

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 State Finance Act is amended by changing
5 Section 5.375 as follows:

6 (30 ILCS 105/5.375)

7 Sec. 5.375. The Teacher Licensure ~~Certificate~~ Fee
8 Revolving Fund.

9 (Source: P.A. 88-224; 88-670, eff. 12-2-94.)

10 Section 10. The School Code is amended by changing
11 Sections 1A-10, 2-3.11c, 2-3.25g, 2-3.39, 2-3.44, 2-3.45,
12 2-3.65a, 2-3.159, 3-7, 3-15.12, 10-17, 10-17a, 10-20.44,
13 10-20.52, 10-22.43, 10-22.43a, 14-7.02, 18-8.15, 21B-10,
14 21B-15, 21B-20, 21B-30, 21B-32, 21B-35, 21B-40, 22-30, 24A-20,
15 26A-20, 26A-25, 26A-35, 27-225, 27-605, 27-1070, 27A-6, 27A-9,
16 30-15.25, 34-1.01, 34-18, and 34-18.44 as follows:

17 (105 ILCS 5/1A-10)

18 Sec. 1A-10. Departments of Board. ~~The State Board of~~
19 ~~Education shall have, without limitation, the following~~
20 ~~departments within the Board:~~

21 ~~(1) Educator Effectiveness.~~

- 1 ~~(2) Improvement and Innovation.~~
- 2 ~~(3) Fiscal Support Services.~~
- 3 ~~(4) (Blank).~~
- 4 ~~(5) Internal Auditor.~~
- 5 ~~(6) Human Resources.~~
- 6 ~~(7) Legal.~~
- 7 ~~(8) Special Education, Nutrition, and Wellness.~~
- 8 ~~(9) Multilingual or Language Development and Early~~
- 9 ~~Childhood Development.~~

10 The State Board of Education may add, remove, or otherwise
11 change any departments or functions of ~~to~~ the Board that it
12 deems appropriate and consistent with Illinois law.

13 (Source: P.A. 104-261, eff. 1-1-26.)

14 (105 ILCS 5/2-3.11c)

15 Sec. 2-3.11c. Teacher supply and demand report. Through
16 January 1, 2009, to report annually, on or before January 1, on
17 the relative supply and demand for education staff of the
18 public schools to the Governor, to the General Assembly, and
19 to institutions of higher education that prepare teachers,
20 administrators, school service personnel, other certificated
21 individuals, and other professionals employed by school
22 districts or joint agreements. After the report due on January
23 1, 2009 is submitted, future reports through January 1, 2024
24 shall be submitted once every 3 years, with the first report
25 being submitted on or before January 1, 2012. After the report

1 due on January 1, 2024 is submitted, future reports shall be
2 submitted once every 3 years, with the first report being
3 submitted on or before March 31, 2027. The report shall
4 contain the following information:

5 (1) the relative supply and demand for teachers,
6 administrators, and other certificated and
7 non-certificated personnel by field, content area, and
8 levels;

9 (2) State and regional analyses of fields, content
10 areas, and levels with an over-supply or under-supply of
11 educators; and

12 (3) projections of likely high demand and low demand
13 for educators, in a manner sufficient to advise the
14 public, individuals, and institutions regarding career
15 opportunities in education.

16 (Source: P.A. 96-734, eff. 8-25-09; 97-256, eff. 1-1-12.)

17 (105 ILCS 5/2-3.25g) (from Ch. 122, par. 2-3.25g)
18 Sec. 2-3.25g. Waiver or modification of mandates within
19 the School Code and administrative rules and regulations.

20 (a) In this Section:

21 "Board" means a school board or the governing board or
22 administrative district, as the case may be, for a joint
23 agreement.

24 "Eligible applicant" means a school district, joint
25 agreement made up of school districts, ~~or~~ regional

1 superintendent of schools on behalf of schools and
2 programs operated by the regional office of education, or
3 executive director of an intermediate service center on
4 behalf of the schools and programs operated by the
5 intermediate service center.

6 ~~"Implementation date" has the meaning set forth in~~
7 ~~Section 24A-2.5 of this Code.~~

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

9 (b) Notwithstanding any other provisions of this School
10 Code or any other law of this State to the contrary, eligible
11 applicants may petition the State Board of Education for the
12 waiver or modification of the mandates of this School Code or
13 of the administrative rules and regulations promulgated by the
14 State Board of Education. Waivers or modifications of
15 administrative rules and regulations and modifications of
16 mandates of this School Code may be requested when an eligible
17 applicant demonstrates that it can address the intent of the
18 rule or mandate in a more effective, efficient, or economical
19 manner or when necessary to stimulate innovation or improve
20 student performance. Waivers of mandates of the School Code
21 may be requested when the waivers are necessary to stimulate
22 innovation or improve student performance or when the
23 applicant demonstrates that it can address the intent of the
24 mandate of the School Code in a more effective, efficient, or
25 economical manner. Waivers may not be requested from laws,
26 rules, and regulations pertaining to special education,

1 teacher educator licensure, or teacher tenure and seniority,
2 ~~or Section 5-2.1 of this Code~~ or from compliance with the Every
3 Student Succeeds Act (Public Law 114-95). Eligible applicants
4 may not seek a waiver or seek a modification of a mandate
5 regarding the requirements for ~~(i) student performance data to~~
6 ~~be a significant factor in teacher or principal evaluations or~~
7 ~~(ii) teachers and principals to be rated using the 4~~
8 categories of "excellent", "proficient", "needs improvement",
9 or "unsatisfactory". On September 1, 2014, any previously
10 authorized waiver or modification from such requirements shall
11 terminate.

12 (c) Eligible applicants, as a matter of inherent
13 managerial policy, and any Independent Authority established
14 under Section 2-3.25f-5 of this Code may submit an application
15 for a waiver or modification authorized under this Section.
16 Each application must include a written request by the
17 eligible applicant or Independent Authority and must
18 demonstrate that the intent of the mandate can be addressed in
19 a more effective, efficient, or economical manner or be based
20 upon a specific plan for improved student performance and
21 school improvement. Any eligible applicant requesting a waiver
22 or modification for the reason that intent of the mandate can
23 be addressed in a more economical manner shall include in the
24 application a fiscal analysis showing current expenditures on
25 the mandate and projected savings resulting from the waiver or
26 modification. Applications and plans developed by eligible

1 applicants must be approved by the board, ~~or~~ regional
2 superintendent of schools applying on behalf of schools or
3 programs operated by the regional office of education, or
4 executive director applying on behalf of schools or programs
5 operated by the intermediate service center following a public
6 hearing on the application and plan and the opportunity for
7 the board, ~~or~~ regional superintendent, or executive director
8 to hear testimony from staff directly involved in its
9 implementation, parents, and students. The time period for
10 such testimony shall be separate from the time period
11 established by the eligible applicant for public comment on
12 other matters.

13 (c-5) For an ~~If the~~ applicant that is a school district,
14 ~~then~~ the district shall post information that sets forth the
15 time, date, place, and general subject matter of the public
16 hearing on its Internet website at least 14 days prior to the
17 hearing. If the district is requesting to increase the fee
18 charged for driver education authorized pursuant to Section
19 27-815 of this Code, the website information shall include the
20 proposed amount of the fee the district will request. The
21 district ~~All school districts~~ must publish a notice of the
22 public hearing at least 7 days prior to the hearing in a
23 newspaper of general circulation within the school district
24 that sets forth the time, date, place, and general subject
25 matter of the hearing. A district ~~Districts~~ requesting to
26 increase the fee charged for driver education shall include in

1 the published notice the proposed amount of the fee the
2 district will request. The district shall notify, either
3 electronically or in writing, the affected exclusive
4 collective bargaining agents, if applicable, and those State
5 legislators representing the district's territory of its
6 intent to seek approval of a waiver or modification and of the
7 public hearing to be held to take testimony from staff at least
8 7 days prior to the date of the public hearing, and those
9 exclusive bargaining agents and State legislators shall be
10 allowed to attend the public hearing. The application as
11 submitted to the State Board of Education shall include a
12 description of the public hearing. The description shall
13 include, but need not be limited to, the means of notice, the
14 number of people in attendance, the number of people who spoke
15 as proponents or opponents of the waiver or modification, a
16 brief description of their comments, whether there were any
17 written statements submitted, and the school board's
18 resolution.

19 (c-10) For an ~~if the~~ applicant that is a joint agreement,
20 ~~or~~ regional superintendent, or executive director, ~~then~~ the
21 joint agreement, ~~or~~ regional superintendent, or executive
22 director shall post information that sets forth the time,
23 date, place, and general subject matter of the public hearing
24 on its Internet website at least 14 days prior to the hearing.
25 If the joint agreement, ~~or~~ regional superintendent, or
26 executive director is requesting to increase the fee charged

1 for driver education authorized pursuant to Section 27-815 of
2 this Code, the website information shall include the proposed
3 amount of the fee the applicant will request. ~~The All~~ joint
4 agreement, agreements and regional superintendent, or
5 executive director ~~superintendents~~ must publish a notice of
6 the public hearing at least 7 days prior to the hearing in a
7 newspaper of general circulation in each school district that
8 is a member of the joint agreement or that is served by the
9 educational service region that sets forth the time, date,
10 place, and general subject matter of the hearing, provided
11 that a notice appearing in a newspaper generally circulated in
12 more than one school district shall be deemed to fulfill this
13 requirement with respect to all of the affected districts. A
14 joint agreement, Joint agreements or regional superintendent,
15 or executive director ~~superintendents~~ requesting to increase
16 the fee charged for driver education shall include in the
17 published notice the proposed amount of the fee the applicant
18 will request. The joint agreement, regional superintendent, or
19 executive director ~~eligible applicant~~ must notify, either
20 electronically or in writing, the affected exclusive
21 collective bargaining agents, if applicable, ~~agent~~ and those
22 State legislators representing the eligible applicant's
23 territory of its intent to seek approval of a waiver or
24 modification and of the hearing to be held to take testimony
25 from staff. ~~The affected exclusive collective bargaining~~
26 ~~agents shall be notified of such public hearing~~ at least 7 days

1 prior to the date of the public hearing, and those exclusive
2 collective bargaining agents and State legislators shall be
3 allowed to attend such public hearing. The application as
4 submitted to the State Board of Education shall include a
5 description of the public hearing. The description shall
6 include, but need not be limited to, the means of notice, the
7 number of people in attendance, the number of people who spoke
8 as proponents or opponents of the waiver or modification, a
9 brief description of their comments, and whether there were
10 any written statements submitted. The eligible applicant shall
11 attest to compliance with all of the notification and
12 procedural requirements set forth in this Section.

13 (d) A request for a waiver or modification of
14 administrative rules and regulations or for a modification of
15 mandates contained in this School Code shall be submitted to
16 the State Board of Education within 15 days after approval by
17 the board or regional superintendent of schools. ~~The~~
18 ~~application as submitted to the State Board of Education shall~~
19 ~~include a description of the public hearing.~~ Following receipt
20 of the waiver or modification request, the State Board shall
21 have 45 days to review the application and request. If the
22 State Board fails to disapprove the application within that
23 45-day period, the waiver or modification shall be deemed
24 granted. The State Board may disapprove any request if it is
25 not based upon sound educational practices, endangers the
26 health or safety of students or staff, compromises equal

1 opportunities for learning, or fails to demonstrate that the
2 intent of the rule or mandate can be addressed in a more
3 effective, efficient, or economical manner or have improved
4 student performance as a primary goal. Any request disapproved
5 by the State Board may be appealed to the General Assembly by
6 the eligible applicant as outlined in this Section.

7 A request for a waiver from mandates contained in this
8 School Code shall be submitted to the State Board within 15
9 days after approval by the board or regional superintendent of
10 schools or executive director. ~~The application as submitted to~~
11 ~~the State Board of Education shall include a description of~~
12 ~~the public hearing. The description shall include, but need~~
13 ~~not be limited to, the means of notice, the number of people in~~
14 ~~attendance, the number of people who spoke as proponents or~~
15 ~~opponents of the waiver, a brief description of their~~
16 ~~comments, and whether there were any written statements~~
17 ~~submitted.~~ The State Board shall review the applications and
18 requests for compliance with this Section and the applicable
19 administrative rules under Title 23 of the Illinois
20 Administrative Code ~~completeness~~ and shall compile the
21 requests in reports to be filed with the General Assembly. The
22 State Board shall file reports outlining the waivers requested
23 by eligible applicants and appeals by eligible applicants of
24 requests disapproved by the State Board with the Senate and
25 the House of Representatives before each March 1 and October
26 1.

1 The report shall be reviewed by a panel of 4 members
2 consisting of:

- 3 (1) the Speaker of the House of Representatives;
4 (2) the Minority Leader of the House of
5 Representatives;
6 (3) the President of the Senate; and
7 (4) the Minority Leader of the Senate.

8 The State Board of Education may provide the panel
9 recommendations on waiver requests. The members of the panel
10 shall review the report submitted by the State Board of
11 Education and submit to the State Board of Education any
12 notice of further consideration to any waiver request within
13 14 days after the member receives the report. If 3 or more of
14 the panel members submit a notice of further consideration to
15 any waiver request contained within the report, the State
16 Board of Education shall submit the waiver request to the
17 General Assembly for consideration. If less than 3 panel
18 members submit a notice of further consideration to a waiver
19 request, the waiver may be approved, denied, or modified by
20 the State Board. If the State Board does not act on a waiver
21 request within 10 days, then the waiver request is approved.
22 If the waiver request is denied by the State Board, it shall
23 submit the waiver request to the General Assembly for
24 consideration.

25 The General Assembly may disapprove any waiver request
26 submitted to the General Assembly pursuant to this subsection

1 (d) in whole or in part within 60 calendar days after each
2 house of the General Assembly next convenes after the waiver
3 request is submitted by adoption of a resolution by a record
4 vote of the majority of members elected in each house. If the
5 General Assembly fails to disapprove any waiver request or
6 appealed request within such 60-day period, the waiver or
7 modification shall be deemed granted. Any resolution adopted
8 by the General Assembly disapproving a report of the State
9 Board in whole or in part shall be binding on the State Board.

10 (e) An approved waiver or modification may remain in
11 effect for a period not to exceed 5 school years and may be
12 renewed upon application by the eligible applicant. Once a
13 waiver or modification has been approved, no changes may be
14 made to the approved waiver or modification during the term of
15 the waiver or modification. A waiver or modification that has
16 been approved may be rescinded by the entity that applied for
17 the waiver or modification by providing written notice to the
18 State Board of Education and, for a school district, after
19 receiving school board approval. The notice of rescission must
20 state the date the rescission is effective. However, such
21 waiver or modification may be changed within that 5-year
22 period by a board or regional superintendent of schools
23 applying on behalf of schools or programs operated by the
24 regional office of education following the procedure as set
25 forth in this Section for the initial waiver or modification
26 request. If neither the State Board of Education nor the

1 ~~General Assembly disapproves, the change is deemed granted.~~

2 (f) (Blank).

3 (Source: P.A. 104-391, eff. 8-15-25.)

4 (105 ILCS 5/2-3.39) (from Ch. 122, par. 2-3.39)

5 Sec. 2-3.39. Department of Transitional Bilingual
6 Education. To establish a Department of Transitional Bilingual
7 Education. In selecting staff for the Department of
8 Transitional Bilingual Education the State Board of Education
9 shall give preference to persons who are natives of ~~foreign~~
10 countries other than the United States where languages to be
11 used in transitional bilingual education programs are the
12 predominant languages. The Department of Transitional
13 Bilingual Education has the power and duty to:

14 (1) Administer and enforce the provisions of Article
15 14C of this Code including the power to promulgate any
16 necessary rules and regulations.

17 (2) Study, review, and evaluate all available
18 resources and programs that, in whole or in part, are or
19 could be directed towards meeting the language capability
20 needs of child English learners and adult English learners
21 residing in the State.

22 (3) Gather information about the theory and practice
23 of bilingual education in this State and elsewhere, and
24 encourage experimentation and innovation in the field of
25 bilingual education.

1 (4) Provide for the maximum practical involvement of
2 parents of bilingual children, transitional bilingual
3 education teachers, representatives of community groups,
4 educators, and laymen knowledgeable in the field of
5 bilingual education in the formulation of policy and
6 procedures relating to the administration of Article 14C
7 of this Code.

8 (5) Consult with other public departments and
9 agencies, including but not limited to the Department of
10 Community Affairs, the Department of Public Welfare, the
11 Division of Employment Security, the Commission Against
12 Discrimination, and the United States Department of
13 Health, Education, and Welfare in connection with the
14 administration of Article 14C of this Code.

15 (6) Make recommendations in the areas of preservice
16 and in-service training for transitional bilingual
17 education teachers, curriculum development, testing and
18 testing mechanisms, and the development of materials for
19 transitional bilingual education programs.

20 (7) Undertake any further activities which may assist
21 in the full implementation of Article 14C of this Code and
22 to make an annual report to the General Assembly to
23 include an evaluation of the program, the need for
24 continuing such a program, and recommendations for
25 improvement.

26 The requirement for reporting to the General Assembly

1 shall be satisfied by filing copies of the report as
2 required by Section 3.1 of the General Assembly
3 Organization Act, and filing such additional copies with
4 the State Government Report Distribution Center for the
5 General Assembly as is required under paragraph (t) of
6 Section 7 of the State Library Act.

7 (Source: P.A. 99-30, eff. 7-10-15; 100-1148, eff. 12-10-18.)

8 (105 ILCS 5/2-3.44) (from Ch. 122, par. 2-3.44)

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

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

23 (105 ILCS 5/2-3.45) (from Ch. 122, par. 2-3.45)

24 Sec. 2-3.45. Approval of community-based heritage language

1 ~~ethnic~~ schools instruction. To approve community-based
2 heritage language ~~ethnic~~ schools programs for the purpose of
3 teaching a world ~~foreign~~ language if such programs meet the
4 minimum standards established for such programs by the State
5 Board of Education. The Board shall consider for approval only
6 those community-based heritage language ~~ethnic~~ schools that
7 ~~which~~ voluntarily apply to the Board for approval.

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

9 (105 ILCS 5/2-3.65a)

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

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

23 (105 ILCS 5/2-3.159)

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

1 (a) In this Section, "language other than English" or
2 "world language" ~~"foreign language"~~ means any language other
3 than English, including all modern languages, Latin, American
4 Sign Language, Native American languages, and any other native
5 languages spoken by an individual whose first language is not
6 English.

7 (b) The State Seal of Biliteracy program is established to
8 recognize public and non-public high school graduates who have
9 attained a high level of proficiency in one or more languages
10 in addition to English. School district and non-public school
11 participation in this program is voluntary.

12 (c) The purposes of the State Seal of Biliteracy are as
13 follows:

14 (1) To encourage pupils to study languages.

15 (2) To certify attainment of biliteracy.

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

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

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

21 (6) To recognize the value of ~~foreign~~ language other
22 than English and native language instruction in public and
23 non-public schools.

24 (7) To strengthen intergroup relationships, affirm the
25 value of diversity, and honor the multiple cultures and
26 languages of a community.

1 (d) The State Seal of Biliteracy certifies attainment of a
2 high level of proficiency, sufficient for meaningful use in
3 college and a career, by a graduating public or non-public
4 high school pupil in one or more languages in addition to
5 English.

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

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

23 (1) An AP (Advanced Placement) English Language and
24 Composition Exam.

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

26 (3) Transitional coursework in English language arts

1 articulated in partnership with a public community college
2 as an ESSA (Every Student Succeeds Act) College and Career
3 Readiness Indicator.

4 (f) The State Board of Education shall do both of the
5 following:

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

12 (2) Provide other information the State Board of
13 Education deems necessary for school districts and
14 non-public schools to successfully participate in the
15 program.

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

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

21 (2) Make the appropriate designation on the diploma
22 and transcript of each pupil who earns a State Seal of
23 Biliteracy.

24 (h) No fee shall be charged to a pupil to receive the
25 designation pursuant to this Section. Notwithstanding this
26 prohibition, costs may be incurred by the pupil in

1 demonstrating proficiency, including without limitation any
2 assessments required under subsection (e) of this Section.

3 (i) For admissions purposes, each public university in
4 this State shall accept the State Seal of Biliteracy as
5 equivalent to 2 years of world ~~foreign~~ language coursework
6 taken during high school if a student's high school transcript
7 indicates that he or she will be receiving or has received the
8 State Seal of Biliteracy.

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

21 (Source: P.A. 101-222, eff. 1-1-20; 101-503, eff. 8-23-19;
22 102-558, eff. 8-20-21.)

23 (105 ILCS 5/3-7) (from Ch. 122, par. 3-7)

24 Sec. 3-7. Failure to prepare and forward information. If
25 the trustees of schools of any township in Class II county

1 school units, or any school district which forms a part of a
2 Class II county school unit but which is not subject to the
3 jurisdiction of the trustees of schools of any township in
4 which such district is located, or any school district in any
5 Class I county school units fail to prepare and forward or
6 cause to be prepared and forwarded to the regional
7 superintendent of schools, reports required by this Act, the
8 regional superintendent of schools shall furnish such
9 information or he shall employ a person or persons to furnish
10 such information, as far as practicable. Such person shall
11 have access to the books, records and papers of the school
12 district to enable him or them to prepare such reports, and the
13 school district shall permit such person or persons to examine
14 such books, records and papers at such time and such place as
15 such person or persons may desire for the purpose aforesaid.
16 For such services the regional superintendent of schools shall
17 bill the district an amount to cover the cost of preparation of
18 such reports if he employs a person to prepare such reports.

19 Each school district shall, as of June 30 of each year,
20 cause an audit of its accounts to be made by a person lawfully
21 qualified to practice public accounting as regulated by the
22 Illinois Public Accounting Act. Such audit shall include
23 financial statements of the district applicable to the type of
24 records required by other sections of this Act and in addition
25 shall set forth the scope of audit and shall include the
26 professional opinion signed by the auditor, or if such an

1 opinion is denied by the auditor, shall set forth the reasons
2 for such denial.

3 The auditing firm for each school district shall file with
4 the State Board of Education the Annual Financial Report and
5 audit, as required by the rules of the State Board of
6 Education. Such reports shall be filed no later than October
7 15 following the end of each fiscal year. The auditing firm may
8 request an extension of up to 60 days from the State Board of
9 Education.

10 Within 30 days after receipt of the completed audit
11 report, each ~~Each~~ school district shall, ~~on or before October~~
12 ~~15 of each year,~~ submit one copy of the Annual Financial Report
13 and its audit to the regional superintendent of schools in the
14 educational service region having jurisdiction. Each regional
15 superintendent of schools shall determine and communicate to
16 school districts the preferred format, paper or electronic,
17 for the submission.

18 Each school district that is the administrative district
19 for several school districts operating under a joint agreement
20 as authorized by this Act shall, as of June 30 each year, cause
21 an audit of the accounts of the joint agreement to be made by a
22 person lawfully qualified to practice public accounting as
23 regulated by the Illinois Public Accounting Act. Such audit
24 shall include financial statements of the operation of the
25 joint agreement applicable to the type of records required by
26 this Act and, in addition, shall set forth the scope of the

1 audit and shall include the professional opinion signed by the
2 auditor, or if such an opinion is denied, the auditor shall set
3 forth the reason for such denial.

4 The auditing firm for each joint agreement shall file with
5 the State Board of Education the Annual Financial Report and
6 audit, as required by the rules of the State Board of
7 Education. Such reports shall be filed no later than October
8 15 following the end of each fiscal year. The auditing firm may
9 request an extension of up to 60 days from the State Board of
10 Education.

11 Within 30 days after receipt of the completed audit
12 report, each ~~Each~~ joint agreement shall, ~~on or before October~~
13 ~~15 of each year,~~ submit one copy of the Annual Financial Report
14 and its audit to the regional superintendent of schools in the
15 educational service region having jurisdiction. Each regional
16 superintendent of schools shall determine and communicate to
17 joint agreements the preferred format, paper or electronic,
18 for the submission.

19 The State Board of Education shall determine the adequacy
20 of the audits. All audits shall be kept on file in the office
21 of the State Board of Education.

22 (Source: P.A. 104-261, eff. 1-1-26.)

23 (105 ILCS 5/3-15.12) (from Ch. 122, par. 3-15.12)

24 Sec. 3-15.12. High school equivalency. The regional
25 superintendent of schools and the Illinois Community College

1 Board shall make available for qualified individuals residing
2 within the region a High School Equivalency Testing Program
3 and alternative methods of credentialing, as identified under
4 this Section. For that purpose the regional superintendent
5 alone or with other regional superintendents may establish and
6 supervise a testing center or centers to administer the secure
7 forms for high school equivalency testing to qualified
8 persons. Such centers shall be under the supervision of the
9 regional superintendent in whose region such centers are
10 located, subject to the approval of the Executive Director of
11 the Illinois Community College Board. The Illinois Community
12 College Board shall also establish criteria and make available
13 alternative methods of credentialing throughout the State.

14 An individual is eligible to apply to the regional
15 superintendent of schools for the region in which he or she
16 resides if he or she is: (a) a person who is 17 years of age or
17 older, has maintained residence in the State of Illinois, and
18 is not a high school graduate; (b) a person who is successfully
19 completing an alternative education program under Section
20 2-3.81, Article 13A, or Article 13B; or (c) a person who is
21 enrolled in a youth education program sponsored by the
22 Illinois National Guard. For purposes of this Section,
23 residence is that abode which the applicant considers his or
24 her home. Applicants may provide as sufficient proof of such
25 residence and as an acceptable form of identification a
26 driver's license, valid passport, military ID, or other form

1 of government-issued national or foreign identification that
2 shows the applicant's name, address, date of birth, signature,
3 and photograph or other acceptable identification as may be
4 allowed by law or as regulated by the Illinois Community
5 College Board. Such regional superintendent shall determine if
6 the applicant meets statutory and regulatory state standards.

7 If qualified, the applicant shall at the time of such
8 application pay a fee established by the Illinois Community
9 College Board, which fee shall be paid into a special fund
10 under the control and supervision of the regional
11 superintendent to be used for administration of high school
12 equivalency testing. Such moneys received by the regional
13 superintendent shall be used, first, for the expenses incurred
14 in administering and scoring the examination, and next for
15 other educational programs that are developed and designed by
16 the regional superintendent of schools to assist those who
17 successfully complete high school equivalency testing or meet
18 the criteria for alternative methods of credentialing in
19 furthering their academic development or their ability to
20 secure and retain gainful employment, including programs for
21 the competitive award based on test scores of college or adult
22 education scholarship grants or similar educational
23 incentives. Any excess moneys shall be paid into the institute
24 fund.

25 Any applicant who has achieved the minimum passing
26 standards as established by the Illinois Community College

1 Board shall be notified in writing by the regional
2 superintendent and shall be issued a State of Illinois High
3 School Diploma on the forms provided by the Illinois Community
4 College Board. The regional superintendent shall then certify
5 to the Illinois Community College Board the score of the
6 applicant and such other and additional information that may
7 be required by the Illinois Community College Board. The
8 moneys received therefrom shall be used in the same manner as
9 provided for in this Section.

10 The Illinois Community College Board shall establish
11 alternative methods of credentialing for the issuance of a
12 State of Illinois High School Diploma. In addition to high
13 school equivalency testing, the following alternative methods
14 of receiving a State of Illinois High School Diploma shall be
15 made available to qualified individuals on or after January 1,
16 2018:

17 (A) High School Equivalency based on High School
18 Credit. A qualified candidate may petition to have his or
19 her high school transcripts evaluated to determine what
20 the candidate needs to meet criteria as established by the
21 Illinois Community College Board.

22 (B) High School Equivalency based on Post-Secondary
23 Credit. A qualified candidate may petition to have his or
24 her post-secondary transcripts evaluated to determine what
25 the candidate needs to meet criteria established by the
26 Illinois Community College Board.

1 (C) High School Equivalency based on a Foreign
2 Diploma. A qualified candidate may petition to have his or
3 her ~~foreign~~ high school or post-secondary transcripts from
4 a country other than the United States evaluated to
5 determine what the candidate needs to meet criteria
6 established by the Illinois Community College Board.

7 (D) High School Equivalency based on Completion of a
8 Competency-Based Program as approved by the Illinois
9 Community College Board. The Illinois Community College
10 Board shall establish guidelines for competency-based high
11 school equivalency programs.

12 Any applicant who has attained the age of 17 years and
13 maintained residence in the State of Illinois and is not a high
14 school graduate, any person who has enrolled in a youth
15 education program sponsored by the Illinois National Guard, or
16 any person who has successfully completed an alternative
17 education program under Section 2-3.81, Article 13A, or
18 Article 13B is eligible to apply for a State of Illinois High
19 School Diploma (if he or she meets the requirements prescribed
20 by the Illinois Community College Board) upon showing evidence
21 that he or she has completed, successfully, high school
22 equivalency testing, administered by the United States Armed
23 Forces Institute, official high school equivalency testing
24 centers established in other states, Veterans' Administration
25 Hospitals, or the office of the State Superintendent of
26 Education for the Illinois State Penitentiary System and the

1 Department of Corrections. Such applicant shall apply to the
2 regional superintendent of the region wherein he or she has
3 maintained residence, and, upon payment of a fee established
4 by the Illinois Community College Board, the regional
5 superintendent shall issue a State of Illinois High School
6 Diploma and immediately thereafter certify to the Illinois
7 Community College Board the score of the applicant and such
8 other and additional information as may be required by the
9 Illinois Community College Board.

10 Notwithstanding the provisions of this Section, any
11 applicant who has been out of school for at least one year may
12 request the regional superintendent of schools to administer
13 restricted high school equivalency testing upon written
14 request of: the director of a program who certifies to the
15 Chief Examiner of an official high school equivalency testing
16 center that the applicant has completed a program of
17 instruction provided by such agencies as the Job Corps, the
18 Postal Service Academy, or an apprenticeship training program;
19 an employer or program director for purposes of entry into
20 apprenticeship programs; another state's department of
21 education in order to meet regulations established by that
22 department of education; or a post high school educational
23 institution for purposes of admission, the Department of
24 Financial and Professional Regulation for licensing purposes,
25 or the Armed Forces for induction purposes. The regional
26 superintendent shall administer such testing, and the

1 applicant shall be notified in writing that he or she is
2 eligible to receive a State of Illinois High School Diploma
3 upon reaching age 17, provided he or she meets the standards
4 established by the Illinois Community College Board.

