



Sen. Kimberly A. Lightford

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10400HB3772sam002

LRB104 10321 LNS 25848 a

1 AMENDMENT TO HOUSE BILL 3772

2 AMENDMENT NO. _____. Amend House Bill 3772 by replacing
3 everything after the enacting clause with the following:

4 "Section 5. The School Code is amended by changing
5 Sections 2-3.162, 10-22.6, 13B-20.25, 13B-20.30, and 13B-25.5
6 as follows:

7 (105 ILCS 5/2-3.162)

8 Sec. 2-3.162. Student discipline report; school discipline
9 improvement plan.

10 (a) On or before October 31, 2015 and on or before October
11 31 of each subsequent year, the State Board of Education,
12 through the State Superintendent of Education, shall prepare a
13 report on student discipline in all school districts in this
14 State, including State-authorized charter schools. This report
15 shall include data from all public schools within school
16 districts, including district-authorized charter schools. This

1 report must be posted on the Internet website of the State
2 Board of Education. The report shall include data on the
3 issuance of out-of-school suspensions, expulsions, and
4 removals to alternative settings in lieu of another
5 disciplinary action, disaggregated by race and ethnicity,
6 gender, age, grade level, whether a student is an English
7 learner, incident type, and discipline duration. Such data
8 shall be reported to the State Board of Education annually by
9 all school districts in this State, including State-authorized
10 charter schools, in a form and manner specified by the State
11 Board of Education, no later than July 31 for the previous
12 school year and by July 31 of each year thereafter.

13 (b) The State Board of Education shall analyze the data
14 under subsection (a) of this Section on an annual basis and
15 determine the top 20% of school districts for the following
16 metrics:

17 (1) Total number of out-of-school suspensions divided
18 by the total district enrollment by the last school day in
19 September for the year in which the data was collected,
20 multiplied by 100.

21 (2) Total number of out-of-school expulsions divided
22 by the total district enrollment by the last school day in
23 September for the year in which the data was collected,
24 multiplied by 100.

25 (3) Racial disproportionality, defined as the
26 overrepresentation of students of color or white students

1 in comparison to the total number of students of color or
2 white students on October 1st of the school year in which
3 data are collected, with respect to the use of
4 out-of-school suspensions and expulsions, which must be
5 calculated using the same method as the U.S. Department of
6 Education's Office for Civil Rights uses.

7 The analysis must be based on data collected over 3
8 consecutive school years, beginning with the 2014-2015 school
9 year.

10 Beginning with the 2017-2018 school year, the State Board
11 of Education shall require each of the school districts that
12 are identified in the top 20% of any of the metrics described
13 in this subsection (b) for 3 consecutive years to submit a plan
14 identifying the strategies the school district will implement
15 to reduce the use of exclusionary disciplinary practices or
16 racial disproportionality or both, if applicable. School
17 districts that no longer meet the criteria described in any of
18 the metrics described in this subsection (b) for 3 consecutive
19 years shall no longer be required to submit a plan.

20 This plan may be combined with any other improvement plans
21 required under federal or State law.

22 The calculation of the top 20% of any of the metrics
23 described in this subsection (b) shall exclude all school
24 districts, State-authorized charter schools, and special
25 charter districts that issued fewer than a total of 10
26 out-of-school suspensions or expulsions, whichever is

1 applicable, during the school year. The calculation of the top
2 20% of the metric described in subdivision (3) of this
3 subsection (b) shall exclude all school districts with an
4 enrollment of fewer than 50 white students or fewer than 50
5 students of color.

6 The plan must be approved at a public school board meeting
7 and posted on the school district's Internet website. Within
8 one year after being identified, the school district shall
9 submit to the State Board of Education and post on the
10 district's Internet website a progress report describing the
11 implementation of the plan and the results achieved.

12 (Source: P.A. 99-30, eff. 7-10-15; 99-78, eff. 7-20-15;
13 100-863, eff. 8-14-18.)

14 (105 ILCS 5/10-22.6) (from Ch. 122, par. 10-22.6)

15 (Text of Section before amendment by P.A. 102-466)

16 Sec. 10-22.6. Suspension or expulsion of students; school
17 searches.

18 (a) To expel students guilty of gross disobedience or
19 misconduct, including gross disobedience or misconduct
20 perpetuated by electronic means, pursuant to subsection (b-20)
21 of this Section, and no action shall lie against them for such
22 expulsion. Expulsion shall take place only after the parents
23 have been requested to appear at a meeting of the board, or
24 with a hearing officer appointed by it, to discuss their
25 child's behavior. Such request shall be made by registered or

1 certified mail and shall state the time, place and purpose of
2 the meeting. The board, or a hearing officer appointed by it,
3 at such meeting shall state the reasons for dismissal and the
4 date on which the expulsion is to become effective. If a
5 hearing officer is appointed by the board, the hearing officer
6 shall report to the board a written summary of the evidence
7 heard at the meeting and the board may take such action thereon
8 as it finds appropriate. If the board acts to expel a student,
9 the written expulsion decision shall detail the specific
10 reasons why removing the student from the learning environment
11 is in the best interest of the school. The expulsion decision
12 shall also include a rationale as to the specific duration of
13 the expulsion. An expelled student may be immediately
14 transferred to an alternative program in the manner provided
15 in Article 13A or 13B of this Code. A student must not be
16 denied transfer because of the expulsion, except in cases in
17 which such transfer is deemed to cause a threat to the safety
18 of students or staff in the alternative program.

19 (b) To suspend or by policy to authorize the
20 superintendent of the district or the principal, assistant
21 principal, or dean of students of any school to suspend
22 students guilty of gross disobedience or misconduct, or to
23 suspend students guilty of gross disobedience or misconduct on
24 the school bus from riding the school bus, pursuant to
25 subsections (b-15) and (b-20) of this Section, and no action
26 shall lie against them for such suspension. The board may by

1 policy authorize the superintendent of the district or the
2 principal, assistant principal, or dean of students of any
3 school to suspend students guilty of such acts for a period not
4 to exceed 10 school days. If a student is suspended due to
5 gross disobedience or misconduct on a school bus, the board
6 may suspend the student in excess of 10 school days for safety
7 reasons.

