator Licensure Information System (ELIS) the name,  
25 date, and location of the activity, the number of professional  
26 development hours, and the provider's name. The following



1 provisions shall apply concerning professional development  
2 activities:

3 (1) Each licensee shall complete a total of 120 hours  
4 of professional development per 5-year renewal cycle in  
5 order to renew the license, except as otherwise provided  
6 in this Section.

7 (2) Beginning with his or her first full 5-year cycle,  
8 any licensee with an administrative endorsement who is not  
9 working in a position requiring such endorsement is not  
10 required to complete Illinois Administrators' Academy  
11 courses, as described in Article 2 of this Code. Such  
12 licensees must complete one Illinois Administrators'  
13 Academy course within one year after returning to a  
14 position that requires the administrative endorsement.

15 (3) Any licensee with an administrative endorsement  
16 who is working in a position requiring such endorsement or  
17 an individual with a Teacher Leader endorsement serving in  
18 an administrative capacity at least 50% of the day shall  
19 complete one Illinois Administrators' Academy course, as  
20 described in Article 2 of this Code, each fiscal year in  
21 addition to 100 hours of professional development per  
22 5-year renewal cycle in accordance with this Code.  
23 However, for the 2021-2022 school year only, a licensee  
24 under this paragraph (3) is not required to complete an  
25 Illinois Administrators' Academy course.

26 (4) Any licensee holding a current National Board for

1 Professional Teaching Standards (NBPTS) master teacher  
2 designation shall complete a total of 60 hours of  
3 professional development per 5-year renewal cycle in order  
4 to renew the license.

5 (5) Licensees working in a position that does not  
6 require educator licensure or working in a position for  
7 less than 50% for any particular year are considered to be  
8 exempt and shall be required to pay only the registration  
9 fee in order to renew and maintain the validity of the  
10 license.

11 (6) Licensees who are retired and qualify for benefits  
12 from a State of Illinois retirement system shall be listed  
13 as retired, and the license shall be maintained in retired  
14 status. For any renewal cycle in which a licensee retires  
15 during the renewal cycle, the licensee must complete  
16 professional development activities on a prorated basis  
17 depending on the number of years during the renewal cycle  
18 the educator held an active license. If a licensee retires  
19 during a renewal cycle, the license status must be updated  
20 using ELIS indicating that the licensee wishes to maintain  
21 the license in retired status and the licensee must show  
22 proof of completion of professional development activities  
23 on a prorated basis for all years of that renewal cycle for  
24 which the license was active. An individual with a license  
25 in retired status shall not be required to complete  
26 professional development activities until returning to a

1 position that requires educator licensure. Upon returning  
2 to work in a position that requires the Professional  
3 Educator License, the license status shall immediately be  
4 updated using ELIS and the licensee shall complete renewal  
5 requirements for that year. A retired teacher, even if  
6 returning to a position that requires educator licensure,  
7 shall not be required to pay registration fees. A license  
8 in retired status cannot lapse. Beginning on January 6,  
9 2017 (the effective date of Public Act 99-920) through  
10 December 31, 2017, any licensee who has retired and whose  
11 license has lapsed for failure to renew as provided in  
12 this Section may reinstate that license and maintain it in  
13 retired status upon providing proof to the State Board of  
14 Education using ELIS that the licensee is retired and is  
15 not working in a position that requires a Professional  
16 Educator License.

17 (7) For any renewal cycle in which professional  
18 development hours were required, but not fulfilled, the  
19 licensee shall complete any missed hours to total the  
20 minimum professional development hours required in this  
21 Section prior to September 1 of that year. Professional  
22 development hours used to fulfill the minimum required  
23 hours for a renewal cycle may be used for only one renewal  
24 cycle. For any fiscal year or renewal cycle in which an  
25 Illinois Administrators' Academy course was required but  
26 not completed, the licensee shall complete any missed

1 Illinois Administrators' Academy courses prior to  
2 September 1 of that year. The licensee may complete all  
3 deficient hours and Illinois Administrators' Academy  
4 courses while continuing to work in a position that  
5 requires that license until September 1 of that year.

6 (8) Any licensee who has not fulfilled the  
7 professional development renewal requirements set forth in  
8 this Section at the end of any 5-year renewal cycle is  
9 ineligible to register his or her license and may submit  
10 an appeal to the State Superintendent of Education for  
11 reinstatement of the license.

12 (9) If professional development opportunities were  
13 unavailable to a licensee, proof that opportunities were  
14 unavailable and request for an extension of time beyond  
15 August 31 to complete the renewal requirements may be  
16 submitted from April 1 through June 30 of that year to the  
17 State Educator Preparation and Licensure Board. If an  
18 extension is approved, the license shall remain valid  
19 during the extension period.

