



Illinois State Board of Education

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TO: The Honorable William E. Brady, Senate Minority Leader
The Honorable Don Harmon, Senate President
The Honorable Jim Durkin, House Minority Leader
The Honorable Michael J. Madigan, Speaker of the House
The Honorable Darren Reisberg, Chair of the Board, State Board of Education

FROM: Dr. Carmen I. Ayala 
State Superintendent of Education

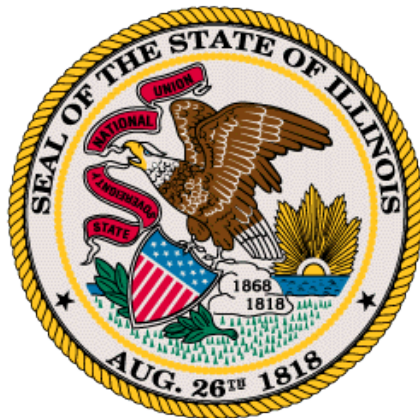
DATE: December 15, 2020

SUBJECT: Report of the Attendance Commission

Pursuant to its obligations under Public Act 99-0432, the Attendance Commission submits this annual report to the General Assembly and State Board of Education. If you have questions or comments, please contact Amanda Elliott, Director of Legislative Affairs, at (217) 782-6510.

cc: The Honorable JB Pritzker, Governor
John W. Hollman, Clerk of the House
Tim Anderson, Secretary of the Senate
Legislative Research Unit
State Government Report Center

ATTENDANCE COMMISSION



Report to the Illinois General Assembly and the State Board of Education

December 15, 2020

TABLE OF CONTENTS

Executive Summary	Page 1
I. Framing the Issue	Page 8
II. Public Act 99-0432 and the Duties of the Commission	Page 11
III. Current Statutory and Regulatory Landscape	Page 12
IV. A Note Regarding COVID-19 and Supports, Guidance, and Partnerships	Page 25
V. Recommendations of the Commission	Page 28
VI. Commission Collaboration	Page 50
VII. In Summary	Page 52
VIII. Appendices	Page 55
Appendix A: Public Act 99-0432 – Creation of the Attendance Commission	
Appendix B: Roster of Commission Members and Attendance Roster	
Appendix C: Meeting Agendas	
Appendix D: Meeting Minutes	
Appendix E: Public Act 100-0156 (House Bill 3139) – Definition of Chronic Absence	
Appendix F: Public Act 101-0012 – Definition of a School Day	
Appendix G.: Funding for Truancy Programs	
Appendix H: Telling Your Data Story with the Illinois Early Childhood Asset Map	
Appendix I: Illinois Multi-Tiered Systems of Support Materials	
Appendix J: Chronic Absenteeism - National School Health Perspective – Healthy Schools Campaign	

Appendix K: The Union Response to Students' Stress and Trauma – Illinois Federation of Teachers

Appendix L: Reclaiming our Schools: Teachers of Color Reflecting a 21 Century Illinois

Appendix M: ACT Now Presentation

Appendix N: Illinois Association of School Boards – Presentation to Attendance Commission

Appendix O: Public Act 101-0643 – Minimum School Day Clock Hour Requirements During a Public Emergency

EXECUTIVE SUMMARY

Public Act 99-0432 called for the creation of a commission to study chronic absenteeism in Illinois schools and to map a blueprint for actions to limit its occurrence. This commission was directed to identify strategies, mechanisms, and approaches to help parents, educators, principals, superintendents, and the Illinois State Board of Education (ISBE) address and prevent chronic absenteeism. The commission must make recommendations to the General Assembly and ISBE in order to achieve five outcomes designed to remediate attendance issues across the state:

1. A standard for attendance and chronic absenteeism, defining attendance as a calculation of standard clock hours in a day that equal a full day based on instructional minutes for both a half day and a full day per learning environment
2. Mechanisms to improve data systems to monitor and track chronic absenteeism across this state in a way that identifies trends from prekindergarten through grade 12 and allows the identification of students who need individualized chronic absenteeism prevention plans
3. Mechanisms for reporting and accountability for schools and districts across this state, including creating multiple measure indexes for reporting
4. Best practices for utilizing attendance and chronic absenteeism data to create multi-tiered systems of support and prevention that will result in students being ready for college and career
5. New initiatives and responses to ongoing challenges presented by chronic absenteeism

In the five years since the Illinois Attendance Commission (the commission) began to meet, there has been much movement toward fulfillment of the five legislated outcomes that were conceived to forecast a sequential pattern of events to guide change. Defining the problem, tracking the data, assuming accountability for what the data reveals, providing tiered supports for students identified through data for interventions, and accepting the challenge to launch initiatives to assist students and their families resolve the issues that contribute to missed school days provided a tactical approach to a mounting problem that has garnered national attention.

The calendar year 2020, however, was a year marked by remote learning that began in March and for many students continued on through the fall due to COVID-19 restrictions. Many children were not able to participate in remote learning due to lack of equipment or internet connections, some of which was remedied in the fall with the distribution of laptops and some provision of internet access. Many children were involved in the completion of work packets for months on end.

Attendance during the pandemic became extremely difficult to track. Some students initially joined their online classes but later were less zealous about participating. Many

students did not have the capability to join at all. School attendance during the spring and fall of 2020 became increasingly difficult to measure. Many professionals expressed their concerns not only for the lack of likely academic gains during this time but for the mental health and physical well-being of students during the extended learning times at home. It is very ironic that the Attendance Commission is scheduled to sunset in the year 2020.

The commission held five meetings this year, during which the effects and solutions to chronic absence and truancy were researched and elicited from successful practitioners and consultants. The commission additionally has progress to report on many of the earlier recommendations made in the five previous reports to the General Assembly.

Recommendations of the Attendance Commission 2020

The commission has several recommendations to make in this sixth annual report to the General Assembly to continue to raise public awareness about the problem of chronic absenteeism, promote accountability, encourage use of the state's data storehouse, support students and their families, and to advance practical solutions. These recommendations include the following:

- The Attendance Commission recommends the continued use of the standard for chronic absenteeism that was incorporated into the Illinois School Code when House Bill 3139 passed the General Assembly and was signed into law (Public Act 100-0156) on August 18, 2017. Chronic absence means absences that total 10 percent or more of school days of the most recent academic school year, including absences with and without valid cause as defined in Section 26-2a of the School Code, and out-of-school suspensions for an enrolled student.
- The Attendance Commission recommends the continued use of the definition of a school day defined in 2019 in 105 ILCS 5/10-19.05 that “for a pupil of legal school age and in kindergarten or any of grades 1 through 12, a day of attendance shall be counted only for sessions of not less than 5 clock hours of school work per day under direct supervision of (i) teachers or (ii) non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervising in instances specified under the Code.” Exceptions were made to accommodate students for whom learning cannot be defined by a simple five clock hour rule. This rule is consistent with technological advances in learning, new concepts in educational programming, and alternative education opportunities for dropouts and others facing any number of challenges. Additionally, there were changes made to the provisions for e-Learning days and alternative learning opportunities.
- It was recently brought to the attention of the Attendance Commission that funding for truancy programs like the Truants Alternative Optional Education Program (TAOEP) have diminished 43 percent over the last ten years. Similarly, the Regional Safe Schools Program, which provides services to students who are eligible for suspension and expulsion, has witnessed an even larger drop in annual

support from the General Assembly -- from \$18.5 million to \$6 million. Both of these programs serve students in need of intervention services; the diminished funding greatly impacts the number of students that can be served. The Attendance Commission recommends that the General Assembly moves to restore adequate funding to these invaluable programs.

- The Attendance Commission continues to recommend that every school district in Illinois take advantage of Ed360's unique and comprehensive web-based data storehouse to access student attendance data and identify who needs attendance supports and interventions. Currently, 91 percent of school districts in Illinois participate in [Ed360](#).
- The Attendance Commission recommends the continued expansion of efforts to collect attendance data among the youngest of our students in Illinois, those enrolled in preschool programs as well as those who are not, and to use the data to determine who needs interventions; to ascertain the presence of inequities, and to formulate new policies through the Illinois Early Childhood Asset Map (IECAM), which is funded by ISBE and the Illinois Department of Human Services (IDHS).
- The Attendance Commission recommends that chronic absence data remain an accountability factor in the determination of school quality and student success in the Illinois Every Student Succeeds Act (ESSA) Plan. Research and discussion help members of the commission to understand and communicate the message that students reap huge dividends in academic and developmental outcomes when they are encouraged to attend school on time every day. As stated in Framing the Issue on page 8, "The incremental effect of daily school attendance facilitates the transition of a student from school to career as a functioning and productive member of society."
- The Attendance Commission recommends the Illinois Multi-Tier Systems of Support (MTSS) Network for its provision of support models for students in need of assistance for any reason – attendance, academic, and behavioral problems – in order to maximize their educational experience and enhance their readiness for college and career. Tiered supports should be applied in every school, including publicly funded early childhood programs, to promote the advantages of regular school attendance and to provide remedies to the barriers faced by some children to regular school attendance.
- The Attendance Commission suggests that solutions to chronic absenteeism can often be revealed through contact with the family. School personnel have the ability to listen and determine solutions by working with partnerships with community-based organizations, government programs, churches, and nonprofit agencies.
 - a. The Attendance Commission recommends that schools develop or expand protocols for greater communication and enduring partnerships with the families of students whose attendance numbers trigger concerns about

students' academic growth and developmental progress. Children are rarely absent from school because they wish to challenge authority. The reasons for school absences are more often rooted in physical or emotional difficulties the child is not eager to discuss. Meaningful dialogue among adults is far more productive.

- b. Attendance data should be shared with families in real time (phone call, text, or email). Principals should designate a school contact person with whom parents can develop a relationship regarding attendance. Appropriate data should be shared with parents to foster collaboration and to reinforce and support student and parental engagement.
- c. Every consultant, practitioner, administrator, or researcher who has either investigated the problem of chronic absenteeism or employed successful tactics to encourage improved levels of school attendance among formerly chronically absent students acknowledges the importance of one particular action – the engagement of families. The family holds not only the key to a student's absence, but the key to the solution as well.

A Standard for Chronic Absence

Two compelling reasons for the legislative launch of the Attendance Commission were the parallel needs to define and measure chronic absenteeism. The convergence of national concern over this issue was acknowledged in (ESSA). The collaboration of the Attendance Commission with other governmental advisory bodies, such as the Illinois Balanced Accountability Measurement Committee, resulted in a legal definition of chronic absence in Illinois and the mandate to collect and review the data to determine who is in school and who is not.

The General Assembly passed House Bill 3139, which defined chronic absence, in 2017. It was sponsored chiefly by State Representative Linda Chapa LaVia, with Senate sponsorship provided by State Senator Jacqueline Collins. Public Act 100-0156 (Appendix E) became law when it was signed by Governor Bruce Rauner on August 18, 2017. It provided the following legal definition of chronic absence in Illinois:

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, as defined in Section 26-2a of this Code, and out-of-school suspensions for an enrolled student.

The current school year, 2020-21, marks the third time chronic absence is a statistic in student/school/district records and has been included in the revised Illinois Report Card for each school and district. Chronic absence is additionally incorporated into a logarithm as an indicator of school success and a priority area for students of specific, at-risk populations. The school success accountability measurement was also included in the state

Report Card; each school was provided with a school success ranking that ranged from Exemplary, Commendable, and Targeted to Comprehensive. Schools in the Targeted and Comprehensive categories receive additional support via IL-EMPOWER, ISBE's system of support.

Definition of a School Day

One of the first legislated outcomes of the Attendance Commission was the definition of a school day. The five clock hour concept survived as the standard for a traditional school day in a traditional school, but exceptions were made to accommodate students for whom learning cannot be defined by a simple five clock hour rule. This rule is consistent with technological advances in learning, new concepts in educational programming, and alternative education opportunities for dropouts and others facing any number of challenges.

The historical background of this problem was the passage of the Evidence-Based Funding for Student Success Act, which was signed into law by Governor JB Pritzker on August 31, 2017. Passage of this bill prompted the sunset of Section 18-8.05 of the School Code, which previously defined the school day. ISBE then offered guidance that stated, "There is no statutory minimum number of hours or minutes that constitutes an instructional day" and advised each district to determine its own guidelines to allow for greater creativity in educational programming. Members of the commission foresaw dramatic complications for chronic absence measurements in a state with multiple determinations of the school day concept.

Senator Jennifer Bertino-Tarrant, with House sponsorship by Representative Fred Crespo, filed Senate Bill 0028 on January 10, 2019, to amend the School Code with a provision that sought to restore the original definition of a school day. The bill was passed by both Houses on May 21, 2019, and signed into law by Governor JB Pritzker on May 24, 2019. It went into effect on July 1, 2019, as [Public Act 101-0012](#), restoring the five clock hour day in most situations. (Appendix F)

The General Assembly integrated a number of changes within the School Code this past spring to address ongoing and emerging issues facing schools, students, and families as a result of the COVID-19 pandemic. In part, Public Act 101-0643 gave the State Superintendent the authority during a public health emergency to define the minimum number of hours that shall constitute a school day. State Superintendent Carmen Ayala directed that the minimum number of clock hours per school day shall remain at five hours. (Appendix O)

Funding for Truancy Programs

It was recently brought to the attention of the Attendance Commission that funding for truancy programs like TAOEP have diminished 43 percent over the last ten years. Similarly, the Regional Safe Schools Program, which provides services to students who are eligible for suspension and expulsion, has witnessed an even larger drop in annual

support from the General Assembly -- from \$18.5 million to \$6 million. Both of these programs serve students in need of intervention services, and the diminished funding greatly impacts the number of students that can be served. (Appendix G)

Data Systems

Progress on the remainder of the commission's legislated mandates has been ongoing and successful. ISBE's provision of the avenue for an improved, comprehensive data system that would give the desired accessibility and the potential for report production and sharing through Ed360 has enabled the efforts of districts to monitor and track chronic absenteeism and identify trends from prekindergarten through grade 12. This system is a free, mobile-friendly, secure web application built to support student instruction and record-keeping through the use of the state data warehouse and is updated on a daily basis. It is now used by 91 percent of all school districts in Illinois.

Early Childhood Data Project

On January 23, 2020, the Attendance Commission heard from Brenda Koenig, a visiting resource information specialist for IECAM. That organization is dedicated to the vulnerable early childhood population; it focuses on gathering and posting data to be used by researchers and formulating charts and maps to inform communities and data analysis to determine inequities and to strengthen policy in Illinois. IECAM was developed in 2006 and is currently funded by ISBE and IDHS. It is housed at the University of Illinois at Urbana-Champaign and is part of the Early Childhood Collective in the Special Education Department within the College of Education. (Appendix H)

District Accountability for Chronic Absence

With regard to "mechanisms for reporting and accountability for schools and districts across this state, including creating multiple measure indexes for reporting," the Attendance Commission continues to support the inclusion of chronic absenteeism on the school Report Card and its continued use as an indicator of student success and school quality in the ESSA State Plan. The degree to which a school or a district thoughtfully pursues and attempts to resolve the reasons for a child's absence correlates to the degree to which a school or district is serious about its mission and feels an accountability for every student on its rolls. A child who is missing more than ten percent of school days needs to have discussions with caring adults about solutions.

Multi-Tiered Systems of Support

The incorporation of Multi-tiered Systems of Support (MTSS) in the legislation in which chronic absence was defined ([Public Act 100-0156](#)) has created public awareness and spurred efforts to implement tiered levels of support for chronically absent students and their families. The use of MTSS to respond to students' chronic absenteeism and promote resilience among youth was demonstrated at a commission meeting and is depicted in an

informational PowerPoint (Family Engagement Series, PA 100-0156, Building Student Resilience). (Appendix I)

Family Engagement

Every consultant, practitioner, administrator, or researcher who has either researched the problem of chronic absenteeism or employed successful tactics to encourage improved levels of school attendance among formerly chronically absent students acknowledges the importance of one particular action – the engagement of families. The family holds not only the key to a student’s absence, but the key to the solution as well. For chronic truancy to be resolved, parents must first be informed about the importance of school attendance, notified when their child is missing from school, and engaged in meaningful dialogue as to the reason for the missed school days. School officials and staff must be familiar with available resources through the district and within the community to refer the family for any assistance they may need to resolve whatever problem interferes with their student’s regular school attendance

The Illinois P-20 Council Subcommittee on Family, Youth, and Community Engagement, which is co-chaired by commission member Matthew John Rodriguez, has made increasing parents' understanding of and awareness about school attendance and chronic absenteeism one of its priorities this year. It plans to collaborate with the Attendance Commission to connect parents to resources they can use to understand the impact of chronic absenteeism and how to support their students.

Best Practices

This year the Attendance Commission explored what constitutes best practices in the consideration given to students displaced by COVID-19 restrictions; students beset by mental health problems of their own or of a close family member; students for whom learning was interrupted by lack of technology or internet connections; students who in better times benefit from the learning and experience of an after-school program; and students who will benefit from the efforts of teacher unions to educate members on restorative justice practices and the determination of a school board advisory group to bring about greater equity, diversity, and inclusion. ISBE recognized that overwhelming need for student care by organizing a new Student Care Department in 2019 that is dedicated to that very issue. The department deals with issues like time outs, restraint, bullying, and other concerns that interfere with a child’s well-being and safety in school and have a profound effect on attendance rates.

I. FRAMING THE ISSUE

Education is, simply stated, a vital preparatory process for life. An education enables the acquisition of facts and skill mastery, fosters the development of higher-order thinking skills, and provides a context for socialization. The life that beckons a young person after 12th grade is meant to offer choices about college, training, employment, and “for living within a family ... within a community ... and for participating effectively in the democratic process.”¹ The incremental effect of daily school attendance facilitates the transition of a student from school to career as a functioning and productive member of society.

Conversely, the incremental effect of missed school days renders a young person ill-equipped to compete or contribute. Chronic rates of absence and truancy portend prospects that provide less of a transition but rather an eventual erosion of choices, possibilities, and hope.

Diminished dreams were the reality for 13 percent of Illinois students who were chronically truant during the 2018-19 school year, compared to 1.9 percent reported for the 2002-03 school year. Chronic truants include students subject to compulsory attendance who have been absent without valid cause for nine or more of the past 180 school days. (The Illinois chronic truancy rate calculation was changed in July 2011 from missing 10 percent of school days to 5 percent.)

It is the chronic absence rate, however, that has caused alarm among educators, as growing numbers of students are absent from school at a skyrocketing rate. Nationwide, an estimated 5 million to 7.5 million students are chronically absent each year, meaning they miss 10 percent or more of the school year in excused and unexcused absences. That is typically 18 days in a typical year.²

The overall chronic absence rate in Illinois was 18 percent during the most recent completed regular school year, 2018-2019. That means that 360,000 students in our state missed 10 percent or more of their school days. The rates were highest for students who are Black (31 percent), Native American (21 percent), and low income (20 percent). Students with Individualized Education Programs (IEPs) (28 percent) and students with other disabilities that do not impede learning or require an IEP (25 percent) had chronic absence rates that exceeded their nondisabled peers.

The Office of Civil Rights (OCR) within the U. S. Department of Education issued the first national report on chronic absence in 2016. The report was subtitled “*An unprecedented look at a hidden educational crisis*” because of the alarming lack of national focus on this problem. The report cites the fact that 6 million students missed 15 or more days of school in 2013-14, a figure that represents 14 percent of the population, or one in seven students overall. One in five adolescent high school students is chronically absent, and students with disabilities miss school at a rate one-and-a-half times more than their nondisabled peers.

¹ Harvey, James. Center on Reinventing Public Education at the University of Washington.

² Attendance Works. Balfanz, R., and Byrnes, V. The Importance of Being in School: A Report on Absenteeism in the Nation’s Public Schools. Johns Hopkins University Center for Social Organization of Schools, Baltimore, Maryland. 2012.

OCR explained, “Education can only fulfill its promise as the great equalizer — a force that can overcome differences in privilege and background — when we work to ensure that students are in school every day and receive the supports they need to learn and thrive.”³

Here in Illinois, the Chicago Tribune laid bare school attendance issues in districts across the state, but most notably in the Chicago Public Schools (CPS). The newspaper produced an investigative series of stories in November 2012 titled *An Empty Desk Epidemic*, which reported that during the 2010-11 school year, 32,000 CPS students missed at least four weeks of school. When the data was disaggregated, it revealed that 20 percent of African-American students missed at least four weeks of school, as did large percentages of students with disabilities -- 42.2 percent of those with emotional disorders; 15.4 percent of those with learning disabilities; and 21.7 percent of students with cognitive impairments, autism, and sensory disabilities. This data did not include students with disabilities requiring 504 Plans for classroom accommodations. It is believed that including these students would actually increase the percentages of student with disability absences.

Perhaps one of the more shocking statistics highlighted in this series was the fact that 36 percent of African-American kindergartners missed at least four weeks of school. Students who are chronically absent in kindergarten and first grade are less likely to read proficiently by the time they finish third grade. Preliminary data in California found that 17 percent of students with demonstrated school attendance difficulties were reading at grade level by the end of third grade, compared to 62 percent who attended regularly.⁴

Researchers have also trained their lenses on preschool attendance irregularities. A recent report by the University of Chicago’s Consortium on School Research highlights a nearly 40 percent spike in absenteeism among preschoolers in Chicago because of either illness or family logistics. The loss of valuable school time is naturally a concern, but research demonstrates that irregular preschool attendance fosters a lifelong pattern of absence, as these are the children who later drop out of school.⁵

In response to the stunning revelations in the Chicago Tribune series and national absence and truancy findings, State Representative Linda Chapa LaVia sponsored a bill (House Joint Resolution 0001) to identify the scope of truancy within Chicago and convene a task force to address these pressing issues. The Truancy in Chicago Public Schools Task Force met monthly for eight months and issued a report in July 2014 with recommendations to address the issues of truancy and absenteeism within CPS. Task force recommendations included the need for a review of terminology related to school absence, the development of an improved and accessible database for accurate and timely tracking of student attendance, the necessity of a broad-based marketing campaign to encourage greater school attendance, the use of staff to serve as attendance liaisons to interact with students and

³ *Chronic Absenteeism in the Nation's Schools: An unprecedented look at a hidden educational crisis*. U. S. Department of Education. 2016.

⁴ Jackson, David; Marx, Gary; and Richards, Alex. *An Empty Desk Epidemic*. Chicago Tribune. 2012.

⁵ Ehrlich, Stacy B.; Gwynne, Julia A.; Pareja, Amber Stitzel; and Allensworth, Elaine M.; with Moore, Paul; Jagesic, Sanja; and Sorice, Elizabeth. *Preschool Attendance in Chicago Public Schools: Relationships with Learning Outcomes and Reasons for Absences*. University of Chicago’s Consortium on Chicago School Research. 2013.

parents on issues related to chronic absence and truancy, provision of prevention outreach and targeted interventions that embrace an MTSS framework, and the need for the establishment of a permanent statewide commission to continue the work started by the task force.

Shortly after the task force concluded its work, Representative Chapa LaVia moved to facilitate the establishment of an attendance commission to operate statewide for a five-year period to provide a longer time frame for representatives from educator and administrator professional organizations and affiliations, state agencies with education and child welfare relevance, and several nonprofits that advocate for children and families to research, analyze, propose, and implement the means through which absenteeism and truancy could be sharply curtailed in our state.

Finally, the spotlight on chronic absence and truancy was expanded when ESSA was signed into law on December 10, 2015, by President Barack Obama. This legislation marks the first time lawmakers have inserted the requirement that states must report chronic absenteeism rates. ESSA is notable for reducing the federal government's control over education by increasing states' accountability for student achievement. This law recognizes the need to count and report the numbers of students who are not in school and, therefore, not on track to be prepared to lead productive, fulfilling lives.

ILLINOIS PUBLIC ACT 99-0432 AND THE DUTIES OF THE COMMISSION

Pursuant to Public Act 99-0432, the Attendance Commission is created to study chronic absenteeism in this state and make recommendations for strategies to prevent chronic absenteeism. The commission shall have the following duties:

- A. Identify strategies, mechanisms, and approaches to help parents, educators, principals, superintendents, and the State Board of Education address and prevent chronic absenteeism and shall recommend to the General Assembly and State Board of Education:
 - 1. A standard for attendance and chronic absenteeism, defining attendance as a calculation of standard clock hours in a day that equal a full day based on instructional minutes for both a half day and a full day per learning environment;
 - 2. Mechanisms to improve data systems to monitor and track chronic absenteeism across this state in a way that identifies trends from prekindergarten through grade 12 and allows the identification of students who need individualized chronic absenteeism prevention plans;
 - 3. Mechanisms for reporting and accountability for schools and districts across this state, including creating multiple measure indexes for reporting;
 - 4. Best practices for utilizing attendance and chronic absenteeism data to create multi-tiered systems of support and prevention that will result in students being ready for college and career; and
 - 5. New initiatives and responses to ongoing challenges presented by chronic absenteeism.
- B. Hold hearings on a periodic basis to receive testimony from the public regarding attendance.
- C. Submit an annual report to the General Assembly and the State Board of Education no later than December 15 of each year through December 15, 2020.

House Bill 4343, filed on November 24, 2015, by Representative Chapa LaVia delayed the filing deadline for the commission's initial report to March 15, 2016, since the commission did not begin to meet until December 2015. This bill was enacted as Public Act 99-0601 and was approved by Governor Rauner on July 22, 2016.

III. CURRENT STATUTORY AND REGULATORY LANDSCAPE RELATED TO SCHOOL ATTENDANCE

DEFINITION OF A SCHOOL DAY

105 ILCS 5/10-19.05

Section 10-19.05. Daily pupil attendance calculation.

- (a) *Except as otherwise provided in this Section, for a pupil of legal school age and in kindergarten or any of grades 1 through 12, a day of attendance shall be counted only for sessions of not less than 5 clock hours of school work per day under direct supervision of (i) teachers or (ii) non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervising in those instances specified in subsection (a) of Section 10-22.34 and paragraph 10 of Section 34-18. Days of attendance by pupils through verified participation in an e-learning program adopted by a school board and verified by the regional office of education or intermediate service center for the school district under Section 10-20.56 of this Code shall be considered as full days of attendance under this Section.*
- (b) *A pupil regularly enrolled in a public school for only a part of the school day may be counted on the basis of one-sixth of a school day for every class hour of instruction of 40 minutes or more attended pursuant to such enrollment, unless a pupil is enrolled in a block-schedule format of 80 minutes or more of instruction, in which case the pupil may be counted on the basis of the proportion of minutes of school work completed each day to the minimum number of minutes that school work is required to be held that day.*
- (c) *A session of 4 or more clock hours may be counted as a day of attendance upon certification by the regional superintendent of schools and approval by the State Superintendent of Education to the extent that the district has been forced to use daily multiple sessions.*
- (d) *A session of 3 or more clock hours may be counted as a day of attendance*
 - (1) *when the remainder of the school day or at least 2 hours in the evening of that day is utilized for an in-service training program for teachers, up to a maximum of 10 days per school year, provided that a district conducts an in-service training program for teachers in accordance with Section 10-22.39 of this Code, or, in lieu of 4 such days, 2 full days may be used, in which event each such day may be counted as a day required for a legal school calendar pursuant to Section 10-19 of this Code;*
 - (2) *when, of the 5 days allowed under item (1), a maximum of 4 days are used for parent-teacher conferences, or, in lieu of 4 such days, 2 full days are used, in which case each such day may be counted as a calendar day required under Section 10-19 of this Code, provided that the full-day, parent-teacher conference consists of*

- (i) *a minimum of 5 clock hours of parent-teacher conferences,*
 - (ii) *both a minimum of 2 clock hours of parent-teacher conferences held in the evening following a full day of student attendance and a minimum of 3 clock hours of parent-teacher conferences held on the day immediately following evening parent-teacher conferences, or*
 - (iii) *multiple parent-teacher conferences held in the evenings following full days of student attendance in which the time used for the parent-teacher conferences is equivalent to a minimum of 5 clock hours; and*
- (3) *when days in addition to those provided in items (1) and (2) are scheduled by a school pursuant to its school improvement plan adopted under Article 34 or its revised or amended school improvement plan adopted under Article 2, provided that*
 - (i) *such sessions of 3 or more clock hours are scheduled to occur at regular intervals,*
 - (ii) *the remainder of the school days in which such sessions occur are utilized for in-service training programs or other staff development activities for teachers, and*
 - (iii) *a sufficient number of minutes of school work under the direct supervision of teachers are added to the school days between such regularly scheduled sessions to accumulate not less than the number of minutes by which such sessions of 3 or more clock hours fall short of 5 clock hours. Days scheduled for in-service training programs, staff development activities, or parent-teacher conferences may be scheduled separately for different grade levels and different attendance centers of the district.*
- (e) *A session of not less than one clock hour of teaching hospitalized or homebound pupils on-site or by telephone to the classroom may be counted as a half day of attendance; however, these pupils must receive 4 or more clock hours of instruction to be counted for a full day of attendance.*
- (f) *A session of at least 4 clock hours may be counted as a day of attendance for first grade pupils and pupils in full-day kindergartens, and a session of 2 or more hours may be counted as a half day of attendance by pupils in kindergartens that provide only half days of attendance.*

- (g) *For children with disabilities who are below the age of 6 years and who cannot attend 2 or more clock hours because of their disability or immaturity, a session of not less than one clock hour may be counted as a half day of attendance; however, for such children whose educational needs require a session of 4 or more clock hours, a session of at least 4 clock hours may be counted as a full day of attendance.*
- (h) *A recognized kindergarten that provides for only a half day of attendance by each pupil shall not have more than one half day of attendance counted in any one day. However, kindergartens may count 2 and a half days of attendance in any 5 consecutive school days. When a pupil attends such a kindergarten for 2 half days on any one school day, the pupil shall have the following day as a day absent from school, unless the school district obtains permission in writing from the State Superintendent of Education. Attendance at kindergartens that provide for a full day of attendance by each pupil shall be counted the same as attendance by first grade pupils. Only the first year of attendance in one kindergarten shall be counted, except in the case of children who entered the kindergarten in their fifth year whose educational development requires a second year of kindergarten as determined under rules of the State Board of Education. On the days when the State's final accountability assessment is administered under subsection (c) of Section 2-3.64a-5 of this Code, the day of attendance for a pupil whose school day must be shortened to accommodate required testing procedures may be less than 5 clock hours and shall be counted toward the 176 days of actual pupil attendance required under Section 10-19 of this Code, provided that a sufficient number of minutes of school work in excess of 5 clock hours are first completed on other school days to compensate for the loss of school work on the examination days.*
- (j) *Pupils enrolled in a remote educational program established under Section 10-29 of this Code may be counted on the basis of a one-fifth day of attendance for every clock hour of instruction attended in the remote educational program, provided that, in any month, the school district may not claim for a student enrolled in a remote educational program more days of attendance than the maximum number of days of attendance the district can claim (i) for students enrolled in a building holding year-round classes if the student is classified as participating in the remote educational program on a year-round schedule or (ii) for students enrolled in a building not holding year-round classes if the student is not classified as participating in the remote educational program on a year-round schedule.*
- (j-5) *The clock hour requirements of subsections (a) through (j) of this Section do not apply if the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act. The State Superintendent of Education may establish minimum clock hour requirements under Sections 10-30 and 34-18.66 if the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act.*

- (k) *Pupil participation in any of the following activities shall be counted toward the calculation of clock hours of school work per day:*
- (1) *Instruction in a college course in which a student is dually enrolled for both high school credit and college credit.*
 - (2) *Participation in a Supervised Career Development Experience, as defined in Section 10 of the Postsecondary and Workforce Readiness Act, in which student participation and learning outcomes are supervised by an educator licensed under Article 21B.*
 - (3) *Participation in a youth apprenticeship, as jointly defined in rules of the State Board of Education and Department of Commerce and Economic Opportunity, in which student participation and outcomes are supervised by an educator licensed under Article 21B.*
 - (4) *Participation in a blended learning program approved by the school district in which course content, student evaluation, and instructional methods are supervised by an educator licensed under Article 21B.*

COMPULSORY SCHOOL ATTENDANCE

105 ILCS 5/26-1

Section 26-1. Compulsory school age; exemptions.

Whoever has custody or control of any child (i) between the ages of 7 and 17 years (unless the child has already graduated from high school) for school years before the 2014-2015 school year or (ii) between the ages of 6 (on or before September 1) and 17 years (unless the child has already graduated from high school) beginning with the 2014-2015 school year shall cause such child to attend some public school in the district wherein the child resides the entire time it is in session during the regular school term, except as provided in Section 10-19.1, and during a required summer school program established under Section 10-22.33B; provided, that the following children shall not be required to attend the public schools:

1. *Any child attending a private or a parochial school where children are taught the branches of education taught to children of corresponding age and grade in the public schools, and where the instruction of the child in the branches of education is in the English language;*
2. *Any child who is physically or mentally unable to attend school, such disability being certified to the county or district truant officer by a competent physician licensed in Illinois to practice medicine and surgery in all its branches, a chiropractic physician licensed under the Medical Practice Act of 1987, a licensed advanced practice registered nurse, a licensed physician assistant, or a Christian Science practitioner residing in*

this State and listed in the Christian Science Journal; or who is excused for temporary absence for cause by the principal or teacher of the school which the child attends; the exemptions in this paragraph (2) do not apply to any female who is pregnant or the mother of one or more children, except where a female is unable to attend school due to a complication arising from her pregnancy and the existence of such complication is certified to the county or district truant officer by a competent physician;

- 3. Any child necessarily and lawfully employed according to the provisions of the law regulating child labor may be excused from attendance at school by the county superintendent of schools or the superintendent of the public school which the child should be attending, on certification of the facts by and the recommendation of the school board of the public school district in which the child resides. In districts having part-time continuation schools, children so excused shall attend such schools at least 8 hours each week;*
- 4. Any child over 12 and under 14 years of age while in attendance at confirmation classes;*
- 5. Any child absent from a public school on a particular day or days or at a particular time of day for the reason that he is unable to attend classes or to participate in any examination, study or work requirements on a particular day or days or at a particular time of day, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day. Each school board shall prescribe rules and regulations relative to absences for religious holidays including, but not limited to, a list of religious holidays on which it shall be mandatory to excuse a child; but nothing in this paragraph 5 shall be construed to limit the right of any school board, at its discretion, to excuse an absence on any other day by reason of the observance of a religious holiday. A school board may require the parent or guardian of a child who is to be excused from attending school due to the observance of a religious holiday to give notice, not exceeding 5 days, of the child's absence to the school principal or other school personnel. Any child excused from attending school under this paragraph 5 shall not be required to submit a written excuse for such absence after returning to school;*
- 6. Any child 16 years of age or older who (i) submits to a school district evidence of necessary and lawful employment pursuant to paragraph 3 of this Section and (ii) is enrolled in a graduation incentives program pursuant to Section 26-16 of this Code or an alternative learning opportunities program established pursuant to Article 13B of this Code;*
- 7. A child in any of grades 6 through 12 absent from a public school on a particular day or days or at a particular time of day for the purpose of*

sounding "Taps" at a military honors funeral held in this State for a deceased veteran. In order to be excused under this paragraph 7, the student shall notify the school's administration at least 2 days prior to the date of the absence and shall provide the school's administration with the date, time, and location of the military honors funeral. The school's administration may waive this 2-day notification requirement if the student did not receive at least 2 days advance notice, but the student shall notify the school's administration as soon as possible of the absence. A student whose absence is excused under this paragraph 7 shall be counted as if the student attended school for purposes of calculating the average daily attendance of students in the school district. A student whose absence is excused under this paragraph 7 must be allowed a reasonable time to make up school work missed during the absence. If the student satisfactorily completes the school work, the day of absence shall be counted as a day of compulsory attendance and he or she may not be penalized for that absence; and

8. *Any child absent from a public school on a particular day or days or at a particular time of day for the reason that his or her parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. Such a student shall be granted 5 days of excused absences in any school year and, at the discretion of the school board, additional excused absences to visit the student's parent or legal guardian relative to such leave or deployment of the parent or legal guardian. In the case of excused absences pursuant to this paragraph 8, the student and parent or legal guardian shall be responsible for obtaining assignments from the student's teacher prior to any period of excused absence and for ensuring that such assignments are completed by the student prior to his or her return to school from such period of excused absence.*

STUDENTS OUTSIDE COMPULSORY ATTENDANCE AGES

Public Act 100-825

105 ILCS 5/26-2

Section 26-2. Enrolled pupils not of compulsory school age.

- (a) *For school years before the 2014-2015 school year, any person having custody or control of a child who is below the age of 7 years or is 17 years of age or above and who is enrolled in any of grades kindergarten through 12 in the public school shall cause him to attend the public school in the district wherein he resides when it is in session during the regular school term, unless he is excused under paragraph*

2, 3, 4, 5, or 6 of Section 26-1. Beginning with the 2014-2015 school year, any person having custody or control of a child who is below the age of 6 years or is 17 years of age or above and who is enrolled in any of grades kindergarten through 12 in the public school shall cause the child to attend the public school in the district wherein he or she resides when it is in session during the regular school term, unless the child is excused under paragraph 2, 3, 4, 5, or 6 of Section 26-1 of this Code.

DEFINITIONS RELATED TO ABSENCE AND TRUANCY

Public Act 100-0810

105 ILCS 5/26-2a

Section 26-2a

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

"Valid cause" for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student.

"Chronic or habitual truant" shall be defined as a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days.

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

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

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

CHRONIC ABSENCE DEFINED; FAMILY SUPPORT ENCOURAGED

Public Act 100-0156

105 ILCS 5/26-18

Sec. 26-18. Chronic absenteeism report and support.

(a) *As used in this Section:*

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, as defined in Section 26-2a of this Code, and out-of-school suspensions for an enrolled student.

"Student" means any enrolled student that is subject to compulsory attendance under Section 26-1 of this Code but does not mean a student for whom a documented homebound or hospital record is on file during the student's absence from school.

(b) *The General Assembly finds that:*

(1) *The early years are a critical period in children's learning and development. Every child should be counted present every day. Every day of school matters.*

(2) *Being absent too many days from school can make it difficult for students to stay on-track academically and maintain the momentum to graduate from high school in order to be college-or career-ready.*

(3) *Every day of school attendance matters for all students and their families. It is crucial, therefore, that the implications of chronic absence be understood and reviewed regularly.*

(c) *Beginning July 1, 2018, every school district, charter school, or alternative school or any school receiving public funds shall collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. The review shall include an analysis of chronic absence data from each attendance center or campus of the school district, charter school, or alternative school or other school receiving public funds.*

(d) *School districts, charter schools, or alternative schools or any school receiving public funds are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies such as those available through the Illinois Multi-tiered Systems of Support Network. Schools additionally are encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.*

PRESCHOOL ATTENDANCE AND SUPPORTS

Public Act 100-0819

105 ILCS 5/26-19

Sec. 26-19. Chronic absenteeism in preschool children.

- (a) *In this Section, "chronic absence" has the meaning ascribed to that term in Section 26-18 of this Code.*
- (b) *The General Assembly makes all of the following findings:*
 - (1) *The early years are an extremely important period in a child's learning and development.*
 - (2) *Missed learning opportunities in the early years make it difficult for a child to enter kindergarten ready for success.*
 - (3) *Attendance patterns in the early years serve as predictors of chronic absenteeism and reduced educational outcomes in later school years. Therefore, it is crucial that the implications of chronic absence be understood and reviewed regularly in all publicly funded early childhood programs receiving State funds under Section 2-3.71 of this Code.*
- (c) *Beginning July 1, 2019, any publicly funded early childhood program receiving State funds under Section 2-3.71 of this Code shall collect and review its chronic absence data and determine what support and resources are needed to positively engage chronically absent students and their families to encourage the habit of daily attendance and promote success.*
- (d) *Publicly funded early childhood programs receiving State funds under Section 23.71 of this Code are encouraged to do all of the following:*
 - (1) *Provide support to students who are at risk of reaching or exceeding chronic absence levels.*
 - (2) *Make resources available to families, such as those available through the State Board of Education's Family Engagement Framework, to support and encourage families to ensure their children's daily program attendance.*
 - (3) *Include information about chronic absenteeism as part of their preschool to kindergarten transition resources.*
- (e) *On or before July 1, 2020, and annually thereafter, an early childhood program shall report all data collected under subsection (c) of this Section to the State Board of Education, which shall make the report publicly available via the Illinois Early Childhood Asset Map Internet website and the Preschool for All Program or Preschool for All Expansion Program triennial report.*

**AVERAGE DAILY ATTENDANCE;
INCLUSION OF STUDENTS WITH IEPs AND 504 PLANS**
Public Act 100-0448

105 ILCS 5/10-17a

Section 10-17a. State, school district, and school report cards.

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

The school district report card shall include the average daily attendance, as that term is defined in subsection (2) of this Section, of students who have individualized education programs and students who have 504 plans that provide for special education services within the school district.

AVERAGE DAILY ATTENDANCE BY GRADE LEVEL
Public Act 100-0147

105 ILCS 5/18-8.05

Section 18-8.05

Compilation of Average Daily Attendance.

- (1) Each school district shall, by July 1 of each year, submit to the State Board of Education, on forms prescribed by the State Board of Education, attendance figures for the school year that began in the preceding calendar year. The attendance information so transmitted shall identify the average daily attendance figures for each month of the school year for each grade level served.*

TRUANCY LEGISLATION
Public Act 100-0825

105 ILCS 5/26-12

Section 26-12. Punitive action.

- (a) No punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against truant minors for such truancy unless appropriate and available supportive services and other school resources have been provided to the student. Notwithstanding the provisions of Section 10-22.6 of this Code, a truant minor may not be expelled for nonattendance unless he or she has accrued 15 consecutive days of absences without valid cause and the student cannot be located by the school district or the school district has located the student but cannot, after exhausting all available supportive services, compel the student to return to school.*

- (b) *A school district may not refer a truant, chronic truant, or truant minor to any other local public entity, as defined under Section 1-206 of the Local Governmental and Governmental Employees Tort Immunity Act, for that local public entity to issue the child a fine or a fee as punishment for his or her truancy.*
- (c) *A school district may refer any person having custody or control of a truant, chronic truant, or truant minor to any other local public entity, as defined under Section 1-206 of the Local Governmental and Governmental Employees Tort Immunity Act, for that local public entity to issue the person a fine or fee for the child's truancy only if the school district's truant officer, regional office of education, or intermediate service center has been notified of the truant behavior and the school district, regional office of education, or intermediate service center has offered all appropriate and available supportive services and other school resources to the child. Before a school district may refer a person having custody or control of a child to a municipality, as defined under Section 1-1-2 of the Illinois Municipal Code, the school district must provide the following appropriate and available services:*
- (1) *For any child who is a homeless child, as defined under Section 1-5 of the Education for Homeless Children Act, a meeting between the child, the person having custody or control of the child, relevant school personnel, and a homeless liaison to discuss any barriers to the child's attendance due to the child's transitional living situation and to construct a plan that removes these barriers.*
- (2) *For any child with a documented disability, a meeting between the child, the person having custody or control of the child, and relevant school personnel to review the child's current needs and address the appropriateness of the child's placement and services. For any child subject to Article 14 of this Code, this meeting shall be an individualized education program meeting and shall include relevant members of the individualized education program team. For any child with a disability under Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. 794), this meeting shall be a Section 504 plan review and include relevant members of the Section 504 plan team.*
- (3) *For any child currently being evaluated by a school district for a disability or for whom the school has a basis of knowledge that the child is a child with a disability under 20 U.S.C. 1415(k)(5), the completion of the evaluation and determination of the child's eligibility for special education services.*
- (d) *Before a school district may refer a person having custody or control of a child to a local public entity under this Section, the school district must document any appropriate and available supportive services offered to the child. In the event a meeting under this Section does not occur, a school district must have*

documentation that it made reasonable efforts to convene the meeting at a mutually convenient time and date for the school district and the person having custody or control of the child and, but for the conduct of that person, the meeting would have occurred.

Public Act 100-0825
105 ILCS 5/26-2

Section 26-2. Enrolled pupils not of compulsory school age (older returning students).

- (b) *A school district shall deny reenrollment in its secondary schools to any child 19 years of age or above who has dropped out of school and who could not, because of age and lack of credits, attend classes during the normal school year and graduate before his or her twenty-first birthday. A district may, however, enroll the child in a graduation incentives program under Section 26-16 of this Code or an alternative learning opportunities program established under Article 13B. No child shall be denied reenrollment for the above reasons unless the school district first offers the child due process as required in cases of expulsion under Section 10-22.6. If a child is denied reenrollment after being provided with due process, the school district must provide counseling to that child and must direct that child to alternative educational programs, including adult education programs, that lead to graduation or receipt of a high school equivalency certificate.*
- (c) *A school or school district may deny enrollment to a student 17 years of age or older for one semester for failure to meet minimum attendance standards if all of the following conditions are met:*
 - (1) *The student was absent without valid cause for 20% or more of the attendance days in the semester immediately prior to the current semester.*
 - (2) *The student and the student's parent or guardian are given written notice warning that the student is subject to denial from enrollment for one semester unless the student is absent without valid cause less than 20% of the attendance days in the current semester.*
 - (3) *The student's parent or guardian is provided with the right to appeal the notice, as determined by the State Board of Education in accordance with due process.*
 - (4) *The student is provided with attendance remediation services, including without limitation assessment, counseling, and support services.*
 - (5) *The student is absent without valid cause for 20% or more of the attendance days in the current semester. A school or school district may not deny enrollment to a student (or reenrollment to a dropout) who is at least 17*

years of age or older but below 19 years for more than one consecutive semester for failure to meet attendance standards.

- (d) No child may be denied reenrollment under this Section in violation of the federal Individuals with Disabilities Education Act or the Americans with Disabilities Act.*
- (e) In this subsection (e), "reenrolled student" means a dropout who has reenrolled full-time in a public school. Each school district shall identify, track, and report on the educational progress and outcomes of reenrolled students as a subset of the district's required reporting on all enrollments. A reenrolled student who again drops out must not be counted again against a district's dropout rate performance measure. The State Board of Education shall set performance standards for programs serving reenrolled students.*
- (f) The State Board of Education shall adopt any rules necessary to implement the changes to this Section made by Public Act 93-803.*

105 ILCS 5/26-12

Sec. 26-12. Punitive action.

No punitive action, including out of school suspensions, expulsions, or court action, shall be taken against truant minors chronic truants for such truancy unless available supportive services and other school resources have been provided to the student. Notwithstanding the provisions of Section 10-22.6 of this Code, a truant minor may not be expelled for nonattendance unless he or she has accrued 15 consecutive days of absences without valid cause and the student cannot be located by the school district or the school district has located the student but cannot, after exhausting all available support services, compel the student to return to school.

IV. A NOTE REGARDING COVID-19 AND SUPPORTS, GUIDANCE, AND PARTNERSHIPS

The entirety of the educational landscape, including attendance and factors related to attendance (academics, social and emotional learning, mental health trauma and supports, transportation, school meals among many other factors) were impacted beginning in March 2020 with the onset of the COVID-19 pandemic. Administrators, teachers, students, parents, families, and communities were faced with decisions brought on by the type of dilemma that had not occurred in generations. The safety and health of students had to be protected while ensuring that academics, learning, and supports continued. The Gubernatorial Disaster Declaration due to the public health emergency prompted State Superintendent Carmen Ayala to require that school districts offer a remote learning option to families as a way to balance the safety/health and educational needs of students. Thus, families were not forced to decide between the health of their children and their children's right to an education.

School districts across the state were providing instruction during fall 2020 in-person, virtually, and through hybrid approaches. Local school officials were considering the diversity of urban, rural, and suburban communities in Illinois and each district's unique facilities and technological capabilities to determine how to provide instruction in the fall in consultation with local public health departments and with the engagement of educators and parents.

ISBE, working in partnership with the Illinois Department of Public Health (IDPH), is providing the most current resources and guidance to support Illinois education communities regarding the COVID-19 outbreak. ISBE partnered with the Illinois Emergency Management Agency to deliver more than 2.5 million free cloth face masks to all students and educators in Illinois schools to ensure all students would be able to access the learning and extracurricular activities provided by their district, regardless of their ability to purchase a face covering or make one at home.

ISBE focused its guidance and resources on addressing equity gaps and minimizing the harmful effects of the pandemic on school-aged children. ISBE applied for and implemented federal waivers allowing Illinois schools to provide meals to all children age 18 and younger for free throughout the spring, summer, and fall. The federal waivers ISBE applied for and received allowed schools to deliver meals on school buses, to provide grab-and-go and drive-thru options, to provide meals for multiple days at once, and to allow parents and caregivers to pick up meals on behalf of students. ISBE also partnered with the Illinois Department of Human Services (IDHS) to provide low-income families access to Illinois Pandemic Electronic Benefit Transfer benefits which distributed additional money for food for every day that children who normally were eligible for free or reduced-price meals were learning remotely.

The pandemic highlighted the existing digital divide in Illinois. Efforts already were underway by the Pritzker Administration to ensure universal broadband access across the state. The state used \$80 million of its Coronavirus Aid, Relief, and Economic Security

(CARES) Act funding to provide Digital Equity Formula Grants to the highest-need school districts so they could purchase devices and expand internet connectivity. Additionally, school districts were able to use \$512 million in flexible CARES Act funding to further close the digital divide. Some school districts, such as Chicago Public Schools, also used local funds to address students' devices and connectivity needs. Further, ISBE partnered with IBHE and other state agencies on a map of freely accessible drive-up Wi-Fi hotspots at universities, libraries, and other locations, where students and families could access the internet for educational purposes.

ISBE also created resources specifically for parents and caregivers to ensure they knew how to access help during remote learning. ISBE's Learning Technology Center created the Supporting Parents and Remote Kids (SPARK) online toolkit, providing specific resources to support parents and caregivers who have students that are remote learning. ISBE partnered with the P-20 Council to create a [Where to Get Help FAQ](#) for families that it translated into [four additional languages](#). Additionally, ISBE created a [Parent Guide](#) to help parents understand special education rights and responsibilities in Illinois and a [Remote Learning FAQ for Families](#).

COVID-19 interrupted the "normal" school day and processes. ISBE provided guidance and resources pertaining to grading, attendance, and graduation during remote learning to support school systems. It also addressed mental health issues as student well-being became a focus of ISBE supports.

- ISBE's [Remote Learning Recommendations](#) for spring 2020 strongly urged that student grades be based upon the principle of no educational harm to any child, stating, "Grading should focus on the continuation of learning and prioritize the connectedness and care for students and staff. All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period in that time frame. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time... There are factors outside of the control of the school system with learning being moved off site; therefore, the aim is that student grades are not lowered as a result of remote learning. ISBE recommends that a student who is not able to be engaged, or who chooses to disengage, in remote learning should receive an incomplete or no grade."
- ISBE sought and received the waiver for federal accountability, exempting Illinois schools from penalties for chronic absenteeism while still collecting attendance data. ISBE established the purpose for collecting attendance as checking on students' overall well-being and defined the "preferred method of collecting attendance" during remote learning as "one-to-one daily connection between the teacher and the student." The guidance also recognized "that this method is not available or practical for all districts and student scenarios under the COVID-19 conditions" and encouraged creative ways to measure and maintain student engagement.

- ISBE worked with the Governor’s Office on an Executive Order to adjust graduation requirements to ensure no student would be unable to graduate due to the interruption of in-person learning in spring 2020.
- ISBE worked with IDPH to produce guidance for schools to host virtual or socially distanced graduation ceremonies to still recognize the achievements of graduating seniors and provide closure to their secondary school experiences, while keeping them, their teachers, and their families safe.

ISBE also developed guidance to ensure continued supports for at-risk student populations, such as English Learners and children in temporary living situations or experiencing homelessness. ISBE worked in partnership with the Illinois Department of Children and Family Services to develop guidance on what school personnel should do to ascertain a student’s well-being if schools and districts are unable to make contact with a student for over a week. ISBE worked with the Children’s Advocacy Centers of Illinois and Chicago Children’s Advocacy Center to create [Guidance for Delivering Sexual Abuse Prevention Education During the COVID-19 Pandemic](#) to ensure continued compliance with Erin’s Law.