8 Any suspension shall be reported immediately to the
9 parents or guardian of a student along with a full statement of
10 the reasons for such suspension and a notice of their right to
11 a review. The school board must be given a summary of the
12 notice, including the reason for the suspension and the
13 suspension length. Upon request of the parents or guardian,
14 the school board or a hearing officer appointed by it shall
15 review such action of the superintendent or principal,
16 assistant principal, or dean of students. At such review, the
17 parents or guardian of the student may appear and discuss the
18 suspension with the board or its hearing officer. If a hearing
19 officer is appointed by the board, he shall report to the board
20 a written summary of the evidence heard at the meeting. After
21 its hearing or upon receipt of the written report of its
22 hearing officer, the board may take such action as it finds
23 appropriate. If a student is suspended pursuant to this
24 subsection (b), the board shall, in the written suspension
25 decision, detail the specific act of gross disobedience or
26 misconduct resulting in the decision to suspend. The

1 suspension decision shall also include a rationale as to the
2 specific duration of the suspension.

3 (b-5) Among the many possible disciplinary interventions
4 and consequences available to school officials, school
5 exclusions, such as out-of-school suspensions and expulsions,
6 are the most serious. School officials shall limit the number
7 and duration of expulsions and suspensions to the greatest
8 extent practicable, and it is recommended that they use them
9 only for legitimate educational purposes. To ensure that
10 students are not excluded from school unnecessarily, it is
11 recommended that school officials consider forms of
12 non-exclusionary discipline prior to using out-of-school
13 suspensions or expulsions.

14 (b-10) Unless otherwise required by federal law or this
15 Code, school boards may not institute zero-tolerance policies
16 by which school administrators are required to suspend or
17 expel students for particular behaviors.

18 (b-15) Out-of-school suspensions of 3 days or less may be
19 used only if the student's continuing presence in school would
20 pose a threat to school safety or a disruption to other
21 students' learning opportunities. For purposes of this
22 subsection (b-15), "threat to school safety or a disruption to
23 other students' learning opportunities" shall be determined on
24 a case-by-case basis by the school board or its designee.
25 School officials shall make all reasonable efforts to resolve
26 such threats, address such disruptions, and minimize the

1 length of suspensions to the greatest extent practicable.

2 (b-20) Unless otherwise required by this Code,
3 out-of-school suspensions of longer than 3 days, expulsions,
4 and disciplinary removals to alternative schools may be used
5 only if other appropriate and available behavioral and
6 disciplinary interventions have been exhausted and the
7 student's continuing presence in school would either (i) pose
8 a threat to the safety of other students, staff, or members of
9 the school community or (ii) substantially disrupt, impede, or
10 interfere with the operation of the school. For purposes of
11 this subsection (b-20), "threat to the safety of other
12 students, staff, or members of the school community" and
13 "substantially disrupt, impede, or interfere with the
14 operation of the school" shall be determined on a case-by-case
15 basis by school officials. For purposes of this subsection
16 (b-20), the determination of whether "appropriate and
17 available behavioral and disciplinary interventions have been
18 exhausted" shall be made by school officials. School officials
19 shall make all reasonable efforts to resolve such threats,
20 address such disruptions, and minimize the length of student
21 exclusions to the greatest extent practicable. Within the
22 suspension decision described in subsection (b) of this
23 Section or the expulsion decision described in subsection (a)
24 of this Section, it shall be documented whether other
25 interventions were attempted or whether it was determined that
26 there were no other appropriate and available interventions.

1 (b-25) Students who are suspended out-of-school for longer
2 than 3 school days shall be provided appropriate and available
3 support services during the period of their suspension. For
4 purposes of this subsection (b-25), "appropriate and available
5 support services" shall be determined by school authorities.
6 Within the suspension decision described in subsection (b) of
7 this Section, it shall be documented whether such services are
8 to be provided or whether it was determined that there are no
9 such appropriate and available services.

10 A school district may refer students who are expelled to
11 appropriate and available support services.

12 A school district shall create a policy to facilitate the
13 re-engagement of students who are suspended out-of-school,
14 expelled, or returning from an alternative school setting. In
15 consultation with stakeholders deemed appropriate by the State
16 Board of Education, the State Board of Education shall draft
17 and publish guidance for the re-engagement of students who are
18 suspended out-of-school, expelled, or returning from an
19 alternative school setting in accordance with this Section and
20 Section 13A-4 on or before July 1, 2025.

21 (b-30) A school district shall create a policy by which
22 suspended students, including those students suspended from
23 the school bus who do not have alternate transportation to
24 school, shall have the opportunity to make up work for
25 equivalent academic credit. It shall be the responsibility of
26 a student's parent or guardian to notify school officials that

1 a student suspended from the school bus does not have
2 alternate transportation to school.

3 (c) A school board must invite a representative from a
4 local mental health agency to consult with the board at the
5 meeting whenever there is evidence that mental illness may be
6 the cause of a student's expulsion or suspension.

7 (c-5) School districts shall make reasonable efforts to
8 provide ongoing professional development to all school
9 personnel, school board members, and school resource officers,
10 on the requirements of this Section and Section 10-20.14, the
11 adverse consequences of school exclusion and justice-system
12 involvement, effective classroom management strategies,
13 culturally responsive discipline, trauma-responsive learning
14 environments, as defined in subsection (b) of Section 3-11,
15 the appropriate and available supportive services for the
16 promotion of student attendance and engagement, and
17 developmentally appropriate disciplinary methods that promote
18 positive and healthy school climates.

19 (d) The board may expel a student for a definite period of
20 time not to exceed 2 calendar years, as determined on a
21 case-by-case basis. A student who is determined to have
22 brought one of the following objects to school, any
23 school-sponsored activity or event, or any activity or event
24 that bears a reasonable relationship to school shall be
25 expelled for a period of not less than one year:

26 (1) A firearm. For the purposes of this Section,

1 "firearm" means any gun, rifle, shotgun, weapon as defined
2 by Section 921 of Title 18 of the United States Code,
3 firearm as defined in Section 1.1 of the Firearm Owners
4 Identification Card Act, or firearm as defined in Section
5 24-1 of the Criminal Code of 2012. The expulsion period
6 under this subdivision (1) may be modified by the
7 superintendent, and the superintendent's determination may
8 be modified by the board on a case-by-case basis.

9 (2) A knife, brass knuckles or other knuckle weapon
10 regardless of its composition, a billy club, or any other
11 object if used or attempted to be used to cause bodily
12 harm, including "look alikes" of any firearm as defined in
13 subdivision (1) of this subsection (d). The expulsion
14 requirement under this subdivision (2) may be modified by
15 the superintendent, and the superintendent's determination
16 may be modified by the board on a case-by-case basis.

17 Expulsion or suspension shall be construed in a manner
18 consistent with the federal Individuals with Disabilities
19 Education Act. A student who is subject to suspension or
20 expulsion as provided in this Section may be eligible for a
21 transfer to an alternative school program in accordance with
22 Article 13A of the School Code.