5 Any test administered under this Section to an applicant
6 who does not speak and understand English may at the
7 discretion of the administering agency be given and answered
8 in any language in which the test is printed. The regional
9 superintendent of schools may waive any fees required by this
10 Section in case of hardship. The regional superintendent of
11 schools and the Illinois Community College Board shall waive
12 any fees required by this Section for an applicant who meets
13 all of the following criteria:

14 (1) The applicant qualifies as a homeless person,
15 child, or youth as defined in the Education for Homeless
16 Children Act.

17 (2) The applicant has not attained 25 years of age as
18 of the date of the scheduled test.

19 (3) The applicant can verify his or her status as a
20 homeless person, child, or youth. A homeless services
21 provider that is qualified to verify an individual's
22 housing status, as determined by the Illinois Community
23 College Board, and that has knowledge of the applicant's
24 housing status may verify the applicant's status for
25 purposes of this subdivision (3).

26 (4) The applicant has completed a high school

1 equivalency preparation course through an Illinois
2 Community College Board-approved provider.

3 (5) The applicant is taking the test at a testing
4 center operated by a regional superintendent of schools or
5 the Cook County High School Equivalency Office.

6 In counties of over 3,000,000 population, a State of
7 Illinois High School Diploma shall contain the signatures of
8 the Executive Director of the Illinois Community College Board
9 and the superintendent, president, or other chief executive
10 officer of the institution where high school equivalency
11 testing instruction occurred and any other signatures
12 authorized by the Illinois Community College Board.

13 The regional superintendent of schools shall furnish the
14 Illinois Community College Board with any information that the
15 Illinois Community College Board requests with regard to
16 testing and diplomas under this Section.

17 A State of Illinois High School Diploma is a recognized
18 high school equivalency certificate for purposes of
19 reciprocity with other states. A high school equivalency
20 certificate from another state is equivalent to a State of
21 Illinois High School Diploma.

22 (Source: P.A. 102-1100, eff. 1-1-23; 103-940, eff. 8-9-24.)

23 (105 ILCS 5/10-17) (from Ch. 122, par. 10-17)
24 Sec. 10-17. Statement of affairs.

25 (a) In Class I or Class II county school units the school

1 board may use either a cash basis or accrual system of
2 accounting; however, any board so electing to use the accrual
3 system may not change to a cash basis without the permission of
4 the State Board of Education.

5 School Boards using either a cash basis or accrual system
6 of accounting shall maintain records showing the assets,
7 liabilities and fund balances in such minimum forms as may be
8 prescribed by the State Board of Education. No later than
9 December 1 annually, such a school board shall make available
10 to the public a statement of the affairs of the school district
11 by posting the entire statement of affairs on the district's
12 Internet website and by publishing a summary of the statement
13 of affairs in a newspaper of general circulation. If a school
14 district does not maintain an Internet website, the district
15 must publish the entire statement of affairs in a newspaper of
16 general circulation or have copies of the entire statement of
17 affairs available in the main administrative office of the
18 district.

19 The summary of the ~~public~~ statement of affairs published
20 in a newspaper of general circulation ~~of the district~~ shall
21 contain a minimum of all of the following information, ~~in~~
22 ~~addition to the other requirements of this Section:~~

23 (1) (Blank).

24 (2) Except as provided in subdivision (3) of this
25 subsection (a), a listing of all moneys paid out by the
26 district where the total amount paid during the fiscal

1 year exceeds \$2,500 in the aggregate per person, giving
2 the name of each person to whom moneys were paid and the
3 total paid to each person.

4 (3) A listing of all personnel, by name, with an
5 annual fiscal year gross payment in the categories set
6 forth in subdivision ~~subdivisions 1 and 2~~ of subsection
7 (c) of this Section.

8 In this Section, "newspaper of general circulation" means a
9 newspaper of general circulation published in the school
10 district, or, if no newspaper is published in the school
11 district, a newspaper published in the county where the school
12 district is located or, if no newspaper is published in the
13 county, a newspaper published in the educational service
14 region where the regional superintendent of schools has
15 supervision and control of the school district.

16 (b) When any school district is the administrative
17 district for several school districts operating under a joint
18 agreement as authorized by this Code, no receipts or
19 disbursements accruing, received or paid out by that school
20 district as such an administrative district shall be included
21 in the statement of affairs of the district required by this
22 Section. However, that district shall have prepared and made
23 available to the public, in accordance with subsection (a) of
24 this Section, in the same manner and subject to the same
25 requirements as are provided in this Section for the statement
26 of affairs of that district, a statement of affairs for the

1 joint agreement, in the form prescribed by the State Board of
2 Education. The costs of publishing this separate statement
3 prepared by such an administrative district shall be
4 apportioned among and paid by the participating districts in
5 the same manner as other costs and expenses accruing to those
6 districts jointly.

7 (c) The statement of affairs required to be posted on the
8 district's Internet website or made available in the main
9 administrative office of the district as provided under
10 subsection (a) pursuant to this Section shall contain such
11 information as may be required by the State Board of
12 Education, including:

13 1. (Blank).

14 2. Annual fiscal year payment for non-certificated
15 personnel to be shown by name, listing each employee in
16 one of the following categories:

17 (a) Under \$39,999

18 (b) \$40,000 to \$54,999

19 (c) \$55,000 to \$74,999

20 (d) \$75,000 and over

21 3. Excluding wages and salaries, all other moneys in
22 the aggregate paid to recipients of \$1,000 or more, giving
23 the name of the person, firm or corporation and the total
24 amount received by each. This listing shall be inclusive
25 of moneys expended from any revolving fund maintained by
26 the school district.

1 4. Approximate size of school district in square
2 miles.

3 5. Number of school attendance centers.

4 6. Numbers of employees as follows:

5 (a) Full-time certificated employees;

6 (b) Part-time certificated employees;

7 (c) Full-time non-certificated employees;

8 (d) Part-time non-certificated employees.

9 7. (Blank).

10 8. (Blank).

11 9. Tax rate for each district fund.

12 10. (Blank).

13 11. (Blank).

14 12. (Blank).

15 13. (Blank).

16 14. (Blank).

17 15. (Blank).

18 16. A report on contracts, as required in Section
19 10-20.44.

20 This Section does not apply to cities having a population
21 exceeding 500,000.

22 (Source: P.A. 104-261, eff. 1-1-26.)

23 (105 ILCS 5/10-17a)

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

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

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

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

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

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

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

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

1 from high school who are college and career ready, the
2 percentage of graduates enrolled in community colleges,
3 colleges, and universities who are in one or more courses
4 that the community college, college, or university
5 identifies as a developmental course, and the percentage
6 of students with disabilities under the federal
7 Individuals with Disabilities Education Act and Article 14
8 of this Code who have fulfilled the minimum State
9 graduation requirements set forth in Section 27-605 of
10 this Code and have been issued a regular high school
11 diploma;

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

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

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

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

1 (G) the total and per pupil normal cost amount the
2 State contributed to the Teachers' Retirement System of
3 the State of Illinois in the prior fiscal year for the
4 school's employees, which shall be reported to the State
5 Board of Education by the Teachers' Retirement System of
6 the State of Illinois;

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

12 (I) a school district's Final Percent of Adequacy, as
13 defined in paragraph (4) of subsection (f) of Section
14 18-8.15 of this Code;

15 (J) a school district's Local Capacity Target, as
16 defined in paragraph (2) of subsection (c) of Section
17 18-8.15 of this Code, displayed as a percentage amount;

18 (K) a school district's Real Receipts, as defined in
19 paragraph (1) of subsection (d) of Section 18-8.15 of this
20 Code, divided by a school district's Adequacy Target, as
21 defined in paragraph (1) of subsection (b) of Section
22 18-8.15 of this Code, displayed as a percentage amount;

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

24 (M) whether or not the school has participated in the
25 Illinois Youth Survey. In this paragraph (M), "Illinois
26 Youth Survey" means a self-report survey, administered in

1 school settings every 2 years, designed to gather
2 information about health and social indicators, including
3 substance abuse patterns and the attitudes of students in
4 grades 8, 10, and 12;

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

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

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

24 As used in this subsection (2):

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

1 "Administrative costs" means costs associated with
2 executive, administrative, or managerial functions within the
3 school district that involve planning, organizing, managing,
4 or directing the school district.

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

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

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

24 For the purposes of paragraph (A) of this subsection (2),
25 "average daily attendance" means the average of the actual
26 number of attendance days during the previous school year for

1 any enrolled student who is subject to compulsory attendance
2 by Section 26-1 of this Code at each school and charter school.

3 (2.5) For any school report card prepared after July 1,
4 2025, for all high school graduation completion rates that are
5 reported on the school report card as required under this
6 Section or by any other State or federal law, the State
7 Superintendent of Education shall also report the percentage
8 of students who did not meet the requirements of high school
9 graduation completion for any reason and, of those students,
10 the percentage that are classified as students who fulfill the
11 requirements of Section 14-16 of this Code.

12 The State Superintendent shall ensure that for the
13 2023-2024 school year there is a specific code for districts
14 to report students who fulfill the requirements of Section
15 14-16 of this Code to ensure accurate reporting under this
16 Section.

17 All reporting requirements under this subsection (2.5)
18 shall be included on the school report card where high school
19 graduation completion rates are reported, along with a brief
20 explanation of how fulfilling the requirements of Section
21 14-16 of this Code is different from receiving a regular high
22 school diploma.

23 (3) At the discretion of the State Superintendent, the
24 school district report card shall include a subset of the
25 information identified in paragraphs (A) through (E) of
26 subsection (2) of this Section, as well as information

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

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

16 (5) Annually, no more than 30 calendar days after receipt
17 of the school district and school report cards from the State
18 Superintendent of Education, each school district, including
19 special charter districts and districts subject to the
20 provisions of Article 34, shall present such report cards at a
21 regular school board meeting subject to applicable notice
22 requirements, post the report cards on the school district's
23 Internet web site, if the district maintains an Internet web
24 site, make the report cards available to a newspaper of
25 general circulation serving the district, and, upon request,
26 send the report cards home to a parent (unless the district

1 does not maintain an Internet web site, in which case the
2 report card shall be sent home to parents without request). If
3 the district posts the report card on its Internet web site,
4 the district shall send a written notice home to parents
5 stating (i) that the report card is available on the web site,
6 (ii) the address of the web site, (iii) that a printed copy of
7 the report card will be sent to parents upon request, and (iv)
8 the telephone number that parents may call to request a
9 printed copy of the report card.

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

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

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

24 "Course" means any high school class or course offered by
25 a school that is assigned a school course code by the State
26 Board of Education.

1 "High school" means a school that maintains any of grades
2 9 through 12.

3 "Standard coursework or programs" means any high school
4 courses or classes other than advanced coursework or programs.

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

19 The Expanded High School Coursework Snapshot Report shall
20 include:

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

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

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

1 (D) a listing of all coursework or programs that have
2 high school student enrollment by students with
3 disabilities;

4 (E) data tables and graphs comparing advanced
5 coursework or programs enrollment with standard coursework
6 or programs enrollment according to the following
7 parameters:

8 (i) the average years of experience of all
9 teachers in a high school who are assigned to teach
10 advanced coursework or programs compared with the
11 average years of experience of all teachers in the
12 high school who are assigned to teach standard
13 coursework or programs;

14 (ii) the average years of experience of all
15 teachers in a high school who are assigned to teach
16 coursework or programs that have high school
17 enrollment by students with disabilities compared with
18 the average years of experience of all teachers in the
19 high school who are not assigned to teach coursework
20 or programs that have high school student enrollment
21 by students with disabilities;

22 (iii) the average years of experience of all
23 teachers in a high school who are assigned to teach
24 coursework or programs that have high school student
25 enrollment by English learners compared with the
26 average years of experience of all teachers in the

1 high school who are not assigned to teach coursework
2 or programs that have high school student enrollment
3 by English learners;

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

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

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

1 assigned to teach coursework or programs that have
2 high school student enrollment by English learners;

3 (vii) the average student enrollment of advanced
4 coursework or programs offered in a high school
5 compared with the average student enrollment of
6 standard coursework or programs;

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

10 (ix) (blank);

11 (x) (blank);

12 (xi) (blank);

13 (xii) (blank);

14 (xiii) (blank);

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

24 (xv) (blank);

25 (xvi) (blank); and

26 (F) data tables and graphs for each race and ethnicity

1 category and gender category describing:

2 (i) the total student number and student
3 percentage for Advanced Placement courses taken by
4 race and ethnicity category and gender category;

5 (ii) the total student number and student
6 percentage for International Baccalaureate courses
7 taken by race and ethnicity category and gender
8 category;

9 (iii) (blank);

10 (iv) (blank); and

11 (v) the total student number and student
12 percentage of high school students who earn a score of
13 3 or higher on the Advanced Placement exam associated
14 with an Advanced Placement course.

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

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

25 (105 ILCS 5/10-20.44)

1 Sec. 10-20.44. Report on contracts.

2 (a) This Section applies to all school districts,
3 including a school district organized under Article 34 of this
4 Code.

5 (b) A school board must list on the district's Internet
6 website, if any, all contracts over \$25,000 and any contract
7 that the school board enters into with an exclusive bargaining
8 representative.

9 (c) Each year, in conjunction with the publication of the
10 Statement of Affairs as required under Section 10-17 ~~on the~~
11 ~~district's Internet website and in a newspaper of general~~
12 ~~circulation~~ prior to December 1, ~~provided for in Section~~
13 ~~10-17~~, each school district shall include an annual report on
14 all contracts over \$25,000 awarded by the school district
15 during the previous fiscal year. The report shall include at
16 least the following:

17 (1) the total number of all contracts awarded by the
18 school district;

19 (2) the total value of all contracts awarded;

20 (3) the number of contracts awarded to minority-owned
21 businesses, women-owned businesses, and businesses owned
22 by persons with disabilities, as defined in the Business
23 Enterprise for Minorities, Women, and Persons with
24 Disabilities Act, and locally owned businesses; and

25 (4) the total value of contracts awarded to
26 minority-owned businesses, women-owned businesses, and

1 businesses owned by persons with disabilities, as defined
2 in the Business Enterprise for Minorities, Women, and
3 Persons with Disabilities Act, and locally owned
4 businesses.

5 The report shall be made available to the public,
6 including publication on the school district's Internet
7 website, if any.

8 (Source: P.A. 104-261, eff. 1-1-26.)

9 (105 ILCS 5/10-20.52)

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

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

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

15 Sec. 10-22.43. Credit for Proficiency in World ~~Foreign~~
16 Language. To grant one year of high school world ~~foreign~~
17 language credit to any student who has graduated from an
18 accredited elementary school and who can demonstrate
19 proficiency in a language other than English. For purposes of
20 this Section, proficiency in American Sign Language shall be
21 deemed proficiency in a world ~~foreign~~ language for which one
22 year of high school world ~~foreign~~ language credit may be
23 granted. Proficiency shall be determined by academic criteria
24 acceptable to local school boards.

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

2 (105 ILCS 5/10-22.43a) (from Ch. 122, par. 10-22.43a)

3 Sec. 10-22.43a. World Foreign language credit. To award or
4 provide for the awarding of high school credit to high school
5 students who have studied a world foreign language in an
6 approved community-based heritage language ethnic school
7 program. The amount of credit awarded shall be roughly
8 equivalent to the amount of credit the student would have
9 received if he or she had reached the same level of world
10 ~~foreign~~ language proficiency at a public high school as he or
11 she achieved at the community-based heritage language ethnic
12 school. The school board may require a student seeking world
13 ~~foreign~~ language credit under this Section to successfully
14 complete a world foreign language proficiency examination.

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

16 (105 ILCS 5/14-7.02) (from Ch. 122, par. 14-7.02)

17 Sec. 14-7.02. Children attending private special education
18 schools, separate public special education day schools, public
19 out-of-state schools, public school residential facilities, or
20 private special education facilities.

21 (a) The General Assembly recognizes that non-public
22 schools or special education facilities provide an important
23 service in the educational system in Illinois.

24 (b) If a student's individualized education program (IEP)

1 team determines that because of his or her disability the
2 special education program of a district is unable to meet the
3 needs of the child and the child attends a non-public school or
4 special education facility, a public out-of-state school or a
5 special education facility owned and operated by a county
6 government unit that provides special educational services
7 required by the child and is in compliance with the
8 appropriate rules and regulations of the State Superintendent
9 of Education, the school district in which the child is a
10 resident shall pay the actual cost of tuition for special
11 education and related services provided during the regular
12 school term and during the summer school term if the child's
13 educational needs so require, excluding room, board and
14 transportation costs charged the child by that non-public
15 school or special education facility, public out-of-state
16 school or county special education facility, or \$4,500 per
17 year, whichever is less, and shall provide him any necessary
18 transportation. "Nonpublic special education facility" shall
19 include a residential facility, within or without the State of
20 Illinois, which provides special education and related
21 services to meet the needs of the child by utilizing private
22 schools or public schools, whether located on the site or off
23 the site of the residential facility. Resident district
24 financial responsibility and reimbursement applies for both
25 nonpublic special education facilities that are approved by
26 the State Board of Education pursuant to 23 Ill. Adm. Code 401

1 or other applicable laws or rules and for emergency
2 residential placements in nonpublic special education
3 facilities that are not approved by the State Board of
4 Education pursuant to 23 Ill. Adm. Code 401 or other
5 applicable laws or rules, subject to the requirements of this
6 Section.

7 (c) Prior to the placement of a child in an out-of-state
8 special education residential facility, the school district
9 must refer to the child or the child's parent or guardian the
10 option to place the child in a special education residential
11 facility located within this State, if any, that provides
12 treatment and services comparable to those provided by the
13 out-of-state special education residential facility. The
14 school district must review annually the placement of a child
15 in an out-of-state special education residential facility. As
16 a part of the review, the school district must refer to the
17 child or the child's parent or guardian the option to place the
18 child in a comparable special education residential facility
19 located within this State, if any.

20 (c-5) Before a provider that operates a nonpublic special
21 education facility terminates a student's placement in that
22 facility, the provider must request an IEP meeting from the
23 contracting school district. If the provider elects to
24 terminate the student's placement following the IEP meeting,
25 the provider must give written notice to this effect to the
26 parent or guardian, the contracting public school district,

1 and the State Board of Education no later than 20 business days
2 before the date of termination, unless the health and safety
3 of any student are endangered. The notice must include the
4 detailed reasons for the termination and any actions taken to
5 address the reason for the termination.

6 (d) Payments shall be made by the resident school district
7 to the entity providing the educational services, whether the
8 entity is the nonpublic special education facility or the
9 school district wherein the facility is located, no less than
10 once per quarter, unless otherwise agreed to in writing by the
11 parties.

12 (e) A school district may residentially place a student in
13 a nonpublic special education facility providing educational
14 services, but not approved by the State Board of Education
15 pursuant to 23 Ill. Adm. Code 401 or other applicable laws or
16 rules, provided that the State Board of Education provides an
17 emergency and student-specific approval for residential
18 placement. The State Board of Education shall promptly, within
19 10 days after the request, approve a request for emergency and
20 student-specific approval for residential placement if the
21 following have been demonstrated to the State Board of
22 Education:

23 (1) the facility demonstrates appropriate licensure of
24 teachers for the student population;

25 (2) the facility demonstrates age-appropriate
26 curriculum;

1 (3) the facility provides enrollment and attendance
2 data;

3 (4) the facility demonstrates the ability to implement
4 the child's IEP; and

5 (5) the school district demonstrates that it made good
6 faith efforts to residentially place the student in an
7 approved facility, but no approved facility has accepted
8 the student or has availability for immediate residential
9 placement of the student.

10 A resident school district may also submit such proof to the
11 State Board of Education as may be required for its student.
12 The State Board of Education may not unreasonably withhold
13 approval once satisfactory proof is provided to the State
14 Board.

15 (f) If an impartial due process hearing officer who is
16 contracted by the State Board of Education pursuant to this
17 Article orders placement of a student with a disability in a
18 residential facility that is not approved by the State Board
19 of Education, then, for purposes of this Section, the facility
20 shall be deemed approved for placement and school district
21 payments and State reimbursements shall be made accordingly.

22 (g) Emergency residential placement in a facility approved
23 pursuant to subsection (e) or (f) may continue to be utilized
24 so long as (i) the student's IEP team determines annually that
25 such placement continues to be appropriate to meet the
26 student's needs and (ii) at least every 3 years following the

1 student's residential placement, the IEP team reviews
2 appropriate placements approved by the State Board of
3 Education pursuant to 23 Ill. Adm. Code 401 or other
4 applicable laws or rules to determine whether there are any
5 approved placements that can meet the student's needs, have
6 accepted the student, and have availability for placement of
7 the student.

8 (h) The State Board of Education shall promulgate rules
9 and regulations for determining when placement in a private
10 special education facility is appropriate. Such rules and
11 regulations shall take into account the various types of
12 services needed by a child and the availability of such
13 services to the particular child in the public school. In
14 developing these rules and regulations the State Board of
15 Education shall consult with the Advisory Council on Education
16 of Children with Disabilities and hold public hearings to
17 secure recommendations from parents, school personnel, and
18 others concerned about this matter.

19 The State Board of Education shall also promulgate rules
20 and regulations for transportation to and from a residential
21 school. Transportation to and from home to a residential
22 school more than once each school term shall be subject to
23 prior approval by the State Superintendent in accordance with
24 the rules and regulations of the State Board.

25 (i) A school district making tuition payments pursuant to
26 this Section is eligible for reimbursement from the State for

1 the amount of such payments actually made in excess of the
2 district per capita tuition charge for students not receiving
3 special education services. Such reimbursement shall be
4 approved in accordance with Section 14-12.01 and each district
5 shall file its claims, computed in accordance with rules
6 prescribed by the State Board of Education, on forms
7 prescribed by the State Superintendent of Education. Data used
8 as a basis of reimbursement claims shall be for the preceding
9 regular school term and summer school term. Each school
10 district shall transmit its claims to the State Board of
11 Education on or before August 15. However, for claims payable
12 in Fiscal Year 2026, each school district shall transmit its
13 claims to the State Board of Education on or before September
14 15. The State Board of Education, before approving any such
15 claims, shall determine their accuracy and whether they are
16 based upon services and facilities provided under approved
17 programs. Upon approval the State Board shall cause vouchers
18 to be prepared showing the amount due for payment of
19 reimbursement claims to school districts, for transmittal to
20 the State Comptroller on the 30th day of September, December,
21 and March, respectively, and the final voucher, no later than
22 June 20. However, for vouchers payable in Fiscal Year 2026,
23 upon approval the State Board of Education shall cause
24 vouchers to be prepared showing the amount due for payment of
25 reimbursement claims to school districts, for transmittal to
26 the State Comptroller on the 30th day of November, December,

1 and March, respectively, and the final voucher, no later than
2 June 20. If the money appropriated by the General Assembly for
3 such purpose for any year is insufficient, it shall be
4 apportioned on the basis of the claims approved.

5 (j) No child shall be placed in a special education
6 program pursuant to this Section if the tuition cost for
7 special education and related services increases more than 10
8 percent over the tuition cost for the previous school year or
9 exceeds \$4,500 per year unless such costs have been approved
10 by the Illinois Purchased Care Review Board. The Illinois
11 Purchased Care Review Board shall consist of the following
12 persons, or their designees: the Directors of Children and
13 Family Services, Public Health, Healthcare and Family
14 Services, Public Aid, and the Governor's Office of Management
15 and Budget; the Secretary of Human Services and one member
16 designated by the Secretary representing the Division of
17 Developmental Disabilities or the Division of Rehabilitation
18 Services; the State Superintendent of Education; and such
19 other persons as the Governor may designate. The Review Board
20 shall also consist of one non-voting member who is an
21 administrator of a private, nonpublic, special education
22 school, one non-voting member who is an administrator of a
23 separate public special education day school, and one
24 non-voting member from a State agency that administers and
25 provides early childhood education and care programs and
26 services to children and families. The Review Board shall

1 establish rules and regulations for its determination of
2 allowable costs and payments made by local school districts
3 for special education, room and board, and other related
4 services provided by non-public schools, separate public
5 special education day schools, or special education facilities
6 and shall establish uniform standards and criteria which it
7 shall follow. The Review Board shall approve the usual and
8 customary rate or rates of a special education program that
9 (i) is offered by an out-of-state, non-public provider of
10 integrated autism specific educational and autism specific
11 residential services, (ii) offers 2 or more levels of
12 residential care, including at least one locked facility, and
13 (iii) serves 12 or fewer Illinois students.

14 (k) In determining rates based on allowable costs, the
15 Review Board shall consider any wage increases awarded by the
16 General Assembly to front line personnel defined as direct
17 support persons, aides, front-line supervisors, qualified
18 intellectual disabilities professionals, nurses, and
19 non-administrative support staff working in service settings
20 in community-based settings within the State and adjust
21 customary rates or rates of a special education program to be
22 equitable to the wage increase awarded to similar staff
23 positions in a community residential setting. Any wage
24 increase awarded by the General Assembly to front line
25 personnel defined as direct support persons, aides, front-line
26 supervisors, qualified intellectual disabilities

1 professionals, nurses, and non-administrative support staff
2 working in community-based settings within the State,
3 including the \$0.75 per hour increase contained in Public Act
4 100-23 and the \$0.50 per hour increase included in Public Act
5 100-23, shall also be a basis for any facility covered by this
6 Section to appeal its rate before the Review Board under the
7 process defined in Title 89, Part 900, Section 340 of the
8 Illinois Administrative Code. Illinois Administrative Code
9 Title 89, Part 900, Section 342 shall be updated to recognize
10 wage increases awarded to community-based settings to be a
11 basis for appeal. However, any wage increase that is captured
12 upon appeal from a previous year shall not be counted by the
13 Review Board as revenue for the purpose of calculating a
14 facility's future rate.

15 (l) Any definition used by the Review Board in
16 administrative rule or policy to define "related
17 organizations" shall include any and all exceptions contained
18 in federal law or regulation as it pertains to the federal
19 definition of "related organizations".

20 (m) The Review Board shall establish uniform definitions
21 and criteria for accounting separately by special education,
22 room and board and other related services costs. The Board
23 shall also establish guidelines for the coordination of
24 services and financial assistance provided by all State
25 agencies to assure that no otherwise qualified child with a
26 disability receiving services under Article 14 shall be

1 excluded from participation in, be denied the benefits of or
2 be subjected to discrimination under any program or activity
3 provided by any State agency.

4 (n) The Review Board shall review the costs for special
5 education and related services provided by non-public schools,
6 separate public special education day schools, or special
7 education facilities and shall approve or disapprove such
8 facilities in accordance with the rules and regulations
9 established by it with respect to allowable costs.

10 (o) The State Board of Education shall provide
11 administrative and staff support for the Review Board as
12 deemed reasonable by the State Superintendent of Education.
13 This support shall not include travel expenses or other
14 compensation for any Review Board member other than the State
15 Superintendent of Education.

16 (p) The Review Board shall seek the advice of the Advisory
17 Council on Education of Children with Disabilities on the
18 rules and regulations to be promulgated by it relative to
19 providing special education services.

20 (q) If a child has been placed in a program in which the
21 actual per pupil costs of tuition for special education and
22 related services based on program enrollment, excluding room,
23 board and transportation costs, exceed \$4,500 and such costs
24 have been approved by the Review Board, the district shall pay
25 such total costs which exceed \$4,500. A district making such
26 tuition payments in excess of \$4,500 pursuant to this Section

1 shall be responsible for an amount in excess of \$4,500 equal to
2 the district per capita tuition charge and shall be eligible
3 for reimbursement from the State for the amount of such
4 payments actually made in excess of the district's per capita
5 tuition charge for students not receiving special education
6 services. If a child has been placed in a private special
7 education school, separate public special education day
8 school, or private special education facility, a district
9 making tuition payments in excess of \$4,500 pursuant to this
10 Section shall be responsible for an amount in excess of \$4,500
11 equal to 2 times the district's per capita tuition charge and
12 shall be eligible for reimbursement from the State for the
13 amount of such payments actually made in excess of 2 times the
14 district's per capita tuition charge for students not
15 receiving special education services.

16 (r) If a child has been placed in an approved individual
17 program and the tuition costs including room and board costs
18 have been approved by the Review Board, then such room and
19 board costs shall be paid by the appropriate State agency
20 subject to the provisions of Section 14-8.01 of this Act. Room
21 and board costs not provided by a State agency other than the
22 State Board of Education shall be provided by the State Board
23 of Education on a current basis. In no event, however, shall
24 the State's liability for funding of these tuition costs begin
25 until after the legal obligations of third party payors have
26 been subtracted from such costs. If the money appropriated by

1 the General Assembly for such purpose for any year is
2 insufficient, it shall be apportioned on the basis of the
3 claims approved. Each district shall submit estimated claims
4 to the State Superintendent of Education. Upon approval of
5 such claims, the State Superintendent of Education shall
6 direct the State Comptroller to make payments on a monthly
7 basis. The frequency for submitting estimated claims and the
8 method of determining payment shall be prescribed in rules and
9 regulations adopted by the State Board of Education. Such
10 current state reimbursement shall be reduced by an amount
11 equal to the proceeds which the child or child's parents are
12 eligible to receive under any public or private insurance or
13 assistance program. Nothing in this Section shall be construed
14 as relieving an insurer or similar third party from an
15 otherwise valid obligation to provide or to pay for services
16 provided to a child with a disability.

17 (s) If it otherwise qualifies, a school district is
18 eligible for the transportation reimbursement under Section
19 14-13.01 and for the reimbursement of tuition payments under
20 this Section whether the non-public school or special
21 education facility, public out-of-state school or county
22 special education facility, attended by a child who resides in
23 that district and requires special educational services, is
24 within or outside of the State of Illinois. However, a
25 district is not eligible to claim transportation reimbursement
26 under this Section unless the district certifies to the State

1 Superintendent of Education that the district is unable to
2 provide special educational services required by the child for
3 the current school year.

4 (t) Nothing in this Section authorizes the reimbursement
5 of a school district for the amount paid for tuition of a child
6 attending a non-public school or special education facility, a
7 public special education facility, a public out-of-state
8 school, or a county special education facility unless the
9 school district certifies to the State Superintendent of
10 Education that the special education program of that district
11 is unable to meet the needs of that child because of the
12 child's disability and the State Superintendent of Education
13 finds that the school district is in substantial compliance
14 with Section 14-4.01. However, if a child is unilaterally
15 placed by a State agency or any court in a non-public school or
16 special education facility, public out-of-state school, or
17 county special education facility, a school district shall not
18 be required to certify to the State Superintendent of
19 Education, for the purpose of tuition reimbursement, that the
20 special education program of that district is unable to meet
21 the needs of a child because of his or her disability.