Independent of the pandemic, ISBE has taken a wellness approach to working with children that recognizes the importance of mental health and resilience. This now includes recognizing that educators and children need resources to support mental health and wellness during the COVID-19 crisis. As ISBE notes:

Trauma-informed care has become an essential aspect of how educators approach caring and supporting all children, which has shifted educational opportunities and outcomes in a positive direction. To genuinely provide the best care for our students, we also must take care of ourselves – as human beings. Providing high-quality care means we must be reflective of ourselves and those around us. Trauma is not just something our students experience; we as adults experience trauma as well. At unprecedented times like these, we are all experiencing our own form of trauma.

Here a is a complete [list](#) of COVID-19 supports, guidance, and resources.

V. RECOMMENDATIONS OF THE ATTENDANCE COMMISSION

Illinois is a leader among states in that it has a commission in place to study and resolve chronic absenteeism and truancy among its youngest residents. Members of the Illinois Attendance Commission held five meetings over the last year to lay the foundational groundwork for informed discussion; collaboration with stakeholders; and recommendations for legislation, data collection, best practices, and heightened public awareness.

Chronic absenteeism during the 2020 calendar year became something that proved very difficult to track. Many students possessed the technology and had access to reliable internet services but lost interest in engagement as at-home confinement extended from March 16 until the end of the school year. Many other students either lacked sufficient technology and/or reliable internet service while others simply had no access and worked on their own on homework packets.

The resumption of the school year in the fall of 2020 found more students with technology and internet access, but each district decided whether or not it would meet in person, via a hybrid model, or via technology and/or work packets only. The largest school district in Illinois, Chicago Public Schools, offered only the possibility of at-home learning for its approximately 350,000 students. As of this writing, a decision has not been made on whether to shutter all schools as the COVID-19 infection rates are climbing, which scientists predicted would happen as temperatures fell.

The Attendance Commission regrets the loss of in-person schooling for all the students of Illinois and around the world. Schools are not simply places to learn as they provide the means through which children become socialized. Our schools also provide our students access to athletics, many different clubs of interest, and places where children seek the camaraderie and comfort of their peers.

The inability of many children to attend school unfortunately has deleterious effects on them. The Attendance Commission studied some of these effects as the pandemic wore on. The most riveting speaker was Carl J. Evans, director of Programs and Operations at Hope for the Day. The organization, based in Chicago, does proactive suicide prevention and is focused on outreach and mental health education to create systems for early intervention to disrupt the high-risk factors that can intensify a mental health crisis. It works in schools, community centers, and businesses trying to implement early intervention strategies and facilitate conversations about mental health on an ongoing basis to normalize the conversation.

Mr. Evans spoke to the Attendance Commission at its September 17, 2020, meeting. He said school attendance is directly linked to the issues his organization is seeking to resolve as there is a direct connection between school attendance and mental health. He said

students are not missing school because of social anxieties and pressure in the hallways, such as peer to peer social interactions and academic pressure. Some may live in domestic situations where mental health is not validated as a reality, so school becomes a safe place to be where mental health is validated. Hope for the Day sees students from both sides of this issue. Thus far, its efforts have shown them that school is a place that can offer comfort to students, something that is apart from their homes where they have peers and adults who can understand and reassure them.

Legislative reviews since the earliest days of the Attendance Commission have demonstrated there are definitions in statute for nearly every term associated with attendance, except for “chronic absence.” The enactment of ESSA gave Illinois a renewed opportunity to craft a formal, legislative definition of this phrase since one of the accountability measures in this legislation is the responsibility of each state to report its chronic absenteeism numbers. [Public Act 100-0156](#) (Appendix E) was signed into law on August 18, 2017. This amended the Illinois School Code to reflect a definition of “chronic absenteeism” that applies when a student misses 10 percent of school days for any reason – excused, unexcused, or days missed due to a suspension.

The collection of student absence data is not new, but the calculation to determine chronic absence is. The 2018-19 school year in Illinois marked the first time the terms specified in [Public Act 100-0156](#) were to be followed by all schools and school districts in the state. Not only must chronic absence data be tracked, school and district personnel must intervene with chronically absent students and their families to offer the supports they may need to encourage improved rates of school attendance. Tiered supports, such as those offered by the Illinois MTSS Network, are recommended in the legislation. ISBE’s Family Engagement Framework, the best practices of districts throughout the state, and the examples of many community-based agencies also contribute to solutions to family problems that interfere with a child’s regular attendance at school.

The Illinois mandate to measure chronic absence levels was later incorporated into the measure of school quality/student success ratios in the state’s implementation of ESSA.

The commission has heard over the years from many partners in various endeavors related to education and the well-being of children. All of these partners share a common purpose - the provision of a full, equitable educational experience for all students from early childhood to post high school. Many educators, researchers, and social scientists have arrived at the same conclusion, however, about the early childhood population and the need to invest in expanded programming and intervene with families for greater engagement. The Executive Summary in this report and the narrative for commission outcome Number 5 below present evidence of the enormous need there is to reach children and their families during their earliest school days to provide access to expanded quality programming, encourage early academic growth, and support the development of lifelong habits of participation and attendance.

More recommendations follow on the next pages in this sixth annual report by the commission to the General Assembly. In accordance with the legislation that created the

commission, the appointed members met five times to study chronic absenteeism in this state and have made and will continue to make recommendations for strategies to prevent chronic absenteeism after gathering and analyzing data, exploring various resources, holding hearings, consulting experts, and collaborating for solutions. The commission is uniquely populated with knowledgeable practitioners/stakeholders who are educated about student attendance. The commission stands ready to assist in regulatory and legislative matters regarding changes needed under Illinois law pertaining to student attendance issues.

The legislation included five main goals/outcomes for action that provide a sequential thread for deliberation and action:

- Outcome 1: A standard for attendance and chronic absenteeism, defining attendance as a calculation of standard clock hours in a day that equal a full day based on instructional minutes for both a half day and a full day per learning environment
- Outcome 2: Mechanisms to improve data systems to monitor and track chronic absenteeism across this State in a way that identifies trends from prekindergarten through grade 12 and allows the identification of students who need individualized chronic absenteeism prevention plans
- Outcome 3: Mechanisms for reporting and accountability for schools and districts across this state, including creating multiple measure indexes for reporting
- Outcome 4: Best practices for utilizing attendance and chronic absenteeism data to create multi-tiered systems of support and prevention that will result in students being ready for college and career
- Outcome 5: New initiatives and responses to ongoing challenges presented by chronic absenteeism

Factored into the legislation is the identification of various tiers of participants in the process to remedy chronic absenteeism in Illinois -- parents, educators, principals, superintendents, the community, and ISBE.

In the words of commission Chairperson Dr. Antoinette Taylor, “The work of the Attendance Commission can be successful only through significant and intentional engagement with parents, educators, students and community members, including the faith-based and business communities.”

ATTENDANCE COMMISSION OUTCOMES AND RECOMMENDATIONS

Outcome 1

A standard for attendance and chronic absenteeism, defining attendance as a calculation of standard clock hours in a day that equal(s) a full day based on instructional minutes for both a half day and a full day per learning environment

Recommendation of the Attendance Commission

The Attendance Commission recommends the continued use of the standard for chronic absenteeism that was incorporated into the Illinois School Code when House Bill 3139 passed the General Assembly and was signed into law (Public Act 100-0156) by Governor Rauner on August 18, 2017. (Appendix E)

"Chronic absence" means absences that total 10 percent or more of school days of the most recent academic school year, including absences with and without valid cause as defined in Section 26-2a of the School Code, and out-of-school suspensions for an enrolled student. This amendment to the Illinois School Code *provides that beginning July 1, 2018, every school district, charter school, or alternative school or any school receiving public funds shall collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. Provides that school districts, charter schools, or alternative schools or any school receiving public funds are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies such as those available through the Illinois Multi-Tiered Systems of Support Network. Requires schools to make resources available to support and engage students.* (Illinois General Assembly synopsis)

Recommendation of the Attendance Commission

The Attendance Commission recommends the continued use of the definition of a school day defined in 2019 in 105 ILCS 5/10-19.05 that "for a pupil of legal school age and in kindergarten or any of grades 1 through 12, a day of attendance shall be counted only for sessions of not less than 5 clock hours of school work per day under direct supervision of (i) teachers or (ii) non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervising in instances specified under the Code." Exceptions were made to accommodate students for whom learning cannot be defined by a simple five clock hour rule. This rule is consistent with technological advances in learning, new concepts in educational programming, and alternative education opportunities for dropouts and others facing any number of challenges. The Attendance Commission also recommends that, as the State Superintendent has already done, the minimum clock hours per day remain the same during any future Gubernatorial Disaster Declarations due to a public health emergency.

Additionally, there were changes made to the provisions for e-Learning days and alternative learning opportunities. (Appendix F)

Recommendation of the Attendance Commission

It was recently brought to the attention of the Attendance Commission that funding for truancy programs like the Truants Alternative Optional Education Program have diminished 43 percent from 2010 to 2020. Similarly, the Regional Safe Schools Program, which provides services to students who are eligible for suspension and expulsion, has witnessed an even larger drop in annual support from the General Assembly-- from \$18.5 million to \$6 million. Both of these programs serve students in need of intervention services, and the diminished funding greatly impacts the number of students that can be served. The Attendance Commission recommends that the General Assembly moves to restore fuller funding to these invaluable programs. (Appendix G)



Outcome 2

Mechanisms to improve data systems to monitor and track chronic absenteeism across this state in a way that identifies trends from prekindergarten through grade 12 and allows the identification of students who need individualized chronic absenteeism prevention plans

Recommendation of the Attendance Commission

The Attendance Commission continues to recommend that every school district in Illinois take advantage of Ed360's unique and comprehensive web-based data storehouse to access student attendance data and identify who needs attendance supports and interventions. Currently, 91 percent of school districts in Illinois participate in [Ed360](#).

Status Update

Data collection and the availability of that data is central to any effort to monitor student attendance and react when absences mount or trancies occur. In previous reports, the Attendance Commission recommended the use of improved data systems that would enable ongoing monitoring and analysis of and responses to troubling patterns of student absence.

The Attendance Commission learned in January 2018 about ISBE's launch of [Ed360](#), an improved, comprehensive data system that would provide the desired accessibility and the potential for report production and sharing. Ed360 is a free, mobile-friendly, secure web application built to support student instruction and record-keeping through the use of the state data warehouse. There is a variety of state support systems under the ISBE Web Application Security (IWAS) umbrella through which districts report data that is incorporated into Ed360 -- the Employment Information System (EIS), the Educator Licensure Information System (ELIS), the Student Information System (SIS), the Entity Profile System (EPS), the Illinois Student Tracking and Reporting System (I-Star), and the 5Essentials Survey. Data is updated on a nightly basis. Ed360 gives administrators and educators from across the state immediate access to actionable, current data to make timely, informed decisions about students, including the degree to which they may be missing from school. Across the state, 775 of 852 (91 percent) school districts have signed on to Ed360 via a single sign-in solution in G Suite and the Office 365 application.

According to the FAQ on the ISBE website, Ed360 gives educators a place to view near real-time data from multiple sources and helps educators:

- Identify students' academic strengths and weaknesses.
- Identify and address potential recurring impediments to student learning (e.g., problems with attendance or difficulty in mastering prerequisite knowledge or skills) before they negatively affect student success.
- Make more informed, data-driven decisions designed to improve student learning.
- Increase student achievement and close achievement gaps.

- Quickly create targeted differentiation groups and cohorts.

The Attendance Commission had recommended that all school districts in Illinois take advantage of Ed360's unique and comprehensive web-based data storehouse to access student attendance data and identify who needs attendance supports and interventions. The 88 percent participation rate indicates that most districts in Illinois have discovered that the tools and options within this data system are useful in their efforts to access their most recent data on many different platforms.

Recommendation of the Attendance Commission

The Attendance Commission recommends the continued expansion of efforts to collect attendance data among the youngest of our students in Illinois, those enrolled in preschool programs as well as those who are not, and to use the data to determine who needs interventions; to ascertain the presence of inequities, and to formulate new policies through the Illinois Early Childhood Asset Map (IECAM), which is funded by ISBE and the Illinois Department of Human Services (IDHS).

Early Childhood Absence Data Project

Last year the commission learned in January 2019 that Northern Illinois University had concluded a study about early childhood absence data and expressed the importance of using data to inform on large policy issues, such as chronic absenteeism. The research team recommended that standardized attendance data be collected, interventions for children and families be provided, and attendance data be shared with researchers to inform policy and to address inequities.

On January 23, 2020, the Attendance Commission heard from Brenda Koenig, a visiting resource information specialist for IECAM. That organization is dedicated to the vulnerable early childhood population; it focuses on gathering and posting data to be used by researchers and formulating charts and maps to inform communities and data analysis to determine inequities and to strengthen policy in Illinois. IECAM was developed in 2006 is currently funded by ISBE and IDHS. It is housed at the University of Illinois at Urbana-Champaign and is part of the Early Childhood Collective in the Special Education Department within the College of Education.

Ms. Koenig demonstrated how to access data from IECAM's database or search data by topic by the year, the data one wishes to study, and the geographic area of interest. A person can view the characteristics for each of the following categories: child care, demographics, health, language, early childhood services and programs, social and economic factors, and employment, among others. IECAM also has maps and a visualization section for many of the characteristics it tracks. One can use its searchable database or search by topic to find data for a variety of geographic regions and years and find lots of salient information, such as maps and charts. Ms. Koenig replied that much of the organization's data comes from ISBE from publicly funded early childhood programming. It also receives data from Head

Start, the Illinois Department of Public Health, and the Census Bureau's American Community Survey. (Appendix H)



Outcome 3
**Mechanisms for reporting and accountability for schools and districts
across this state, including creating multiple measure indexes for reporting**

Recommendation of the Attendance Commission

The Attendance Commission recommends that chronic absence data remain an accountability factor in the determination of school quality and student success in the Illinois ESSA Plan. Research and discussion help members of the commission understand and communicate the message that students reap huge dividends in academic and developmental outcomes when they are encouraged to attend school on time every day. As stated in Framing the Issue on page 8, “The incremental effect of daily school attendance facilitates the transition of a student from school to career as a functioning and productive member of society.”

Previous Recommendations

The Attendance Commission recommended in the 2017 annual report that chronic absence statistics should be annually reported on the state’s Report Card since chronic absence had been defined in statute.

The Attendance Commission additionally recommended that truancy data be reported on the new school Report Card.

Status Update, Part One

The recently redesigned ISBE Report Card does now incorporate data related to chronic absenteeism and to truancy as well. The new Illinois Interactive Report Card debuted on October 31, 2018. It identifies the chronic absenteeism and truancy rates for each school, in addition to a wide variety of student and school performance metrics.

Status Update, Part Two

In the 2018 Annual Report to the General Assembly, the Attendance Commission was happy to report the inclusion of chronic absence rates as an indicator to measure school quality and student academic growth. There was some discussion about dropping chronic absenteeism as an indicator of school quality and student success in the Illinois ESSA Plan in 2019, but that effort did not succeed.



Outcome 4
**Best practices for utilizing attendance and chronic absenteeism data to
create multi-tiered systems of support and prevention that will result in
students being ready for college and career**

Recommendation of the Attendance Commission

The Attendance Commission recommends the Illinois MTSS Network for its provision of support models for students in need of assistance for any reason – attendance, academic, and behavioral problems – in order to maximize their educational experience and enhance their readiness for college and career. Tiered supports should be applied in every school, including publicly funded early childhood programs, to promote the advantages of regular school attendance and to provide remedies to the barriers faced by some children to regular school attendance.

Status Update – Multi-Tiered Systems of Support

The Attendance Commission has recommended from the beginning that tiered supports be applied in every school, including publicly funded early childhood programs, to promote the advantages of regular school attendance and to provide remedies to the barriers faced by some children to regular school attendance. Recommended methodologies for tiered supports include those available through the Illinois MTSS Network and the Attendance Works national initiative.

[Public Act 100-0156](#), which defined chronic absence, also included the following directive regarding tiered supports for students:

School districts, charter schools, or alternative schools or any school receiving public funds are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies such as those available through the Illinois Multi-tiered Systems of Support Network. Schools additionally are encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved school attendance.

The Attendance Commission continues to receive updates from the Illinois MTSS Network and heard from Statewide Director Dr. Melissa Hannasch and Lori Hensold, a professional learning coordinator at its June 18, 2020, meeting. They informed the commission about how MTSS has been used effectively in some school districts in Illinois to address and respond to chronic absences with Tier One interventions for entire school populations and

Tier Two and Three interventions for students whose attendance patterns dictate the need for more support. They said they wished to share those strategies as well as resources for building student resilience during the COVID-19 pandemic.

Dr. Hannasch related the success of their recent webinar where they discussed how school attendance is really an equity issue. They discussed key concepts about school attendance and chronic absenteeism and related which levels of tiered interventions would be the most appropriate. Dr. Hannasch said further that during this webinar they explained there are five basic strategies for planning now for when students return to school to build student resilience:

1. Expect an increase in students facing serious challenges.
2. Plan for the worst, but hope for the best.
3. Stay current: Forewarned is forearmed.
4. Use evidence-based practices.
5. Promote adult and student resiliency.

Coaches also provided learning supports and resources, including information related to the fact that one of the ways to improve student outcomes is to focus on school attendance, that the participants could take back to their schools to improve their special education and general education programming.

Ms. Hensold said the Illinois MTSS Network has professional partnerships with the ESSA Statewide System of Support as well as the Individuals with Disabilities Education Act (IDEA) State Systemic Improvement Plan through ISBE. In this way, it can provide tailored and flexible supports to its partner schools. The Illinois MTSS Network for the past three years was able to host an online community of practice open to the transformation zone districts that were participating in that statewide systemic improvement plan. It addresses topics that are relevant to that community of practice and provides an opportunity for leaders to network and share their experiences, resources, and tools with their colleagues.

Ms. Hensold provided an example of the support the organization provided to a middle school in Oak Park for students experiencing challenges with school attendance. It also suggested proactive interventions for all students. The Illinois MTSS Network collaborated with school staff to:

- Create a tiered attendance matrix.
- Assemble a home/school communication plan.
- Tailor training for educators and support staff.

It also worked to provide special education supports to schools in a cohort of eight central Illinois schools with ESSA designations for children with disabilities, with a focus on evaluating whole school systems and multi-lens data points using a continuous improvement model to ensure equity and improved student performance through positive programming (including a focus on school attendance).

The utilization of an MTSS framework to respond to chronically absent or truant students requires district organizational support for funding and policy determination. A district leadership team is charged with the task of developing individual building capacity to provide tiered interventions through professional development, coaching, and evaluation. Interventions should be data-based and targeted to specific student need, implemented faithfully, and progress-monitored to determine effectiveness. Trainings are offered statewide either in person or by virtual means through webinars and voice-over PowerPoints. There is content available on the Illinois MTSS Network [website](#). (Appendix I)



Outcome 5
New initiatives and responses to ongoing challenges
presented by chronic absenteeism

Recommendation of the Attendance Commission

The Attendance Commission recommends that solutions to chronic absenteeism are often revealed through contact with the family and the solutions lie in the ability of school personnel to listen and provide solutions through partnerships with community-based organizations, government programs, churches, and nonprofit agencies.

- The Attendance Commission suggests that solutions to chronic absenteeism can often be revealed through contact with the family. School personnel have the ability to listen and determine solutions by working with partnerships with community-based organizations, government programs, churches, and nonprofit agencies.
 - d. The Attendance Commission recommends that schools develop or expand protocols for greater communication and enduring partnerships with the families of students whose attendance numbers trigger concerns about students' academic growth and developmental progress. Children are rarely absent from school because they wish to challenge authority. The reasons for school absences are more often rooted in physical or emotional difficulties the child is not eager to discuss. Meaningful dialogue among adults is far more productive.
 - e. Attendance data should be shared with families in real time (phone call, text, or email). Principals should designate a school contact person with whom parents can develop a relationship regarding attendance. Appropriate data should be shared with parents to foster collaboration and to reinforce and support student and parental engagement.
 - f. Every consultant, practitioner, administrator, or researcher who has either investigated the problem of chronic absenteeism or employed successful tactics to encourage improved levels of school attendance among formerly chronically absent students acknowledges the importance of one particular action – the engagement of families. The family holds not only the key to a student's absence, but the key to the solution as well.

Outcome 5 was the focus of much of the Attendance Commission's work during 2020 as it neared the end of its tenure. The commission concentrated on "new initiatives to ongoing challenges presented by chronic absenteeism" that resulted from the COVID-19 pandemic as so many of our young people faced additional difficulties

The Attendance Commission learned more about the factors that lead to chronic absenteeism; the difficulties faced by youth who miss peer and faculty encounters in school; the efforts of teacher unions to reduce student stress and trauma; the determination of a legal clinic to add clarity and parent involvement to the decision of a school to drop a troubled student from its roll; the enhancement of family engagement; the importance of after-school programming; the efforts made by ISBE to enhance student care; and the efforts of a school board advisory body to address equity, diversity, and inclusion in its trainings and policies.

The Impact of Health and Other Factors on School Attendance

The Healthy Schools Campaign is a nonprofit organization dedicated to ensuring that all students have access to healthy school environments where they can learn and thrive. It focuses on the intersection of health and wellness, advocates for policies, and implements programs that support health and wellness for students and staffs. This organization began 20 years ago in Chicago and has worked with the Chicago Public Schools extensively. Kate Yager represented Healthy Schools Campaign on the Attendance Commission until September 2020. Ms. Yager, who is director of State Policy and Advocacy for the organization, addressed chronic absenteeism from a national perspective through the lens of health and wellness at the January 23, 2020 meeting.

Ms. Yager reminded members that chronic absence is generally defined across the country as missing 10 percent of school days for any reason, excused or unexcused, as well as suspensions, and that chronic absence puts a student at risk academically. This is a factor for approximately 6 million children nationwide, which is 14 percent of the country's students. These statistics also reveal the population groups most likely to be counted as chronically absent from school:

- Low-income students have higher rates of absenteeism in every state.
- Native Americans have the highest rates of all racial/ethnic groups.
- Black children have higher rates than White students, particularly in some states.
- Hispanic students have higher rates than White students, particularly in some states.
- Students with disabilities have significantly higher rates than others.

The good news is that chronic absence is a solvable problem and is one that is recognized by 36 states and the District of Columbia as so vital that it is included as a measure of school quality in state ESSA plans. Knowing how to address chronic absenteeism requires understanding about why a student is not coming to school. There are three major reasons that students don't go to school -- myths, barriers, and aversions. Solving the problem starts not with not making assumptions, but by taking the time to find out why a student or students are missing school.

- Myths
 - Absences are only a problem if they are unexcused.
 - Sporadic versus consecutive absences aren't a problem.
 - Attendance only matters in the older grades.
- Barriers
 - Chronic disease

- Lack of access to medical, dental, or vision care
- Teen pregnancy
- Poor transportation
- Trauma
- No safe path to school
- Aversions
 - Child struggling academically
 - Poor school climate and ineffective school discipline
 - Parents reflect their own negative school experiences
 - Separation anxiety
 - Bullying

Health barriers are significant, especially in low-income communities. The Healthy Schools Campaign sorted the reasons for missed school days into three health categories - asthma, oral health, and mental health. Asthma is the leading health-related cause of absence as it affects 8.3 percent of students and leads to 14 million missed school days. Children with asthma are 3.2 times more likely to be chronically absent; it affects Blacks more than it affects Whites and Hispanics, particularly in urban settings. Untreated cavities occur in 20 percent of elementary school students and 13 percent of adolescents. Mental health disorders occur among 13-20 percent of children in a given year. Some mental disorders, such as attention deficit hyperactivity disorder, disproportionately affect low-income youth. (Appendix J)

For more information, please see the January 23, 2020, Minutes in Appendix D.

The Impact of Mental Health on Attendance

Carl J. Evans, the senior director of Programs and Operations at Hope for the Day in Chicago, spoke at the September 17, 2020, meeting of the Attendance Commission. Hope for the Day does proactive suicide prevention and is focused on outreach and mental health education to create systems for early intervention to disrupt the high-risk factors that can intensify a mental health crisis. It works in schools, community centers, and businesses trying to implement early intervention strategies and facilitate conversations about mental health on an ongoing basis to normalize the conversation.

Mr. Evans said school attendance is directly linked to the issues his organization is seeking to reduce as there is a direct connection between school attendance and mental health. He said students are missing school because of anxieties and pressure in the hallways, such as peer to peer social interactions and academic pressure. Some may live in domestic situations where mental health is not validated as a reality, so school becomes a safe place to be where mental health is validated. Thus far, its efforts have shown them that school is a place that can offer comfort to students, something that is apart from their homes where they have peers and a supply of adults who can understand and reassure them.

He additionally stated that the brick-and-mortar school space is a very dynamic presence in students' lives. It can be a safe space to escape from mental health issues in the home

because they are in a space with their peers. It is dual reality because there are some who would rather be there than at home, and some would rather be anywhere but at school.

Mr. Evans said that a lot of students are finding that they didn't know what was available until they lost it during the pandemic. They miss the passive reality of showing up and seeing their friends in a safe space. Having the physical space taken away has been a very intense experience for many children. Loneliness and isolation have become very prevalent with these children.

For more information, please see the September 17, 2020, Minutes in Appendix D.

Teacher Union Response to Student Stress and Trauma

Attendance Commission member Cathy Mannen, director of Union Professions Issues for the Illinois Federation of Teachers (IFT), shared her ideas about teacher unions' responses to student stress and trauma. Ms. Mannen said a discussion at an MTSS training earlier in the year provided the impetus for her presentation. She wanted to summarize the training and describe how the methods, including trauma-informed restorative practices and the ensuing decrease in rates of absenteeism, have positively impacted students. This initiative started about three years ago with a partnership between the national American Federation of Teachers, along with Futures without Violence and the Office of Juvenile Justice and Delinquency Prevention. The IFT has provided training to administrators, practitioners, paraprofessionals, etc. across the state. It stresses the importance of this being a whole schools system approach to achieve systemwide positive results pertaining to the need for school personnel to "develop cultural competency, including understanding and reducing implicit racial bias" (Public Act 100-0014). IFT explains the advantages of moving from a zero tolerance discipline system to one based on restorative and trauma-informed practices that leads to a reduction in punitive disciplinary practices and racial discipline disparities and improved academic achievement, school climate, school attendance, and teacher retention. (Appendix K)

For more information, please see the June 18, 2020, Minutes in Appendix D.

Student and Family Focused Response to Truancy

Eve Rips, Policy and Legislation Clinical Teaching Fellow at Loyola University School of Law, spoke to the commission about Senate Bill 3841, a student-focused response to chronic truancy that was proposed by State Senator Jacqueline Collins. This effort is in response to the 10-day drop rule*. This "rule" is nowhere in statute, but it is common practice throughout Illinois to drop students who miss 10 consecutive days of school without a valid reason from the attendance roll.

The problem came to the attention of the law clinic at Loyola University when it learned about a student who had been facing a mental health crisis and had stopped attending school while hiding this fact from his mother. Not only was he dropped from the school attendance roll, no one from the school reached out to figure out what was going on or provided

services. This scenario and others inspired the law clinic to pursue student pushout due to chronic truancy because an unwritten protocol that incorporates dropping a student after a 10-day absence is not consistent with the letter and the spirit of Senate Bill 100, which requires that expulsion be explored for behavior that is seriously disruptive or likely to cause harm to others. Truancy does neither of those things. Underlying challenges include:

- Confusing language in the School Code that states that students can be expelled for truancy despite this being prohibited by language from SB 100.
- School policies for removing students from attendance rolls after 10 or 15 days with little notice to the parents are inadequate and punitive.
- That removal from attendance rolls keeps students out of school longer; the re-enrollment process is confusing and burdensome.

Senate Bill 3841 -

- Clarifies that students cannot be expelled due to chronic truancy.
- Specifies that students may not be dropped from attendance rolls due to chronic truancy unless the student has missed 15 consecutive days without a valid excuse, the school is either unable to compel the student to return to school after exhausting all available and appropriate resources, or the school is unable to locate the student after taking steps to reach the family.
- Provides that if a school chooses to remove a student from the attendance rolls, it must give notice to the parent or guardian in their native language that clearly describes how to re-enroll.

*Jeff Aranowski, ISBE's executive director of Safe and Healthy Climate and an Attendance Commission member, referenced the "10-day drop rule" and said the General Assembly, in concert with ISBE, has tried to address this misconception. A statute was amended in August 2018 to include language that details that a student must be a truant minor, have accrued 15 consecutive days of nonattendance, and been offered supportive and diagnostic services that had not compelled the student back to school. He explained further that the use of the word "expelled" in the statute revision is not subject to the requirements in Senate Bill 100. People were seeking a term for removing a student from the attendance roll. "Expulsion" and "graduation" are the current reasons to remove a student from attendance rolls. He expressed his appreciation to the Loyola group for its efforts to address this situation as there had been discussions about ways to rectify this situation. He emphasized the importance of clarification pertaining to this issue because if a student is removed from attendance rolls for reasons other than graduation, transfer to another school, death, etc., the student is considered a dropout. There are caveats about re-entering school (e.g., if a student is over the age of 19), so some students might not be able to re-enroll.

For more information, please see the June 18, 2020 Minutes in Appendix D.

Illinois P-20 Council: Equitable Support and Family Engagement

Melissa Mitchell is a former Attendance Commission member and current co-chair of the Family, Youth, and Community Engagement Committee with current Attendance

Commission member Matthew John Rodriguez. She explained on June 18, 2020, that the P-20 Council was legislated to align educational priorities and goals from early childhood through college to effect a seamless and sustainable statewide system of quality education and support in Illinois to help children in school and beyond. She explained further that in addition to securing the input of relevant state agencies, such as ISBE, the council recognizes that families and community partners play critical roles in its purpose. Additionally, the council is currently engaged in securing equitable access to educational resources and supports across all different levels and community areas. Ms. Mitchell acknowledged the wonderful opportunity the Family, Youth, and Community Engagement Committee has in working with the Opportunity Institute.

Kedda Williams, deputy director of the Opportunity Institute's P-12 Program, said her organization is based in Berkeley, California. It envisions increased social and economic mobility and advanced racial equity through partnership and collaboration with those seeking to promote systemic change. It promotes opportunity and racial justice through equity, engagement, evidence, and partnership. Its mission is to break down barriers and help systems build capacity to deliver excellence from the cradle through college. The organization additionally provides direct support to ISBE on the equitable implementation of school improvement efforts and IL-EMPOWER. It also contributed input to the ESSA State Plan.

The Opportunity Institute focuses on communities with the greatest need and uses the Illinois Report Card as its starting point because of the number of components and variety of information available via that format. Chronic absenteeism was among the Report Card components that the institute selected for its initial focus.

The COVID-19 pandemic also prompted the Opportunity Institute to develop several resources for families that ranged from a comprehensive overview of the coronavirus to a practical guide for resources for families already beset by inequities in the system. ISBE posted this information on its COVID-19 website and translated it into four languages. Ms. Williams offered thanks to Sergio Hernandez, ISBE's director of Family Engagement, for his assistance in this communication effort. The Family, Youth, and Community Engagement Committee's resource for parents, titled "[Where to Get Help](#)," provides information about meals, housing, child care, employment, learning health care, and immigration.

For more information, please see the June 18, 2020, Minutes in Appendix D.

Equity and Diversity Among Teachers

Josh Kaufmann, senior executive director at Teach Plus, spoke to the Attendance Commission on October 15 about "Reclaiming our Schools: Teachers of Color Reflecting a 21 Century Illinois." He reflected on the importance of people of color representing students of color as they see themselves. Charity Freeman is a teacher of computer science at Lane Technical College Preparatory High School, the largest high school in the CPS system, who was also on hand to present. Ms. Freeman pointed out how the diversity of

children does not match the teaching staff. Fifty-two percent of students identify as students of color while only 15 percent of teachers do. She stated that it is important that the teachers match the student body as White students benefit by having teachers of color as well. She had taken a poll of the students in their first period class and found that most had two teachers of color and the rest were White.

As one of the few Black female teachers at her school, Ms. Freeman is expected to shoulder the emotional struggles and the psychological burdens of her students, namely the Black students. She was one of only two Black teachers at her previous school. Her priority of classroom instruction and professional identity as an educator were consistently disrupted and overshadowed by her assumed roles of school counselor, social worker, and dean. It is assumed that teachers of color will act as translators; assist in behavior management; and be cultural liaisons, mentors, and advocates. They feel the stress and the burden, but they are not being compensated for the work. (Appendix L)

For more information, please see the October 15, 2020, Minutes in Appendix D.

Family and Community Engagement

Sergio Hernandez, ISBE Director of Family and Community Engagement, addressed the Attendance Commission in September. He has joined with other states to forge a new parent framework that incorporates more of ESSA and additional research that has occurred in recent years. He also convened a statewide parent meeting on September 11 that drew hundreds of viewers, including parents, school board members, elected officials, and government employees who provided information. Many of the parents involved wanted the schools to reopen and were reminded that it was an individual district decision whether or not to return to class or have cyber classes. ISBE can provide guidance, but Illinois is a local control state.

Family engagement resides in several streams in Illinois. Title grants, such as those that provide for Title III programming, advise that a bilingual parent advisory group be created to plan and improve programming. One percent of Title I grant money is to fund parental advisory groups. ISBE also has two Parent Training Information Centers in the state -- Family Matters in Effingham and the Family Resource Center on Disabilities in Chicago.

Mr. Hernandez is working with colleagues in Early Childhood, Multilingual, Title Grants, Special Education, Safe and Healthy Climate, Governmental Affairs, and other departments to support grantees in building local program and school district capacity to partner and leverage parents' knowledge and community resources to ensure equitable outcomes for children. They are seeking to reduce the effects of marginalization for some parents and to mitigate the disproportionality and lack of equity that had previously plagued programs. The job now is to help school districts help parents who have been placed in new roles as the ones who are overseeing their children's education. It is ISBE's responsibility to help districts partner with all parents to assure the highest-quality education during this difficult time.

Mr. Hernandez asked that any Attendance Commission members who wish to contact him should do so, especially since he understands the importance of school attendance on family engagement. He said everyone is seeking to build bridges over the barriers that prevent children from attending school, in person or virtually. It is all about equity, access, and collaboration.

For more information, please see the October 15, 2020, Minutes in Appendix D.

Illinois State Board of Education Student Care

Molly Uhe-Edmonds, a former Attendance Commission member and now ISBE director of Student Care, leads a department that was started in November 2019 under Jeff Aranowski's leadership by Governor Pritzker and ISBE in response to the problems stemming from time out and restraint. Ms. Uhe-Edmonds' department oversees and monitors all instances of time out and restraint and works to reduce the number of incidents that are harmful to students. It has been looking at and analyzing incidents that occurred over the past three years through records submitted by school districts, special education cooperatives, and nonpublic special education settings. ISBE has viewed 139,494 reports of incidents of time out and restraint over the past three years. The Special Education Department has streamlined the process for submitting reports of these incidents through SIS. It is able to get a better picture of what time out and restraint is being used for, what type of restraint is being used, and how long a time out is being utilized. The Student Care Department will also be the point of contact for bullying prevention and for reviewing bullying policies and complaints. It also has the collegial partnership of the ISBE Student Advisory Council and will be working with those 21 students from across the state. Additionally, equity and exclusivity are two ideas the Student Care Department supports; it will advocate for LGBTQ exclusivity in schools. All of these programs will contribute to greater school attendance as the Student Care Department works to resolve some of the many reasons for student absence.

For more information, please see the October 15, 2020, Minutes in Appendix D.

ACT Now Illinois: Programs Outside the School Day

Susan Stanton, Attendance Commission member and network lead for ACT Now Illinois, explained to the commission on October 15 that ACT Now is a statewide coalition that advocates for quality and affordable after-school programs for Illinois' youth. It partners with providers in schools and community-based organizations, education, state agencies, businesses, community-based organizations, and youth organizations. She said the organization understands that it needs to bring everyone together to move the needle for youth in Illinois.

Ms. Stanton said that many people envision a baby-sitting service when they envision after-school programs, but ACT Now provides so much more than that because it is involved

with caring adults and peer interaction. After-school programs help improve academics, promote safety, and support the workforce of today and tomorrow.

- Out-of-school programs are academic, social and emotional, and physical health learning opportunities that take place before school, after school, and during summer breaks.
- After-school programs provide a variety of enrichment activities, such as homework help, hands-on science and engineering activities, and opportunities to participate in performances and the fine arts.
- The organizations that sponsor these activities range from schools to faith-based organizations, community organizations, and groups sponsored by cities/counties.

ACT Now also oversees more than 200 community schools that are a very different model in education in that they are centralized hubs designed to meet the needs of the students and their families. Community schools understand that when you are in communities facing high-poverty issues, there are a lot of different barriers that lie in between students and the schools they attend. It is difficult to arrive for school on time when you do not have clean clothes or you are hungry or you are worried about your parents' immigration or job status. Community schools understand they need to treat the whole child to ensure academic growth. All community schools have these same things in common:

- Academic growth (programs outside regular school hours)
- Integrated student supports (physical and mental health services, nutrition programs, clothing, etc.)
- Family and community engagement
- Shared leadership (group decisions about what the community needs and how to serve that need)
- Removal of barriers to school attendance, making school a positive experience, and providing incentives to attend school

As a result, community schools are increasing test scores, GPAs, and school attendance; helping youth make smart choices; helping communities become safer; and meeting the whole needs of youth. They are in more than 200 schools in the Chicago Public Schools system, in the suburbs (North Chicago, West Chicago, Skokie, Evanston, Bensenville, Bolingbrook, and Palatine), and downstate (Bloomington-Normal, Champaign, Peoria, and Springfield) as well.

Teen Reach is a state-funded after-school program that serves mostly youths between the ages of 11-17 but does provide some services for younger youths. It provides services to aid educational performance; develop life skills; involve parents; connect to mentors; and encourage involvement in sports, cultural, and artistic experiences. Teen Reach also stresses the value of regular school attendance as evidenced by the fact that 99.3 percent of its program participants graduate from high school and 73 percent improve attendance. (Appendix M)

For more information, please see the October 15, 2020, Minutes in Appendix D.

Equity, Diversity, and Inclusion: Illinois Association of School Boards

Deanna Sullivan, Attendance Commission member and director of Governmental Relations for the Illinois Association of School Boards (IASB), explained the reason behind her agency's presentation, which occurred after she had read at ISBE's new Strategic Plan. She sought to explain how her organization took on the mantle of the work of diversity and equity in its practices. She introduced Dr. Thomas Bertrand, the executive director of IASB. He said the mission of the IASB is to light the way for its members by developing their competence and confidence through a robust toolkit designed to build excellence in local school board governance, including:

- Premier training experiences
- Networking opportunities for mutual support
- Valuable benefits, pooled services, information, and expertise
- Advocacy on behalf of public education
- A platform for a strong collective voice on common interests and concerns

The IASB represents 848 member districts, 5,906 school board members, and 1,982,970 students across the State of Illinois. Its support of school boards is important. IASB's equity work is happening at three levels -- the leadership level, the organizational level, and the member services level.

Three IASB officials each addressed the commission about their roles in addressing equity, diversity, and inclusion. The first step was to determine the organization's core values and to provide professional development to staff. The next focus was on external operations at IASB and how it provides equity professional development to its more than 6,000 members. They reminded all board members that they are obligated to do what is right for all students because every student deserves the right to the best opportunities and the right to the best education possible. They also focused on the responsibility of the board members to ensure the accountability of the district superintendent to board and community values and to ensure all inequities, such as achievement data, graduation rates, and discipline incidents, are addressed. Finally, they explained a school board training IASB now offers. It was developed by Bea Young Associates on "Equity: An Educational Imperative." This workshop was repeated around the state by qualified IASB personnel. The three-hour workshop focuses on three main issues: understanding why educational equity is needed, what educational equity is, and how to make it a reality through cultural responsiveness. (Appendix N)

For more information, please see the October 15, 2020, Minutes in Appendix D.



VI. COMMISSION COLLABORATION

Dr. Antoinette Taylor, in her role as chairperson of the commission, has sought out partners in her mission to effect change in schools to enable all children to have access to the opportunity to learn and grow, develop, and prosper. Through the years, commission members have heard from representatives from assorted neighborhood nonprofits, philanthropic foundations, other advisory councils, university researchers, school district personnel, ISBE administrators, state legislators, legal clinicians, consultants from graduate level programs, and anyone else with a heart and a plan. Dr. Taylor has been invited to speak at numerous conferences, including the ESSA Conference held in 2019 in downtown Chicago and ISBE's Special Education Directors' Conference also in 2019 in Springfield, and at countless advisory meetings, training events, and symposiums. Dr. Taylor's commitment to all schoolchildren in Illinois is exemplary, and her dedication to the children who face adversity is inspirational.

Implications for Further Consideration

One implication for further consideration is the fact a deep analysis is needed to mitigate the ongoing disparities that persist regarding chronic absenteeism, attendance, and truancy on special populations, such as students with disabilities as defined by IDEA and Section 504 of the Rehabilitation Act, students in care, students experiencing homelessness, and students living amidst domestic dysfunction. These are the toughest problems to solve and require caring concern and creative solutions to make a difference in the lives of these children, who face incredible odds to achieve and prosper.

Another implication is one that legislation, research studies, government programs, and practitioner and parent testimony all seek to provide remedies for -- the problem of chronic absenteeism, which is now viewed as a predictor of diminished expectations for the youth of our state and throughout our nation. The chronic absenteeism challenges presented by our youngest students, particularly those children in government-funded preschool programming who miss school at an alarming rate, have garnered great attention. Studies have shown that uneven preschool attendance results in reduced outcomes for these early learners, sometimes with lifelong effects. These children are not only on record for achieving below their same-grade peers as they move through elementary school, they also develop the lifelong habit of irregular attendance. This unreliability affects their ability to not only stay in school, but to maintain employment as well.

Much of the struggle lies within the perceptions people have about missed school days, particularly for these youngest students but for all students as well. Many perceive that it is okay for a student to miss an occasional day of school, but a loss of just two attendance days a month tallies to a number that equals the chronic absence standard. Children who are not taken to school because of family logistics or who meet little resistance from their parents when they want to stay home are not only on record for achieving below their same grade peers, they also develop the lifelong habit of irregular attendance. This

unreliability affects their ability to not only stay in school, but to maintain employment as well. Older students who may be worn down from the cycle of missed school days and low achievement are uninspired to meet the challenge of regular school attendance and are unable to grasp the connection between school success and career readiness.

VII. IN SUMMARY

The Illinois Attendance Commission had its inaugural meeting in early December 2015 and has since laid a solid foundational groundwork to initiate dialogue and effect change. The participation of commission appointees from various educational affiliations, state agencies, and public service nonprofits ensures a collaboration that is fortified through informed discussion and strategic partnerships in the formulation of strategies, mechanisms, and approaches to address and prevent attendance-related difficulties among the student population in our state. An additional component in the commission's progress is the willingness of the members to collaborate with representatives from the Illinois State Board of Education, other state commissions, and advisory councils with the intention to enhance student achievement and launch initiatives to realize common goals.

Central to the work of the commission in its sixth year of meetings was a continuation of the study of a variety of programs that have been formed to provide supports to children and generate the increased involvement of their families as well. Even as the COVID-19 pandemic impacted school learning, peer and faculty relationships, and extracurricular pursuits over much of the past year, the Attendance Commission studied solutions to the dilemma that troubles so many educational professionals across our country: Why do so many of our children miss the opportunities presented to them for academic growth, socialization, and participation in extracurriculars in normal times when brick-and-mortar buildings are open?

Many solutions to chronic absenteeism now start with the youngest of our students, those in preschool programs. IECAM, an organization dedicated to the early childhood population, focuses on gathering and posting data to be used by researchers and formulating charts and maps to inform communities and data analysis to determine inequities and to strengthen policy in Illinois. Its overriding concern is tracking the adequacy of services to this most vulnerable population.

The Healthy Schools Campaign offered a view into why children miss school. The reasons were myths – attendance only matters in the upper grades or sporadic absences do not matter; barriers – insufficient access to medical care or lack of transport in an unsafe environment; and aversions – low academic achievement and ineffective classroom management. This organization said tracking chronic absenteeism on school Report Cards and using it as a factor to determine student success and school quality are essential to creating change.

Representatives of the Illinois Multi-Tiered System of Support Network were present at the commission's June meeting to explain how tiered interventions help to resolve so many of the problems experienced in schools, from lack of achievement to solutions for chronic absenteeism and from the provision of equitable programming to the expansion of family involvement. The Illinois MTSS Network can provide tailored and flexible supports to schools for problem-solving measures.

The Attendance Commission heard from a number of education, legal, and mental health professionals about the provision of adequate services during remote learning and the response of the schools when children eventually return to their classrooms, among other topics. ACT Now provides a myriad of after-school services that serve as attendance and morale boosters for children across the state. The Illinois Federation of Teachers described how trauma-informed restorative practices resulted in a decrease in rates of absenteeism. The Loyola University School of Law is contributing to the likely passage of a new law to provide support services, involve parents, and provide more time before a truant student is removed from a student roster. Hope for the Day explained its proactive suicide prevention and focus on outreach and mental health education to create systems for early intervention to disrupt the high-risk factors that can intensify mental health crises among middle and high schoolers.

ESSA's emphasis on chronic absenteeism as a measure of school quality and student success and the commission's collaboration with other governmental advisory bodies drove a successful legislative effort to define "chronic absence" in Illinois in 2017. ESSA holds school districts accountable for tracking attendance data and providing necessary interventions to students and families from all population groups. In the revised Illinois Interactive Report Card, which was rolled out on October 31, 2018, chronic absence and chronic truancy data were included for each school district. School rankings were assigned according to a logarithm that incorporated chronic absence data. There was discussion in the latter part of 2019 to remove chronic absence as an accountability indicator in the logarithm, but it was retained during the State Board of Education meeting on November 22, 2019. The Attendance Commission is very grateful for the retention of chronic absence as an accountability factor.

The effort to find mechanisms to improve data systems to monitor and report chronic absenteeism has been enhanced by ISBE's Ed360, which is a free, mobile-friendly, easily accessible secure web application that incorporates all student and staff data in the state data warehouse. Ed360 is updated on a nightly basis, allowing administrators and educators easy access to the latest data, including data related to absences and trancies. As of the date of this annual report, 775 of 852 Illinois school districts (91 percent) have opted into Ed360.

Mechanisms for reporting and accountability for schools and districts across this state, including creating multiple measure indexes for reporting, comprise the third legislated outcome for the commission. This effort was greatly enhanced by ISBE's launch of its new Interactive Report Card to accommodate the state's design for implementation of ESSA, which meets the challenge to incorporate attendance as an accountability factor by according ten percent to elementary school attendance and 7.5 percent to high school attendance in the overall formula for determining academic growth and student success at a particular school.

At this juncture, commission members have begun to execute a number of plans, including implementing methods to plumb student attendance data to understand the scope and causes of the problem, providing targeted interventions to rectify patterns of

nonattendance, continuing a broad public relations campaign to bring a message of the importance of school attendance into every Illinois household, and formulating new policies to decrease the likelihood that so many Illinois students will diminish their prospects for fulfilling and productive lives by missing time in class.

VIII. APPENDICES

- Appendix A: Public Act 99-0432 – Creation of the Attendance Commission
- Appendix B: Roster of Commission Members and Attendance Roster
- Appendix C: Meeting Agendas
- Appendix D: Meeting Minutes
- Appendix E: Public Act 100-0156 (House Bill 3139) – Definition of Chronic Absence
- Appendix F: Public Act 101-0012 – Definition of a School Day
- Appendix G.: Funding for Truancy Programs
- Appendix H: Telling Your Data Story with the Illinois Early Childhood Asset Map
- Appendix I: Illinois Multi-Tiered Systems of Support Materials
- Appendix J: Chronic Absenteeism - National School Health Perspective – Healthy Schools Campaign
- Appendix K: The Union Response to Students’ Stress and Trauma – Illinois Federation of Teachers
- Appendix L: Reclaiming our Schools: Teachers of Color Reflecting a 21 Century Illinois
- Appendix M: ACT Now Presentation
- Appendix N: Illinois Association of School Boards – Presentation to Attendance Commission
- Appendix O: Public Act 101-0643 – Minimum School Day Clock Hour Requirements During a Public Emergency

Appendix A

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2020

AN ACT concerning education.

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

Section 5. The School Code is amended by adding Section 2-3.163 as follows:

(105 ILCS 5/2-3.163 new)

Sec. 2-3.163. Attendance Commission.

(a) The Attendance Commission is created within the State Board of Education to study the issue of chronic absenteeism in this State and make recommendations for strategies to prevent chronic absenteeism. The Commission shall consist of all of the following members:

(1) The Director of the Department of Children and Family Services or his or her designee.

(2) The Chairperson of the State Board of Education or his or her designee.

(3) The Chairperson of the Board of Higher Education or his or her designee.

(4) The Secretary of the Department of Human Services or his or her designee.

(5) The Director of the Department of Public Health or his or her designee.

(6) The Chairperson of the Illinois Community College

Board or his or her designee.

(7) The Chairperson of the State Charter School Commission or his or her designee.

(8) An individual that deals with children's disabilities, impairments, and social emotional issues, appointed by the State Superintendent of Education.

(9) One member from each of the following organizations, appointed by the State Superintendent of Education:

(A) A non-profit organization that advocates for students in temporary living situations.

(B) An Illinois-focused, non-profit organization that advocates for the well-being of all children and families in this State.

(C) An Illinois non-profit, anti-crime organization of law enforcement that researches and recommends early learning and youth development strategies to reduce crime.

(D) An Illinois non-profit organization that conducts community-organizing around family issues.

(E) A statewide professional teachers' organization.

(F) A different statewide professional teachers' organization.

(G) A professional teachers' organization in a city having a population exceeding 500,000.

(H) An association representing school administrators.

(I) An association representing school board members.

(J) An association representing school principals.

(K) An association representing regional superintendents of schools.

(L) An association representing parents.

(M) An association representing high school districts.

(N) An association representing large unit districts.

(O) An organization that advocates for healthier school environments in Illinois.

(P) An organization that advocates for the health and safety of Illinois youth and families by providing capacity building services.

(Q) A statewide association of local philanthropic organizations that advocates for effective educational, health, and human service policies to improve this State's communities.

(R) A statewide organization that advocates for partnerships among schools, families, and the community that provide access to support and remove barriers to learning and development, using schools as hubs.

(S) An organization representing statewide programs actively involved in truancy intervention.

Attendance Commission members shall serve without compensation but shall be reimbursed for their travel expenses from appropriations to the State Board of Education available for that purpose and subject to the rules of the appropriate travel control board.

(b) The Attendance Commission shall meet initially at the call of the State Superintendent of Education. The members shall elect a chairperson at their initial meeting. Thereafter, the Attendance Commission shall meet at the call of the chairperson. The Attendance Commission shall hold hearings on a periodic basis to receive testimony from the public regarding attendance.

(c) The Attendance Commission shall identify strategies, mechanisms, and approaches to help parents, educators, principals, superintendents, and the State Board of Education address and prevent chronic absenteeism and shall recommend to the General Assembly and State Board of Education:

(1) a standard for attendance and chronic absenteeism, defining attendance as a calculation of standard clock hours in a day that equal a full day based on instructional minutes for both a half day and a full day per learning environment;

(2) mechanisms to improve data systems to monitor and track chronic absenteeism across this State in a way that

identifies trends from prekindergarten through grade 12 and allows the identification of students who need individualized chronic absenteeism prevention plans;

(3) mechanisms for reporting and accountability for schools and districts across this State, including creating multiple measure indexes for reporting;

(4) best practices for utilizing attendance and chronic absenteeism data to create multi-tiered systems of support and prevention that will result in students being ready for college and career; and

(5) new initiatives and responses to ongoing challenges presented by chronic absenteeism.