23 (d-5) The board may suspend or by regulation authorize the
24 superintendent of the district or the principal, assistant
25 principal, or dean of students of any school to suspend a
26 student for a period not to exceed 10 school days or may expel

1 a student for a definite period of time not to exceed 2
2 calendar years, as determined on a case-by-case basis, if (i)
3 that student has been determined to have made an explicit
4 threat on an Internet website against a school employee, a
5 student, or any school-related personnel, (ii) the Internet
6 website through which the threat was made is a site that was
7 accessible within the school at the time the threat was made or
8 was available to third parties who worked or studied within
9 the school grounds at the time the threat was made, and (iii)
10 the threat could be reasonably interpreted as threatening to
11 the safety and security of the threatened individual because
12 of the individual's duties or employment status or status as a
13 student inside the school.

14 (e) To maintain order and security in the schools, school
15 authorities may inspect and search places and areas such as
16 lockers, desks, parking lots, and other school property and
17 equipment owned or controlled by the school, as well as
18 personal effects left in those places and areas by students,
19 without notice to or the consent of the student, and without a
20 search warrant. As a matter of public policy, the General
21 Assembly finds that students have no reasonable expectation of
22 privacy in these places and areas or in their personal effects
23 left in these places and areas. School authorities may request
24 the assistance of law enforcement officials for the purpose of
25 conducting inspections and searches of lockers, desks, parking
26 lots, and other school property and equipment owned or

1 controlled by the school for illegal drugs, weapons, or other
2 illegal or dangerous substances or materials, including
3 searches conducted through the use of specially trained dogs.
4 If a search conducted in accordance with this Section produces
5 evidence that the student has violated or is violating either
6 the law, local ordinance, or the school's policies or rules,
7 such evidence may be seized by school authorities, and
8 disciplinary action may be taken. School authorities may also
9 turn over such evidence to law enforcement authorities.

10 (f) Suspension or expulsion may include suspension or
11 expulsion from school and all school activities and a
12 prohibition from being present on school grounds.

13 (g) A school district may adopt a policy providing that if
14 a student is suspended or expelled for any reason from any
15 public or private school in this or any other state, the
16 student must complete the entire term of the suspension or
17 expulsion in an alternative school program under Article 13A
18 of this Code or an alternative learning opportunities program
19 under Article 13B of this Code before being admitted into the
20 school district if there is no threat to the safety of students
21 or staff in the alternative program.

22 (h) School officials shall not advise or encourage
23 students to drop out voluntarily due to behavioral or academic
24 difficulties.

25 (i) A student may not be issued a monetary fine or fee as a
26 disciplinary consequence, though this shall not preclude

1 requiring a student to provide restitution for lost, stolen,
2 or damaged property.

3 (j) Subsections (a) through (i) of this Section shall
4 apply to elementary and secondary schools, charter schools,
5 special charter districts, and school districts organized
6 under Article 34 of this Code.

7 (k) The expulsion of students enrolled in programs funded
8 under Section 1C-2 of this Code is subject to the requirements
9 under paragraph (7) of subsection (a) of Section 2-3.71 of
10 this Code.

11 (l) An in-school suspension program provided by a school
12 district for any students in kindergarten through grade 12 may
13 focus on promoting non-violent conflict resolution and
14 positive interaction with other students and school personnel.
15 A school district may employ a school social worker or a
16 licensed mental health professional to oversee an in-school
17 suspension program in kindergarten through grade 12.

18 (Source: P.A. 102-539, eff. 8-20-21; 102-813, eff. 5-13-22;
19 103-594, eff. 6-25-24; 103-896, eff. 8-9-24; revised 9-25-24.)

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

21 Sec. 10-22.6. Suspension or expulsion of students; school
22 searches.

23 (a) To expel students in grades 3 through 12 guilty of
24 gross disobedience or misconduct, including gross disobedience
25 or misconduct perpetuated by electronic means, pursuant to

1 subsection (b-20) of this Section, and no action shall lie
2 against them for such expulsion. Unless otherwise required by
3 subsection (d), in no case may a school board expel a student
4 in kindergarten through grade 2. No action may be brought
5 against the school board for an expulsion in kindergarten
6 through grade 2 pursuant to subsection (d). Subject to this
7 grade-level restriction, expulsion ~~Expulsion~~ shall take place
8 only after the parents or guardians have been requested to
9 appear at a meeting of the board, or with a hearing officer
10 appointed by it, to discuss their child's behavior. Such
11 request shall be made by registered or certified mail and
12 shall state the time, place and purpose of the meeting. The
13 board, or a hearing officer appointed by it, at such meeting
14 shall state the reasons for dismissal and the date on which the
15 expulsion is to become effective. If a hearing officer is
16 appointed by the board, the hearing officer shall report to
17 the board a written summary of the evidence heard at the
18 meeting and the board may take such action thereon as it finds
19 appropriate. If the board acts to expel a student, the written
20 expulsion decision shall detail the specific reasons why
21 removing the student from the learning environment is in the
22 best interest of the school. The expulsion decision shall also
23 include a rationale as to the specific duration of the
24 expulsion. An expelled student may be immediately transferred
25 to an alternative program in the manner provided in Article
26 13A or 13B of this Code. A student must not be denied transfer

1 because of the expulsion, except in cases in which such
2 transfer is deemed to cause a threat to the safety of students
3 or staff in the alternative program.

4 (b) To suspend or by policy to authorize the
5 superintendent of the district or the principal, assistant
6 principal, or dean of students of any school to suspend
7 students guilty of gross disobedience or misconduct, or to
8 suspend students guilty of gross disobedience or misconduct on
9 the school bus from riding the school bus, pursuant to
10 subsections (b-15) and (b-20) of this Section, and no action
11 shall lie against them for such suspension. The board may by
12 policy authorize the superintendent of the district or the
13 principal, assistant principal, or dean of students of any
14 school to suspend students guilty of such acts for a period not
15 to exceed 10 school days. If a student is suspended due to
16 gross disobedience or misconduct on a school bus, the board
17 may suspend the student in excess of 10 school days for safety
18 reasons. The superintendent of the school district shall be
19 required to provide verbal or written approval to suspend a
20 student in kindergarten through grade 2 for longer than 3
21 school days. If superintendent approval is not received by the
22 third day, the student shall return to school by the fourth
23 day. The length of the suspension for any student in
24 kindergarten through grade 2 may not be for longer than the
25 number of days required by the district to develop and
26 implement a behavior intervention plan or safety plan.