22 (u) Any educational or related services provided, pursuant
23 to this Section in a non-public school or special education
24 facility or a special education facility owned and operated by
25 a county government unit shall be at no cost to the parent or
26 guardian of the child. However, current law and practices

1 relative to contributions by parents or guardians for costs
2 other than educational or related services are not affected by
3 this amendatory Act of 1978.

4 (v) Reimbursement for children attending public school
5 residential facilities shall be made in accordance with the
6 provisions of this Section.

7 (w) Notwithstanding any other provision of law, any school
8 district receiving a payment under this Section or under
9 Section 14-7.02b, 14-13.01, or 29-5 of this Code may classify
10 all or a portion of the funds that it receives in a particular
11 fiscal year or from general State aid pursuant to Section
12 18-8.05 of this Code as funds received in connection with any
13 funding program for which it is entitled to receive funds from
14 the State in that fiscal year (including, without limitation,
15 any funding program referenced in this Section), regardless of
16 the source or timing of the receipt. The district may not
17 classify more funds as funds received in connection with the
18 funding program than the district is entitled to receive in
19 that fiscal year for that program. Any classification by a
20 district must be made by a resolution of its board of
21 education. The resolution must identify the amount of any
22 payments or general State aid to be classified under this
23 paragraph and must specify the funding program to which the
24 funds are to be treated as received in connection therewith.
25 This resolution is controlling as to the classification of
26 funds referenced therein. A certified copy of the resolution

1 must be sent to the State Superintendent of Education. The
2 resolution shall still take effect even though a copy of the
3 resolution has not been sent to the State Superintendent of
4 Education in a timely manner. No classification under this
5 paragraph by a district shall affect the total amount or
6 timing of money the district is entitled to receive under this
7 Code. No classification under this paragraph by a district
8 shall in any way relieve the district from or affect any
9 requirements that otherwise would apply with respect to that
10 funding program, including any accounting of funds by source,
11 reporting expenditures by original source and purpose,
12 reporting requirements, or requirements of providing services.

13 (x) The State Board of Education may adopt such rules as
14 may be necessary to implement this Section.

15 (Source: P.A. 103-175, eff. 6-30-23; 103-546, eff. 8-11-23;
16 103-605, eff. 7-1-24; 103-644, eff. 7-1-24; 104-2, eff.
17 6-16-25.)

18 (105 ILCS 5/18-8.15)

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

21 (a) General provisions.

22 (1) The purpose of this Section is to ensure that, by
23 June 30, 2027 and beyond, this State has a kindergarten
24 through grade 12 public education system with the capacity
25 to ensure the educational development of all persons to

1 the limits of their capacities in accordance with Section
2 1 of Article X of the Constitution of the State of
3 Illinois. To accomplish that objective, this Section
4 creates a method of funding public education that is
5 evidence-based; is sufficient to ensure every student
6 receives a meaningful opportunity to learn irrespective of
7 race, ethnicity, sexual orientation, gender, or
8 community-income level; and is sustainable and
9 predictable. When fully funded under this Section, every
10 school shall have the resources, based on what the
11 evidence indicates is needed, to:

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

19 (B) ensure all students receive the education they
20 need to graduate from high school with the skills
21 required to pursue post-secondary education and
22 training for a rewarding career;

23 (C) reduce, with a goal of eliminating, the
24 achievement gap between at-risk and non-at-risk
25 students by raising the performance of at-risk
26 students and not by reducing standards; and

1 (D) ensure this State satisfies its obligation to
2 assume the primary responsibility to fund public
3 education and simultaneously relieve the
4 disproportionate burden placed on local property taxes
5 to fund schools.

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

14 (A) First, the model calculates a unique Adequacy
15 Target for each Organizational Unit in this State that
16 considers the costs to implement research-based
17 activities, the unit's student demographics, and
18 regional wage differences.

19 (B) Second, the model calculates each
20 Organizational Unit's Local Capacity, or the amount
21 each Organizational Unit is assumed to contribute
22 toward its Adequacy Target from local resources.

23 (C) Third, the model calculates how much funding
24 the State currently contributes to the Organizational
25 Unit and adds that to the unit's Local Capacity to
26 determine the unit's overall current adequacy of

1 funding.

2 (D) Finally, the model's distribution method
3 allocates new State funding to those Organizational
4 Units that are least well-funded, considering both
5 Local Capacity and State funding, in relation to their
6 Adequacy Target.

7 (3) An Organizational Unit receiving any funding under
8 this Section may apply those funds to any fund so received
9 for which that Organizational Unit is authorized to make
10 expenditures by law.

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

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

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

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

19 "Adjusted Operating Tax Rate" means a tax rate for all
20 Organizational Units, for which the State Superintendent
21 shall calculate and subtract for the Operating Tax Rate a
22 transportation rate based on total expenses for
23 transportation services under this Code, as reported on
24 the most recent Annual Financial Report in Pupil
25 Transportation Services, function 2550 in both the
26 Education and Transportation funds and functions 4110 and

1 4120 in the Transportation fund, less any corresponding
2 fiscal year State of Illinois scheduled payments excluding
3 net adjustments for prior years for regular, vocational,
4 or special education transportation reimbursement pursuant
5 to Section 29-5 or subsection (b) of Section 14-13.01 of
6 this Code divided by the Adjusted EAV. If an
7 Organizational Unit's corresponding fiscal year State of
8 Illinois scheduled payments excluding net adjustments for
9 prior years for regular, vocational, or special education
10 transportation reimbursement pursuant to Section 29-5 or
11 subsection (b) of Section 14-13.01 of this Code exceed the
12 total transportation expenses, as defined in this
13 paragraph, no transportation rate shall be subtracted from
14 the Operating Tax Rate.

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

17 "Alternative School" means a public school that is
18 created and operated by a regional superintendent of
19 schools and approved by the State Board.

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

22 "Assessment" means any of those benchmark, progress
23 monitoring, formative, diagnostic, and other assessments,
24 in addition to the State accountability assessment, that
25 assist teachers' needs in understanding the skills and
26 meeting the needs of the students they serve.

1 "Assistant principal" means a school administrator
2 duly endorsed to be employed as an assistant principal in
3 this State.

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

13 "Average Student Enrollment" or "ASE" for fiscal year
14 2018 means, for an Organizational Unit, the greater of the
15 average number of students (grades K through 12) reported
16 to the State Board as enrolled in the Organizational Unit
17 on October 1 in the immediately preceding school year,
18 plus the pre-kindergarten students who receive special
19 education services of 2 or more hours a day as reported to
20 the State Board on December 1 in the immediately preceding
21 school year, or the average number of students (grades K
22 through 12) reported to the State Board as enrolled in the
23 Organizational Unit on October 1, plus the
24 pre-kindergarten students who receive special education
25 services of 2 or more hours a day as reported to the State
26 Board on December 1, for each of the immediately preceding

1 3 school years. For fiscal year 2019 and each subsequent
2 fiscal year, "Average Student Enrollment" or "ASE" means,
3 for an Organizational Unit, the greater of the average
4 number of students (grades K through 12) reported to the
5 State Board as enrolled in the Organizational Unit on
6 October 1 and March 1 in the immediately preceding school
7 year, plus the pre-kindergarten students who receive
8 special education services as reported to the State Board
9 on October 1 and March 1 in the immediately preceding
10 school year, or the average number of students (grades K
11 through 12) reported to the State Board as enrolled in the
12 Organizational Unit on October 1 and March 1, plus the
13 pre-kindergarten students who receive special education
14 services as reported to the State Board on October 1 and
15 March 1, for each of the immediately preceding 3 school
16 years. For the purposes of this definition, "enrolled in
17 the Organizational Unit" means the number of students
18 reported to the State Board who are enrolled in schools
19 within the Organizational Unit that the student attends or
20 would attend if not placed or transferred to another
21 school or program to receive needed services. For the
22 purposes of calculating "ASE", all students, grades K
23 through 12, excluding those attending kindergarten for a
24 half day and students attending an alternative education
25 program operated by a regional office of education or
26 intermediate service center, shall be counted as 1.0. All

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

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

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

24 "Base Funding Minimum" is defined in subsection (e) of
25 this Section.

26 "Base Tax Year" means the property tax levy year used

1 to calculate the Budget Year allocation of primary State
2 aid.

3 "Base Tax Year's Extension" means the product of the
4 equalized assessed valuation utilized by the county clerk
5 in the Base Tax Year multiplied by the limiting rate as
6 calculated by the county clerk and defined in PTELL.

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

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

18 "Central office" means individual administrators and
19 support service personnel charged with managing the
20 instructional programs, business and operations, and
21 security of the Organizational Unit.

22 "Comparable Wage Index" or "CWI" means a regional cost
23 differentiation metric that measures systemic, regional
24 variations in the salaries of college graduates who are
25 not educators. The CWI utilized for this Section shall,
26 for the first 3 years of Evidence-Based Funding

1 implementation, be the CWI initially developed by the
2 National Center for Education Statistics, as most recently
3 updated by Texas A & M University. For State Fiscal Year
4 2026 ~~In the fourth~~ and subsequent fiscal years of
5 Evidence-Based Funding ~~implementation~~, the State
6 Superintendent shall re-determine the CWI using the
7 methodology identified in a comparable wage index study
8 developed by the University of Illinois, with adjustments
9 made no less frequently than once every 5 fiscal years.

10 "Computer technology and equipment" means computers
11 servers, notebooks, network equipment, copiers, printers,
12 instructional software, security software, curriculum
13 management courseware, and other similar materials and
14 equipment.

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

1 equipment adequacy elements.

2 "Core subject" means mathematics; science; reading,
3 English, writing, and language arts; history and social
4 studies; world languages; and subjects taught as Advanced
5 Placement in high schools.

6 "Core teacher" means a regular classroom teacher in
7 elementary schools and teachers of a core subject in
8 middle and high schools.

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

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

21 "EAV" means equalized assessed valuation as defined in
22 paragraph (2) of subsection (d) of this Section and
23 calculated in accordance with paragraph (3) of subsection
24 (d) of this Section.

25 "ECI" means the Bureau of Labor Statistics' national
26 employment cost index for civilian workers in educational

1 services in elementary and secondary schools on a
2 cumulative basis for the 12-month calendar year preceding
3 the fiscal year of the Evidence-Based Funding calculation.

4 "EIS Data" means the employment information system
5 data maintained by the State Board on educators within
6 Organizational Units.

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

13 "English learner" or "EL" means a child included in
14 the definition of "English learners" under Section 14C-2
15 of this Code participating in a program of transitional
16 bilingual education or a transitional program of
17 instruction meeting the requirements and program
18 application procedures of Article 14C of this Code. For
19 the purposes of collecting the number of EL students
20 enrolled, the same collection and calculation methodology
21 as defined above for "ASE" shall apply to English
22 learners, with the exception that EL student enrollment
23 shall include students in grades pre-kindergarten through
24 12.

25 "Essential Elements" means those elements, resources,
26 and educational programs that have been identified through

1 academic research as necessary to improve student success,
2 improve academic performance, close achievement gaps, and
3 provide for other per student costs related to the
4 delivery and leadership of the Organizational Unit, as
5 well as the maintenance and operations of the unit, and
6 which are specified in paragraph (2) of subsection (b) of
7 this Section.

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

10 "Extended day" means academic and enrichment programs
11 provided to students outside the regular school day before
12 and after school or during non-instructional times during
13 the school day.

14 "Extension Limitation Ratio" means a numerical ratio
15 in which the numerator is the Base Tax Year's Extension
16 and the denominator is the Preceding Tax Year's Extension.

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

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

21 "Full-time equivalent" or "FTE" means the full-time
22 equivalency compensation for staffing the relevant
23 position at an Organizational Unit.

24 "Funding Gap" is defined in paragraph (1) of
25 subsection (g).

26 "Hybrid District" means a partial elementary unit

1 district created pursuant to Article 11E of this Code.

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

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

19 "Instructional materials" means relevant
20 instructional materials for student instruction,
21 including, but not limited to, textbooks, consumable
22 workbooks, laboratory equipment, library books, and other
23 similar materials.

24 "Laboratory School" means a public school that is
25 created and operated by a public university and approved
26 by the State Board.

1 "Librarian" means a teacher with an endorsement as a
2 library information specialist or another individual whose
3 primary responsibility is overseeing library resources
4 within an Organizational Unit.

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

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

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

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

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

15 "Low-Income Count" means, for an Organizational Unit
16 in a fiscal year, the higher of the average number of
17 students for the prior school year or the immediately
18 preceding 3 school years who, as of July 1 of the
19 immediately preceding fiscal year (as determined by the
20 Department of Human Services), are eligible for at least
21 one of the following low-income programs: Medicaid, the
22 Children's Health Insurance Program, Temporary Assistance
23 for Needy Families (TANF), or the Supplemental Nutrition
24 Assistance Program, excluding pupils who are eligible for
25 services provided by the Department of Children and Family
26 Services. Until such time that grade level low-income

1 populations become available, grade level low-income
2 populations shall be determined by applying the low-income
3 percentage to total student enrollments by grade level.
4 The low-income percentage is determined by dividing the
5 Low-Income Count by the Average Student Enrollment. The
6 low-income percentage for a regional office of education
7 or an intermediate service center operating one or more
8 alternative education programs must be set to the weighted
9 average of the low-income percentages of all of the school
10 districts in the service region. The weighted low-income
11 percentage is the result of multiplying the low-income
12 percentage of each school district served by the regional
13 office of education or intermediate service center by each
14 school district's Average Student Enrollment, summarizing
15 those products and dividing the total by the total Average
16 Student Enrollment for the service region.

17 "Maintenance and operations" means custodial services,
18 facility and ground maintenance, facility operations,
19 facility security, routine facility repairs, and other
20 similar services and functions.

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

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

26 "New State Funds" means, for a given school year, all

1 State funds appropriated for Evidence-Based Funding in
2 excess of the amount needed to fund the Base Funding
3 Minimum for all Organizational Units in that school year.

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

9 "Operating Tax Rate" means the rate utilized in the
10 previous year to extend property taxes for all purposes,
11 except Bond and Interest, Summer School, Rent, Capital
12 Improvement, and Vocational Education Building purposes.
13 For Hybrid Districts, the Operating Tax Rate shall be the
14 combined elementary and high school rates 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 "Organizational Unit" means a Laboratory School or any
19 public school district that is recognized as such by the
20 State Board and that contains elementary schools typically
21 serving kindergarten through 5th grades, middle schools
22 typically serving 6th through 8th grades, high schools
23 typically serving 9th through 12th grades, a program
24 established under Section 2-3.66 or 2-3.41, or a program
25 operated by a regional office of education or an
26 intermediate service center under Article 13A or 13B. The

1 General Assembly acknowledges that the actual grade levels
2 served by a particular Organizational Unit may vary
3 slightly from what is typical.

4 "Organizational Unit CWI" is determined by calculating
5 the CWI in the region and original county in which an
6 Organizational Unit's primary administrative office is
7 located as set forth in this paragraph, provided that if
8 the Organizational Unit CWI as calculated in accordance
9 with this paragraph is less than 0.9, the Organizational
10 Unit CWI shall be increased to 0.9. Each county's current
11 CWI value shall be adjusted based on the CWI value of that
12 county's neighboring Illinois counties, to create a
13 "weighted adjusted index value". This shall be calculated
14 by summing the CWI values of all of a county's adjacent
15 Illinois counties and dividing by the number of adjacent
16 Illinois counties, then taking the weighted value of the
17 original county's CWI value and the adjacent Illinois
18 county average. To calculate this weighted value, if the
19 number of adjacent Illinois counties is greater than 2,
20 the original county's CWI value will be weighted at 0.25
21 and the adjacent Illinois county average will be weighted
22 at 0.75. If the number of adjacent Illinois counties is 2,
23 the original county's CWI value will be weighted at 0.33
24 and the adjacent Illinois county average will be weighted
25 at 0.66. The greater of the county's current CWI value and
26 its weighted adjusted index value shall be used as the

1 Organizational Unit CWI.

2 "Preceding Tax Year" means the property tax levy year
3 immediately preceding the Base Tax Year.

4 "Preceding Tax Year's Extension" means the product of
5 the equalized assessed valuation utilized by the county
6 clerk in the Preceding Tax Year multiplied by the
7 Operating Tax Rate.

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

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

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

14 "Professional development" means training programs for
15 licensed staff in schools, including, but not limited to,
16 programs that assist in implementing new curriculum
17 programs, provide data focused or academic assessment data
18 training to help staff identify a student's weaknesses and
19 strengths, target interventions, improve instruction,
20 encompass instructional strategies for English learner,
21 gifted, or at-risk students, address inclusivity, cultural
22 sensitivity, or implicit bias, or otherwise provide
23 professional support for licensed staff.

24 "Prototypical" means 450 special education
25 pre-kindergarten and kindergarten through grade 5 students
26 for an elementary school, 450 grade 6 through 8 students

1 for a middle school, and 600 grade 9 through 12 students
2 for a high school.

3 "PTELL" means the Property Tax Extension Limitation
4 Law.

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

7 "Pupil support staff" means a nurse, psychologist,
8 social worker, family liaison personnel, or other staff
9 member who provides support to at-risk or struggling
10 students.

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

13 "Regionalization Factor" means, for a particular
14 Organizational Unit, the figure derived by dividing the
15 Organizational Unit CWI by the Statewide Weighted CWI.

16 "School counselor" means a licensed school counselor
17 who provides guidance and counseling support for students
18 within an Organizational Unit.

19 "School site staff" means the primary school secretary
20 and any additional clerical personnel assigned to a
21 school.

22 "Special education" means special educational
23 facilities and services, as defined in Section 14-1.08 of
24 this Code.

25 "Special Education Allocation" means the amount of an
26 Organizational Unit's final Adequacy Target attributable

1 to special education divided by the Organizational Unit's
2 final Adequacy Target, the product of which shall be
3 multiplied by the amount of new funding received pursuant
4 to this Section. An Organizational Unit's final Adequacy
5 Target attributable to special education shall include all
6 special education investment adequacy elements.

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

14 "Specially Funded Unit" means an Alternative School,
15 safe school, Department of Juvenile Justice school,
16 special education cooperative or entity recognized by the
17 State Board as a special education cooperative,
18 State-approved charter school, or alternative learning
19 opportunities program that received direct funding from
20 the State Board during the 2016-2017 school year through
21 any of the funding sources included within the calculation
22 of the Base Funding Minimum or Glenwood Academy.

23 "Supplemental Grant Funding" means supplemental
24 general State aid funding received by an Organizational
25 Unit during the 2016-2017 school year pursuant to
26 subsection (H) of Section 18-8.05 of this Code (now

1 repealed).

2 "State Adequacy Level" is the sum of the Adequacy
3 Targets of all Organizational Units.

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

5 "State Superintendent" means the State Superintendent
6 of Education.

7 "Statewide Weighted CWI" means a figure determined by
8 multiplying each Organizational Unit CWI times the ASE for
9 that Organizational Unit creating a weighted value,
10 summing all Organizational Units' weighted values, and
11 dividing by the total ASE of all Organizational Units,
12 thereby creating an average weighted index.

13 "Student activities" means non-credit producing
14 after-school programs, including, but not limited to,
15 clubs, bands, sports, and other activities authorized by
16 the school board of the Organizational Unit.

17 "Substitute teacher" means an individual teacher or
18 teaching assistant who is employed by an Organizational
19 Unit and is temporarily serving the Organizational Unit on
20 a per diem or per period-assignment basis to replace
21 another staff member.

22 "Summer school" means academic and enrichment programs
23 provided to students during the summer months outside of
24 the regular school year.

25 "Supervisory aide" means a non-licensed staff member
26 who helps in supervising students of an Organizational

1 Unit, but does so outside of the classroom, in situations
2 such as, but not limited to, monitoring hallways and
3 playgrounds, supervising lunchrooms, or supervising
4 students when being transported in buses serving the
5 Organizational Unit.

6 "Target Ratio" is defined in paragraph (4) of
7 subsection (g).

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

10 "Tier 1 Aggregate Funding", "Tier 2 Aggregate
11 Funding", "Tier 3 Aggregate Funding", and "Tier 4
12 Aggregate Funding" are defined in paragraph (1) of
13 subsection (g).

14 (b) Adequacy Target calculation.

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

21 (2) The Essential Elements are attributable on a pro
22 rata basis related to defined subgroups of the ASE of each
23 Organizational Unit as specified in this paragraph (2),
24 with investments and FTE positions pro rata funded based
25 on ASE counts in excess of or less than the thresholds set
26 forth in this paragraph (2). The method for calculating

1 attributable pro rata costs and the defined subgroups
2 thereto are as follows:

3 (A) Core class size investments. Each
4 Organizational Unit shall receive the funding required
5 to support that number of FTE core teacher positions
6 as is needed to keep the respective class sizes of the
7 Organizational Unit to the following maximum numbers:

8 (i) For grades kindergarten through 3, the
9 Organizational Unit shall receive funding required
10 to support one FTE core teacher position for every
11 15 Low-Income Count students in those grades and
12 one FTE core teacher position for every 20
13 non-Low-Income Count students in those grades.

14 (ii) For grades 4 through 12, the
15 Organizational Unit shall receive funding required
16 to support one FTE core teacher position for every
17 20 Low-Income Count students in those grades and
18 one FTE core teacher position for every 25
19 non-Low-Income Count students in those grades.

20 The number of non-Low-Income Count students in a
21 grade shall be determined by subtracting the
22 Low-Income students in that grade from the ASE of the
23 Organizational Unit for that grade.

24 (B) Specialist teacher investments. Each
25 Organizational Unit shall receive the funding needed
26 to cover that number of FTE specialist teacher

1 positions that correspond to the following
2 percentages:

3 (i) if the Organizational Unit operates an
4 elementary or middle school, then 20.00% of the
5 number of the Organizational Unit's core teachers,
6 as determined under subparagraph (A) of this
7 paragraph (2); and

8 (ii) if such Organizational Unit operates a
9 high school, then 33.33% of the number of the
10 Organizational Unit's core teachers.

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

17 (D) Core intervention teacher (tutor) investments.
18 Each Organizational Unit shall receive the funding
19 needed to cover one FTE teacher position for each
20 prototypical elementary, middle, and high school.

21 (E) Substitute teacher investments. Each
22 Organizational Unit shall receive the funding needed
23 to cover substitute teacher costs that is equal to
24 5.70% of the minimum pupil attendance days required
25 under Section 10-19 of this Code for all full-time
26 equivalent core, specialist, and intervention

1 teachers, school nurses, special education teachers
2 and instructional assistants, instructional
3 facilitators, and summer school and extended day
4 teacher positions, as determined under this paragraph
5 (2), at a salary rate of 33.33% of the average salary
6 for grade K through 12 teachers and 33.33% of the
7 average salary of each instructional assistant
8 position.

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

18 (G) Nurse investments. Each Organizational Unit
19 shall receive the funding needed to cover one FTE
20 nurse for each 750 combined ASE of pre-kindergarten
21 children with disabilities and all kindergarten
22 through grade 12 students across all grade levels it
23 serves.

24 (H) Supervisory aide investments. Each
25 Organizational Unit shall receive the funding needed
26 to cover one FTE for each 225 combined ASE of

1 pre-kindergarten children with disabilities and all
2 kindergarten through grade 5 students, plus one FTE
3 for each 225 ASE middle school students, plus one FTE
4 for each 200 ASE high school students.

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

12 (J) Principal investments. Each Organizational
13 Unit shall receive the funding needed to cover one FTE
14 principal position for each prototypical elementary
15 school, plus one FTE principal position for each
16 prototypical middle school, plus one FTE principal
17 position for each prototypical high school.

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

25 (L) School site staff investments. Each
26 Organizational Unit shall receive the funding needed

1 for one FTE position for each 225 ASE of
2 pre-kindergarten children with disabilities and all
3 kindergarten through grade 5 students, plus one FTE
4 position for each 225 ASE middle school students, plus
5 one FTE position for each 200 ASE high school
6 students.

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

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

17 (O) Instructional material investments. Each
18 Organizational Unit shall receive \$190 per student of
19 the combined ASE of pre-kindergarten children with
20 disabilities and all kindergarten through grade 12
21 students to cover instructional material costs.

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

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

24 (R) Student activities investments. Each
25 Organizational Unit shall receive the following
26 funding amounts to cover student activities: \$100 per

1 kindergarten through grade 5 ASE student in elementary
2 school, plus \$200 per ASE student in middle school,
3 plus \$675 per ASE student in high school.

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

14 (T) Central office investments. Each
15 Organizational Unit shall receive \$742 per student of
16 the combined ASE of pre-kindergarten children with
17 disabilities and all kindergarten through grade 12
18 students to cover central office operations, including
19 administrators and classified personnel charged with
20 managing the instructional programs, business and
21 operations of the school district, and security
22 personnel. The proportion of salary for the
23 application of a Regionalization Factor and the
24 calculation of benefits is equal to \$368.48.

25 (U) Employee benefit investments. Each
26 Organizational Unit shall receive 30% of the total of

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

1 may require for the calculations set forth in this
2 subparagraph (U).

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

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

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

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

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

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

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

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

26 (iii) one FTE extended day teacher position

1 for every 120 English learner students;

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

4 (v) one FTE core teacher position for every
5 100 English learner students.

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

10 (i) one FTE teacher position for every 141
11 combined ASE of pre-kindergarten children with
12 disabilities and all kindergarten through grade 12
13 students;

14 (ii) one FTE instructional assistant for every
15 141 combined ASE of pre-kindergarten children with
16 disabilities and all kindergarten through grade 12
17 students; and

18 (iii) one FTE psychologist position for every
19 1,000 combined ASE of pre-kindergarten children
20 with disabilities and all kindergarten through
21 grade 12 students.

22 (3) For calculating the salaries included within the
23 Essential Elements, the State Superintendent shall
24 annually calculate average salaries to the nearest dollar
25 using the employment information system data maintained by
26 the State Board, limited to public schools only and

1 excluding special education and vocational cooperatives,
2 schools operated by the Department of Juvenile Justice,
3 and charter schools, for the following positions:

4 (A) Teacher for grades K through 8.

5 (B) Teacher for grades 9 through 12.

6 (C) Teacher for grades K through 12.

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

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

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

10 (G) Social worker.

11 (H) Psychologist.

12 (I) Librarian.

13 (J) Nurse.

14 (K) Principal.

15 (L) Assistant principal.

16 For the purposes of this paragraph (3), "teacher"
17 includes core teachers, specialist and elective teachers,
18 instructional facilitators, tutors, special education
19 teachers, pupil support staff teachers, English learner
20 teachers, extended day teachers, and summer school
21 teachers. Where specific grade data is not required for
22 the Essential Elements, the average salary for
23 corresponding positions shall apply. For substitute
24 teachers, the average teacher salary for grades K through
25 12 shall apply.

26 For calculating the salaries included within the

1 Essential Elements for positions not included within EIS
2 Data, the following salaries shall be used in the first
3 year of implementation of Evidence-Based Funding:

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

5 (ii) non-instructional assistant, instructional
6 assistant, library aide, library media tech, or
7 supervisory aide: \$25,000.

8 In the second and subsequent years of implementation
9 of Evidence-Based Funding, the amounts in items (i) and
10 (ii) of this paragraph (3) shall annually increase by the
11 ECI.

12 The salary amounts for the Essential Elements
13 determined pursuant to subparagraphs (A) through (L), (S)
14 and (T), and (V) through (X) of paragraph (2) of
15 subsection (b) of this Section shall be multiplied by a
16 Regionalization Factor.

17 (c) Local Capacity calculation.

18 (1) Each Organizational Unit's Local Capacity
19 represents an amount of funding it is assumed to
20 contribute toward its Adequacy Target for purposes of the
21 Evidence-Based Funding formula calculation. "Local
22 Capacity" means either (i) the Organizational Unit's Local
23 Capacity Target as calculated in accordance with paragraph
24 (2) of this subsection (c) if its Real Receipts are equal
25 to or less than its Local Capacity Target or (ii) the
26 Organizational Unit's Adjusted Local Capacity, as

1 calculated in accordance with paragraph (3) of this
2 subsection (c) if Real Receipts are more than its Local
3 Capacity Target.

4 (2) "Local Capacity Target" means, for an
5 Organizational Unit, that dollar amount that is obtained
6 by multiplying its Adequacy Target by its Local Capacity
7 Ratio.

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

18 (B) An Organizational Unit's Local Capacity Ratio
19 in a given year is the percentage obtained by dividing
20 its Adjusted EAV or PTELL EAV, whichever is less, by
21 its Adequacy Target, with the resulting ratio further
22 adjusted as follows:

23 (i) for Organizational Units serving grades
24 kindergarten through 12 and Hybrid Districts, no
25 further adjustments shall be made;

26 (ii) for Organizational Units serving grades

1 kindergarten through 8, the ratio shall be
2 multiplied by 9/13;

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

6 (iv) for an Organizational Unit with a
7 different grade configuration than those specified
8 in items (i) through (iii) of this subparagraph
9 (B), the State Superintendent shall determine a
10 comparable adjustment based on the grades served.

11 (C) The Local Capacity Percentage is equal to the
12 percentile ranking of the district. Local Capacity
13 Percentage converts each Organizational Unit's Local
14 Capacity Ratio to a cumulative distribution resulting
15 in a percentile ranking to determine each
16 Organizational Unit's relative position to all other
17 Organizational Units in this State. The Local Capacity
18 Percentage cumulative distribution resulting in a
19 percentile ranking for each Organizational Unit shall
20 be calculated using the standard normal distribution
21 of the score in relation to the weighted mean and
22 weighted standard deviation and Local Capacity Ratios
23 of all Organizational Units. If the value assigned to
24 any Organizational Unit is in excess of 90%, the value
25 shall be adjusted to 90%. For Laboratory Schools, the
26 Local Capacity Percentage shall be set at 10% in

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

25 (D) For any Organizational Unit, the
26 Organizational Unit's Adjusted Local Capacity Target

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

17 (3) If an Organizational Unit's Real Receipts are more
18 than its Local Capacity Target, then its Local Capacity
19 shall equal an Adjusted Local Capacity Target as
20 calculated in accordance with this paragraph (3). The
21 Adjusted Local Capacity Target is calculated as the sum of
22 the Organizational Unit's Local Capacity Target and its
23 Real Receipts Adjustment. The Real Receipts Adjustment
24 equals the Organizational Unit's Real Receipts less its
25 Local Capacity Target, with the resulting figure
26 multiplied by the Local Capacity Percentage.