20 (10) Individuals who hold exempt licenses prior to  
21 December 27, 2013 (the effective date of Public Act  
22 98-610) shall commence the annual renewal process with the  
23 first scheduled registration due after December 27, 2013  
24 (the effective date of Public Act 98-610).

25 (11) Notwithstanding any other provision of this  
26 subsection (e), if a licensee earns more than the required

1 number of professional development hours during a renewal  
2 cycle, then the licensee may carry over any hours earned  
3 from April 1 through June 30 of the last year of the  
4 renewal cycle. Any hours carried over in this manner must  
5 be applied to the next renewal cycle. Illinois  
6 Administrators' Academy courses or hours earned in those  
7 courses may not be carried over.

8 (e-5) The number of professional development hours  
9 required under subsection (e) is reduced by 20% for any  
10 renewal cycle that includes the 2021-2022 school year.

11 (f) At the time of renewal, each licensee shall respond to  
12 the required questions under penalty of perjury.

13 (f-5) The State Board of Education shall conduct random  
14 audits of licensees to verify a licensee's fulfillment of the  
15 professional development hours required under this Section.  
16 Upon completion of a random audit, if it is determined by the  
17 State Board of Education that the licensee did not complete  
18 the required number of professional development hours or did  
19 not provide sufficient proof of completion, the licensee shall  
20 be notified that his or her license has lapsed. A license that  
21 has lapsed under this subsection may be reinstated as provided  
22 in subsection (b).

23 (g) The following entities shall be designated as approved  
24 to provide professional development activities for the renewal  
25 of Professional Educator Licenses:

26 (1) The State Board of Education.

1           (2) Regional offices of education and intermediate  
2 service centers.

3           (3) Illinois professional associations representing  
4 the following groups that are approved by the State  
5 Superintendent of Education:

6                   (A) school administrators;

7                   (B) principals;

8                   (C) school business officials;

9                   (D) teachers, including special education  
10 teachers;

11                   (E) school boards;

12                   (F) school districts;

13                   (G) parents; and

14                   (H) school service personnel.

15           (4) Regionally accredited institutions of higher  
16 education that offer Illinois-approved educator  
17 preparation programs and public community colleges subject  
18 to the Public Community College Act.

19           (5) Illinois public school districts, charter schools  
20 authorized under Article 27A of this Code, and joint  
21 educational programs authorized under Article 10 of this  
22 Code for the purposes of providing career and technical  
23 education or special education services.

24           (6) A not-for-profit organization that, as of December  
25 31, 2014 (the effective date of Public Act 98-1147), has  
26 had or has a grant from or a contract with the State Board

1 of Education to provide professional development services  
2 in the area of English Learning to Illinois school  
3 districts, teachers, or administrators.

4 (7) State agencies, State boards, and State  
5 commissions.

6 (8) Museums as defined in Section 10 of the Museum  
7 Disposition of Property Act.

8 (h) Approved providers under subsection (g) of this  
9 Section shall make available professional development  
10 opportunities that satisfy at least one of the following:

11 (1) increase the knowledge and skills of school and  
12 district leaders who guide continuous professional  
13 development;

14 (2) improve the learning of students;

15 (3) organize adults into learning communities whose  
16 goals are aligned with those of the school and district;

17 (4) deepen educator's content knowledge;

18 (5) provide educators with research-based  
19 instructional strategies to assist students in meeting  
20 rigorous academic standards;

21 (6) prepare educators to appropriately use various  
22 types of classroom assessments;

23 (7) use learning strategies appropriate to the  
24 intended goals;

25 (8) provide educators with the knowledge and skills to  
26 collaborate;

1           (9) prepare educators to apply research to decision  
2 making;

3           (10) provide educators with training on inclusive  
4 practices in the classroom that examines instructional and  
5 behavioral strategies that improve academic and  
6 social-emotional outcomes for all students, with or  
7 without disabilities, in a general education setting; or

8           (11) beginning on July 1, 2022, provide educators with  
9 training on the physical and mental health needs of  
10 students, student safety, educator ethics, professional  
11 conduct, and other topics that address the well-being of  
12 students and improve the academic and social-emotional  
13 outcomes of students.