1 Any suspension shall be reported immediately to the
2 parents or guardians of a student along with a full statement
3 of the reasons for such suspension and a notice of their right
4 to a review. The school board must be given a summary of the
5 notice, including the reason for the suspension and the
6 suspension length. Upon request of the parents or guardians,
7 the school board or a hearing officer appointed by it shall
8 review such action of the superintendent or principal,
9 assistant principal, or dean of students. At such review, the
10 parents or guardians of the student may appear and discuss the
11 suspension with the board or its hearing officer. If a hearing
12 officer is appointed by the board, he shall report to the board
13 a written summary of the evidence heard at the meeting. After
14 its hearing or upon receipt of the written report of its
15 hearing officer, the board may take such action as it finds
16 appropriate. If a student is suspended pursuant to this
17 subsection (b), the board shall, in the written suspension
18 decision, detail the specific act of gross disobedience or
19 misconduct resulting in the decision to suspend. The
20 suspension decision shall also include a rationale as to the
21 specific duration of the suspension.

22 (b-5) Among the many possible disciplinary interventions
23 and consequences available to school officials, school
24 exclusions, such as out-of-school suspensions and expulsions,
25 are the most serious. School officials shall limit the number
26 and duration of expulsions and suspensions to the greatest

1 extent practicable, and it is recommended that they use them
2 only for legitimate educational purposes. To ensure that
3 students are not excluded from school unnecessarily, it is
4 recommended that school officials consider forms of
5 non-exclusionary discipline prior to using out-of-school
6 suspensions or expulsions.

7 (b-10) Unless otherwise required by subsection (d) ~~federal~~
8 ~~law or this Code~~, school boards may not institute
9 zero-tolerance policies by which school administrators are
10 required to suspend or expel students for particular
11 behaviors.

12 (b-15) Out-of-school suspensions of 3 days or less may be
13 used only if the student's continuing presence in school would
14 pose a threat to school safety or a disruption to other
15 students' learning opportunities. For purposes of this
16 subsection (b-15), "threat to school safety or a disruption to
17 other students' learning opportunities" shall be determined on
18 a case-by-case basis by the school board or its designee.
19 School officials shall make all reasonable efforts to resolve
20 such threats, address such disruptions, and minimize the
21 length of suspensions to the greatest extent practicable.

22 (b-20) Unless otherwise required by this Code,
23 out-of-school suspensions of longer than 3 days, expulsions
24 for students in grades 3 through 12 or, if required by
25 subsection (d), expulsions for students in kindergarten
26 through grade 2, and disciplinary removals to alternative

1 schools for students who meet the grade-level restrictions set
2 forth in Articles 13A and 13B may be used only if other
3 appropriate and available behavioral and disciplinary
4 interventions have been exhausted and the student's continuing
5 presence in school would either (i) pose a threat to the safety
6 of other students, staff, or members of the school community
7 or (ii) substantially disrupt, impede, or interfere with the
8 operation of the school. For purposes of this subsection
9 (b-20), "threat to the safety of other students, staff, or
10 members of the school community" and "substantially disrupt,
11 impede, or interfere with the operation of the school" shall
12 be determined on a case-by-case basis by school officials. For
13 purposes of this subsection (b-20), the determination of
14 whether "appropriate and available behavioral and disciplinary
15 interventions have been exhausted" shall be made by school
16 officials. School officials shall make all reasonable efforts
17 to resolve such threats, address such disruptions, and
18 minimize the length of student exclusions to the greatest
19 extent practicable. Within the suspension decision described
20 in subsection (b) of this Section or the expulsion decision
21 described in subsection (a) of this Section, it shall be
22 documented whether other interventions were attempted or
23 whether it was determined that there were no other appropriate
24 and available interventions.

25 (b-25) Students who are suspended out-of-school for longer
26 than 3 school days shall be provided appropriate and available

1 support services during the period of their suspension. For
2 purposes of this subsection (b-25), "appropriate and available
3 support services" shall be determined by school authorities.
4 Within the suspension decision described in subsection (b) of
5 this Section, it shall be documented whether such services are
6 to be provided or whether it was determined that there are no
7 such appropriate and available services. The superintendent of
8 the school district shall be required to provide verbal or
9 written approval to suspend a student in kindergarten through
10 grade 2 for longer than 3 school days. If superintendent
11 approval is not received by the third day, the student shall
12 return to school by the fourth day.

13 A school district may refer students who are expelled to
14 appropriate and available support services.

15 A school district shall create a policy to facilitate the
16 re-engagement of students who are suspended out-of-school,
17 expelled, or returning from an alternative school setting. In
18 consultation with stakeholders deemed appropriate by the State
19 Board of Education, the State Board of Education shall draft
20 and publish guidance for the re-engagement of students who are
21 suspended out-of-school, expelled, or returning from an
22 alternative school setting in accordance with this Section and
23 Section 13A-4 on or before July 1, 2025.

24 (b-30) A school district shall create a policy by which
25 suspended students, including those students suspended from
26 the school bus who do not have alternate transportation to

1 school, shall have the opportunity to make up work for
2 equivalent academic credit. It shall be the responsibility of
3 a student's parents or guardians to notify school officials
4 that a student suspended from the school bus does not have
5 alternate transportation to school.

6 (b-35) In all suspension review hearings conducted under
7 subsection (b) or expulsion hearings conducted under
8 subsection (a), a student may disclose any factor to be
9 considered in mitigation, including his or her status as a
10 parent, expectant parent, or victim of domestic or sexual
11 violence, as defined in Article 26A. A representative of the
12 parent's or guardian's choice, or of the student's choice if
13 emancipated, must be permitted to represent the student
14 throughout the proceedings and to address the school board or
15 its appointed hearing officer. With the approval of the
16 student's parent or guardian, or of the student if
17 emancipated, a support person must be permitted to accompany
18 the student to any disciplinary hearings or proceedings. The
19 representative or support person must comply with any rules of
20 the school district's hearing process. If the representative
21 or support person violates the rules or engages in behavior or
22 advocacy that harasses, abuses, or intimidates either party, a
23 witness, or anyone else in attendance at the hearing, the
24 representative or support person may be prohibited from
25 further participation in the hearing or proceeding. A
26 suspension or expulsion proceeding under this subsection

1 (b-35) must be conducted independently from any ongoing
2 criminal investigation or proceeding, and an absence of
3 pending or possible criminal charges, criminal investigations,
4 or proceedings may not be a factor in school disciplinary
5 decisions.