(d) The State Board of Education shall provide administrative support to the Commission. The Attendance Commission shall submit an annual report to the General Assembly and the State Board of Education no later than December 15 of each year.

(e) The Attendance Commission is abolished and this Section is repealed on December 16, 2020.

Section 99. Effective date. This Act takes effect upon becoming law.

Appendix B

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2020

Illinois Attendance Commission

Appointment Roster as of October 23, 2020

James R. Thompson Center
100 West Randolph Street
Chicago, Illinois 60601



Alzina Building
100 North First Street
Springfield, Illinois 62777

Jeff Aranowski
Illinois State Board of Education

Alyssa Phillips
Chicago Coalition for the Homeless

Stephanie Bernoteit
Illinois Board of Higher Education

Rosa Ramirez Richter
Healthy Schools Campaign

John Burkey
Large Unit District Association

Matthew John Rodriguez
Illinois PTA

Benjamin Collins
Illinois Principals Association

Sarah Rothschild
Chicago Teachers Union

Elizabeth Crider
*Illinois Association of Regional
Superintendents of Schools*

Tommorrow Snyder
Stand for Children

Karen Fox
United Way

Susan Stanton
Act Now Illinois

Jennifer Gill
Illinois Association of School Administrators

Deanna Sullivan
Illinois Association of School Boards

Aaron Graves
Illinois Education Association

Harold Sweeney
*Truants' Alternative Optional Education
Program*

Louis Hamer
*Illinois Department of Human Services-
Division of Vocational Rehabilitation*

Antoinette Taylor
Exceptional Needs Consultant

Cathy Mannen
Illinois Federation of Teachers

Monico Whittington-Eskridge
Department of Children and Family Services

Mackenzie Montgomery
Illinois Community College Board

Several appointments are pending.

Illinois Attendance Commission Attendance Roster - 2020

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

Attendance Commission Member	01/23/20	03/19/20 Meeting Cancelled	06/18/20 GoToMeeting .com	09/17/20 GoToMeeting .com	10/15/20 GoToMeeting .com	11/19/20 GoToMeeting .com
Aranowski, Jeff <i>Illinois State Board of Education</i> Appointed Fall 2015	PC		P	NP	P	NP
Becker, Jean <i>Illinois Department of Public Health</i> Appointed January 27, 2017 Retired July 1, 2020	PS		P			
Bernoteit, Stephanie <i>Illinois Board of Higher Education</i> Appointed March 18, 2016	PP		PPX	PPX	PPX	PPX
Burkey, John <i>Large Unit District Association</i> Appointed February 9, 2018	NP		NP	P	P	NP
Benjamin Collins <i>Illinois Principals Association</i> Appointed September 2019	PP		P	P	P	P
Elizabeth Crider <i>Illinois Association of Regional Superintendents of Schools</i> Appointed September 2019	NP		P	P	P	P
Fox, Karen	PP		P	P	P	NP

Illinois Attendance Commission Attendance Roster - 2020

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Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

United Way Appointed Fall 2015						
Gill, Jennifer Illinois Association of School Administrators Appointed Fall 2015	NP		P	P	NP	NP
Aaron Graves Illinois Education Association Appointed September 2019	PP		P	NP	P	NP
Louis Hamer Illinois Department of Human Services – Division of Vocational Rehabilitation Appointed October 8, 2020					P	NP
Nakisha Hobbs Department of Human Services Appointed October 2019 Resigned January 2020						
Johnson, Shenita Illinois State Charter School Commission Appointed October 25, 2016 Charter School Commission abolished July 1, 2020	NP		NP			
Mannen, Cathy Illinois Federation of Teachers Appointed February 19, 2019	PSPX		P	P	P	P

Illinois Attendance Commission Attendance Roster - 2020

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

Mackenzie Montgomery <i>Illinois Community College Board</i> Appointed May 19, 2017	NP		NP	NP	NP	P
Alyssa Phillips <i>Chicago Coalition for the Homeless</i> Appointed November 26, 2020	PC		P	P	P	NP
Rosa Ramirez Richter <i>Healthy Schools Campaign</i> Appointed October 22, 2020						P
Rodriguez, Matthew <i>Illinois Parent Teacher Association</i> Appointed Fall 2015	NP		P	P	P	P
Rothschild, Sarah <i>Chicago Teachers Union</i> Appointed December 12, 2017	PP		P	P	P	P
Snyder, Tommorrow <i>Stand for Children</i> Appointed September 2019	PC		P	P	P	P
Susan Stanton <i>Act Now Illinois</i> Appointed September 2019	PC		P	P	P	NP

Illinois Attendance Commission Attendance Roster - 2020

James R. Thompson Center
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Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

Sullivan, Deanna <i>Illinois Association of School Boards</i> Appointed Fall 2015	PS		P	PPX	P	P
Sweeney, Harold <i>Truants Alternative Optional Education Program</i> Appointed Fall 2015	PP		P	P	P	P
Taylor, Antoinette <i>Exceptional Needs Consultant</i> Appointed Fall 2015	PC		P	P	P	P
Molly Uhe-Edmonds <i>Department of Children and Family Services</i> Appointed September 2019 Resigned September 2020	PP		P			
Monico Whittington-Eskridge <i>Department of Children and Family Services</i> Appointed September 16, 2020				P	P	P
Yager, Katherine <i>Healthy Schools Campaign</i> Appointed February 20, 2018 Resigned October 15, 2020	PP		P	PPX	NP	

Code:

PC -Present in Chicago

PS - Present in Springfield

Illinois Attendance Commission Attendance Roster - 2020

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

PP – Present via telephone

NP – Not Present

PX – Present by Proxy (effective July 29, 2016 after roll call vote to amend the Rules of Procedure)

Appendix C

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2020

Attendance Commission

Meeting Agenda

January 23, 2020

10:00 a.m. – 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

-
- I. Roll Call
 - II. Welcome and Opening Remarks
 - III. Approval of Minutes from the November 14, 2019 Meeting
 - IV. Illinois Census 2020 Initiative: Jaclyn Matthews, ISBE Director of Media and External Communications
 - V. Illinois Early Childhood Asset Map (IECAM) (Public Act 100-0819 - Pre-school Chronic Absence): Brenda Koenig, IECAM Visiting Resource Information Specialist
 - VI. Every Student Succeeds Act (ESSA) and the Chronic Absenteeism Accountability Indicator Nationally: Kate Yager, Director of State Policy and Advocacy at the Healthy Schools Campaign
 - VII. Chronic Absence Indicator - Illinois ESSA Update: Dr. Taylor
 - VIII. Illinois State Board of Education Strategic Plan: Dr. Taylor
 - IX. Work Group Announcements: Dr. Taylor
 - X. Legislative Update: Emergency Rules Regarding Restraint and Seclusion: Dr. Taylor, Deanna Sullivan, and Jeff Aranowski
 - XI. December 2019 Commission Report Feedback
 - XII. Public Comment
 - XIII. New Business: Attendance Commission Initiatives Post December 2020
 - XIV. Adjournment

Attendance Commission

Meeting Agenda

June 18, 2020

10:00 a.m. – 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

-
- I. Roll Call
 - II. Welcome and Opening Remarks
 - III. Approval of Minutes from the January 23, 2020 Meeting
 - IV. Illinois P-20 Council – Family, Youth, and Community Engagement Committee:
Attendance/Chronic Absence Presentation by Kedda Williams, Deputy Director of the
Opportunity Institute
 - V. Illinois MTSS Network Family Engagement and Family Engagement Series: Dr. Melissa
Hannasch, Director, and Lori Hensold, Professional Learning Coordinator
 - VI. Illinois Attendance Commission Strategic Plan
 - VII. Local and National Attendance/Chronic Absence Updates
 - VIII. December 2020 Commission Report
 - IX. Student and Family Focused Response to Truancy: Eve Rips, Policy and Legislation
Clinical Teaching Fellow at Loyola University School of Law
 - X. Public Comment
 - XI. New Business
 - XII. Adjournment

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Attendance Commission

Meeting Agenda

June 18, 2020

10:00 a.m. – 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

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Attendance Commission

Meeting Agenda
September 17, 2020
10:00 a.m. – 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601

Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

-
- I. Roll Call
 - II. Welcome and Opening Remarks
 - III. Approval of Minutes from the June 18, 2020 Meeting
 - IV. The Impact of Mental Health on Attendance: Carl J. Evans - Senior Director of Operations, Hope for the Day
 - V. Workforce Pipeline Development: John Christopher Borrero - Executive Director, Collaboration for Early Childhood and Erikson Institute 2019-2020 Barbara Bowman Leadership Fellow
 - VI. Equity and Diversity: Josh Kaufmann - Senior Executive Director, Teach Plus
 - VII. Statewide Return to School Family Convening: Matthew John Rodriguez – Illinois PTA and Co-Chair, P-20 Council's Family, Community and Engagement Committee
 - VIII. Community Schools and Afterschool for Children and Teens Now: Susan Stanton - Network Lead, ACT Now
 - IX. 101st General Assembly Bill Update
 - X. Strategic Plan Update
 - XI. New Business
 - XII. Public Comment
 - XIII. Adjournment

Illinois Attendance Commission

Thu, Sep 17, 2020 10:00 AM - 12:00 PM (CDT)

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Attendance Commission

Meeting Agenda

October 15, 2020

10:00 a.m. – 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601

Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

-
- I. Roll Call
 - II. Welcome and Opening Remarks
 - III. Approval of Minutes from the September 17, 2020 Meeting
 - IV. Family and Community Engagement: Sergio Hernandez, Jr., ISBE Director of Family and Community Engagement
 - V. Illinois State Board of Education Student Care: Molly Uhe-Edmonds, ISBE Director of Student Care
 - VI. Community Schools and Afterschool for Children and Teens Now: Susan Stanton, Network Lead for ACT Now Illinois
 - VII. Equity and Diversity: Illinois Association of School Boards: Deanna Sullivan, Director of Governmental Relations for the Illinois Association of School Boards
 - VIII. PA 100-0819 Rules update: Dr. Antoinette Taylor, Commission Chairperson
 - IX. Illinois Attendance Commission December Report and Amendment Update: Mary Gallagher and Dr. Taylor
 - X. ICEARY/TAOEP update: Harold Sweeney, At- Risk Student Services – Former Director
 - XI. Training Requirements update: Mary Gallagher, Illinois Attendance Commission Facilitator
 - XII. Strategic Plan Update
 - XIII. New Business
 - XIV. Public Comment
 - XV. Adjournment

Illinois Attendance Commission

Thu, Oct 15, 2020 10:00 AM - 12:00 PM (CDT)

Attendance Commission

Meeting Agenda
October 15, 2020
10:00 a.m. – 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601

Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

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Attendance Commission

Meeting Agenda
November 19, 2020
10:00 a.m. – 12:00 p.m.

Please join my meeting from your computer, tablet or smartphone.

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United States: [+1 \(571\) 317-3122](tel:+15713173122)

Access Code: 278-703-757

- I. Roll Call
- II. Welcome and Opening Remarks
- III. Approval of Minutes from the September 17, 2020 and October 15, 2020 Meetings
- IV. Illinois General Assembly Attendance Commission Sponsor's Update
- V. PA 100-0819 Rules Update: Dr. Antoinette Taylor, Commission Chairperson
- VI. Illinois State Board of Education Strategic Plan: Dr. Taylor, Commission Chairperson
- VII. ICEARY/TAOEP Update: Harold Sweeney, Former Director of At- Risk Student Services in Rockford
- VIII. A Framework and Resources for Measuring Student Needs and Development During Remote and Blended Learning: Education Systems Center, Northern Illinois University, Dr. Ginger Reynolds and John Furr
- IX. Chronic Absence and Chronic Truancy Data Reporting: Dr. Taylor, Commission Chairperson
- X. Illinois Black Caucus Agenda
- XI. Illinois Balanced Accountability Measure Update
- XII. Illinois Attendance Commission December Report and Amendment Update: Mary Gallagher and Dr. Taylor
- XIII. Illinois Attendance Commission Amendment and Next Steps Update: Dr. Taylor
- XIV. Public Comment
- XV. Adjournment

Expanded Meeting Information on Following Page

Illinois Attendance Commission

Thu, Nov 19, 2020 10:00 AM - 12:00 PM (CST)

Please join my meeting from your computer, tablet or smartphone.

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United States: [+1 \(571\) 317-3122](tel:+15713173122)

Access Code: 278-703-757

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Appendix D

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2020

Attendance Commission

Meeting Minutes

January 23, 2020

10:00 a.m. – 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

I. Roll Call

Present

Jeff Aranowski - Chicago
Jean Becker – Springfield
Stephanie Bernoteit - telephone
Benjamin Collins – telephone
Karen Fox - telephone
Aaron Graves - telephone
Cathy Mannen - Springfield
(Proxy - Amy Alsop)
Alyssa Phillips - Chicago
Sarah Rothschild - telephone
Tomorrow Snyder - Chicago
Susan Stanton - Chicago
Deanna Sullivan - Springfield
Harold Sweeney - telephone
Antoinette Taylor - Chicago
Molly Uhe - telephone
Kate Yager - telephone

Not Present

John Burkey
Elizabeth Crider
Jennifer Gill
Shenita Johnson
Mackenzie Montgomery
Matthew John Rodriguez

II. Welcome and Opening Remarks

The meeting began at 10:08 a.m.

Dr. Taylor introduced State Representative Karina Villa who will represent the Attendance Commission's interests in the General Assembly. She used to be a school social worker in DuPage County, was on the school board in West Chicago, and worked as a behavior specialist with the School Association for Special Education in DuPage County (SASED). Attendance was a top concern of hers as a social worker, and she understands there are many reasons why students do not make it to school every day. Rep. Villa has organized an Education Advisory Committee made up of superintendents, teachers, and parents and looks forward to a cooperative relationship with the commission. She is particularly interested in being part of an Attendance Commission public hearing in her west suburban legislative district.

III. Approval of Minutes from the November 14, 2019 Meeting

There was a motion to approve the minutes by Ben Collins which was seconded by Susan Stanton. There was no one opposed.

IV. Illinois Census 2020 Initiative: Jaclyn Matthews, ISBE Director of External Communications

Ms. Matthews informed the commission that the census is important for two reasons: funding and political representation as both are based on population.

Illinois received more than \$19.7 billion – more than \$1,500 per capita – in federal funds in 2015 for sixteen different programs such as Medicaid and Head Start. Missing one child means missing out on funding for that child for the next 10 years. Ten percent of school funding in Illinois comes from federal sources. It is crucial that the census count is accurate so the state can maximize all the funding to which it is entitled. Children between the ages of birth and four years of age are a population group that is usually undercounted, more so than any other age group. Nationally, almost a million children in this age group were not counted in the previous census. In Illinois, about twenty percent of children under the age of five live in traditionally undercounted areas. There are big efforts underway by the Governor's Office and Illinois Census 2020, through outreach and engagement, to ensure every Illinoisan is counted to guarantee fair representation and distribution of resources.

ISBE's goal is to reach the practitioners in the field as they are the frontline. ISBE co-hosted Census EDU, a half-day summit convening 250 education leaders, practitioners, and partners to learn more about the 2020 Census and how schools can play a central role in helping Illinois reach hard to count populations. Panels, speakers, student performances, and interactive presentations provided attendees with the knowledge and tools to engage students and their families in the state's 2020 Census efforts. ISBE hosted the event in partnership with the Governor's Office, the Illinois 2020 Census Office, and the U.S. Census Bureau on December 4, 2019, at Malcolm X College in Chicago. The topics covered included the early childhood population, outreach to college populations, reaching families through schools, what is at stake, and the mechanics of the census. The U. S. Census Bureau recognizes the importance of schools to the census effort as that is the best way to reach families. Teachers can also incorporate census information into their math and civics curricula so students can acquire knowledge and be messengers to their families.

To promote the census effort, the ISBE website contains many resources for all to access and is also launching an email and social media campaign. ISBE leadership includes census talking points in all their communiques and encourages school districts to include census information in their school registration packets and for school boards to pass related resolutions. ISBE is additionally hosting a webinar scheduled for February 3 from 3:30-5:00 p.m. to provide an opportunity for districts and schools to communicate their efforts to advance widescale participation in the census. Some are using parents as advocates and mentors to communicate with their peers while others are holding pep rallies and sending out flyers and newsletters to their school communities and to the general public as well.

ISBE is encouraging schools to host Census Nights where families can use their school's devices and internet connection to complete the census online with assistance from school staff. Since schools are trusted voices in the communities, parents may feel free to come in and ask

questions. School staffs can also reassure parents that the questions are not intended to force people to reveal their immigrant status and by completing the questions online, no one will be knocking on their door. Some schools have engaged student messengers such as at Oregon High School where sophomores have formed their own Local Complete Count Committee to inform their peers, many of whom act as intermediaries with their families particularly in non-English speaking homes.

ISBE has several people in administrative jobs who are Spanish-speaking and they wish to convey the message to all members of immigrant communities that census information is safe, secure, and anonymous and that completion of the census says, “I’m here. I count. I matter.”

Ms. Matthews concluded her presentation by listing some important dates:

- Now – Recruiting census takers (2020census.gov/jobs)
- April 1 - National Census Day
- April 27 - Online self-response period closes
- May - Home visits begin

V. Illinois Early Childhood Asset Map (IECAM) (Public Act 100-0819 - Preschool Chronic Absence): Brenda Koenig, IECAM Visiting Resource Information Specialist

Ms. Koenig prefaced her comments by explaining that [IECAM](#) collects data on the group Ms. Matthews identified as difficult to count in a typical census, the “vulnerable” early childhood population. She opened her presentation with a quote from Sherlock Holmes: “It is a capital mistake to theorize before one has data.”

IECAM provides early childhood data and maps to inform communities and strengthen policy in Illinois. Developed in 2006, IECAM is currently funded by the Illinois State Board of Education (ISBE) and the Illinois Department of Human Services (IDHS). IECAM is housed at the University of Illinois Urbana-Champaign and is part of the Early Childhood Collective in the Special Education Department within the College of Education.

Ms. Koenig showed the commission members her organization’s [home page](#) and demonstrated how to access data via the use of the first tab titled “Data Use Options” where one can search the database or search data by topic. Once on the database, you can choose the year or years of data you are interested in and the geographic area of interest. Then, you can click on the demographic characteristics that would help you best describe the young children in your area. One can zero in on specific ethnic groups, poverty levels, and other demographics. When you click “submit,” the database will produce your data in a downloadable spreadsheet. You can also search their database by topic, like teen births or by specific poverty levels. Their topics are organized into the following categories: childcare, demographics, health, language, early childhood services and programs, social and economic factors, employment, and other. IECAM also has a maps and visualization section for many of our characteristics. IECAM provides up-to-date data on the characteristics of young children in Illinois. One can use their searchable database or search by topic to find data for a variety of geographic regions and years and find lots of interesting information, such as maps and charts.

Amy Alsop, the proxy representative of Cathy Mannen of the Illinois Federation of Teachers asked where IECAM obtains their data. Ms. Koenig replied that much of it comes from ISBE from publicly funded early childhood programming. They also receive data from Head Start, the Illinois Department of Public Health, and the Census Bureau's American Community Survey (ACS).

Dr. Taylor asked if IECAM has had any conversations with ISBE regarding data being collected in conformance with Public Act 100-0819 -

Beginning July 1, 2019, any publicly funded early childhood program receiving State funds under Section 2-3.71 of this Code shall collect and review its chronic absence data and determine what support and resources are needed to positively engage chronically absent students and their families to encourage the habit of daily attendance and promote success.

Ms. Koenig explained that her organization has not received this data yet, but when they do it will be accessible on their website under "Data Search Options" and then to "Data by Topic" and on to "Early Childhood Services and Programs."

VI. Every Student Succeeds Act (ESSA) and the Chronic Absenteeism Accountability Indicator Nationally: Kate Yager, Director of State Policy and Advocacy at the Healthy Schools Campaign

Healthy Schools Campaign is a nonprofit organization dedicated to ensuring that all students have access to healthy school environments where they can learn and thrive. They focus on the intersection of health and wellness and advocate for policies and implement programs that support health and wellness for students and staffs. This organization began twenty years ago in Chicago and has worked with the Chicago Public Schools extensively. Ms. Yager said she would address chronic absenteeism from a national perspective and through the lens of health and wellness.

Ms. Yager reminded members that chronic absence is generally defined across the country as missing ten percent of school days for any reason, excused or unexcused, as well as suspensions, and that chronic absence puts a student at risk academically. This is a factor for approximately six million children nationwide, fourteen percent of the country's students. These statistics also reveal the population groups most likely to be counted as chronically absent from school:

- Low-income students have higher rates of absenteeism in every state
- American Indians have the highest rates of all racial/ethnic groups
- African-American children have higher rates than Caucasian students, particularly in some states
- Hispanic students have higher rates than Caucasian students, particularly in some states
- Students with disabilities have significantly higher rates than others

Ms. Yager showed a chart which depicted chronic absence in kindergarten: 25 percent for African American students, 14.2 percent for Hispanic students, 12 percent for Caucasian students, and 5.7 percent for Asian students, all of which steadily declined an average of 50

percent through fifth grade. A succeeding chart, however, showed that after fifth grade, chronic absence rates begin to rise again and surpass the kindergarten level by eighth grade. High school chronic absence rates range from 22 percent in the early years to 28 percent in senior year.

A study of Rhode Island kindergarteners showed that 16% of RI kindergarten students were chronically absent and were, therefore, -

- 20% less likely to score proficient or higher in reading
- 25% less likely to score proficient or higher in math
- Twice as likely to be retained in a grade
- Twice as likely to be suspended by the end of seventh grade
- More likely to continue being chronically absent

Similarly, a study out of Utah demonstrated that the repetitive behavior of chronic absence predicts the likelihood of students dropping out of school. One year of chronic absence – anytime between 8th and 12th grade - was associated with a dropout level three times higher than is seen in students with regular school attendance. Two years of chronic absence resulted in more than half of those students dropping out of school.

The good news is that chronic absence is a solvable problem but knowing how to address it requires understanding what leads to a student not coming to school. There are three major reasons that students don't go to school: myths, barriers, and aversions. Solving the problem starts not with not making assumptions but taking the time to find out why a student or students are missing school.

- Myths
 - Absences are only a problem if they are unexcused.
 - Sporadic versus consecutive absences aren't a problem.
 - Attendance only matters in the older grades.
- Barriers
 - Chronic disease
 - Lack of access to medical or dental care
 - Poor transportation
 - Trauma
 - No safe path to school
- Aversion
 - Child struggling academically
 - Lack of engaging instruction
 - Poor school climate and ineffective school discipline
 - Parents reflect their own negative school experiences
 - Separation anxiety

Health barriers are significant, especially in low-income communities. The Healthy Schools Campaign sorted the reasons for missed school days into three health categories:

- Asthma
 - the leading health-related cause of school absence, leading to 14 million missed school days annually

- 8.3% of children are currently diagnosed with asthma
- Children with persistent asthma are 3.2 times more likely to be chronically absent
- Asthma prevalence is higher in children who are Puerto Rican (2.4 times), African American (1.6 times), and American Indian/Alaska Native (1.3 times) vs. Caucasian children
- Oral health
 - Children from low-income families are 12 times as likely to have missed school because of oral health.
 - 20% of children aged 5 to 11 years and 13% of adolescents have at least one untreated decayed tooth.
 - Hispanic and African American children are twice as likely to have untreated cavities.
 - Children with poor oral health are nearly three times more likely to miss school.
 - Children from low-income families are 12 times as likely to have missed school as a result of dental problems than their peers from higher-income families.
- Mental health disorders
 - 13% - 20% of children experience a mental health disorder in a given year.
 - Disorders, such as ADHD, disproportionately impact low-income, minority youth.
 - Analysis of local data suggest communities with higher levels of violence have significantly higher levels of chronic absence.

Other reasons students miss school include bullying, food insecurity and nutrition, teen and unplanned pregnancies, and vision problems.

A chart from the National Association of Nurses was displayed which shows the health conditions per 100 U.S. students. The overwhelming majority of student illness reflected in this graphic was, in fact, mental health disorders with childhood obesity the second most common affliction.

Chronic absence under the Every Student Succeeds Act (ESSA)

- Signed into law December 2015 with bipartisan support, reauthorizing the 50-year old Elementary and Secondary Education Act (ESEA), the nation's education law that governs K-12 public education
- States have more authority and flexibility in establishing their plans and strategies than under No Child Left Behind (NCLB)
- Provides new opportunities for states to support student health and wellness
- **Last year was the first year schools were required to track chronic absenteeism on their report cards, with many opting to choose chronic absence as a school quality indicator**
 - Health and Wellness
 - Chronic absenteeism selected by 36 states and DC in recognition of the effect chronic absence has on academic performance
 - Access to PE selected by four states
 - Physical fitness selected by three states
 - School Climate was selected by six states including Illinois

Ms. Yager addressed solutions to chronic absenteeism by saying the development of MTSS to address chronic absence is critical and doable. There are many approaches and interventions that can be used by schools that can be tailored to meet student needs and range from low cost to high cost to offer solutions to problems that cause student absence. Among these ideas are community-based oral health programs and mobile clinics for improved dental care, more school meal programs to combat poor nutrition, the development of school safe routes and support groups to counter neighborhood violence and in-school bullying, and school-based mental health programs and screening and referrals to improve mental health.

Connecticut has a focus on family engagement, a full, equal, and equitable partnership among families, educators, and community partners to promote children's learning and development, from birth through college and career and remove systemic and structural barriers. Family engagement allows for more collaboration, partnership, and empowerment.

Connecticut implemented a variety of interventions, from simple to more engaged communications pieces. As a result, the state successfully reduced chronic absence by ~10,000 students across all grades and sub-groups since 2015 as a result of linking chronic absence to their accountability system:

- Lower impact – posters and flyers about school attendance
- Moderate impact – letter sent home at start of school year to previously chronic absentees
- Higher impact – school staff meets with families in community spaces to discuss what students will be learning, how regular school attendance helps students achieve more, and solutions to attendance problems.

In response to Ms. Yager's last comments, Harold Sweeney said that letters are sent out to parents of children in early childhood programs in Boone and Winnebago Counties explaining school is not about play time as it involves active learning. The communique also advises what the benefits to regular school attendance are.

Aaron Graves asked about the current interest in chronic absence and wondered if this is a current fad or something that is likely to remain a focus of interest. He explained further that for a long time in Sangamon County there was insufficient staff to handle absence problems as that was something that was looked at by the regional office of education (ROE). Ms. Yager responded that once the research is in about how greater accountability and an increase in interventions have been effective in improving student outcomes that the case for additional funding can be made.

VII. Chronic Absence Indicator - Illinois ESSA Update: Dr. Taylor

Dr. Taylor said she had a conversation with Darren Reisberg, chair of the Illinois State Board of Education. She explained that thus far, she and State Senator Jacqueline Collins have followed closely the discussions around the possibility of the chronic absence indicator being dropped from the state's ESSA Plan as an evaluative measure in the determination of school quality and student success. She said this issue is temporarily off the table, but the intention to redo the state's ESSA Plan remains a likelihood. Senator Collins has expressed her concern that her office

be included in any discussion about the removal or the retention of chronic absenteeism in the state's ESSA Plan.

VIII. Illinois State Board of Education Strategic Plan: Dr. Taylor

Dr. Taylor informed the commission that ISBE is engaged in gathering input on its strategic plan to advance student learning, improve school learning conditions, and elevate educators to increased effectiveness. Two meetings have already been held with the general public and six more are planned: February 3 in Carbondale, February 6 in Wheaton, February 13 in University Park, February 24 in Springfield, March 4 in Chicago, and March 16 in Macomb. Online feedback survey also available at isbe.net/StrategicPlanSurvey.

Dr. Taylor feels that ISBE's strategic plan can be tied to some of the Attendance Commission's legislated outcomes around the provision of supports and interventions to promote regular school attendance. Jeff Aranowski said there are a lot of corollary issues that keep many students from attending school every day

IX. Work Group Announcements: Dr. Taylor

Beth Crider has accepted responsibility for leading the Best Practices work group, and Molly Uhe will head the Special Populations work group which will now include children in care.

Dr. Taylor also acknowledged that commission member Cathy Mannen of the Illinois Federation of Teachers was named to the Governor's a 29-person commission tasked with tackling the billion-dollar question in state education: How to have the biggest impact with limited funds. Illinois spends an estimated \$1.5 billion in state and federal money on children under 5, but those dollars are not spent evenly around the state and reach only a fraction of babies, toddlers, and preschoolers.

X. Legislative Update: Emergency Rules Regarding Restraint and Seclusion: Dr. Taylor, Deanna Sullivan, and Jeff Aranowski

Mr. Aranowski informed the commission that the emergency rules which were promulgated in November are still in effect. The proposed changes to statute are out for public comment until February 3. The U. S. Department of Education is looking into this as well with some anticipated input into potential guidance, or possibly more. Illinois was cited as one of the states moving more progressively in this regard while local officials admit that ISBE was being reactive at the time.

Deanna Sullivan offered her general observations of what has evolved as there was some initial tension around the rulemaking especially in regard to the need for school personnel to maintain order and protect staff and students. She said the dialogue has been very healthy both in the legislative area and in the rulemaking process. She said she feels the state will wind up with some protections for students as well as the appropriate tools for the sake of safety.

Dr. Taylor said there is also discussion on soft suspensions (at school but not in class) and “expulsion” which was really a decision by the family to withdraw a student due to ongoing difficulties.

Mr. Aranowski said if anyone wishes to comment on the rulemaking proposals, they can do so at rulemaking@isbe.net

XI. December 2019 Commission Report Feedback

One of the commission recommendations of the Attendance Commission in its annual report dated December 14, 2019, was for Illinois school districts to continue to avail themselves of the data platform available through Ed360, an ISBE initiative. Amy Alsop, proxy representative for Cathy Mannen, informed the commission of some concerns they hear from their members at the Illinois Federation of Teachers related to privacy concerns over data related to teachers and students. One reason is that the sign-in for many participants is through Google and people are concerned with what Google does with this information. The other reason is the fact district superintendents are the ones who initiate the use of Ed 360 in their districts and have access to all the data poses another privacy concern. The more this platform grows, the more concerns there are about student and teacher privacy, according to Ms. Alsop.

XII. Public Comment

There were no members of the public present.

XIII. New Business: Attendance Commission Initiatives Post December 2020

From March on, the commission has to dedicate itself to ensuring that all the legislated outcomes of the commission will be met.

Dr. Taylor also said the Illinois MTSS-Network will be holding its first annual conference on April 21 in Normal. They will be hosting two sessions on chronic absenteeism and school attendance focused on the whole child.

July 9 is College Changes Everything. Dr. Taylor will be presenting at this event.

The commission would also like to continue an idea which was floated at the November meeting about highlighting the work of principals. The Illinois Principals Association has extended an invitation to Ms. Taylor to speak at their conference in October.

Harold Sweeney said Dr. Taylor might be interested in looking at Senate Bill 2332 which includes the following statement which says a principal cannot intervene until a student has become chronically truant. He is hopeful this will not become law.

Prior to the implementation of any truancy intervention services pursuant to subsection (d) of this Section under subsection (c), the principal of the school attended by the pupil or the principal's designee shall notify the pupil's parent or guardian by personal visit, letter, or telephone of each unexcused absence of the pupil. After giving the parent or

guardian notice of the tenth unexcused absence of the pupil, the principal or the principal's designee shall send the pupil's parent or guardian a letter, by certified mail, return receipt requested, notifying the parent or guardian that he or she is subjecting himself or herself to truancy intervention services.

Mr. Sweeney also wanted to remind everyone that the annual ICEARY Conference is going to be held March 5-6, 2020, in Normal.

XIV. Adjournment

Ms. Sullivan moved to adjourn the meeting, and her motion was seconded by Susan Stanton. No one was opposed. The meeting ended at 12:08 p.m.

Attendance Commission

Meeting Minutes

June 18, 2020

10:00 a.m. – 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

I. Roll Call (via GoToMeeting)

Present

Jeff Aranowski
Jean Becker
Stephanie Bernoteit
(proxy Sophia Gelhausen)
Benjamin Collins
Elizabeth Crider
Karen Fox
Jennifer Gill
Aaron Graves
Cathy Mannen
Alyssa Phillips
Matthew John Rodriguez
Sarah Rothschild
Tomorrow Snyder
Susan Stanton
Deanna Sullivan
Harold Sweeney
Antoinette Taylor
Molly Uhe-Edmonds
Kate Yager

Not Present

John Burkey
Shenita Johnson
Mackenzie Montgomery

II. Welcome and Opening Remarks

The meeting was held virtually and began at 10:03 a.m. Chairperson Dr. Antoinette Taylor explained the March 19 meeting had been cancelled due to the COVID-19 containment strategy that forced people to work from home. Difficulties with tele-conference efforts during the early days of containment forced the decision to cancel the meeting.

III. Approval of Minutes from the January 23, 2020 Meeting

Matthew John Rodriguez moved to adopt the minutes from the January 23 meeting, and Benjamin Collins seconded the motion. There was no one opposed to adoption of the minutes.

IV. Illinois P-20 Council – Family, Youth, and Community Engagement Committee: Attendance/Chronic Absence Presentation by Kedda Williams, Deputy Director of the Opportunity Institute

By way of introduction, Dr. Taylor reminded the commission that member Matthew John Rodriguez had been reappointed to his position as co-chair of the Family, Youth, and Community Engagement Committee of the Illinois P-20 Council, a position he shares with Melissa Mitchell, a former commission member. Ms. Mitchell was on hand to present with Kedda Williams.

Ms. Mitchell explained that the P-20 Council was legislated to align educational priorities and goals from early childhood through college to effect a seamless and sustainable statewide system of quality education and support in Illinois to help children in school and beyond. She explained further that in addition to securing the input of relevant state agencies such as the Illinois State Board of Education (ISBE), the Council recognizes that families and community partners play critical roles in the Council's purpose. Additionally, the Council is currently engaged in securing equitable access to educational resources and supports across all different levels and community areas. Ms. Mitchell acknowledged the wonderful opportunity the Family, Youth, and Community Engagement Committee has in working with the Opportunity Institute.

Ms. Williams said the Opportunity Institute is an incubator project out of Berkley, California that envisions increased social and economic mobility and advanced racial equity through partnership and collaboration with those seeking to promote systems change. They promote opportunity and racial justice through equity, engagement, evidence, and partnership. Their mission is to break down barriers and help systems build capacity to deliver excellence from the cradle through college. They additionally provide direct support to ISBE on the equitable implementation of school improvement efforts and Illinois-EMPOWER and contributed input to the ESSA state plan.

The Opportunity Institute focuses on communities with the greatest need and uses the Illinois report card as its starting point because of the number of components and variety of information available via that format. Among the report card components that the Institute selected for their initial focus was chronic absenteeism. Ms. Williams expressed her gratitude to commission member Susan Stanton for her assistance in this project through Act NOW Illinois. They are developing a resource for families and communities that focuses on chronic absenteeism but is broader than that. The COVID-19 pandemic also prompted them to develop several resources for families that ranged from a comprehensive overview of the virus to a practical guide for resources for families already beset by inequities in the system. ISBE posted this information on its COVID website and translated it into four languages. Ms. Williams offered thanks to Sergio Hernandez, ISBE's Director of Family Engagement, for his assistance in this communication effort.

Melissa Mitchell closed the presentation by asking if commission members had any ideas on how the P-20 Council and the Opportunity Institute can continue to work together in the future.

Molly Uhe-Edmonds asked Ms. Mitchell what the Family, Youth, and Community Engagement Committee was doing to engage families described by Ms. Mitchell as “hard to reach.” Ms. Mitchell responded that they are having ongoing discussions with ISBE around the way the agency can support school districts in this endeavor, but Illinois is a local control state which means that a lot of policy decisions and strategies are decided at the district level. They have been working with ISBE about determining expectations and providing guidance around strategies and the expectations the committee has for districts to undertake these responsibilities. She explained further that remote learning has compounded the need for family engagement as so many students lacked the technology and other components to access learning opportunities fully. Mr. Rodriguez also explained that the committee has been engaged with Sergio Hernandez of ISBE around family engagement and asking that districts share resources with parents. The Family, Youth, and Community Engagement Committee’s resource for parents titled “Where to Get Help” is posted on the ISBE website and provides information about meals, housing, childcare, employment, learning healthcare, and immigration.

Ms. Uhe-Edmonds said DCFS has been providing students in their care with Chromebooks and she wants to make sure that districts are aware of the technology DCFS wishes to offer especially if remote learning continues in the fall. Harold Sweeney said when the COVID-19 quarantine began, they took their truancy interventionists and put them in family support mode to help those who lacked either technology or the transportation necessary to go to the schools to pick up learning packets. They not only acted as the conduits for the learning packets but also delivered the free meals from the schools to the homes.

Dr. Taylor wished to acknowledge Jackie Matthews of ISBE for the assistance she provided to State Senator Jacqueline Collins and herself with their questions and concerns during the COVID-19 crisis.

Ms. Mitchell concluded by saying there is a high degree of variability out there around attendance during remote learning as well as the best way to grade student work. She thinks these issues will be framed through an inclusive, equitable lens that incorporates all the variables in each situation because the COVID-19 situation adds another layer for examination of policies and programming.

V. Illinois MTSS Network Family Engagement and Family Engagement Series: Dr. Melissa Hannasch, Director, and Lori Hensold, Professional Learning Coordinator

Dr. Melissa Hannasch opened her presentation with a reminder that Public Act 100-0156 encourages schools receiving public funds to provide a system of support to students who are at risk for reaching or exceeding chronic absence levels with strategies such as those available

through the Illinois MTSS-N. She said she wishes to share those strategies as well as resources for building student resilience during the COVID-19 pandemic.

Meaningful family engagement is based on the premise that parents, educators, and community members share responsibility for youth development. It is fostered through a deliberate process that embraces the school community, empowers adults to jointly support student growth, addresses barriers to learning, is mindful of diverse school communities, and is responsive to student and family needs. They have found that the COVID-19 context has provided an amazing opportunity for them to actively engage with families out of necessity. They are actively providing resources and identifying ways to continue and connect. Their hope is that these efforts will continue to expand. They have developed four different modules for enhanced family engagement: MTSS, MTSS – A Deeper Dive, the Continuous Process, and Evidence-based Practices. All of these are available on their website.

Dr. Hannasch related the success of their webinar in March where they discussed how school attendance is really an equity issue. They discussed key concepts about school attendance and chronic absenteeism and related which levels of tiered interventions would be the most appropriate. Dr. Hannasch explained further that during this webinar they explained there are five basic strategies for planning now for when students return to school to build student resilience:

1. **Expect an increase** in students facing serious challenges
2. Plan for the worst, but **hope for the best**
3. Stay current: **Forewarned is forearmed**
4. Use **evidence-based practices**
5. **Promote** adult and student **resiliency**

In another webinar held in June, the topic was *Planning Now for When Students Return to School: Building Student Resilience through Tier 2 and Tier 3 Supports*. They advised attendees to take the following steps:

1. Identify their vulnerable students.
2. Plan to touch base and include families.
3. Don't wait for them to initiate.
4. Plan for more students in need of support!

Dr. Hannasch additionally wanted commission members to be aware of the resources the IL MTSS-N cited during the webinars:

- District and School Self-Assessments: <https://www.attendanceworks.org/resources/self-assessment>
- Year-long planning: <https://www.attendanceworks.org/resources/year-long-planning/>
- Families: <https://www.attendanceworks.org/resources/handouts-for-families/>
- Success Plans to help parents support their students' attendance: <https://www.attendanceworks.org/resources/student-attendance-success-plans/>
- UPDATED Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism: <https://www.future-ed.org/attendance-playbook/>

The last resource was edited by Dr. Patricia Graczyk of the University of Illinois in Chicago who is an IL MTSS-N staff member and a frequent attendee at Attendance Commission meetings.

Lori Hensold began her portion of the presentation by informing commission members of their *2020 MTSS for Equity and Excellence Conference* on September 9, 2020. Speakers will include Amy McCart, Ph.D. and Dawn Miller Ph.D., practitioners and authors of Leading Equity-Based MTSS, who will also host breakout sessions. Other breakout sessions will cover the following topics:

- Leading Equity-based MTSS
- Learning Partner Case Studies
- Data Analysis for Children with Disabilities
- Special Education Supports in MTSS
- MTSS and the Illinois Quality Framework
- Early Childhood MTSS
- Attendance/Chronic Absenteeism
- Family Engagement

For registration information, visit www.ilmtss.org.

Ms. Hensold said the IL MTSS-N has professional partnerships with the ESSA Statewide System of Support as well as the IDEA State Systemic Improvement Plan through ISBE. In this way they can provide tailored and flexible supports to their partner schools. For the past three years, they were able to host an online community of practice open to the transformation zone districts who were participating in that statewide systemic improvement plan. They address topics that are relevant to that community of practice and they provide an opportunity for leaders to network and their experiences, resources, and tools with their colleagues.

Ms. Hensold provided an example of the support they provided to a middle school in Oak Park for students experiencing challenges with school attendance and proactive interventions for all students. IL MTSS-N collaborated with school staff to -

- create a tiered attendance matrix
- assemble a home/school communication plan
- tailor training for educators and support staff

They also worked to provide special education supports to schools in a cohort of eight central Illinois schools with ESSA designations for children with disabilities with a focus on evaluating whole school systems and multi-lens data points using a continuous improvement model to ensure equity and improved student performance. The learning focus for cohort participants who collaborated in learning opportunities centered on the following five topics:

- Overview of MTSS and ESSA Requirements
- Development of a Continuous Improvement Plan
- Attendance Within a Three-tiered Model
- Vision for Special Education
- Improving Outcomes for Special Education Students

Coaches provided learning supports and provided resources the participants could take back to their schools to improve their special education and general education programming in their schools, including information related to the fact that one of the ways to improve student outcomes is to focus on school attendance.

Illinois State Representative Karina Villa announced herself on the phone and explained that as a former social worker, she is a great fan of MTSS and a proponent of efforts to ensure children attend school regularly to ensure their future success. She asked what the protocol is for bringing MTSS to a school district and what might the financials be for training staff. Dr. Hannasch responded by saying they first advise districts to look at their system-wide data and to create goals based on what the data shows. The determination of specific goals then requires planning prior to implementation of a tiered intervention process, something that could take three to five years to be operational and effective. Costs vary, and IL MTSS-N provides services to some districts at no cost as they receive funding through ISBE via a federal grant that is about to be extended for one year. Through IL-EMPOWER, they create individualized plans for each school or district that wants to work with them, so there is quite a lot of variability with that. She would love to be able to provide services at no cost across the state through regional professional learning opportunities and have some intermediate coaching supports because coaching supports implementation. Rep. Villa acknowledged the amount of work involved in launching a tiered intervention program in districts and the fact that the process takes approximately five years. If someone skips steps and does not implement with fidelity, the program becomes nothing more than another gimmick rather than a process producing a complete culture change. It starts at the top and people have to believe in it to truly support it and provide the funding for the professional learning and the coaching to implement it.

Dr. Taylor said Illinois is the only state with a PreK-12 MTSS infrastructure and legislation around chronic absenteeism in Illinois cites MTSS as the strategy that should be utilized to intervene with students and their families to resolve the difficulties faced by some in attending school regularly. Dr. Taylor asked Rep. Villa for additional comments on events and effects of the COVID-19 pandemic to which she responded that it was devastatingly apparent the difference between the “haves” and the “have-nots” during the pandemic quarantine, from small business owners, to high rates of infection among people of color, to decreased food availability for low income people, to access to resources for education. She said there were so many tales of teachers who were worried about their students’ basic needs because it was difficult to teach students whose families were struggling. She said everyone should be framing their mindsets to meet the needs of the Black and Brown communities who need help the most. These disparities have been noticed by many for a long time, and others are just beginning to understand it. She said the work now is so critical just because there are so many uncertainties around children’s well-being and safety.

Deanna Sullivan asked if the General Assembly was considering convening a special session to discuss any of these issues. Rep. Villa said she was waiting for guidance from the Black Caucus.

VI. Illinois Attendance Commission Strategic Plan

Dr. Taylor referred to the Chicago Tribune series that launched the legislation that created both the Truancy in Chicago Public Schools Task Force and the Attendance Commission titled *An Empty Seat Epidemic*. One of the findings of the original task force on truancy in CPS was that the appointment of a standing body on chronic absenteeism was necessary to have an impact. The reason she mentioned this series was to highlight the data that reflected troubling trends for Black and Hispanic students. Over 20 percent of Black students and 17 percent of Hispanic students face barriers to school attendance across the nation compared to 14.5 percent of White

students. She commented further that the commission has to be very intentional about students in care, students with disabilities, and homeless students. She wanted to let the commission know that the problems cited in the Chicago Tribune article eight years are still very much with us.

Dr. Taylor invited commission member Cathy Mannen of the Illinois Federation of Teachers (IFT) to share a few ideas with commission members about teacher unions' responses to student stress and trauma. Ms. Mannen said a discussion at an MTSS training earlier in the year provided the impetus for her presentation. She wanted to summarize the training and describe how the methods have positively impacted students, including trauma-informed restorative practices and the ensuing decrease in rates of absenteeism. This initiative started about three years with a partnership between the national union, the American Federation of Teachers, along with Futures without Violence and the Office of Juvenile Justice and Delinquency Prevention. The IFT has provided training to districts across the state to administrators, practitioners, paraprofessionals, etc. They stress the importance of this being a whole schools system approach to achieve system-wide positive results around the following issues:

- The science of trauma, building protective factors, and promoting healing
- Science of self-care
- Historical trauma, race, and intersectionality
- SB100 and restorative practices
- Systems changes

Additional positive impacts of their training:

- Meets the requirements of Public Act 100-0014 which requires in-service training for school personnel to “develop cultural competency, including understanding and reducing implicit racial bias”
- Builds a foundation for implementation of SB100 and moving from a zero tolerance discipline system to one based on restorative and trauma-informed practices which leads to a reduction in punitive disciplinary practices and racial discipline disparities and improved academic achievement, school climate, school attendance, and teacher retention

Impact on students

- Whole school approach to creating a school community and environment that is trauma-informed and restorative
- Rooted in building relationships
- Transforms school climates so that students build protective factors and resilience to mitigate the impact of their trauma
- Improves school attendance

The work continues through Resolution No. 3: Trauma, Restorative Justice Safety and Justice in the Classroom which was introduced at the IFT convention in October 2019.

RESOLVED: Encourage locals to work with district administrators and school boards to provide union sponsored training on trauma, implicit bias, cultural competence and restorative justice for all school staff

VII. Local and National Attendance/Chronic Absence Updates:

Dr. Taylor mentioned that the Network to Advance State Attendance Policy and Practice (NASAPP) had increased their meetings since the start of the pandemic to ensure that states continue to build on a community of practice regarding attendance, truancy, and chronic absence during the final quarter of the 2019-2020 academic year. Attendance Works regularly does research on state information that is publicly available to inform to share with NASAPP. To Dr. Taylor's surprise, Illinois' chronic absence bills were highlighted during a NASAPP meeting because MTSS (Multi-tiered System of Supports) is explicitly stated in the K-12 legislation and is implied in the Pre/K legislation. Illinois is also one of the few states that has chronic absence legislation in place from Pre/K – Grade 12.

VIII. December 2020 Commission Report

Dr. Taylor reminded commission members that work would soon begin on the final report of the Attendance Commission which is due to the General Assembly on December 15, 2020.

IX. Student and Family Focused Response to Truancy: Eve Rips, Policy and Legislation Clinical Teaching Fellow at Loyola University School of Law

Ms. Rips introduced law students Mariah Woodson, Richard Vadasy, and Noah Hamant who were present with her on the call to assist with the presentation. Ms. Rips began by thanking Dr. Taylor for her collaboration on the effort to see Senate Bill 3841, a student-focused response to chronic truancy, passed. This effort is in response to the 10-day drop rule which is nowhere in statute but is a common practice throughout Illinois to drop students from the attendance roll who miss a number of consecutive days of school without a valid reason.

The problem came to the attention of the law clinic when they learned about a student who had been facing a mental health crisis and had stopped attending school and had hidden this fact from his mother. Not only was he dropped from the school attendance roll, no one from the school reached out to figure out what was going on and provide services. This scenario and others inspired them to pursue student pushout due to chronic truancy because an unwritten protocol that incorporates dropping a student after a 10-day absence is not consistent with the letter and the spirit of Senate Bill 100 which requires that expulsion be explored for behavior that is seriously disruptive or likely to cause harm to others. Truancy does neither of those things. These are the underlying challenges they were trying to address with this legislation.

- Confusing language in the School Code that states that students can be “expelled” for truancy, despite this being prohibited by language from SB 100.
- School policies for removing students from attendance rolls after 10 or 15 days with little notice to the parents are inadequate and punitive.
- Removal from attendance rolls keeps students out of school longer; re enrollment process is confusing and burdensome.

The Loyola team completed a school handbook survey of 40 Illinois schools and submitted FOIA requests for information on services provided to truant students, all of which showed a

lack of clarity on school policy. Fourteen of 40 handbooks reviewed included a policy for dropping students due to truancy; FOIAs suggest inconsistent and discriminatory application of these policies. They also found that Black and Brown students were disproportionately dropped from attendance rolls. Schools follow many different procedures that often do not provide enough notice to parents or no notice until after removal.

Senate Bill 3841 -

- Clarifies that students cannot be expelled due to chronic truancy.
- Specifies that students may not be dropped from attendance rolls due to chronic truancy, unless:
 - The student has missed 15 consecutive days without a valid excuse; **and**
 - The school is either unable to compel the student to return to school after exhausting all available and appropriate resources, or the school is unable to locate the student after taking steps to reach the family.
- Provides that if a school chooses to remove a student from the attendance rolls, it must give notice to the parent or guardian, in their native language, clearly describing how to re-enroll

The Loyola team said they were trying to build support from outside groups and are currently supported by the Illinois Attendance Commission, Civitas ChildLaw Center, Chicago Lawyers' Committee for Civil Rights Under Law, Legal Council for Health Justice, the Chicago Coalition for the Homeless, and the Moran Center for Youth Advocacy. ISBE has been engaged from the beginning of this initiative, and they have reviewed the bill and found have no flags with their bill language.

The bill was sponsored by Senator Jacqueline Collins (with Sen. Mattie Hunter signed on as a chief co-sponsor) and was initially assigned to the Senate Education Committee.

They hope to be able to move the bill forward in Veto Session.

Dr. Taylor added that collaboration on bills introduced in the Illinois House and Senate results in the same language in identical bills in both chambers. After Senator Collins filed the Senate bill, Representative Villa pre-filed the same bill in the House

Jeff Aranowski referenced the "10-day drop rule" and said the General Assembly, in concert with ISBE, have tried to address this misconception, and a statute was amended in August 2018 that introduced the existing language in that statute which details the student must be a truant minor and have accrued 15 consecutive days of nonattendance and had been offered supportive and diagnostic services which had not compelled the student back to school. He explained further that the use of word "expelled" in the statute revision is not subject to the requirements in Senate Bill 100. People were seeking a term for removing a student from the attendance roll. There is expulsion and graduation as the reigning reasons to remove a student from attendance rolls. He expressed his appreciation to the Loyola group for their efforts to address this situation as there had been discussions about ways to rectify this situation. He emphasized the importance of clarification around this issue because if a student is removed from attendance rolls for reasons other than graduation, transfer to another school, death, etc., the student is considered a

dropout. Since there are caveats about re-entering school (for example if a student is over the age of 19), some students might not be able to re-enroll.

Harold Sweeney voiced his support for the bill and commented about the fact that it is up to the districts as to what constitutes sufficient supportive services.

Dr. Taylor noted that ISBE officials had been working collaboratively with the Attendance Commission. She asked that people think about the alignment of ISBE's strategic plan with the statutory outcomes of the Attendance Commission.