14           (i) Approved providers under subsection (g) of this  
15 Section shall do the following:

16           (1) align professional development activities to the  
17 State-approved national standards for professional  
18 learning;

19           (2) meet the professional development criteria for  
20 Illinois licensure renewal;

21           (3) produce a rationale for the activity that explains  
22 how it aligns to State standards and identify the  
23 assessment for determining the expected impact on student  
24 learning or school improvement;

25           (4) maintain original documentation for completion of  
26 activities;



1           (5) provide license holders with evidence of  
2 completion of activities;

3           (6) request an Illinois Educator Identification Number  
4 (IEIN) for each educator during each professional  
5 development activity; and

6           (7) beginning on July 1, 2019, register annually with  
7 the State Board of Education prior to offering any  
8 professional development opportunities in the current  
9 fiscal year.

10          (j) The State Board of Education shall conduct annual  
11 audits of a subset of approved providers, except for school  
12 districts, which shall be audited by regional offices of  
13 education and intermediate service centers. The State Board of  
14 Education shall ensure that each approved provider, except for  
15 a school district, is audited at least once every 5 years. The  
16 State Board of Education may conduct more frequent audits of  
17 providers if evidence suggests the requirements of this  
18 Section or administrative rules are not being met.

19           (1) (Blank).

20           (2) Approved providers shall comply with the  
21 requirements in subsections (h) and (i) of this Section by  
22 annually submitting data to the State Board of Education  
23 demonstrating how the professional development activities  
24 impacted one or more of the following:

25           (A) educator and student growth in regards to  
26 content knowledge or skills, or both;

1 (B) educator and student social and emotional  
2 growth; or

3 (C) alignment to district or school improvement  
4 plans.

5 (3) The State Superintendent of Education shall review  
6 the ~~annual~~ data collected by the State Board of Education,  
7 regional offices of education, and intermediate service  
8 centers in audits conducted under this subsection (j) to  
9 determine if the approved provider has met the criteria  
10 and should continue to be an approved provider or if  
11 further action should be taken as provided in rules.

12 (k) Registration fees shall be paid for the next renewal  
13 cycle between April 1 and June 30 in the last year of each  
14 5-year renewal cycle using ELIS. If all required professional  
15 development hours for the renewal cycle have been completed  
16 and entered by the licensee, the licensee shall pay the  
17 registration fees for the next cycle using a form of credit or  
18 debit card.

19 (l) Any professional educator licensee endorsed for school  
20 support personnel who is employed and performing services in  
21 Illinois public schools and who holds an active and current  
22 professional license issued by the Department of Financial and  
23 Professional Regulation or a national certification board, as  
24 approved by the State Board of Education, related to the  
25 endorsement areas on the Professional Educator License shall  
26 be deemed to have satisfied the continuing professional

1 development requirements provided for in this Section. Such  
2 individuals shall be required to pay only registration fees to  
3 renew the Professional Educator License. An individual who  
4 does not hold a license issued by the Department of Financial  
5 and Professional Regulation shall complete professional  
6 development requirements for the renewal of a Professional  
7 Educator License provided for in this Section.

8 (m) Appeals to the State Educator Preparation and  
9 Licensure Board must be made within 30 days after receipt of  
10 notice from the State Superintendent of Education that a  
11 license will not be renewed based upon failure to complete the  
12 requirements of this Section. A licensee may appeal that  
13 decision to the State Educator Preparation and Licensure Board  
14 in a manner prescribed by rule.

15 (1) Each appeal shall state the reasons why the State  
16 Superintendent's decision should be reversed and shall be  
17 sent by certified mail, return receipt requested, to the  
18 State Board of Education.

19 (2) The State Educator Preparation and Licensure Board  
20 shall review each appeal regarding renewal of a license  
21 within 90 days after receiving the appeal in order to  
22 determine whether the licensee has met the requirements of  
23 this Section. The State Educator Preparation and Licensure  
24 Board may hold an appeal hearing or may make its  
25 determination based upon the record of review, which shall  
26 consist of the following:

1 (A) the regional superintendent of education's  
2 rationale for recommending nonrenewal of the license,  
3 if applicable;

4 (B) any evidence submitted to the State  
5 Superintendent along with the individual's electronic  
6 statement of assurance for renewal; and

7 (C) the State Superintendent's rationale for  
8 nonrenewal of the license.

9 (3) The State Educator Preparation and Licensure Board  
10 shall notify the licensee of its decision regarding  
11 license renewal by certified mail, return receipt  
12 requested, no later than 30 days after reaching a  
13 decision. Upon receipt of notification of renewal, the  
14 licensee, using ELIS, shall pay the applicable  
15 registration fee for the next cycle using a form of credit  
16 or debit card.

17 (n) The State Board of Education may adopt rules as may be  
18 necessary to implement this Section.

19 (Source: P.A. 102-676, eff. 12-3-21; 102-710, eff. 4-27-22;  
20 102-730, eff. 5-6-22; 102-852, eff. 5-13-22; 103-154, eff.  
21 6-30-23.)