6 (b-40) During a suspension review hearing conducted under
7 subsection (b) or an expulsion hearing conducted under
8 subsection (a) that involves allegations of sexual violence by
9 the student who is subject to discipline, neither the student
10 nor his or her representative shall directly question nor have
11 direct contact with the alleged victim. The student who is
12 subject to discipline or his or her representative may, at the
13 discretion and direction of the school board or its appointed
14 hearing officer, suggest questions to be posed by the school
15 board or its appointed hearing officer to the alleged victim.

16 (c) A school board must invite a representative from a
17 local mental health agency to consult with the board at the
18 meeting whenever there is evidence that mental illness may be
19 the cause of a student's expulsion or suspension.

20 (c-5) School districts shall make reasonable efforts to
21 provide ongoing professional development to all school
22 personnel, school board members, and school resource officers
23 on the requirements of this Section and Section 10-20.14, the
24 adverse consequences of school exclusion and justice-system
25 involvement, effective classroom management strategies,
26 culturally responsive discipline, trauma-responsive learning

1 environments, as defined in subsection (b) of Section 3-11,
2 the appropriate and available supportive services for the
3 promotion of student attendance and engagement, and
4 developmentally appropriate disciplinary methods that promote
5 positive and healthy school climates.

6 (d) The board may expel a student in grades 3 through 12
7 for a definite period of time not to exceed 2 calendar years,
8 as determined on a case-by-case basis. In no case may a student
9 expelled under this Section be expelled for a period exceeding
10 2 calendar years. A student in kindergarten through grade 12
11 who is determined to have brought or possessed one of the
12 following objects to or at school, any school-sponsored
13 activity or event, or any activity or event that bears a
14 reasonable relationship to school shall be expelled for a
15 period of not less than one year:

16 (1) A firearm. For the purposes of this Section,
17 "firearm" means any gun, rifle, shotgun, weapon as defined
18 by Section 921 of Title 18 of the United States Code,
19 firearm as defined in Section 1.1 of the Firearm Owners
20 Identification Card Act, or firearm as defined in Section
21 24-1 of the Criminal Code of 2012. The expulsion
22 requirement ~~period~~ under this subdivision (1) may be
23 modified by the superintendent if such modification is in
24 writing, and the superintendent's determination may be
25 modified by the board on a case-by-case basis if such
26 modification is in writing.

1 (2) A knife, brass knuckles or other knuckle weapon
2 regardless of its composition, a billy club, or any other
3 object if used or attempted to be used to cause bodily
4 harm, including "look alike" of any firearm as defined in
5 subdivision (1) of this subsection (d). For purposes of
6 this subdivision (2), "bodily harm" means an injury that
7 involves a substantial risk of death, protracted and
8 obvious disfigurement, or protracted loss or impairment of
9 the function of a bodily member or organ. The expulsion
10 requirement under this subdivision (2) may be modified by
11 the superintendent, and the superintendent's determination
12 may be modified by the board on a case-by-case basis. The
13 board may not expel a student in kindergarten through
14 grade 2 under this subdivision (2) unless the student is
15 determined to have brought or possessed the object with
16 the intent to cause bodily harm.

17 Expulsion or suspension shall be construed in a manner
18 consistent with the federal Individuals with Disabilities
19 Education Act. A student who is subject to suspension or
20 expulsion as provided in this Section may be eligible for a
21 transfer to an alternative school program in accordance with
22 Article 13A of the School Code.

23 (d-5) The board, for a student in grades 3 through 12, may
24 suspend or, by regulation, authorize the superintendent of the
25 district or the principal, assistant principal, or dean of
26 students of any school to suspend or, for a student in

1 kindergarten through grade 2, may suspend or, by regulation,
2 authorize the superintendent of the district to suspend a
3 student for a period not to exceed 10 school days or may expel
4 a student in grades 3 through 12 or, if required by subsection
5 (d), a student in kindergarten through grade 2 for a definite
6 period of time not to exceed 2 calendar years, as determined on
7 a case-by-case basis, if (i) that student has been determined
8 to have made an explicit threat on an Internet website against
9 a school employee, a student, or any school-related personnel,
10 (ii) the Internet website through which the threat was made is
11 a site that was accessible within the school at the time the
12 threat was made or was available to third parties who worked or
13 studied within the school grounds at the time the threat was
14 made, and (iii) the threat could be reasonably interpreted as
15 threatening to the safety and security of the threatened
16 individual because of the individual's duties or employment
17 status or status as a student inside the school.

18 (e) To maintain order and security in the schools, school
19 authorities may inspect and search places and areas such as
20 lockers, desks, parking lots, and other school property and
21 equipment owned or controlled by the school, as well as
22 personal effects left in those places and areas by students,
23 without notice to or the consent of the student, and without a
24 search warrant. As a matter of public policy, the General
25 Assembly finds that students have no reasonable expectation of
26 privacy in these places and areas or in their personal effects

1 left in these places and areas. School authorities may request
2 the assistance of law enforcement officials for the purpose of
3 conducting inspections and searches of lockers, desks, parking
4 lots, and other school property and equipment owned or
5 controlled by the school for illegal drugs, weapons, or other
6 illegal or dangerous substances or materials, including
7 searches conducted through the use of specially trained dogs.
8 If a search conducted in accordance with this Section produces
9 evidence that the student has violated or is violating either
10 the law, local ordinance, or the school's policies or rules,
11 such evidence may be seized by school authorities, and
12 disciplinary action may be taken. School authorities may also
13 turn over such evidence to law enforcement authorities.

14 (f) Suspension or expulsion may include suspension or
15 expulsion from school and all school activities and a
16 prohibition from being present on school grounds.

17 (g) A school district may adopt a policy providing that if
18 a student is suspended or expelled for any reason from any
19 public or private school in this or any other state, the
20 student must complete the entire term of the suspension or
21 expulsion in an alternative school program under Article 13A
22 of this Code or an alternative learning opportunities program
23 under Article 13B of this Code before being admitted into the
24 school district if there is no threat to the safety of students
25 or staff in the alternative program. A school district that
26 adopts a policy under this subsection (g) must include a

1 provision allowing for consideration of any mitigating
2 factors, including, but not limited to, a student's status as
3 a parent, expectant parent, or victim of domestic or sexual
4 violence, as defined in Article 26A.

5 (h) School officials shall not advise or encourage
6 students to drop out voluntarily due to behavioral or academic
7 difficulties.

8 (i) A student may not be issued a monetary fine or fee as a
9 disciplinary consequence, though this shall not preclude
10 requiring a student to provide restitution for lost, stolen,
11 or damaged property.