She also informed members that the Illinois Principals Association had done some work around chronic absence through the Ed Leaders Network, an online professional learning initiative developed in partnership with ISBE.

At the May State Board Directors' meeting, ISBE advanced the draft of the Pre-K chronic absence bill and noted, "the public comment period for the aforementioned rules ended on March 2, 2020; the agency did not receive any letters of public comment." Although Senator Jacqueline Collins, the bill sponsor, previously reached out to the ISBE legislative staff asking to be informed of such processes, she was neither contacted nor given the opportunity to review and have the commission comment on the draft prior to this matter being moved forward. During the May Board meeting, ISBE staff stated that they would follow-up with Senator Collins prior to moving anything forward with JCAR. As of the June 18 meeting, neither the Senator nor her staff had any record of being contacted by anyone on ISBE's legislative team.

Dr. Taylor said she had been in meetings with NASAPP, and they felt there was strong engagement with many families during remote learning. She wondered what instructional choice would look like in the fall because many families felt their children did better during remote learning.

Dr. Taylor asked that everyone on the commission submit a one-page summary on what the agency or organization they represent has learned during the stay-at-home order about remote learning with reference to equity and racial equality.

X. Public Comment

There was no public comment.

XI. New Business

Although Harold Sweeney is retiring from his position, he has been asked to remain on the commission for the final months.

Dr. Taylor said even though the Attendance Commission is due to sunset in December 2020, there is talk of efforts to legislate for additional guidance and oversight on matters relating to school attendance. Some wonder if school attendance will remain a hot button issue if there is no commission to study the issue and advise ISBE and the general public.

Ben Collins addressed the commission to provide the perspective of a principal about attendance during the last 10 weeks of remote learning. He said that while there may be anecdotal

information about students who did better with remote learning than they had previously done in the classroom, the reality was the attendance at his school was very bad. As a principal of a large high school (2500 students), he said they are looking into hybrid learning and other options for the fall as some parents do not want to send their kids to school until there is a vaccine. He said chronic absence looks very different during online learning.

XII. Adjournment

A motion to adjourn was made by Harold Sweeney and seconded by Cathy Mannen. There was no one opposed. The meeting ended at 12:06 p.m.

Attendance Commission

Meeting Minutes
September 17, 2020
10:00 a.m. – 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

I. Roll Call (via GoToMeeting)

Present

Stephanie Bernoteit
(proxy Sophia Gelhausen)
John Burkey
Benjamin Collins
Elizabeth Crider
Karen Fox
Jennifer Gill
Cathy Mannen
Alyssa Phillips
Matthew John Rodriguez
Sarah Rothschild
Tommorrow Snyder
Susan Stanton
Deanna Sullivan
(proxy Ronald Madlock)
Harold Sweeney
Antoinette Taylor
Monico Whittington-Eskridge
Kate Yager
(proxy Rosa Ramirez Richter)

Not Present

Jeff Aranowski
Aaron Graves
Mackenzie Montgomery

II. Welcome and Opening Remarks

The meeting was started at 10:05 a.m. with roll call by the commission administrator.

III. Approval of Minutes from the June 18, 2020 Meeting

Commission member Cathy Mannen request two changes on page 7 of the minutes to clarify two items she mentioned in her presentation:

- with Futures without Violence **and** the Office of Juvenile Justice and Delinquency Prevention (had previously said 'in')
- a reduction in punitive disciplinary practices and **racial discipline disparities** (had previously said 'racism')

Matthew John Rodriguez moved to adopt the amended minutes, and he was seconded by Cathy Mannen. The minutes were then unanimously adopted.

IV. The Impact of Mental Health on Attendance: Carl J. Evans - Senior Director of Operations, Hope for the Day

Hope for the Day does proactive suicide prevention and is focused on outreach and mental health education to create systems for early intervention to disrupt the high risk factors for mental health crises. They work in schools, community centers, and businesses, trying to implement early intervention strategies and facilitate conversations about mental health on an ongoing basis to normalize the conversation.

Hope for the Day will host a Conversation Summit on October 8. They have partnered with the University of Illinois Hospital and Lurie Children's Hospital, along with many other partners, and arranged for a variety of speakers to host 21 break-out sessions. They also encouraged students to host break-out sessions to speak to their areas of interest, from mental health trends on college campuses to testing anxieties and maintaining motivation. They had 250 attendees representing 35 different middle and high schools and colleges from counties in proximity to Chicago in 2019 and anticipate a greater number this year. Many of the represented schools are already involved in Hope for the Day programming.

Their 2020 program will be held on a virtual basis and will be organized around three main topics: systemic racism, the world-wide pandemic, and the intersection of mental health and education. They are seeking to promote a network for change and plan to have a post-event resource of reference material to keep the students engaged and bring mental health conversations into their space. The main speaker at the 2020 event will be Kevin Hines, a mental health and wellness champion who is a suicide survivor, filmmaker, and activist.

Dr. Taylor recalled her involvement in the 2019 conference when she came to discuss chronic absenteeism and truancy issues and the impact mental health has on the ability of some students to attend school regularly because of their own issues or those of a loved one. She asked Mr. Evans for suggestions for the Attendance Commission going forward. He responded that overall discussions about mental health are not normalized and are something schools are not doing. Part of his organization's ongoing strategy is to promote strategies for young people to find their voices in safe environments. He said that's why the annual conference is so important because it provides people with the opportunity to explore Hope for the Day and its initiatives. He said school attendance is directly linked to the issues his organization are seeking to resolve as there is a direct connection between school attendance and mental health. He said students are not missing school because of bullying but rather from social anxieties and pressure in the hallways such as peer to peer social interactions and academic pressure. Some may live in domestic situations where mental health is not validated as a reality, so school becomes a safe place to be where mental health is validated. We see students from both sides of this issue. Thus far, their solutions have shown them that school is a place that can offer comfort to kids, something that is apart from their homes where they have peers and a supply of adults who can comfort and understand them.

Kathy Mannen asked Mr. Evans about his reference to students who lived in homes where mental health is not validated and wondered if such a situation encourages a child to attend school for some relief or discourages a child from attending school due to anxieties. He responded by saying that the brick and mortar school space is a very dynamic presence in students' lives. It can be a safe space to escape from mental health issues in the home because they are in a space with their peers. It is dual reality because there are some who would rather be there than at home, and some would rather be anywhere but at school. Ms. Mannen said Mr. Evans' comments reinforce efforts of the Illinois Federation of Teachers statewide efforts to create trauma-informed and restorative justice spaces to reduce student trauma and create safe places for them.

Mr. Evans said it is difficult to get institutional buy-in, so they usually enter a school via a health class opportunity. He has found that the words 'suicide prevention' in their letterhead elicit fewer responses. He cited School District 201 in Berwyn in the western suburbs of Chicago that has welcomed his organization and has had the entire district staff trained. They have been very involved with them every step of the way in creating ways to talk about mental health. The students engage everyone from the administrators to the janitors to talk about mental health, and they were able to make part of the library part of their group. Eventually, the group grew and they were able to broadcast their songs, bring their video games, and publicly acknowledge their feelings. They found that allowing students to have a safe place in school where they can communicate their feelings in a resilient and feeling sort of way provides a safe space.

Susan Stanton asked how we can go further in making the brick and mortar school the safe place. Mr. Evans responded that a lot of students are finding that they didn't know what was available until they lost it during the pandemic. They miss the passive reality of showing up and seeing their friends in a safe space. It has been very intense for many children having the physical space taken away from them. Loneliness and isolation have become very prevalent with these kids. They facilitate passive check-in times each week.

Monico Whittington-Eskridge of DCFC asked about the agency's involvement with students from homes where mental health is an issue, particularly homes with evidence of child abuse, sexual abuse, and underlying issues within the home students may want to escape but cannot due to COVID-19 restrictions. She wondered if Mr. Evans and his agency had noticed more problems in these areas. Mr. Evans responded by saying that his agency cannot relate empirical evidence related to DCFS but acknowledged that problems with students have certainly grown in reaction to COVID restrictions. He said two agencies that are affiliated with his provide lessons to foster parents.

Dr. Taylor expressed her gratitude for Mr. Evans for problems he addresses for children faced with the drama of continued school suspension.

V. Workforce Pipeline Development: John Christopher Borrero - Executive Director, Collaboration for Early Childhood and Erikson Institute 2019-2020 Barbara Bowman Leadership Fellow

Mr. Borrero is a pre-school teacher and a narrator and asked the audience to listen closely to his policy-pitch to Erikson.

“It is the story of a young boy who is hopeful, inquisitive, and Black. Because he is a Black boy, his journey through early childhood will be different. Starting in preschool, he will be suspended at almost twice the rate of his peers, disciplined more than twice as often from the same behavior, and removed from his class more often than other children. He will not find many role models or people who can mentor him. There are very few men in his life or people he can look to see who he can be. For this and many other reasons, he will feel as if no one can understand him and doesn’t belong. From early on, a pattern of low expectations will be set for him. He won’t be expected to achieve the way other children do, so he won’t. As a result, he will not have the life-affirming moments for success. After years of not belonging, a justice system that swallows Black men whole will welcome him. It will be the biggest sign so far that his life does not matter. He will feel alone. But he won’t be because there are many boys like him without hope or people who believe in them, without role models and mentors, without people who can see how valuable he is. We have already seen where this leads.

This is the pre-school to prison pipeline. It is suffocating the life out of our communities. What if we had the opportunity to disrupt this cycle? In Illinois, we have young men looking for help. Their life stories are represented in a few different narratives. Some are in jail facing minor charges, some are not incarcerated but have minor histories of arrests for minor offences. What these narratives have in common is that they close doors to housing, opportunity, jobs, and the opportunity for growth for them and also their families.

2020 began in hope. For some the Cannabis Regulation Tax Act made a way for some men in Illinois to have their records expunged and histories wiped clean. As part of this act there was also money to support their entry as men into society. The state of Illinois can use this money to provide incentives for proceeding programs in Chicago to accelerate the creation of these programs to help these men reach Illinois state teaching requirements. This can all be done in a timeframe in which their criminal records are being expunged and allow them to pursue careers in early education and early childhood that were previously unavailable to them. For about \$15,000 a year, many of these men can pursue full time studies at one of the Chicago City Colleges. A bigger picture is that \$15,000,000 would offer 1,000 men the chance to change their lives and the lives of black boys across the state. So what if we capitalized on this new opportunity and offered these men lots of support? What if we removed barriers to school needs and prepared them to reenter the work force? It wouldn’t be easy. Additional support would be necessary. It isn’t easy to become a child’s caregiver, a caregiver for children. Not only does society not expect it of him, but people in the field will look at him as if he doesn’t belong.

This you can take from someone who was there, who climbed that mountain. I stand here today, 31 years into my career serving young children, but when I first entered the field, people looked at me as if I was a potential creditor, not as a creditor by as a man of color working with your children. Parents wanted assurance that I wouldn’t be alone with their kids, that I wouldn’t change diapers, that I would just be a teacher. If children hugged me or wanted to sit in my lap, sometimes I felt like

an imposter, and I was someone who would make very little money to work very hard. But I was still someone who would make a difference to children and families.

It has taken 30 years to go from being a threat to a hero and to speaking before this group about little boys like me. If a little Puerto Rican kid from New York City can make it here today, I would like to propose that there are others who would like to come up and we could make a path for them. The path up this mountain would return this boy, now a man, to early childhood, where he could be in charge of things that could go wrong in the first place, but this time he's a teacher. For starters, this little black boy would have a chance to be reported and respected with high expectations for his work, and tomorrow's young black boy might have a new story because tomorrow he would have a mentor, and a champion, and a role model. Maybe he would feel like he doesn't belong but his teacher would be a catalyst for change and help a community to see that Black lives are precious and valuable. In Illinois, the preschool to prison pipeline could become the prison to preschool pipeline and it could carry men through to careers where they could change the lives of boys like them. In one historic move, we could change that old story about the future of black boys in Illinois. Now what would that be like?"

Dr. Taylor thank Mr. Borrero and the Erikson Institute and asked Mr. Borrero to stick around for the next presentation as they complement one another.

Ronald Madlock spoke, the proxy representative from the Illinois Association of School Boards, and he too thanked Mr. Borrero for his comments. He said when you think about the importance of early education, it is so important to put role models in front of the children, especially Black children, because their futures would benefit. But in practice, it is not what we do.

VI. Equity and Diversity: Josh Kaufmann - Senior Executive Director, Teach Plus

His presentation was titled Reclaiming our Schools: Teachers of Color Reflecting a 21 Century Illinois. This was attached to the importance of people of color representing students of color as they see themselves and represent them. Charity Freeman, a teacher of computer science at Lane Technical College Preparatory High School, the largest high school in the CPS system, was on hand to present. Ms. Freeman pointed out how the diversity of children is becoming more diverse than the teaching staff. Fifty-two (52) percent of students identify as students of color while only 15 percent of teachers do. She stated that it is important that the teachers match the student body as white students benefit by having teachers of color as well. She had taken a poll of the students in their first period class and found that most had two teachers of color and the rest were White.

As one of the few Black female teachers at her school, she is expected to shoulder the emotional struggles and the psychological burdens of her students, namely the Black students. At her previous school, she was one of only two Black teachers. Her priority of classroom instruction and professional identity as an educator were consistently disrupted and overshadowed by her assumed roles of school counselor, social worker, and dean, and she ultimately left that school because otherwise she would have left education altogether. It is assumed by expectation that teachers of color will fulfill the roles you have seen here, to act as translators, to assist in behavior management, to be cultural liaisons, mentors, and advocates. They want to close the

achievement gap, to serve families, let students see themselves reflected in the lessons that they teach, and engage in culturally relevant pedagogy, but because there are so few of them who are able to shoulder this work and because of the inherent expectation that usually accompanies it as performative tokenism, it is expected of Black teachers to do these things, to pay the extra “taxes.” They feel the stress and the burden, but they are not being compensated for the work.

Josh Kaufmann spoke next to explain another difference in the pipeline, the wealth gap that has been witnessed across the United States. Many Blacks and Hispanics are not drawn to teaching because it doesn’t pay well for someone who is likely to be supporting other family members. Also student teaching is not paid but it takes a lot of time and for someone who takes the semester off from their regular job, a real burden. There are lots of ways the urban wealth gap makes teaching even less of a desired possession in addition to some of the invisible taxes that Ms. Freeman had mentioned. They are going to present some findings and recommendations that Teach Plus Illinois and policy fellows who are all teachers came up with, a group of 35 teachers from across the state who understand their own perspectives and experiences as teachers. There was also some secondary research that led them to identify four major issues in terms of recruiting and keeping teachers of color and then identify some very specific recommendations for the state level and at the school level.

According to Ms. Freeman, the first problem is the need for specialized supports that account for the social and emotional well-being of teachers of color who take on the “invisible tax.” It does take a toll on them psychologically, mentally, emotionally, and even spiritually to take on the burdens they see their students having and feeling ill-equipped to handle all this responsibility. One of the ways they have found to help is the implementation of mentorship programs in which one matches a novice with a veteran teacher of color. Another key aspect is diversity dialogues with intersectional dialogue for change about the things they want to see happen at the school. The last item in this section is affinity groups who have a safe space to safely share thoughts and ideas related to equity.

The second finding is built around the need for equitable access to leadership opportunities and upward mobility. When teachers of color are hired, sometimes there is no value in place for the extra jobs they are meant to do. Their value becomes tokenized as they take on additional responsibilities. It is important that they create pathways to leadership through in-house training where one nurtures and develops their talents. It is also important there be leadership endorsement stipends and implicit bias training for administrators which includes critical race theory training.

The third need is for adequate compensation that accounts for racial wealth gaps and the additional unpaid work of teachers of color. These are barriers or inhibitors to Black teachers staying within the profession. Much of this would take place at a district level because Black teachers are often asked to assume other difficult roles such as disciplining or acting as student deans, and Hispanic teachers are often expected to do translation. None of these extra roles are compensated. It is natural to ask that these positions be compensated just as someone is for coaching the basketball team or someone who is working with the band. There are also some things the state can do during this difficult time like looking at and expanding its minority teacher incentive program. Scholarships could also be expanded to include bilingual and other students of color, and there should be compensation for student teaching.

Finally, there is the need for culturally relevant pedagogy for students and teachers. It is especially important now when we review the racial disparities we have currently. One can implement identity-based literacy (IBL) at school/district level, higher ed, and state level. In grades K-12 there is required ongoing IBL professional development, but it needs to be strengthened. It should also be noted that IBL course requirements should be standard for preservice teachers. He said that he has heard that the state is considering an update to the Illinois Professional Teaching standards and a requirement in continued education to include culturally relevant pedagogy.

Ms. Mannen acknowledged that the Illinois Federation of Teachers is concerned with these same issues, and she said they do a lot of work around induction and mentoring with our locals around the state who are very intentional about this. They focus on fear and trauma on an ongoing basis and seek to keep their membership updated. She did say that with regard to number 3, adequate compensation that accounts for wealth gaps and the additional unpaid work done by teachers of color, that is a bargaining issue with districts. There is a lot of local context that goes into some of these issues and the community resources that are available.

Sophia Gelhausen Anderson said the Board of Higher Education is in the process of creating a strategic plan for the next decade. Technically, this would fall under ISBE's, authority but teacher preparation falls under the purview of higher education. She appreciated the comments from all the presenters and appreciates being included in that strategic plan and will likely reach out to them for these dramatic presentations.

VII. Statewide Return to School Family Convening: Matthew John Rodriguez – Illinois PTA and Co-Chair, P-20 Council's Family, Community and Engagement Committee

Michael John Rodriguez prepared a fact sheet for parents that included links to the Illinois Department of Human Services for more information about childcare; to ISBE for updates on COVID-19; to the P-20 Council's Family, Community, and Engagement Committee that tries to update an updated parent guide for Fall 2020 every three days; and a listing of updated material resource maps. Parents' feelings have been all over the spectrum, some wishing school would resume and others wishing it would stay remote. Mr. Rodriguez mentioned other opportunities available to parents, but he later segued into the fact that he feels ISBE has never offered parents a chance to speak first before making decisions. They have always made recommendations first and then asked the parents to comment. Parents are very impassioned about the way they feel so he hopes to be holding more information sessions for them. They had translators as well so the parents could understand the content, including Spanish and Urdu, but lacked sign language interpreters which would have been helpful. They are also seeking a Polish translator.

Dr. Taylor thanked him for his input and thanked him for recognizing parents' invaluable outlay. She also reached out to certain key ISBE personnel who can help such as Sergio Hernandez who was recently appointed head of the Family and Community Engagement Department at ISBE and Molly Uhe-Edmonds, the new head of the Student Care Department at ISBE who recently transitioned over from the Department of Children and Family Services.

VIII. Community Schools and Afterschool for Children and Teens Now: Susan Stanton - Network Lead, ACT Now

Susan Stanton's presentation was tabled until the next meeting on October 15 due to the lack of time.

IX. 101st General Assembly Bill Update

Dr. Taylor informed commission members that Governor Pritzker had signed the large omnibus education bill which contained a definition of remote learning and blended remote learning days established which shall be deemed pupil attendance days for the length of a school term under this section. "Remote learning days, blended remote learning days, and up to 5 remote and blended remote learning planning days established under Section 10-30 or 34-18.66 shall be deemed pupil attendance days for calculation of the length of a school term under this Section."

X. Strategic Plan Update

In our June meeting, Dr. Taylor had asked for feedback relative to the Strategic Plan and some members obliged her with responses. This is a flexible, fluid thing and Superintendent Ayala and the Board have not finalized the plan since it will be the plan for the next decade. Since the Board is meeting right now during this meeting, we can wait and see if there is more information about the advisory.

At that meeting, ISBE shared with the Board the rule they were proposing regarding PA 100-089, the pre-K chronic absence bill. Senator Collins was a little concerned because they said they put the proposed rules out for comment earlier in the spring and had received no comment from the public, so they were moving forward with what they had. The senator's concern is that she had previously reached out to ISBE in writing and had asked to be kept informed on matters pertaining to the Attendance Commission. ISBE responded favorably to the senator's letter agreeing to keep her informed on all matters pertaining to the Attendance Commission moving forward. However, neither the senator's district or Springfield staff were able to find in their records where that had happened regarding this bill. It did go forward with the May meeting and one of the things they shared was that they would reach out to the bill's sponsors so they would be notified. As of this conversation today, they have reached out to ISBE to find out if they have a process in place to reach out to Senator Collins for feedback, and they have been told ISBE was working on it. Senator Collins will review this process with her colleagues while she awaits further response from ISBE's Department of Legislative Affairs.

XI. New Business

There has been a lot of talk lately about the Attendance Commission since it is due to expire this December 31, 2020. We have been at a standstill as far as having public hearings and due also to the disparities caused by COVID-19 insofar as school attendance is concerned and the lack of ability to make meaningful compacts with a teacher for some kids. The legislators, including Senator Collins, who were the chief sponsors of this commission have reached out to Governor Pritzker and are moving to update the life of the commission so that it would not sunset in December 2020. If the commission is to be extended, it would have to in the form of an amendment which requires the governor's approval. Senator Collins, along with Representative Villa and Dr. Taylor, have been working diligently with the Governor's Office and ISBE to ensure we have not been frustrating the process of navigating through COVID-19, but our

website, which is updated continually, clearly reflects we have been working true to our purpose. So during veto, an amendment will be introduced that will extend the life of the commission.

We have explained that Representative Villa is running for a Senate seat, and if she wins she will give up her House seat and would join Senator Collins in the Senate. We would then have to look for a seat in the House to partner with the Senate. That person has been identified who will come on board should Representative Villa succeed in claiming a Senate seat.

Should this successfully happen and the work of the Attendance Commission has been extended, members will be notified by email. The Black Caucus is involved in this effort as are other caucuses that deal with minorities. Hopefully by October, we will know more about this effort.

We have a summary report due on December 15, 2020 which will follow the format of the previous reports. This report will certainly focus on our progress toward statutory outcomes and the effects of COVID-19 on school attendance.

Harold Sweeney asked if at the next meeting, there could be some coverage on funding to TAOEP (Truants' Alternative and Optional Education Programs) from the viewpoint of the organization as a whole and not just his efforts in Rockford.

Dr. Taylor acknowledged the retirement of Jean Becker from the Department of Public Health and the transition of Molly Uhe-Edmonds from the Department of Children and Family Services (DCFS) to ISBE as Director of Student Care. Ms. Uhe-Edmonds was replaced by Monico Whittaker-Eskridge, a new appointment to the commission.

The commission administrator asked that members who have not yet completed their annual trainings in both the 2020 Ethics Training for State Employees and Appointees as well as the 2020 Harassment and Discrimination Prevention Training please do so and return to her their signed, scanned copies of the achievement pages.

XI. Public Comment

There was no public comment.

XIII. Adjournment

Matthew John Rodriguez made a move to adjourn and he was seconded by Monico Whittington-Eskridge. No one was opposed to the meeting's adjournment. Dr. Taylor thanked everyone for their collaborative work on behalf of the commission.

Attendance Commission

Meeting Minutes

October 15, 2020

10:00 a.m. – 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

I. Roll Call (via GoToMeeting)

Present

Jeff Aranowski
Stephanie Bernoteit
(proxy Sophia Gelhausen Anderson)
John Burkey
Benjamin Collins
Elizabeth Crider
Karen Fox
Aaron Graves
Cathy Mannen
Alyssa Phillips
Matthew John Rodriguez
Sarah Rothschild
Tomorrow Snyder
Susan Stanton
Deanna Sullivan
Harold Sweeney
Antoinette Taylor
Monico Whittington-Eskridge

Not Present

Jennifer Gill
Mackenzie Montgomery
Kate Yager

II. Welcome and Opening Remarks

II. Approval of Minutes from the September 17, 2020 Meeting

The September 17 minutes will be approved at the November 19 meeting as the public notice for the meeting was posted shortly after the closing date and time.

III. Family and Community Engagement: Sergio Hernandez, Jr., ISBE Director of Family and Community Engagement

The vision statement for Family and Community Engagement is for “each and every child is equipped to make meaningful contributions to society and live life to its fullest potential.”

The mission statement is to “provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.”

Mr. Hernandez has joined with other states to forge a new parent framework that incorporates more of the Every Student Succeeds Act (ESSA) and additional research that has occurred in recent years. He also convened a statewide parent meeting which drew hundreds of viewers on September 11 that included parents, school board members, elected officials, and government employees who provided information. Many of the parents involved wanted the schools to reopen and were reminded that it was an individual district decision whether or not to return to class or have cyber classes. ISBE can provide guidance, but Illinois is a local control state.

Family engagement resides in several streams in Illinois, in Title grants such as Title III programming which advises the creation of a bilingual parent advisory group to plan and improve programming and one percent of Title I grant money is to fund parental advisory groups. ISBE also has two Parent Training Information Centers in the state: Family Matters in Effingham and the Family Resource Center on Disabilities in Chicago.

Mr. Hernandez is working with colleagues in Early Childhood, Multilingual, Title Grants, Special Education, Safe and Healthy Climate, Governmental Affairs, and other departments to support grantees in building local program and school district capacity to partner and leverage parent's knowledge and community resources to ensure equitable outcomes for children.

They are seeking to reduce the effects of marginalization for some parents and to mitigate the disproportionality and lack of equity that had previously plagued programs. The job now is to help school districts help parents who have been placed in new roles as the ones who are overseeing their children's education. It is ISBE's responsibility to help districts partner with all parents to assure the highest quality education during this difficult time.

Mr. Hernandez asked that any members who wish to contact him should do so especially since he understands the importance of school attendance on family engagement especially since everyone is seeking to build bridges over the barriers that prevent children from attending school, in person or virtually. It is all about equity, access, and collaboration.

Cathy Mannen asked a question about a new course that may be legislated and built into Licensure that is three hours long and focuses on family engagement and wondered if this would be an extra course for students preparing to teach in Illinois schools. Mr. Hernandez said they do not want to add to a student's work load. He wants to have interviews with stakeholders about the best way to incorporate this legislative change into students' coursework.

IV. Illinois State Board of Education Student Care: Molly Uhe-Edmonds, ISBE Director of Student Care

The Student Care Department was started by ISBE in November 2019 under Jeff Aranowski's leadership by Governor JB Pritzker and ISBE in response to the problems stemming from time-out and restraint. Ms. Uhe-Edmonds' department will oversee and monitor all instances of time-out and restraint and work to reduce these incidents which are harmful to students. They have been looking at and analyzing the past three years of these incidents through records submitted by school districts, special education cooperatives, and nonpublic special education settings. ISBE has viewed 139,494 reports of incidents of time-out and restraint over the past three years. It is averaging over 25,000 incidents of restraint and time-out per year. The Special Education

Department has streamlined the process for submitting reports of these incidents through the Student Information System (SIS). They are able to get a better picture of what time-out and restraint is being used for, what type of restraint is being used, and how long a time-out is being utilized. The Student Care Department will also be the point of contact for bullying prevention and for reviewing bullying policies and complaints. They will work on discipline reduction. They also have the ISBE Student Advisory Council and will be working with 21 students from across the state, an amazing group of students who will be helping them post-pandemic. Also equity and exclusivity are two ideas the Student Care Department supports and they will advocate for LGBTQ exclusivity in schools. They will also serve as the main contact for all matters pertaining to school codes.

Matthew John Rodriguez asked how Ms. Uhe-Edmonds' group was going to support parents with the virtual learning which has remained ongoing in many school districts. She said there were many other ISBE departments involved in this effort as it is paramount on everyone's mind to assist parents with connections and with online learning's assorted other factors. They are taking things on case by case basis to anticipate needs and fix them to assist students. Jeff Aranowski added that remote learning without student voice is difficult, and he looks forward to what the Student Advisory Council has to say. Dr. Taylor recalled the comments of Carl Evans from Hope for the Day during the previous meeting and how much he stressed the importance of listening to middle and high school students because they have so much to offer. Dr. Taylor asked Ms. Uhe-Edmonds if her department has a focus on the Pre-school for All programs, to which Ms. Uhe-Edmonds said they did not at that time except for data related to the time-out and seclusion sector. Dr. Taylor voiced her incredulity at the prospect of time-out and seclusion for the youngest students and expressed her extreme concerns over these actions which can haunt children over the course of their lives.

VI. Community Schools and Afterschool for Children and Teens Now: Susan Stanton, Network Lead for ACT Now Illinois

ACT Now is statewide coalition that advocates for quality and affordable afterschool programs for Illinois' youth and partners with providers in schools and community-based organizations, educators, state agencies, business leaders, community advocates, youth organizations, and policymakers. They understand that they need to bring everyone together to move the needle for youth in Illinois. Their top committees, are Policy and Advocacy (funding streams, grant management strategies, and regulations); Professional Development, Quality, Community Schools; and STEM (equitable opportunities for all youth).

ACT Now is a resource for many different activities:

- Learning about policy
- Networking with other providers
- Receiving advocacy training
- Learning about strategies for improving quality in afterschool programs
- Drawing on technical expertise to inform best practices
- Connecting with experts on professional development
- Learning about professional development opportunities

In recent years, ACT Now absorbed the work of the Federation of Community Schools.

Ms. Stanton said when many people consider after school programs, they envision a babysitting service, but ACT Now provides so much more than that because they are involved with caring adults and peer interaction. Afterschool programs help improve academics, promote safety, and help to support the workforce of today and tomorrow.

- Out of school programs are academic, social and emotional, and physical health learning opportunities that take place before school, after school, and during summer breaks.
- Afterschool programs provide a variety of enrichment activities, such as homework help, hands-on science and engineering activities, and opportunities to participate in performance and the fine arts.
- The organizations that sponsor these activities range from schools to faith-based organizations, community organizations, and city/county sponsored groups.

Ms. Stanton showed a map that charted the availability of 2,500 programs across the state which can be searched via zip code, county, legislative district, grade, and program type on their website. Over 400,000 youth, or 18 percent, participate in afterschool programs with an average of 6 staff people. The majority of programs take place after school (92 percent), but there are also activities planned for before school starts (41 percent) during the summer months (50 percent), 25 percent during school breaks, 17 percent on weekends, and 9 percent after hours.

Program participation hovers around the 50 percent mark with numbers higher during high school (51-56 percent) because of After School Matters. In first through fifth grades, participation figures hover just under 50 percent for grades 1-5. The lowest participation numbers occur during the middle school years (39-43 percent).

As far as the type of programming that is available to students, instructional support and project-based enrichment lead the list at 77 percent each. Reading and writing support and STEM activities follow at 51 percent with health and wellness coming in at 50 percent. Other popular topics include homework assistance, recreation, college and career preparation, performing arts, mentoring, parent/family engagement, civic engagement, and multi-cultural experiences.

As far as funding goes, a large source of funding comes from a federal source, the 21st Century Community Learning Centers which is responsible for 38 percent of the programming. Other funding comes from local sources. Most of their locations are in schools (71 percent) and a smaller percentage (14 percent) is in community based organizations. The remaining locations are spread out among parks, churches, commercial properties, etc.

The organization discovered pockets in Illinois where there are high rates of poverty but no programs. Alexander County in southern Illinois has a 47 percent child poverty rate with no program. Hardin County in southwestern Illinois has a 36 percent child poverty rate, also with no programs. Ford County which lies to the north of Champaign has a 17 percent child poverty rate and no programs either. ACT Now started doing outreach to policymakers, school leaders, and law enforcement to initiate some programming in those locales with schools and community-based organizations.

During the current year, they began to look at Illinois counties by racial breakdown and discovered that overall poverty rates in counties masked the effects on certain ethnic groups. For

example, in Warren County, the overall poverty rate was slightly below 20 percent; however, among Hispanic youth it was 85 percent.

So when they do their outreach for after school deserts, they do a statewide analysis to find their targets. Then they start doing their county level research to determine what services are available to people and reach out to community-based organizations and politicians to share resources and devise action plans.

The 21st Century Community Learning Centers, as mentioned previously, is federally funded and serves K-12 in high-poverty, low-performing districts. They have community learning centers that provide academic resources, youth development services, and literacy, educational, and personal development resources for families. Their programs lend a boost to attendance efforts as they helped attendance improve by 56% in areas where they have programs due to the following measures:

- 60% of sites have an agreement to work with schools on attendance.
- 60% of sites have conversations with parents about attendance.
- 82% use attendance to measure program quality.
- 54% are expected to reach out to students about attendance.

Teen Reach is the state-funded after school program that serves mostly youths between the ages of 11-17 but does provide some services for younger youths. They provide the following services:

- Educational performance
- Life skills development
- Parental involvement
- Mentorship connections
- Service learning
- Engagement in sports, cultural, and artistic experiences

Their connection to attendance is that 99.3% of their program's participants graduate from high school and 73% improve attendance.

One may ask why afterschool programs improve attendance. The answer centers on the programs available for participating youth:

- Provide socialization opportunities
- Engage students in challenging opportunities that help youth develop persistence
- Provide consistent contact with caring adults
- Increase the sense of belonging at school
- Work with parents
- Link mandatory school attendance for program attendance

Community schools are a very different model in education in that they are a centralized hub designed to meet the needs of the students and their families. Community schools understand that when you are in communities facing high poverty issues, there are a lot of different barriers that lie in between students and the schools they attend. It is difficult to arrive for school on time when you do not have clean clothes or you are hungry or you are worried about your parents'

immigration or job status. Community schools understand they need to treat the whole child to ensure academic growth. All community schools have these same things in common:

- Academic growth (programs outside regular school hours)
- Integrated student supports (physical and mental health services, nutrition programs, clothing, etc.)
- Family and community engagement
- Shared leadership (group decisions about what the community needs and how to serve that need)

As a result, community schools are increasing test scores, GPAs, and school attendance; helping youth make smart choices; helping communities become safer; and meeting the whole needs of youth. They are in over 200 schools in the Chicago Public Schools system, in the suburbs (North Chicago, West Chicago, Skokie, Evanston, Bensenville, Bolingbrook, and Palatine), and downstate (Bloomington-Normal, Champaign, Peoria, Springfield) as well. The services these schools offer range from afterschool programs, summer programs, family engagement activities, adult classes, nutrition programs, civic engagement, connection to public benefits, etc. The reason they are so helpful in improving school attendance is they remove the barriers to attendance, make school a more positive experience, and provide incentives to attend school in order to receive additional services. They launched a report recently which describes how they support students and families for success.

In terms of COVID 19, the following programs have helped children and their families with coping and pulling through:

- Connecting families to essential goods and services (finding cleaning supplies, helping with food distribution)
- Academic enrichment and child care
- Cash assistance
- Family engagement and support
- Technology support

The problems that have occurred during COVID 19 center on the following issues:

- Schools not collaborating with programs
- Great need and lack of funding
- Reporting requirements
- Internet/technology issues

ACT Now advises the prioritization of out-of-school and school partnerships in planning and allocating funding and the provision of flexibility for programs to adapt to this time. Ms. Stanton said there are going to be huge gaps between children of different income groups when it comes to what each has learned through the episodes of remote learning. She looks for state leadership perspective to encourage children to make use of after school programs. More federal funding would be a boost as well as additional flexibility on the part of all concerned.

Tommorrow Snyder expressed her gratitude to Ms. Stanton for all her information as she receives many inquiries from parents about community school programs.

Dr. Taylor asked about the ACT Now report in conjunction with the Illinois Risk and Reach report issued by the Erikson Institute and presented to the Attendance Commission by Illinois state board member Dr. Christina Pacione-Zayas. Ms. Stanton replied that the Illinois Risk and Reach report looked at specific poverty data as well for a fuller picture as when you look at such data by specific ethnic groups, you see a different picture. You really have to unpack the specific numbers and understand where they are coming from. The difference between the two reports is that the Risk and Reach report focused on early childhood and ACT Now focuses on school age youth but acknowledged how inspired she was by the Erikson report.

VII. Equity and Diversity: Illinois Association of School Boards: Deanna Sullivan, Director of Governmental Relations for the Illinois Association of School Boards

Deanna Sullivan explained the reason behind this presentation occurred after she had looked at ISBE's strategic plan and sought to explain how her agency took on the mantle of the work of diversity and equity in its practices. She introduced Dr. Thomas Bertrand the Executive Director of the Illinois Association of School Boards (IASB), who said the mission of the IASB is to light the way for its members by developing their competence and confidence through a robust toolkit designed to build excellence in local school board governance, including -

- Premier training experiences
- Networking opportunities for mutual support
- Valuable benefits, pooled services, information, and expertise
- Advocacy on behalf of public education
- A platform for a strong collective voice on common interests and concerns

The IASB represents 848 member districts, 5,906 school board members across the state, and 1,982,970 students in Illinois. It is important work to support the school boards and when they talk about the equity work of their organization, it is happening at three levels: the leadership level, the organizational level, and at the member services level (how they are serving their school boards). It is so important to have a leadership commitment to this work around equity, diversity, inclusion, and racial justice. It starts with their board of directors and executive leadership embedding in our strategic plan an "E" for equity around the strategic priorities of the organization and demonstrating a commitment to that work. He said that he and other members of the IASB organization have to be the best versions of themselves to effectively serve their members. Another very important part of this work involves organizational culture.

He introduced Nakia Hall, Director of their Field Services Department and Chair of the Equity, Diversity, and Inclusion (EDI) Committee, to talk about her leadership of some of the internal work of the organization. Ms. Hall said the EDI plan for organization is one they carefully approached since it can be new for some people to become part of. They began with an environmental scan through which they surveyed people in their organization to see what was working and what was not working. They wanted the results of the scan to drive a lot of their internal work. Through the scan, they then decided what their core values were and provided professional development opportunities to staff on what they felt was needed. They then had to assess how they were holding themselves accountable to IASB's goals. They additionally set up a support system for employees and meet once a month to discuss initiatives and their progression through the areas of equity, diversity, and inclusion. She has monthly meetings with Mr. Bertrand and supports staff through engagement and learning. They have chats/talks, a

resource library, trainings (initial/annual), and provide an equity lens to human resources' practices and policies.

Sandra Kwasa spoke next about external operations at the IASB and how they provide equity professional development to their over 6,000 members. In 2019, they developed an equity workshop with their governance team, the board members, and the superintendent team. First of all, they reminded all board members that they are obligated to do what is right for all students because every student deserves the right to the best opportunities and the right to the best education possible. They also reviewed the job description of the board members and looked at each through the lens of effective governance. A primary principle of each board member is to clarify the district's purpose. Any time they are making a decision that affects the educational environment, they should use the equity lens: how are students taught, how do they learn, how are funds allocated, etc. They should also dismantle any practices that support inequities.

Another primary responsibility of each board member is to connect with the community. They want their board members to aggressively reach out to parents who are not typically at the meetings and conduct a cultural and equity audit through which they can gather data from stakeholders. They also expect their board members to celebrate the successes and accomplishments of all students, particularly those who don't often get the spotlight.

A third principle for boards rests with the idea of hiring a superintendent and keeping that person accountable for implementation of board policy. The superintendent's goals should be aligned with the district's goals. Principle number four means you have to delegate the authority to the superintendent to manage the district, empower the superintendent to identify areas of inequity, and develop equity best practices. Principle number five involves the responsibility of studying data to monitor a superintendent's performance. One has to know the district demographics and make sure all inequities are addressed such as achievement data, graduation rates, and discipline incidents. Finally, principle number six is that the board takes full responsibility to engage in their own personal equity journey and participate in formal trainings and book studies. The superintendents very often have initiatives going on in the school, but the board members sometimes need to be updated on what is new and/or expected of them as everyone embarks on an equity journey.

Dee Molinare, an IASB Field Director, spoke next. She referred to the many different kinds of workshops IASB provides its directors and school board members and partnered with Bea Young Associates on "Equity: An Educational Imperative." This workshop was repeated around the state by qualified IASB personnel. The three-hour workshop focuses on three main issues: understanding why educational equity is needed, what educational equity is, and how to make it a reality through cultural responsiveness. They begin by relating the history of the United States in order to understand that a group of people have been denied opportunities, explain how equity and equality are not the same thing, and end by teaching board members how to manage their biases which everyone has. They offer six guiding principles on understanding why educational equity is needed with the focus on the superintendent and the board of education as they are the nucleus and change must come from the top. The six guiding principles start with the cultural audit, an anonymous audit report, followed by integrating learning with systems, developing culturally responsive education, implementing systems and initiatives, and finally measurement and accountability standards.

They end their training session with an examination of the district's cultural responsiveness continuum that includes five accountability measures: destructive, sameness/color blindness, tolerance/fitting in, acceptance/celebration, and valuing/color bravery. Each district place a red dot where they think they are and a green star where they would like to be in one year.

Cathy Mannen asked a question about equity and anti-racist work in districts that are largely White and the responsibility educators have to teach about how people of color have been discriminated against. She wondered how this process toward equity works in such districts. Sandra Kwasa responded by saying that everyone introduces themselves with an ethnic identity and initially it is a very personal journey. They see similarities and differences and teach the school boards to look at everything through a lens of culture. The journey is to help them see why they see things the way they do. They build from that and make sure that the diversity issues are covered and they see how all students have to be served. Ms. Molinare added that the world is becoming smaller and people interact more with others from different backgrounds. They have to make sure that students are exposed to the people all around them with varied backgrounds and understand what diversity and equity are. The workshop helps participants recognize their biases and deal with them. People grow as a result of this workshop. Ms. Mannen commented further that school boards can help shape the communities around them and thanked the IASB for their work.

Matthew John Rodriguez asked if the training provided by IASB was mandatory or by request, and he was told it was by request.

Aaron Graves asked how the IASB information can be relayed to various boards of education. Dr. Bertrand recommended that districts should contact others who have had training because the feedback has been tremendous. He said he realizes that everyone has a lot on their plates right now in the midst of a pandemic and all the challenges they are facing, but issues of inequity have been greatly magnified by this pandemic. A lot more boards are very interested right now in this training.

Nakia Hall said many school boards recognized that this work was something the entire staff needed to engage in.

Dr. Taylor thanked everyone involved and said this was extremely important work that is being done. She said that although the Chicago Public Schools do not have an elected school board, she hopes they are engaged in similar work as well. She said this is a worthy conversation and contributes to overall school attendance and teacher retention as well. Sandra Kwasa said the Chicago School Board is a member of their organization and she is their representative.

VIII. PA 100-0819 Rules update: Dr. Antoinette Taylor, Commission Chairperson

This item was tabled until the November 19 meeting.

IX. Illinois Attendance Commission December Report and Amendment Update: Mary Gallagher and Dr. Taylor

This item was tabled until the November 19 meeting.

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- X. ICEARY/TAOEP update: Harold Sweeney, At-Risk Student Services – Former Director**
Harold Sweeney spoke about the fact the funding for the Truants' Alternative Program (TAP) and similar programs has steadily decreased 43 percent since 2009, probably the biggest line item cut they have seen in school funding for education in recent years. In the Rockford area, they have experienced large cutbacks. In their Safe Schools Program for students who have been expelled or are expulsion-eligible, funding has fallen 66 percent. As far as TAOEP grants go, money is being filtered out of existing programs to support new programs elsewhere. Four Regional Offices of Education and one Intermediate Service Center were totally shut out of the grant. TAOEP is literally the program that goes out and knocks on doors, even during COVID, to ensure all kids are attending school, providing services and interventions. He would like the annual report for 2020 to mention these funding cuts and ask if funding can be restored to stop the slow bleed. These are the frontline programs dealing with attendance, providing front line support and services to families with insufficient technology or internet access, and running packet work to and from the homes.

Dr. Taylor and Jeff Aranowski discussed the fact the ISBE Budget Committee was meeting the next day and directed Mr. Sweeney and anyone else who was interested to submit their budget requests to ISBE via isbe.net/budget.

- XI. Training Requirements update: Mary Gallagher, Illinois Attendance Commission Administrator**

The commission administrator said there were four people who had not sent her their certificates of compliance for the annual Ethics Training and Harassment and Discrimination Prevention Training. She was planning on emailing them after the meeting to let them know these had to be submitted and that the others were already in the care of agency attorneys.

- XII. Strategic Plan Update**

The Strategic Plan has not yet been finalized. It is expected to be approved at the November 2020 Board Meeting.

- XIII New Business**

Dr. Taylor said that she had conferred with Senator Jacqueline Collins about the extension to the Academic Commission and she has moved things forward. Senator Collins had been in discussion with the governor's office about why the commission should be extended.

Representative Karina Villa will introduce the same bill in the House with identical language.

Sophia Gelhausen Anderson, proxy for Stephanie Bernoteit, sent a message during the meeting that she was grateful for the equity trainings being conducted by the IASB for the state's school boards. She suggested they incorporate the term "opportunity gap" into their training because it shifts the responsibility from the student to the system that should be supporting the student. Dr. Taylor compared this to the Illinois Risk and Reach report which shifted the idea of risk from the student to the environment.

Dr. Taylor also said there is a long list of people who want to bring their work and ideas forward to the Attendance Commission, especially during the pandemic as so many children are missing out on their education and something must be done to ensure equity in the recovery within our

state. She said we will await the governor's signature on a bill extending the life of the commission.

XIV. Public Comment

There was no comment from the general public.

XV. Adjournment

Michael John Rodriguez moved to adjourn, and he was seconded by Monico Whittington-Eskridge. No one was opposed to the adjournment. The meeting was adjourned at 12:05 p.m.

Appendix E

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2020

AN ACT concerning education.

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

Section 5. The School Code is amended by changing Section 27A-5 and by adding Section 26-18 as follows:

(105 ILCS 5/26-18 new)

Sec. 26-18. Chronic absenteeism report and support.

(a) As used in this Section:

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, as defined in Section 26-2a of this Code, and out-of-school suspensions for an enrolled student.

"Student" means any enrolled student that is subject to compulsory attendance under Section 26-1 of this Code but does not mean a student for whom a documented homebound or hospital record is on file during the student's absence from school.

(b) The General Assembly finds that:

(1) The early years are a critical period in children's learning and development. Every child should be counted present every day. Every day of school matters.

(2) Being absent too many days from school can make it difficult for students to stay on-track academically and

maintain the momentum to graduate from high school in order to be college-or career-ready.

(3) Every day of school attendance matters for all students and their families. It is crucial, therefore, that the implications of chronic absence be understood and reviewed regularly.

(c) Beginning July 1, 2018, every school district, charter school, or alternative school or any school receiving public funds shall collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. The review shall include an analysis of chronic absence data from each attendance center or campus of the school district, charter school, or alternative school or other school receiving public funds.

(d) School districts, charter schools, or alternative schools or any school receiving public funds are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies such as those available through the Illinois Multi-tiered Systems of Support Network. Schools additionally are encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and

improved daily school attendance.

(105 ILCS 5/27A-5)

(Text of Section before amendment by P.A. 99-927)

Sec. 27A-5. Charter school; legal entity; requirements.

(a) A charter school shall be a public, nonsectarian, nonreligious, non-home based, and non-profit school. A charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois.

(b) A charter school may be established under this Article by creating a new school or by converting an existing public school or attendance center to charter school status. Beginning on April 16, 2003 (the effective date of Public Act 93-3), in all new applications to establish a charter school in a city having a population exceeding 500,000, operation of the charter school shall be limited to one campus. The changes made to this Section by Public Act 93-3 do not apply to charter schools existing or approved on or before April 16, 2003 (the effective date of Public Act 93-3).

(b-5) In this subsection (b-5), "virtual-schooling" means a cyber school where students engage in online curriculum and instruction via the Internet and electronic communication with their teachers at remote locations and with students participating at different times.

From April 1, 2013 through December 31, 2016, there is a

moratorium on the establishment of charter schools with virtual-schooling components in school districts other than a school district organized under Article 34 of this Code. This moratorium does not apply to a charter school with virtual-schooling components existing or approved prior to April 1, 2013 or to the renewal of the charter of a charter school with virtual-schooling components already approved prior to April 1, 2013.

On or before March 1, 2014, the Commission shall submit to the General Assembly a report on the effect of virtual-schooling, including without limitation the effect on student performance, the costs associated with virtual-schooling, and issues with oversight. The report shall include policy recommendations for virtual-schooling.

(c) A charter school shall be administered and governed by its board of directors or other governing body in the manner provided in its charter. The governing body of a charter school shall be subject to the Freedom of Information Act and the Open Meetings Act.

(d) For purposes of this subsection (d), "non-curricular health and safety requirement" means any health and safety requirement created by statute or rule to provide, maintain, preserve, or safeguard safe or healthful conditions for students and school personnel or to eliminate, reduce, or prevent threats to the health and safety of students and school personnel. "Non-curricular health and safety requirement" does

not include any course of study or specialized instructional requirement for which the State Board has established goals and learning standards or which is designed primarily to impart knowledge and skills for students to master and apply as an outcome of their education.

A charter school shall comply with all non-curricular health and safety requirements applicable to public schools under the laws of the State of Illinois. On or before September 1, 2015, the State Board shall promulgate and post on its Internet website a list of non-curricular health and safety requirements that a charter school must meet. The list shall be updated annually no later than September 1. Any charter contract between a charter school and its authorizer must contain a provision that requires the charter school to follow the list of all non-curricular health and safety requirements promulgated by the State Board and any non-curricular health and safety requirements added by the State Board to such list during the term of the charter. Nothing in this subsection (d) precludes an authorizer from including non-curricular health and safety requirements in a charter school contract that are not contained in the list promulgated by the State Board, including non-curricular health and safety requirements of the authorizing local school board.

(e) Except as otherwise provided in the School Code, a charter school shall not charge tuition; provided that a charter school may charge reasonable fees for textbooks,

instructional materials, and student activities.

(f) A charter school shall be responsible for the management and operation of its fiscal affairs including, but not limited to, the preparation of its budget. An audit of each charter school's finances shall be conducted annually by an outside, independent contractor retained by the charter school. To ensure financial accountability for the use of public funds, on or before December 1 of every year of operation, each charter school shall submit to its authorizer and the State Board a copy of its audit and a copy of the Form 990 the charter school filed that year with the federal Internal Revenue Service. In addition, if deemed necessary for proper financial oversight of the charter school, an authorizer may require quarterly financial statements from each charter school.

(g) A charter school shall comply with all provisions of this Article, the Illinois Educational Labor Relations Act, all federal and State laws and rules applicable to public schools that pertain to special education and the instruction of English learners, and its charter. A charter school is exempt from all other State laws and regulations in this Code governing public schools and local school board policies; however, a charter school is not exempt from the following:

(1) Sections 10-21.9 and 34-18.5 of this Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Murderer and Violent

Offender Against Youth Database of applicants for employment;

(2) Sections 10-20.14, 10-22.6, 24-24, 34-19, and 34-84a of this Code regarding discipline of students;

(3) the Local Governmental and Governmental Employees Tort Immunity Act;

(4) Section 108.75 of the General Not For Profit Corporation Act of 1986 regarding indemnification of officers, directors, employees, and agents;

(5) the Abused and Neglected Child Reporting Act;

(6) the Illinois School Student Records Act;

(7) Section 10-17a of this Code regarding school report cards;

(8) the P-20 Longitudinal Education Data System Act;

(9) Section 27-23.7 of this Code regarding bullying prevention;

(10) Section 2-3.162 of this Code regarding student discipline reporting; ~~and~~

(11) Section 22-80 of this Code; and ~~+~~

(12) Section 26-18 of this Code.

The change made by Public Act 96-104 to this subsection (g) is declaratory of existing law.

(h) A charter school may negotiate and contract with a school district, the governing body of a State college or university or public community college, or any other public or for-profit or nonprofit private entity for: (i) the use of a

school building and grounds or any other real property or facilities that the charter school desires to use or convert for use as a charter school site, (ii) the operation and maintenance thereof, and (iii) the provision of any service, activity, or undertaking that the charter school is required to perform in order to carry out the terms of its charter. However, a charter school that is established on or after April 16, 2003 (the effective date of Public Act 93-3) and that operates in a city having a population exceeding 500,000 may not contract with a for-profit entity to manage or operate the school during the period that commences on April 16, 2003 (the effective date of Public Act 93-3) and concludes at the end of the 2004-2005 school year. Except as provided in subsection (i) of this Section, a school district may charge a charter school reasonable rent for the use of the district's buildings, grounds, and facilities. Any services for which a charter school contracts with a school district shall be provided by the district at cost. Any services for which a charter school contracts with a local school board or with the governing body of a State college or university or public community college shall be provided by the public entity at cost.