1 As used in this paragraph (3), "Real Percent of
2 Adequacy" means the sum of an Organizational Unit's Real
3 Receipts, CPPRT, and Base Funding Minimum, with the
4 resulting figure divided by the Organizational Unit's
5 Adequacy Target.

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

8 (1) An Organizational Unit's Real Receipts are the
9 product of its Applicable Tax Rate and its Adjusted EAV.
10 An Organizational Unit's Applicable Tax Rate is its
11 Adjusted Operating Tax Rate for property within the
12 Organizational Unit.

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

22 (3) To calculate Real Receipts and EAV, the Department
23 of Revenue shall supply to the State Superintendent the
24 value as equalized or assessed by the Department of
25 Revenue of all taxable property of every Organizational
26 Unit, together with (i) the applicable tax rate used in

1 extending taxes for the funds of the Organizational Unit
2 as of September 30 of the previous year and (ii) the
3 limiting rate for all Organizational Units subject to
4 property tax extension limitations as imposed under PTELL.

5 (A) The Department of Revenue shall add to the
6 equalized assessed value of all taxable property of
7 each Organizational Unit situated entirely or
8 partially within a county that is or was subject to the
9 provisions of Section 15-176 or 15-177 of the Property
10 Tax Code (i) an amount equal to the total amount by
11 which the homestead exemption allowed under Section
12 15-176 or 15-177 of the Property Tax Code for real
13 property situated in that Organizational Unit exceeds
14 the total amount that would have been allowed in that
15 Organizational Unit if the maximum reduction under
16 Section 15-176 was (I) \$4,500 in Cook County or \$3,500
17 in all other counties in tax year 2003 or (II) \$5,000
18 in all counties in tax year 2004 and thereafter and
19 (ii) an amount equal to the aggregate amount for the
20 taxable year of all additional exemptions under
21 Section 15-175 of the Property Tax Code for owners
22 with a household income of \$30,000 or less. The county
23 clerk of any county that is or was subject to the
24 provisions of Section 15-176 or 15-177 of the Property
25 Tax Code shall annually calculate and certify to the
26 Department of Revenue for each Organizational Unit all

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

24 (B) With respect to any part of an Organizational
25 Unit within a redevelopment project area in respect to
26 which a municipality has adopted tax increment

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

18 (B-5) The real property equalized assessed
19 valuation for a school district shall be adjusted by
20 subtracting from the real property value, as equalized
21 or assessed by the Department of Revenue, for the
22 district an amount computed by dividing the amount of
23 any abatement of taxes under Section 18-170 of the
24 Property Tax Code by 3.00% for a district maintaining
25 grades kindergarten through 12, by 2.30% for a
26 district maintaining grades kindergarten through 8, or

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

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

16 (D) If a school district's boundaries span
17 multiple counties, then the Department of Revenue
18 shall send to the State Board, for the purposes of
19 calculating Evidence-Based Funding, the limiting rate
20 and individual rates by purpose for the county that
21 contains the majority of the school district's
22 equalized assessed valuation.

23 (4) An Organizational Unit's Adjusted EAV shall be the
24 average of its EAV over the immediately preceding 3 years
25 or the lesser of its EAV in the immediately preceding year
26 or the average of its EAV over the immediately preceding 3

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

20 "PTELL EAV" means a figure calculated by the State
21 Board for Organizational Units subject to PTELL as
22 described in this paragraph (4) for the purposes of
23 calculating an Organizational Unit's Local Capacity Ratio.
24 Except as otherwise provided in this paragraph (4), the
25 PTELL EAV of an Organizational Unit shall be equal to the
26 product of the equalized assessed valuation last used in

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

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

22 (e) Base Funding Minimum calculation.

23 (1) For the 2017-2018 school year, the Base Funding
24 Minimum of an Organizational Unit or a Specially Funded
25 Unit shall be the amount of State funds distributed to the
26 Organizational Unit or Specially Funded Unit during the

1 2016-2017 school year prior to any adjustments and
2 specified appropriation amounts described in this
3 paragraph (1) from the following Sections, as calculated
4 by the State Superintendent: Section 18-8.05 of this Code
5 (now repealed); Section 5 of Article 224 of Public Act
6 99-524 (equity grants); Section 14-7.02b of this Code
7 (funding for children requiring special education
8 services); Section 14-13.01 of this Code (special
9 education facilities and staffing), except for
10 reimbursement of the cost of transportation pursuant to
11 Section 14-13.01; Section 14C-12 of this Code (English
12 learners); and Section 18-4.3 of this Code (summer
13 school), based on an appropriation level of \$13,121,600.
14 For a school district organized under Article 34 of this
15 Code, the Base Funding Minimum also includes (i) the funds
16 allocated to the school district pursuant to Section 1D-1
17 of this Code attributable to funding programs authorized
18 by the Sections of this Code listed in the preceding
19 sentence and (ii) the difference between (I) the funds
20 allocated to the school district pursuant to Section 1D-1
21 of this Code attributable to the funding programs
22 authorized by Section 14-7.02 (non-public special
23 education reimbursement), subsection (b) of Section
24 14-13.01 (special education transportation), Section 29-5
25 (transportation), Section 2-3.80 (agricultural
26 education), Section 2-3.66 (truants' alternative

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

1 operated by a regional office of education or an
2 intermediate service center is zero, then it may not
3 receive Base Funding Minimum funds for that program in the
4 next fiscal year, and those funds must be distributed to
5 Organizational Units under subsection (g).

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

13 For the 2022-2023 school year, the Base Funding
14 Minimum of Organizational Units shall be the amounts
15 recalculated by the State Board of Education for Fiscal
16 Year 2019 through Fiscal Year 2022 that were necessary due
17 to average student enrollment errors for districts
18 organized under Article 34 of this Code, plus the Fiscal
19 Year 2022 property tax relief grants provided under
20 Section 2-3.170 of this Code, ensuring each Organizational
21 Unit has the correct amount of resources for Fiscal Year
22 2023 Evidence-Based Funding calculations and that Fiscal
23 Year 2023 Evidence-Based Funding Distributions are made in
24 accordance with this Section.

25 (3) Subject to approval by the General Assembly as
26 provided in this paragraph (3), an Organizational Unit

1 that meets all of the following criteria, as determined by
2 the State Board, shall have District Intervention Money
3 added to its Base Funding Minimum at the time the Base
4 Funding Minimum is calculated by the State Board:

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

10 (B) The Organizational Unit was designated as a
11 Tier 1 or Tier 2 Organizational Unit in the previous
12 school year under paragraph (3) of subsection (g) of
13 this Section.

14 (C) The Organizational Unit demonstrates
15 sustainability through a 5-year financial and
16 strategic plan.

17 (D) The Organizational Unit has made sufficient
18 progress and achieved sufficient stability in the
19 areas of governance, academic growth, and finances.

20 As part of its determination under this paragraph (3),
21 the State Board may consider the Organizational Unit's
22 summative designation, any accreditations of the
23 Organizational Unit, or the Organizational Unit's
24 financial profile, as calculated by the State Board.

25 If the State Board determines that an Organizational
26 Unit has met the criteria set forth in this paragraph (3),

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

16 For the first 4 years following the initial year that
17 the State Board determines that an Organizational Unit has
18 met the criteria set forth in this paragraph (3) and has
19 received funding under this Section, the Organizational
20 Unit must annually submit to the State Board, on or before
21 November 30, a progress report regarding its financial and
22 strategic plan under subparagraph (C) of this paragraph
23 (3). The plan shall include the financial data from the
24 past 4 annual financial reports or financial audits that
25 must be presented to the State Board by November 15 of each
26 year and the approved budget financial data for the

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

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

17 (1) The Evidence-Based Funding formula establishes a
18 Percent of Adequacy for each Organizational Unit in order
19 to place such units into tiers for the purposes of the
20 funding distribution system described in subsection (g) of
21 this Section. Initially, an Organizational Unit's
22 Preliminary Resources and Preliminary Percent of Adequacy
23 are calculated pursuant to paragraph (2) of this
24 subsection (f). Then, an Organizational Unit's Final
25 Resources and Final Percent of Adequacy are calculated to
26 account for the Organizational Unit's poverty

1 concentration levels pursuant to paragraphs (3) and (4) of
2 this subsection (f).

3 (2) An Organizational Unit's Preliminary Resources are
4 equal to the sum of its Local Capacity Target, CPPRT, and
5 Base Funding Minimum. An Organizational Unit's Preliminary
6 Percent of Adequacy is the lesser of (i) its Preliminary
7 Resources divided by its Adequacy Target or (ii) 100%.

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

17 (4) An Organizational Unit's Final Percent of Adequacy
18 is its Final Resources divided by its Adequacy Target. An
19 Organizational Unit's Adjusted Base Funding Minimum is
20 equal to its Base Funding Minimum less its Supplemental
21 Grant Funding, with the resulting figure added to the
22 product of its Supplemental Grant Funding and Preliminary
23 Percent of Adequacy.

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

25 (1) In each school year under the Evidence-Based
26 Funding formula, each Organizational Unit receives funding

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

11 (2) To ensure equitable distribution of dollars for
12 all Tier 2 Organizational Units, no Tier 2 Organizational
13 Unit shall receive fewer dollars per ASE than any Tier 3
14 Organizational Unit. Each Tier 2 and Tier 3 Organizational
15 Unit shall have its funding allocation divided by its ASE.
16 Any Tier 2 Organizational Unit with a funding allocation
17 per ASE below the greatest Tier 3 allocation per ASE shall
18 get a funding allocation equal to the greatest Tier 3
19 funding allocation per ASE multiplied by the
20 Organizational Unit's ASE. Each Tier 2 Organizational
21 Unit's Tier 2 funding allocation shall be multiplied by
22 the percentage calculated by dividing the original Tier 2
23 Aggregate Funding by the sum of all Tier 2 Organizational
24 Units' Tier 2 funding allocation after adjusting
25 districts' funding below Tier 3 levels.

26 (3) Organizational Units are placed into one of 4

1 tiers as follows:

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

9 (B) Tier 2 consists of all Tier 1 Units and all
10 other Organizational Units, except for Specially
11 Funded Units, with a Percent of Adequacy of less than
12 0.90.

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

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

18 (4) The Allocation Rates for Tiers 1 through 4 are
19 determined as follows:

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

21 (B) The Tier 2 Allocation Rate is the result of the
22 following equation: Tier 2 Aggregate Funding, divided
23 by the sum of the Funding Gaps for all Tier 2
24 Organizational Units, unless the result of such
25 equation is higher than 1.0. If the result of such
26 equation is higher than 1.0, then the Tier 2

1 Allocation Rate is 1.0.

2 (C) The Tier 3 Allocation Rate is the result of the
3 following equation: Tier 3 Aggregate Funding, divided
4 by the sum of the Adequacy Targets of all Tier 3
5 Organizational Units.

6 (D) The Tier 4 Allocation Rate is the result of the
7 following equation: Tier 4 Aggregate Funding, divided
8 by the sum of the Adequacy Targets of all Tier 4
9 Organizational Units.

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

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

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

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

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

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

24 (8) If any Specially Funded Units, excluding Glenwood
25 Academy, recognized by the State Board do not qualify for
26 direct funding following the implementation of Public Act

1 100-465 from any of the funding sources included within
2 the definition of Base Funding Minimum, the unqualified
3 portion of the Base Funding Minimum shall be transferred
4 to one or more appropriate Organizational Units as
5 determined by the State Superintendent based on the prior
6 year ASE of the Organizational Units.

7 (8.5) If a school district withdraws from a special
8 education cooperative, the portion of the Base Funding
9 Minimum that is attributable to the school district may be
10 redistributed to the school district upon withdrawal. The
11 school district and the cooperative must include the
12 amount of the Base Funding Minimum that is to be
13 reapportioned in their withdrawal agreement and notify the
14 State Board of the change with a copy of the agreement upon
15 withdrawal.

16 (9) The Minimum Funding Level is intended to establish
17 a target for State funding that will keep pace with
18 inflation and continue to advance equity through the
19 Evidence-Based Funding formula. The target for State
20 funding of New Property Tax Relief Pool Funds is
21 \$50,000,000 for State fiscal year 2019 and subsequent
22 State fiscal years. The Minimum Funding Level is equal to
23 \$350,000,000. In addition to any New State Funds, no more
24 than \$50,000,000 New Property Tax Relief Pool Funds may be
25 counted toward the Minimum Funding Level. If the sum of
26 New State Funds and applicable New Property Tax Relief

1 Pool Funds are less than the Minimum Funding Level, than
2 funding for tiers shall be reduced in the following
3 manner:

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

8 (B) Next, Tier 3 funding shall be reduced by an
9 amount equal to the difference between the Minimum
10 Funding Level and New State Funds and the reduction in
11 Tier 4 funding until such time as Tier 3 funding is
12 exhausted.

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

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

25 (9.5) For State fiscal year 2019 and subsequent State
26 fiscal years, except State fiscal year 2026, if New State

1 Funds exceed \$300,000,000, then any amount in excess of
2 \$300,000,000 shall be dedicated for purposes of Section
3 2-3.170 of this Code up to a maximum of \$50,000,000.

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

1 divided by the total ASE of all Organizational Units.

2 (11) The State Superintendent shall make minor
3 adjustments to the distribution formula set forth in this
4 subsection (g) to account for the rounding of percentages
5 to the nearest tenth of a percentage and dollar amounts to
6 the nearest whole dollar.

7 (h) State Superintendent administration of funding and
8 district submission requirements.

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

12 (2) The State Superintendent shall calculate the
13 Adequacy Target for each Organizational Unit under this
14 Section. No Evidence-Based Funding shall be distributed
15 within an Organizational Unit without the approval of the
16 unit's school board.

17 (3) Annually, the State Superintendent shall calculate
18 and report to each Organizational Unit the unit's
19 aggregate financial adequacy amount, which shall be the
20 sum of the Adequacy Target for each Organizational Unit.
21 The State Superintendent shall calculate and report
22 separately for each Organizational Unit the unit's total
23 State funds allocated for its students with disabilities.
24 The State Superintendent shall calculate and report
25 separately for each Organizational Unit the amount of
26 funding and applicable FTE calculated for each Essential

1 Element of the unit's Adequacy Target.

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

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

22 (6) Any school district that fails, for any given
23 school year, to maintain school as required by law or to
24 maintain a recognized school is not eligible to receive
25 Evidence-Based Funding. In case of non-recognition of one
26 or more attendance centers in a school district otherwise

1 operating recognized schools, the claim of the district
2 shall be reduced in the proportion that the enrollment in
3 the attendance center or centers bears to the enrollment
4 of the school district. "Recognized school" means any
5 public school that meets the standards for recognition by
6 the State Board. A school district or attendance center
7 not having recognition status at the end of a school term
8 is entitled to receive State aid payments due upon a legal
9 claim that was filed while it was recognized.

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

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

26 (9) All Organizational Units in this State must submit

1 annual spending plans, as part of the budget submission
2 process, no later than October 31 of each year to the State
3 Board. The spending plan shall describe how each
4 Organizational Unit will utilize the Base Funding Minimum
5 and Evidence-Based Funding it receives from this State
6 under this Section with specific identification of the
7 intended utilization of Low-Income, English learner, and
8 special education resources. Additionally, the annual
9 spending plans of each Organizational Unit shall describe
10 how the Organizational Unit expects to achieve student
11 growth and how the Organizational Unit will achieve State
12 education goals, as defined by the State Board, and shall
13 indicate which stakeholder groups the Organizational Unit
14 engaged with to inform its annual spending plans. The
15 State Superintendent may, from time to time, identify
16 additional requisites for Organizational Units to satisfy
17 when compiling the annual spending plans required under
18 this subsection (h). The format and scope of annual
19 spending plans shall be developed by the State
20 Superintendent and the State Board of Education. School
21 districts that serve students under Article 14C of this
22 Code shall continue to submit information as required
23 under Section 14C-12 of this Code. Annual spending plans
24 required under this subsection (h) shall be integrated
25 into annual school district budgets completed pursuant to
26 Section 17-1 or Section 34-43. Organizational Units that

1 do not submit a budget to the State Board shall be provided
2 with a separate planning template developed by the State
3 Board. The State Board shall create an Evidence-Based
4 Funding spending plan tool to make Evidence-Based Funding
5 spending plan data for each Organizational Unit available
6 on the State Board's website no later than December 31,
7 2025, with annual updates thereafter. The tool shall allow
8 for the selection and review of each Organizational Unit's
9 planned use of Evidence-Based Funding.

10 (10) No later than January 1, 2018, the State
11 Superintendent shall develop a 5-year strategic plan for
12 all Organizational Units to help in planning for adequacy
13 funding under this Section. The State Superintendent shall
14 submit the plan to the Governor and the General Assembly,
15 as provided in Section 3.1 of the General Assembly
16 Organization Act. The plan shall include recommendations
17 for:

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

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

23 (C) application and enhancement of the current
24 financial accountability measures, the approved State
25 plan to comply with the federal Every Student Succeeds
26 Act, and the Illinois Balanced Accountability Measures

1 in relation to student growth and elements of the
2 Evidence-Based Funding model; and

3 (D) implementation of an effective school adequacy
4 funding system based on projected and recommended
5 funding levels from the General Assembly.

6 (11) On an annual basis, the State Superintendent must
7 recalibrate all of the following per pupil elements of the
8 Adequacy Target and applied to the formulas, based on the
9 study of average expenses and as reported in the most
10 recent annual financial report:

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

13 (B) Instructional materials under subparagraph (O)
14 of paragraph (2) of subsection (b).

15 (C) Assessment under subparagraph (P) of paragraph
16 (2) of subsection (b).

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

19 (E) Maintenance and operations under subparagraph
20 (S) of paragraph (2) of subsection (b).

21 (F) Central office under subparagraph (T) of
22 paragraph (2) of subsection (b).

23 (i) Professional Review Panel.

24 (1) A Professional Review Panel is created to study
25 and review topics related to the implementation and effect
26 of Evidence-Based Funding, as assigned by a joint

1 resolution or Public Act of the General Assembly or a
2 motion passed by the State Board of Education. The Panel
3 must provide recommendations to and serve the Governor,
4 the General Assembly, and the State Board. The State
5 Superintendent or his or her designee must serve as a
6 voting member and chairperson of the Panel. The State
7 Superintendent must appoint a vice chairperson from the
8 membership of the Panel. The Panel must advance
9 recommendations based on a three-fifths majority vote of
10 Panel members present and voting. A minority opinion may
11 also accompany any recommendation of the Panel. The Panel
12 shall be appointed by the State Superintendent, except as
13 otherwise provided in paragraph (2) of this subsection (i)
14 and include the following members:

15 (A) Two appointees that represent district
16 superintendents, recommended by a statewide
17 organization that represents district superintendents.

18 (B) Two appointees that represent school boards,
19 recommended by a statewide organization that
20 represents school boards.

21 (C) Two appointees from districts that represent
22 school business officials, recommended by a statewide
23 organization that represents school business
24 officials.

25 (D) Two appointees that represent school
26 principals, recommended by a statewide organization

1 that represents school principals.

2 (E) Two appointees that represent teachers,
3 recommended by a statewide organization that
4 represents teachers.

5 (F) Two appointees that represent teachers,
6 recommended by another statewide organization that
7 represents teachers.

8 (G) Two appointees that represent regional
9 superintendents of schools, recommended by
10 organizations that represent regional superintendents.

11 (H) Two independent experts selected solely by the
12 State Superintendent.

13 (I) Two independent experts recommended by public
14 universities in this State.

15 (J) One member recommended by a statewide
16 organization that represents parents.

17 (K) Two representatives recommended by collective
18 impact organizations that represent major metropolitan
19 areas or geographic areas in Illinois.

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

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

26 The State Superintendent shall ensure that the

1 membership of the Panel includes representatives from
2 school districts and communities reflecting the
3 geographic, socio-economic, racial, and ethnic diversity
4 of this State. The State Superintendent shall additionally
5 ensure that the membership of the Panel includes
6 representatives with expertise in bilingual education and
7 special education. Staff from the State Board shall staff
8 the Panel.

9 (2) In addition to those Panel members appointed by
10 the State Superintendent, 4 members of the General
11 Assembly shall be appointed as follows: one member of the
12 House of Representatives appointed by the Speaker of the
13 House of Representatives, one member of the Senate
14 appointed by the President of the Senate, one member of
15 the House of Representatives appointed by the Minority
16 Leader of the House of Representatives, and one member of
17 the Senate appointed by the Minority Leader of the Senate.
18 There shall be one additional member appointed by the
19 Governor. All members appointed by legislative leaders or
20 the Governor shall be non-voting, ex officio members.

21 (3) The Panel must study topics at the direction of
22 the General Assembly or State Board of Education, as
23 provided under paragraph (1). The Panel may also study the
24 following topics at the direction of the chairperson:

25 (A) The format and scope of annual spending plans
26 referenced in paragraph (9) of subsection (h) of this

1 Section.

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

3 (C) Maintenance and operations, including capital
4 maintenance and construction costs.

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

6 (E) Benefits.

7 (F) Technology.

8 (G) Local Capacity Target.

9 (H) Funding for Alternative Schools, Laboratory
10 Schools, safe schools, and alternative learning
11 opportunities programs.

12 (I) Funding for college and career acceleration
13 strategies.

14 (J) Special education investments.

15 (K) Early childhood investments, in collaboration
16 with the Illinois Early Learning Council.

17 (4) (Blank).

18 (5) Within 5 years after the implementation of this
19 Section, and every 5 years thereafter, the Panel shall
20 complete an evaluative study of the entire Evidence-Based
21 Funding model, including an assessment of whether or not
22 the formula is achieving State goals. The Panel shall
23 report to the State Board, the General Assembly, and the
24 Governor on the findings of the study.

25 (6) (Blank).

26 (7) To ensure that (i) the Adequacy Target calculation

1 under subsection (b) accurately reflects the needs of
2 students living in poverty or attending schools located in
3 areas of high poverty, (ii) racial equity within the
4 Evidence-Based Funding formula is explicitly explored and
5 advanced, and (iii) the funding goals of the formula
6 distribution system established under this Section are
7 sufficient to provide adequate funding for every student
8 and to fully fund every school in this State, the Panel
9 shall review the Essential Elements under paragraph (2) of
10 subsection (b). The Panel shall consider all of the
11 following in its review:

12 (A) The financial ability of school districts to
13 provide instruction in a world ~~foreign~~ language to
14 every student and whether an additional Essential
15 Element should be added to the formula to ensure that
16 every student has access to instruction in a world
17 ~~foreign~~ language.

18 (B) The adult-to-student ratio for each Essential
19 Element in which a ratio is identified. The Panel
20 shall consider whether the ratio accurately reflects
21 the staffing needed to support students living in
22 poverty or who have traumatic backgrounds.

23 (C) Changes to the Essential Elements that may be
24 required to better promote racial equity and eliminate
25 structural racism within schools.

26 (D) The impact of investing \$350,000,000 in

1 additional funds each year under this Section and an
2 estimate of when the school system will become fully
3 funded under this level of appropriation.

4 (E) Provide an overview of alternative funding
5 structures that would enable the State to become fully
6 funded at an earlier date.

7 (F) The potential to increase efficiency and to
8 find cost savings within the school system to expedite
9 the journey to a fully funded system.

10 (G) The appropriate levels for reenrolling and
11 graduating high-risk high school students who have
12 been previously out of school. These outcomes shall
13 include enrollment, attendance, skill gains, credit
14 gains, graduation or promotion to the next grade
15 level, and the transition to college, training, or
16 employment, with an emphasis on progressively
17 increasing the overall attendance.

18 (H) The evidence-based or research-based practices
19 that are shown to reduce the gaps and disparities
20 experienced by African American students in academic
21 achievement and educational performance, including
22 practices that have been shown to reduce disparities
23 in disciplinary rates, drop-out rates, graduation
24 rates, college matriculation rates, and college
25 completion rates.

26 On or before December 31, 2021, the Panel shall report

1 to the State Board, the General Assembly, and the Governor
2 on the findings of its review. This paragraph (7) is
3 inoperative on and after July 1, 2022.

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

8 (9) On or before March 31, 2026, the Professional
9 Review Panel shall make a report to the Governor and the
10 General Assembly assessing the impact of the property tax
11 relief pool grant program under Section 2-3.170, including
12 the number of districts participating in the program by
13 fiscal year since Fiscal Year 2019, the tier assignment
14 for participating school districts, and an analysis of the
15 operating tax rates of participating school districts to
16 determine if the grant program is meeting the legislative
17 intent of reducing property taxes in high-tax areas of the
18 State.

19 (j) References. Beginning July 1, 2017, references in
20 other laws to general State aid funds or calculations under
21 Section 18-8.05 of this Code (now repealed) shall be deemed to
22 be references to evidence-based model formula funds or
23 calculations under this Section.

24 (Source: P.A. 103-8, eff. 6-7-23; 103-154, eff. 6-30-23;
25 103-175, eff. 6-30-23; 103-605, eff. 7-1-24; 103-780, eff.
26 8-2-24; 103-802, eff. 1-1-25; 104-2, eff. 6-16-25; 104-417,

1 eff. 8-15-25; 104-435, eff. 11-21-25; revised 12-9-25.)

2 (105 ILCS 5/21B-10)

3 Sec. 21B-10. State Educator Preparation and Licensure
4 Board.

5 (a) The State Teacher Certification Board, which had been
6 established under Section 21-13 of the School Code prior to
7 this amendatory Act of the 97th General Assembly, shall be
8 renamed the State Educator Preparation and Licensure Board.
9 References in law to the State Teacher Certification Board
10 shall mean the State Educator Preparation and Licensure Board.
11 The State Educator Preparation and Licensure Board shall
12 consist of the State Superintendent of Education or a
13 representative appointed by him or her, who shall be
14 ex-officio chairperson, 5 administrative or faculty members of
15 public or private colleges or universities located in this
16 State, 3 administrative or faculty members of public community
17 colleges located in this State, 3 administrators and 10
18 classroom teachers employed in the public schools (5 of whom
19 must be members of and nominated by a statewide professional
20 teachers' organization and 5 of whom must be members of and
21 nominated by a different statewide professional teachers'
22 organization), and one regional superintendent of schools, all
23 of whom shall be appointed by the State Superintendent ~~Board~~
24 of Education; provided that at least one of the administrators
25 and at least 3 of the classroom teachers so appointed must be

1 employees of a school district that is subject to the
2 provisions of Article 34 of this Code. A statewide
3 professional teachers' organization and a different statewide
4 professional teachers' organization shall submit to the State
5 Superintendent Board of Education for consideration at least 3
6 names of accomplished teachers for every one vacancy or
7 expiring term in a classroom teacher position. The nominations
8 submitted to the State Superintendent Board of Education under
9 this Section to fill a vacancy or an expiring term shall be
10 advisory. Nomination for State Educator Preparation and
11 Licensure Board members must be submitted to the State
12 Superintendent Board of Education within 30 days after the
13 vacancy or vacancies occur. Nominations to fill an expiring
14 term must be submitted to the State Superintendent of
15 Education at least 30 days before the expiration of that term.
16 Notwithstanding any other provisions of this Section, if a
17 sufficient number of nominations are not received by the State
18 Superintendent of Education for a vacancy or expiring term
19 within the 30-day period, then the State Superintendent of
20 Education may appoint any qualified person, in the same manner
21 as the original appointment, to fill the vacancy or expiring
22 term. The regular term of each member is 3 years, and an
23 individual may be appointed for no more than 2 consecutive
24 terms. The term of an appointed member of the State Educator
25 Preparation and Licensure Board shall expire on June 30 of his
26 or her final year.

1 The State Educator Preparation and Licensure Board may
2 allow one member representing the Board of Higher Education
3 and one member representing the Illinois Community College
4 Board to serve as nonvoting, ex officio members on the Board.

5 (b) The State Superintendent ~~Board~~ of Education shall
6 appoint a secretary of the State Educator Preparation and
7 Licensure Board.

8 (c) The State Educator Preparation and Licensure Board
9 shall hold regular meetings at least quarterly and such other
10 special meetings as may be necessary.

11 (d) The necessary expenses of the State Educator
12 Preparation and Licensure Board shall be provided through the
13 State Board of Education. The State Board of Education, in
14 consultation with the State Educator Preparation and Licensure
15 Board, may adopt such rules as may be necessary for the
16 administration of this Article.

17 (e) (Blank).

18 (Source: P.A. 104-128, eff. 1-1-26.)

19 (105 ILCS 5/21B-15)

20 Sec. 21B-15. Qualifications of educators.

21 (a) No one may be licensed to teach or supervise or be
22 otherwise employed in the public schools of this State who is
23 not of good character and at least 19 years of age, except as
24 otherwise provided in subparagraph (J) of subsection (2) of
25 Section 21B-20.

1 In determining good character under this Section, the
2 State Superintendent of Education shall take into
3 consideration the disciplinary actions of other states or
4 national entities against certificates or licenses issued by
5 those states and held by individuals from those states. In
6 addition, any felony conviction of the applicant may be taken
7 into consideration; however, no one may be licensed to teach
8 or supervise in the public schools of this State who has been
9 convicted of (i) an offense set forth in subsection (b) of
10 Section 21B-80 of this Code until 7 years following the end of
11 the sentence for the criminal offense or (ii) an offense set
12 forth in subsection (c) of Section 21B-80 of this Code. Unless
13 the conviction is for an offense set forth in Section 21B-80 of
14 this Code, an applicant must be permitted to submit character
15 references or other written material before such a conviction
16 or other information regarding the applicant's character may
17 be used by the State Superintendent of Education as a basis for
18 denying the application.

19 (b) No person otherwise qualified shall be denied the
20 right to be licensed or to receive training for the purpose of
21 becoming an educator because of a physical disability,
22 including, but not limited to, visual and hearing
23 disabilities; nor shall any school district refuse to employ a
24 teacher on such grounds, provided that the person is able to
25 carry out the duties of the position for which he or she
26 applies.

1 (c) No person may be granted or continue to hold an
2 educator license who has knowingly altered or misrepresented
3 his or her qualifications, in this State or any other state, in
4 order to acquire or renew the license. Any other license
5 issued under this Article held by the person may be suspended
6 or revoked by the State Educator Preparation and Licensure
7 Board, depending upon the severity of the alteration or
8 misrepresentation.

9 (d) No one may teach or supervise in the public schools nor
10 receive for teaching or supervising any part of any public
11 school fund who does not hold an educator license granted by
12 the State Superintendent of Education as provided in this
13 Article. However, the provisions of this Article do not apply
14 to a member of the armed forces who is employed as a teacher of
15 subjects in the Reserve Officers' Training Corps of any
16 school, a retiree of the armed forces who meets the
17 qualifications set forth in 10 U.S.C. 2033, or ~~nor to~~ an
18 individual teaching a dual credit course as provided for in
19 the Dual Credit Quality Act.