22 (105 ILCS 5/21B-50)

23 Sec. 21B-50. Alternative Educator Licensure Program for  
24 Teachers.

25 (a) There is established an alternative educator licensure

1 program, to be known as the Alternative Educator Licensure  
2 Program for Teachers.

3 (b) The Alternative Educator Licensure Program for  
4 Teachers may be offered by a recognized institution approved  
5 to offer educator preparation programs by the State Board of  
6 Education, in consultation with the State Educator Preparation  
7 and Licensure Board.

8 The program shall be comprised of up to 3 phases:

9 (1) A course of study that at a minimum includes  
10 instructional planning; instructional strategies,  
11 including special education, reading, and English language  
12 learning; classroom management; and the assessment of  
13 students and use of data to drive instruction.

14 (2) A year of residency, which is a candidate's  
15 assignment to a full-time teaching position or as a  
16 co-teacher for one full school year. An individual must  
17 hold an Educator License with Stipulations with an  
18 alternative provisional educator endorsement in order to  
19 enter the residency. In residency, the candidate must be  
20 assigned an effective, fully licensed teacher by the  
21 principal or principal equivalent to act as a mentor and  
22 coach the candidate through residency, complete additional  
23 program requirements that address required State and  
24 national standards, pass the State Board's teacher  
25 performance assessment, if required under Section 21B-30,  
26 and be recommended by the principal or qualified

1 equivalent of a principal, as required under subsection  
2 (d) of this Section, and the program coordinator to be  
3 recommended for full licensure or to continue with a  
4 second year of the residency.

5 (3) (Blank).

6 (4) A comprehensive assessment of the candidate's  
7 teaching effectiveness, as evaluated by the principal or  
8 qualified equivalent of a principal, as required under  
9 subsection (d) of this Section, and the program  
10 coordinator, at the end of either the first or the second  
11 year of residency. If there is disagreement between the 2  
12 evaluators about the candidate's teaching effectiveness at  
13 the end of the first year of residency, a second year of  
14 residency shall be required. If there is disagreement  
15 between the 2 evaluators at the end of the second year of  
16 residency, the candidate may complete one additional year  
17 of residency teaching under a professional development  
18 plan developed by the principal or qualified equivalent  
19 and the preparation program. At the completion of the  
20 third year, a candidate must have positive evaluations and  
21 a recommendation for full licensure from both the  
22 principal or qualified equivalent and the program  
23 coordinator or no Professional Educator License shall be  
24 issued.

25 Successful completion of the program shall be deemed to  
26 satisfy any other practice or student teaching and content

1 matter requirements established by law.

2 (c) An alternative provisional educator endorsement on an  
3 Educator License with Stipulations is valid for up to 2 years  
4 of teaching in the public schools, including without  
5 limitation a preschool educational program under Section  
6 2-3.71 of this Code or charter school, or in a  
7 State-recognized nonpublic school in which the chief  
8 administrator is required to have the licensure necessary to  
9 be a principal in a public school in this State and in which a  
10 majority of the teachers are required to have the licensure  
11 necessary to be instructors in a public school in this State,  
12 but may be renewed for a third year if needed to complete the  
13 Alternative Educator Licensure Program for Teachers. The  
14 endorsement shall be issued only once to an individual who  
15 meets all of the following requirements:

16 (1) Has graduated from a regionally accredited college  
17 or university with a bachelor's degree or higher.

18 (2) (Blank).

19 (3) Has completed a major in the content area if  
20 seeking a middle or secondary level endorsement or, if  
21 seeking an early childhood, elementary, or special  
22 education endorsement, has completed a major in the  
23 content area of early childhood reading, English/language  
24 arts, mathematics, or one of the sciences. If the  
25 individual does not have a major in a content area for any  
26 level of teaching, he or she must submit transcripts to

1 the State Board of Education to be reviewed for  
2 equivalency.

3 (4) Has successfully completed phase (1) of subsection  
4 (b) of this Section.

5 (5) Has passed a content area test required for the  
6 specific endorsement ~~for admission into the program~~, as  
7 required under Section 21B-30 of this Code.

8 A candidate possessing the alternative provisional  
9 educator endorsement may receive a salary, benefits, and any  
10 other terms of employment offered to teachers in the school  
11 who are members of an exclusive bargaining representative, if  
12 any, but a school is not required to provide these benefits  
13 during the years of residency if the candidate is serving only  
14 as a co-teacher. If the candidate is serving as the teacher of  
15 record, the candidate must receive a salary, benefits, and any  
16 other terms of employment. Residency experiences must not be  
17 counted towards tenure.