(i) In no event shall a charter school that is established by converting an existing school or attendance center to charter school status be required to pay rent for space that is deemed available, as negotiated and provided in the charter agreement, in school district facilities. However, all other

costs for the operation and maintenance of school district facilities that are used by the charter school shall be subject to negotiation between the charter school and the local school board and shall be set forth in the charter.

(j) A charter school may limit student enrollment by age or grade level.

(k) If the charter school is approved by the Commission, then the Commission charter school is its own local education agency.

(Source: P.A. 98-16, eff. 5-24-13; 98-639, eff. 6-9-14; 98-669, eff. 6-26-14; 98-739, eff. 7-16-14; 98-783, eff. 1-1-15; 98-1059, eff. 8-26-14; 98-1102, eff. 8-26-14; 99-30, eff. 7-10-15; 99-78, eff. 7-20-15; 99-245, eff. 8-3-15; 99-325, eff. 8-10-15; 99-456, eff. 9-15-16; 99-642, eff. 7-28-16.)

(Text of Section after amendment by P.A. 99-927)

Sec. 27A-5. Charter school; legal entity; requirements.

(a) A charter school shall be a public, nonsectarian, nonreligious, non-home based, and non-profit school. A charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois.

(b) A charter school may be established under this Article by creating a new school or by converting an existing public school or attendance center to charter school status. Beginning on April 16, 2003 (the effective date of Public Act 93-3), in

all new applications to establish a charter school in a city having a population exceeding 500,000, operation of the charter school shall be limited to one campus. The changes made to this Section by Public Act 93-3 do not apply to charter schools existing or approved on or before April 16, 2003 (the effective date of Public Act 93-3).

(b-5) In this subsection (b-5), "virtual-schooling" means a cyber school where students engage in online curriculum and instruction via the Internet and electronic communication with their teachers at remote locations and with students participating at different times.

From April 1, 2013 through December 31, 2016, there is a moratorium on the establishment of charter schools with virtual-schooling components in school districts other than a school district organized under Article 34 of this Code. This moratorium does not apply to a charter school with virtual-schooling components existing or approved prior to April 1, 2013 or to the renewal of the charter of a charter school with virtual-schooling components already approved prior to April 1, 2013.

On or before March 1, 2014, the Commission shall submit to the General Assembly a report on the effect of virtual-schooling, including without limitation the effect on student performance, the costs associated with virtual-schooling, and issues with oversight. The report shall include policy recommendations for virtual-schooling.

(c) A charter school shall be administered and governed by its board of directors or other governing body in the manner provided in its charter. The governing body of a charter school shall be subject to the Freedom of Information Act and the Open Meetings Act.

(d) For purposes of this subsection (d), "non-curricular health and safety requirement" means any health and safety requirement created by statute or rule to provide, maintain, preserve, or safeguard safe or healthful conditions for students and school personnel or to eliminate, reduce, or prevent threats to the health and safety of students and school personnel. "Non-curricular health and safety requirement" does not include any course of study or specialized instructional requirement for which the State Board has established goals and learning standards or which is designed primarily to impart knowledge and skills for students to master and apply as an outcome of their education.

A charter school shall comply with all non-curricular health and safety requirements applicable to public schools under the laws of the State of Illinois. On or before September 1, 2015, the State Board shall promulgate and post on its Internet website a list of non-curricular health and safety requirements that a charter school must meet. The list shall be updated annually no later than September 1. Any charter contract between a charter school and its authorizer must contain a provision that requires the charter school to follow

the list of all non-curricular health and safety requirements promulgated by the State Board and any non-curricular health and safety requirements added by the State Board to such list during the term of the charter. Nothing in this subsection (d) precludes an authorizer from including non-curricular health and safety requirements in a charter school contract that are not contained in the list promulgated by the State Board, including non-curricular health and safety requirements of the authorizing local school board.

(e) Except as otherwise provided in the School Code, a charter school shall not charge tuition; provided that a charter school may charge reasonable fees for textbooks, instructional materials, and student activities.

(f) A charter school shall be responsible for the management and operation of its fiscal affairs including, but not limited to, the preparation of its budget. An audit of each charter school's finances shall be conducted annually by an outside, independent contractor retained by the charter school. To ensure financial accountability for the use of public funds, on or before December 1 of every year of operation, each charter school shall submit to its authorizer and the State Board a copy of its audit and a copy of the Form 990 the charter school filed that year with the federal Internal Revenue Service. In addition, if deemed necessary for proper financial oversight of the charter school, an authorizer may require quarterly financial statements from each charter

school.

(g) A charter school shall comply with all provisions of this Article, the Illinois Educational Labor Relations Act, all federal and State laws and rules applicable to public schools that pertain to special education and the instruction of English learners, and its charter. A charter school is exempt from all other State laws and regulations in this Code governing public schools and local school board policies; however, a charter school is not exempt from the following:

(1) Sections 10-21.9 and 34-18.5 of this Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Murderer and Violent Offender Against Youth Database of applicants for employment;

(2) Sections 10-20.14, 10-22.6, 24-24, 34-19, and 34-84a of this Code regarding discipline of students;

(3) the Local Governmental and Governmental Employees Tort Immunity Act;

(4) Section 108.75 of the General Not For Profit Corporation Act of 1986 regarding indemnification of officers, directors, employees, and agents;

(5) the Abused and Neglected Child Reporting Act;

(6) the Illinois School Student Records Act;

(7) Section 10-17a of this Code regarding school report cards;

(8) the P-20 Longitudinal Education Data System Act;

(9) Section 27-23.7 of this Code regarding bullying prevention;

(10) Section 2-3.162 of this Code regarding student discipline reporting; ~~and~~

(11) Sections 22-80 and 27-8.1 of this Code; and ~~+~~

(12) Section 26-18 of this Code.

The change made by Public Act 96-104 to this subsection (g) is declaratory of existing law.

(h) A charter school may negotiate and contract with a school district, the governing body of a State college or university or public community college, or any other public or for-profit or nonprofit private entity for: (i) the use of a school building and grounds or any other real property or facilities that the charter school desires to use or convert for use as a charter school site, (ii) the operation and maintenance thereof, and (iii) the provision of any service, activity, or undertaking that the charter school is required to perform in order to carry out the terms of its charter. However, a charter school that is established on or after April 16, 2003 (the effective date of Public Act 93-3) and that operates in a city having a population exceeding 500,000 may not contract with a for-profit entity to manage or operate the school during the period that commences on April 16, 2003 (the effective date of Public Act 93-3) and concludes at the end of the 2004-2005 school year. Except as provided in subsection (i) of this Section, a school district may charge a charter school

reasonable rent for the use of the district's buildings, grounds, and facilities. Any services for which a charter school contracts with a school district shall be provided by the district at cost. Any services for which a charter school contracts with a local school board or with the governing body of a State college or university or public community college shall be provided by the public entity at cost.

(i) In no event shall a charter school that is established by converting an existing school or attendance center to charter school status be required to pay rent for space that is deemed available, as negotiated and provided in the charter agreement, in school district facilities. However, all other costs for the operation and maintenance of school district facilities that are used by the charter school shall be subject to negotiation between the charter school and the local school board and shall be set forth in the charter.

(j) A charter school may limit student enrollment by age or grade level.

(k) If the charter school is approved by the Commission, then the Commission charter school is its own local education agency.

(Source: P.A. 98-16, eff. 5-24-13; 98-639, eff. 6-9-14; 98-669, eff. 6-26-14; 98-739, eff. 7-16-14; 98-783, eff. 1-1-15; 98-1059, eff. 8-26-14; 98-1102, eff. 8-26-14; 99-30, eff. 7-10-15; 99-78, eff. 7-20-15; 99-245, eff. 8-3-15; 99-325, eff. 8-10-15; 99-456, eff. 9-15-16; 99-642, eff. 7-28-16; 99-927,

Public Act 100-0156

HB3139 Enrolled

LRB100 09668 MLM 19837 b

eff. 6-1-17.)

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

Appendix F

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2020

AN ACT concerning education.

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

Section 5. The School Code is amended by changing Sections 2-3.66b, 10-19, 10-20.56, 13B-45, 13B-50.5, 29-6.3, and 34-18 and by adding Section 10-19.05 as follows:

(105 ILCS 5/2-3.66b)

Sec. 2-3.66b. IHOPE Program.

(a) There is established the Illinois Hope and Opportunity Pathways through Education (IHOPE) Program. The State Board of Education shall implement and administer the IHOPE Program. The goal of the IHOPE Program is to develop a comprehensive system in this State to re-enroll significant numbers of high school dropouts in programs that will enable them to earn their high school diploma.

(b) The IHOPE Program shall award grants, subject to appropriation for this purpose, to educational service regions and a school district organized under Article 34 of this Code from appropriated funds to assist in establishing instructional programs and other services designed to re-enroll high school dropouts. From any funds appropriated for the IHOPE Program, the State Board of Education may use up to 5% for administrative costs, including the performance of a

program evaluation and the hiring of staff to implement and administer the program.

The IHOPE Program shall provide incentive grant funds for regional offices of education and a school district organized under Article 34 of this Code to develop partnerships with school districts, public community colleges, and community groups to build comprehensive plans to re-enroll high school dropouts in their regions or districts.

Programs funded through the IHOPE Program shall allow high school dropouts, up to and including age 21 notwithstanding Section 26-2 of this Code, to re-enroll in an educational program in conformance with rules adopted by the State Board of Education. Programs may include without limitation comprehensive year-round programming, evening school, summer school, community college courses, adult education, vocational training, work experience, programs to enhance self-concept, and parenting courses. Any student in the IHOPE Program who wishes to earn a high school diploma must meet the prerequisites to receiving a high school diploma specified in Section 27-22 of this Code and any other graduation requirements of the student's district of residence. Any student who successfully completes the requirements for his or her graduation shall receive a diploma identifying the student as graduating from his or her district of residence.

(c) In order to be eligible for funding under the IHOPE Program, an interested regional office of education or a school

district organized under Article 34 of this Code shall develop an IHOPE Plan to be approved by the State Board of Education. The State Board of Education shall develop rules for the IHOPE Program that shall set forth the requirements for the development of the IHOPE Plan. Each Plan shall involve school districts, public community colleges, and key community programs that work with high school dropouts located in an educational service region or the City of Chicago before the Plan is sent to the State Board for approval. No funds may be distributed to a regional office of education or a school district organized under Article 34 of this Code until the State Board has approved the Plan.

(d) A regional office of education or a school district organized under Article 34 of this Code may operate its own program funded by the IHOPE Program or enter into a contract with other not-for-profit entities, including school districts, public community colleges, and not-for-profit community-based organizations, to operate a program.

A regional office of education or a school district organized under Article 34 of this Code that receives an IHOPE grant from the State Board of Education may provide funds under a sub-grant, as specified in the IHOPE Plan, to other not-for-profit entities to provide services according to the IHOPE Plan that was developed. These other entities may include school districts, public community colleges, or not-for-profit community-based organizations or a cooperative partnership

among these entities.

(e) In order to distribute funding based upon the need to ensure delivery of programs that will have the greatest impact, IHOPE Program funding must be distributed based upon the proportion of dropouts in the educational service region or school district, in the case of a school district organized under Article 34 of this Code, to the total number of dropouts in this State. This formula shall employ the dropout data provided by school districts to the State Board of Education.

A regional office of education or a school district organized under Article 34 of this Code may claim State aid under Section 18-8.05 or 18-8.15 of this Code for students enrolled in a program funded by the IHOPE Program, provided that the State Board of Education has approved the IHOPE Plan and that these students are receiving services that are meeting the requirements of Section 27-22 of this Code for receipt of a high school diploma and are otherwise eligible to be claimed for general State aid under Section 18-8.05 of this Code or evidence-based funding under Section 18-8.15 of this Code, including provisions related to the minimum number of days of pupil attendance pursuant to Section 10-19 of this Code and the minimum number of daily hours of school work required under Section 10-19.05 and any exceptions thereto as defined by the State Board of Education in rules.

(f) IHOPE categories of programming may include the following:

(1) Full-time programs that are comprehensive, year-round programs.

(2) Part-time programs combining work and study scheduled at various times that are flexible to the needs of students.

(3) Online programs and courses in which students take courses and complete on-site, supervised tests that measure the student's mastery of a specific course needed for graduation. Students may take courses online and earn credit or students may prepare to take supervised tests for specific courses for credit leading to receipt of a high school diploma.

(4) Dual enrollment in which students attend high school classes in combination with community college classes or students attend community college classes while simultaneously earning high school credit and eventually a high school diploma.

(g) In order to have successful comprehensive programs re-enrolling and graduating low-skilled high school dropouts, programs funded through the IHOPE Program shall include all of the following components:

(1) Small programs (70 to 100 students) at a separate school site with a distinct identity. Programs may be larger with specific need and justification, keeping in mind that it is crucial to keep programs small to be effective.

(2) Specific performance-based goals and outcomes and measures of enrollment, attendance, skills, credits, graduation, and the transition to college, training, and employment.

(3) Strong, experienced leadership and teaching staff who are provided with ongoing professional development.

(4) Voluntary enrollment.

(5) High standards for student learning, integrating work experience, and education, including during the school year and after school, and summer school programs that link internships, work, and learning.

(6) Comprehensive programs providing extensive support services.

(7) Small teams of students supported by full-time paid mentors who work to retain and help those students graduate.

(8) A comprehensive technology learning center with Internet access and broad-based curriculum focusing on academic and career subject areas.

(9) Learning opportunities that incorporate action into study.

(h) Programs funded through the IHOPE Program must report data to the State Board of Education as requested. This information shall include, but is not limited to, student enrollment figures, attendance information, course completion data, graduation information, and post-graduation information,

as available.

(i) Rules must be developed by the State Board of Education to set forth the fund distribution process to regional offices of education and a school district organized under Article 34 of this Code, the planning and the conditions upon which an IHOPE Plan would be approved by State Board, and other rules to develop the IHOPE Program.

(Source: P.A. 100-465, eff. 8-31-17.)

(105 ILCS 5/10-19) (from Ch. 122, par. 10-19)

Sec. 10-19. Length of school term - experimental programs. Each school board shall annually prepare a calendar for the school term, specifying the opening and closing dates and providing a minimum term of at least 185 days to insure 176 days of actual pupil attendance, computable under Section 10-19.05 ~~18-8.05~~ ~~or 18-8.15~~, except that for the 1980-1981 school year only 175 days of actual pupil attendance shall be required because of the closing of schools pursuant to Section 24-2 on January 29, 1981 upon the appointment by the President of that day as a day of thanksgiving for the freedom of the Americans who had been held hostage in Iran. Any days allowed by law for teachers' institutes but not used as such or used as parental institutes as provided in Section 10-22.18d shall increase the minimum term by the school days not so used. Except as provided in Section 10-19.1, the board may not extend the school term beyond such closing date unless that extension

of term is necessary to provide the minimum number of computable days. In case of such necessary extension school employees shall be paid for such additional time on the basis of their regular contracts. A school board may specify a closing date earlier than that set on the annual calendar when the schools of the district have provided the minimum number of computable days under this Section. Nothing in this Section prevents the board from employing superintendents of schools, principals and other nonteaching personnel for a period of 12 months, or in the case of superintendents for a period in accordance with Section 10-23.8, or prevents the board from employing other personnel before or after the regular school term with payment of salary proportionate to that received for comparable work during the school term.

A school board may make such changes in its calendar for the school term as may be required by any changes in the legal school holidays prescribed in Section 24-2. A school board may make changes in its calendar for the school term as may be necessary to reflect the utilization of teachers' institute days as parental institute days as provided in Section 10-22.18d.

The calendar for the school term and any changes must be submitted to and approved by the regional superintendent of schools before the calendar or changes may take effect.

With the prior approval of the State Board of Education and subject to review by the State Board of Education every 3

years, any school board may, by resolution of its board and in agreement with affected exclusive collective bargaining agents, establish experimental educational programs, including but not limited to programs for e-learning days as authorized under Section 10-20.56 of this Code, self-directed learning, or outside of formal class periods, which programs when so approved shall be considered to comply with the requirements of this Section as respects numbers of days of actual pupil attendance and with the other requirements of this Act as respects courses of instruction.

(Source: P.A. 99-194, eff. 7-30-15; 100-465, eff. 8-31-17.)

(105 ILCS 5/10-19.05 new)

Sec. 10-19.05. Daily pupil attendance calculation.

(a) Except as otherwise provided in this Section, for a pupil of legal school age and in kindergarten or any of grades 1 through 12, a day of attendance shall be counted only for sessions of not less than 5 clock hours of school work per day under direct supervision of (i) teachers or (ii) non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervising in those instances specified in subsection (a) of Section 10-22.34 and paragraph 10 of Section 34-18. Days of attendance by pupils through verified participation in an e-learning program adopted by a school board and verified by the regional office of education or intermediate service center for the school district under

Section 10-20.56 of this Code shall be considered as full days of attendance under this Section.

(b) A pupil regularly enrolled in a public school for only a part of the school day may be counted on the basis of one-sixth of a school day for every class hour of instruction of 40 minutes or more attended pursuant to such enrollment, unless a pupil is enrolled in a block-schedule format of 80 minutes or more of instruction, in which case the pupil may be counted on the basis of the proportion of minutes of school work completed each day to the minimum number of minutes that school work is required to be held that day.

(c) A session of 4 or more clock hours may be counted as a day of attendance upon certification by the regional superintendent of schools and approval by the State Superintendent of Education to the extent that the district has been forced to use daily multiple sessions.

(d) A session of 3 or more clock hours may be counted as a day of attendance (1) when the remainder of the school day or at least 2 hours in the evening of that day is utilized for an in-service training program for teachers, up to a maximum of 10 days per school year, provided that a district conducts an in-service training program for teachers in accordance with Section 10-22.39 of this Code, or, in lieu of 4 such days, 2 full days may be used, in which event each such day may be counted as a day required for a legal school calendar pursuant to Section 10-19 of this Code; (2) when, of the 5 days allowed

under item (1), a maximum of 4 days are used for parent-teacher conferences, or, in lieu of 4 such days, 2 full days are used, in which case each such day may be counted as a calendar day required under Section 10-19 of this Code, provided that the full-day, parent-teacher conference consists of (i) a minimum of 5 clock hours of parent-teacher conferences, (ii) both a minimum of 2 clock hours of parent-teacher conferences held in the evening following a full day of student attendance and a minimum of 3 clock hours of parent-teacher conferences held on the day immediately following evening parent-teacher conferences, or (iii) multiple parent-teacher conferences held in the evenings following full days of student attendance in which the time used for the parent-teacher conferences is equivalent to a minimum of 5 clock hours; and (3) when days in addition to those provided in items (1) and (2) are scheduled by a school pursuant to its school improvement plan adopted under Article 34 or its revised or amended school improvement plan adopted under Article 2, provided that (i) such sessions of 3 or more clock hours are scheduled to occur at regular intervals, (ii) the remainder of the school days in which such sessions occur are utilized for in-service training programs or other staff development activities for teachers, and (iii) a sufficient number of minutes of school work under the direct supervision of teachers are added to the school days between such regularly scheduled sessions to accumulate not less than the number of minutes by which such sessions of 3 or more clock

hours fall short of 5 clock hours. Days scheduled for in-service training programs, staff development activities, or parent-teacher conferences may be scheduled separately for different grade levels and different attendance centers of the district.

(e) A session of not less than one clock hour of teaching hospitalized or homebound pupils on-site or by telephone to the classroom may be counted as a half day of attendance; however, these pupils must receive 4 or more clock hours of instruction to be counted for a full day of attendance.

(f) A session of at least 4 clock hours may be counted as a day of attendance for first grade pupils and pupils in full-day kindergartens, and a session of 2 or more hours may be counted as a half day of attendance by pupils in kindergartens that provide only half days of attendance.

(g) For children with disabilities who are below the age of 6 years and who cannot attend 2 or more clock hours because of their disability or immaturity, a session of not less than one clock hour may be counted as a half day of attendance; however, for such children whose educational needs require a session of 4 or more clock hours, a session of at least 4 clock hours may be counted as a full day of attendance.

(h) A recognized kindergarten that provides for only a half day of attendance by each pupil shall not have more than one half day of attendance counted in any one day. However, kindergartens may count 2 and a half days of attendance in any

5 consecutive school days. When a pupil attends such a kindergarten for 2 half days on any one school day, the pupil shall have the following day as a day absent from school, unless the school district obtains permission in writing from the State Superintendent of Education. Attendance at kindergartens that provide for a full day of attendance by each pupil shall be counted the same as attendance by first grade pupils. Only the first year of attendance in one kindergarten shall be counted, except in the case of children who entered the kindergarten in their fifth year whose educational development requires a second year of kindergarten as determined under rules of the State Board of Education.

(i) On the days when the State's final accountability assessment is administered under subsection (c) of Section 2-3.64a-5 of this Code, the day of attendance for a pupil whose school day must be shortened to accommodate required testing procedures may be less than 5 clock hours and shall be counted toward the 176 days of actual pupil attendance required under Section 10-19 of this Code, provided that a sufficient number of minutes of school work in excess of 5 clock hours are first completed on other school days to compensate for the loss of school work on the examination days.

(j) Pupils enrolled in a remote educational program established under Section 10-29 of this Code may be counted on the basis of a one-fifth day of attendance for every clock hour of instruction attended in the remote educational program,

provided that, in any month, the school district may not claim for a student enrolled in a remote educational program more days of attendance than the maximum number of days of attendance the district can claim (i) for students enrolled in a building holding year-round classes if the student is classified as participating in the remote educational program on a year-round schedule or (ii) for students enrolled in a building not holding year-round classes if the student is not classified as participating in the remote educational program on a year-round schedule.

(k) Pupil participation in any of the following activities shall be counted toward the calculation of clock hours of school work per day:

(1) Instruction in a college course in which a student is dually enrolled for both high school credit and college credit.

(2) Participation in a Supervised Career Development Experience, as defined in Section 10 of the Postsecondary and Workforce Readiness Act, in which student participation and learning outcomes are supervised by an educator licensed under Article 21B.

(3) Participation in a youth apprenticeship, as jointly defined in rules of the State Board of Education and Department of Commerce and Economic Opportunity, in which student participation and outcomes are supervised by an educator licensed under Article 21B.

(4) Participation in a blended learning program approved by the school district in which course content, student evaluation, and instructional methods are supervised by an educator licensed under Article 21B.

(105 ILCS 5/10-20.56)

Sec. 10-20.56. E-learning days.

(a) The State Board of Education shall establish and maintain, for implementation in ~~selected~~ school districts, a program for use of electronic-learning (e-learning) days, as described in this Section. ~~The State Superintendent of Education shall select up to 3 school districts for this program, at least one of which may be an elementary or unit school district. On or before June 1, 2019, the State Board shall report its recommendation for expansion, revision, or discontinuation of the program to the Governor and General Assembly.~~

(b) The school board of a school district ~~selected by the State Superintendent of Education under subsection (a) of this Section~~ may, by resolution, adopt a research-based program or research-based programs for e-learning days district-wide that shall permit student instruction to be received electronically while students are not physically present in lieu of the district's scheduled emergency days as required by Section 10-19 of this Code. The research-based program or programs may not exceed the minimum number of emergency days in the approved

school calendar and must be verified by the regional office of education or intermediate service center for the school district ~~submitted to the State Superintendent for approval~~ on or before September 1st annually to ensure access for all students. The regional office of education or intermediate service center ~~State Superintendent~~ shall ~~approve programs that~~ ensure that the specific needs of all students are met, including special education students and English learners, and that all mandates are still met using the proposed research-based program. The e-learning program may utilize the Internet, telephones, texts, chat rooms, or other similar means of electronic communication for instruction and interaction between teachers and students that meet the needs of all learners. The e-learning program shall address the school district's responsibility to ensure that all teachers and staff who may be involved in the provision of e-learning have access to any and all hardware and software that may be required for the program. If a proposed program does not address this responsibility, the school district must propose an alternate program.

(c) Before its adoption by a school board, the school board must hold a public hearing on a school district's initial proposal for an e-learning program or for renewal of such a program ~~must be approved by the State Board of Education and shall follow a public hearing~~, at a regular or special meeting of the school board, in which the terms of the proposal must be

substantially presented and an opportunity for allowing public comments must be provided. Notice of such public hearing must be provided at least 10 days prior to the hearing by:

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

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

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

(d) The regional office of education or intermediate service center for the school district must timely verify that
a ~~A~~ proposal for an e-learning program has met ~~must be timely~~
~~approved by the State Board of Education if the requirements~~
~~specified in this Section and that have been met and if, in the~~
~~view of the State Board of Education,~~ the proposal contains provisions designed to reasonably and practicably accomplish the following:

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

(2) to ensure access from home or other appropriate remote facility for all students participating, including

computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program;

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

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

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

(5) to address the extent to which student participation is within the student's control as to the time, pace, and means of learning;

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

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

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

day; and

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

(10) to ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an e-learning day.

The school board's ~~State Board of Education's~~ approval of a school district's initial e-learning program and renewal of the e-learning program shall be for a term of 3 years.

(e) The State Board of Education may adopt rules ~~governing its supervision and review of e-learning programs~~ consistent with the provision of this Section. ~~However, in the absence of such rules, school districts may submit proposals for State Board of Education consideration under the authority of this Section.~~

(Source: P.A. 99-194, eff. 7-30-15; 99-642, eff. 7-28-16; 100-760, eff. 8-10-18.)

(105 ILCS 5/13B-45)

Sec. 13B-45. Days and hours of attendance. An alternative learning opportunities program shall provide students with at least the minimum number of days of pupil attendance required under Section 10-19 of this Code and the minimum number of daily hours of school work required under Section 10-19.05 ~~10-19.05 or 10-19.15~~ of this Code, provided that the State Board

may approve exceptions to these requirements if the program meets all of the following conditions:

(1) The district plan submitted under Section 13B-25.15 of this Code establishes that a program providing the required minimum number of days of attendance or daily hours of school work would not serve the needs of the program's students.

(2) Each day of attendance shall provide no fewer than 3 clock hours of school work, as defined under ~~paragraph (1) of subsection (F) of Section 10-19.05~~ 18-8.05 of this Code.

(3) Each day of attendance that provides fewer than 5 clock hours of school work shall also provide supplementary services, including without limitation work-based learning, student assistance programs, counseling, case management, health and fitness programs, or life-skills or conflict resolution training, in order to provide a total daily program to the student of 5 clock hours. A program may claim ~~general State aid or~~ evidence-based funding for up to 2 hours of the time each day that a student is receiving supplementary services.

(4) Each program shall provide no fewer than 174 days of actual pupil attendance during the school term; however, approved evening programs that meet the requirements of Section 13B-45 of this Code may offer less than 174 days of actual pupil attendance during the school term.

(Source: P.A. 100-465, eff. 8-31-17.)

(105 ILCS 5/13B-50.5)

Sec. 13B-50.5. Conditions of funding. If an alternative learning opportunities program provides less than the daily 5 clock hours of school work required under Section 10-19.05 ~~daily~~, the program must meet guidelines established by the State Board and must provide supplementary services, including without limitation work-based learning, student assistance programs, counseling, case management, health and fitness programs, life skills, conflict resolution, or service learning, that are equal to the required attendance.

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

(105 ILCS 5/29-6.3)

Sec. 29-6.3. Transportation to and from specified interscholastic or school-sponsored activities.

(a) Any school district transporting students in grade 12 or below for an interscholastic, interscholastic athletic, or school-sponsored, noncurriculum-related activity that (i) does not require student participation as part of the educational services of the district and (ii) is not associated with the students' regular class-for-credit schedule or required 5 clock hours of instruction under Section 10-19.05 shall transport the students only in a school bus, a vehicle manufactured to transport not more than 10 persons, including

the driver, or a multifunction school-activity bus manufactured to transport not more than 15 persons, including the driver.

(a-5) A student in any of grades 9 through 12 may be transported in a multi-function school activity bus (MFSAB) as defined in Section 1-148.3a-5 of the Illinois Vehicle Code for any curriculum-related activity except for transportation on regular bus routes from home to school or from school to home, subject to the following conditions:

(i) A MFSAB may not be used to transport students under this Section unless the driver holds a valid school bus driver permit.

(ii) The use of a MFSAB under this Section is subject to the requirements of Sections 6-106.11, 6-106.12, 12-707.01, 13-101, and 13-109 of the Illinois Vehicle Code.

(b) Any school district furnishing transportation for students under the authority of this Section shall insure against any loss or liability of the district resulting from the maintenance, operation, or use of the vehicle.

(c) Vehicles used to transport students under this Section may claim a depreciation allowance of 20% over 5 years as provided in Section 29-5 of this Code.

(Source: P.A. 96-410, eff. 7-1-10; 97-896, eff. 8-3-12.)

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

Sec. 34-18. Powers of the board. The board shall exercise

general supervision and jurisdiction over the public education and the public school system of the city, and, except as otherwise provided by this Article, shall have power:

1. To make suitable provision for the establishment and maintenance throughout the year or for such portion thereof as it may direct, not less than 9 months and in compliance with Section 10-19.05, of schools of all grades and kinds, including normal schools, high schools, night schools, schools for defectives and delinquents, parental and truant schools, schools for the blind, the deaf and persons with physical disabilities, schools or classes in manual training, constructural and vocational teaching, domestic arts and physical culture, vocation and extension schools and lecture courses, and all other educational courses and facilities, including establishing, equipping, maintaining and operating playgrounds and recreational programs, when such programs are conducted in, adjacent to, or connected with any public school under the general supervision and jurisdiction of the board; provided that the calendar for the school term and any changes must be submitted to and approved by the State Board of Education before the calendar or changes may take effect, and provided that in allocating funds from year to year for the operation of all attendance centers within the district, the board shall ensure that supplemental general State aid or supplemental grant funds are allocated and applied in accordance with

Section 18-8, 18-8.05, or 18-8.15. To admit to such schools without charge foreign exchange students who are participants in an organized exchange student program which is authorized by the board. The board shall permit all students to enroll in apprenticeship programs in trade schools operated by the board, whether those programs are union-sponsored or not. No student shall be refused admission into or be excluded from any course of instruction offered in the common schools by reason of that student's sex. No student shall be denied equal access to physical education and interscholastic athletic programs supported from school district funds or denied participation in comparable physical education and athletic programs solely by reason of the student's sex. Equal access to programs supported from school district funds and comparable programs will be defined in rules promulgated by the State Board of Education in consultation with the Illinois High School Association. Notwithstanding any other provision of this Article, neither the board of education nor any local school council or other school official shall recommend that children with disabilities be placed into regular education classrooms unless those children with disabilities are provided with supplementary services to assist them so that they benefit from the regular classroom instruction and are included on the teacher's regular education class register;

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

3. To co-operate with the circuit court;

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

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

6. To grant the use of assembly halls and classrooms when not otherwise needed, including light, heat, and attendants, for free public lectures, concerts, and other educational and social interests, free of charge, under such provisions and control as the principal of the affected attendance center may prescribe;

7. To apportion the pupils to the several schools; provided that no pupil shall be excluded from or segregated in any such school on account of his color, race, sex, or nationality. The board shall take into consideration the prevention of segregation and the elimination of separation of children in public schools because of color, race, sex, or nationality. Except that children may be committed to or attend parental and social adjustment

schools established and maintained either for boys or girls only. All records pertaining to the creation, alteration or revision of attendance areas shall be open to the public. Nothing herein shall limit the board's authority to establish multi-area attendance centers or other student assignment systems for desegregation purposes or otherwise, and to apportion the pupils to the several schools. Furthermore, beginning in school year 1994-95, pursuant to a board plan adopted by October 1, 1993, the board shall offer, commencing on a phased-in basis, the opportunity for families within the school district to apply for enrollment of their children in any attendance center within the school district which does not have selective admission requirements approved by the board. The appropriate geographical area in which such open enrollment may be exercised shall be determined by the board of education. Such children may be admitted to any such attendance center on a space available basis after all children residing within such attendance center's area have been accommodated. If the number of applicants from outside the attendance area exceed the space available, then successful applicants shall be selected by lottery. The board of education's open enrollment plan must include provisions that allow low income students to have access to transportation needed to exercise school choice. Open enrollment shall be in compliance with the provisions of

the Consent Decree and Desegregation Plan cited in Section 34-1.01;

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

9. Subject to the limitations in this Article, to establish and approve system-wide curriculum objectives and standards, including graduation standards, which reflect the multi-cultural diversity in the city and are consistent with State law, provided that for all purposes of this Article courses or proficiency in American Sign Language shall be deemed to constitute courses or proficiency in a foreign language; and to employ principals and teachers, appointed as provided in this Article, and fix their compensation. The board shall prepare such reports related to minimal competency testing as may be requested by the State Board of Education, and in addition shall monitor and approve special education and bilingual education programs and policies within the district to assure that appropriate services are provided in accordance with applicable State and federal laws to children requiring services and education in those areas;

10. To employ non-teaching personnel or utilize

volunteer personnel for: (i) non-teaching duties not requiring instructional judgment or evaluation of pupils, including library duties; and (ii) supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media such as computers, video, and audio, detention and discipline areas, and school-sponsored extracurricular activities. The board may further utilize volunteer non-certificated personnel or employ non-certificated personnel to assist in the instruction of pupils under the immediate supervision of a teacher holding a valid certificate, directly engaged in teaching subject matter or conducting activities; provided that the teacher shall be continuously aware of the non-certificated persons' activities and shall be able to control or modify them. The general superintendent shall determine qualifications of such personnel and shall prescribe rules for determining the duties and activities to be assigned to such personnel;

10.5. To utilize volunteer personnel from a regional School Crisis Assistance Team (S.C.A.T.), created as part of the Safe to Learn Program established pursuant to Section 25 of the Illinois Violence Prevention Act of 1995, to provide assistance to schools in times of violence or other traumatic incidents within a school community by providing crisis intervention services to lessen the

effects of emotional trauma on individuals and the community; the School Crisis Assistance Team Steering Committee shall determine the qualifications for volunteers;

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

12. To offer, if deemed appropriate, outdoor education courses, including field trips within the State of Illinois, or adjacent states, and to use school educational funds for the expense of the said outdoor educational programs, whether within the school district or not;

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

14. To insure against any loss or liability of the

board, the former School Board Nominating Commission, Local School Councils, the Chicago Schools Academic Accountability Council, or the former Subdistrict Councils or of any member, officer, agent or employee thereof, resulting from alleged violations of civil rights arising from incidents occurring on or after September 5, 1967 or from the wrongful or negligent act or omission of any such person whether occurring within or without the school premises, provided the officer, agent or employee was, at the time of the alleged violation of civil rights or wrongful act or omission, acting within the scope of his employment or under direction of the board, the former School Board Nominating Commission, the Chicago Schools Academic Accountability Council, Local School Councils, or the former Subdistrict Councils; and to provide for or participate in insurance plans for its officers and employees, including but not limited to retirement annuities, medical, surgical and hospitalization benefits in such types and amounts as may be determined by the board; provided, however, that the board shall contract for such insurance only with an insurance company authorized to do business in this State. Such insurance may include provision for employees who rely on treatment by prayer or spiritual means alone for healing, in accordance with the tenets and practice of a recognized religious denomination;

15. To contract with the corporate authorities of any municipality or the county board of any county, as the case may be, to provide for the regulation of traffic in parking areas of property used for school purposes, in such manner as is provided by Section 11-209 of The Illinois Vehicle Code, approved September 29, 1969, as amended;

16. (a) To provide, on an equal basis, access to a high school campus and student directory information to the official recruiting representatives of the armed forces of Illinois and the United States for the purposes of informing students of the educational and career opportunities available in the military if the board has provided such access to persons or groups whose purpose is to acquaint students with educational or occupational opportunities available to them. The board is not required to give greater notice regarding the right of access to recruiting representatives than is given to other persons and groups. In this paragraph 16, "directory information" means a high school student's name, address, and telephone number.

(b) If a student or his or her parent or guardian submits a signed, written request to the high school before the end of the student's sophomore year (or if the student is a transfer student, by another time set by the high school) that indicates that the student or his or her parent or guardian does not want the student's directory

information to be provided to official recruiting representatives under subsection (a) of this Section, the high school may not provide access to the student's directory information to these recruiting representatives. The high school shall notify its students and their parents or guardians of the provisions of this subsection (b).

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

(d) Information received by an official recruiting representative under this Section may be used only to provide information to students concerning educational and career opportunities available in the military and may not be released to a person who is not involved in recruiting students for the armed forces of Illinois or the United States;

17. (a) To sell or market any computer program developed by an employee of the school district, provided that such employee developed the computer program as a direct result of his or her duties with the school district or through the utilization of the school district resources or facilities. The employee who developed the computer program shall be entitled to share in the proceeds of such sale or marketing of the computer program. The distribution

of such proceeds between the employee and the school district shall be as agreed upon by the employee and the school district, except that neither the employee nor the school district may receive more than 90% of such proceeds. The negotiation for an employee who is represented by an exclusive bargaining representative may be conducted by such bargaining representative at the employee's request.

(b) For the purpose of this paragraph 17:

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

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

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

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

19. Upon the written request of an employee, to withhold from the compensation of that employee any dues, payments or contributions payable by such employee to any labor organization as defined in the Illinois Educational

Labor Relations Act. Under such arrangement, an amount shall be withheld from each regular payroll period which is equal to the pro rata share of the annual dues plus any payments or contributions, and the board shall transmit such withholdings to the specified labor organization within 10 working days from the time of the withholding;

19a. Upon receipt of notice from the comptroller of a municipality with a population of 500,000 or more, a county with a population of 3,000,000 or more, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or a housing authority of a municipality with a population of 500,000 or more that a debt is due and owing the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority by an employee of the Chicago Board of Education, to withhold, from the compensation of that employee, the amount of the debt that is due and owing and pay the amount withheld to the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority; provided, however, that the amount deducted from any one salary or wage payment shall not exceed 25% of the net amount of the payment. Before the

Board deducts any amount from any salary or wage of an employee under this paragraph, the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority shall certify that (i) the employee has been afforded an opportunity for a hearing to dispute the debt that is due and owing the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority and (ii) the employee has received notice of a wage deduction order and has been afforded an opportunity for a hearing to object to the order. For purposes of this paragraph, "net amount" means that part of the salary or wage payment remaining after the deduction of any amounts required by law to be deducted and "debt due and owing" means (i) a specified sum of money owed to the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago Transit Authority, or the housing authority for services, work, or goods, after the period granted for payment has expired, or (ii) a specified sum of money owed to the municipality, the county, the Cook County Forest Preserve District, the Chicago Park District, the Metropolitan Water Reclamation District, the Chicago

Transit Authority, or the housing authority pursuant to a court order or order of an administrative hearing officer after the exhaustion of, or the failure to exhaust, judicial review;

20. The board is encouraged to employ a sufficient number of certified school counselors to maintain a student/counselor ratio of 250 to 1 by July 1, 1990. Each counselor shall spend at least 75% of his work time in direct contact with students and shall maintain a record of such time;

21. To make available to students vocational and career counseling and to establish 5 special career counseling days for students and parents. On these days representatives of local businesses and industries shall be invited to the school campus and shall inform students of career opportunities available to them in the various businesses and industries. Special consideration shall be given to counseling minority students as to career opportunities available to them in various fields. For the purposes of this paragraph, minority student means a person who is any of the following:

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

(b) Asian (a person having origins in any of the

original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam).

(c) Black or African American (a person having origins in any of the black racial groups of Africa). Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American".

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

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

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

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

23. Except as otherwise provided in the Abused and Neglected Child Reporting Act or other applicable State or federal law, to permit school officials to withhold, from any person, information on the whereabouts of any child removed from school premises when the child has been taken into protective custody as a victim of suspected child

abuse. School officials shall direct such person to the Department of Children and Family Services, or to the local law enforcement agency if appropriate;

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

25. To make available to the students in every high school attendance center the ability to take all courses necessary to comply with the Board of Higher Education's college entrance criteria effective in 1993;

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

27. To provide or contract out training programs for administrative personnel and principals with revised or expanded duties pursuant to this Act in order to assure they have the knowledge and skills to perform their duties;

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

29. (Blank);

30. Notwithstanding any other provision of this Act or any other law to the contrary, to contract with third parties for services otherwise performed by employees, including those in a bargaining unit, and to layoff those employees upon 14 days written notice to the affected employees. Those contracts may be for a period not to exceed 5 years and may be awarded on a system-wide basis. The board may not operate more than 30 contract schools, provided that the board may operate an additional 5 contract turnaround schools pursuant to item (5.5) of subsection (d) of Section 34-8.3 of this Code;

31. To promulgate rules establishing procedures governing the layoff or reduction in force of employees and the recall of such employees, including, but not limited to, criteria for such layoffs, reductions in force or recall rights of such employees and the weight to be given to any particular criterion. Such criteria shall take into account factors including, but not be limited to, qualifications, certifications, experience, performance

ratings or evaluations, and any other factors relating to an employee's job performance;

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

33. (Blank); and

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

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

In addition to the powers herein granted and authorized to be exercised by the board, it shall be the duty of the board to review or to direct independent reviews of special education expenditures and services. The board shall file a report of such review with the General Assembly on or before May 1, 1990. (Source: P.A. 99-143, eff. 7-27-15; 100-465, eff. 8-31-17; 100-1046, eff. 8-23-18.)

Section 10. The Vocational Academies Act is amended by

changing Section 10 as follows:

(105 ILCS 433/10)

Sec. 10. Establishment. A school district, in partnership with community colleges, local employers, and community-based organizations, may establish a vocational academy that is eligible for a grant under this Act if the vocational academy meets all of the following requirements:

(1) The vocational academy must have a minimum 5-clock-hour day, as required under Section 10-19.05 of the School Code, and be under the direct supervision of teachers.

(2) The vocational academy must be a 2-year school within a school program for grades 10 through 12 that is organized around a career theme and operated as a business-education partnership.

(3) The vocational academy must be a career-oriented program that uses the direct involvement of local employers to provide students with an education and the skills needed for employment.

(4) The vocational academy must be a standards-based educational program that prepares students both academically and technically for entrance into postsecondary education or careers in a selected field.

(5) The curriculum of the vocational academy must be based on the Illinois Learning Standards, and work-site

Public Act 101-0012

SB0028 Enrolled

LRB101 02854 AXK 47862 b

training must provide students with learning experiences for entry-level employment in the local job market and lifelong learning skills for higher education.

(Source: P.A. 94-220, eff. 7-14-05.)

Section 99. Effective date. This Act takes effect July 1, 2019.

Appendix G

Attendance Commission

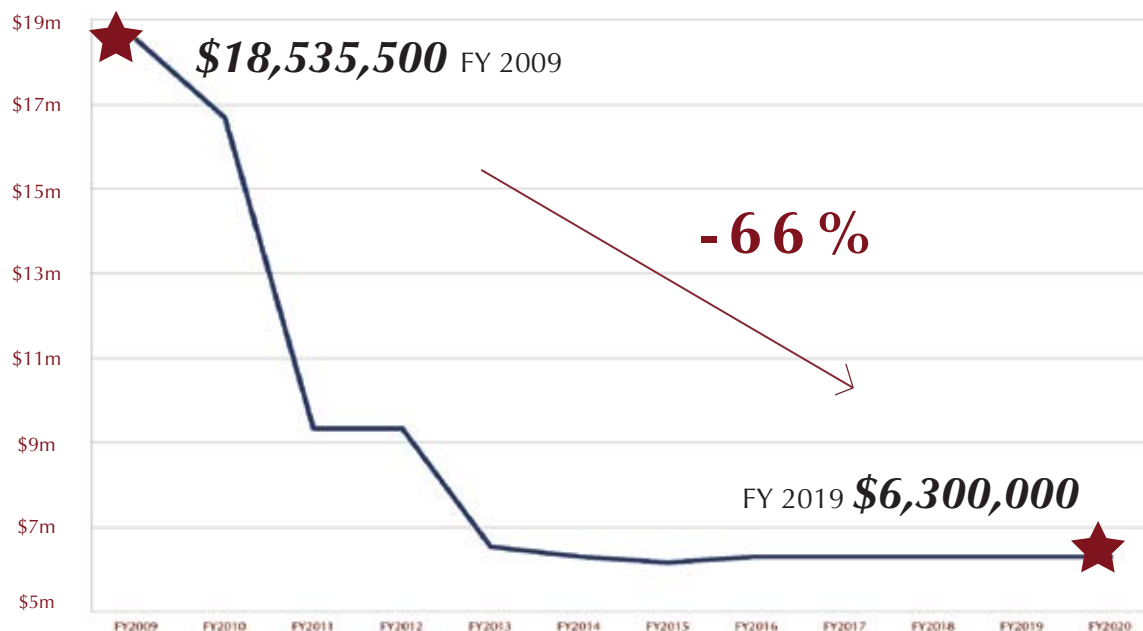
Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2020

Over the past 10 years, grant funds for Regional Safe Schools **HAVE BEEN CUT 66%**, and Alternative Schools funded by the TAOEP Grant **HAVE BEEN CUT 43%**

We ask that you take the first step to restore this funding.

REGIONAL SAFE SCHOOL FY 09-19 Grant



We ask that you increase by:

+\$5M

TRUANCY (TAEOP) FY 09-19 Grant



We ask that you increase by:

+\$3M

Commitment and Service
to Education



Appendix H

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2020



Telling Your Data Story With the Illinois Early Childhood Asset Map (IECAM)



iecam.illinois.edu

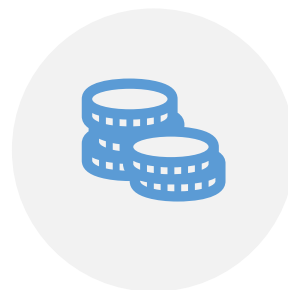
*“It is a capital
mistake to theorize
before one has data.”*

— Sherlock
Holmes





IECAM provides early childhood data and maps to inform communities and strengthen policy in Illinois.



Developed in 2006, IECAM is currently funded by the Illinois State Board of Education (ISBE) and the Illinois Department of Human Services (IDHS).



IECAM is housed at the University of Illinois Urbana-Champaign and is part of the Early Childhood Collective in the Special Education Department within the College of Education



IECAM data can help you describe the characteristics of young children and their families on various region levels in Illinois.

Let's get started!





Providing early childhood data and maps to inform communities and strengthen policy in Illinois.



DATA SEARCH OPTIONS ▾

MAPS & VISUALIZATIONS

RESOURCES ▾

ABOUT IECAM ▾

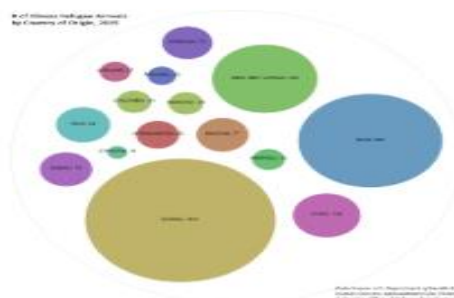


QUICK START



Infographic: Illinois Publicly Funded Early Childhood Programs

This new infographic lays out age eligibility, funding streams, and administering agencies for the range of publicly funded early childhood programs in Illinois.



New Data Visualizations and Maps at IECAM

Explore new data visualizations and maps created by the IECAM team to help you understand the early childhood landscape in Illinois.



Special Feature: Early Care and Education Services Map for Illinois

This map shows early care and education services sites for the state of Illinois based on the most recent data available.

Hot Topics

Illinois to Receive \$40 Million in Federal Funding for Early Childhood Programs



The Governor's Office announced over the holidays that the state will receive \$40.2 million in ...

Risk and Reach Report Updates: County Snapshots and More



There, you can choose a data pathway: search our database, or search data by topic, among other options.

The screenshot shows the IECAM website. At the top left is a purple outline of Illinois next to the text "IECAM" and "Illinois Early Childhood Asset Map". In the top right corner, the text "Providing e" is partially visible. Below the header is a dark navigation bar with a home icon and the following menu items: "DATA SEARCH OPTIONS", "MAPS & VISUALIZATIONS", "RESOURCES", and "ABOUT IECAM". The "DATA SEARCH OPTIONS" menu is expanded, showing a list of options: "Search Database", "Data by Topic", "Quick Data Reports", "Multiyear Search", "Illinois Early Childhood Dashboard", "GIS Maps & Tables", and "Additional Data". At the bottom of this menu is a teal button labeled "Risk and Reach". The background of the website features a large image of a smiling young child with curly hair. Below the navigation bar, there are three preview cards: one showing two children sitting, another showing a bubble chart titled "Number of Illinois Refugee Services by Country of Origin, 2018", and a third showing a map of Illinois with green dots representing data points.

Once on the database, you can choose the year or years of data you are interested in, and the geographic area of interest.

Year

2018 ▼

[Search data across multiple years.](#)

Region

[Descriptions of regions](#)

☐ [Include Statewide data](#)

Legal divisions

- ☒ Counties
- ☐ Townships (Townships, Cities, Precincts)
- ☐ Municipalities
- ☐ Chicago Community Area

School districts

- ☐ Elementary School Districts
- ☐ Unit School Districts

Postal districts

- ☐ Zip Codes Postal
- ☐ Zip Codes 2010 ZCTA

Special purpose regions

- ☐ ISBE 2016 Regions
- ☐ IDHS Regions

Legislative districts

- ☐ House Districts (2010 Census)
- ☐ Senate Districts (2010 Census)
- ☐ Congressional Districts (113th - current Congress)

Counties:

Adams
Alexander
Bond
Boone
Brown
Bureau
Calhoun
Carroll
Cass
Champaign

To select multiple areas, hold down the CTRL key while selecting.



What data types are available on IECAM?

- ☐ All data
- ☐ Population by age
 - ☐ Population
number of children <1, 1, 2, 3, 4, and 5 years
 - ☐ Population 6-12
- ☐ Population by Race/Ethnicity
number of children <1, 1, 2, 3, and 4 years
- ☐ Population, by income-to-poverty ratios and age (0-5)
 - ☐ 0-50% Federal Poverty Level
children <50% FPL
 - ☐ 0-100% Federal Poverty Level
children <100% FPL
 - ☐ 0-130% Federal Poverty Level
children <130% FPL
 - ☐ 0-185% Federal Poverty Level
children <185% FPL
 - ☐ 0-200% Federal Poverty Level
children <200% FPL
 - ☐ 0-400% Federal Poverty Level
children <400% FPL
- ☐ Language
number of households speaking Spanish and other non-English languages
- ☐ Children in Working Families

Then, you can click on the demographic characteristics that would help you best describe the young children in your area.

Submit

Reset



When you click on “submit” the database will produce your data in a downloadable spreadsheet.

(Carol Stream) + Demographics = (0-185% Federal Poverty Level, Language, Population by Race/Ethnicity)



t are available through the selected year.

Population by Race/Ethnicity Number of children under age 5 (2017 Estimates)								0-185% Federal Poverty Level (2017 Estimates)						
	Hispanic or Latino (of any race) (sort)	Black or African American, Non-Hispanic or Latino (sort)	American Indian and Alaska Native, Non-Hispanic or Latino (sort)	Asian, Non-Hispanic or Latino (sort)	Native Hawaiian and Other Pacific Islander, Non-Hispanic or Latino (sort)	Other, Non-Hispanic or Latino (sort)	Two or More Races, Non-Hispanic or Latino (sort)	number of children under 1 year (sort)	number of children 1 year (sort)	number of children 2 years (sort)	number of children 3 years (sort)	number of children 4 years (sort)	number of children 5 years (sort)	number of children 6 years (sort)
36	578	188	3	333	0	1	81	121	118	111	113	132	141	

You can also search our database by topic.