20 (e) Notwithstanding any other provision of this Code, the
21 school board of a school district may grant to a teacher of the
22 district a leave of absence with full pay for a period of not
23 more than one year to permit the teacher to teach in a country
24 other than the United States ~~foreign state~~ under the
25 provisions of the Exchange Teacher Program established under
26 Public Law 584, 79th Congress, and Public Law 402, 80th

1 Congress, as amended. The school board granting the leave of
2 absence may employ, with or without pay, a national of the
3 country other than the United States ~~foreign state~~ wherein the
4 teacher on the leave of absence is to teach if the national is
5 qualified to teach in that country ~~foreign state~~ and if that
6 national is to teach in a grade level similar to the one that
7 was taught in that country ~~the foreign state~~. The State Board
8 of Education, in consultation with the State Educator
9 Preparation and Licensure Board, may adopt rules as may be
10 necessary to implement this subsection (e).

11 (f) No person shall be denied a license issued under this
12 Article solely based on his or her citizenship status or
13 immigration status. The General Assembly finds and declares
14 that this subsection (f) is a State law within the meaning of
15 subsection (d) of Section 1621 of Title 8 of the United States
16 Code. Nothing in this subsection shall affect the requirements
17 to obtain a license that are not directly related to
18 citizenship status or immigration status. Nothing in this
19 subsection shall be construed to grant eligibility for
20 obtaining any public benefit other than a license issued under
21 this Article.

22 (Source: P.A. 102-713, eff. 1-1-23.)

23 (105 ILCS 5/21B-20)

24 Sec. 21B-20. Types of licenses. The State Board of
25 Education shall implement a system of educator licensure,

1 whereby individuals employed in school districts who are
2 required to be licensed must have one of the following
3 licenses: (i) a professional educator license; (ii) an
4 educator license with stipulations; (iii) a substitute
5 teaching license; or (iv) until June 30, 2028, a short-term
6 substitute teaching license. References in law regarding
7 individuals certified or certificated or required to be
8 certified or certificated under Article 21 of this Code shall
9 also include individuals licensed or required to be licensed
10 under this Article. The first year of all licenses ends on June
11 30 following one full year of the license being issued.

12 The State Board of Education, in consultation with the
13 State Educator Preparation and Licensure Board, may adopt such
14 rules as may be necessary to govern the requirements for
15 licenses and endorsements under this Section.

16 (1) Professional Educator License. Persons who (i)
17 have successfully completed an approved educator
18 preparation program and are recommended for licensure by
19 the Illinois institution offering the educator preparation
20 program, (ii) have successfully completed the required
21 testing under Section 21B-30 of this Code, (iii) have
22 successfully completed coursework on the psychology of,
23 the identification of, and the methods of instruction for
24 the exceptional child, including, without limitation,
25 children with learning disabilities, (iv) have
26 successfully completed coursework in methods of reading

1 and reading in the content area, and (v) have met all other
2 criteria established by rule of the State Board of
3 Education shall be issued a Professional Educator License.
4 Persons seeking a Professional Educator License with a
5 school support personnel endorsement or chief school
6 business official endorsement are exempt from the
7 requirements in items (iii) and (iv). All Professional
8 Educator Licenses are valid until June 30 immediately
9 following 5 years of the license being issued. The
10 Professional Educator License shall be endorsed with
11 specific areas and grade levels in which the individual is
12 eligible to practice. For an early childhood education
13 endorsement, an individual may satisfy the student
14 teaching requirement of his or her early childhood teacher
15 preparation program through placement in a setting with
16 children from birth through grade 2, and the individual
17 may be paid and receive credit while student teaching. The
18 student teaching experience must meet the requirements of
19 and be approved by the individual's early childhood
20 teacher preparation program. No institution of higher
21 education shall establish or maintain any policy which
22 requires student teaching for preservice teachers to be
23 unpaid.

24 Individuals can receive subsequent endorsements on the
25 Professional Educator License. Subsequent endorsements
26 shall require a minimum of 24 semester hours of coursework

1 in the endorsement area and passage of the applicable
2 content area test, unless otherwise specified by rule.

3 (2) Educator License with Stipulations. An Educator
4 License with Stipulations shall be issued an endorsement
5 that limits the license holder to one particular position
6 or does not require completion of an approved educator
7 program or both.

8 An individual with an Educator License with
9 Stipulations must not be employed by a school district or
10 any other entity to replace any presently employed teacher
11 who otherwise would not be replaced for any reason.

12 An Educator License with Stipulations may be issued
13 with the following endorsements:

14 (A) (Blank).

15 (B) Alternative provisional educator. An
16 alternative provisional educator endorsement on an
17 Educator License with Stipulations may be issued to an
18 applicant who, at the time of applying for the
19 endorsement, has done all of the following:

20 (i) Graduated from a regionally accredited
21 college or university with a minimum of a
22 bachelor's degree.

23 (ii) Successfully completed the first phase of
24 the Alternative Educator Licensure Program for
25 Teachers, as described in Section 21B-50 of this
26 Code.

1 (iii) Passed a content area test, as required
2 under Section 21B-30 of this Code.

3 The alternative provisional educator endorsement is
4 valid for 2 years of teaching and may be renewed for a
5 third year by an individual meeting the requirements set
6 forth in Section 21B-50 of this Code.

7 (C) Alternative provisional superintendent. An
8 alternative provisional superintendent endorsement on
9 an Educator License with Stipulations entitles the
10 holder to serve only as a superintendent or assistant
11 superintendent in a school district's central office.
12 This endorsement may only be issued to an applicant
13 who, at the time of applying for the endorsement, has
14 done all of the following:

15 (i) Graduated from a regionally accredited
16 college or university with a minimum of a master's
17 degree in a management field other than education.

18 (ii) Been employed for a period of at least 5
19 years in a management level position in a field
20 other than education.

21 (iii) Successfully completed the first phase
22 of an alternative route to superintendent
23 endorsement program, as provided in Section 21B-55
24 of this Code.

25 (iv) Passed a content area test required under
26 Section 21B-30 of this Code.

1 The endorsement is valid for 2 fiscal years in
2 order to complete one full year of serving as a
3 superintendent or assistant superintendent.

4 (D) (Blank).

5 (E) Career and technical educator. A career and
6 technical educator endorsement on an Educator License
7 with Stipulations may be issued to an applicant who
8 has a minimum of 60 semester hours of coursework from a
9 regionally accredited institution of higher education
10 or an accredited trade and technical institution and
11 has a minimum of 2,000 hours of experience outside of
12 education in each area to be taught.

13 The career and technical educator endorsement on
14 an Educator License with Stipulations is valid until
15 June 30 immediately following 5 years of the
16 endorsement being issued and may be renewed.

17 An individual who holds a valid career and
18 technical educator endorsement on an Educator License
19 with Stipulations but does not hold a bachelor's
20 degree may substitute teach in career and technical
21 education classrooms.

22 An individual who holds a valid career and
23 technical educator endorsement on an Educator License
24 with Stipulations is entitled to all of the rights and
25 privileges granted to a holder of a Professional
26 Educator License.

1 (F) (Blank).

2 (G) Transitional bilingual educator. A
3 transitional bilingual educator endorsement on an
4 Educator License with Stipulations may be issued for
5 the purpose of providing instruction in accordance
6 with Article 14C of this Code to an applicant who
7 provides satisfactory evidence that he or she meets
8 all of the following requirements:

9 (i) Possesses adequate speaking, reading, and
10 writing ability in the language other than English
11 in which transitional bilingual education is
12 offered.

13 (ii) Has the ability to successfully
14 communicate in English.

15 (iii) Either possessed, within 5 years
16 previous to his or her applying for a transitional
17 bilingual educator endorsement, a valid and
18 comparable teaching certificate or comparable
19 authorization issued by a ~~foreign~~ country other
20 than the United States or holds a degree from an
21 institution of higher learning in a ~~foreign~~
22 country other than the United States that the
23 State Educator Preparation and Licensure Board
24 determines to be the equivalent of a bachelor's
25 degree from a regionally accredited institution of
26 higher learning in the United States.

1 A transitional bilingual educator endorsement
2 shall be valid for prekindergarten through grade 12,
3 is valid until June 30 immediately following 5 years
4 of the endorsement being issued, and shall not be
5 renewed.

6 Persons holding a transitional bilingual educator
7 endorsement shall not be employed to replace any
8 presently employed teacher who otherwise would not be
9 replaced for any reason.

10 (H) Language endorsement. In an effort to
11 alleviate the shortage of teachers speaking a language
12 other than English in the public schools, an
13 individual who holds an Educator License with
14 Stipulations may also apply for a language
15 endorsement, provided that the applicant provides
16 satisfactory evidence that he or she meets all of the
17 following requirements:

18 (i) Holds a transitional bilingual
19 endorsement.

20 (ii) Has demonstrated proficiency in the
21 language for which the endorsement is to be issued
22 by passing the applicable language content test
23 required by the State Board of Education.

24 (iii) Holds a bachelor's degree or higher from
25 a regionally accredited institution of higher
26 education or, for individuals educated in a

1 country other than the United States, holds a
2 degree from an institution of higher learning in a
3 ~~foreign~~ country other than the United States that
4 the State Educator Preparation and Licensure Board
5 determines to be the equivalent of a bachelor's
6 degree from a regionally accredited institution of
7 higher learning in the United States.

8 (iv) (Blank).

9 A language endorsement on an Educator License with
10 Stipulations is valid for prekindergarten through
11 grade 12 for the same validity period as the
12 individual's transitional bilingual educator
13 endorsement on the Educator License with Stipulations
14 and shall not be renewed.

15 (I) Visiting international educator. A visiting
16 international educator endorsement on an Educator
17 License with Stipulations may be issued to an
18 individual who is being recruited by a particular
19 school district that conducts formal recruitment
20 programs outside of the United States to secure the
21 services of qualified teachers and who meets all of
22 the following requirements:

23 (i) Holds the equivalent of a minimum of a
24 bachelor's degree issued in the United States.

25 (ii) Has been prepared as a teacher at the
26 grade level for which he or she will be employed.

1 (iii) Has adequate content knowledge in the
2 subject to be taught.

3 (iv) Has an adequate command of the English
4 language.

5 A holder of a visiting international educator
6 endorsement on an Educator License with Stipulations
7 shall be permitted to teach in bilingual education
8 programs in the language that was the medium of
9 instruction in his or her teacher preparation program,
10 provided that he or she passes the English Language
11 Proficiency Examination or another test of writing
12 skills in English identified by the State Board of
13 Education, in consultation with the State Educator
14 Preparation and Licensure Board.

15 A visiting international educator endorsement on
16 an Educator License with Stipulations is valid for 5
17 years and shall not be renewed.

18 (J) Paraprofessional educator. A paraprofessional
19 educator endorsement on an Educator License with
20 Stipulations may be issued to an applicant who holds a
21 high school diploma or its recognized equivalent and
22 (i) holds an associate's degree or a minimum of 60
23 semester hours of credit from a regionally accredited
24 institution of higher education; (ii) has passed a
25 paraprofessional competency test under subsection
26 (c-5) of Section 21B-30; or (iii) is at least 18 years

1 of age and will be using the Educator License with
2 Stipulations exclusively for grades prekindergarten
3 through grade 8, until the individual reaches the age
4 of 19 years and otherwise meets the criteria for a
5 paraprofessional educator endorsement pursuant to this
6 subparagraph (J). The paraprofessional educator
7 endorsement is valid until June 30 immediately
8 following 5 years of the endorsement being issued and
9 may be renewed through application and payment of the
10 appropriate fee, as required under Section 21B-40 of
11 this Code. An individual who holds only a
12 paraprofessional educator endorsement is not subject
13 to additional requirements in order to renew the
14 endorsement.

15 (K) Chief school business official. A chief school
16 business official endorsement on an Educator License
17 with Stipulations may be issued to an applicant who
18 qualifies by having a master's degree or higher, 2
19 years of full-time administrative experience in school
20 business management or 2 years of university-approved
21 practical experience, and a minimum of 24 semester
22 hours of graduate credit in a program approved by the
23 State Board of Education for the preparation of school
24 business administrators and by passage of the
25 applicable State tests, including an applicable
26 content area test.

1 The chief school business official endorsement may
2 also be affixed to the Educator License with
3 Stipulations of any holder who qualifies by having a
4 master's degree in business administration, finance,
5 accounting, or public administration and who completes
6 an additional 6 semester hours of internship in school
7 business management from a regionally accredited
8 institution of higher education and passes the
9 applicable State tests, including an applicable
10 content area test. This endorsement shall be required
11 for any individual employed as a chief school business
12 official.

13 The chief school business official endorsement on
14 an Educator License with Stipulations is valid until
15 June 30 immediately following 5 years of the
16 endorsement being issued and may be renewed if the
17 license holder completes renewal requirements as
18 required for individuals who hold a Professional
19 Educator License endorsed for chief school business
20 official under Section 21B-45 of this Code and such
21 rules as may be adopted by the State Board of
22 Education.

23 The State Board of Education shall adopt any rules
24 necessary to implement Public Act 100-288.

25 (L) Provisional in-state educator. A provisional
26 in-state educator endorsement on an Educator License

1 with Stipulations may be issued to a candidate who has
2 completed an Illinois-approved educator preparation
3 program at an Illinois institution of higher education
4 and who has not successfully completed an
5 evidence-based assessment of teacher effectiveness but
6 who meets all of the following requirements:

7 (i) Holds at least a bachelor's degree.

8 (ii) Has completed an approved educator
9 preparation program at an Illinois institution.

10 (iii) Has passed an applicable content area
11 test, as required by Section 21B-30 of this Code.

12 (iv) Has attempted an evidence-based
13 assessment of teacher effectiveness and received a
14 minimum score on that assessment, as established
15 by the State Board of Education in consultation
16 with the State Educator Preparation and Licensure
17 Board.

18 A provisional in-state educator endorsement on an
19 Educator License with Stipulations is valid for one
20 full fiscal year after the date of issuance and may not
21 be renewed.

22 (M) (Blank).

23 (N) Specialized services. A specialized services
24 endorsement on an Educator License with Stipulations
25 may be issued as defined and specified by rule.

26 (O) Provisional career and technical educator. A

1 provisional career and technical educator endorsement
2 on an Educator License with Stipulations may be issued
3 to an applicant who has a minimum of 8,000 hours of
4 work experience in the skill for which the applicant
5 is seeking the endorsement. Each employing school
6 board and regional office of education shall provide
7 verification, in writing, to the State Superintendent
8 of Education at the time the application is submitted
9 that no qualified teacher holding a Professional
10 Educator License or an Educator License with
11 Stipulations with a career and technical educator
12 endorsement is available to teach and that actual
13 circumstances require such issuance.

14 A provisional career and technical educator
15 endorsement on an Educator License with Stipulations
16 is valid until June 30 immediately following 5 years
17 of the endorsement being issued and may be renewed.

18 An individual who holds a provisional career and
19 technical educator endorsement on an Educator License
20 with Stipulations may teach as a substitute teacher in
21 career and technical education classrooms.

22 An individual who holds a provisional career and
23 technical educator endorsement on an Educator License
24 with Stipulations is entitled to all of the rights and
25 privileges granted to a holder of a Professional
26 Educator License.

1 (P) Provisional educator. A provisional educator
2 endorsement on an Educator License with Stipulations
3 may be issued to an applicant who was trained in
4 another state or country and meets the requirements of
5 Section 21B-35 but has not passed all applicable
6 content area tests to qualify for a Professional
7 Educator License.

8 A provisional educator endorsement on an Educator
9 License with Stipulations is valid for 2 full fiscal
10 years after the date of issuance and may not be
11 renewed. Only one Educator License with Stipulations
12 endorsed for provisional educator may be issued to an
13 educator.

14 (3) Substitute Teaching License. A Substitute Teaching
15 License may be issued to qualified applicants for
16 substitute teaching in all grades of the public schools,
17 prekindergarten through grade 12. Substitute Teaching
18 Licenses are not eligible for endorsements. Applicants for
19 a Substitute Teaching License must hold a bachelor's
20 degree or higher from a regionally accredited institution
21 of higher education or must be enrolled in an approved
22 educator preparation program in this State and have earned
23 at least 90 credit hours.

24 Substitute Teaching Licenses are valid for 5 years.

25 Substitute Teaching Licenses are valid for substitute
26 teaching in every county of this State. If an individual

1 has had his or her Professional Educator License or
2 Educator License with Stipulations suspended or revoked,
3 then that individual is not eligible to obtain a
4 Substitute Teaching License.

5 A substitute teacher may only teach in the place of a
6 licensed teacher who is under contract with the employing
7 board. If, however, there is no licensed teacher under
8 contract because of an emergency situation, then a
9 district may employ a substitute teacher for no longer
10 than 30 calendar days per each vacant position in the
11 district if the district notifies the appropriate regional
12 office of education within 5 business days after the
13 employment of the substitute teacher in that vacant
14 position. A district may continue to employ that same
15 substitute teacher in that same vacant position for 90
16 calendar days or until the end of the semester, whichever
17 is greater, if, prior to the expiration of the
18 30-calendar-day period then current, the district files a
19 written request with the appropriate regional office of
20 education for a 30-calendar-day extension on the basis
21 that the position remains vacant and the district
22 continues to actively seek qualified candidates and
23 provides documentation that it has provided training
24 specific to the position, including training on meeting
25 the needs of students with disabilities and English
26 learners if applicable. Each extension request shall be

1 granted in writing by the regional office of education. An
2 emergency situation is one in which an unforeseen vacancy
3 has occurred and (i) a teacher is unexpectedly unable to
4 fulfill his or her contractual duties or (ii) teacher
5 capacity needs of the district exceed previous indications
6 or vacancies are unfilled due to a lack of qualified
7 candidates, and the district is actively engaged in
8 advertising to hire a fully licensed teacher for the
9 vacant position.

10 There is no limit on the number of days that a
11 substitute teacher may teach in a single school district,
12 provided that no substitute teacher may teach for longer
13 than 120 days beginning with the 2021-2022 school year
14 through the 2022-2023 school year, otherwise 90 school
15 days for any one licensed teacher under contract in the
16 same school year. A substitute teacher who holds a
17 Professional Educator License or Educator License with
18 Stipulations shall not teach for more than 120 school days
19 for any one licensed teacher under contract in the same
20 school year. The limitations in this paragraph (3) on the
21 number of days a substitute teacher may be employed do not
22 apply to any school district operating under Article 34 of
23 this Code.

24 A school district may not require an individual who
25 holds a valid Professional Educator License or Educator
26 License with Stipulations to seek or hold a Substitute

1 Teaching License to teach as a substitute teacher.

2 (4) Short-Term Substitute Teaching License. Beginning
3 on July 1, 2018 and until June 30, 2028, applicants may
4 apply to the State Board of Education for issuance of a
5 Short-Term Substitute Teaching License. A Short-Term
6 Substitute Teaching License may be issued to a qualified
7 applicant for substitute teaching in all grades of the
8 public schools, prekindergarten through grade 12.
9 Short-Term Substitute Teaching Licenses are not eligible
10 for endorsements. Applicants for a Short-Term Substitute
11 Teaching License must hold an associate's degree or have
12 completed at least 60 credit hours from a regionally
13 accredited institution of higher education.

14 Short-Term Substitute Teaching Licenses are valid for
15 substitute teaching in every county of this State. If an
16 individual has had his or her Professional Educator
17 License or Educator License with Stipulations suspended or
18 revoked, then that individual is not eligible to obtain a
19 Short-Term Substitute Teaching License.

20 The provisions of Sections 10-21.9 and 34-18.5 of this
21 Code apply to short-term substitute teachers.

22 An individual holding a Short-Term Substitute Teaching
23 License may teach no more than 15 consecutive days per
24 licensed teacher who is under contract. For teacher
25 absences lasting 6 or more days per licensed teacher who
26 is under contract, a school district may not hire an

1 individual holding a Short-Term Substitute Teaching
2 License, unless the Governor has declared a disaster due
3 to a public health emergency pursuant to Section 7 of the
4 Illinois Emergency Management Agency Act. An individual
5 holding a Short-Term Substitute Teaching License must
6 complete the training program under Section 10-20.67 or
7 34-18.60 of this Code to be eligible to teach at a public
8 school. Short-Term Substitute Teaching Licenses under this
9 Section are valid for 5 years.

10 (Source: P.A. 103-111, eff. 6-29-23; 103-154, eff. 6-30-23;
11 103-193, eff. 1-1-24; 103-564, eff. 11-17-23; 103-617, eff.
12 7-1-24; 104-128, eff. 1-1-26; 104-316, eff. 8-15-25; revised
13 11-20-25.)

14 (105 ILCS 5/21B-30)

15 Sec. 21B-30. Educator testing.

16 (a) (Blank).

17 (b) The State Board of Education, in consultation with the
18 State Educator Preparation and Licensure Board, shall design
19 and implement a system of examinations, which shall be
20 required prior to the issuance of educator licenses. These
21 examinations and indicators must be based on national and
22 State professional teaching standards, as determined by the
23 State Board of Education, in consultation with the State
24 Educator Preparation and Licensure Board. By July 1, 2027, the
25 State Superintendent of Education shall begin incorporating

1 the following topics into revised examinations for individuals
2 seeking a Professional Educator License endorsed in teaching
3 or administration, excluding a chief school business official
4 endorsement: (i) methods of instruction of the exceptional
5 child; (ii) methods of reading and reading in the content
6 area; and (iii) instructional strategies for English learners.
7 The State Board of Education may adopt such rules as may be
8 necessary to implement and administer this Section.

9 (c) (Blank).

10 (c-5) The State Board must adopt rules to implement a
11 paraprofessional competency test. This test would allow an
12 applicant seeking an Educator License with Stipulations with a
13 paraprofessional educator endorsement to obtain the
14 endorsement if he or she passes the test and meets the other
15 requirements of subparagraph (J) of paragraph (2) of Section
16 21B-20 other than the higher education requirements.

17 (d) All applicants seeking a State license shall be
18 required to pass a test of content area knowledge for each area
19 of endorsement for which there is an applicable test. There
20 shall be no exception to this requirement except for an
21 applicant seeking a school support personnel endorsement who
22 holds an active and valid professional license issued by the
23 Department of Financial and Professional Regulation in the
24 same subject matter as the endorsement sought, as specified by
25 rule by the State Board, or as provided under subparagraph (P)
26 of paragraph (1) of Section 21B-20. However, notwithstanding

1 any other law to the contrary, individuals seeking a
2 short-term approval for school support personnel, as defined
3 in rules, are not required to take the test of content area
4 knowledge prior to the short-term approval being issued.

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

23 (e) (Blank).

24 (f) Beginning on August 4, 2023 (the effective date of
25 Public Act 103-488) through August 31, 2026, no candidate
26 completing a teacher preparation program in this State or

1 candidate subject to Section 21B-35 of this Code is required
2 to pass a teacher performance assessment. Except as otherwise
3 provided in this Article, beginning on September 1, 2015 until
4 August 4, 2023 (the effective date of Public Act 103-488) and
5 beginning again on September 1, 2029, all candidates
6 completing teacher preparation programs in this State and all
7 candidates subject to Section 21B-35 of this Code are required
8 to pass a teacher performance assessment approved by the State
9 Board of Education, in consultation with the State Educator
10 Preparation and Licensure Board. Any candidate who has
11 successfully completed student teaching or has met one of the
12 student teaching exceptions set forth in rules prior to
13 September 1, 2029 ~~2028~~ is exempt from this requirement. A
14 candidate may not be required to submit test materials by
15 video submission. Subject to appropriation, an individual who
16 holds a Professional Educator License and is employed for a
17 minimum of one school year by a school district designated as
18 Tier 1 under Section 18-8.15 may, after application to the
19 State Board, receive from the State Board a refund for any
20 costs associated with completing the teacher performance
21 assessment under this subsection.

22 Beginning on September 1, 2026 through August 31, 2029,
23 all institutions of higher education offering educator
24 preparation programs in this State shall participate in the
25 pilot program set forth in Section 21B-32 for the teacher
26 performance assessment developed by the State Board of

1 Education.

2 The State Board of Education shall adopt rules for the
3 administration of this subsection.

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

13 (1) One member of the Senate, appointed by the
14 President of the Senate.

15 (2) One member of the Senate, appointed by the
16 Minority Leader of the Senate.

17 (3) One member of the House of Representatives,
18 appointed by the Speaker of the House of Representatives.

19 (4) One member of the House of Representatives,
20 appointed by the Minority Leader of the House of
21 Representatives.

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

25 (6) One member who represents a different statewide
26 professional teachers' organization, appointed by the

1 State Superintendent of Education.

2 (7) One member from a statewide organization
3 representing school principals, appointed by the State
4 Superintendent of Education.

5 (8) One member from a statewide organization
6 representing regional superintendents of schools,
7 appointed by the State Superintendent of Education.

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

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

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

17 (12) One member representing a suburban school
18 district, appointed by the State Superintendent of
19 Education.

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

24 (14) One member from a statewide organization
25 representing large unit school districts, appointed by the
26 State Superintendent of Education.

1 (15) One member from a statewide organization
2 representing school districts in the collar counties of
3 the City of Chicago, appointed by the State Superintendent
4 of Education.

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

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

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

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

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

26 (21) Two members representing an early childhood

1 advocacy organization, appointed by the State
2 Superintendent of Education.

3 (22) One member representing a statewide organization
4 that partners with educator preparation programs and
5 school districts to support the growth and development of
6 preservice teachers, appointed by the State Superintendent
7 of Education.

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

12 (24) One member representing a statewide organization
13 that represents school boards, appointed by the State
14 Superintendent of Education.

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

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

25 On or before October 31, 2024, the Task Force shall report
26 on its work, including recommendations on a teacher

1 performance assessment system in this State, to the State
2 Board of Education and the General Assembly. The Task Force is
3 dissolved upon submission of this report.

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

26 The State Board shall implement a test or tests to assess

1 the speaking, reading, writing, and grammar skills of
2 applicants for an endorsement or a license issued under
3 subdivision (G) of paragraph (2) of Section 21B-20 of this
4 Code in the English language and in the language of the
5 transitional bilingual education program requested by the
6 applicant.

7 (g-5) On or before July 1, 2026, the State Board of
8 Education shall post publicly on its website the process by
9 which the State Board or any entity designated by the State
10 Board evaluates content area knowledge tests to determine
11 content validity, an absence of bias, or the scores required
12 to pass such tests. The State Board shall also make the
13 following information publicly available on its website:

14 (1) the process by which members are selected to form
15 a committee or group to make the determinations set forth
16 in this subsection (g-5); and

17 (2) the agenda and summary of each meeting of any such
18 committee or group.

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

22 (i) The rules developed to implement and enforce the
23 testing requirements under this Section shall include, without
24 limitation, provisions governing test selection, test
25 validation, and determination of a passing score,
26 administration of the tests, frequency of administration,

1 applicant fees, frequency of applicants taking the tests, the
2 years for which a score is valid, and appropriate special
3 accommodations. The State Board of Education shall develop
4 such rules as may be needed to ensure uniformity from year to
5 year in the level of difficulty for each form of an assessment.
6 (Source: P.A. 103-402, eff. 7-28-23; 103-488, eff. 8-4-23;
7 103-605, eff. 7-1-24; 103-780, eff. 8-2-24; 103-811, eff.
8 8-9-24; 103-846, eff. 8-9-24; 104-128, eff. 1-1-26; 104-385,
9 eff. 1-1-26; 104-399, eff. 1-1-26; revised 9-12-25.)

10 (105 ILCS 5/21B-32)

11 (Section scheduled to be repealed on January 1, 2028)

12 Sec. 21B-32. Teacher Performance Assessment Advisory
13 Committee.

14 (a) The State Superintendent of Education shall establish
15 a Teacher Performance Assessment Advisory Committee of no more
16 than 15 members to aid in operationalizing and creating a
17 pilot, State-developed, teacher performance assessment (TPA).
18 The Committee shall, at a minimum, do all of the following:

19 (1) Create materials and resources that are necessary
20 for the implementation of a TPA.

21 (2) Identify sources of evidence required for the
22 evaluation of a TPA.

23 (3) Monitor a multiyear pilot program to create a
24 State-developed TPA and make recommendations informed by
25 collected data of modifications to the TPA.

1 (4) Support the State Board of Education in developing
2 rubrics and the resources necessary for the completion and
3 evaluation of the valid and reliable assessment, creating
4 the required training for evaluators of the assessment,
5 implementing the multiyear pilot program, including, but
6 not limited to, establishing criteria and sufficient
7 evidence for successful completion of the TPA, and
8 recommending refinements to the assessment as needed.

9 (b) The membership of the Committee shall include
10 individuals with expertise in assessment development,
11 including statisticians and psychometricians, and individuals
12 with expertise in the elements of effective teaching,
13 including current Illinois educators. The membership of the
14 Committee shall represent the ethnic, racial, and geographic
15 diversity of this State and include expertise across early
16 childhood, elementary, middle, and high school settings, as
17 well as expertise in the instruction of English learners and
18 students with disabilities.

19 (c) The State Board of Education shall provide
20 administrative support to the Committee.

21 (d) Members of the Committee shall serve without
22 compensation, but may be reimbursed for reasonable and
23 necessary expenses, including travel, from funds appropriated
24 to the State Board of Education for that purpose, subject to
25 the rules of the appropriate travel control board.

26 (e) The first meeting of the Committee shall be at the call

1 of the State Superintendent, and each subsequent meeting shall
2 be at the call of the chairperson, who shall be designated by
3 the State Superintendent. The Committee shall hold regular
4 meetings at least quarterly and such other meetings as
5 determined by its chairperson.

6 (f) Data from completed pilot TPAs from institutions of
7 higher education with approved educator preparation programs
8 shall be shared with the Committee, which shall, as
9 applicable, provide an annual recommendation on the use of the
10 TPA to the State Educator Preparation and Licensure Board and
11 the State Board of Education.

12 (g) The State Board of Education, in consultation with the
13 Committee, may adopt such rules as may be necessary for the
14 administration of this Section.

15 (h) This Section is repealed on January 1, 2029 ~~2028~~.

16 (Source: P.A. 104-128, eff. 1-1-26.)