18 (d) The recognized institution offering the Alternative  
19 Educator Licensure Program for Teachers must partner with a  
20 school district, including without limitation a preschool  
21 educational program under Section 2-3.71 of this Code or  
22 charter school, or a State-recognized, nonpublic school in  
23 this State in which the chief administrator is required to  
24 have the licensure necessary to be a principal in a public  
25 school in this State and in which a majority of the teachers  
26 are required to have the licensure necessary to be instructors



1 in a public school in this State. A recognized institution  
2 that partners with a public school district administering a  
3 preschool educational program under Section 2-3.71 of this  
4 Code must require a principal to recommend or evaluate  
5 candidates in the program. A recognized institution that  
6 partners with an eligible entity administering a preschool  
7 educational program under Section 2-3.71 of this Code and that  
8 is not a public school district must require a principal or  
9 qualified equivalent of a principal to recommend or evaluate  
10 candidates in the program. The program presented for approval  
11 by the State Board of Education must demonstrate the supports  
12 that are to be provided to assist the provisional teacher  
13 during the one-year ~~1-year~~ or 2-year residency period and if  
14 the residency period is to be less than 2 years in length,  
15 assurances from the partner school districts to provide  
16 intensive mentoring and supports through at least the end of  
17 the second full year of teaching for educators who completed  
18 the Alternative Educator ~~Educators~~ Licensure Program for  
19 Teachers in less than 2 years. These supports must, at a  
20 minimum, provide additional contact hours with mentors during  
21 the first year of residency.

22 (e) Upon completion of phases under paragraphs (1), (2),  
23 (4), and, if needed, (3) in subsection (b) of this Section and  
24 all assessments required under Section 21B-30 of this Code, an  
25 individual shall receive a Professional Educator License.

26 (f) The State Board of Education, in consultation with the

1 State Educator Preparation and Licensure Board, may adopt such  
2 rules as may be necessary to establish and implement the  
3 Alternative Educator Licensure Program for Teachers.

4 (Source: P.A. 103-111, eff. 6-29-23; 103-488, eff. 8-4-23;  
5 revised 9-1-23.)

6 (105 ILCS 5/26-2) (from Ch. 122, par. 26-2)

7 Sec. 26-2. Enrolled pupils not of compulsory school age.

8 (a) Any person having custody or control of a child who is  
9 below the age of 6 years or is 17 years of age or above and who  
10 is enrolled in any of grades kindergarten through 12 in the  
11 public school shall cause the child to attend the public  
12 school in the district wherein he or she resides when it is in  
13 session during the regular school term, unless the child is  
14 excused under Section 26-1 of this Code.

15 (b) A school district shall deny reenrollment in its  
16 secondary schools to any child 19 years of age or above who has  
17 dropped out of school and who could not, because of age and  
18 lack of credits, attend classes during the normal school year  
19 and graduate before his or her twenty-first birthday. A  
20 district may, however, enroll the child in a graduation  
21 incentives program under Section 26-16 of this Code or an  
22 alternative learning opportunities program established under  
23 Article 13B. No child shall be denied reenrollment for the  
24 above reasons unless the school district first offers the  
25 child due process as required in cases of expulsion under

1 Section 10-22.6. If a child is denied reenrollment after being  
2 provided with due process, the school district must provide  
3 counseling to that child and must direct that child to  
4 alternative educational programs, including adult education  
5 programs, that lead to graduation or receipt of a State of  
6 Illinois High School Diploma.

7 (c) A school or school district may deny enrollment to a  
8 student 17 years of age or older for one semester for failure  
9 to meet minimum attendance standards if all of the following  
10 conditions are met:

11 (1) The student was absent without valid cause for 20%  
12 or more of the attendance days in the semester immediately  
13 prior to the current semester.

14 (2) The student and the student's parent or guardian  
15 are given written notice warning that the student is  
16 subject to denial from enrollment for one semester unless  
17 the student is absent without valid cause less than 20% of  
18 the attendance days in the current semester.

19 (3) The student's parent or guardian is provided with  
20 the right to appeal the notice, as determined by the State  
21 Board of Education in accordance with due process.

22 (4) The student is provided with attendance  
23 remediation services, including without limitation  
24 assessment, counseling, and support services.

25 (5) The student is absent without valid cause for 20%  
26 or more of the attendance days in the current semester.

1           A school or school district may not deny enrollment to a  
2 student (or reenrollment to a dropout) who is at least 17 years  
3 of age or older but below 19 years for more than one  
4 consecutive semester for failure to meet attendance standards.

5           (d) No child may be denied reenrollment under this Section  
6 in violation of the federal Individuals with Disabilities  
7 Education Act or the Americans with Disabilities Act.