Additional Data, Maps & Visualizations

Teen births

Births to mothers age 19 and under. Additional data are provided on births to mothers under age 15; age 15, 16, and 17; and age 18 and 19.



Additional Data, Maps & Visualizations

Children Birth Through Age 5 Living in Grandparent-Headed Households

Children birth through age 5 who are living in households headed by their grandparent(s). Our



Additional Data, Maps & Visualizations

Number of Children Living in Poverty Areas and Extreme Poverty Areas

A poverty area is an area in which less than 20% of the population is



Additional Data, Maps & Visualizations

Teen parents and teen mothers

Parents and mothers from age 13 through age 19
Spreadsheets (by year): 2015: PUMA 2014:



Additional Data, Maps & Visualizations

Children by Family Employment Condition by Poverty Level by Family Marital Condition for Two-Parent Families

The family employment conditions are: both employed, or the various combinations of father or mother



Additional Data, Maps & Visualizations

Children by Family Marital Condition by Poverty

Spreadsheets (by year): 2010-latest available data: all2009: county Maps (by year): 2009-latest available data: county



Our topics are
organized into
the following
categories:



Childcare



Demographics



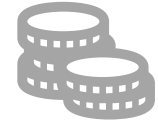
Health



Language



Early Childhood
Services and Programs



Social and Economic
Factors

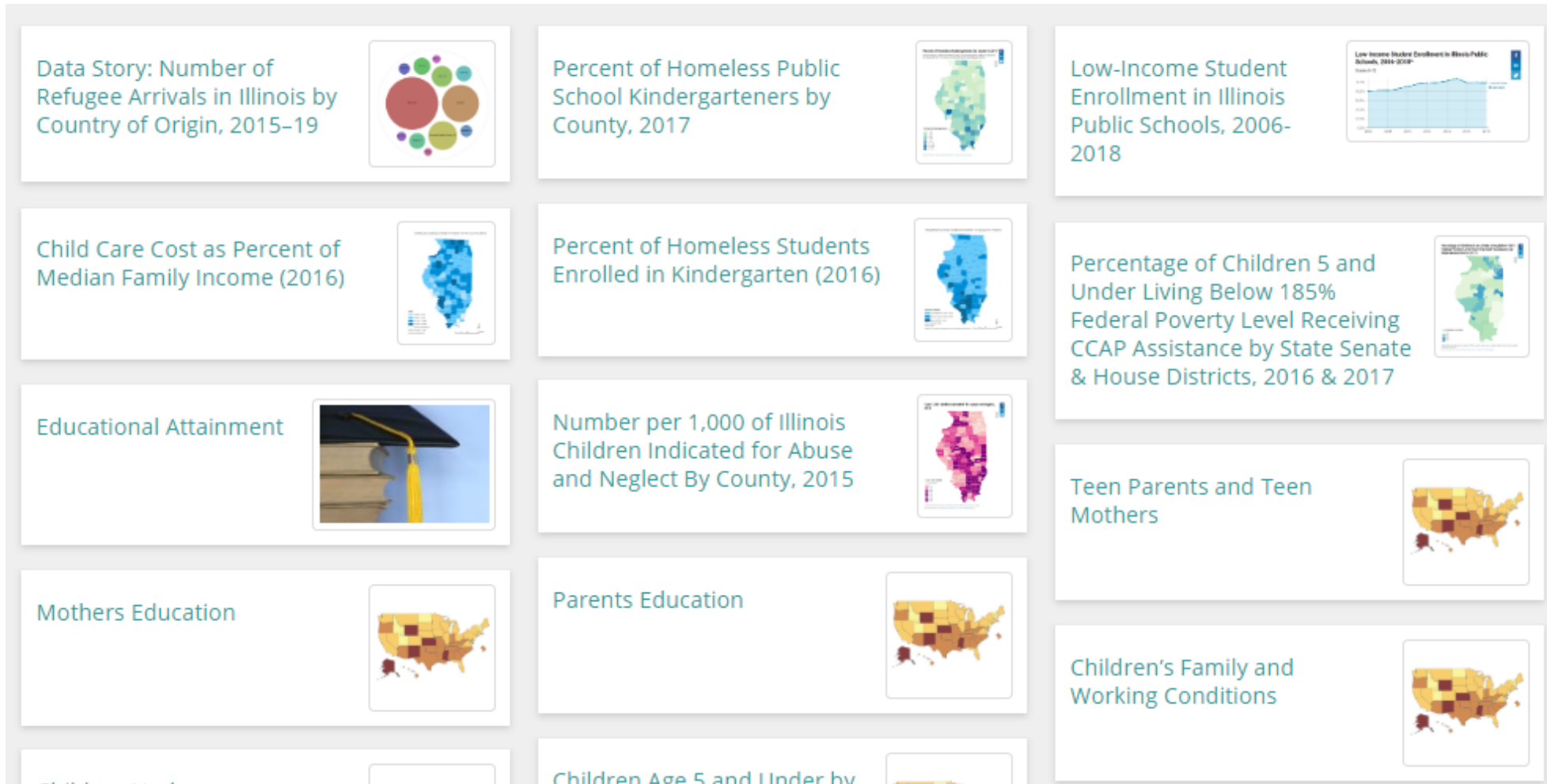


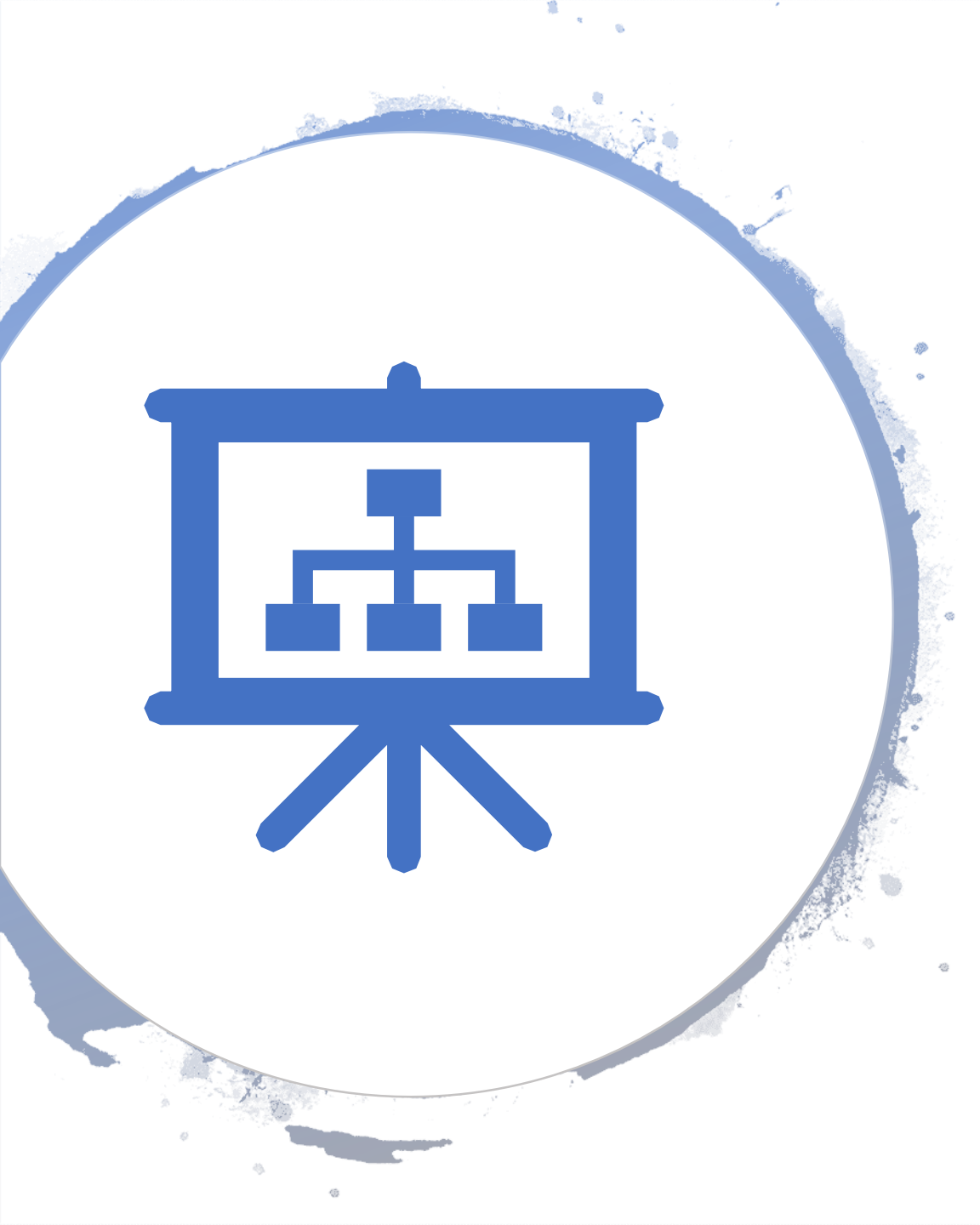
Employment



Other

IECAM also has a maps and visualization section for many of our characteristics.





Takeaways:

- IECAM provides up-to-date data on the characteristics of young children in Illinois
- Use our searchable database or search by topic to find data for a variety of geographic regions and years.
- You can find lots of interesting information, such as maps and charts, on our website!



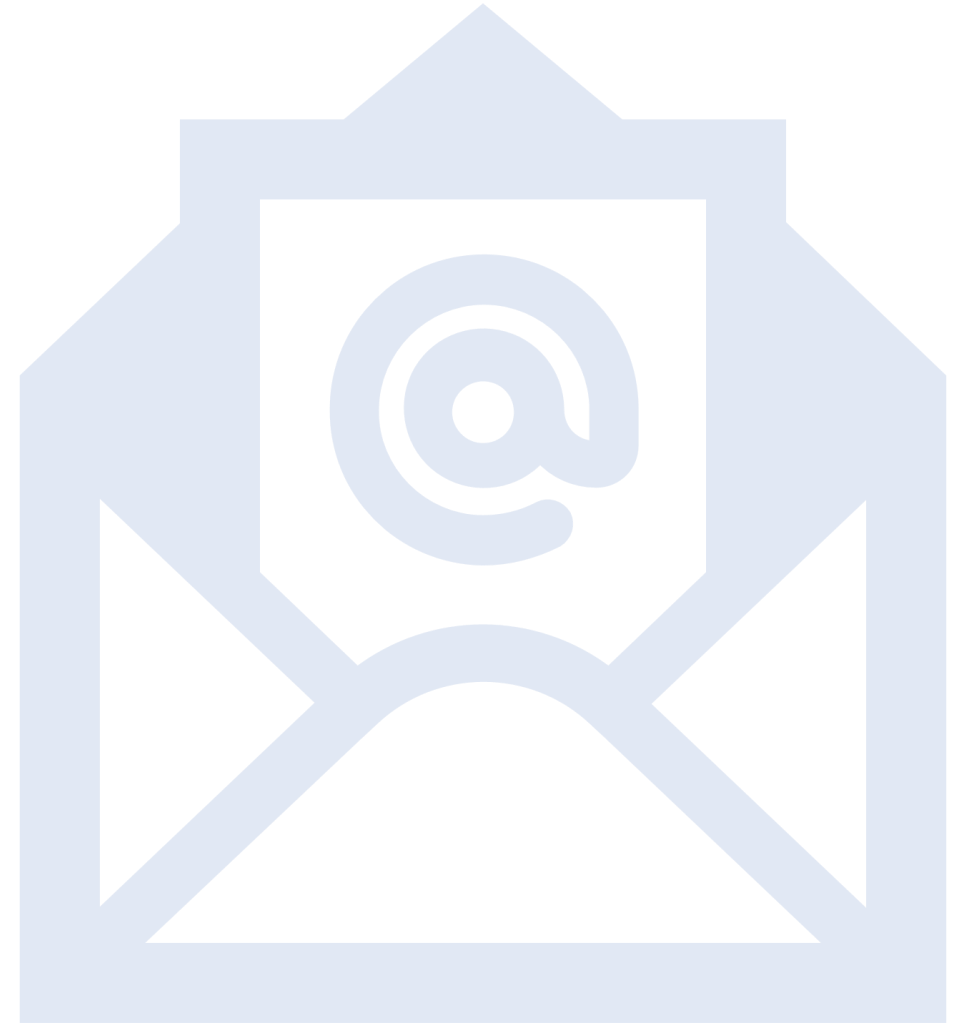
Questions?

Contact us!



Brenda Koenig, IECAM
Resource Information Specialist
bakoenig@Illinois.edu

iecam@Illinois.edu



Appendix I

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2020

Illinois MTSS Network

Family Engagement Series

PA 100-0156

Building Student Resilience

June 18, 2020



Illinois MTSS Network
Multi-Tiered System of Supports

Melissa Hannasch,
Ph.D.
Statewide Director
Illinois MTSS Network



Lori Hensold, M.Ed.
Professional Learning
Coordinator
Illinois MTSS Network

Meaningful Family Engagement

- Is based on the premise that parents, educators, and community members **share responsibility** for youth development.
- Is fostered through a **deliberate process** and embraced throughout the school community; **empowers** adults to jointly support student growth, **addresses barriers** to learning, and is **mindful of diverse school communities** and **responsive** to student and family needs.

Understanding MTSS: A Family Perspective

Roxanna Alldredge, M.S., Illinois MTSS Network
Nikki Michalak, M.S., Illinois MTSS Network



Family Engagement Webinar

Recording available on
[https://ilmtss.net/resources
/webinars](https://ilmtss.net/resources/webinars)



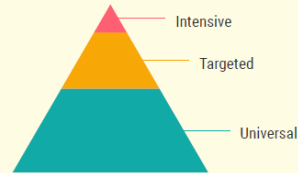


Online Learning: A Family Perspective

This series of learning opportunities and tools was developed to support families in actively partnering with their school districts in the educational decision-making process.

MULTI-TIERED SYSTEM OF SUPPORTS

Gain a foundational understanding of a multi-tiered system of supports (MTSS) framework and what each term within the Illinois definition of MTSS means. Participants will be able to summarize how MTSS assists schools in providing high-quality curriculum and instruction for all students.



MULTI-TIERED SYSTEM OF SUPPORTS: A DEEPER DIVE

As explained in the *A Parent Perspective: Multi-Tiered System of Supports* module, MTSS is a framework schools use to structure instruction and supports that help all students be successful. *Multi-Tiered System of Supports: A Deeper Dive* provides families with additional terminology related to MTSS and concrete examples of a family's role in supporting their student in the MTSS process.

THE CONTINUOUS IMPROVEMENT PROCESS

Learn how problem-solving processes use data and bring continuous improvement to life. This module will identify the continuous improvement process, relate problem-solving to parent and family participation in a child's education, and show the critical role of how a parent and family might engage in problem solving with school staff to help their child.



EVIDENCE-BASED PRACTICES

Participants will be able to identify elements of effective evidence-based practices within a multi-tiered system of supports (MTSS) framework. Information explores how parents and families can have meaningful conversations with school staff to access, monitor, and ensure their child achieves his/her best educational outcomes.

Online Learning Modules

Available at
<https://ilmtss.net/online-learning/profile/family-series>



Visit: ilmtss.net

[Online Learning > Family Series](#)

The Illinois Multi-Tiered System of Supports Network is an IL-EMPOWER approved Learning Partner and a State Personnel Development Grant (SPDG) professional learning initiative of the Illinois State Board of Education.



ILMTSS-N Webinar: “Preventing and Addressing Chronic Absenteeism within an MTSS”



KEY CONCEPTS

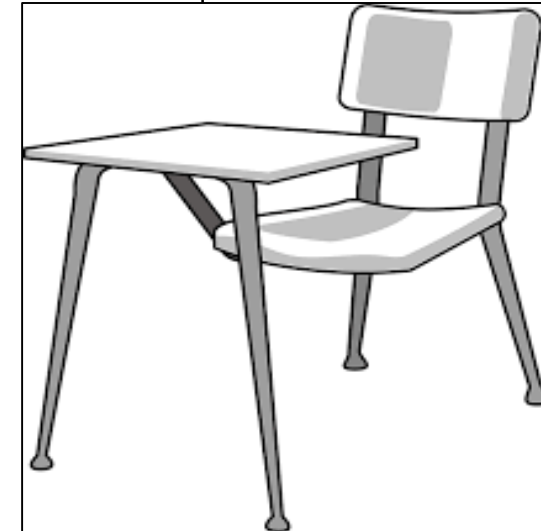
Average Daily Attendance: % of enrolled students in school each day

Truancy: Legal term, Unexcused absences as defined by Illinois

Chronically Absent: (Tier 3 ?)

At-risk: (Tier 2 ?)

Regularly Attending: (Tier 1?)



Resources

District and School Self-Assessments:

<https://www.attendanceworks.org/resources/self-assessment>

Year-long planning:

<https://www.attendanceworks.org/resources/year-long-planning/>

Families: <https://www.attendanceworks.org/resources/handouts-for-families/>

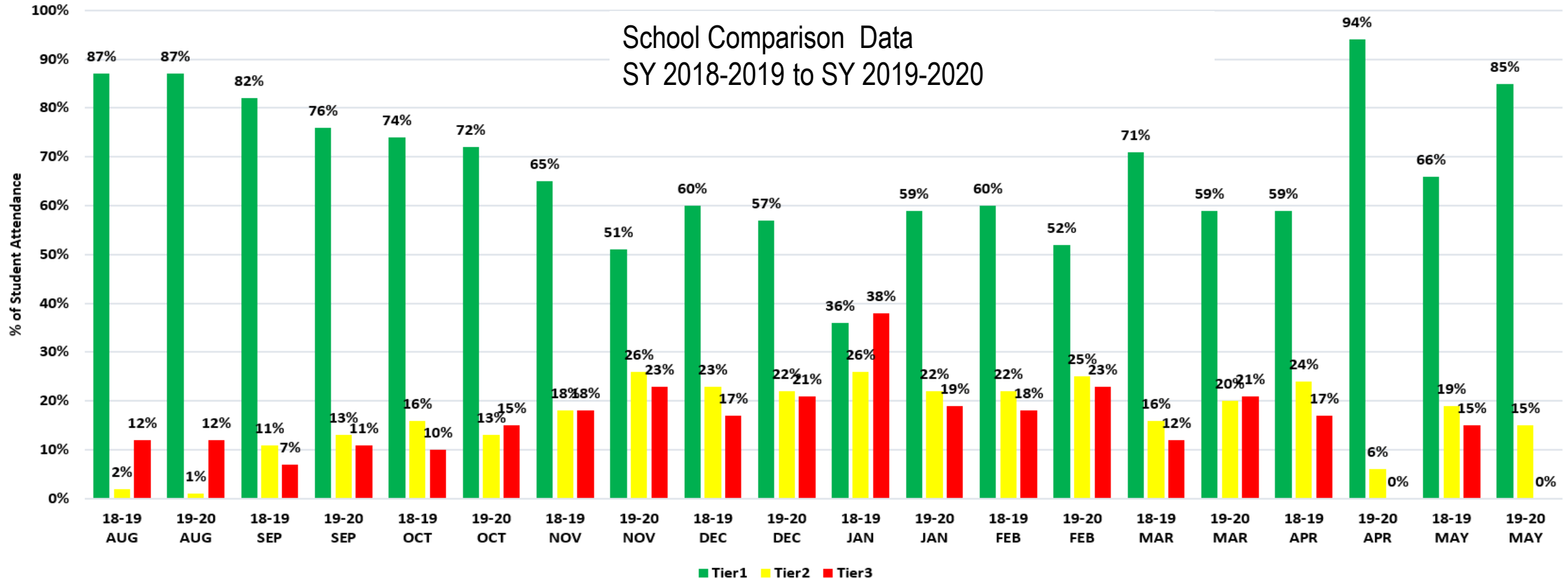
Success Plans to help parents support their students' attendance:

<https://www.attendanceworks.org/resources/student-attendance-success-plans/>

UPDATED Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism: <https://www.future-ed.org/attendance-playbook/>

Attendance
Resources
shared in the
webinar

Continuing Attendance Support in a Virtual Learning Environment



Tier 1 - 5% or Less

Tier 2 - 5%-10%

Tier 3 - 10% or Greater

IL MTSS-N Webinar “Planning Now for when Students Return to School: Building Student Resilience”

Five Basic Strategies:

1. **Expect an increase** in students facing serious challenges
2. Plan for the worst, but **hope for the best**
3. Stay current: **Forewarned is forearmed**
4. Use **evidence-based practices**
5. **Promote** adult & student **resiliency**



IL MTSS-N Webinar: “Planning Now for When Students Return to School: Building Student Resilience through Tier 2 and Tier 3 Supports”

Identify Your Most Vulnerable Students



**Plan to touch base
and include
families.**

**Don't wait for them
to initiate.**

**Plan for more
students in need of
support!**



Illinois MTSS Network
Multi-Tiered System of Supports

[IL-EMPOWER](#)[Online Learning](#)[Family Engagement](#)[Resources](#)

Online Modules for
Families

www.ILMTSS.net

Webinars

[https://ilmtss.net/
resources/webinars](https://ilmtss.net/resources/webinars)




MTSS: A System of Supports THAT WORKS


Our goal is to provide Illinois educational entities with professional learning that builds leadership and educator capacity to improve practice and make a positive impact on student growth and outcomes.

[MTSS IN ILLINOIS](#)[HOW WE CONNECT](#)

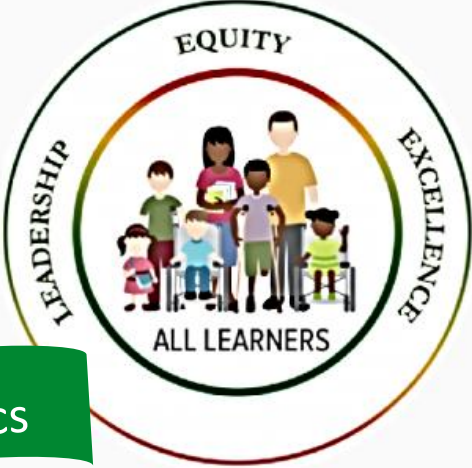
2020 MTSS for Equity and Excellence Conference

For registration information: www.ilmtss.org September 9th, 2020

[Home](#) [About Us](#) [Conference](#) [Staff Directory](#) [Contact Us](#)   

 **Illinois MTSS Network**
Multi-Tiered System of Supports

[IL-EMPOWER](#) [Online Learning](#) [Family Engagement](#) [Resources](#)



2020 MTSS for Equity and Excellence

General Conference Information


Conference Description

A Multi-Tiered System of Supports (MTSS) is a framework for continuous improvement. Equity-based MTSS is a means to an end: equity-based thinking, doing and achieving. This conference will show ways to *improve your MTSS to make a lasting impact on each and every one of your students* to bring a culture of teaching and learning that demonstrates high achievement of academic, behavioral, and social-emotional outcomes. The hope is to inspire and guide district and school leadership to establish an equitable, efficient system to support all learners.

Amy McCart, Ph.D. & Dawn Miller Ph.D.
Practitioners and authors of *Leading Equity-Based MTSS*

Breakout Topics

Leading Equity-Based MTSS	Learning Partner Case Studies
Data Analysis for Children with Disabilities	Special Education Supports in MTSS
MTSS and the Illinois Quality Framework	Early Childhood MTSS
Attendance/Chronic Absenteeism	Family Engagement

 **IL MTSS Network**

Professional Learning Partnerships

ESSA Statewide System of Support
IDEA State Systemic Improvement Plan



*Providing tailored
and flexible
supports to our
partner schools.*

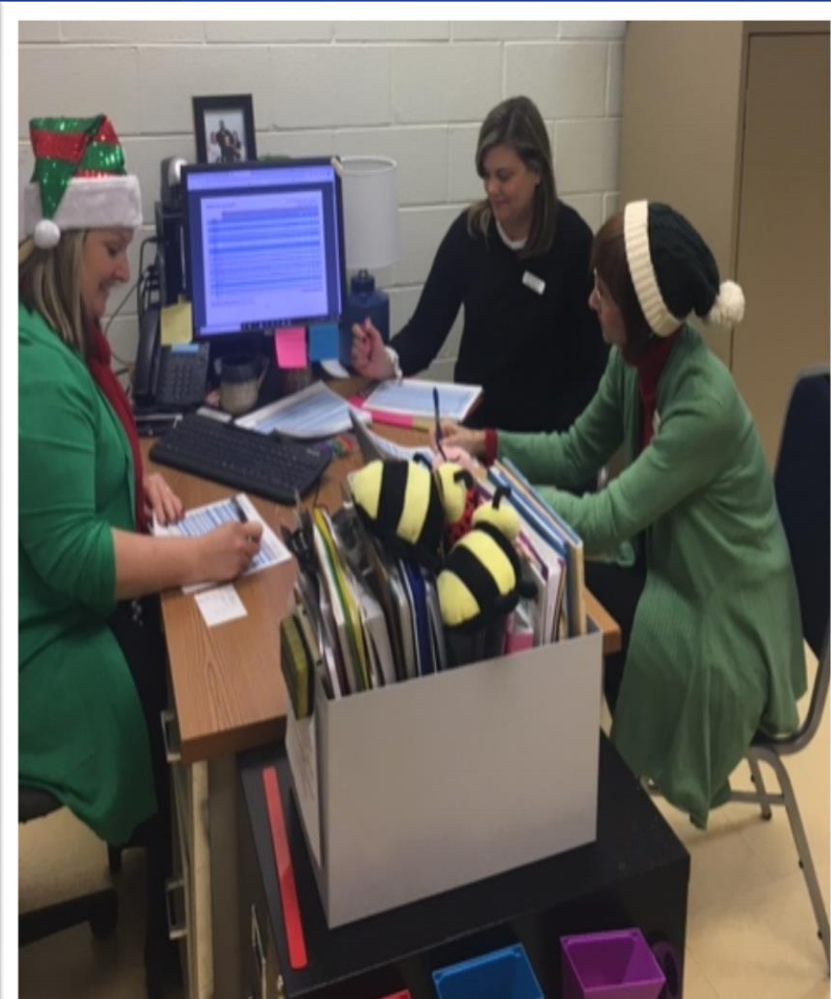
Online

**TZ District and School Leadership
Community of Practice**

MTSS & Chronic Absenteeism

January 23, 2020

Face to Face



Middle School Example



Oak Park, IL

Collaborated to:

- create a tiered attendance matrix
- **assemble a home/school communication plan**
- tailor training for educators and support staff

ESSA Cohort



***Purpose:** to provide support to schools with ESSA designations in CWD*

Focus: Evaluating whole school systems and multi-lens data points using a continuous improvement model to ensure equity and improved student performance.



Learning Focus

- Overview of MTSS and ESSA Requirements
- Development of a Continuous Improvement Plan
- **Attendance Within a Three-tiered Model**
- Vision for Special Education
- Improving Outcomes for Special Education Students

Questions





Thank You

For more information contact:

Dr. Melissa Hannasch
melissa.hannasch@ilmtss.net

Lori Hensold
lori.hensold@ilmtss.net

www.ilmtss.net



Illinois MTSS Network
Multi-Tiered System of Supports



Office of Special Education Programs
U.S. Department of Education

The Illinois Multi-Tiered System of Supports Network is an IL-EMPOWER approved Learning Partner and State Personnel Development Grant (SPDG) professional learning initiative of the Illinois State Board of Education. All funding (100%) is from federal sources. The contents of this presentation were developed in part under a grant from the U.S. Department of Education, #H323A150003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.



Appendix J

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2020

Chronic Absenteeism - National School Health Perspective

Illinois Attendance Commission

November 14, 2019

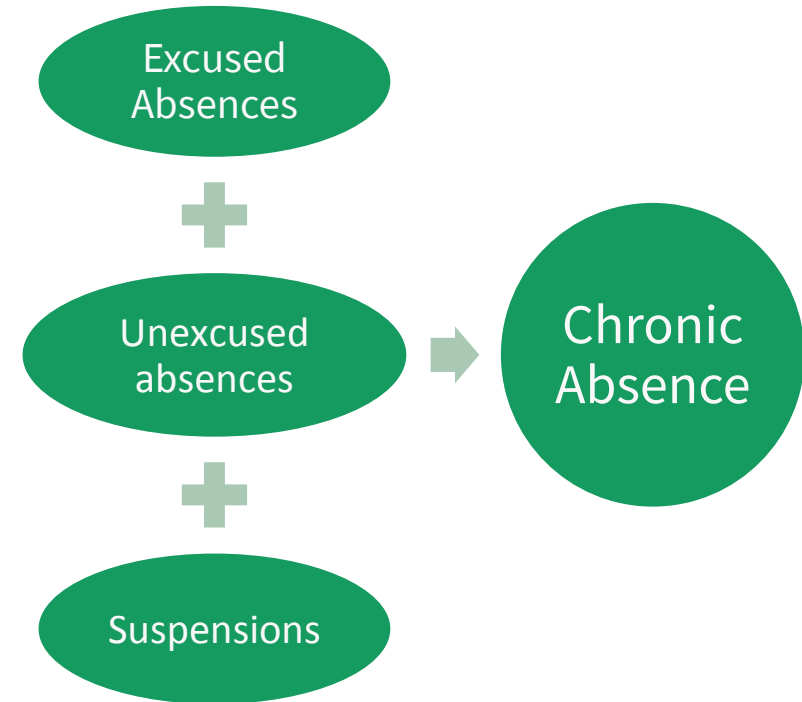
Kate Yager, Director of State Policy and Advocacy

HEALTHY SCHOOLS
CAMPAIGN

What is chronic absenteeism?

Chronic absence = missing so much school for any reason a student is academically at risk.

Attendance Works defines it as missing 10% or more of school to promote early identification and better comparisons.



Multiple Measures of Attendance

Average Daily Attendance

How many students show up to school every day? The percent of enrolled students who attend school each day. It is used in some states for allocating funding.

Truancy

Who is missing school without permission? Typically refers only to unexcused absences. Each state has the authority to define truancy and when it triggers legal intervention.

Chronic Absence

Who is missing so much school they are academically at risk? Broadly means missing too much school for any reason—excused, unexcused, etc. Many researchers and growing number of states define it as missing 10% of school. OCR currently defines it as missing 15 days. Chronic absence is a required reporting metric and an optional measure for school improvement in ESSA.

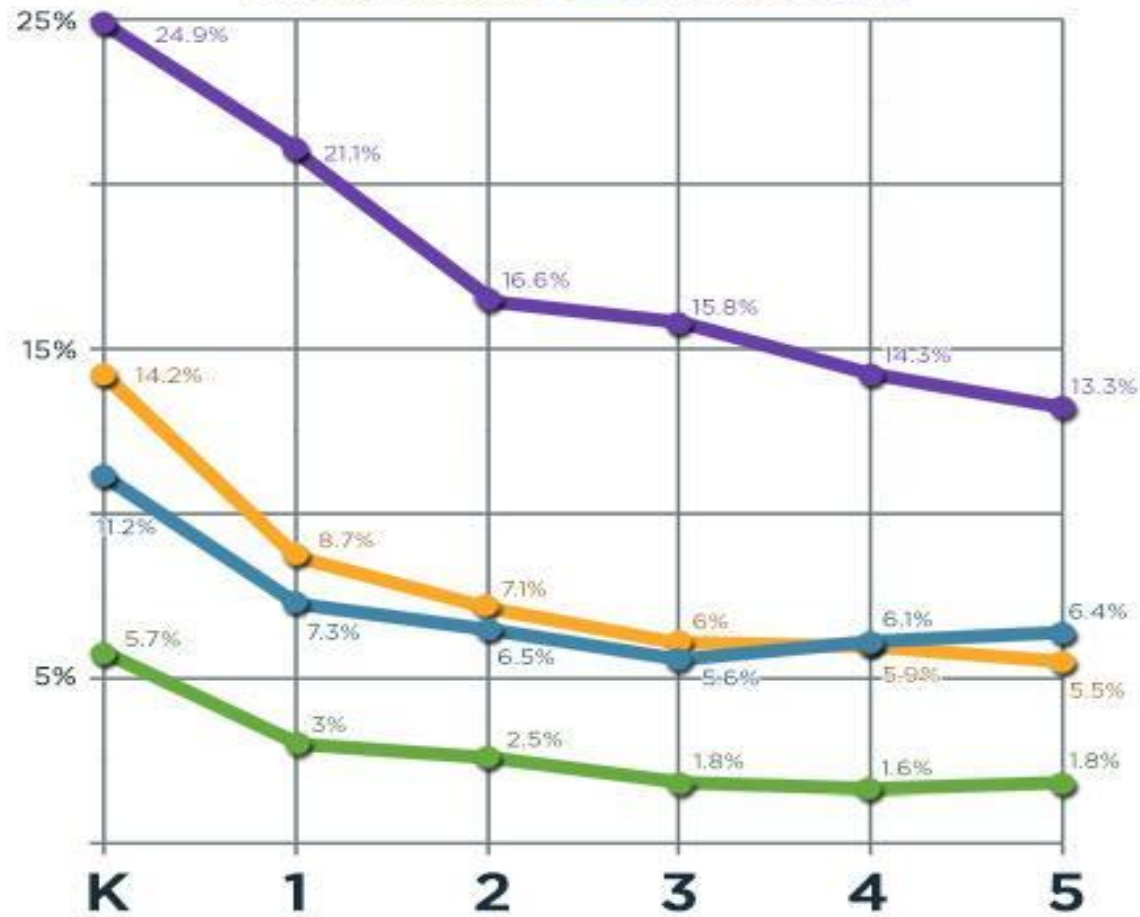
Who is most affected?

- **Low-income students** have higher rates of absenteeism in every state
- **American Indians** have the highest rates of all racial/ethnic groups
- **African-American children** have higher rates than white students, particularly in some states
- **Hispanic students** have higher rates than white students, particularly in some states
- **Students with disabilities** have significantly higher rates than others

Chronic Absence Rates

Broken Down by Race and Grade

African-American | *Latino* | *White* | *Asian*



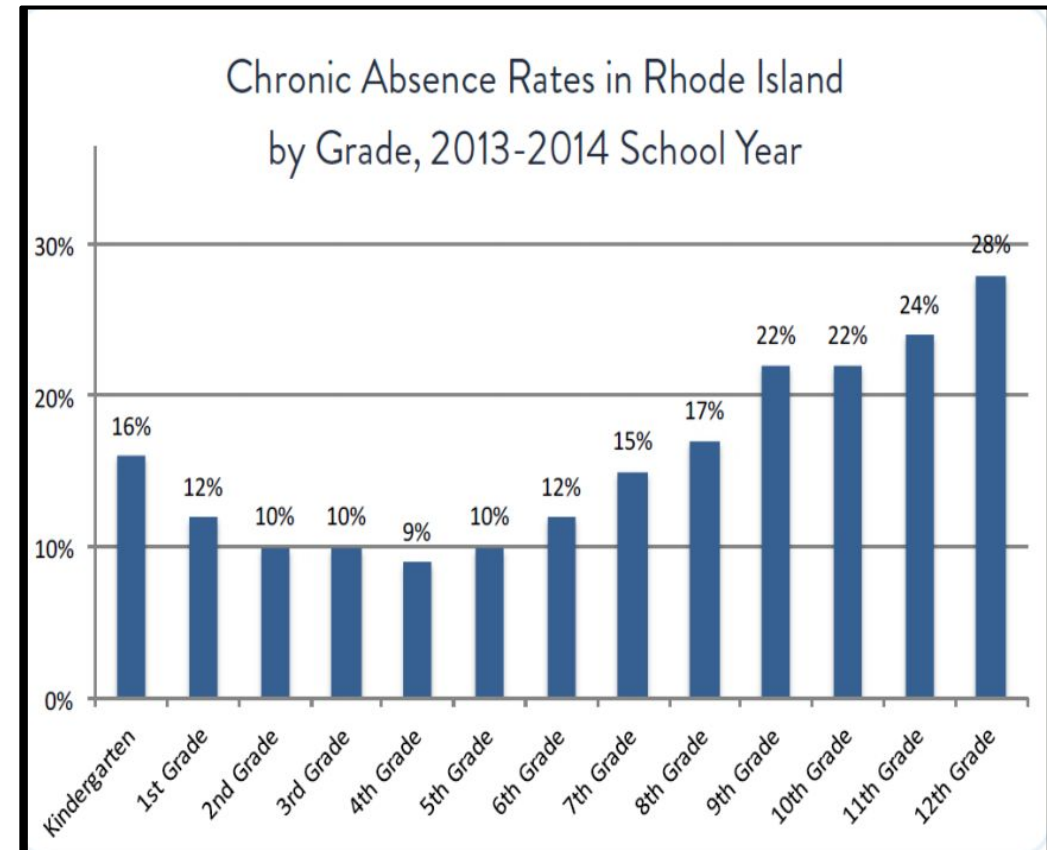
*National Assessment of Educational Progress data

HEALTHY SCHOOLS
CAMPAIGN

Chronic absence starts early

Our youngest students are nearly as likely to be absent as teenagers.

Chronic absence is a challenge as early as K and even preschool.



*Rhode Island Data Hub

HEALTHY SCHOOLS
CAMPAIGN

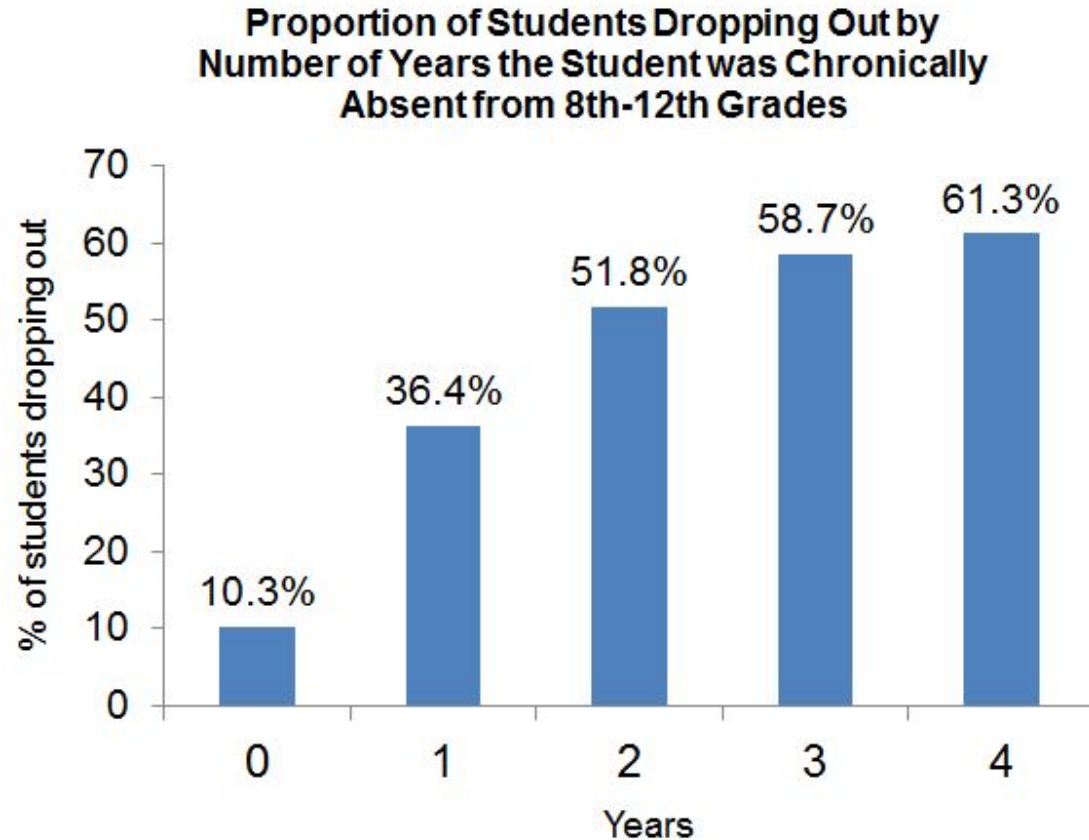
Why does chronic absenteeism matter in early grades?

Study of Rhode Island kindergarteners

- 16% of RI kindergarten students were chronically absent
 - 20% less likely to score proficient or higher in reading.
 - 25% less likely to score proficient or higher in reading.
 - Twice as likely to be retained in grade.
 - Twice as likely to be suspended by the end of seventh grade.
 - More likely to continue being chronically absent.

*Rhode Island Data Hub

Chronic absenteeism and school dropout



Case Study: Utah

With every year of chronic absenteeism, a higher percentage of students dropped out of school.

*National Assessment of Educational Progress data

Why are students chronically absent?

Myths

Absences are only a problem if they are unexcused

Sporadic versus consecutive absences aren't a problem

Attendance only matters in the older grades

Barriers

Chronic disease

Lack of access to health or dental care

Poor transportation

Trauma

No safe path to school

Aversion

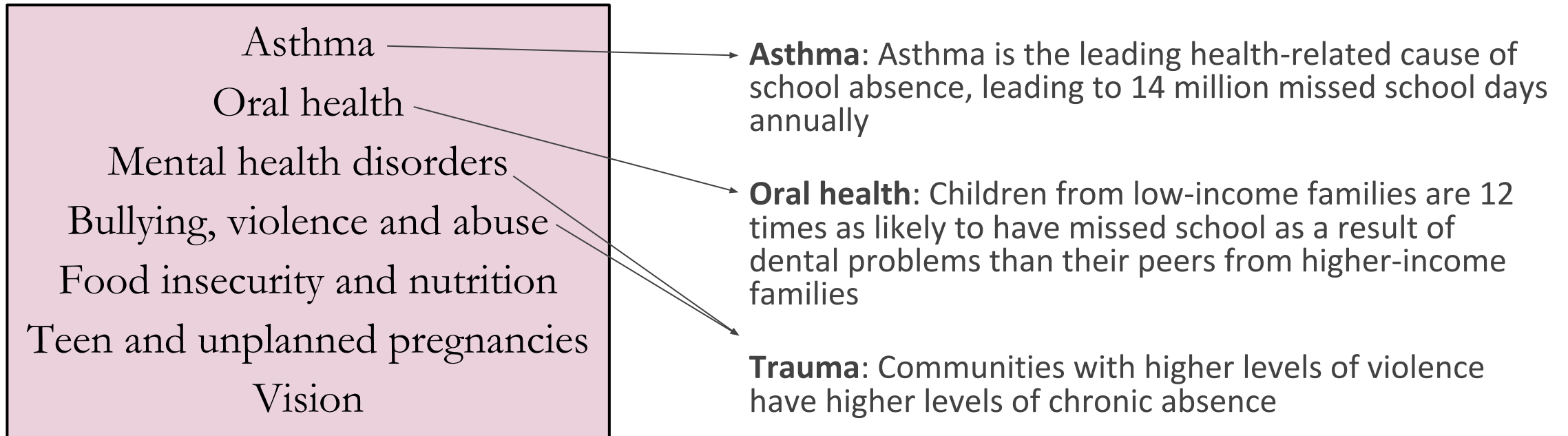
Child struggling academically

Lack of engaging instruction

Poor school climate and ineffective school discipline

Parents had negative school experience

Health barriers are significant, especially in low-income communities



Leading Health Barriers

Asthma

- 8.3% of children are currently diagnosed with asthma
- Children with persistent asthma are 3.2 times more likely to be chronically absent
- Asthma prevalence is higher in children who are Puerto Rican (2.4 times), African American (1.6 times), and American Indian/Alaska Native (1.3 times) vs. Caucasian children

Oral Health

- 20% of children aged 5 to 11 years have at least one untreated decayed tooth (13% of adolescents)
- Hispanic and African-American children are twice as likely to have untreated caries
- Children with poor oral health are nearly three times more likely to miss school

Mental Health

- 13%-20% of children experience a mental health disorder in a given year
- Disorders, such as ADHD, disproportionately impact low-income, minority youth

Health Conditions per 100 U.S. Students



Asthma



Food Allergy



Seizure



Hearing Loss



Vision Deficiencies



Obesity



Autism Spectrum Disorders



Teen Pregnancy



Tobacco use



Mental/Emotional Disorders



Threatened by Weapon



Access to Health Care



*National Association of School Nurses

HEALTHY SCHOOLS
CAMPAIGN

Chronic Absence Under ESSA

- Signed into law December 2015 with bipartisan support, reauthorizing the 50-year old Elementary and Secondary Education Act (ESEA), the nation's education law that governs K-12 public education
- States have more authority and flexibility in establishing their plans and strategies than under No Child Left Behind (NCLB)
- Provides new opportunities for states to support student health and wellness
- Last year was the first year schools were required to track chronic absenteeism on their report cards, with many opting to choose chronic absence as a school quality indicator

Health and Wellness School Quality Indicators

Chronic Absenteeism

- 36 states and DC

Access to PE

- KY, MD, GA, MI, LA

Physical Fitness

- CT, VT, ND

School Climate

- IA, ID, IL, MD, NM, NV



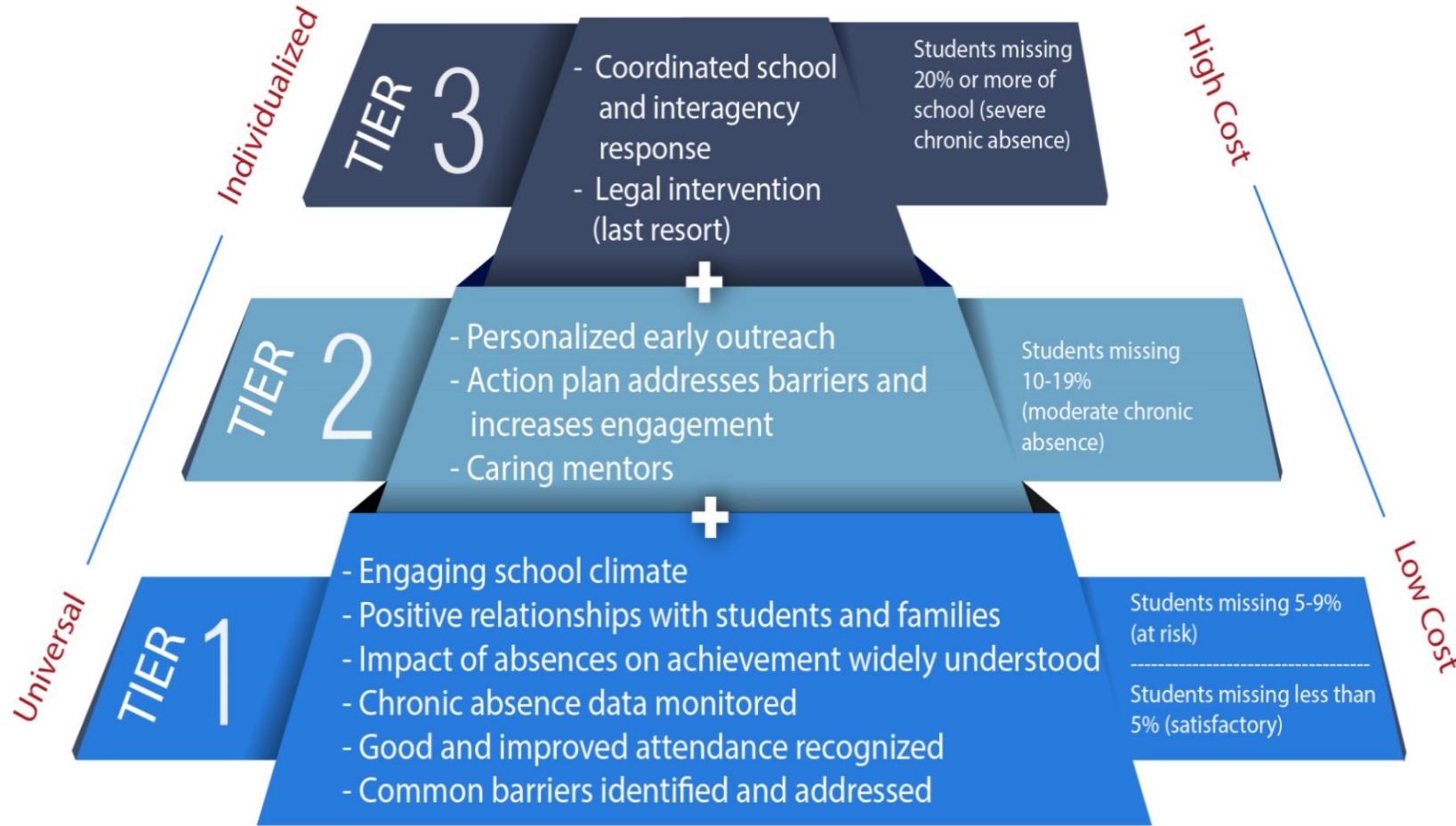
ESSA: School Quality Indicator Criteria

ESSA: States must establish a measure of school quality or student success	Chronic Absence
Meaningfully differentiates school performance	✓
Valid	✓
Reliable	✓
Statewide (with the same indicator or indicators used for each grade span)	✓
Can be calculated separately for each student subgroup (i.e., can be disaggregated)	✓

Validity - The degree to which an indicator actually measures what you are trying to measure.

Reliability - The degree to which you will get the same answer when you ask a question/compute a measure multiple times.

Tiered Systems of Support for Addressing CA



Best Practices and Proven Interventions

Asthma

- Asthma friendly schools
- Environmental assessments
- Asthma friendly homes

Oral Health

- Community-based oral health programs
- School-based sealant programs
- Mobile clinics

Nutrition

- Community eligibility
- Universal breakfast
- Food backpack programs
- Farm-to-school programs

Bullying

- Safe Routes to Schools
- Bullying education programs
- Support groups

Mental Health

- School-based mental health programs
- Universal interventions
- Screening, Brief Intervention and Referral to Treatment

Vision

- School-based vision screening programs

CA Case Study: Connecticut

Focus on family engagement - a Full, Equal and Equitable partnership among families, educators and community partners to promote children's learning and development, from birth through college and career.

Full: Collaborating closely and consistently

Equal: Partners with different roles but equal status

Equitable: Families are empowered

Removing systemic and structural barriers

Guiding Principles

How?

Trust and Respect	1. Build collaborative, trusting, respectful relationships focused on learning.
Two-way conversations	2. Listen to what families say about their children's interests and challenges.
Link family engagement to student learning	3. Model high-quality learning practices.
	4. Share information frequently with families about how their children are doing.
	5. Talk with students about how they want teachers and families to support their learning.
Cultural competence	6. Co-develop cultural competence among staff and families.
Parent leadership	7. Support parents to become effective leaders and advocates for children.

Lower Impact

The importance of attendance is communicated through posters in school and flyers in backpacks at the beginning of the year.

Moderate Impact

A letter is mailed before school starts to families of kindergarten and elementary students who had poor attendance in the previous year, letting them know attendance in early grades affects student learning.

Connecticut:

Successfully reduced chronic absence by ~10,000 students across all grades and sub-groups since 2015 as a result of linking chronic absence to their accountability system.

Higher Impact on Student Learning and Development

Summer Transition: Teachers and school staff meet with families in community spaces before the start of school to talk about what students will be learning, the connection between too many absences and poor achievement, and they co-construct solutions for regular attendance.

Additional ESSA Levers

- Professional development
 - Social and emotional learning
 - Capacity building
 - Engage school, community and parents/caregivers
 - Develop and implement an early warning system
 - Maintain healthy indoor environment
- Needs assessments
 - Information about the health status of students
 - School climate and safety, such as the U.S. Department of Education's [School Climate Survey](#)
 - School discipline policies
 - CDC [School Health Index](#)
 - EPA's [Model School Environmental Health Program](#) guidelines
 - School staff

Resources

- [Attendance Works](#)
- [U.S. Department of Education](#)
- [Healthy Schools Campaign](#)
 - [Mapping the Early Attendance Gap](#)
 - [Chronic Absenteeism and School Health Toolkit](#)
 - [ESSA and Chronic Absenteeism](#)
 - Additional state case studies

Appendix K

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2020

The Union Response to Students' Stress and Trauma

Illinois Federation of Teachers (IFT) to
the Illinois Attendance Commission

June 18, 2020



Big Ideas from the Training

- The science of trauma, building protective factors, and promoting healing
- Science of self-care
- Historical trauma, race and intersectionality
- SB100 and restorative practices
- Systems changes



Additional positive impacts of our training

- Meets the requirements of Public Act 100-0014 which requires in-service training for school personnel to “develop cultural competency, including understanding and reducing implicit racial bias”
- Builds a foundation for implementation of SB100 and moving from a zero tolerance discipline system to one based on restorative and trauma-informed practices



Impact on students

- Whole school approach to creating a school community and environment that is trauma-informed and restorative
- Rooted in building relationships
- Transforms school climates so that students build protective factors and resilience to mitigate the impact of their trauma
- Improves school attendance



The work continues...