17 (105 ILCS 5/21B-35)

18 Sec. 21B-35. Minimum requirements for educators trained in
19 other states or countries.

20 (a) Any applicant who has not been entitled by an
21 Illinois-approved educator preparation program at an Illinois
22 institution of higher education applying for a Professional
23 Educator License endorsed in a teaching field or school
24 support personnel area must meet the following requirements:

25 (1) the applicant must:

1 (A) hold a comparable and valid educator license
2 or certificate, as defined by rule, with similar grade
3 level and content area credentials from another state,
4 with the State Board of Education having the authority
5 to determine what constitutes similar grade level and
6 content area credentials from another state;

7 (B) have a bachelor's degree from a regionally
8 accredited institution of higher education;

9 (C) (blank); and

10 (D) have successfully passed all State
11 examinations required by Section 21B-30; however, an
12 applicant who has successfully completed a test of
13 content, as defined by rules, at the time of initial
14 licensure in another state is not required to complete
15 a test of content area knowledge under Section 21B-30;

16 or

17 (2) the applicant must:

18 (A) have completed a state-approved program for
19 the licensure area sought, including. Until July 1,
20 2027 or the date that the revised test for a particular
21 content area is implemented, whichever is later, the
22 program must include coursework concerning (i) methods
23 of instruction of the exceptional child, (ii) methods
24 of reading that align with all applicable standards
25 set forth in Part 23 of Title 23 of the Illinois
26 Administrative Code and reading in the content area,

1 and (iii) instructional strategies for English
2 learners; however, an applicant who has successfully
3 completed the revised State examination identified in
4 subsection (b) of Section 21B-30 and a state-approved
5 program does not need to show completion of the
6 coursework identified in this subparagraph (A);

7 (B) have a bachelor's degree from a regionally
8 accredited institution of higher education;

9 (C) have successfully met all Illinois examination
10 requirements, except that:

11 (i) (blank);

12 (ii) an applicant who has successfully
13 completed a test of content, as defined by rules,
14 at the time of initial licensure in another state
15 is not required to complete a test of content area
16 knowledge under Section 21B-30; and

17 (iii) an applicant for a teaching endorsement
18 who has successfully completed an evidence-based
19 assessment of teacher effectiveness, as defined by
20 rules, at the time of initial licensure in another
21 state is not required to complete an
22 evidence-based assessment of teacher
23 effectiveness; and

24 (D) for an applicant for a teaching endorsement,
25 have completed student teaching or an equivalent
26 experience or, for an applicant for a school service

1 personnel endorsement, have completed an internship or
2 an equivalent experience.

3 (b) In order to receive a Professional Educator License
4 endorsed in a teaching field or school support personnel area,
5 applicants trained in another country must meet all of the
6 following requirements:

7 (1) Have completed a comparable education program in
8 another country.

9 (2) Have had transcripts evaluated by an evaluation
10 service approved by the State Superintendent of Education.

11 (3) Have a degree comparable to a degree from a
12 regionally accredited institution of higher education.

13 (4) Have ~~Until July 1, 2027 or the date that the~~
14 ~~revised test for a particular content area is implemented,~~
15 ~~whichever is later,~~ have completed coursework aligned to
16 standards concerning (i) methods of instruction of the
17 exceptional child, (ii) methods of reading that align with
18 all applicable standards set forth in Part 26 of Title 23
19 of the Illinois Administrative Code and reading in the
20 content area, and (iii) instructional strategies for
21 English learners. However, applicants who have
22 successfully completed the revised State examination
23 identified in subsection (b) of Section 21B-30 are exempt
24 from this paragraph (4), and applicants Applicants seeking
25 a school support personnel endorsement are exempt from
26 this paragraph (4).

1 (5) (Blank).

2 (6) (Blank).

3 (7) Have successfully met all State licensure
4 examination requirements.

5 (8) Have completed student teaching or an equivalent
6 experience.

7 (9) (Blank).

8 (b-5) All applicants who have not been entitled by an
9 Illinois-approved educator preparation program at an Illinois
10 institution of higher education and applicants trained in
11 another country applying for a Professional Educator License
12 endorsed for principal or superintendent must hold a master's
13 degree from a regionally accredited institution of higher
14 education and hold a comparable and valid educator license or
15 certificate with similar grade level and subject matter
16 credentials, with the State Board of Education having the
17 authority to determine what constitutes similar grade level
18 and subject matter credentials from another state, or must
19 meet all of the following requirements:

20 (1) Have completed an educator preparation program
21 approved by another state or comparable educator program
22 in another country leading to the receipt of a license or
23 certificate for the Illinois endorsement sought.

24 (2) Have successfully met all State licensure
25 examination requirements, as required by Section 21B-30 of
26 this Code. However, applicants who have successfully

1 completed a test of content, as defined by rules, at the
2 time of initial licensure in another state are not
3 required to complete a test of content area knowledge.

4 (2.5) Have completed an internship, as defined by
5 rule.

6 (3) (Blank).

7 (4) Have ~~Until July 1, 2027 or the date that the~~
8 ~~revised test for a particular content area is implemented,~~
9 ~~whichever is later, have~~ completed coursework aligned to
10 standards concerning (i) methods of instruction of the
11 exceptional child, (ii) methods of reading that align with
12 all applicable standards set forth in Part 26 of Title 23
13 of the Illinois Administrative Code and reading in the
14 content area, and (iii) instructional strategies for
15 English learners. However, applicants who have
16 successfully completed the revised State examination
17 identified in subsection (b) of Section 21B-30 are exempt
18 from this paragraph (4).

19 (4.5) (Blank).

20 (5) Have completed a master's degree.

21 (6) Have successfully completed teaching, school
22 support, or administrative experience as defined by rule.

23 (b-7) All applicants who have not been entitled by an
24 Illinois-approved educator preparation program at an Illinois
25 institution of higher education applying for a Professional
26 Educator License endorsed for Director of Special Education

1 must hold a master's degree from a regionally accredited
2 institution of higher education and must hold a comparable and
3 valid educator license or certificate with similar grade level
4 and subject matter credentials, with the State Board of
5 Education having the authority to determine what constitutes
6 similar grade level and subject matter credentials from
7 another state, or must meet all of the following requirements:

8 (1) Have completed a master's degree.

9 (2) Have 2 years of full-time experience providing
10 special education services.

11 (3) Have successfully completed all examination
12 requirements, as required by Section 21B-30 of this Code.
13 However, applicants who have successfully completed a test
14 of content, as defined by rules, at the time of initial
15 licensure in another state are not required to complete a
16 test of content area knowledge.

17 (4) Have ~~Until July 1, 2027 or the date that the~~
18 ~~revised test for a particular content area is implemented,~~
19 ~~whichever is later,~~ have completed coursework aligned to
20 standards concerning (i) methods of instruction of the
21 exceptional child, (ii) methods of reading that align with
22 all applicable standards set forth in Part 26 of Title 23
23 of the Illinois Administrative Code and reading in the
24 content area, and (iii) instructional strategies for
25 English learners. However, applicants who have
26 successfully completed the revised State examination

1 identified in subsection (b) of Section 21B-30 are exempt
2 from this paragraph (4).

3 (b-10) All applicants who have not been entitled by an
4 Illinois-approved educator preparation program at an Illinois
5 institution of higher education applying for a Professional
6 Educator License endorsed for chief school business official
7 must hold a master's degree from a regionally accredited
8 institution of higher education and must hold a comparable and
9 valid educator license or certificate with similar grade level
10 and subject matter credentials, with the State Board of
11 Education having the authority to determine what constitutes
12 similar grade level and subject matter credentials from
13 another state, or must meet all of the following requirements:

14 (1) Have completed a master's degree in school
15 business management, finance, or accounting.

16 (2) Have successfully completed an internship in
17 school business management or have 2 years of experience
18 as a school business administrator.

19 (3) Have successfully met all State examination
20 requirements, as required by Section 21B-30 of this Code.
21 However, applicants who have successfully completed a test
22 of content, as defined by rules, at the time of initial
23 licensure in another state are not required to complete a
24 test of content area knowledge.

25 (4) (Blank).

26 (c) 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 implement this Section.

3 (Source: P.A. 103-402, eff. 7-28-23; 104-128, eff. 1-1-26.)

4 (105 ILCS 5/21B-40)

5 Sec. 21B-40. Fees.

6 (a) Beginning with the start of the new licensure system
7 established pursuant to this Article, the following fees shall
8 be charged to applicants:

9 (1) A \$100 application fee for a Professional Educator
10 License or an Educator License with Stipulations.

11 (1.5) A \$50 application fee for a Substitute Teaching
12 License. If the application for a Substitute Teaching
13 License is made and granted after July 1, 2017, the
14 licensee may apply for a refund of the application fee
15 within 18 months of issuance of the new license and shall
16 be issued that refund by the State Board of Education if
17 the licensee provides evidence to the State Board of
18 Education that the licensee has taught pursuant to the
19 Substitute Teaching License at least 10 full school days
20 within one year of issuance.

21 (1.7) A \$25 application fee for a Short-Term
22 Substitute Teaching License. The Short-Term Substitute
23 Teaching License must be registered in at least one region
24 in this State, but does not require a registration fee.
25 The licensee may apply for a refund of the application fee

1 within 18 months of issuance of the new license and shall
2 be issued that refund by the State Board of Education if
3 the licensee provides evidence to the State Board of
4 Education that the licensee has taught pursuant to the
5 Short-Term Substitute Teaching License at least 10 full
6 school days within one year of issuance. The application
7 fee for a Short-Term Substitute Teaching License shall be
8 waived when the Governor has declared a disaster due to a
9 public health emergency pursuant to Section 7 of the
10 Illinois Emergency Management Agency Act.

11 (2) A \$150 application fee for individuals who have
12 not been entitled by an Illinois-approved educator
13 preparation program at an Illinois institution of higher
14 education and are seeking any of the licenses set forth in
15 subdivision (1) of this subsection (a).

16 (3) A \$50 application fee for each endorsement or
17 approval.

18 (4) A \$10 per year registration fee for the course of
19 the validity cycle to register the license, which shall be
20 paid to the regional office of education having
21 supervision and control over the school in which the
22 individual holding the license is to be employed. If the
23 individual holding the license is not yet employed, then
24 the license may be registered in any county in this State.
25 The registration fee must be paid in its entirety the
26 first time the individual registers the license for a

1 particular validity period in a single region. No
2 additional fee may be charged for that validity period
3 should the individual subsequently register the license in
4 additional regions. An individual must register the
5 license (i) immediately after initial issuance of the
6 license and (ii) at the beginning of each renewal cycle if
7 the individual has satisfied the renewal requirements
8 required under this Code.

9 Beginning on July 1, 2017, at the beginning of each
10 renewal cycle, individuals who hold a Substitute Teaching
11 License may apply for a reimbursement of the registration
12 fee within 18 months of renewal and shall be issued that
13 reimbursement by the State Board of Education from funds
14 appropriated for that purpose if the licensee provides
15 evidence to the State Board of Education that the licensee
16 has taught pursuant to the Substitute Teaching License at
17 least 10 full school days within one year of renewal.

18 (5) The license renewal fee for an Educator License
19 with Stipulations with a paraprofessional educator
20 endorsement is \$25.

21 (b) All application fees paid pursuant to subdivisions (1)
22 through (3) of subsection (a) of this Section shall be
23 deposited into the Teacher Licensure Certificate ~~Certificate~~ Fee Revolving
24 Fund and shall be used, subject to appropriation, by the State
25 Board of Education to provide the technology and human
26 resources necessary for the timely and efficient processing of

1 applications and for the renewal of licenses. Funds available
2 from the Teacher Licensure ~~Certificate~~ Fee Revolving Fund may
3 also be used by the State Board of Education to support the
4 recruitment and retention of educators, to support educator
5 preparation programs in preparing high quality educators ~~as~~
6 ~~they seek national accreditation~~, and to provide professional
7 development aligned with the requirements set forth in Section
8 21B-45 of this Code. A majority of the funds in the Teacher
9 Licensure ~~Certificate~~ Fee Revolving Fund must be dedicated to
10 the timely and efficient processing of applications and for
11 the renewal of licenses. The Teacher Licensure ~~Certificate~~ Fee
12 Revolving Fund is not subject to administrative charge
13 transfers, authorized under Section 8h of the State Finance
14 Act, from the Teacher Licensure ~~Certificate~~ Fee Revolving Fund
15 into any other fund of this State, and moneys in the Teacher
16 Licensure ~~Certificate~~ Fee Revolving Fund shall not revert back
17 to the General Revenue Fund at any time.

18 The regional superintendent of schools shall deposit the
19 registration fees paid pursuant to subdivision (4) of
20 subsection (a) of this Section into the institute fund
21 established pursuant to Section 3-11 of this Code.

22 (c) The State Board of Education and each regional office
23 of education are authorized to charge a service or convenience
24 fee for the use of credit cards for the payment of license
25 fees. This service or convenience fee shall not exceed the
26 amount required by the credit card processing company or

1 vendor that has entered into a contract with the State Board or
2 regional office of education for this purpose, and the fee
3 must be paid to that company or vendor.

4 (d) If, at the time a certificate issued under Article 21
5 of this Code is exchanged for a license issued under this
6 Article, a person has paid registration fees for any years of
7 the validity period of the certificate and these years have
8 not expired when the certificate is exchanged, then those fees
9 must be applied to the registration of the new license.

10 (Source: P.A. 101-81, eff. 7-12-19; 101-570, eff. 8-23-19;
11 102-867, eff. 5-13-22.)

12 (105 ILCS 5/22-30)

13 Sec. 22-30. Self-administration and self-carry of asthma
14 medication and epinephrine delivery systems ~~injectors~~;
15 administration of undesignated epinephrine delivery systems
16 ~~injectors~~; administration of an opioid antagonist;
17 administration of undesignated asthma medication; supply of
18 undesignated oxygen tanks; asthma episode emergency response
19 protocol.

20 (a) For the purpose of this Section only, the following
21 terms shall have the meanings set forth below:

22 "Asthma action plan" means a written plan developed with a
23 pupil's medical provider to help control the pupil's asthma.
24 The goal of an asthma action plan is to reduce or prevent
25 flare-ups and emergency department visits through day-to-day

1 management and to serve as a student-specific document to be
2 referenced in the event of an asthma episode.

3 "Asthma episode emergency response protocol" means a
4 procedure to provide assistance to a pupil experiencing
5 symptoms of wheezing, coughing, shortness of breath, chest
6 tightness, or breathing difficulty.

7 "Epinephrine delivery system" means any form of
8 epinephrine that is approved by the United States Food and
9 Drug Administration, including any device that contains a dose
10 of epinephrine, and that is used to administer epinephrine
11 into the human body to prevent or treat a life-threatening
12 allergic reaction injector" ~~includes an auto injector approved~~
13 ~~by the United States Food and Drug Administration for the~~
14 ~~administration of epinephrine and a pre-filled syringe~~
15 ~~approved by the United States Food and Drug Administration and~~
16 ~~used for the administration of epinephrine that contains a~~
17 ~~pre measured dose of epinephrine that is equivalent to the~~
18 ~~dosages used in an auto injector.~~

19 "Asthma medication" means quick-relief asthma medication,
20 including albuterol or other short-acting bronchodilators,
21 that is approved by the United States Food and Drug
22 Administration for the treatment of respiratory distress.

23 "Asthma medication" includes medication delivered through a
24 device, including a metered dose inhaler with a reusable or
25 disposable spacer or a nebulizer with a mouthpiece or mask.

26 "Opioid antagonist" means a drug that binds to opioid

1 receptors and blocks or inhibits the effect of opioids acting
2 on those receptors, including, but not limited to, naloxone
3 hydrochloride or any other similarly acting drug approved by
4 the U.S. Food and Drug Administration.

5 "Respiratory distress" means the perceived or actual
6 presence of wheezing, coughing, shortness of breath, chest
7 tightness, breathing difficulty, or any other symptoms
8 consistent with asthma. Respiratory distress may be
9 categorized as "mild-to-moderate" or "severe".

10 "School nurse" means a registered nurse working in a
11 school with or without licensure endorsed in school nursing.

12 "Self-administration" means a pupil's discretionary use of
13 his or her prescribed asthma medication or epinephrine
14 delivery system ~~injector~~.

15 "Self-carry" means a pupil's ability to carry his or her
16 prescribed asthma medication or epinephrine delivery system
17 ~~injector~~.

18 "Standing protocol" may be issued by (i) a physician
19 licensed to practice medicine in all its branches, (ii) a
20 licensed physician assistant with prescriptive authority, or
21 (iii) a licensed advanced practice registered nurse with
22 prescriptive authority.

23 "Trained personnel" means any school employee or volunteer
24 personnel authorized in Sections 10-22.34, 10-22.34a, and
25 10-22.34b of this Code who has completed training under
26 subsection (g) of this Section to recognize and respond to

1 anaphylaxis, an opioid overdose, or respiratory distress.

2 "Undesignated asthma medication" means asthma medication
3 prescribed in the name of a school district, public school,
4 charter school, or nonpublic school.

5 "Undesignated epinephrine delivery system injector" means
6 an epinephrine delivery system injector prescribed in the name
7 of a school district, public school, charter school, or
8 nonpublic school.

9 (b) A school, whether public, charter, or nonpublic, must
10 permit the self-administration and self-carry of asthma
11 medication by a pupil with asthma or the self-administration
12 and self-carry of an epinephrine delivery system injector by a
13 pupil, provided that:

14 (1) the parents or guardians of the pupil provide to
15 the school (i) written authorization from the parents or
16 guardians for (A) the self-administration and self-carry
17 of asthma medication or (B) the self-carry of asthma
18 medication or (ii) for (A) the self-administration and
19 self-carry of an epinephrine delivery system injector or
20 (B) the self-carry of an epinephrine delivery system
21 ~~injector~~, written authorization from the pupil's
22 physician, physician assistant, or advanced practice
23 registered nurse; and

24 (2) the parents or guardians of the pupil provide to
25 the school (i) the prescription label, which must contain
26 the name of the asthma medication, the prescribed dosage,

1 and the time at which or circumstances under which the
2 asthma medication is to be administered, or (ii) for the
3 self-administration or self-carry of an epinephrine
4 delivery system injector, a written statement from the
5 pupil's physician, physician assistant, or advanced
6 practice registered nurse containing the following
7 information:

8 (A) the name and purpose of the epinephrine
9 delivery system injector;

10 (B) the prescribed dosage; and

11 (C) the time or times at which or the special
12 circumstances under which the epinephrine delivery
13 system injector is to be administered.

14 The information provided shall be kept on file in the office of
15 the school nurse or, in the absence of a school nurse, the
16 school's administrator.

17 (b-5) A school district, public school, charter school, or
18 nonpublic school may authorize the provision of a
19 student-specific or undesignated epinephrine delivery system
20 injector to a student or any personnel authorized under a
21 student's Individual Health Care Action Plan, allergy
22 emergency action plan, or plan pursuant to Section 504 of the
23 federal Rehabilitation Act of 1973 to administer an
24 epinephrine delivery system injector to the student, that
25 meets the student's prescription on file.

26 (b-10) The school district, public school, charter school,

1 or nonpublic school may authorize a school nurse or trained
2 personnel to do the following: (i) provide an undesignated
3 epinephrine delivery system ~~injector~~ to a student for
4 self-administration only or any personnel authorized under a
5 student's Individual Health Care Action Plan, allergy
6 emergency action plan, plan pursuant to Section 504 of the
7 federal Rehabilitation Act of 1973, or individualized
8 education program plan to administer to the student that meets
9 the student's prescription on file; (ii) administer an
10 undesignated epinephrine delivery system ~~injector~~ that meets
11 the prescription on file to any student who has an Individual
12 Health Care Action Plan, allergy emergency action plan, plan
13 pursuant to Section 504 of the federal Rehabilitation Act of
14 1973, or individualized education program plan that authorizes
15 the use of an epinephrine delivery system ~~injector~~; (iii)
16 administer an undesignated epinephrine delivery system
17 ~~injector~~ to any person that the school nurse or trained
18 personnel in good faith believes is having an anaphylactic
19 reaction; (iv) administer an opioid antagonist to any person
20 that the school nurse or trained personnel in good faith
21 believes is having an opioid overdose; (v) provide
22 undesignated asthma medication to a student for
23 self-administration only or to any personnel authorized under
24 a student's Individual Health Care Action Plan or asthma
25 action plan, plan pursuant to Section 504 of the federal
26 Rehabilitation Act of 1973, or individualized education

1 program plan to administer to the student that meets the
2 student's prescription on file; (vi) administer undesignated
3 asthma medication that meets the prescription on file to any
4 student who has an Individual Health Care Action Plan or
5 asthma action plan, plan pursuant to Section 504 of the
6 federal Rehabilitation Act of 1973, or individualized
7 education program plan that authorizes the use of asthma
8 medication; and (vii) administer undesignated asthma
9 medication to any person that the school nurse or trained
10 personnel believes in good faith is having respiratory
11 distress.

12 (c) The school district, public school, charter school, or
13 nonpublic school must inform the parents or guardians of the
14 pupil, in writing, that the school district, public school,
15 charter school, or nonpublic school and its employees and
16 agents, including a physician, physician assistant, or
17 advanced practice registered nurse providing standing protocol
18 and a prescription for school epinephrine delivery systems
19 ~~injectors~~, an opioid antagonist, or undesignated asthma
20 medication, are to incur no liability or professional
21 discipline, except for willful and wanton conduct, as a result
22 of any injury arising from the administration of asthma
23 medication, an epinephrine delivery system ~~injector~~, or an
24 opioid antagonist regardless of whether authorization was
25 given by the pupil's parents or guardians or by the pupil's
26 physician, physician assistant, or advanced practice

1 registered nurse. The parents or guardians of the pupil must
2 sign a statement acknowledging that the school district,
3 public school, charter school, or nonpublic school and its
4 employees and agents are to incur no liability, except for
5 willful and wanton conduct, as a result of any injury arising
6 from the administration of asthma medication, an epinephrine
7 delivery system injector, or an opioid antagonist regardless
8 of whether authorization was given by the pupil's parents or
9 guardians or by the pupil's physician, physician assistant, or
10 advanced practice registered nurse and that the parents or
11 guardians must indemnify and hold harmless the school
12 district, public school, charter school, or nonpublic school
13 and its employees and agents against any claims, except a
14 claim based on willful and wanton conduct, arising out of the
15 administration of asthma medication, an epinephrine delivery
16 system injector, or an opioid antagonist regardless of whether
17 authorization was given by the pupil's parents or guardians or
18 by the pupil's physician, physician assistant, or advanced
19 practice registered nurse.

20 (c-5) When a school nurse or trained personnel administers
21 an undesignated epinephrine delivery system injector to a
22 person whom the school nurse or trained personnel in good
23 faith believes is having an anaphylactic reaction, administers
24 an opioid antagonist to a person whom the school nurse or
25 trained personnel in good faith believes is having an opioid
26 overdose, or administers undesignated asthma medication to a

1 person whom the school nurse or trained personnel in good
2 faith believes is having respiratory distress, notwithstanding
3 the lack of notice to the parents or guardians of the pupil or
4 the absence of the parents or guardians signed statement
5 acknowledging no liability, except for willful and wanton
6 conduct, the school district, public school, charter school,
7 or nonpublic school and its employees and agents, and a
8 physician, a physician assistant, or an advanced practice
9 registered nurse providing standing protocol and a
10 prescription for undesignated epinephrine delivery systems
11 ~~injectors~~, an opioid antagonist, or undesignated asthma
12 medication, are to incur no liability or professional
13 discipline, except for willful and wanton conduct, as a result
14 of any injury arising from the use of an undesignated
15 epinephrine delivery system ~~injector~~, the use of an opioid
16 antagonist, or the use of undesignated asthma medication,
17 regardless of whether authorization was given by the pupil's
18 parents or guardians or by the pupil's physician, physician
19 assistant, or advanced practice registered nurse.

20 (d) The permission for self-administration and self-carry
21 of asthma medication or the self-administration and self-carry
22 of an epinephrine delivery system ~~injector~~ is effective for
23 the school year for which it is granted and shall be renewed
24 each subsequent school year upon fulfillment of the
25 requirements of this Section.

26 (e) Provided that the requirements of this Section are

1 fulfilled, a pupil with asthma may self-administer and
2 self-carry his or her asthma medication or a pupil may
3 self-administer and self-carry an epinephrine delivery system
4 ~~injector~~ (i) while in school, (ii) while at a school-sponsored
5 activity, (iii) while under the supervision of school
6 personnel, or (iv) before or after normal school activities,
7 such as while in before-school or after-school care on
8 school-operated property or while being transported on a
9 school bus.

10 (e-5) Provided that the requirements of this Section are
11 fulfilled, a school nurse or trained personnel may administer
12 an undesignated epinephrine delivery system ~~injector~~ to any
13 person whom the school nurse or trained personnel in good
14 faith believes to be having an anaphylactic reaction (i) while
15 in school, (ii) while at a school-sponsored activity, (iii)
16 while under the supervision of school personnel, or (iv)
17 before or after normal school activities, such as while in
18 before-school or after-school care on school-operated property
19 or while being transported on a school bus. A school nurse or
20 trained personnel may carry undesignated epinephrine delivery
21 systems ~~injectors~~ on his or her person while in school or at a
22 school-sponsored activity.

23 (e-10) Provided that the requirements of this Section are
24 fulfilled, a school nurse or trained personnel may administer
25 an opioid antagonist to any person whom the school nurse or
26 trained personnel in good faith believes to be having an

1 opioid overdose (i) while in school, (ii) while at a
2 school-sponsored activity, (iii) while under the supervision
3 of school personnel, or (iv) before or after normal school
4 activities, such as while in before-school or after-school
5 care on school-operated property. A school nurse or trained
6 personnel may carry an opioid antagonist on his or her person
7 while in school or at a school-sponsored activity.

8 (e-15) If the requirements of this Section are met, a
9 school nurse or trained personnel may administer undesignated
10 asthma medication to any person whom the school nurse or
11 trained personnel in good faith believes to be experiencing
12 respiratory distress (i) while in school, (ii) while at a
13 school-sponsored activity, (iii) while under the supervision
14 of school personnel, or (iv) before or after normal school
15 activities, including before-school or after-school care on
16 school-operated property. A school nurse or trained personnel
17 may carry undesignated asthma medication on his or her person
18 while in school or at a school-sponsored activity.

19 (f) The school district, public school, charter school, or
20 nonpublic school may maintain a supply of undesignated
21 epinephrine delivery systems ~~injectors~~ in any secure location
22 that is accessible before, during, and after school where an
23 allergic person is most at risk, including, but not limited
24 to, classrooms and lunchrooms. A physician, a physician
25 assistant who has prescriptive authority in accordance with
26 Section 7.5 of the Physician Assistant Practice Act of 1987,

1 or an advanced practice registered nurse who has prescriptive
2 authority in accordance with Section 65-40 of the Nurse
3 Practice Act may prescribe undesignated epinephrine delivery
4 systems ~~injectors~~ in the name of the school district, public
5 school, charter school, or nonpublic school to be maintained
6 for use when necessary. Any supply of epinephrine delivery
7 systems ~~injectors~~ shall be maintained in accordance with the
8 manufacturer's instructions.

9 The school district, public school, charter school, or
10 nonpublic school shall maintain a supply of an opioid
11 antagonist in any secure location where an individual may have
12 an opioid overdose, unless there is a shortage of opioid
13 antagonists, in which case the school district, public school,
14 charter school, or nonpublic school shall make a reasonable
15 effort to maintain a supply of an opioid antagonist. Unless
16 the school district, public school, charter school, or
17 nonpublic school is able to obtain opioid antagonists without
18 a prescription, a health care professional who has been
19 delegated prescriptive authority for opioid antagonists in
20 accordance with Section 5-23 of the Substance Use Disorder Act
21 shall prescribe opioid antagonists in the name of the school
22 district, public school, charter school, or nonpublic school,
23 to be maintained for use when necessary. Any supply of opioid
24 antagonists shall be maintained in accordance with the
25 manufacturer's instructions.

26 The school district, public school, charter school, or

1 nonpublic school may maintain a supply of asthma medication in
2 any secure location that is accessible before, during, or
3 after school where a person is most at risk, including, but not
4 limited to, a classroom or the nurse's office. A physician, a
5 physician assistant who has prescriptive authority under
6 Section 7.5 of the Physician Assistant Practice Act of 1987,
7 or an advanced practice registered nurse who has prescriptive
8 authority under Section 65-40 of the Nurse Practice Act may
9 prescribe undesignated asthma medication in the name of the
10 school district, public school, charter school, or nonpublic
11 school to be maintained for use when necessary. Any supply of
12 undesignated asthma medication must be maintained in
13 accordance with the manufacturer's instructions.

14 A school district that provides special educational
15 facilities for children with disabilities under Section
16 14-4.01 of this Code may maintain a supply of undesignated
17 oxygen tanks in any secure location that is accessible before,
18 during, and after school where a person with developmental
19 disabilities is most at risk, including, but not limited to,
20 classrooms and lunchrooms. A physician, a physician assistant
21 who has prescriptive authority in accordance with Section 7.5
22 of the Physician Assistant Practice Act of 1987, or an
23 advanced practice registered nurse who has prescriptive
24 authority in accordance with Section 65-40 of the Nurse
25 Practice Act may prescribe undesignated oxygen tanks in the
26 name of the school district that provides special educational

1 facilities for children with disabilities under Section
2 14-4.01 of this Code to be maintained for use when necessary.
3 Any supply of oxygen tanks shall be maintained in accordance
4 with the manufacturer's instructions and with the local fire
5 department's rules.

6 (f-3) Whichever entity initiates the process of obtaining
7 undesignated epinephrine delivery systems ~~injectors~~ and
8 providing training to personnel for carrying and administering
9 undesignated epinephrine delivery systems ~~injectors~~ shall pay
10 for the costs of the undesignated epinephrine delivery systems
11 ~~injectors~~.

12 (f-5) Upon any administration of an epinephrine delivery
13 system ~~injector~~, a school district, public school, charter
14 school, or nonpublic school must immediately activate the EMS
15 system and notify the student's parent, guardian, or emergency
16 contact, if known.

17 Upon any administration of an opioid antagonist, a school
18 district, public school, charter school, or nonpublic school
19 must immediately activate the EMS system and notify the
20 student's parent, guardian, or emergency contact, if known.

21 (f-10) Within 24 hours of the administration of an
22 undesignated epinephrine delivery system ~~injector~~, a school
23 district, public school, charter school, or nonpublic school
24 must notify the physician, physician assistant, or advanced
25 practice registered nurse who provided the standing protocol
26 and a prescription for the undesignated epinephrine delivery

1 system injector of its use.