12 (j) Subsections (a) through (i) of this Section shall
13 apply to elementary and secondary schools, charter schools,
14 special charter districts, and school districts organized
15 under Article 34 of this Code.

16 (k) Through June 30, 2026, the expulsion of students
17 enrolled in programs funded under Section 1C-2 of this Code is
18 subject to the requirements under paragraph (7) of subsection
19 (a) of Section 2-3.71 of this Code.

20 (k-5) On and after July 1, 2026, the expulsion of children
21 enrolled in programs funded under Section 15-25 of the
22 Department of Early Childhood Act is subject to the
23 requirements of paragraph (7) of subsection (a) of Section
24 15-30 of the Department of Early Childhood Act. The suspension
25 of students enrolled in programs funded under Section 15-25 of
26 the Department of Early Childhood Act is subject to the

1 requirements of paragraph (8) of subsection (a) of Section
2 15-30 of the Department of Early Childhood Act.

3 (1) An in-school suspension program provided by a school
4 district for any students in kindergarten through grade 12 may
5 focus on promoting non-violent conflict resolution and
6 positive interaction with other students and school personnel.
7 A school district may employ a school social worker or a
8 licensed mental health professional to oversee an in-school
9 suspension program in kindergarten through grade 12.

10 (Source: P.A. 102-466, eff. 7-1-25; 102-539, eff. 8-20-21;
11 102-813, eff. 5-13-22; 103-594, eff. 6-25-24; 103-896, eff.
12 8-9-24; revised 9-25-24.)

13 (105 ILCS 5/13B-20.25)

14 Sec. 13B-20.25. Eligible students. Students in
15 kindergarten ~~grades 4~~ through grade 12 who meet enrollment
16 criteria established by the school district and who meet the
17 definition of "student at risk of academic failure" are
18 eligible to participate in an alternative learning
19 opportunities program funded under this Article.
20 Notwithstanding any other provision of law to the contrary,
21 enrollment in a charter alternative learning opportunities
22 program shall be open to any student ~~pupil~~ who has been
23 expelled or suspended ~~for more than 20 days~~ under Section
24 10-22.6 or 34-19 of this Code. Any student in kindergarten
25 through grade 2 placed in an out-of-district alternative

1 learning opportunities program shall have the student's
2 placement limited to 90 days beginning on the student's first
3 date of attendance in the program. For students with
4 disabilities, such removal shall be consistent with 34 CFR
5 300.530.

6 All rights granted under this Article to a student's
7 parent or guardian become exclusively those of the student
8 upon the student's 18th birthday.

9 The State Board of Education may adopt rules to clarify
10 the implementation of this Section.

11 (Source: P.A. 97-495, eff. 1-1-12.)

12 (105 ILCS 5/13B-20.30)

13 Sec. 13B-20.30. Location of program. A school district
14 must consider offering an alternative learning opportunities
15 program on-site in the regular school. An alternative learning
16 opportunities program may be provided at facilities separate
17 from the regular school or in classrooms elsewhere on school
18 premises; however, in no instance may a student in
19 kindergarten through grade 5 who is enrolled in an alternative
20 learning opportunities program participate in that program or
21 receive services outside of the student's home district except
22 as otherwise provided in this Section. A district is
23 encouraged to ensure that educational support and other
24 services are provided to the student as part of the student's
25 activities in the classroom to which the student is originally

1 assigned, unless the nature of the services dictate otherwise.
2 Any student in kindergarten through grade 2 placed in an
3 out-of-district alternative learning opportunities program
4 shall have the student's placement limited to 90 days
5 beginning on the student's first date of attendance in the
6 program. For students with disabilities, such removal shall be
7 consistent with 34 CFR 300.530.

8 The State Board of Education may adopt rules to clarify
9 the implementation of this Section.

10 (Source: P.A. 92-42, eff. 1-1-02.)

11 (105 ILCS 5/13B-25.5)

12 Sec. 13B-25.5. General standards for eligibility for
13 funding. To be eligible for funding, an alternative learning
14 opportunities program must provide evidence of an
15 administrative structure, program activities, program staff, a
16 budget, and a specific curriculum that is consistent with
17 Illinois Learning Standards but may be different from the
18 regular school program in terms of location, subject to the
19 limitations set forth in Section 13B-20.30 of this Code,
20 length of school day, program sequence, pace, instructional
21 activities, or any combination of these.

22 (Source: P.A. 92-42, eff. 1-1-02.)

23 Section 10. The Department of Early Childhood Act is
24 amended by changing Section 15-30 as follows:

1 (325 ILCS 3/15-30)

2 Sec. 15-30. Grants for preschool educational programs.

3 (a) Preschool program.

4 (1) Through June 30, 2026, The State Board of
5 Education shall implement and administer a grant program
6 to conduct voluntary preschool educational programs for
7 children ages 3 to 5, which include a parent education
8 component, pursuant to Section 2-3.71 of the School Code.

9 (2) On and after July 1, 2026, the Department of Early
10 Childhood shall implement and administer a grant program
11 for school districts and other eligible entities, as
12 defined by the Department, to conduct voluntary preschool
13 educational programs for children ages 3 to 5 which
14 include a parent education component. A public school
15 district which receives grants under this subsection may
16 subcontract with other entities that are eligible to
17 conduct a preschool educational program. These grants must
18 be used to supplement, not supplant, funds received from
19 any other source.

20 (3) Except as otherwise provided under this subsection
21 (a), any teacher of preschool children in the program
22 authorized by this subsection shall hold a Professional
23 Educator License with an early childhood education
24 endorsement.

25 (3.5) Beginning with the 2018-2019 school year and

1 until the 2028-2029 school year, an individual may teach
2 preschool children in an early childhood program under
3 this Section if he or she holds a Professional Educator
4 License with an early childhood education endorsement or
5 with short-term approval for early childhood education or
6 he or she pursues a Professional Educator License and
7 holds any of the following:

8 (A) An ECE Credential Level of 5 awarded by the
9 Department of Human Services under the Gateways to
10 Opportunity Program developed under Section 10-70 of
11 the Department of Human Services Act.

12 (B) An Educator License with Stipulations with a
13 transitional bilingual educator endorsement and he or
14 she has (i) passed an early childhood education
15 content test or (ii) completed no less than 9 semester
16 hours of postsecondary coursework in the area of early
17 childhood education.