8           (e) In this subsection (e), "reenrolled student" means a  
9 dropout who has reenrolled full-time in a public school. Each  
10 school district shall identify, track, and report on the  
11 educational progress and outcomes of reenrolled students as a  
12 subset of the district's required reporting on all  
13 enrollments. A reenrolled student who again drops out must not  
14 be counted again against a district's dropout rate performance  
15 measure. ~~The State Board of Education shall set performance~~  
16 ~~standards for programs serving reenrolled students.~~

17           (f) The State Board of Education shall adopt any rules  
18 necessary to implement the changes to this Section made by  
19 Public Act 93-803.

20           (Source: P.A. 102-981, eff. 1-1-23; 102-1100, eff. 1-1-23;  
21 103-154, eff. 6-30-23.)

22           (105 ILCS 5/27-22.2) (from Ch. 122, par. 27-22.2)

23           Sec. 27-22.2. Career and technical ~~Vocational~~ education  
24 elective. Whenever the school board of any school district  
25 which maintains grades 9 through 12 establishes a list of

1 courses from which secondary school students each must elect  
2 at least one course, to be completed along with other course  
3 requirements as a pre-requisite to receiving a high school  
4 diploma, that school board must include on the list of such  
5 elective courses at least one course in career and technical  
6 ~~vocational~~ education.

7 (Source: P.A. 84-1334; 84-1438.)

8 (105 ILCS 5/34-8.05)

9 Sec. 34-8.05. Reporting firearms in schools. On or after  
10 January 1, 1997, upon receipt of any written, electronic, or  
11 verbal report from any school personnel regarding a verified  
12 incident involving a firearm in a school or on school owned or  
13 leased property, including any conveyance owned, leased, or  
14 used by the school for the transport of students or school  
15 personnel, the general superintendent or his or her designee  
16 shall report all such firearm-related incidents occurring in a  
17 school or on school property to the local law enforcement  
18 authorities no later than 24 hours after the occurrence of the  
19 incident ~~and to the Illinois State Police in a form, manner,~~  
20 ~~and frequency as prescribed by the Illinois State Police.~~

21 The general superintendent or the general superintendent's  
22 designee shall report any written, electronic, or verbal  
23 report of a verified incident involving a firearm to the State  
24 Board of Education through existing school incident reporting  
25 systems as they occur during the year by no later than July 31

1 for the previous school year. The State Board of Education  
2 shall report the data and make it available to the public via  
3 its website. The local law enforcement authority shall, by  
4 March 1 of each year, report the required data from the  
5 previous year to the Illinois State Police's Illinois Uniform  
6 Crime Reporting Program, which shall be included in its annual  
7 Crime in Illinois report.

8 ~~The State Board of Education shall receive an annual~~  
9 ~~statistical compilation and related data associated with~~  
10 ~~incidents involving firearms in schools from the Illinois~~  
11 ~~State Police.~~ As used in this Section, the term "firearm"  
12 shall have the meaning ascribed to it in Section 1.1 of the  
13 Firearm Owners Identification Card Act.

14 (Source: P.A. 102-538, eff. 8-20-21.)

15 Section 10. The School Safety Drill Act is amended by  
16 changing Sections 45 and 50 as follows:

17 (105 ILCS 128/45)

18 Sec. 45. Threat assessment procedure.

19 (a) Each school district must implement a threat  
20 assessment procedure that may be part of a school board policy  
21 on targeted school violence prevention. The procedure must  
22 include the creation of a threat assessment team. The team  
23 must include at least one law enforcement official and  
24 cross-disciplinary representatives of the district who are

1 most directly familiar with the mental and behavioral health  
2 needs of students and staff. Such cross-disciplinary  
3 representatives may include ~~all of~~ the following members:

4 (1) An administrator employed by the school district  
5 or a special education cooperative that serves the school  
6 district and is available to serve.

7 (2) A teacher employed by the school district or a  
8 special education cooperative that serves the school  
9 district and is available to serve.

10 (3) A school counselor employed by the school district  
11 or a special education cooperative that serves the school  
12 district and is available to serve.

13 (4) A school psychologist employed by the school  
14 district or a special education cooperative that serves  
15 the school district and is available to serve.

16 (5) A school social worker employed by the school  
17 district or a special education cooperative that serves  
18 the school district and is available to serve.

19 (6) (Blank). ~~At least one law enforcement official.~~

20 If a school district is unable to establish a threat  
21 assessment team with school district staff and resources, it  
22 may utilize a regional behavioral threat assessment and  
23 intervention team that includes mental health professionals  
24 and representatives from the State, county, and local law  
25 enforcement agencies.