2 Within 24 hours after the administration of an opioid
3 antagonist, a school district, public school, charter school,
4 or nonpublic school must notify the health care professional
5 who provided the prescription for the opioid antagonist of its
6 use.

7 Within 24 hours after the administration of undesignated
8 asthma medication, a school district, public school, charter
9 school, or nonpublic school must notify the student's parent
10 or guardian or emergency contact, if known, and the physician,
11 physician assistant, or advanced practice registered nurse who
12 provided the standing protocol and a prescription for the
13 undesignated asthma medication of its use. The district or
14 school must follow up with the school nurse, if available, and
15 may, with the consent of the child's parent or guardian,
16 notify the child's health care provider of record, as
17 determined under this Section, of its use.

18 (g) Prior to the administration of an undesignated
19 epinephrine delivery system injector, trained personnel must
20 submit to the school's administration proof of completion of a
21 training curriculum to recognize and respond to anaphylaxis
22 that meets the requirements of subsection (h) of this Section.
23 Training must be completed annually. The school district,
24 public school, charter school, or nonpublic school must
25 maintain records related to the training curriculum and
26 trained personnel.

1 Prior to the administration of an opioid antagonist,
2 trained personnel must submit to the school's administration
3 proof of completion of a training curriculum to recognize and
4 respond to an opioid overdose, which curriculum must meet the
5 requirements of subsection (h-5) of this Section. The school
6 district, public school, charter school, or nonpublic school
7 must maintain records relating to the training curriculum and
8 the trained personnel.

9 Prior to the administration of undesignated asthma
10 medication, trained personnel must submit to the school's
11 administration proof of completion of a training curriculum to
12 recognize and respond to respiratory distress, which must meet
13 the requirements of subsection (h-10) of this Section.
14 Training must be completed annually, and the school district,
15 public school, charter school, or nonpublic school must
16 maintain records relating to the training curriculum and the
17 trained personnel.

18 (h) A training curriculum to recognize and respond to
19 anaphylaxis, including the administration of an undesignated
20 epinephrine delivery system ~~injector~~, may be conducted online
21 or in person.

22 Training shall include, but is not limited to:

23 (1) how to recognize signs and symptoms of an allergic
24 reaction, including anaphylaxis;

25 (2) how to administer an epinephrine delivery system
26 ~~injector~~; and

1 (3) a test demonstrating competency of the knowledge
2 required to recognize anaphylaxis and administer an
3 epinephrine delivery system injector.

4 Training may also include, but is not limited to:

5 (A) a review of high-risk areas within a school and
6 its related facilities;

7 (B) steps to take to prevent exposure to allergens;

8 (C) emergency follow-up procedures, including the
9 importance of calling 9-1-1 or, if 9-1-1 is not available,
10 other local emergency medical services;

11 (D) how to respond to a student with a known allergy,
12 as well as a student with a previously unknown allergy;

13 (E) other criteria as determined in rules adopted
14 pursuant to this Section; and

15 (F) any policy developed by the State Board of
16 Education under Section 2-3.190.

17 In consultation with statewide professional organizations
18 representing physicians licensed to practice medicine in all
19 of its branches, registered nurses, and school nurses, the
20 State Board of Education shall make available resource
21 materials consistent with criteria in this subsection (h) for
22 educating trained personnel to recognize and respond to
23 anaphylaxis. The State Board may take into consideration the
24 curriculum on this subject developed by other states, as well
25 as any other curricular materials suggested by medical experts
26 and other groups that work on life-threatening allergy issues.

1 The State Board is not required to create new resource
2 materials. The State Board shall make these resource materials
3 available on its Internet website.

4 (h-5) A training curriculum to recognize and respond to an
5 opioid overdose, including the administration of an opioid
6 antagonist, may be conducted online or in person. The training
7 must comply with any training requirements under Section 5-23
8 of the Substance Use Disorder Act and the corresponding rules.
9 It must include, but is not limited to:

- 10 (1) how to recognize symptoms of an opioid overdose;
- 11 (2) information on drug overdose prevention and
12 recognition;
- 13 (3) how to perform rescue breathing and resuscitation;
- 14 (4) how to respond to an emergency involving an opioid
15 overdose;
- 16 (5) opioid antagonist dosage and administration;
- 17 (6) the importance of calling 9-1-1 or, if 9-1-1 is
18 not available, other local emergency medical services;
- 19 (7) care for the overdose victim after administration
20 of the overdose antagonist;
- 21 (8) a test demonstrating competency of the knowledge
22 required to recognize an opioid overdose and administer a
23 dose of an opioid antagonist; and
- 24 (9) other criteria as determined in rules adopted
25 pursuant to this Section.

26 (h-10) A training curriculum to recognize and respond to

1 respiratory distress, including the administration of
2 undesignated asthma medication, may be conducted online or in
3 person. The training must include, but is not limited to:

4 (1) how to recognize symptoms of respiratory distress
5 and how to distinguish respiratory distress from
6 anaphylaxis;

7 (2) how to respond to an emergency involving
8 respiratory distress;

9 (3) asthma medication dosage and administration;

10 (4) the importance of calling 9-1-1 or, if 9-1-1 is
11 not available, other local emergency medical services;

12 (5) a test demonstrating competency of the knowledge
13 required to recognize respiratory distress and administer
14 asthma medication; and

15 (6) other criteria as determined in rules adopted
16 under this Section.

17 (i) Within 3 days after the administration of an
18 undesignated epinephrine delivery system ~~injector~~ by a school
19 nurse, trained personnel, or a student at a school or
20 school-sponsored activity, the school must report to the State
21 Board of Education in a form and manner prescribed by the State
22 Board the following information:

23 (1) age and type of person receiving epinephrine
24 (student, staff, visitor);

25 (2) any previously known diagnosis of a severe
26 allergy;

- 1 (3) trigger that precipitated allergic episode;
- 2 (4) location where symptoms developed;
- 3 (5) number of doses administered;
- 4 (6) type of person administering epinephrine (school
5 nurse, trained personnel, student); and
- 6 (7) any other information required by the State Board.

7 If a school district, public school, charter school, or
8 nonpublic school maintains or has an independent contractor
9 providing transportation to students who maintains a supply of
10 undesignated epinephrine delivery systems ~~injectors~~, then the
11 school district, public school, charter school, or nonpublic
12 school must report that information to the State Board of
13 Education upon adoption or change of the policy of the school
14 district, public school, charter school, nonpublic school, or
15 independent contractor, in a manner as prescribed by the State
16 Board. The report must include the number of undesignated
17 epinephrine delivery systems ~~injectors~~ in supply.

18 (i-5) Within 3 days after the administration of an opioid
19 antagonist by a school nurse or trained personnel, the school
20 must report to the State Board of Education, in a form and
21 manner prescribed by the State Board, the following
22 information:

- 23 (1) the age and type of person receiving the opioid
24 antagonist (student, staff, or visitor);
- 25 (2) the location where symptoms developed;
- 26 (3) the type of person administering the opioid

1 antagonist (school nurse or trained personnel); and

2 (4) any other information required by the State Board.

3 (i-10) Within 3 days after the administration of
4 undesignated asthma medication by a school nurse, trained
5 personnel, or a student at a school or school-sponsored
6 activity, the school must report to the State Board of
7 Education, on a form and in a manner prescribed by the State
8 Board of Education, the following information:

9 (1) the age and type of person receiving the asthma
10 medication (student, staff, or visitor);

11 (2) any previously known diagnosis of asthma for the
12 person;

13 (3) the trigger that precipitated respiratory
14 distress, if identifiable;

15 (4) the location of where the symptoms developed;

16 (5) the number of doses administered;

17 (6) the type of person administering the asthma
18 medication (school nurse, trained personnel, or student);

19 (7) the outcome of the asthma medication
20 administration; and

21 (8) any other information required by the State Board.

22 (j) By October 1, 2015 and every year thereafter, the
23 State Board of Education shall submit a report to the General
24 Assembly identifying the frequency and circumstances of
25 undesignated epinephrine and undesignated asthma medication
26 administration during the preceding academic year. Beginning

1 with the 2017 report, the report shall also contain
2 information on which school districts, public schools, charter
3 schools, and nonpublic schools maintain or have independent
4 contractors providing transportation to students who maintain
5 a supply of undesignated epinephrine delivery systems
6 ~~injectors~~. This report shall be published on the State Board's
7 Internet website on the date the report is delivered to the
8 General Assembly.

9 (j-5) Annually, each school district, public school,
10 charter school, or nonpublic school shall request an asthma
11 action plan from the parents or guardians of a pupil with
12 asthma. If provided, the asthma action plan must be kept on
13 file in the office of the school nurse or, in the absence of a
14 school nurse, the school administrator. Copies of the asthma
15 action plan may be distributed to appropriate school staff who
16 interact with the pupil on a regular basis, and, if
17 applicable, may be attached to the pupil's federal Section 504
18 plan or individualized education program plan.

19 (j-10) To assist schools with emergency response
20 procedures for asthma, the State Board of Education, in
21 consultation with statewide professional organizations with
22 expertise in asthma management and a statewide organization
23 representing school administrators, shall develop a model
24 asthma episode emergency response protocol before September 1,
25 2016. Each school district, charter school, and nonpublic
26 school shall adopt an asthma episode emergency response

1 protocol before January 1, 2017 that includes all of the
2 components of the State Board's model protocol.

3 (j-15) (Blank).

4 (j-20) On or before October 1, 2016 and every year
5 thereafter, the State Board of Education shall submit a report
6 to the General Assembly and the Department of Public Health
7 identifying the frequency and circumstances of opioid
8 antagonist administration during the preceding academic year.
9 This report shall be published on the State Board's Internet
10 website on the date the report is delivered to the General
11 Assembly.

12 (k) The State Board of Education may adopt rules necessary
13 to implement this Section.

14 (l) Nothing in this Section shall limit the amount of
15 epinephrine delivery systems ~~injectors~~ that any type of school
16 or student may carry or maintain a supply of.

17 (Source: P.A. 102-413, eff. 8-20-21; 102-813, eff. 5-13-22;
18 103-175, eff. 6-30-23; 103-196, eff. 1-1-24; 103-348, eff.
19 1-1-24; 103-542, eff. 7-1-24 (see Section 905 of P.A. 103-563
20 for effective date of P.A. 103-542); 103-605, eff. 7-1-24.)

21 (105 ILCS 5/24A-20)

22 Sec. 24A-20. State Board of Education data collection and
23 evaluation assessment and support systems.

24 (a) The State Board of Education shall, through a process
25 involving collaboration with the Performance Evaluation

1 Advisory Committee, develop or contract for the development of
2 and implement all of the following data collection and
3 evaluation assessment and support systems:

4 (1) A system to annually collect and publish data by
5 district and school on teacher and administrator
6 performance evaluation outcomes. The system must ensure
7 that no teacher or administrator can be personally
8 identified by publicly reported data.

9 (2) (Blank). ~~Both a teacher and principal model~~
10 ~~evaluation template. The model templates must incorporate~~
11 ~~the requirements of this Article and any other~~
12 ~~requirements established by the State Board by~~
13 ~~administrative rule, but allow customization by districts~~
14 ~~in a manner that does not conflict with such requirements.~~

15 (3) An evaluator pre-qualification program ~~based on~~
16 ~~the model teacher evaluation template.~~

17 (4) An evaluator training program ~~based on the model~~
18 ~~teacher evaluation template.~~ The training program shall
19 provide multiple training options that account for the
20 prior training and experience of the evaluator.

21 (5) A superintendent training program ~~based on the~~
22 ~~model principal evaluation template.~~

23 (6) One or more instruments to provide feedback to
24 principals on the instructional environment within a
25 school.

26 (7) A State Board-provided or approved technical

1 assistance system that supports districts with the
2 development and implementation of teacher and principal
3 evaluation systems.

4 (8) Web-based systems and tools supporting
5 implementation of the ~~model templates and the~~ evaluator
6 pre-qualification and training programs.

7 (9) A process for measuring and reporting correlations
8 between local principal and teacher evaluations and the
9 retention rates of teachers.

10 (10) (Blank).

11 (b) (Blank).

12 (c) Districts shall submit data and information to the
13 State Board on teacher and principal performance evaluations
14 and evaluation plans in accordance with procedures and
15 requirements for submissions established by the State Board.
16 Such data shall include, without limitation, (i) data on the
17 performance rating given to all teachers in contractual
18 continued service, (ii) data on district recommendations to
19 renew or not renew teachers not in contractual continued
20 service, and (iii) data on the performance rating given to all
21 principals.

22 (d) If the State Board of Education does not timely
23 fulfill any of the requirements set forth in Sections 24A-7
24 and 24A-20, and adequate and sustainable federal, State, or
25 other funds are not provided to the State Board of Education
26 and school districts to meet their responsibilities under this

1 Article, the applicable implementation date shall be postponed
2 by the number of calendar days equal to those needed by the
3 State Board of Education to fulfill such requirements and for
4 the adequate and sustainable funds to be provided to the State
5 Board of Education and school districts. The determination as
6 to whether the State Board of Education has fulfilled any or
7 all requirements set forth in Sections 24A-7 and 24A-20 and
8 whether adequate and sustainable funds have been provided to
9 the State Board of Education and school districts shall be
10 made by the State Board of Education in consultation with the
11 P-20 Council.

12 (e) The State Board of Education shall annually report
13 teacher evaluation data from each school in the State. The
14 State Board's report shall include:

15 (1) data from the most recent performance evaluation
16 ratings issued for all nontenured teachers and teachers in
17 contractual continued service disaggregated by the race
18 and ethnicity of teachers; and

19 (2) data from the most recent performance evaluation
20 ratings for all nontenured teachers and teachers in
21 contractual continued service disaggregated by the race,
22 ethnicity, and eligibility status for free or
23 reduced-price lunch of students in the school where the
24 teachers work.

25 The report shall contain data in an aggregate format. The
26 report with the aggregate data is not confidential pursuant to

1 Section 24A-7.1 of this Code unless an individual teacher is
2 personally identifiable in the report. With respect to the
3 report, the underlying data and any personally identifying
4 information of a teacher shall be confidential. The State
5 Board shall provide the data in the report in a format that
6 prevents identification of individual teachers.

7 (Source: P.A. 103-452, eff. 1-1-24; 104-20, eff. 7-1-25.)

8 (105 ILCS 5/26A-20)

9 Sec. 26A-20. Review and revision of policies and
10 procedures.

11 (a) No later than July 1, 2026 ~~2024~~ and every 2 years
12 thereafter, each school district must review all existing
13 policies and procedures and must revise any existing policies
14 and procedures that may act as a barrier to the immediate
15 enrollment and re-enrollment, attendance, graduation, and
16 success in school of any student who is a student parent,
17 expectant student parent, or victim of domestic or sexual
18 violence or any policies or procedures that may compromise a
19 criminal investigation relating to domestic or sexual violence
20 or may re-victimize students. A school district must adopt new
21 policies and procedures, as needed, to implement this Section
22 and to ensure that immediate and effective steps are taken to
23 respond to students who are student parents, expectant
24 parents, or victims of domestic or sexual violence.

25 (b) A school district's policy must be consistent with the

1 model policy and procedures adopted by the State Board of
2 Education and under Public Act 101-531.

3 (c) A school district's policy on the procedures that a
4 student or his or her parent or guardian may follow if he or
5 she chooses to report an incident of alleged domestic or
6 sexual violence must, at a minimum, include all of the
7 following:

8 (1) The name and contact information for domestic or
9 sexual violence and parenting resource personnel, the
10 Title IX coordinator, school and school district resource
11 officers or security, and a community-based domestic or
12 sexual violence organization.

13 (2) The name, title, and contact information for
14 confidential resources and a description of what
15 confidential reporting means.

16 (3) An option for the student or the student's parent
17 or guardian to electronically, anonymously, and
18 confidentially report the incident.

19 (4) An option for reports by third parties and
20 bystanders.

21 (5) Information regarding the various individuals,
22 departments, or organizations to whom a student may report
23 an incident of domestic or sexual violence, specifying for
24 each individual or entity (i) the extent of the
25 individual's or entity's reporting obligation to the
26 school's or school district's administration, Title IX

1 coordinator, or other personnel or entity, (ii) the
2 individual's or entity's ability to protect the student's
3 privacy, and (iii) the extent of the individual's or
4 entity's ability to have confidential communications with
5 the student or his or her parent or guardian.

6 (6) The adoption of a complaint resolution procedure
7 as provided in Section 26A-25.

8 (d) A school district must post its revised policies and
9 procedures on its website, distribute them at the beginning of
10 each school year to each student, and make copies available to
11 each student and his or her parent or guardian for inspection
12 and copying at no cost to the student or parent or guardian at
13 each school within a school district.

14 (Source: P.A. 102-466, eff. 7-1-25.)

15 (105 ILCS 5/26A-25)

16 Sec. 26A-25. Complaint resolution procedure.

17 (a) On or before July 1, 2026 ~~2024~~, each school district
18 must adopt one procedure to resolve complaints of violations
19 of this amendatory Act of the 102nd General Assembly. The
20 respondent must be one or more of the following: the school,
21 school district, or school personnel. These procedures shall
22 comply with the confidentiality provisions of Sections 26A-20
23 and 26A-30. The procedures must include, at minimum, all of
24 the following:

25 (1) The opportunity to consider the most appropriate

1 means to execute the procedure considering school safety,
2 the developmental level of students, methods to reduce
3 trauma during the procedure, and how to avoid multiple
4 communications with students involved with an alleged
5 incident of domestic or sexual violence.

6 (2) Any proceeding, meeting, or hearing held to
7 resolve complaints of any violation of this amendatory Act
8 of the 102nd General Assembly must protect the privacy of
9 the participating parties and witnesses. A school, school
10 district, or school personnel may not disclose the
11 identity of parties or witnesses, except as necessary to
12 resolve the complaint or to implement interim protective
13 measures and reasonable support services or when required
14 by State or federal law.

15 (3) Complainants alleging violations of this
16 amendatory Act of the 102nd General Assembly must have the
17 opportunity to request that the complaint resolution
18 procedure begin promptly and proceed in a timely manner.

19 (b) A school district must determine the individuals who
20 will resolve complaints of violations of this amendatory Act
21 of the 102nd General Assembly.

22 (1) All individuals whose duties include resolution of
23 complaints of violations of this amendatory Act of the
24 102nd General Assembly must complete training on issues
25 related to domestic and sexual violence and how to conduct
26 the school's complaint resolution procedure, which may

1 include the in-service training required under subsection
2 (d) of Section 10-22.39, before commencement of those
3 duties, and must receive such training annually
4 thereafter. This training must be conducted by an
5 individual or individuals with expertise in domestic or
6 sexual violence in youth and expertise in developmentally
7 appropriate communications with elementary and secondary
8 school students regarding topics of a sexual, violent, or
9 sensitive nature and may include an individual who is a
10 certified, domestic-violence advocate or a school-based,
11 mental-health professional.

12 (2) Each school must have a sufficient number of
13 individuals trained to resolve complaints so that (i) a
14 substitution can occur in the case of a conflict of
15 interest or recusal, (ii) an individual with no prior
16 involvement in the initial determination or finding may
17 hear any appeal brought by a party, and (iii) the
18 complaint resolution procedure proceeds in a timely
19 manner.

20 (3) The complainant and any witnesses shall (i)
21 receive notice of the name of the individual with
22 authority to make a finding or approve an accommodation in
23 the proceeding before the individual may initiate contact
24 with the complainant and any witnesses and (ii) have the
25 opportunity to request a substitution if the participation
26 of an individual with authority to make a finding or

1 approve an accommodation poses a conflict of interest.

2 (c) When the alleged violation of this amendatory Act of
3 the 102nd General Assembly involves making a determination or
4 finding of responsibility of causing harm:

5 (1) The individual making the finding must use a
6 preponderance of evidence standard to determine whether
7 the incident occurred.

8 (2) The complainant and respondent and any witnesses
9 may not directly or through a representative question one
10 another. At the discretion of the individual resolving the
11 complaint, the complainant and the respondent may suggest
12 questions to be posed by the individual resolving the
13 complaint and if the individual resolving the complaint
14 decides to pose such questions.

15 (3) A live hearing is not required. If the complaint
16 resolution procedure includes a hearing, no student who is
17 a witness, including the complainant, may be compelled to
18 testify in the presence of a party or other witness. If a
19 witness invokes this right to testify outside the presence
20 of the other party or other witnesses, then the school
21 district must provide an option by which each party may,
22 at a minimum, hear such witnesses' testimony.

23 (d) Each party and witness may request and must be allowed
24 to have a representative or support persons of their choice
25 accompany them to any meeting or proceeding related to the
26 alleged violence or violation of this amendatory Act of the

1 102nd General Assembly if the involvement of the
2 representative or support persons does not result in undue
3 delay of the meeting or proceeding. This representative or
4 support persons must comply with any rules of the school
5 district's complaint resolution procedure. If the
6 representative or support persons violate the rules or engage
7 in behavior or advocacy that harasses, abuses, or intimidates
8 either party, a witness, or an individual resolving the
9 complaint, the representative or support person may be
10 prohibited from further participation in the meeting or
11 proceeding.

12 (e) The complainant, regardless of the level of
13 involvement in the complaint resolution procedure, and the
14 respondent must have the opportunity to provide or present
15 evidence and witnesses on their behalf during the complaint
16 resolution procedure.

17 (f) The complainant and respondent and any named
18 perpetrator directly impacted by the results of the complaint
19 resolution procedure, are entitled to simultaneous written
20 notification of the results of the complaint resolution
21 procedure, including information regarding appeals rights and
22 procedures, within 10 business days after a decision or sooner
23 if required by State or federal law or district policy.

24 (1) The complainant, respondents, and named
25 perpetrator if directly impacted by the results of the
26 complaint resolution procedure must, at a minimum, have

1 the right to timely appeal the complaint resolution
2 procedure's findings or remedies if a party alleges (i) a
3 procedural error occurred, (ii) new information exists
4 that would substantially change the outcome of the
5 proceeding, (iii) the remedy is not sufficiently related
6 to the finding, or (iv) the decision is against the weight
7 of the evidence.

8 (2) An individual reviewing the findings or remedies
9 may not have previously participated in the complaint
10 resolution procedure and may not have a conflict of
11 interest with either party.

12 (3) The complainant and respondent and any
13 perpetrators directly impacted by the results of the
14 complaint resolution procedure must receive the appeal
15 decision, in writing, within 15 ~~10~~ business days, ~~but~~
16 ~~never more than 15 business days,~~ after the conclusion of
17 the review of findings or remedies or sooner if required
18 by State or federal law.

19 (g) Each school district must have a procedure to
20 determine interim protective measures and support services
21 available pending the resolution of the complaint including
22 the implementation of court orders.

23 (Source: P.A. 104-391, eff. 8-15-25.)

24 (105 ILCS 5/26A-35)

25 Sec. 26A-35. Domestic or sexual violence and parenting

1 resource personnel.

2 (a) Each school district shall designate or appoint at
3 least one staff person at each school in the district who is
4 employed at least part time at the school and who is a school
5 social worker, school psychologist, school counselor, school
6 nurse, or school administrator trained to address, in a
7 survivor-centered, trauma responsive, culturally responsive,
8 confidential, and sensitive manner, the needs of students who
9 are parents, expectant parents, or victims of domestic or
10 sexual violence. The designated or appointed staff person must
11 have all of the following duties:

12 (1) To connect students who are parents, expectant
13 parents, or victims of domestic or sexual violence to
14 appropriate in-school services or other agencies,
15 programs, or services as needed.

16 (2) To coordinate the implementation of the school's
17 and school district's policies, procedures, and protocols
18 in cases involving student allegations of domestic or
19 sexual violence.

20 (3) To coordinate the implementation of the school's
21 and school district's policies and procedures as set forth
22 in provisions of this Code concerning students who are
23 parents, expectant parents, or victims of domestic or
24 sexual violence.

25 (4) To assist students described in paragraph (1) in
26 their efforts to exercise and preserve their rights as set

1 forth in provisions of this Code concerning students who
2 are parents, expectant parents, or victims of domestic or
3 sexual violence.

4 (5) To assist in providing staff development to
5 establish a positive and sensitive learning environment
6 for students described in paragraph (1).

7 (b) A member of staff who is designated or appointed under
8 subsection (a) must (i) be trained to understand, provide
9 information and referrals, and address issues pertaining to
10 youth who are parents, expectant parents, or victims of
11 domestic or sexual violence, including the theories and
12 dynamics of domestic and sexual violence, the necessity for
13 confidentiality and the law, policy, procedures, and protocols
14 implementing confidentiality, and the notification of the
15 student's parent or guardian regarding the student's status as
16 a parent, expectant parent, or victim of domestic or sexual
17 violence or the enforcement of the student's rights under this
18 Code if the notice of the student's status or the involvement
19 of the student's parent or guardian may put the health or
20 safety of the student at risk, including the rights of minors
21 to consent to counseling services and psychotherapy under the
22 Mental Health and Developmental Disabilities Code, or (ii) at
23 a minimum, have participated in an in-service training program
24 under subsection (d) of Section 10-22.39 that includes
25 training on the rights of minors to consent to counseling
26 services and psychotherapy under the Mental Health and

1 Developmental Disabilities Code within 12 months prior to his
2 or her designation or appointment.

3 (c) A school district must designate or appoint and train
4 all domestic or sexual violence and parenting resource
5 personnel, and the personnel must assist in implementing the
6 duties as described in this Section no later than July 1, 2026
7 ~~June 30, 2024~~, except in those school districts in which there
8 exists a collective bargaining agreement on the effective date
9 of this amendatory Act of the 102nd General Assembly and the
10 implementation of this Section would be a violation of that
11 collective bargaining agreement. If implementation of some
12 activities required under this Section is prevented by an
13 existing collective bargaining agreement, a school district
14 must comply with this Section to the fullest extent allowed by
15 the existing collective bargaining agreement no later than
16 July 1, 2026 ~~June 30, 2024~~. In those instances in which a
17 collective bargaining agreement that either fully or partially
18 prevents full implementation of this Section expires after
19 June 30, 2026 ~~2024~~, a school district must designate or
20 appoint and train all domestic and sexual violence and
21 parenting resource personnel, who shall implement the duties
22 described in this Section no later than the effective date of
23 the new collective bargaining agreement that immediately
24 succeeds the collective bargaining agreement in effect on the
25 effective date of this amendatory Act of the 102nd General
26 Assembly.

1 (Source: P.A. 102-466, eff. 7-1-25.)

2 (105 ILCS 5/27-225) (was 105 ILCS 110/5)

3 Sec. 27-225. Advisory committee. An advisory committee
4 consisting of 11 members is hereby established as follows: the
5 Director of Public Health or his or her designee, the
6 Secretary of Human Services or his or her designee and an
7 additional person representing the Department of Human
8 Services designated by the Secretary, the Director of Children
9 and Family Services or his or her designee, and 7 members to be
10 appointed by the State Superintendent ~~Board~~ of Education and
11 to be chosen, insofar as is possible, from the following
12 groups: colleges and universities, voluntary health agencies,
13 medicine, dentistry, professional health associations,
14 teachers, administrators, members of local boards of
15 education, and lay citizens.

16 Public ~~The original public members shall, upon their~~
17 ~~appointment, serve until July 1, 1973, and, thereafter, new~~
18 ~~appointments of public members shall be made in like manner~~
19 ~~and such members~~ shall serve for 4-year terms ~~commencing on~~
20 ~~July 1, 1973~~ and until their successors are appointed and
21 qualified. Public members may be reappointed to serve
22 additional 4-year terms. Vacancies in the terms of public
23 members shall be filled in a like manner as original
24 appointments for the balance of the unexpired terms. The
25 members of the advisory committee shall receive no

1 compensation but shall be reimbursed for actual and necessary
2 expenses incurred in the performance of their duties. Such
3 committee shall select a chairperson and establish rules and
4 procedures for its proceedings not inconsistent with the
5 provisions of this Act.

6 Such committee shall advise the State Board of Education
7 on all matters relating to the implementation of the
8 provisions of this Act. The committee shall assist in
9 presenting advice and interpretation concerning a
10 comprehensive health education program to the Illinois public,
11 especially as related to critical health problems. The
12 committee shall also assist in establishing a sound
13 understanding and sympathetic relationship between such
14 comprehensive health education program and the public health,
15 welfare, and educational programs of other agencies in the
16 community.

17 (Source: P.A. 104-391, eff. 8-15-25.)

18 (105 ILCS 5/27-605) (was 105 ILCS 5/27-22)

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

20 (a) (Blank).

21 (b) (Blank).

22 (c) (Blank).

23 (d) (Blank).

24 (e) Through the 2023-2024 school year, as a prerequisite
25 to receiving a high school diploma, each pupil entering the

1 9th grade must, in addition to other course requirements,
2 successfully complete all of the following courses:

3 (1) Four years of language arts.

4 (2) Two years of writing intensive courses, one of
5 which must be English and the other of which may be English
6 or any other subject. When applicable, writing-intensive
7 courses may be counted towards the fulfillment of other
8 graduation requirements.

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

17 (3.5) For pupils entering the 9th grade in the
18 2022-2023 school year and 2023-2024 school year, one year
19 of a course that includes intensive instruction in
20 computer literacy, which may be English, social studies,
21 or any other subject and which may be counted toward the
22 fulfillment of other graduation requirements.

23 (4) Two years of science.

24 (5) Two years of social studies, of which at least one
25 year must be history of the United States or a combination
26 of history of the United States and American government

1 and, beginning with pupils entering the 9th grade in the
2 2016-2017 school year and each school year thereafter, at
3 least one semester must be civics, which shall help young
4 people acquire and learn to use the skills, knowledge, and
5 attitudes that will prepare them to be competent and
6 responsible citizens throughout their lives. Civics course
7 content shall focus on government institutions, the
8 discussion of current and controversial issues, service
9 learning, and simulations of the democratic process.
10 School districts may utilize private funding available for
11 the purposes of offering civics education. Beginning with
12 pupils entering the 9th grade in the 2021-2022 school
13 year, one semester, or part of one semester, may include a
14 financial literacy course.

15 (6) One year chosen from (A) music, (B) art, (C) world
16 ~~foreign~~ language, which shall be deemed to include
17 American Sign Language, (D) vocational education, or (E)
18 forensic speech (speech and debate). A forensic speech
19 course used to satisfy the course requirement under
20 subdivision (1) may not be used to satisfy the course
21 requirement under this subdivision (6).

22 (e-5) Beginning with the 2024-2025 school year, as a
23 prerequisite to receiving a high school diploma, each pupil
24 entering the 9th grade must, in addition to other course
25 requirements, successfully complete all of the following
26 courses:

1 (1) Four years of language arts.