Resolution No. 3: Trauma, Restorative Justice Safety and Justice in the Classroom (2019)

RESOLVED:

Encourage locals to work with district administrators and school boards to provide union-sponsored training on trauma, implicit bias, cultural competence and restorative justice for all school staff



Questions?



Appendix L

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2020

Reclaiming Our Schools: Teachers of Color Reflecting a 21st Century Illinois

Charity Freeman, Teacher, Lane Tech High
School, Teach Plus Policy Fellow
Josh Kaufmann, Teach Plus Illinois

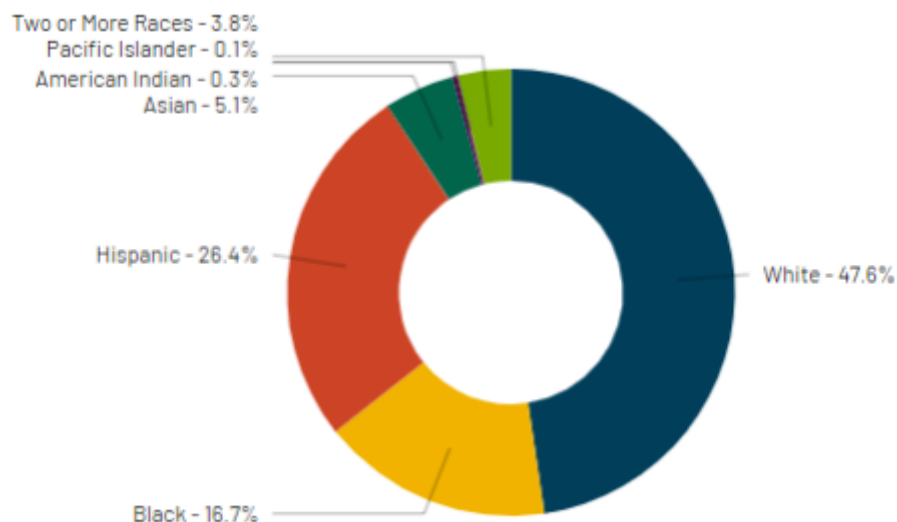


Agenda

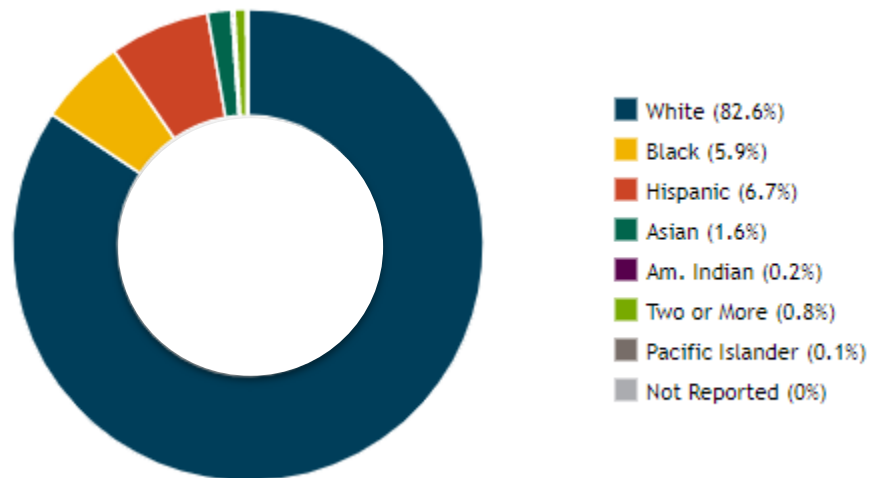
- Introduction
- Starting Point & Historical Context
- Findings & Recommendations
- Discussion

Starting Point

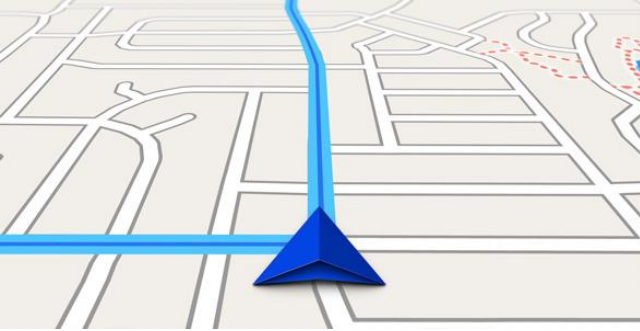
Student Diversity – 2019



Teacher Diversity – 2019



Navigating the Facts



Invisible Taxes

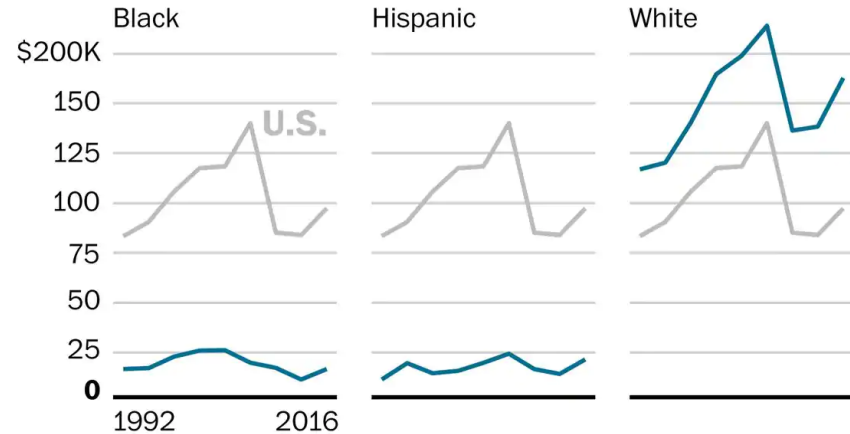
- Imposed added labor w/o compensation
 - Act as translators
 - Behavior management
 - Cultural liaisons
 - Mentors
 - Advocates

Navigating the Facts



Whites' net worth is substantially higher than the rest of the country

Median net worth (in 2016 dollars)



Source: Triennial Survey of Consumer Finances

THE WASHINGTON POST

Finding #1

*"The **standards for us are much higher**, stereotypically, because we should be able to handle our kids. Whereas, in my own experience, I have seen the "other" teachers as being praised for doing less than what we do, i.e., providing food, shelter, money, psychological counseling. We are **pressured** to do more than our best."*

Destination #1



Need for **specialized supports** that account for the social-emotional well-being of teachers of color who take on "invisible tax."



Implement

- Mentorship programs
 - Match novice with veteran ToC
- Diversity dialogues
 - Intersectional dialogues for change
- Affinity groups
 - Space to safely share thoughts, ideas related to equity

Finding #2

*"Once teachers of color are hired, they are **no longer valued**. Minority hires are used in the **diversity count** but not the decision-making process. Additionally, most districts do not look to hire administrative staff from this pool. Most districts cultivate and hire Caucasians in these positions regardless of job performance."*

Destination #2



Need for equitable access to leadership opportunities and upward mobility.



Create Pathways to Leadership

- In-house training
 - Grow your own (nurture and develop talents)
- Leadership Endorsement Stipends
- Implicit bias training for administrators
 - Required ongoing bias & critical race theory training

Finding #3

*"I currently **sacrifice** how I live in order to support my family and I often find myself wondering why I didn't just transition into a **higher paying career** which I would be qualified for..."*



Need for adequate compensation that accounts for racial wealth gaps and the additional unpaid work of teachers of color.

Destination #3



Provide fair and equitable compensation

- Loan forgiveness specifically for ToC
- Signing and/or retention bonuses

Finding #4

*"There should also be more **required professional development** around racial, ethnic, and gender inclusivity..."*



Need for culturally relevant pedagogy for students and teachers.



- Implement **identity-based literacy (IBL)** at school/district level, higher ed, & state level
- K-12 - Required ongoing IBL professional development
 - Higher Ed - Add IBL course requirements for preservice teachers
 - State - Update IL Professional Teaching standards, require continued education in culturally relevant pedagogy

Recommendation #4



Discussion (if you don't have questions to start with)

1. Does the importance of this issue change in light of the murder of George Floyd and the differential impact of COVID-19?
2. How can you act on these recommendations at the school, district, or state level?

Appendix M

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2020

AFTERSCHOOL PROGRAMS AND COMMUNITY SCHOOLS: A STRATEGY FOR INCREASING ATTENDANCE

Susan Stanton
ACT Now Network Lead

Agenda

- Background on ACT Now
- Afterschool in Illinois and Its Connection to Attendance
- Community Schools in Illinois Its Connection to Attendance
- Adapting to COVID-19
- Questions

Background on ACT Now

What is ACT Now?

- A statewide coalition that advocates for quality and affordable afterschool programs for Illinois' youth
- Our partners are:
 - ▣ Providers
 - ▣ Educators
 - ▣ State agency members
 - ▣ Community advocates
 - ▣ Youth organizations
 - ▣ Policymakers

ACT Now's Committees

Policy &
Advocacy

Professional
Development

Quality

Community
Schools

STEM

What is ACT Now?

- ACT Now is a resource for:
 - ▣ Learning about policy
 - ▣ Networking with other providers
 - ▣ Receiving advocacy training
 - ▣ Learning about strategies for improving quality in afterschool programs
 - ▣ Drawing on technical expertise to inform best practices
 - ▣ Connecting with experts on professional development
 - ▣ Learning about professional development opportunities

Community Schools Transition

- Federation's work transitioned from CH+A to ACT Now
- Separate committee

Afterschool Programs

What Are Afterschool Programs?

- Out of school time programs are academic, social and emotional, and physical health learning opportunities that take place before school, after school, and during summer breaks.
- Afterschool programs provide a variety of enrichment activities, such as homework help, hands-on science and engineering activities, and opportunities to participate in performance and fine art.
- The organizations that sponsor these activities range from schools to faith-based organizations, community organizations, or city or county sponsored groups.

Why is Afterschool Important?



Academics

Safety



Workforce

Map and Report

<http://map.actnowillinois.org/map>

<http://www.actnowillinois.org/the-state-of-afterschool-in-illinois/>

ACTNOW!
Afterschool for Children and Teens

Search for a program or geographic area

Map Home Add a Program ACT Now Homepage

How do I use this map?

Geographic Area

County

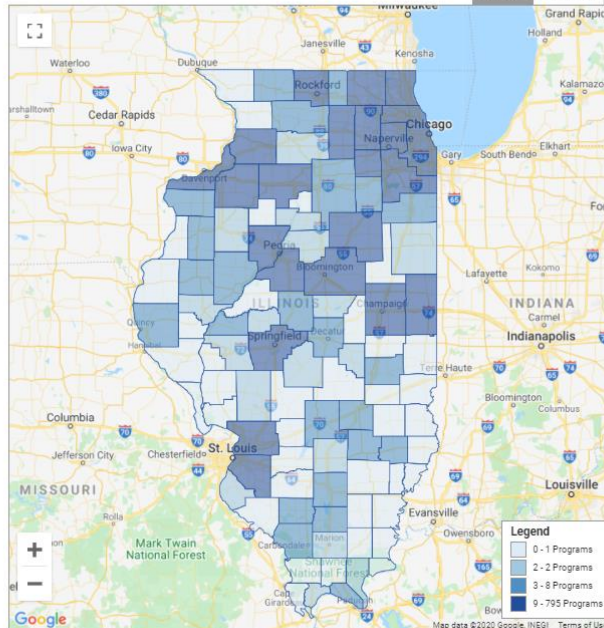
Grades Served

Select an Option

Programming Offered

Select an Option

MAP IT!



Note: All data is self-reported.

The State of Afterschool in Illinois



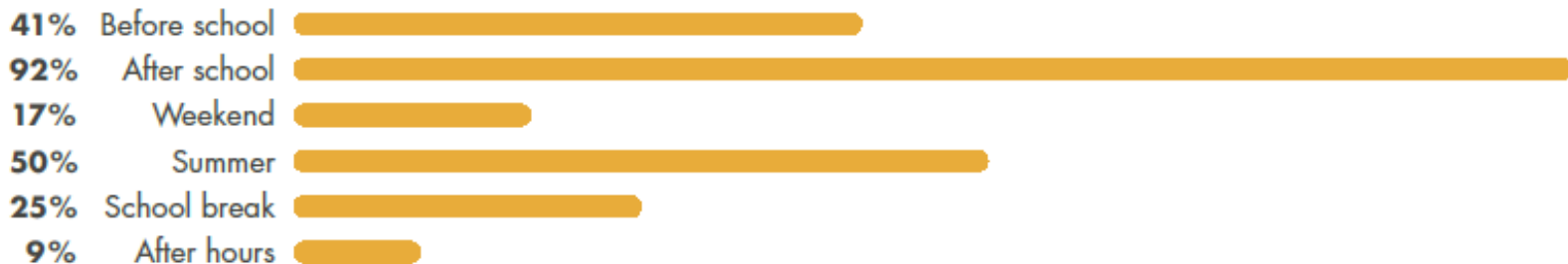
ACTNOW!
Afterschool for Children and Teens

ACTNOW!
Afterschool for Children and Teens

The State Context For Afterschool

- ❑ Over 400,000 youth, or 18% of youth participate in afterschool
- ❑ Programs on average had 6 staff people
- ❑ The following is the breakdown of program timing:

Breakdown of program timing



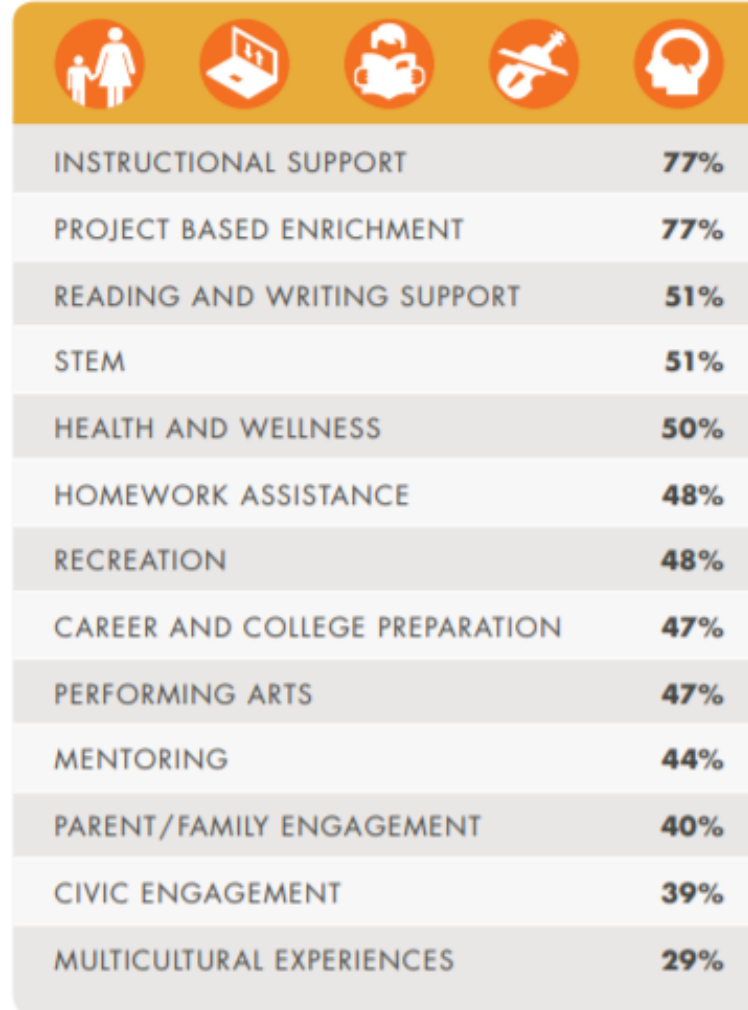
The State Context For Afterschool: Grades

Grades served by afterschool programs

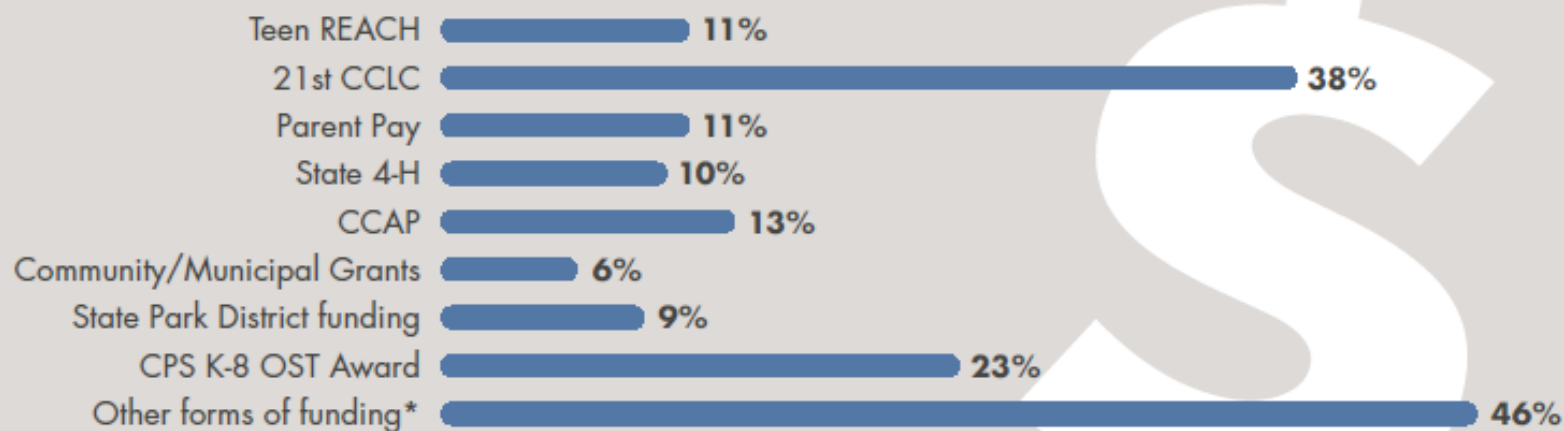


* Youth who have aged out of school, graduated high school or no longer attend a traditional high school setting

Services Offered By Afterschool



Exploring Afterschool: Funding



**AmeriCorps, church funding, individual donations, foundations, higher education funding, DCFS, local sources, business sponsorships, and YMCA scholarship/assistance. NOTE: Many programs might receive multiple forms of funding.*

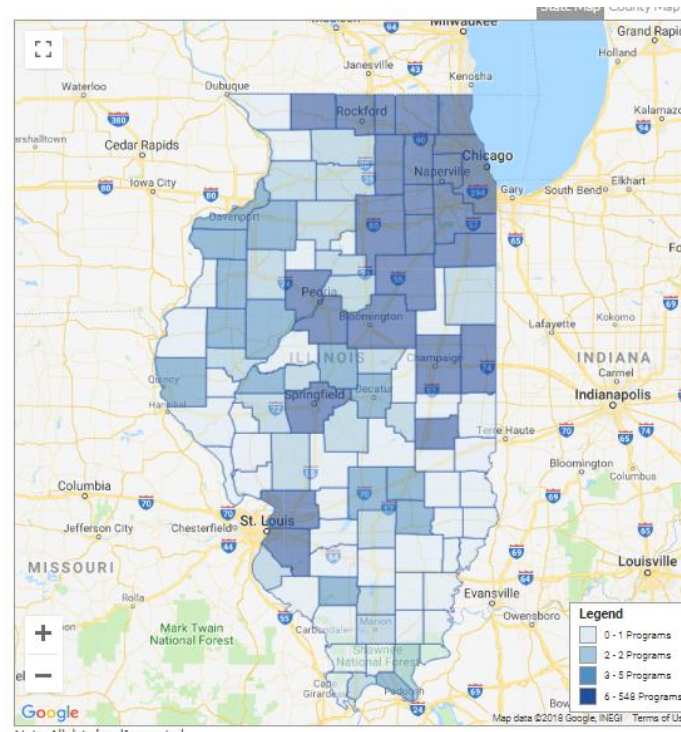
The State Context For Afterschool

Settings



SCHOOL	70.94%
COMMUNITY-BASED	14.21%
OTHER	7.15%
COMMERCIAL	3.12%
PARKS & RECREATION	1.83%
UNIVERSITY	1.56%
CHURCH	0.82%
RESIDENTIAL	0.30%
MILITARY BASE	0.10%

Geographic Location



Afterschool Deserts

- Areas of the state with low numbers of programs and high need
- Year 1 looked at child poverty rates

County	Number of Programs	Child Poverty Rate
Alexander	0	47%
Hardin	0	36%
Ford	0	17%

Afterschool Deserts

- Year 2 looking at child poverty rates by racial/ethnic break downs

County	Number of Programs	Child Poverty Rate	Child Poverty Rate Black Youth	Child Poverty Rate Latinx Youth
Christian	2	17.20%	88.2 % (no data for 12-17)	Not found for either age range or any year range
Perry	3	19.40%	85% (0-11 data from 2008-2012) (12-17 data not found)	Not found for either age range or any year range
McDonough	3	16.20%	65.7% (12-17 data taken from 2006-2010)	77% (0-11 data taken from 2011-2016 and 12-17 data taken from 2009-2013)
Warren	6	19.75%	Not found for either age range or any year range	85.3% (0-11 data not found) (12-17 data from 2007-2011)

Outreach in Deserts

- ❑ Statewide analysis
- ❑ County level research
- ❑ Outreach to known community-based organizations
- ❑ Outreach to legislators
- ❑ Hold a convening
- ❑ Share resources
- ❑ Follow up with action plan

21st CCLC & Attendance

About

- Federally funded
- Serves K-12th in high-poverty, low-performing districts
- Community learning centers that provide:
 - ▣ Academic resources
 - ▣ Youth development services
 - ▣ Literacy, educational, and personal development resources for families

Connection to Attendance

- Attendance improved by 56%
- 60% of sites have an agreement to work with schools on attendance
- 60% of sites have conversations with parents about attendance
- 82% use attendance to measure program quality
- 54% expected to reach out to students about attendance

Teen REACH & Attendance

About

- Inconsistent funding during the budget impasse
- At-risk youth 6 to 17
- Provides the following services
 - ▣ Educational performance
 - ▣ Life skills development
 - ▣ Parental involvement
 - ▣ Mentorship connections
 - ▣ Service learning
 - ▣ Engagement in sports, cultural, and artistic experiences

Connection to Attendance

- 99.3% graduate
- 73% improve attendance

Why Does Afterschool Improve Attendance?

- Providing socialization opportunities
- Engaging students in challenging opportunities that help youth develop persistence
- Providing consistent contact with caring adults
- Increasing the sense of belonging at school
- Working with parents
- Mandatory school attendance for program attendance

Community Schools

What are Community Schools?

- Using public schools as a hub, community schools bring together a lead partner agency and other local resources and stakeholders to offer a range of supports and opportunities to children, youth, families and communities.



Community Schools Effectiveness

- ❑ Increasing test scores, GPA, and school attendance
- ❑ Help youth make smart choices
- ❑ Safe communities
- ❑ Meeting the whole needs of youth

Where Are Community Schools Located

Chicago

Suburbs

- North Chicago, West Chicago, Skokie, Evanston, Bensenville, Bolingbrook, and Palatine

Downstate

- Bloomington-Normal, Champaign, Peoria, Springfield

What Services Do Community Schools Offer

Service	Percent of Programs Offering
Afterschool	100%
Before School	47%
Summer Programming	93%
Family Engagement Activities	93%
Adult Classes	87%
Career Support for Families	27%
Connection to Public Benefits	60%
Physical Health Care	47%
Nutrition Programming	53%
Mental Health Care	33%
Civic Engagement	53%

Why Do Community Schools Improve Attendance

- ❑ Removes the barriers to attendance
- ❑ Makes school a more positive experience
- ❑ Incentives to attend school in order to receive additional services

Join Us for Our Report Launch

- **Date: October 6, 2020**
- **Time: 10:00 a.m. to 12:00 p.m.**
- **Register [here](#)**



Adapting to COVID-19

Adapting to COVID-19

- ❑ Connecting families to essential goods and services
- ❑ Academic enrichment and child care
- ❑ Cash assistance
- ❑ Family engagement and support
- ❑ Technology support

Concerns During COVID-19

- ❑ Schools not collaborating with programs
- ❑ Great need and lack of funding
- ❑ Reporting requirements
- ❑ Internet/technology issues

Our Recommendations

- ❑ Prioritize out-of-school and school partnerships in planning and allocating funding
- ❑ Provide flexibility for programs to adapt to this time

Questions

Contact Information

Susan Stanton, stantons@actnowillinois.org

Resources can be found at
www.actnowillinois.org

Appendix N

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2020

Presentation to Attendance Commission

October 15, 2020

The mission of the Illinois Association of School Boards is to Light the Way for its members by developing their competence and confidence through a robust toolkit designed to build *excellence in local school board governance*, including

- Premier training experiences;
- Networking opportunities for mutual support;
- Valuable benefits, pooled services, information, and expertise;
- Advocacy on behalf of public education; and
- A platform for a strong collective voice on common interests and concerns.



Association Characteristics

Members



848

Number of Illinois Public School Districts in IASB

Students Represented



1,982,970

Students Represented

Number of Board Members Represented



5,906

Number of elected school board members represented by IASB.

Leadership Level Organizational Culture Member Services

Annual Report FY 2020

ENVISION
ENGAGE
EMPOWER
EDUCATE
EVOLVE
EQUITY

E6

Leadership Commitment



Organizational Culture

Internal Equity, Diversity and Inclusion (EDI) Efforts:

- EDI Plan for Organization
 - Environmental Scan
 - Reset of Core Values
 - Professional Development
 - Accountability

Internal Equity, Diversity and Inclusion (EDI) Efforts:

- EDI Committee
 - Internal Voice for EDI
 - Support Executive Director
 - Support Staff Through Engagement and Learning
 - Individual, Organization, World
 - Chats/Talks, Resource Library, Trainings (initial/annual)
 - Provide an Equity Lens to HR Practices/Policies

Member Services

IASB Foundational Principles of Effective Governance Through the Equity Lens

The board:

1. Clarifies the district purpose
 - Use equity lens when making decisions
 - Dismantle policies that support inequities
2. Connects with the community
 - Solicit community input
 - Celebrate successes and accomplishments
3. Employs the superintendent
 - Align superintendent goals with the district's equity goals

IASB Foundational Principles of Effective Governance Through the Equity Lens

4. Delegates authority

- Empowers the superintendent to identify areas of inequity
- Develop equity best practices

5. Monitors performance

- Know district demographics
- Address not excuse disparities

6. Takes responsibility for itself

- Engage in personal equity journey
- Participate in formal trainings, book studies

Equity: An Educational Imperative



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Agenda



Understand WHY Educational Equity Is Needed,
WHAT Is Educational Equity; and
HOW to Make it a Reality through Cultural Responsiveness

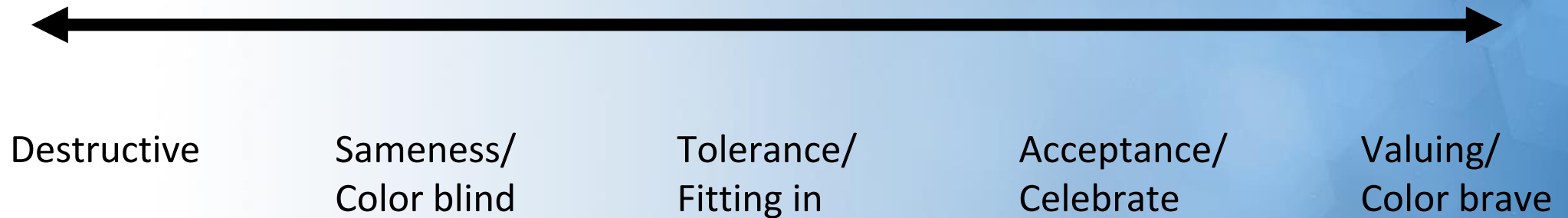
Educational Equity Journey



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Guiding Principles of the Educational Equity Journey

Cultural Responsiveness Continuum



- Post a **red** dot on the Cultural Responsiveness Continuum where you perceive your school district is currently in terms of closing the Achievement Gap.
- Post a **green** star on the Cultural Responsiveness Continuum, where you hope your school district will be in the coming year in terms of closing the Achievement Gap.

Questions?

Appendix O

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2020

AN ACT concerning education.

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

Section 5. The School Code is amended by changing Sections 1H-115, 2-3.64a-5, 2-3.71, 2-3.170, 10-19, 10-19.05, 10-20.56, 10-21.9, 14-8.02f, 14-8.02h, 17-2.11, 17-2A, 18-8.15, 21A-5, 21A-30, 21A-35, 21B-20, 21B-35, 21B-45, 21B-50, 24-11, 24-12, 24A-5, 27-3, 27-6.5, 27-8.1, 27-21, 27-22, 34-2.1, 34-2.2, 34-18.5, 34-85, and 34-85c and by adding Sections 10-30, 21B-110, 21B-115, 22-89, and 34-18.66 as follows:

(105 ILCS 5/1H-115)

Sec. 1H-115. Abolition of Panel.

(a) Except as provided in subsections (b), (c), ~~and~~ (d), and (e) of this Section, the Panel shall be abolished 10 years after its creation.

(b) The State Board, upon recommendation of the Panel or petition of the school board, may abolish the Panel at any time after the Panel has been in existence for 3 years if no obligations of the Panel are outstanding or remain undefeased and upon investigation and finding that:

(1) none of the factors specified in Section 1A-8 of this Code remain applicable to the district; and

(2) there has been substantial achievement of the goals

and objectives established pursuant to the financial plan and required under Section 1H-15 of this Code.

(c) The Panel of a district that otherwise meets all of the requirements for abolition of a Panel under subsection (b) of this Section, except for the fact that there are outstanding financial obligations of the Panel, may petition the State Board for reinstatement of all of the school board's powers and duties assumed by the Panel; and if approved by the State Board, then:

(1) the Panel shall continue in operation, but its powers and duties shall be limited to those necessary to manage and administer its outstanding obligations;

(2) the school board shall once again begin exercising all of the powers and duties otherwise allowed by statute; and

(3) the Panel shall be abolished as provided in subsection (a) of this Section.

(d) If the Panel of a district otherwise meets all of the requirements for abolition of a Panel under subsection (b) of this Section, except for outstanding obligations of the Panel, then the district may petition the State Board for abolition of the Panel if the district:

(1) establishes an irrevocable trust fund, the purpose of which is to provide moneys to defease the outstanding obligations of the Panel; and

(2) issues funding bonds pursuant to the provisions of

Sections 19-8 and 19-9 of this Code.

A district with a Panel that falls under this subsection (d) shall be abolished as provided in subsection (a) of this Section.

(e) The duration of a Panel may be continued for more than 10 years after the date of its creation if the State Board extends the Panel's duration under paragraph (3) of subsection (e) of Section 18-8.15 of this Code.

(Source: P.A. 97-429, eff. 8-16-11; 98-463, eff. 8-16-13.)

(105 ILCS 5/2-3.64a-5)

Sec. 2-3.64a-5. State goals and assessment.

(a) For the assessment and accountability purposes of this Section, "students" includes those students enrolled in a public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, a charter school operating in compliance with the Charter Schools Law, a school operated by a regional office of education under Section 13A-3 of this Code, or a public school administered by a local public agency or the Department of Human Services.

(b) The State Board of Education shall establish the academic standards that are to be applicable to students who are subject to State assessments under this Section. The State Board of Education shall not establish any such standards in final form without first providing opportunities for public

participation and local input in the development of the final academic standards. Those opportunities shall include a well-publicized period of public comment and opportunities to file written comments.

(c) Beginning no later than the 2014-2015 school year, the State Board of Education shall annually assess all students enrolled in grades 3 through 8 in English language arts and mathematics.

Beginning no later than the 2017-2018 school year, the State Board of Education shall annually assess all students in science at one grade in grades 3 through 5, at one grade in grades 6 through 8, and at one grade in grades 9 through 12.

The State Board of Education shall annually assess schools that operate a secondary education program, as defined in Section 22-22 of this Code, in English language arts and mathematics. The State Board of Education shall administer no more than 3 assessments, per student, of English language arts and mathematics for students in a secondary education program. One of these assessments shall be recognized by this State's public institutions of higher education, as defined in the Board of Higher Education Act, for the purpose of student application or admissions consideration. The assessment administered by the State Board of Education for the purpose of student application to or admissions consideration by institutions of higher education must be administered on a school day during regular student attendance hours.

Students who do not take the State's final accountability assessment or its approved alternate assessment may not receive a regular high school diploma unless the student is exempted from taking the State assessments under subsection (d) of this Section because the student is enrolled in a program of adult and continuing education, as defined in the Adult Education Act, or the student is identified by the State Board of Education, through rules, as being exempt from the assessment.

The State Board of Education shall not assess students under this Section in subjects not required by this Section.

Districts shall inform their students of the timelines and procedures applicable to their participation in every yearly administration of the State assessments. The State Board of Education shall establish periods of time in each school year during which State assessments shall occur to meet the objectives of this Section.

The requirements of this subsection do not apply if the State Board of Education has received a waiver from the administration of assessments from the U.S. Department of Education.

(d) Every individualized educational program as described in Article 14 shall identify if the State assessment or components thereof require accommodation for the student. The State Board of Education shall develop rules governing the administration of an alternate assessment that may be available to students for whom participation in this State's regular

assessments is not appropriate, even with accommodations as allowed under this Section.

Students receiving special education services whose individualized educational programs identify them as eligible for the alternative State assessments nevertheless shall have the option of also taking this State's regular final accountability assessment, which shall be administered in accordance with the eligible accommodations appropriate for meeting these students' respective needs.

All students determined to be English learners shall participate in the State assessments. The scores of those students who have been enrolled in schools in the United States for less than 12 months may not be used for the purposes of accountability. Any student determined to be an English learner shall receive appropriate assessment accommodations, including language supports, which shall be established by rule. Approved assessment accommodations must be provided until the student's English language skills develop to the extent that the student is no longer considered to be an English learner, as demonstrated through a State-identified English language proficiency assessment.

(e) The results or scores of each assessment taken under this Section shall be made available to the parents of each student.

In each school year, the scores attained by a student on the final accountability assessment must be placed in the

student's permanent record pursuant to rules that the State Board of Education shall adopt for that purpose in accordance with Section 3 of the Illinois School Student Records Act. In each school year, the scores attained by a student on the State assessments administered in grades 3 through 8 must be placed in the student's temporary record.

(f) All schools shall administer the State's academic assessment of English language proficiency to all children determined to be English learners.

(g) All schools in this State that are part of the sample drawn by the National Center for Education Statistics, in collaboration with their school districts and the State Board of Education, shall administer the academic assessments under the National Assessment of Educational Progress carried out under Section 411(b)(2) of the federal National Education Statistics Act of 1994 (20 U.S.C. 9010) if the U.S. Secretary of Education pays the costs of administering the assessments.

(h) (Blank).

(i) For the purposes of this subsection (i), "academically based assessments" means assessments consisting of questions and answers that are measurable and quantifiable to measure the knowledge, skills, and ability of students in the subject matters covered by the assessments. All assessments administered pursuant to this Section must be academically based assessments. The scoring of academically based assessments shall be reliable, valid, and fair and shall meet

the guidelines for assessment development and use prescribed by the American Psychological Association, the National Council on Measurement in Education, and the American Educational Research Association.

The State Board of Education shall review the use of all assessment item types in order to ensure that they are valid and reliable indicators of student performance aligned to the learning standards being assessed and that the development, administration, and scoring of these item types are justifiable in terms of cost.

(j) The State Superintendent of Education shall appoint a committee of no more than 21 members, consisting of parents, teachers, school administrators, school board members, assessment experts, regional superintendents of schools, and citizens, to review the State assessments administered by the State Board of Education. The Committee shall select one of its members as its chairperson. The Committee shall meet on an ongoing basis to review the content and design of the assessments (including whether the requirements of subsection (i) of this Section have been met), the time and money expended at the local and State levels to prepare for and administer the assessments, the collective results of the assessments as measured against the stated purpose of assessing student performance, and other issues involving the assessments identified by the Committee. The Committee shall make periodic recommendations to the State Superintendent of Education and

the General Assembly concerning the assessments.

(k) The State Board of Education may adopt rules to implement this Section.

(Source: P.A. 99-30, eff. 7-10-15; 99-185, eff. 1-1-16; 99-642, eff. 7-28-16; 100-7, eff. 7-1-17; 100-222, eff. 8-18-17; 100-863, eff. 8-14-18; 100-1046, eff. 8-23-18.)

(105 ILCS 5/2-3.71) (from Ch. 122, par. 2-3.71)

Sec. 2-3.71. Grants for preschool educational programs.

(a) Preschool program.

(1) The State Board of Education shall implement and administer a grant program under the provisions of this subsection which shall consist of grants to public school districts and other eligible entities, as defined by the State Board of Education, to conduct voluntary preschool educational programs for children ages 3 to 5 which include a parent education component. A public school district which receives grants under this subsection may subcontract with other entities that are eligible to conduct a preschool educational program. These grants must be used to supplement, not supplant, funds received from any other source.

(2) (Blank).

(3) Except as otherwise provided under this subsection (a), any teacher of preschool children in the program authorized by this subsection shall hold a Professional

Educator License with an early childhood education endorsement.

(3.5) Beginning with the 2018-2019 school year and until the 2023-2024 school year, an individual may teach preschool children in an early childhood program under this Section if he or she holds a Professional Educator License with an early childhood education endorsement or with short-term approval for early childhood education or he or she pursues a Professional Educator License and holds any of the following:

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

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

(4) (Blank).

(4.5) The State Board of Education shall provide the primary source of funding through appropriations for the program. Such funds shall be distributed to achieve a goal of "Preschool for All Children" for the benefit of all children whose families choose to participate in the

program. Based on available appropriations, newly funded programs shall be selected through a process giving first priority to qualified programs serving primarily at-risk children and second priority to qualified programs serving primarily children with a family income of less than 4 times the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services under the authority of 42 U.S.C. 9902(2). For purposes of this paragraph (4.5), at-risk children are those who because of their home and community environment are subject to such language, cultural, economic and like disadvantages to cause them to have been determined as a result of screening procedures to be at risk of academic failure. Such screening procedures shall be based on criteria established by the State Board of Education.

Except as otherwise provided in this paragraph (4.5), grantees under the program must enter into a memorandum of understanding with the appropriate local Head Start agency. This memorandum must be entered into no later than 3 months after the award of a grantee's grant under the program, except that, in the case of the 2009-2010 program year, the memorandum must be entered into no later than the deadline set by the State Board of Education for applications to participate in the program in fiscal year 2011, and must address collaboration between the grantee's program and the local Head Start agency on certain issues,

which shall include without limitation the following:

- (A) educational activities, curricular objectives, and instruction;
- (B) public information dissemination and access to programs for families contacting programs;
- (C) service areas;
- (D) selection priorities for eligible children to be served by programs;
- (E) maximizing the impact of federal and State funding to benefit young children;
- (F) staff training, including opportunities for joint staff training;
- (G) technical assistance;
- (H) communication and parent outreach for smooth transitions to kindergarten;
- (I) provision and use of facilities, transportation, and other program elements;
- (J) facilitating each program's fulfillment of its statutory and regulatory requirements;
- (K) improving local planning and collaboration; and
- (L) providing comprehensive services for the neediest Illinois children and families.

If the appropriate local Head Start agency is unable or unwilling to enter into a memorandum of understanding as required under this paragraph (4.5), the memorandum of

understanding requirement shall not apply and the grantee under the program must notify the State Board of Education in writing of the Head Start agency's inability or unwillingness. The State Board of Education shall compile all such written notices and make them available to the public.

(5) The State Board of Education shall develop and provide evaluation tools, including tests, that school districts and other eligible entities may use to evaluate children for school readiness prior to age 5. The State Board of Education shall require school districts and other eligible entities to obtain consent from the parents or guardians of children before any evaluations are conducted. The State Board of Education shall encourage local school districts and other eligible entities to evaluate the population of preschool children in their communities and provide preschool programs, pursuant to this subsection, where appropriate.

(6) The State Board of Education shall report to the General Assembly by November 1, 2018 and every 2 years thereafter on the results and progress of students who were enrolled in preschool educational programs, including an assessment of which programs have been most successful in promoting academic excellence and alleviating academic failure. The State Board of Education shall assess the academic progress of all students who have been enrolled in

preschool educational programs.

On or before November 1 of each fiscal year in which the General Assembly provides funding for new programs under paragraph (4.5) of this Section, the State Board of Education shall report to the General Assembly on what percentage of new funding was provided to programs serving primarily at-risk children, what percentage of new funding was provided to programs serving primarily children with a family income of less than 4 times the federal poverty level, and what percentage of new funding was provided to other programs.

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

(A) When persistent and serious challenging behaviors emerge, the early childhood program shall document steps taken to ensure that the child can participate safely in the program; including observations of initial and ongoing challenging behaviors, strategies for remediation and intervention plans to address the behaviors, and communication with

the parent or legal guardian, including participation of the parent or legal guardian in planning and decision-making.

(B) The early childhood program shall, with parental or legal guardian consent as required, utilize a range of community resources, if available and deemed necessary, including, but not limited to, developmental screenings, referrals to programs and services administered by a local educational agency or early intervention agency under Parts B and C of the federal Individual with Disabilities Education Act, and consultation with infant and early childhood mental health consultants and the child's health care provider. The program shall document attempts to engage these resources, including parent or legal guardian participation and consent attempted and obtained. Communication with the parent or legal guardian shall take place in a culturally and linguistically competent manner.

(C) If there is documented evidence that all available interventions and supports recommended by a qualified professional have been exhausted and the program determines in its professional judgment that transitioning a child to another program is necessary for the well-being of the child or his or her peers and staff, with parent or legal guardian permission, both

the current and pending programs shall create a transition plan designed to ensure continuity of services and the comprehensive development of the child. Communication with families shall occur in a culturally and linguistically competent manner.

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

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

(F) Early childhood programs may utilize and the State Board of Education, the Department of Human Services, and the Department of Children and Family Services shall recommend training, technical support, and professional development resources to improve the

ability of teachers, administrators, program directors, and other staff to promote social-emotional development and behavioral health, to address challenging behaviors, and to understand trauma and trauma-informed care, cultural competence, family engagement with diverse populations, the impact of implicit bias on adult behavior, and the use of reflective practice techniques. Support shall include the availability of resources to contract with infant and early childhood mental health consultants.

(G) Beginning on July 1, 2018, early childhood programs shall annually report to the State Board of Education, and, beginning in fiscal year 2020, the State Board of Education shall make available on a biennial basis, in an existing report, all of the following data for children from birth to age 5 who are served by the program:

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

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

(iii) Number of temporary removals of a child

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

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

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

The State Board of Education, in consultation with the Governor's Office of Early Childhood Development and the Department of Children and Family Services, shall adopt rules to administer this paragraph (7).

(b) (Blank).

(c) Notwithstanding any other provisions of this Section, grantees may serve children ages 0 to 12 of essential workers if the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act. For the purposes of this subsection, essential workers include those outlined in Executive Order 20-8 and school employees. The State Board of Education shall

adopt rules to administer this subsection.

(Source: P.A. 100-105, eff. 1-1-18; 100-645, eff. 7-27-18.)

(105 ILCS 5/2-3.170)

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

(a) As used in this Section,

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

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

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

"State Board" means the State Board of Education.

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

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

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

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

resolution for that fiscal year.

(c) (Blank).

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

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

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

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

(h) The total property tax relief allowable to a school district under this Section shall be calculated based on the

total amount of reduction in the school district's aggregate extension. The total grant shall be equal to the reduction, multiplied by the property tax multiplier. The reduction shall be equal to 1% of a district's EAV for a unit school district, 0.69% for an elementary school district, or 0.31% for a high school district, multiplied by the school district's local capacity percentage multiplier.

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

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

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

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

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

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

(105 ILCS 5/10-19) (from Ch. 122, par. 10-19)

Sec. 10-19. Length of school term - experimental programs. Each school board shall annually prepare a calendar for the school term, specifying the opening and closing dates and providing a minimum term of at least 185 days to insure 176 days of actual pupil attendance, computable under Section 10-19.05, except that for the 1980-1981 school year only 175 days of actual pupil attendance shall be required because of

the closing of schools pursuant to Section 24-2 on January 29, 1981 upon the appointment by the President of that day as a day of thanksgiving for the freedom of the Americans who had been held hostage in Iran. Any days allowed by law for teachers' institutes but not used as such or used as parental institutes as provided in Section 10-22.18d shall increase the minimum term by the school days not so used. Except as provided in Section 10-19.1, the board may not extend the school term beyond such closing date unless that extension of term is necessary to provide the minimum number of computable days. In case of such necessary extension school employees shall be paid for such additional time on the basis of their regular contracts. A school board may specify a closing date earlier than that set on the annual calendar when the schools of the district have provided the minimum number of computable days under this Section. Nothing in this Section prevents the board from employing superintendents of schools, principals and other nonteaching personnel for a period of 12 months, or in the case of superintendents for a period in accordance with Section 10-23.8, or prevents the board from employing other personnel before or after the regular school term with payment of salary proportionate to that received for comparable work during the school term. Remote learning days, blended remote learning days, and up to 5 remote and blended remote learning planning days established under Section 10-30 or 34-18.66 shall be deemed pupil attendance days for calculation of the length

of a school term under this Section.

A school board may make such changes in its calendar for the school term as may be required by any changes in the legal school holidays prescribed in Section 24-2. A school board may make changes in its calendar for the school term as may be necessary to reflect the utilization of teachers' institute days as parental institute days as provided in Section 10-22.18d.

The calendar for the school term and any changes must be submitted to and approved by the regional superintendent of schools before the calendar or changes may take effect.

With the prior approval of the State Board of Education and subject to review by the State Board of Education every 3 years, any school board may, by resolution of its board and in agreement with affected exclusive collective bargaining agents, establish experimental educational programs, including but not limited to programs for e-learning days as authorized under Section 10-20.56 of this Code, self-directed learning, or outside of formal class periods, which programs when so approved shall be considered to comply with the requirements of this Section as respects numbers of days of actual pupil attendance and with the other requirements of this Act as respects courses of instruction.

(Source: P.A. 100-465, eff. 8-31-17; 101-12, eff. 7-1-19.)

Sec. 10-19.05. Daily pupil attendance calculation.

(a) Except as otherwise provided in this Section, for a pupil of legal school age and in kindergarten or any of grades 1 through 12, a day of attendance shall be counted only for sessions of not less than 5 clock hours of school work per day under direct supervision of (i) teachers or (ii) non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervising in those instances specified in subsection (a) of Section 10-22.34 and paragraph 10 of Section 34-18. Days of attendance by pupils through verified participation in an e-learning program adopted by a school board and verified by the regional office of education or intermediate service center for the school district under Section 10-20.56 of this Code shall be considered as full days of attendance under this Section.

(b) A pupil regularly enrolled in a public school for only a part of the school day may be counted on the basis of one-sixth of a school day for every class hour of instruction of 40 minutes or more attended pursuant to such enrollment, unless a pupil is enrolled in a block-schedule format of 80 minutes or more of instruction, in which case the pupil may be counted on the basis of the proportion of minutes of school work completed each day to the minimum number of minutes that school work is required to be held that day.

(c) A session of 4 or more clock hours may be counted as a day of attendance upon certification by the regional

superintendent of schools and approval by the State Superintendent of Education to the extent that the district has been forced to use daily multiple sessions.

(d) A session of 3 or more clock hours may be counted as a day of attendance (1) when the remainder of the school day or at least 2 hours in the evening of that day is utilized for an in-service training program for teachers, up to a maximum of 10 days per school year, provided that a district conducts an in-service training program for teachers in accordance with Section 10-22.39 of this Code, or, in lieu of 4 such days, 2 full days may be used, in which event each such day may be counted as a day required for a legal school calendar pursuant to Section 10-19 of this Code; (2) when, of the 5 days allowed under item (1), a maximum of 4 days are used for parent-teacher conferences, or, in lieu of 4 such days, 2 full days are used, in which case each such day may be counted as a calendar day required under Section 10-19 of this Code, provided that the full-day, parent-teacher conference consists of (i) a minimum of 5 clock hours of parent-teacher conferences, (ii) both a minimum of 2 clock hours of parent-teacher conferences held in the evening following a full day of student attendance and a minimum of 3 clock hours of parent-teacher conferences held on the day immediately following evening parent-teacher conferences, or (iii) multiple parent-teacher conferences held in the evenings following full days of student attendance in which the time used for the parent-teacher conferences is

equivalent to a minimum of 5 clock hours; and (3) when days in addition to those provided in items (1) and (2) are scheduled by a school pursuant to its school improvement plan adopted under Article 34 or its revised or amended school improvement plan adopted under Article 2, provided that (i) such sessions of 3 or more clock hours are scheduled to occur at regular intervals, (ii) the remainder of the school days in which such sessions occur are utilized for in-service training programs or other staff development activities for teachers, and (iii) a sufficient number of minutes of school work under the direct supervision of teachers are added to the school days between such regularly scheduled sessions to accumulate not less than the number of minutes by which such sessions of 3 or more clock hours fall short of 5 clock hours. Days scheduled for in-service training programs, staff development activities, or parent-teacher conferences may be scheduled separately for different grade levels and different attendance centers of the district.

(e) A session of not less than one clock hour of teaching hospitalized or homebound pupils on-site or by telephone to the classroom may be counted as a half day of attendance; however, these pupils must receive 4 or more clock hours of instruction to be counted for a full day of attendance.

(f) A session of at least 4 clock hours may be counted as a day of attendance for first grade pupils and pupils in full-day kindergartens, and a session of 2 or more hours may be counted

as a half day of attendance by pupils in kindergartens that provide only half days of attendance.

(g) For children with disabilities who are below the age of 6 years and who cannot attend 2 or more clock hours because of their disability or immaturity, a session of not less than one clock hour may be counted as a half day of attendance; however, for such children whose educational needs require a session of 4 or more clock hours, a session of at least 4 clock hours may be counted as a full day of attendance.

(h) A recognized kindergarten that provides for only a half day of attendance by each pupil shall not have more than one half day of attendance counted in any one day. However, kindergartens may count 2 and a half days of attendance in any 5 consecutive school days. When a pupil attends such a kindergarten for 2 half days on any one school day, the pupil shall have the following day as a day absent from school, unless the school district obtains permission in writing from the State Superintendent of Education. Attendance at kindergartens that provide for a full day of attendance by each pupil shall be counted the same as attendance by first grade pupils. Only the first year of attendance in one kindergarten shall be counted, except in the case of children who entered the kindergarten in their fifth year whose educational development requires a second year of kindergarten as determined under rules of the State Board of Education.

(i) On the days when the State's final accountability

assessment is administered under subsection (c) of Section 2-3.64a-5 of this Code, the day of attendance for a pupil whose school day must be shortened to accommodate required testing procedures may be less than 5 clock hours and shall be counted toward the 176 days of actual pupil attendance required under Section 10-19 of this Code, provided that a sufficient number of minutes of school work in excess of 5 clock hours are first completed on other school days to compensate for the loss of school work on the examination days.

(j) Pupils enrolled in a remote educational program established under Section 10-29 of this Code may be counted on the basis of a one-fifth day of attendance for every clock hour of instruction attended in the remote educational program, provided that, in any month, the school district may not claim for a student enrolled in a remote educational program more days of attendance than the maximum number of days of attendance the district can claim (i) for students enrolled in a building holding year-round classes if the student is classified as participating in the remote educational program on a year-round schedule or (ii) for students enrolled in a building not holding year-round classes if the student is not classified as participating in the remote educational program on a year-round schedule.