26 (b) A school district shall establish the threat

1 assessment team under this Section no later than 180 days  
2 after August 23, 2019 (the effective date of Public Act  
3 101-455) and must implement an initial threat assessment  
4 procedure no later than 120 days after August 23, 2019 (the  
5 effective date of Public Act 101-455). Each year prior to the  
6 start of the school year, the school board shall file the  
7 threat assessment procedure and a list identifying the members  
8 of the school district's threat assessment team or regional  
9 behavior threat assessment and intervention team with (i) a  
10 local law enforcement agency and (ii) the regional office of  
11 education or, with respect to a school district organized  
12 under Article 34 of the School Code, the State Board of  
13 Education.

14 (b-5) A charter school operating under a charter issued by  
15 a local board of education may adhere to the local board's  
16 threat assessment procedure or may implement its own threat  
17 assessment procedure in full compliance with the requirements  
18 of this Section. The charter agreement shall specify in detail  
19 how threat assessment procedures will be determined for the  
20 charter school.

21 (b-10) A special education cooperative operating under a  
22 joint agreement must implement its own threat assessment  
23 procedure in full compliance with the requirements of this  
24 Section, including the creation of a threat assessment team,  
25 which may consist of individuals employed by the member  
26 districts. The procedure must include actions the special



1 education cooperative will take in partnership with its member  
2 districts to address a threat.

3 (c) Any sharing of student information under this Section  
4 must comply with the federal Family Educational Rights and  
5 Privacy Act of 1974 and the Illinois School Student Records  
6 Act.

7 (d) (Blank).

8 (Source: P.A. 102-791, eff. 5-13-22; 102-894, eff. 5-20-22;  
9 103-154, eff. 6-30-23; 103-175, eff. 6-30-23.)

10 (105 ILCS 128/50)

11 Sec. 50. Crisis response mapping data grants.

12 (a) Subject to appropriation, a public school district, a  
13 charter school, a special education cooperative or district,  
14 an education for employment system, a State-approved area  
15 career center, a public university laboratory school, the  
16 Illinois Mathematics and Science Academy, the Department of  
17 Juvenile Justice School District, a regional office of  
18 education, the Illinois School for the Deaf, the Illinois  
19 School for the Visually Impaired, the Philip J. Rock Center  
20 and School, an early childhood or preschool program supported  
21 by the Early Childhood Block Grant, or any other public school  
22 entity designated by the State Board of Education by rule, may  
23 apply to the State Board of Education ~~or the State Board of~~  
24 ~~Education~~ or the State Board's designee for a grant to obtain  
25 crisis response mapping data and to provide copies of the

1 crisis response mapping data to appropriate local, county,  
2 State, and federal first responders for use in response to  
3 emergencies. The crisis response mapping data shall be stored  
4 and provided in an electronic or digital format to assist  
5 first responders in responding to emergencies at the school.

6 (b) Subject to appropriation, including funding for any  
7 administrative costs reasonably incurred by the State Board of  
8 Education or the State Board's designee in the administration  
9 of the grant program described by this Section, the State  
10 Board shall provide grants to any entity in subsection (a)  
11 upon approval of an application submitted by the entity to  
12 cover the costs incurred in obtaining crisis response mapping  
13 data under this Section. The grant application must include  
14 crisis response mapping data for all schools under the  
15 jurisdiction of the entity submitting the application,  
16 including, in the case of a public school district, any  
17 charter schools authorized by the school board for the school  
18 district.

19 (c) To be eligible for a grant under this Section, the  
20 crisis response mapping data must, at a minimum:

21 (1) be compatible and integrate into security software  
22 platforms in use by the specific school for which the data  
23 is provided without requiring local law enforcement  
24 agencies or the school district to purchase additional  
25 software or requiring the integration of third-party  
26 software to view the data;

1           (2) be compatible with security software platforms in  
2 use by the specific school for which the data is provided  
3 without requiring local public safety agencies or the  
4 school district to purchase additional software or  
5 requiring the integration of third-party software to view  
6 the data;

7           (3) be capable of being provided in a printable  
8 format;

9           (4) be verified for accuracy by an on-site  
10 walk-through of the school building and grounds;

11           (5) be oriented to true north;

12           (6) be overlaid on current aerial imagery or plans of  
13 the school building;

14           (7) contain site-specific labeling that matches the  
15 structure of the school building, including room labels,  
16 hallway names, and external door or stairwell numbers and  
17 the location of hazards, critical utilities, key boxes,  
18 automated external defibrillators, and trauma kits, and  
19 that matches the school grounds, including parking areas,  
20 athletic fields, surrounding roads, and neighboring  
21 properties; and

22           (8) be overlaid with gridded x/y coordinates.