2 (2) Two years of writing intensive courses, one of
3 which must be English and the other of which may be English
4 or any other subject. If applicable, writing-intensive
5 courses may be counted toward the fulfillment of other
6 graduation requirements.

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

15 (3.5) One year of a course that includes intensive
16 instruction in computer literacy, which may be English,
17 social studies, or any other subject and which may be
18 counted toward the fulfillment of other graduation
19 requirements.

20 (4) Two years of laboratory science.

21 (5) Two years of social studies, of which at least one
22 year must be history of the United States or a combination
23 of history of the United States and American government
24 and at least one semester must be civics, which shall help
25 young people acquire and learn to use the skills,
26 knowledge, and attitudes that will prepare them to be

1 competent and responsible citizens throughout their lives.
2 Civics course content shall focus on government
3 institutions, the discussion of current and controversial
4 issues, service learning, and simulations of the
5 democratic process. School districts may utilize private
6 funding available for the purposes of offering civics
7 education. One semester, or part of one semester, may
8 include a financial literacy course.

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

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

24 (f) The State Board of Education shall develop and inform
25 school districts of standards for writing-intensive
26 coursework.

1 (f-5) If a school district offers an Advanced Placement
2 computer science course to high school students, then the
3 school board must designate that course as equivalent to a
4 high school mathematics course and must denote on the
5 student's transcript that the Advanced Placement computer
6 science course qualifies as a mathematics-based, quantitative
7 course for students in accordance with subdivision (3) of
8 subsection (e) of this Section.

9 (g) Public Act 83-1082 does not apply to pupils entering
10 the 9th grade in 1983-1984 school year and prior school years
11 or to students with disabilities whose course of study is
12 determined by an individualized education program.

13 Public Act 94-676 does not apply to pupils entering the
14 9th grade in the 2004-2005 school year or a prior school year
15 or to students with disabilities whose course of study is
16 determined by an individualized education program.

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

22 Subsection (e-5) does not apply to pupils entering the 9th
23 grade in the 2023-2024 school year or a prior school year or to
24 students with disabilities whose course of study is determined
25 by an individualized education program. Subsection (e-10) does
26 not apply to pupils entering the 9th grade in the 2027-2028

1 school year or a prior school year or to students with
2 disabilities whose course of study is determined by an
3 individualized education program.

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

7 (i) The State Board of Education may adopt rules to modify
8 the requirements of this Section for any students enrolled in
9 grades 9 through 12 if the Governor has declared a disaster due
10 to a public health emergency pursuant to Section 7 of the
11 Illinois Emergency Management Agency Act.

12 (Source: P.A. 103-154, eff. 6-30-23; 103-743, eff. 8-2-24;
13 104-387, eff. 8-15-25; 104-391, eff. 8-15-25; revised
14 9-24-25.)

15 (105 ILCS 5/27-1070) (was 105 ILCS 5/27-23.16)

16 Sec. 27-1070. Study of the process of naturalization.
17 Every public high school may include in its curriculum a unit
18 of instruction about the process of naturalization by which a
19 ~~foreign~~ citizen of a country other than the United States or
20 foreign national becomes a U.S. citizen. The course of
21 instruction shall include content from the components of the
22 naturalization test administered by the U.S. Citizenship and
23 Immigration Services. Each school board shall determine the
24 minimum amount of instructional time under this Section.

25 (Source: P.A. 104-391, eff. 8-15-25.)

1 (105 ILCS 5/27A-6)

2 Sec. 27A-6. Contract contents; applicability of laws and
3 regulations.

4 (a) A certified charter shall constitute a binding
5 contract and agreement between the charter school and a local
6 school board under the terms of which the local school board
7 authorizes the governing body of the charter school to operate
8 the charter school on the terms specified in the contract.

9 (b) Notwithstanding any other provision of this Article,
10 the certified charter may not waive or release the charter
11 school from the State goals, standards, and assessments
12 established pursuant to Section 2-3.64a-5 of this Code. The
13 certified charter for a charter school operating in a city
14 having a population exceeding 500,000 shall require the
15 charter school to administer any other nationally recognized
16 standardized tests to its students that the chartering entity
17 administers to other students, and the results on such tests
18 shall be included in the chartering entity's assessment
19 reports.

20 (c) Subject to the provisions of subsection (e), a
21 material revision to a previously certified contract or a
22 renewal shall be made with the approval of both the local
23 school board and the governing body of the charter school.

24 (c-5) The proposed contract shall include a provision on
25 how both parties will address minor violations of the

1 contract.

2 (c-10) After August 4, 2023 (the effective date of Public
3 Act 103-416), any renewal of a certified charter must include
4 a union neutrality clause.

5 (d) The proposed contract between the governing body of a
6 proposed charter school and the local school board as
7 described in Section 27A-7 must be submitted to and certified
8 by the State Board before it can take effect. If the State
9 Board recommends that the proposed contract be modified for
10 consistency with this Article before it can be certified, the
11 modifications must be consented to by both the governing body
12 of the charter school and the local school board, and
13 resubmitted to the State Board for its certification. If the
14 proposed contract is resubmitted in a form that is not
15 consistent with this Article, the State Board may refuse to
16 certify the charter.

17 The State Board shall assign a number to each submission
18 or resubmission in chronological order of receipt, and shall
19 determine whether the proposed contract is consistent with the
20 provisions of this Article. If the proposed contract complies,
21 the State Board shall so certify.

22 (e) No renewal of a previously certified contract is
23 effective unless and until the State Board certifies that the
24 renewal is consistent with the provisions of this Article. The
25 local school board shall submit the charter renewal proposal
26 and the proposed charter renewal contract to the State Board

1 for certification no later than 30 days prior to the
2 expiration of the current charter contract. A material
3 revision to a previously certified contract may go into effect
4 immediately upon approval of both the local school board and
5 the governing body of the charter school, unless either party
6 requests in writing that the State Board certify that the
7 material revision is consistent with the provisions of this
8 Article. If such a request is made, the proposed material
9 revision is not effective unless and until the State Board so
10 certifies.

11 (Source: P.A. 103-175, eff. 6-30-23; 103-416, eff. 8-4-23;
12 103-605, eff. 7-1-24.)

13 (105 ILCS 5/27A-9)

14 Sec. 27A-9. Term of charter; renewal.

15 (a) An initial charter shall be granted for a period of 5
16 school years. A charter may be renewed in incremental periods
17 not to exceed 10 school years. Authorizers shall ensure that
18 every charter granted on or after January 1, 2017 includes
19 standards and goals for academic, organizational, and
20 financial performance. A charter must meet all standards and
21 goals for academic, organizational, and financial performance
22 set forth by the authorizer in order to be renewed for a term
23 in excess of 5 years but not more than 10 years. If an
24 authorizer fails to establish standards and goals, a charter
25 shall not be renewed for a term in excess of 5 years. Nothing

1 contained in this Section shall require an authorizer to grant
2 a full 10-year renewal term to any particular charter school,
3 but an authorizer may award a full 10-year renewal term to
4 charter schools that have a demonstrated track record of
5 improving student performance.

6 (b) A charter school renewal proposal submitted to the
7 local school board or the State Board, as the chartering
8 entity, shall contain:

9 (1) a report on the progress of the charter school in
10 achieving the goals, objectives, pupil performance
11 standards, content standards, and other terms of the
12 initial approved charter proposal, which, with regard to
13 the provision of special education and the instruction of
14 English learners, must include, at minimum, all of the
15 following:

16 (A) detailed information on how the charter school
17 identifies students who may be eligible to receive
18 special education services at the school, how the
19 charter school has provided special education services
20 in alignment with the requirements of State and
21 federal law, including the federal Individuals with
22 Disabilities Education Act, Article 14 of this Code,
23 and applicable State and federal rules, and the
24 academic performance of students with disabilities
25 enrolled in the charter school relative to their
26 peers; and

1 (B) detailed information on how the charter school
2 identifies English learners, how the charter school
3 has provided transitional bilingual education services
4 in alignment with State and federal law, including
5 Article 14C of this Code, and applicable State and
6 federal rules, and the academic performance of English
7 learner students enrolled in the charter school
8 relative to their peers; and

9 (2) a financial statement that discloses the costs of
10 administration, instruction, and other spending categories
11 for the charter school that is understandable to the
12 general public and that will allow comparison of those
13 costs to other schools or other comparable organizations,
14 in a format required by the State Board.

15 (c) A charter may be revoked or not renewed if the local
16 school board or the State Board, as the chartering entity,
17 clearly demonstrates that the charter school did any of the
18 following, or otherwise failed to comply with the requirements
19 of this law:

20 (1) Committed a material violation of any of the
21 conditions, standards, or procedures set forth in the
22 charter.

23 (2) Failed to meet or make reasonable progress toward
24 achievement of the content standards or pupil performance
25 standards identified in the charter.

26 (3) Failed to meet generally accepted standards of

1 fiscal management.

2 (4) Violated any provision of law from which the
3 charter school was not exempted.

4 In the case of revocation, the local school board or the
5 State Board, as the chartering entity, shall notify the
6 charter school in writing of the reason why the charter is
7 subject to revocation. The charter school shall submit a
8 written plan to the local school board or the State Board,
9 whichever is applicable, to rectify the problem. The plan
10 shall include a timeline for implementation, which shall not
11 exceed 2 years or the date of the charter's expiration,
12 whichever is earlier. If the local school board or the State
13 Board, as the chartering entity, finds that the charter school
14 has failed to implement the plan of remediation and adhere to
15 the timeline, then the chartering entity shall revoke the
16 charter. Except in situations of an emergency where the
17 health, safety, or education of the charter school's students
18 is at risk, the revocation shall take place at the end of a
19 school year. Nothing in this Section shall be construed to
20 prohibit an implementation timetable that is less than 2 years
21 in duration. No local school board may arbitrarily or
22 capriciously revoke or not renew a charter. Except for
23 extenuating circumstances outlined in this Section, if a local
24 school board revokes or does not renew a charter, it must
25 ensure that all students currently enrolled in the charter
26 school are placed in schools that are higher performing than

1 that charter school, as defined in the State's federal Every
2 Student Succeeds Act accountability plan. In determining
3 whether extenuating circumstances exist, a local school board
4 must detail, by clear and convincing evidence, that factors
5 unrelated to the charter school's accountability designation
6 outweigh the charter school's academic performance.

7 (d) (Blank).

8 (e) Notice of a local school board's decision to deny,
9 revoke, or not renew a charter shall be provided to the State
10 Board.

11 The State Board may reverse a local board's decision to
12 revoke or not renew a charter if the State Board finds that the
13 charter school or charter school proposal (i) is in compliance
14 with this Article and (ii) is in the best interests of the
15 students it is designed to serve. The State Board may
16 condition the granting of an appeal on the acceptance by the
17 charter school of funding in an amount less than that
18 requested in the proposal submitted to the local school board.
19 The State Board must appoint and utilize a hearing officer for
20 any appeals conducted under this subsection. Final decisions
21 of the State Board are subject to judicial review under the
22 Administrative Review Law.

23 (f) Notwithstanding other provisions of this Article, if
24 the State Board on appeal reverses a local board's decision or
25 if a charter school is approved by referendum, the State Board
26 shall act as the authorized chartering entity for the charter

1 school and shall perform all functions under this Article
2 otherwise performed by the local school board. The State Board
3 shall report the aggregate number of charter school pupils
4 resident in a school district to that district and shall
5 notify the district of the amount of funding to be paid by the
6 State Board to the charter school enrolling such students. The
7 charter school shall maintain accurate records of daily
8 attendance and student enrollment and shall enter data on the
9 students served, their characteristics, their particular
10 needs, the programs in which they participate, and their
11 academic achievement into the statewide student information
12 system established by the State Board. The State Board shall
13 withhold from funds otherwise due the district the funds
14 authorized by this Article to be paid to the charter school and
15 shall pay such amounts to the charter school in quarterly
16 installments, calculated as follows:

17 (1) The amount of the first quarterly payment shall be
18 based on the projected number of students who will be
19 enrolled in the charter school in the upcoming school
20 year, multiplied by one-fourth of the resident district's
21 per capita tuition amount. Each charter school shall
22 submit its projected enrollment by no later than August 1
23 of each year on a form provided by the State Board for this
24 purpose.

25 (2) The amount of the second quarterly payment shall
26 be calculated such that the aggregate amount of the first

1 and second quarterly installments is equal to the number
2 of students reported as enrolled at the charter school on
3 October 1 in the State Board's student information system,
4 multiplied by one-half of the resident district's per
5 capita tuition amount.

6 (3) The amount of the third quarterly payment shall be
7 based on the number of students enrolled in the charter
8 school on January 1, multiplied by one-fourth of the
9 resident district's per capita tuition amount. Each
10 charter school shall submit its January 1 enrollment by no
11 later than January 5 of each year on a form provided by the
12 State Board for this purpose.

13 (4) The amount of the fourth quarterly payment shall
14 be calculated such that the aggregate amount of the third
15 and fourth installments is equal to the number of students
16 reported as enrolled at the charter school on March 1 in
17 the State Board's student information system, multiplied
18 by one-half of the resident district's per capita tuition
19 amount.

20 (g) (Blank).

21 (h) The State Board shall pay directly to a charter school
22 it authorizes any federal or State funding attributable to a
23 student with a disability attending the school.

24 (Source: P.A. 103-175, eff. 6-30-23.)

25 (105 ILCS 5/30-15.25) (from Ch. 122, par. 30-15.25)

1 Sec. 30-15.25. (a) As used in this Section, the term
2 "public institution of higher education" includes: the
3 University of Illinois; Southern Illinois University; Chicago
4 State University; Eastern Illinois University; Governors State
5 University; Illinois State University; Northeastern Illinois
6 University; Northern Illinois University; Western Illinois
7 University; the public community colleges of the State; and
8 any other public universities, colleges and community colleges
9 now or hereafter established or authorized by the General
10 Assembly. The term "nonpublic institution of higher education"
11 includes any educational organization in this State, other
12 than a public institution of higher education, which provides
13 a minimum of an organized 2 year program at the private junior
14 college level or higher and which operates not-for-profit and
15 in conformity with standards substantially equivalent to those
16 of public institutions of higher education.

17 (b) Each public institution of higher education shall
18 disclose the terms, restrictions and requirements attached to
19 or made a part of any endowment, gift, grant, contract award or
20 property of any kind or value in excess of \$100,000 made to
21 such institution, or to any school, college, division, branch
22 or other organizational entity within or forming a part of
23 such institution, by a foreign government or an individual who
24 is neither a citizen nor a resident of the United States, in
25 any calendar or fiscal year. If the foreign government or
26 individual donates more than one gift in any calendar or

1 fiscal year, and the total value of those gifts exceeds
2 \$100,000, such institution shall report all the gifts
3 received. This subsection shall not apply to funds that public
4 institutions of higher education receive from grants and
5 contracts through either the federal government or the State
6 of Illinois.

7 (c) The provisions of this subsection apply to each
8 nonpublic institution of higher education: (i) which receives
9 any grant or award under the Illinois Financial Assistance Act
10 for Nonpublic Institutions of Higher Learning or under the
11 Higher Education Cooperation Act, or (ii) which is a
12 participant in a program of interinstitutional cooperation
13 administered by a not-for-profit organization that is
14 organized to administer such program under the Higher
15 Education Cooperation Act and that receives any grant under
16 and in furtherance of the purposes of that Act, or (iii) which
17 receives any grant or distribution of grant moneys
18 appropriated from the State Treasury or any fund therein to
19 such institution or to the Board of Higher Education for
20 distribution to nonpublic institutions of higher education for
21 purposes of Section 4 of the Build Illinois Bond Act or for any
22 other purpose authorized by law. Each nonpublic institution of
23 higher education to which the provisions of this subsection
24 apply shall disclose the terms, restrictions and requirements
25 attached to or made a part of any endowment, gift, grant,
26 contract award or property of any kind or value in excess of

1 \$250,000 made to such institution, or to any school, college,
2 division, branch or other organizational entity within or
3 forming a part of such institution, by a foreign government or
4 an individual who is neither a citizen nor a resident of the
5 United States, in any calendar or fiscal year. If the foreign
6 government or individual donates more than one gift in any
7 calendar or fiscal year, and the total value of those gifts
8 exceeds \$250,000, such institution shall report all the gifts
9 received.

10 (d) Such information shall be forwarded to the Attorney
11 General no later than 30 days after the final day of each
12 calendar or fiscal year of such institution, whichever type of
13 year is used by the institution in accounting for the gifts
14 received for the purposes of this Section. The information
15 shall include:

16 (1) the name of the foreign government in the case of a
17 gift by a government, or the name of the ~~foreign~~ country
18 other than the United States of which an individual donor
19 is a citizen, in the case of a gift by an individual;

20 (2) the amount and the date of the contribution or
21 contributions;

22 (3) when the gift is conditional, matching or
23 designated for a particular purpose, full details of the
24 conditions, matching provisions or designation; and

25 (4) the purpose or purposes for which the contribution
26 will be used.

1 Such information shall be a matter of public record.

2 (Source: P.A. 89-4, eff. 1-1-96.)

3 (105 ILCS 5/34-1.01) (from Ch. 122, par. 34-1.01)

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

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

21 1. assuring that students show significant progress
22 toward meeting and exceeding State performance standards
23 in State mandated learning areas, including the mastery of
24 higher order thinking skills in these and other learning
25 areas;

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

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

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

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

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

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

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

24 9. assuring that students are provided the means to
25 express themselves creatively and to respond to the
26 artistic expression of others through the visual arts,

1 music, drama and dance; and

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

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

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

20 The General Assembly does not intend to alter or amend the
21 provisions of the desegregation obligations of the board of
22 education, including but not limited to the Consent Decree or
23 the Desegregation Plan in United States v. Chicago Board of
24 Education, 80 C 5124, U.S. District Court for the Northern
25 District of Illinois. Accordingly, the implementation of this
26 amendatory Act of 1991, to the extent practicable, shall be

1 consistent with and, in all cases, shall be subject to the
2 desegregation obligations pursuant to such Consent Decree and
3 Desegregation Plan.

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

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

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

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

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

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

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

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

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

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

22 6. To grant the use of assembly halls and classrooms
23 when not otherwise needed, including light, heat, and
24 attendants, for free public lectures, concerts, and other
25 educational and social interests, free of charge, under
26 such provisions and control as the principal of the

1 affected attendance center may prescribe;

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

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

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

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

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

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

1 determining the duties and activities to be assigned to
2 such personnel;

3 10.5. To utilize volunteer personnel from a regional
4 School Crisis Assistance Team (S.C.A.T.), created as part
5 of the Safe to Learn Program established pursuant to
6 Section 25 of the Illinois Violence Prevention Act of
7 1995, to provide assistance to schools in times of
8 violence or other traumatic incidents within a school
9 community by providing crisis intervention services to
10 lessen the effects of emotional trauma on individuals and
11 the community; the School Crisis Assistance Team Steering
12 Committee shall determine the qualifications for
13 volunteers;

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

23 12. To offer, if deemed appropriate, outdoor education
24 courses, including field trips within the State of
25 Illinois, or adjacent states, and to use school
26 educational funds for the expense of the said outdoor

1 educational programs, whether within the school district
2 or not;

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

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

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

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

17 16. In this paragraph 16:

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

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

23 "Public institution of higher education" has the
24 meaning given to that term in the Board of Higher
25 Education Act.

26 (a) To provide, on an equal basis and consistent with

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

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

21 (b) If a student or his or her parent or guardian
22 submits a signed, written request to the high school
23 before the end of the student's sophomore year (or if the
24 student is a transfer student, by another time set by the
25 high school) that indicates that the student or his or her
26 parent or guardian does not want the student's directory

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

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

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

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

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

25 (c) A high school may require official recruiting
26 representatives of the armed forces of Illinois and the

1 United States to pay a fee for copying and mailing a
2 student's directory information in an amount that is not
3 more than the actual costs incurred by the high school.

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

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

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

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

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

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

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

26 (2) "Computer program" means a series of coded

1 instructions or statements in a form acceptable to a
2 computer, which causes the computer to process data in
3 order to achieve a certain result.

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

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

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

20 19a. Upon receipt of notice from the comptroller of a
21 municipality with a population of 500,000 or more, a
22 county with a population of 3,000,000 or more, the Cook
23 County Forest Preserve District, the Chicago Park
24 District, the Metropolitan Water Reclamation District, the
25 Chicago Transit Authority, or a housing authority of a
26 municipality with a population of 500,000 or more that a

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

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

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

23 21. To make available to students vocational and
24 career counseling and to establish 5 special career
25 counseling days for students and parents. On these days
26 representatives of local businesses and industries shall

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

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

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

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

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

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

25 Counseling days shall not be in lieu of regular school
26 days;

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

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

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

24 25. To make available to the students in every high
25 school attendance center the ability to take all courses
26 necessary to comply with the Board of Higher Education's

1 college entrance criteria effective in 1993;

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

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

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

19 29. (Blank);

20 30. Notwithstanding any other provision of this Act or
21 any other law to the contrary, to contract with third
22 parties for services otherwise performed by employees,
23 including those in a bargaining unit, and to lay off those
24 employees upon 14 days' written notice to the affected
25 employees. Those contracts may be for a period not to
26 exceed 5 years and may be awarded on a system-wide basis.

1 The board may not operate more than 30 contract schools,
2 provided that the board may operate an additional 5
3 contract turnaround schools pursuant to item (5.5) of
4 subsection (d) of Section 34-8.3 of this Code, and the
5 governing bodies of contract schools are subject to the
6 Freedom of Information Act and Open Meetings Act;

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

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

19 33. (Blank); and

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

26 The specifications of the powers herein granted are not to

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

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

13 (105 ILCS 5/34-18.44)

14 Sec. 34-18.44. American Sign Language courses. The school
15 board is encouraged to implement American Sign Language
16 courses into school world ~~foreign~~ language curricula.
17 (Source: P.A. 96-843, eff. 6-1-10; 97-333, eff. 8-12-11.)

18 (105 ILCS 60/Act rep.)

19 Section 15. The Community Service Education Act is
20 repealed.

21 Section 20. The Postsecondary and Workforce Readiness Act
22 is amended by changing Section 80 as follows:

1 (110 ILCS 148/80)

2 Sec. 80. College and Career Pathway Endorsements.

3 (a) College and Career Pathway Endorsements are
4 established to recognize public high school graduates who
5 complete the requirements set forth in subsection (d) of this
6 Section.

7 (b) A school district that enrolls students in any of
8 grades 9 through 12 shall either elect to implement College
9 and Career Pathway Endorsements in accordance with subsection
10 (c) of Section 10-20.84 of the School Code or opt out of
11 implementation in accordance with subsection (d) of Section
12 10-20.84 of the School Code. School district participation in
13 this program is voluntary.

14 (c) As of the 2019-2020 school year, Eligible School
15 Districts may award one or more College and Career Pathway
16 Endorsements on high school diplomas in Endorsement Areas
17 established by ISBE in consultation with the other IPIC
18 Agencies and appropriate stakeholders, including postsecondary
19 institutions and employers. When establishing the Endorsement
20 Areas, the agencies shall consider the Illinois career cluster
21 framework, prevalent models for comprehensive pathway systems
22 in Illinois high schools that articulate to postsecondary
23 institutions and career training programs, prevalent models
24 for guided pathway systems at postsecondary institutions, and
25 the postsecondary institution mathematics pathways established
26 pursuant to this Act. The Endorsement Areas shall also provide

1 for a multidisciplinary endorsement for students that change
2 career pathways during high school while meeting the
3 individualized plan, professional learning, and academic
4 readiness requirements set forth in subsection (d) of this
5 Section.

6 (d) To earn a College and Career Pathway Endorsement, a
7 student shall satisfy all of the following requirements:

8 (1) Develop and periodically update an individualized
9 plan for postsecondary education or training, careers, and
10 financial aid. This individualized plan shall also include
11 student development of a resume and personal statement
12 with student reflection on attainment of Adaptive
13 Competencies. The Eligible School District shall certify
14 to ISBE that its individualized planning process spans
15 grades 9 through 12 and includes an annual process for
16 updating the plan.

17 (2) Complete a career-focused instructional sequence,
18 including at least 2 years of coursework or equivalent
19 competencies within an Endorsement Area or, for students
20 attaining a multidisciplinary endorsement, multiple
21 Endorsement Areas. An Eligible School District must
22 consult with its regional education for employment
23 director on the establishment of the career-focused
24 instructional sequence. For all areas other than for
25 multidisciplinary endorsements, the Eligible School
26 District and a Local Community College shall certify to

1 ISBE and ICCB that the career-focused instructional
2 sequence is articulated to a certificate or degree program
3 with labor market value, with opportunities for ongoing
4 student advancement. ISBE and ICCB may adopt requirements
5 for certifying that the instructional sequence meets the
6 requirements of this paragraph (2). This certification
7 must be re-certified at least once every 5 years
8 thereafter. Commencing in the 2022-2023 school year,
9 students must earn at least 6 hours of credit through
10 early college credit courses within the career-focused
11 instructional sequence.

12 (3) Complete a minimum of 2 Career Exploration
13 Activities or one Intensive Career Exploration Experience,
14 a minimum of 2 Team-based Challenges, and at least 60
15 cumulative hours of participation in one or more
16 Supervised Career Development Experiences.

17 (4) Demonstrate readiness for non-remedial coursework
18 in reading and mathematics by high school graduation
19 through criteria certified by the Eligible School District
20 and a Local Community College to ISBE and ICCB. The
21 criteria shall align to any local partnership agreement
22 established pursuant to Section 55 of this Act and may
23 allow the demonstration of readiness through various
24 methods, including assessment scores, grade point average,
25 course completions, or other locally adopted criteria.

26 (e) To become an Eligible School District and award

1 College and Careers Pathway Endorsements, a school district
2 shall submit information in a form determined by ISBE and ICCB
3 that indicates the school district's intent to award College
4 and Career Pathway Endorsements in one or more Endorsement
5 Areas and includes the certifications described in subsection
6 (d) of this Section. Either ISBE or ICCB may require
7 supporting evidence for any certification made by the school
8 district in the submission. An Eligible School District must
9 participate in any quality review process adopted by ISBE for
10 College and Career Pathway Endorsement systems, provided that
11 the quality review process is at no cost to the Eligible School
12 District.

13 (Source: P.A. 99-674, eff. 7-29-16.)

14 Section 25. The University of Illinois Act is amended by
15 changing Section 8 as follows:

16 (110 ILCS 305/8) (from Ch. 144, par. 29)

17 Sec. 8. Admissions.

18 (a) (Blank).

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

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

24 (A) 4 years of English (emphasizing written and

1 oral communications and literature), of which up to 2
2 years may be collegiate level instruction;

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

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

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

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

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

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

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

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

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

25 (e) The Board of Trustees shall establish an admissions
26 process in which honorably discharged veterans are permitted

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

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

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

21 Section 30. The Southern Illinois University Management
22 Act is amended by changing Section 8e as follows:

23 (110 ILCS 520/8e) (from Ch. 144, par. 658e)

24 Sec. 8e. Admissions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 Section 35. The Chicago State University Law is amended by
2 changing Section 5-85 as follows:

3 (110 ILCS 660/5-85)

4 Sec. 5-85. Admissions.

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

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

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

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

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

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

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

24 (2) except that Chicago State University may admit

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

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

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

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

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

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

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

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

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

6 Section 40. The Eastern Illinois University Law is amended
7 by changing Section 10-85 as follows:

8 (110 ILCS 665/10-85)

9 Sec. 10-85. Admissions.

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

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

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

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

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

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

1 agricultural sciences); and

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

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

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

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

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

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

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

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

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

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

12 Section 45. The Governors State University Law is amended
13 by changing Section 15-85 as follows:

14 (110 ILCS 670/15-85)

15 Sec. 15-85. Admissions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18 Section 50. The Illinois State University Law is amended
19 by changing Section 20-85 as follows:

20 (110 ILCS 675/20-85)

21 Sec. 20-85. Admissions.

22 (a) No new student shall be admitted to instruction in any
23 of the departments or colleges of the Illinois State
24 University unless such student also has satisfactorily

1 completed:

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

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

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

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

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

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

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

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

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

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

24 (c) A student who has graduated from high school and has
25 scored within the University's accepted range on the ACT or
26 SAT shall not be required to take a high school equivalency

1 test as a prerequisite to admission.

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

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

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

24 Section 55. The Northeastern Illinois University Law is
25 amended by changing Section 25-85 as follows:

1 (110 ILCS 680/25-85)

2 Sec. 25-85. Admissions.

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

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

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

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

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

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

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

23 (2) except that Northeastern Illinois University may
24 admit individual applicants if it determines through
25 assessment or through evaluation based on learning

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

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

1 categories of coursework described in paragraph (1).

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

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

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

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

1 community college in this State. The University shall post
2 this policy in an easily accessible place on the University's
3 Internet website.

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

5 Section 60. The Northern Illinois University Law is
6 amended by changing Section 30-85 as follows:

7 (110 ILCS 685/30-85)

8 Sec. 30-85. Admissions.

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

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

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

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

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

23 (D) 3 years of science (laboratory sciences or
24 agricultural sciences); and

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

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

1 activities that compensate for course deficiencies; and

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

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

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

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

23 (e) Beginning with the 2025-2026 academic year, the
24 University shall provide all Illinois students transferring
25 from a public community college in this State with the
26 University's undergraduate transfer admissions application fee

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

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

11 Section 65. The Western Illinois University Law is amended
12 by changing Section 35-85 as follows:

13 (110 ILCS 690/35-85)

14 Sec. 35-85. Admissions.

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

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

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

24 (B) 3 years of social studies (emphasizing history

1 and government);

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

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

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

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

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

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

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

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

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

1 status of an applicant as an honorably discharged veteran who
2 was on active duty during the fall semester.

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

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

17 Section 90. "An Act concerning education", House Bill 3772
18 of the 104th General Assembly, is amended, if and only if that
19 bill becomes law, by changing Section 99 as follows:

20 (H.B. 3772, 104th G.A., Sec. 99)

21 Sec. 99. Effective date. This Act takes effect upon
22 becoming law, except that the provisions changing Section
23 10-22.6 of the School Code and Section 15-30 of the Department
24 of Early Childhood Act take effect July 1, 2028 ~~2027~~.

1 (Source: 10400HB3772sam004.)

2 Section 99. Effective date. This Act takes effect upon
3 becoming law.

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- 105 ILCS 5/2-3.39 from Ch. 122, par. 2-3.39
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