18 (4) Through June 30, 2026, the State Board of
19 Education shall provide the primary source of funding
20 through appropriations for the program. On and after July
21 1, 2026, the Department of Early Childhood shall provide
22 the primary source of funding through appropriations for
23 the program. Such funds shall be distributed to achieve a
24 goal of "Preschool for All Children" for the benefit of
25 all children whose families choose to participate in the
26 program. Based on available appropriations, newly funded

1 programs shall be selected through a process giving first
2 priority to qualified programs serving primarily at-risk
3 children and second priority to qualified programs serving
4 primarily children with a family income of less than 4
5 times the poverty guidelines updated periodically in the
6 Federal Register by the U.S. Department of Health and
7 Human Services under the authority of 42 U.S.C. 9902(2).
8 For purposes of this paragraph (4), at-risk children are
9 those who because of their home and community environment
10 are subject to such language, cultural, economic and like
11 disadvantages to cause them to have been determined as a
12 result of screening procedures to be at risk of academic
13 failure. Through June 30, 2026, such screening procedures
14 shall be based on criteria established by the State Board
15 of Education. On and after July 1, 2026, such screening
16 procedures shall be based on criteria established by the
17 Department of Early Childhood. Except as otherwise
18 provided in this paragraph (4), grantees under the program
19 must enter into a memorandum of understanding with the
20 appropriate local Head Start agency. This memorandum must
21 be entered into no later than 3 months after the award of a
22 grantee's grant under the program and must address
23 collaboration between the grantee's program and the local
24 Head Start agency on certain issues, which shall include
25 without limitation the following:

26 (A) educational activities, curricular objectives,

1 and instruction;

2 (B) public information dissemination and access to
3 programs for families contacting programs;

4 (C) service areas;

5 (D) selection priorities for eligible children to
6 be served by programs;

7 (E) maximizing the impact of federal and State
8 funding to benefit young children;

9 (F) staff training, including opportunities for
10 joint staff training;

11 (G) technical assistance;

12 (H) communication and parent outreach for smooth
13 transitions to kindergarten;

14 (I) provision and use of facilities,
15 transportation, and other program elements;

16 (J) facilitating each program's fulfillment of its
17 statutory and regulatory requirements;

18 (K) improving local planning and collaboration;
19 and

20 (L) providing comprehensive services for the
21 neediest Illinois children and families. Through June
22 30, 2026, if the appropriate local Head Start agency
23 is unable or unwilling to enter into a memorandum of
24 understanding as required under this paragraph (4),
25 the memorandum of understanding requirement shall not
26 apply and the grantee under the program must notify

1 the State Board of Education in writing of the Head
2 Start agency's inability or unwillingness. Through
3 June 30, 2026, the State Board of Education shall
4 compile all such written notices and make them
5 available to the public. On and after July 1, 2026, if
6 the appropriate local Head Start agency is unable or
7 unwilling to enter into a memorandum of understanding
8 as required under this paragraph (4), the memorandum
9 of understanding requirement shall not apply and the
10 grantee under the program must notify the Department
11 of Early Childhood in writing of the Head Start
12 agency's inability or unwillingness. The Department of
13 Early Childhood shall compile all such written notices
14 and make them available to the public.

15 (5) Through June 30, 2026, the State Board of
16 Education shall develop and provide evaluation tools,
17 including tests, that school districts and other eligible
18 entities may use to evaluate children for school readiness
19 prior to age 5. The State Board of Education shall require
20 school districts and other eligible entities to obtain
21 consent from the parents or guardians of children before
22 any evaluations are conducted. The State Board of
23 Education shall encourage local school districts and other
24 eligible entities to evaluate the population of preschool
25 children in their communities and provide preschool
26 programs, pursuant to this subsection, where appropriate.

1 (5.1) On and after July 1, 2026, the Department of
2 Early Childhood shall develop and provide evaluation
3 tools, including tests, that school districts and other
4 eligible entities may use to evaluate children for school
5 readiness prior to age 5. The Department of Early
6 Childhood shall require school districts and other
7 eligible entities to obtain consent from the parents or
8 guardians of children before any evaluations are
9 conducted. The Department of Early Childhood shall
10 encourage local school districts and other eligible
11 entities to evaluate the population of preschool children
12 in their communities and provide preschool programs,
13 pursuant to this subsection, where appropriate.

14 (6) Through June 30, 2026, the State Board of
15 Education shall report to the General Assembly by November
16 1, 2018 and every 2 years thereafter on the results and
17 progress of students who were enrolled in preschool
18 educational programs, including an assessment of which
19 programs have been most successful in promoting academic
20 excellence and alleviating academic failure. Through June
21 30, 2026, the State Board of Education shall assess the
22 academic progress of all students who have been enrolled
23 in preschool educational programs. Through Fiscal Year
24 2026, on or before November 1 of each fiscal year in which
25 the General Assembly provides funding for new programs
26 under paragraph (4) of this Section, the State Board of

1 Education shall report to the General Assembly on what
2 percentage of new funding was provided to programs serving
3 primarily at-risk children, what percentage of new funding
4 was provided to programs serving primarily children with a
5 family income of less than 4 times the federal poverty
6 level, and what percentage of new funding was provided to
7 other programs.

8 (6.1) On and after July 1, 2026, the Department of
9 Early Childhood shall report to the General Assembly by
10 November 1, 2026 and every 2 years thereafter on the
11 results and progress of students who were enrolled in
12 preschool educational programs, including an assessment of
13 which programs have been most successful in promoting
14 academic excellence and alleviating academic failure. On
15 and after July 1, 2026, the Department of Early Childhood
16 shall assess the academic progress of all students who
17 have been enrolled in preschool educational programs.
18 Beginning in Fiscal Year 2027, on or before November 1 of
19 each fiscal year in which the General Assembly provides
20 funding for new programs under paragraph (4) of this
21 Section, the Department of Early Childhood shall report to
22 the General Assembly on what percentage of new funding was
23 provided to programs serving primarily at-risk children,
24 what percentage of new funding was provided to programs
25 serving primarily children with a family income of less
26 than 4 times the federal poverty level, and what

1 percentage of new funding was provided to other programs.

2 (7) Due to evidence that expulsion practices in the
3 preschool years are linked to poor child outcomes and are
4 employed inconsistently across racial and gender groups,
5 early childhood programs receiving State funds under this
6 subsection (a) shall prohibit expulsions. Planned
7 transitions to settings that are able to better meet a
8 child's needs are not considered expulsion under this
9 paragraph (7).

10 (A) When persistent and serious challenging
11 behaviors emerge, the early childhood program shall
12 document steps taken to ensure that the child can
13 participate safely in the program; including
14 observations of initial and ongoing challenging
15 behaviors, strategies for remediation and intervention
16 plans to address the behaviors, and communication with
17 the parent or legal guardian, including participation
18 of the parent or legal guardian in planning and
19 decision-making.