23           (d) Subject to appropriation, the crisis response mapping  
24 data may be reviewed annually to update the data as necessary.

25           (e) Crisis response mapping data obtained pursuant to this  
26 Section are confidential and exempt from disclosure under the

1 Freedom of Information Act.

2 (f) The State Board may adopt rules to implement the  
3 provisions of this Section.

4 (Source: P.A. 103-8, eff. 6-7-23; revised 1-20-24.)

5 Section 15. The Vocational Education Act is amended by  
6 changing Section 2.1 as follows:

7 (105 ILCS 435/2.1) (from Ch. 122, par. 697.1)

8 Sec. 2.1. Gender Equity Advisory Committee.

9 (a) The Superintendent of the State Board of Education  
10 shall appoint a Gender Equity Advisory Committee consisting of  
11 at least 9 members to advise and consult with the State Board  
12 of Education and the State Board of Education's gender equity  
13 liaison coordinator in all aspects relating to ensuring that  
14 all students have equal educational opportunities to pursue  
15 high wage, high skill, and in-demand occupations leading to  
16 economic self-sufficiency.

17 (b) Membership shall include, without limitation, one  
18 regional career and technical education system director with  
19 experience in gender equity ~~coordinator~~, 2 State Board of  
20 Education employees, an appointee of the Director of Labor,  
21 and 5 citizen appointees who have expertise in one or more of  
22 the following areas: nontraditional training and placement;;  
23 service delivery to single parents;; service delivery to  
24 displaced homemakers;; service delivery to female, male, and

1 nonbinary teens;~~;~~ service delivery to students of color;  
2 service delivery to members of special populations, including,  
3 but not limited to, individuals from economically  
4 disadvantaged families, English learners, individuals with  
5 disabilities, individuals who are out of the workforce,  
6 individuals experiencing homelessness, migrants, individuals  
7 in foster care, and military students; business and industry  
8 experience;~~;~~ and career and technical education  
9 ~~Education to Careers~~ experience. Membership also may include  
10 employees from the Department of Commerce and Economic  
11 Opportunity, the Department of Human Services, and the  
12 Illinois Community College Board who have expertise in one or  
13 more of the areas listed in this subsection (b) for the citizen  
14 appointees. Appointments shall be made taking into  
15 consideration expertise of services provided in secondary,  
16 postsecondary, and community-based ~~community-based~~ programs.

17 (c) Members shall initially be appointed to one-year ~~one~~  
18 ~~year~~ terms commencing in January 1, 1990~~,~~ and thereafter,  
19 until January 1, 2025, to 2-year ~~two-year~~ terms commencing on  
20 January 1 of each odd numbered year. Beginning on January 1,  
21 2025, members shall be appointed as follows. The career and  
22 technical education system director appointee, one State Board  
23 of Education appointee, the appointee of the Director of  
24 Labor, and 2 citizen appointees, as determined by the State  
25 Superintendent of Education, shall initially be appointed to  
26 3-year terms and thereafter to 2-year terms; the remaining

1 members of the committee shall initially and thereafter be  
2 appointed to 2-year terms; and all terms shall commence on  
3 January 1.

4 Vacancies shall be filled as prescribed in subsection (b)  
5 for the remainder of the unexpired term.

6 (d) At the first meeting following the start of each  
7 calendar year, the ~~Each newly appointed~~ committee shall elect  
8 a Chair and Secretary from its members to serve until the first  
9 meeting of the subsequent calendar year. Members shall serve  
10 without compensation, but shall be reimbursed for expenses  
11 incurred in the performance of their duties. The Committee  
12 shall meet at least bi-annually and at other times at the call  
13 of the Chair or at the request of the State Board of  
14 Education's gender equity liaison coordinator.

15 (e) On or before December 15, 2023, the Committee shall  
16 submit recommendations to the Governor, General Assembly, and  
17 State Board of Education regarding how school districts and  
18 the State Board of Education can better support historically  
19 disadvantaged males, including African American students and  
20 other students of color, to ensure educational equity.

21 (f) On and after December 31, 2023, subsection (e) is  
22 inoperative.

23 (Source: P.A. 102-863, eff. 1-1-23.)

24 Section 95. No acceleration or delay. Where this Act makes  
25 changes in a statute that is represented in this Act by text

1 that is not yet or no longer in effect (for example, a Section  
2 represented by multiple versions), the use of that text does  
3 not accelerate or delay the taking effect of (i) the changes  
4 made by this Act or (ii) provisions derived from any other  
5 Public Act.

6 Section 99. Effective date. This Act takes effect upon  
7 becoming law.