20 (B) The early childhood program shall, with
21 parental or legal guardian consent as required, use a
22 range of community resources, if available and deemed
23 necessary, including, but not limited to,
24 developmental screenings, referrals to programs and
25 services administered by a local educational agency or
26 early intervention agency under Parts B and C of the

1 federal Individual with Disabilities Education Act,
2 and consultation with infant and early childhood
3 mental health consultants and the child's health care
4 provider. The program shall document attempts to
5 engage these resources, including parent or legal
6 guardian participation and consent attempted and
7 obtained. Communication with the parent or legal
8 guardian shall take place in a culturally and
9 linguistically competent manner.

10 (C) If there is documented evidence that all
11 available interventions and supports recommended by a
12 qualified professional have been exhausted and the
13 program determines in its professional judgment that
14 transitioning a child to another program is necessary
15 for the well-being of the child or his or her peers and
16 staff, with parent or legal guardian permission, both
17 the current and pending programs shall create a
18 transition plan designed to ensure continuity of
19 services and the comprehensive development of the
20 child. Communication with families shall occur in a
21 culturally and linguistically competent manner.

22 (D) Nothing in this paragraph (7) shall preclude a
23 parent's or legal guardian's right to voluntarily
24 withdraw his or her child from an early childhood
25 program. Early childhood programs shall request and
26 keep on file, when received, a written statement from

1 the parent or legal guardian stating the reason for
2 his or her decision to withdraw his or her child.

3 (E) In the case of the determination of a serious
4 safety threat to a child or others or in the case of
5 behaviors listed in subsection (d) of Section 10-22.6
6 of the School Code, the temporary removal of a child
7 from attendance in group settings may be used.
8 Temporary removal of a child from attendance in a
9 group setting shall trigger the process detailed in
10 subparagraphs (A), (B), and (C) of this paragraph (7),
11 with the child placed back in a group setting as
12 quickly as possible.

13 (F) Early childhood programs may use and the
14 Department of Early Childhood, State Board of
15 Education, the Department of Human Services, and the
16 Department of Children and Family Services shall
17 recommend training, technical support, and
18 professional development resources to improve the
19 ability of teachers, administrators, program
20 directors, and other staff to promote social-emotional
21 development and behavioral health, to address
22 challenging behaviors, and to understand trauma and
23 trauma-informed care, cultural competence, family
24 engagement with diverse populations, the impact of
25 implicit bias on adult behavior, and the use of
26 reflective practice techniques. Support shall include

1 the availability of resources to contract with infant
2 and early childhood mental health consultants.

3 (G) Through June 30, 2026, early childhood
4 programs shall annually report to the State Board of
5 Education, and, beginning in Fiscal Year 2020, the
6 State Board of Education shall make available on a
7 biennial basis, in an existing report, all of the
8 following data for children from birth to age 5 who are
9 served by the program:

10 (i) Total number served over the course of the
11 program year and the total number of children who
12 left the program during the program year.

13 (ii) Number of planned transitions to another
14 program due to children's behavior, by children's
15 race, gender, disability, language, class/group
16 size, teacher-child ratio, and length of program
17 day.

18 (iii) Number of temporary removals of a child
19 from attendance in group settings due to a serious
20 safety threat under subparagraph (E) of this
21 paragraph (7), by children's race, gender,
22 disability, language, class/group size,
23 teacher-child ratio, and length of program day.

24 (iv) Hours of infant and early childhood
25 mental health consultant contact with program
26 leaders, staff, and families over the program

1 year.

2 (G-5) On and after July 1, 2026, early childhood
3 programs shall annually report to the Department of
4 Early Childhood, and beginning in Fiscal Year 2028,
5 the Department of Early Childhood shall make available
6 on a biennial basis, in a report, all of the following
7 data for children from birth to age 5 who are served by
8 the program:

9 (i) Total number served over the course of the
10 program year and the total number of children who
11 left the program during the program year.

12 (ii) Number of planned transitions to another
13 program due to children's behavior, by children's
14 race, gender, disability, language, class/group
15 size, teacher-child ratio, and length of program
16 day.

17 (iii) Number of temporary removals of a child
18 from attendance in group settings due to a serious
19 safety threat under subparagraph (E) of this
20 paragraph (7), by children's race, gender,
21 disability, language, class/group size,
22 teacher-child ratio, and length of program day.

23 (iv) Hours of infant and early childhood
24 mental health consultant contact with program
25 leaders, staff, and families over the program
26 year.

1 (H) Changes to services for children with an
2 individualized education program or individual family
3 service plan shall be construed in a manner consistent
4 with the federal Individuals with Disabilities
5 Education Act.

6 The Department of Early Childhood, in consultation
7 with the Department of Children and Family Services, shall
8 adopt rules to administer this paragraph (7).

9 (8) Due to evidence that suspension practices in the
10 preschool years are linked to poor child outcomes and are
11 employed inconsistently across racial and gender groups,
12 early childhood programs that receive State funds under
13 this subsection (a) shall restrict suspensions. Planned
14 transitions to settings that are able to better meet a
15 child's needs are not considered a suspension for purposes
16 of this paragraph (8). The superintendent of a school
17 district, the director of an early childhood program, or
18 the superintendent's or director's equivalent shall be
19 required to provide verbal or written approval to suspend
20 a student in preschool for longer than 3 days. If such
21 approval is not received by the third day, the student
22 shall return to school by the fourth day. The length of the
23 suspension for any student in preschool may not be for
24 longer than the number of days required by the school
25 district or early childhood program to develop and
26 implement a behavior intervention plan or safety plan.

1 (b) Notwithstanding any other provisions of this Section,
2 grantees may serve children ages 0 to 12 of essential workers
3 if the Governor has declared a disaster due to a public health
4 emergency pursuant to Section 7 of the Illinois Emergency
5 Management Agency Act. The Department of Early Childhood may
6 adopt rules to administer this subsection.

7 (Source: P.A. 103-594, eff. 6-25-24.)

8 Section 95. No acceleration or delay. Where this Act makes
9 changes in a statute that is represented in this Act by text
10 that is not yet or no longer in effect (for example, a Section
11 represented by multiple versions), the use of that text does
12 not accelerate or delay the taking effect of (i) the changes
13 made by this Act or (ii) provisions derived from any other
14 Public Act.

15 Section 99. Effective date. This Act takes effect upon
16 becoming law, except that the provisions changing Section
17 10-22.6 of the School Code and Section 15-30 of the Department
18 of Early Childhood Act take effect July 1, 2027."