(j-5) The clock hour requirements of subsections (a) through (j) of this Section do not apply if the Governor has declared a disaster due to a public health emergency pursuant

to Section 7 of the Illinois Emergency Management Agency Act.
The State Superintendent of Education may establish minimum
clock hour requirements under Sections 10-30 and 34-18.66 if
the Governor has declared a disaster due to a public health
emergency pursuant to Section 7 of the Illinois Emergency
Management Agency Act.

(k) Pupil participation in any of the following activities shall be counted toward the calculation of clock hours of school work per day:

(1) Instruction in a college course in which a student is dually enrolled for both high school credit and college credit.

(2) Participation in a Supervised Career Development Experience, as defined in Section 10 of the Postsecondary and Workforce Readiness Act, in which student participation and learning outcomes are supervised by an educator licensed under Article 21B.

(3) Participation in a youth apprenticeship, as jointly defined in rules of the State Board of Education and Department of Commerce and Economic Opportunity, in which student participation and outcomes are supervised by an educator licensed under Article 21B.

(4) Participation in a blended learning program approved by the school district in which course content, student evaluation, and instructional methods are supervised by an educator licensed under Article 21B.

(Source: P.A. 101-12, eff. 7-1-19.)

(105 ILCS 5/10-20.56)

Sec. 10-20.56. E-learning days.

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

(b) The school board of a school district may, by resolution, adopt a research-based program or research-based programs for e-learning days district-wide that shall permit student instruction to be received electronically while students are not physically present in lieu of the district's scheduled emergency days as required by Section 10-19 of this Code. The research-based program or programs may not exceed the minimum number of emergency days in the approved school calendar and must be verified by the regional office of education or intermediate service center for the school district on or before September 1st annually to ensure access for all students. The regional office of education or intermediate service center shall ensure that the specific needs of all students are met, including special education students and English learners, and that all mandates are still met using the proposed research-based program. The e-learning

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

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

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

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

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

collective bargaining unit.

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

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

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

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

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

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

(5) to address the extent to which student

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

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

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

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

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

(10) to ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an e-learning day.

The school board's approval of a school district's initial e-learning program and renewal of the e-learning program shall be for a term of 3 years.

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

(Source: P.A. 100-760, eff. 8-10-18; 101-12, eff. 7-1-19.)

(105 ILCS 5/10-21.9) (from Ch. 122, par. 10-21.9)

Sec. 10-21.9. Criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Murderer and Violent Offender Against Youth Database.

(a) Licensed and nonlicensed applicants for employment with a school district, except school bus driver applicants, are required as a condition of employment to authorize a fingerprint-based criminal history records check to determine if such applicants have been convicted of any disqualifying, enumerated criminal or drug offenses in subsection (c) of this Section or have been convicted, within 7 years of the application for employment with the school district, of any other felony under the laws of this State or of any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in this State, would have been punishable as a felony under the laws of this State. Authorization for the check shall be furnished by the applicant to the school district, except that if the applicant is a substitute teacher seeking employment in more than one school district, a teacher seeking concurrent part-time employment positions with more than one school district (as a reading specialist, special education teacher or otherwise), or an educational support personnel employee seeking employment positions with more than one district, any such district may require the applicant to furnish

authorization for the check to the regional superintendent of the educational service region in which are located the school districts in which the applicant is seeking employment as a substitute or concurrent part-time teacher or concurrent educational support personnel employee. Upon receipt of this authorization, the school district or the appropriate regional superintendent, as the case may be, shall submit the applicant's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers, as prescribed by the Department of State Police, to the Department. The regional superintendent submitting the requisite information to the Department of State Police shall promptly notify the school districts in which the applicant is seeking employment as a substitute or concurrent part-time teacher or concurrent educational support personnel employee that the check of the applicant has been requested. The Department of State Police and the Federal Bureau of Investigation shall furnish, pursuant to a fingerprint-based criminal history records check, records of convictions, forever and hereinafter, until expunged, to the president of the school board for the school district that requested the check, or to the regional superintendent who requested the check. The Department shall charge the school district or the appropriate regional superintendent a fee for conducting such check, which fee shall be deposited in the State Police Services Fund and shall not exceed the cost of the inquiry; and

the applicant shall not be charged a fee for such check by the school district or by the regional superintendent, except that those applicants seeking employment as a substitute teacher with a school district may be charged a fee not to exceed the cost of the inquiry. Subject to appropriations for these purposes, the State Superintendent of Education shall reimburse school districts and regional superintendents for fees paid to obtain criminal history records checks under this Section.

(a-5) The school district or regional superintendent shall further perform a check of the Statewide Sex Offender Database, as authorized by the Sex Offender Community Notification Law, for each applicant. The check of the Statewide Sex Offender Database must be conducted by the school district or regional superintendent once for every 5 years that an applicant remains employed by the school district.

(a-6) The school district or regional superintendent shall further perform a check of the Statewide Murderer and Violent Offender Against Youth Database, as authorized by the Murderer and Violent Offender Against Youth Community Notification Law, for each applicant. The check of the Murderer and Violent Offender Against Youth Database must be conducted by the school district or regional superintendent once for every 5 years that an applicant remains employed by the school district.

(b) Any information concerning the record of convictions obtained by the president of the school board or the regional

superintendent shall be confidential and may only be transmitted to the superintendent of the school district or his designee, the appropriate regional superintendent if the check was requested by the school district, the presidents of the appropriate school boards if the check was requested from the Department of State Police by the regional superintendent, the State Board of Education and a school district as authorized under subsection (b-5), the State Superintendent of Education, the State Educator Preparation and Licensure Board, any other person necessary to the decision of hiring the applicant for employment, or for clarification purposes the Department of State Police or Statewide Sex Offender Database, or both. A copy of the record of convictions obtained from the Department of State Police shall be provided to the applicant for employment. Upon the check of the Statewide Sex Offender Database or Statewide Murderer and Violent Offender Against Youth Database, the school district or regional superintendent shall notify an applicant as to whether or not the applicant has been identified in the Database. If a check of an applicant for employment as a substitute or concurrent part-time teacher or concurrent educational support personnel employee in more than one school district was requested by the regional superintendent, and the Department of State Police upon a check ascertains that the applicant has not been convicted of any of the enumerated criminal or drug offenses in subsection (c) of this Section or has not been convicted, within 7 years of the

application for employment with the school district, of any other felony under the laws of this State or of any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in this State, would have been punishable as a felony under the laws of this State and so notifies the regional superintendent and if the regional superintendent upon a check ascertains that the applicant has not been identified in the Sex Offender Database or Statewide Murderer and Violent Offender Against Youth Database, then the regional superintendent shall issue to the applicant a certificate evidencing that as of the date specified by the Department of State Police the applicant has not been convicted of any of the enumerated criminal or drug offenses in subsection (c) of this Section or has not been convicted, within 7 years of the application for employment with the school district, of any other felony under the laws of this State or of any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in this State, would have been punishable as a felony under the laws of this State and evidencing that as of the date that the regional superintendent conducted a check of the Statewide Sex Offender Database or Statewide Murderer and Violent Offender Against Youth Database, the applicant has not been identified in the Database. The school board of any school district may rely on the certificate issued by any regional superintendent to that

substitute teacher, concurrent part-time teacher, or concurrent educational support personnel employee or may initiate its own criminal history records check of the applicant through the Department of State Police and its own check of the Statewide Sex Offender Database or Statewide Murderer and Violent Offender Against Youth Database as provided in this Section. Any unauthorized release of confidential information may be a violation of Section 7 of the Criminal Identification Act.

(b-5) If a criminal history records check or check of the Statewide Sex Offender Database or Statewide Murderer and Violent Offender Against Youth Database is performed by a regional superintendent for an applicant seeking employment as a substitute teacher with a school district, the regional superintendent may disclose to the State Board of Education whether the applicant has been issued a certificate under subsection (b) based on those checks. If the State Board receives information on an applicant under this subsection, then it must indicate in the Educator Licensure Information System for a 90-day period that the applicant has been issued or has not been issued a certificate.

(c) No school board shall knowingly employ a person who has been convicted of any offense that would subject him or her to license suspension or revocation pursuant to Section 21B-80 of this Code, except as provided under subsection (b) of Section 21B-80. Further, no school board shall knowingly employ a

person who has been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987. As a condition of employment, each school board must consider the status of a person who has been issued an indicated finding of abuse or neglect of a child by the Department of Children and Family Services under the Abused and Neglected Child Reporting Act or by a child welfare agency of another jurisdiction.

(d) No school board shall knowingly employ a person for whom a criminal history records check and a Statewide Sex Offender Database check have ~~has~~ not been initiated.

(e) Within 10 days after a superintendent, regional office of education, or entity that provides background checks of license holders to public schools receives information of a pending criminal charge against a license holder for an offense set forth in Section 21B-80 of this Code, the superintendent, regional office of education, or entity must notify the State Superintendent of Education of the pending criminal charge.

If permissible by federal or State law, no later than 15 business days after receipt of a record of conviction or of checking the Statewide Murderer and Violent Offender Against Youth Database or the Statewide Sex Offender Database and finding a registration, the superintendent of the employing school board or the applicable regional superintendent shall, in writing, notify the State Superintendent of Education of any

license holder who has been convicted of a crime set forth in Section 21B-80 of this Code. Upon receipt of the record of a conviction of or a finding of child abuse by a holder of any license issued pursuant to Article 21B or Section 34-8.1 or 34-83 of the School Code, the State Superintendent of Education may initiate licensure suspension and revocation proceedings as authorized by law. If the receipt of the record of conviction or finding of child abuse is received within 6 months after the initial grant of or renewal of a license, the State Superintendent of Education may rescind the license holder's license.

(e-5) The superintendent of the employing school board shall, in writing, notify the State Superintendent of Education and the applicable regional superintendent of schools of any license holder whom he or she has reasonable cause to believe has committed an intentional act of abuse or neglect with the result of making a child an abused child or a neglected child, as defined in Section 3 of the Abused and Neglected Child Reporting Act, and that act resulted in the license holder's dismissal or resignation from the school district. This notification must be submitted within 30 days after the dismissal or resignation. The license holder must also be contemporaneously sent a copy of the notice by the superintendent. All correspondence, documentation, and other information so received by the regional superintendent of schools, the State Superintendent of Education, the State Board

of Education, or the State Educator Preparation and Licensure Board under this subsection (e-5) is confidential and must not be disclosed to third parties, except (i) as necessary for the State Superintendent of Education or his or her designee to investigate and prosecute pursuant to Article 21B of this Code, (ii) pursuant to a court order, (iii) for disclosure to the license holder or his or her representative, or (iv) as otherwise provided in this Article and provided that any such information admitted into evidence in a hearing is exempt from this confidentiality and non-disclosure requirement. Except for an act of willful or wanton misconduct, any superintendent who provides notification as required in this subsection (e-5) shall have immunity from any liability, whether civil or criminal or that otherwise might result by reason of such action.

(f) After January 1, 1990 the provisions of this Section shall apply to all employees of persons or firms holding contracts with any school district including, but not limited to, food service workers, school bus drivers and other transportation employees, who have direct, daily contact with the pupils of any school in such district. For purposes of criminal history records checks and checks of the Statewide Sex Offender Database on employees of persons or firms holding contracts with more than one school district and assigned to more than one school district, the regional superintendent of the educational service region in which the contracting school

districts are located may, at the request of any such school district, be responsible for receiving the authorization for a criminal history records check prepared by each such employee and submitting the same to the Department of State Police and for conducting a check of the Statewide Sex Offender Database for each employee. Any information concerning the record of conviction and identification as a sex offender of any such employee obtained by the regional superintendent shall be promptly reported to the president of the appropriate school board or school boards.

(f-5) Upon request of a school or school district, any information obtained by a school district pursuant to subsection (f) of this Section within the last year must be made available to the requesting school or school district.

(g) Prior to the commencement of any student teaching experience or required internship (which is referred to as student teaching in this Section) in the public schools, a student teacher is required to authorize a fingerprint-based criminal history records check. Authorization for and payment of the costs of the check must be furnished by the student teacher to the school district where the student teaching is to be completed. Upon receipt of this authorization and payment, the school district shall submit the student teacher's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers, as prescribed by the Department of State Police, to the Department of State Police. The

Department of State Police and the Federal Bureau of Investigation shall furnish, pursuant to a fingerprint-based criminal history records check, records of convictions, forever and hereinafter, until expunged, to the president of the school board for the school district that requested the check. The Department shall charge the school district a fee for conducting the check, which fee must not exceed the cost of the inquiry and must be deposited into the State Police Services Fund. The school district shall further perform a check of the Statewide Sex Offender Database, as authorized by the Sex Offender Community Notification Law, and of the Statewide Murderer and Violent Offender Against Youth Database, as authorized by the Murderer and Violent Offender Against Youth Registration Act, for each student teacher. No school board may knowingly allow a person to student teach for whom a criminal history records check, a Statewide Sex Offender Database check, and a Statewide Murderer and Violent Offender Against Youth Database check have not been completed and reviewed by the district.

A copy of the record of convictions obtained from the Department of State Police must be provided to the student teacher. Any information concerning the record of convictions obtained by the president of the school board is confidential and may only be transmitted to the superintendent of the school district or his or her designee, the State Superintendent of Education, the State Educator Preparation and Licensure Board,

or, for clarification purposes, the Department of State Police or the Statewide Sex Offender Database or Statewide Murderer and Violent Offender Against Youth Database. Any unauthorized release of confidential information may be a violation of Section 7 of the Criminal Identification Act.

No school board shall knowingly allow a person to student teach who has been convicted of any offense that would subject him or her to license suspension or revocation pursuant to subsection (c) of Section 21B-80 of this Code, except as provided under subsection (b) of Section 21B-80. Further, no school board shall allow a person to student teach if he or she has been found to be the perpetrator of sexual or physical abuse of a minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987. Each school board must consider the status of a person to student teach who has been issued an indicated finding of abuse or neglect of a child by the Department of Children and Family Services under the Abused and Neglected Child Reporting Act or by a child welfare agency of another jurisdiction.

(h) (Blank).

(Source: P.A. 101-72, eff. 7-12-19; 101-531, eff. 8-23-19; revised 12-3-19.)

(105 ILCS 5/10-30 new)

Sec. 10-30. Remote and blended remote learning. This Section applies if the Governor has declared a disaster due to

a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act.

(1) If the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act, the State Superintendent of Education may declare a requirement to use remote learning days or blended remote learning days for a school district, multiple school districts, a region, or the entire State. During remote learning days, schools shall conduct instruction remotely. During blended remote learning days, schools may utilize hybrid models of in-person and remote instruction. Once declared, remote learning days or blended remote learning days shall be implemented in grades pre-kindergarten through 12 as days of attendance and shall be deemed pupil attendance days for calculation of the length of a school term under Section 10-19.

(2) For purposes of this Section, a remote learning day or blended remote learning day may be met through a district's implementation of an e-learning program under Section 10-20.56.

(3) For any district that does not implement an e-learning program under Section 10-20.56, the district shall adopt a remote and blended remote learning day plan approved by the district superintendent. Each district may utilize remote and blended remote learning planning days,

consecutively or in separate increments, to develop, review, or amend its remote and blended remote learning day plan or provide professional development to staff regarding remote education. Up to 5 remote and blended remote learning planning days may be deemed pupil attendance days for calculation of the length of a school term under Section 10-19.

(4) Each remote and blended remote learning day plan shall address the following:

(i) accessibility of the remote instruction to all students enrolled in the district;

(ii) if applicable, a requirement that the remote learning day and blended remote learning day activities reflect State learning standards;

(iii) a means for students to confer with an educator, as necessary;

(iv) the unique needs of students in special populations, including, but not limited to, students eligible for special education under Article 14, students who are English learners as defined in Section 14C-2, and students experiencing homelessness under the Education for Homeless Children Act, or vulnerable student populations;

(v) how the district will take attendance and monitor and verify each student's remote participation; and

(vi) transitions from remote learning to on-site learning upon the State Superintendent's declaration that remote learning days or blended remote learning days are no longer deemed necessary.

(5) The district superintendent shall periodically review and amend the district's remote and blended remote learning day plan, as needed, to ensure the plan meets the needs of all students.

(6) Each remote and blended remote learning day plan shall be posted on the district's Internet website where other policies, rules, and standards of conduct are posted and shall be provided to students and faculty.

(7) This Section does not create any additional employee bargaining rights and does not remove any employee bargaining rights.

(8) Statutory and regulatory curricular mandates and offerings may be administered via a district's remote and blended remote learning day plan, except that a district may not offer individual behind-the-wheel instruction required by Section 27-24.2 via a district's remote and blended remote learning day plan. This Section does not relieve schools and districts from completing all statutory and regulatory curricular mandates and offerings.

Sec. 14-8.02f. Individualized education program meeting protections.

(a) (Blank).

(b) This subsection (b) applies only to a school district organized under Article 34. No later than 10 calendar days prior to a child's individualized education program meeting or as soon as possible if a meeting is scheduled within 10 calendar days with written parental consent, the school board or school personnel must provide the child's parent or guardian with a written notification of the services that require a specific data collection procedure from the school district for services related to the child's individualized education program. The notification must indicate, with a checkbox, whether specific data has been collected for the child's individualized education program services. For purposes of this subsection (b), individualized education program services must include, but are not limited to, paraprofessional support, an extended school year, transportation, therapeutic day school, and services for specific learning disabilities.

(c) Beginning on July 1, 2020, no later than 3 school days prior to a ~~child's individualized education program eligibility meeting or~~ meeting to determine a child's eligibility for special education and related services or to review a child's individualized education program, or as soon as possible if an individualized education program meeting is scheduled within 3 school days with the written consent of the

child's parent or guardian, the local education agency must provide the child's parent or guardian ~~with~~ copies of all written material that will be considered by the individualized education program team at the meeting so that the parent or guardian may participate in the meeting as a fully-informed team member. The parent or guardian shall have the option of choosing from the available methods of delivery, which must include regular mail and picking up the materials at school. For a meeting to determine the child's eligibility for special education, the ~~The~~ written material must include, ~~but is not limited to,~~ all evaluations and collected data that will be considered at the meeting. For and, for a child who is already eligible for special education and related services ~~has an individualized education program,~~ the written material must include a copy of all individualized education program components that will be discussed by the individualized education program team, other than the components related to the educational and related service minutes proposed for the child and the child's ~~educational~~ placement. Parents shall also be informed of their right to review and copy their child's school student records prior to any special education eligibility or individualized education program review meeting, subject to the requirements of applicable federal and State law.

(d) Local education agencies must make ~~related service~~ logs that record the delivery type of related services administered

under the child's individualized education program and the minutes of each type of related service that has been administered available to the child's parent or guardian ~~at the annual review of the child's individualized education program and must also provide a copy of the related service logs~~ at any time upon request of the child's parent or guardian. For purposes of this subsection (d), related services for which a log must be made are: speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services. The local education agency must inform the child's parent or guardian within 20 school days from the beginning of the school year or upon establishment of an individualized education program of his or her ability to request those related service logs.

(d-5) If, at a meeting to develop or revise a child's individualized education program, the individualized education program team determines that a certain service is ~~services are~~ required in order for the child to receive a free, appropriate public education and that service is ~~those services are~~ not implemented ~~administered~~ within 10 school days after the service was to be initiated as a date or frequency set forth by the child's individualized education program, then the local education agency shall provide the child's parent or guardian with written notification that the service has ~~those services~~

~~have~~ not yet been implemented ~~administered to the child~~. The notification must be provided to the child's parent or guardian within 3 school days of the local education agency's non-compliance with the child's individualized education program and must inform ~~include information on~~ the parent or guardian about the school district's procedures for requesting ~~parent's or guardian's ability to request~~ compensatory services. In this subsection (d-5) ~~(d)~~, "school days" does not include days where a child is absent from school for reasons unrelated to a lack of individualized education program services or when the service is available, but the child is unavailable.

(e) The State Board of Education may create a telephone hotline to address complaints regarding the special education services or lack of special education services of a school district subject to this Section. If a hotline is created, it must be available to all students enrolled in the school district, parents or guardians of those students, and school personnel. If a hotline is created, any complaints received through the hotline must be registered and recorded with the State Board's monitor of special education policies. No student, parent or guardian, or member of school personnel may be retaliated against for submitting a complaint through a telephone hotline created by the State Board under this subsection (e).

(f) A school district subject to this Section may not use

any measure that would prevent or delay an individualized education program team from adding a service to the program or create a time restriction in which a service is prohibited from being added to the program. The school district may not build functions into its computer software that would remove any services from a student's individualized education program without the approval of the program team and may not prohibit the program team from adding a service to the program.

(Source: P.A. 100-993, eff. 8-20-18; 101-515, eff. 8-23-19; 101-598, eff. 12-6-19.)

(105 ILCS 5/14-8.02h)

Sec. 14-8.02h. Response to scientific, research-based intervention.

(a) In this Section, "response to scientific, research-based intervention" or "multi-tiered system ~~systems~~ of support" means a tiered process of appropriate instruction and support ~~school support~~ that utilizes differentiated instructional strategies for students, provides students with an evidence-based curriculum and ~~scientific, research-based~~ interventions aligned with State standards, continuously monitors student performance using scientific ~~scientifically~~, research-based progress monitoring instruments, and makes data-driven educational decisions based on a student's response to the interventions. Response to scientific, research-based intervention or a multi-tiered system ~~systems~~

of support uses ~~use~~ a problem-solving method to define the problem, analyzes ~~analyze~~ the problem using data to determine why there is a discrepancy between what is expected and what is occurring, establishes ~~establish~~ one or more student performance goals, develops ~~develop~~ an intervention plan to address the performance goals, and delineates ~~delineate~~ how the student's progress will be monitored and how implementation integrity will be ensured.

(b) (Blank). ~~A school district may utilize response to scientific, research based intervention or multi tiered systems of support as part of an evaluation procedure to determine if a child is eligible for special education services due to a specific learning disability. A school district may utilize the data generated during the response to scientific, research based intervention or multi tiered systems of support process in an evaluation to determine if a child is eligible for special education services due to any category of disability.~~

(c) The response to scientific, research-based intervention or a multi-tiered system ~~systems~~ of support process should use ~~must involve~~ a collaborative team approach and include the engagement of and regular communication with the child's parent or guardian, ~~with the parent or guardian of a student being part of the collaborative team.~~ The parent or guardian of a child shall be provided with written notice of the school district's use of scientific, research-based

intervention or a multi-tiered system of support for the child and may be part of the collaborative team approach at the discretion of the school district ~~student must be involved in the data sharing and decision-making processes of support under this Section.~~ The parent or guardian shall be provided all data collected and reviewed by the school district with regard to the child in the scientific, research-based intervention or multi-tiered system of support process. The State Board of Education may provide guidance to ~~a school districts district~~ and identify available resources related to facilitating parent ~~parental~~ or guardian engagement ~~participation~~ in the response to scientific, research-based intervention or a multi-tiered system ~~systems~~ of support process.

(d) Nothing in this Section affects the responsibility of a school district to identify, locate, and evaluate children with disabilities who are in need of special education services in accordance with the federal Individuals with Disabilities Education ~~Improvement Act of 2004~~, this Code, or any applicable federal or State rules.

(Source: P.A. 101-515, eff. 8-23-19; 101-598, eff. 12-6-19.)

(105 ILCS 5/17-2.11) (from Ch. 122, par. 17-2.11)

Sec. 17-2.11. School board power to levy a tax or to borrow money and issue bonds for fire prevention, safety, energy conservation, accessibility, school security, and specified repair purposes.

(a) Whenever, as a result of any lawful order of any agency, other than a school board, having authority to enforce any school building code applicable to any facility that houses students, or any law or regulation for the protection and safety of the environment, pursuant to the Environmental Protection Act, any school district having a population of less than 500,000 inhabitants is required to alter or reconstruct any school building or permanent, fixed equipment; the district may, by proper resolution, levy a tax for the purpose of making such alteration or reconstruction, based on a survey report by an architect or engineer licensed in this State, upon all of the taxable property of the district at the value as assessed by the Department of Revenue and at a rate not to exceed 0.05% per year for a period sufficient to finance such alteration or reconstruction, upon the following conditions:

(1) When there are not sufficient funds available in the operations and maintenance fund of the school district, the school facility occupation tax fund of the district, or the fire prevention and safety fund of the district, as determined by the district on the basis of rules adopted by the State Board of Education, to make such alteration or reconstruction or to purchase and install such permanent, fixed equipment so ordered or determined as necessary. Appropriate school district records must be made available to the State Superintendent of Education, upon request, to confirm this insufficiency.

(2) When a certified estimate of an architect or engineer licensed in this State stating the estimated amount necessary to make the alteration or reconstruction or to purchase and install the equipment so ordered has been secured by the school district, and the estimate has been approved by the regional superintendent of schools having jurisdiction over the district and the State Superintendent of Education. Approval must not be granted for any work that has already started without the prior express authorization of the State Superintendent of Education. If the estimate is not approved or is denied approval by the regional superintendent of schools within 3 months after the date on which it is submitted to him or her, the school board of the district may submit the estimate directly to the State Superintendent of Education for approval or denial.

In the case of an emergency situation, where the estimated cost to effectuate emergency repairs is less than the amount specified in Section 10-20.21 of this Code, the school district may proceed with such repairs prior to approval by the State Superintendent of Education, but shall comply with the provisions of subdivision (2) of this subsection (a) as soon thereafter as may be as well as Section 10-20.21 of this Code. If the estimated cost to effectuate emergency repairs is greater than the amount specified in Section 10-20.21 of this Code, then the school district shall proceed in conformity with

Section 10-20.21 of this Code and with rules established by the State Board of Education to address such situations. The rules adopted by the State Board of Education to deal with these situations shall stipulate that emergency situations must be expedited and given priority consideration. For purposes of this paragraph, an emergency is a situation that presents an imminent and continuing threat to the health and safety of students or other occupants of a facility, requires complete or partial evacuation of a building or part of a building, or consumes one or more of the 5 emergency days built into the adopted calendar of the school or schools or would otherwise be expected to cause such school or schools to fall short of the minimum school calendar requirements.

(b) Whenever any such district determines that it is necessary for energy conservation purposes that any school building or permanent, fixed equipment should be altered or reconstructed and that such alterations or reconstruction will be made with funds not necessary for the completion of approved and recommended projects contained in any safety survey report or amendments thereto authorized by Section 2-3.12 of this Act; the district may levy a tax or issue bonds as provided in subsection (a) of this Section.

(c) Whenever any such district determines that it is necessary for accessibility purposes and to comply with the school building code that any school building or equipment should be altered or reconstructed and that such alterations or

reconstruction will be made with funds not necessary for the completion of approved and recommended projects contained in any safety survey report or amendments thereto authorized under Section 2-3.12 of this Act, the district may levy a tax or issue bonds as provided in subsection (a) of this Section.

(d) Whenever any such district determines that it is necessary for school security purposes and the related protection and safety of pupils and school personnel that any school building or property should be altered or reconstructed or that security systems and equipment (including but not limited to intercom, early detection and warning, access control and television monitoring systems) should be purchased and installed, and that such alterations, reconstruction or purchase and installation of equipment will be made with funds not necessary for the completion of approved and recommended projects contained in any safety survey report or amendment thereto authorized by Section 2-3.12 of this Act and will deter and prevent unauthorized entry or activities upon school property by unknown or dangerous persons, assure early detection and advance warning of any such actual or attempted unauthorized entry or activities and help assure the continued safety of pupils and school staff if any such unauthorized entry or activity is attempted or occurs; the district may levy a tax or issue bonds as provided in subsection (a) of this Section.

If such a school district determines that it is necessary

for school security purposes and the related protection and safety of pupils and school staff to hire a school resource officer or that personnel costs for school counselors, mental health experts, or school resource officers are necessary and the district determines that it does not need funds for any of the other purposes set forth in this Section, then the district may levy a tax or issue bonds as provided in subsection (a).

(e) If a school district does not need funds for other fire prevention and safety projects, including the completion of approved and recommended projects contained in any safety survey report or amendments thereto authorized by Section 2-3.12 of this Act, and it is determined after a public hearing (which is preceded by at least one published notice (i) occurring at least 7 days prior to the hearing in a newspaper of general circulation within the school district and (ii) setting forth the time, date, place, and general subject matter of the hearing) that there is a substantial, immediate, and otherwise unavoidable threat to the health, safety, or welfare of pupils due to disrepair of school sidewalks, playgrounds, parking lots, or school bus turnarounds and repairs must be made; then the district may levy a tax or issue bonds as provided in subsection (a) of this Section.

(f) For purposes of this Section a school district may replace a school building or build additions to replace portions of a building when it is determined that the effectuation of the recommendations for the existing building

will cost more than the replacement costs. Such determination shall be based on a comparison of estimated costs made by an architect or engineer licensed in the State of Illinois. The new building or addition shall be equivalent in area (square feet) and comparable in purpose and grades served and may be on the same site or another site. Such replacement may only be done upon order of the regional superintendent of schools and the approval of the State Superintendent of Education.

(g) The filing of a certified copy of the resolution levying the tax when accompanied by the certificates of the regional superintendent of schools and State Superintendent of Education shall be the authority of the county clerk to extend such tax.

(h) The county clerk of the county in which any school district levying a tax under the authority of this Section is located, in reducing raised levies, shall not consider any such tax as a part of the general levy for school purposes and shall not include the same in the limitation of any other tax rate which may be extended.

Such tax shall be levied and collected in like manner as all other taxes of school districts, subject to the provisions contained in this Section.

(i) The tax rate limit specified in this Section may be increased to .10% upon the approval of a proposition to effect such increase by a majority of the electors voting on that proposition at a regular scheduled election. Such proposition

may be initiated by resolution of the school board and shall be certified by the secretary to the proper election authorities for submission in accordance with the general election law.

(j) When taxes are levied by any school district for fire prevention, safety, energy conservation, and school security purposes as specified in this Section, and the purposes for which the taxes have been levied are accomplished and paid in full, and there remain funds on hand in the Fire Prevention and Safety Fund from the proceeds of the taxes levied, including interest earnings thereon, the school board by resolution shall use such excess and other board restricted funds, excluding bond proceeds and earnings from such proceeds, as follows:

(1) for other authorized fire prevention, safety, energy conservation, required safety inspections, school security purposes, sampling for lead in drinking water in schools, and for repair and mitigation due to lead levels in the drinking water supply; or

(2) for transfer to the Operations and Maintenance Fund for the purpose of abating an equal amount of operations and maintenance purposes taxes.

Notwithstanding subdivision (2) of this subsection (j) and subsection (k) of this Section, through June 30, 2021 ~~2020~~, the school board may, by proper resolution following a public hearing set by the school board or the president of the school board (that is preceded (i) by at least one published notice over the name of the clerk or secretary of the board, occurring

at least 7 days and not more than 30 days prior to the hearing, in a newspaper of general circulation within the school district and (ii) by posted notice over the name of the clerk or secretary of the board, at least 48 hours before the hearing, at the principal office of the school board or at the building where the hearing is to be held if a principal office does not exist, with both notices setting forth the time, date, place, and subject matter of the hearing), transfer surplus life safety taxes and interest earnings thereon to the Operations and Maintenance Fund for building repair work.

(k) If any transfer is made to the Operation and Maintenance Fund, the secretary of the school board shall within 30 days notify the county clerk of the amount of that transfer and direct the clerk to abate the taxes to be extended for the purposes of operations and maintenance authorized under Section 17-2 of this Act by an amount equal to such transfer.

(l) If the proceeds from the tax levy authorized by this Section are insufficient to complete the work approved under this Section, the school board is authorized to sell bonds without referendum under the provisions of this Section in an amount that, when added to the proceeds of the tax levy authorized by this Section, will allow completion of the approved work.

(m) Any bonds issued pursuant to this Section shall bear interest at a rate not to exceed the maximum rate authorized by law at the time of the making of the contract, shall mature

within 20 years from date, and shall be signed by the president of the school board and the treasurer of the school district.

(n) In order to authorize and issue such bonds, the school board shall adopt a resolution fixing the amount of bonds, the date thereof, the maturities thereof, rates of interest thereof, place of payment and denomination, which shall be in denominations of not less than \$100 and not more than \$5,000, and provide for the levy and collection of a direct annual tax upon all the taxable property in the school district sufficient to pay the principal and interest on such bonds to maturity. Upon the filing in the office of the county clerk of the county in which the school district is located of a certified copy of the resolution, it is the duty of the county clerk to extend the tax therefor in addition to and in excess of all other taxes heretofore or hereafter authorized to be levied by such school district.

(o) After the time such bonds are issued as provided for by this Section, if additional alterations or reconstructions are required to be made because of surveys conducted by an architect or engineer licensed in the State of Illinois, the district may levy a tax at a rate not to exceed .05% per year upon all the taxable property of the district or issue additional bonds, whichever action shall be the most feasible.

(p) This Section is cumulative and constitutes complete authority for the issuance of bonds as provided in this Section notwithstanding any other statute or law to the contrary.

(q) With respect to instruments for the payment of money issued under this Section either before, on, or after the effective date of Public Act 86-004 (June 6, 1989), it is, and always has been, the intention of the General Assembly (i) that the Omnibus Bond Acts are, and always have been, supplementary grants of power to issue instruments in accordance with the Omnibus Bond Acts, regardless of any provision of this Act that may appear to be or to have been more restrictive than those Acts, (ii) that the provisions of this Section are not a limitation on the supplementary authority granted by the Omnibus Bond Acts, and (iii) that instruments issued under this Section within the supplementary authority granted by the Omnibus Bond Acts are not invalid because of any provision of this Act that may appear to be or to have been more restrictive than those Acts.

(r) When the purposes for which the bonds are issued have been accomplished and paid for in full and there remain funds on hand from the proceeds of the bond sale and interest earnings therefrom, the board shall, by resolution, use such excess funds in accordance with the provisions of Section 10-22.14 of this Act.

(s) Whenever any tax is levied or bonds issued for fire prevention, safety, energy conservation, and school security purposes, such proceeds shall be deposited and accounted for separately within the Fire Prevention and Safety Fund.

(Source: P.A. 100-465, eff. 8-31-17; 101-455, eff. 8-23-19.)

(105 ILCS 5/17-2A) (from Ch. 122, par. 17-2A)

Sec. 17-2A. Interfund transfers.

(a) The school board of any district having a population of less than 500,000 inhabitants may, by proper resolution following a public hearing set by the school board or the president of the school board (that is preceded (i) by at least one published notice over the name of the clerk or secretary of the board, occurring at least 7 days and not more than 30 days prior to the hearing, in a newspaper of general circulation within the school district and (ii) by posted notice over the name of the clerk or secretary of the board, at least 48 hours before the hearing, at the principal office of the school board or at the building where the hearing is to be held if a principal office does not exist, with both notices setting forth the time, date, place, and subject matter of the hearing), transfer money from (1) the Educational Fund to the Operations and Maintenance Fund or the Transportation Fund, (2) the Operations and Maintenance Fund to the Educational Fund or the Transportation Fund, (3) the Transportation Fund to the Educational Fund or the Operations and Maintenance Fund, or (4) the Tort Immunity Fund to the Operations and Maintenance Fund of said district, provided that, except during the period from July 1, 2003 through June 30, 2021 ~~2020~~, such transfer is made solely for the purpose of meeting one-time, non-recurring expenses. Except during the period from July 1, 2003 through

June 30, 2021 ~~2020~~ and except as otherwise provided in subsection (b) of this Section, any other permanent interfund transfers authorized by any provision or judicial interpretation of this Code for which the transferee fund is not precisely and specifically set forth in the provision of this Code authorizing such transfer shall be made to the fund of the school district most in need of the funds being transferred, as determined by resolution of the school board.

(b) (Blank).

(c) Notwithstanding subsection (a) of this Section or any other provision of this Code to the contrary, the school board of any school district (i) that is subject to the Property Tax Extension Limitation Law, (ii) that is an elementary district servicing students in grades K through 8, (iii) whose territory is in one county, (iv) that is eligible for Section 7002 Federal Impact Aid, and (v) that has no more than \$81,000 in funds remaining from refinancing bonds that were refinanced a minimum of 5 years prior to January 20, 2017 (the effective date of Public Act 99-926) may make a one-time transfer of the funds remaining from the refinancing bonds to the Operations and Maintenance Fund of the district by proper resolution following a public hearing set by the school board or the president of the school board, with notice as provided in subsection (a) of this Section, so long as the district meets the qualifications set forth in this subsection (c) on January 20, 2017 (the effective date of Public Act 99-926).

(d) Notwithstanding subsection (a) of this Section or any other provision of this Code to the contrary, the school board of any school district (i) that is subject to the Property Tax Extension Limitation Law, (ii) that is a community unit school district servicing students in grades K through 12, (iii) whose territory is in one county, (iv) that owns property designated by the United States as a Superfund site pursuant to the federal Comprehensive Environmental Response, Compensation and Liability Act of 1980 (42 U.S.C. 9601 et seq.), and (v) that has an excess accumulation of funds in its bond fund, including funds accumulated prior to July 1, 2000, may make a one-time transfer of those excess funds accumulated prior to July 1, 2000 to the Operations and Maintenance Fund of the district by proper resolution following a public hearing set by the school board or the president of the school board, with notice as provided in subsection (a) of this Section, so long as the district meets the qualifications set forth in this subsection (d) on August 4, 2017 (the effective date of Public Act 100-32).

(Source: P.A. 99-713, eff. 8-5-16; 99-922, eff. 1-17-17; 99-926, eff. 1-20-17; 100-32, eff. 8-4-17; 100-465, eff. 8-31-17; 100-863, eff. 8-14-18.)

(105 ILCS 5/18-8.15)

Sec. 18-8.15. Evidence-Based Funding ~~Evidence-based funding~~ for student success for the 2017-2018 and subsequent

school years.

(a) General provisions.

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

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

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

training for a rewarding career;

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

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

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

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

(B) Second, the model calculates each

Organizational Unit's Local Capacity ~~local capacity~~, or the amount each Organizational Unit is assumed to contribute toward ~~towards~~ its Adequacy Target ~~adequacy target~~ from local resources.

(C) Third, the model calculates how much funding the State currently contributes to the Organizational Unit, and adds that to the unit's Local Capacity ~~local capacity~~ to determine the unit's overall current adequacy of funding.

(D) Finally, the model's distribution method allocates new State funding to those Organizational Units that are least well-funded, considering both Local Capacity ~~local capacity~~ and State funding, in relation to their Adequacy Target ~~adequacy target~~.

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

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

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

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

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

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

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

"Alternative School" means a public school that is created and operated by a regional superintendent of

schools and approved by the State Board.

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

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

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

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

"Average Student Enrollment" or "ASE" for fiscal year 2018 means, for an Organizational Unit, the greater of the average number of students (grades K through 12) reported to the State Board as enrolled in the Organizational Unit on October 1 in the immediately preceding school year, plus the pre-kindergarten students who receive special

education services of 2 or more hours a day as reported to the State Board on December 1 in the immediately preceding school year, or the average number of students (grades K through 12) reported to the State Board as enrolled in the Organizational Unit on October 1, plus the pre-kindergarten students who receive special education services of 2 or more hours a day as reported to the State Board on December 1, for each of the immediately preceding 3 school years. For fiscal year 2019 and each subsequent fiscal year, "Average Student Enrollment" or "ASE" means, for an Organizational Unit, the greater of the average number of students (grades K through 12) reported to the State Board as enrolled in the Organizational Unit on October 1 and March 1 in the immediately preceding school year, plus the pre-kindergarten students who receive special education services as reported to the State Board on October 1 and March 1 in the immediately preceding school year, or the average number of students (grades K through 12) reported to the State Board as enrolled in the Organizational Unit on October 1 and March 1, plus the pre-kindergarten students who receive special education services as reported to the State Board on October 1 and March 1, for each of the immediately preceding 3 school years. For the purposes of this definition, "enrolled in the Organizational Unit" means the number of students reported to the State Board who are enrolled in schools

within the Organizational Unit that the student attends or would attend if not placed or transferred to another school or program to receive needed services. For the purposes of calculating "ASE", all students, grades K through 12, excluding those attending kindergarten for a half day and students attending an alternative education program operated by a regional office of education or intermediate service center, shall be counted as 1.0. All students attending kindergarten for a half day shall be counted as 0.5, unless in 2017 by June 15 or by March 1 in subsequent years, the school district reports to the State Board of Education the intent to implement full-day kindergarten district-wide for all students, then all students attending kindergarten shall be counted as 1.0. Special education pre-kindergarten students shall be counted as 0.5 each. If the State Board does not collect or has not collected both an October 1 and March 1 enrollment count by grade or a December 1 collection of special education pre-kindergarten students as of August 31, 2017 (the effective date of Public Act 100-465) ~~this amendatory Act of the 100th General Assembly~~, it shall establish such collection for all future years. For any year in which ~~where~~ a count by grade level was collected only once, that count shall be used as the single count available for computing a 3-year average ASE. Funding for programs operated by a regional office of education or an

intermediate service center must be calculated using the Evidence-Based Funding ~~evidence-based funding~~ formula under this Section for the 2019-2020 school year and each subsequent school year until separate adequacy formulas are developed and adopted for each type of program. ASE for a program operated by a regional office of education or an intermediate service center must be determined by the March 1 enrollment for the program. For the 2019-2020 school year, the ASE used in the calculation must be the first-year ASE and, in that year only, the assignment of students served by a regional office of education or intermediate service center shall not result in a reduction of the March enrollment for any school district. For the 2020-2021 school year, the ASE must be the greater of the current-year ASE or the 2-year average ASE. Beginning with the 2021-2022 school year, the ASE must be the greater of the current-year ASE or the 3-year average ASE. School districts shall submit the data for the ASE calculation to the State Board within 45 days of the dates required in this Section for submission of enrollment data in order for it to be included in the ASE calculation. For fiscal year 2018 only, the ASE calculation shall include only enrollment taken on October 1.

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

"Base Funding Minimum" is defined in subsection (e) of

this Section.

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

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

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

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

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

"Comparable Wage Index" or "CWI" means a regional cost differentiation metric that measures systemic, regional variations in the salaries of college graduates who are not

educators. The CWI utilized for this Section shall, for the first 3 years of Evidence-Based Funding implementation, be the CWI initially developed by the National Center for Education Statistics, as most recently updated by Texas A & M University. In the fourth and subsequent years of Evidence-Based Funding implementation, the State Superintendent shall re-determine the CWI using a similar methodology to that identified in the Texas A & M University study, with adjustments made no less frequently than once every 5 years.

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

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

all additional investments in computer technology and equipment adequacy elements.

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

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

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

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

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

"ECI" means the Bureau of Labor Statistics' national

employment cost index for civilian workers in educational services in elementary and secondary schools on a cumulative basis for the 12-month calendar year preceding the fiscal year of the Evidence-Based Funding calculation.

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

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

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

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

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

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

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

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

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

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

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

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

"Guidance counselor" means a licensed guidance

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

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

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

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

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

"Laboratory School" means a public school that is

created and operated by a public university and approved by the State Board.

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

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

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

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

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

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

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

Supplemental Nutrition Assistance Program, excluding pupils who are eligible for services provided by the Department of Children and Family Services. Until such time that grade level low-income populations become available, grade level low-income populations shall be determined by applying the low-income percentage to total student enrollments by grade level. The low-income percentage is determined by dividing the Low-Income Count by the Average Student Enrollment. The low-income percentage for programs operated by a regional office of education or an intermediate service center must be set to the weighted average of the low-income percentages of all of the school districts in the service region. The weighted low-income percentage is the result of multiplying the low-income percentage of each school district served by the regional office of education or intermediate service center by each school district's Average Student Enrollment, summarizing those products and dividing the total by the total Average Student Enrollment for the service region.

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

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

"New Property Tax Relief Pool Funds" means, for any

given fiscal year, all State funds appropriated under Section 2-3.170 of the School Code.

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

"Net State Contribution Target" means, for a given school year, the amount of State funds that would be necessary to fully meet the Adequacy Target of an Operational Unit minus the Preliminary Resources available to each unit.

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

"Operating Tax Rate" means the rate utilized in the previous year to extend property taxes for all purposes, except⁷ Bond and Interest, Summer School, Rent, Capital Improvement, and Vocational Education Building purposes. For Hybrid Districts, the Operating Tax Rate shall be the combined elementary and high school rates utilized in the previous year to extend property taxes for all purposes, except⁷ Bond and Interest, Summer School, Rent, Capital Improvement, and Vocational Education Building purposes.

"Organizational Unit" means a Laboratory School or any

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

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

number of adjacent Illinois counties is greater than 2, the original county's CWI value will be weighted at 0.25 and the adjacent Illinois county average will be weighted at 0.75. If the number of adjacent Illinois counties is 2, the original county's CWI value will be weighted at 0.33 and the adjacent Illinois county average will be weighted at 0.66. The greater of the county's current CWI value and its weighted adjusted index value shall be used as the Organizational Unit CWI.

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

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

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

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

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

"Professional development" means training programs for licensed staff in schools, including, but not limited to, programs that assist in implementing new curriculum programs, provide data focused or academic assessment data training to help staff identify a student's weaknesses and

strengths, target interventions, improve instruction, encompass instructional strategies for English learner, gifted, or at-risk students, address inclusivity, cultural sensitivity, or implicit bias, or otherwise provide professional support for licensed staff.

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

"PTELL" means the Property Tax Extension Limitation Law.

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

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

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

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

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

"Special education" means special educational

facilities and services, as defined in Section 14-1.08 of this Code.

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

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

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

"Supplemental Grant Funding" means supplemental

general State aid funding received by an Organizational ~~Organization~~ Unit during the 2016-2017 school year pursuant to subsection (H) of Section 18-8.05 of this Code (now repealed).

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

"State Board" means the State Board of Education.

"State Superintendent" means the State Superintendent of Education.

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

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

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

"Summer school" means academic and enrichment programs provided to students during the summer months outside of

the regular school year.

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

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

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

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

(b) Adequacy Target calculation.

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

(2) The Essential Elements are attributable on a pro rata basis related to defined subgroups of the ASE of each Organizational Unit as specified in this paragraph (2), with investments and FTE positions pro rata funded based on

ASE counts in excess or less than the thresholds set forth in this paragraph (2). The method for calculating attributable pro rata costs and the defined subgroups thereto are as follows:

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

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

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

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

(B) Specialist teacher investments. Each

Organizational Unit shall receive the funding needed to cover that number of FTE specialist teacher positions that correspond to the following percentages:

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

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

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

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

(E) Substitute teacher investments. Each Organizational Unit shall receive the funding needed to cover substitute teacher costs that is equal to 5.70% of the minimum pupil attendance days required

under Section 10-19 of this Code for all full-time equivalent core, specialist, and intervention teachers, school nurses, special education teachers and instructional assistants, instructional facilitators, and summer school and extended day ~~extended day~~ teacher positions, as determined under this paragraph (2), at a salary rate of 33.33% of the average salary for grade K through 12 teachers and 33.33% of the average salary of each instructional assistant position.

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

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

(H) Supervisory aide investments. Each Organizational Unit shall receive the funding needed

to cover one FTE for each 225 combined ASE of pre-kindergarten children with disabilities and all kindergarten through grade 5 students, plus one FTE for each 225 ASE middle school students, plus one FTE for each 200 ASE high school students.

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

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

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

(L) School site staff investments. Each

Organizational Unit shall receive the funding needed for one FTE position for each 225 ASE of pre-kindergarten children with disabilities and all kindergarten through grade 5 students, plus one FTE position for each 225 ASE middle school students, plus one FTE position for each 200 ASE high school students.

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

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

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

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

(Q) Computer technology and equipment investments. Each Organizational Unit shall receive \$285.50 per student of the combined ASE of pre-kindergarten children with disabilities and all kindergarten through grade 12 students to cover computer technology and equipment costs. For the 2018-2019 school year and subsequent school years, Organizational Units assigned to Tier 1 and Tier 2 in the prior school year shall receive an additional \$285.50 per student of the combined ASE of pre-kindergarten children with disabilities and all kindergarten through grade 12 students to cover computer technology and equipment costs in the Organizational ~~Organization~~ Unit's Adequacy Target. The State Board may establish additional requirements for Organizational Unit expenditures of funds received pursuant to this subparagraph (Q), including a requirement that funds received pursuant to this subparagraph (Q) may be used only for serving the technology needs of the district. It is the intent of Public Act 100-465 ~~this amendatory Act of the 100th General Assembly~~ that all Tier 1 and Tier 2 districts receive the addition to their Adequacy Target in the following year, subject to compliance with the requirements of the State Board.

(R) Student activities investments. Each Organizational Unit shall receive the following

funding amounts to cover student activities: \$100 per kindergarten through grade 5 ASE student in elementary school, plus \$200 per ASE student in middle school, plus \$675 per ASE student in high school.

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

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

(U) Employee benefit investments. Each

Organizational Unit shall receive 30% of the total of all salary-calculated elements of the Adequacy Target, excluding substitute teachers and student activities investments, to cover benefit costs. For central office and maintenance and operations investments, the benefit calculation shall be based upon the salary proportion of each investment. If at any time the responsibility for funding the employer normal cost of teacher pensions is assigned to school districts, then that amount certified by the Teachers' Retirement System of the State of Illinois to be paid by the Organizational Unit for the preceding school year shall be added to the benefit investment. For any fiscal year in which a school district organized under Article 34 of this Code is responsible for paying the employer normal cost of teacher pensions, then that amount of its employer normal cost plus the amount for retiree health insurance as certified by the Public School Teachers' Pension and Retirement Fund of Chicago to be paid by the school district for the preceding school year that is statutorily required to cover employer normal costs and the amount for retiree health insurance shall be added to the 30% specified in this subparagraph (U). The Teachers' Retirement System of the State of Illinois and the Public School Teachers' Pension and Retirement Fund of Chicago shall

submit such information as the State Superintendent may require for the calculations set forth in this subparagraph (U).

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

- (i) one FTE intervention teacher (tutor) position for every 125 Low-Income Count students;
- (ii) one FTE pupil support staff position for every 125 Low-Income Count students;
- (iii) one FTE extended day teacher position for every 120 Low-Income Count students; and
- (iv) one FTE summer school teacher position for every 120 Low-Income Count students.

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

- (i) one FTE intervention teacher (tutor) position for every 125 English learner students;
- (ii) one FTE pupil support staff position for every 125 English learner students;
- (iii) one FTE extended day teacher position

for every 120 English learner students;

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

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

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

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

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

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

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

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

- (A) Teacher for grades K through 8.
- (B) Teacher for grades 9 through 12.
- (C) Teacher for grades K through 12.
- (D) Guidance counselor for grades K through 8.
- (E) Guidance counselor for grades 9 through 12.
- (F) Guidance counselor for grades K through 12.
- (G) Social worker.
- (H) Psychologist.
- (I) Librarian.
- (J) Nurse.
- (K) Principal.
- (L) Assistant principal.

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

For calculating the salaries included within the

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

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

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

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

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

(c) Local Capacity ~~capacity~~ calculation.

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

subsection (c) if Real Receipts are more than its Local Capacity Target.

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

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

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

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

(ii) for Organizational Units serving grades kindergarten through 8, the ratio shall be

multiplied by $9/13$;

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

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

(C) The Local Capacity Percentage is equal to the percentile ranking of the district. Local Capacity Percentage converts each Organizational Unit's Local Capacity Ratio to a cumulative distribution resulting in a percentile ranking to determine each Organizational Unit's relative position to all other Organizational Units in this State. The Local Capacity Percentage cumulative distribution resulting in a percentile ranking for each Organizational Unit shall be calculated using the standard normal distribution of the score in relation to the weighted mean and weighted standard deviation and Local Capacity Ratios of all Organizational Units. If the value assigned to any Organizational Unit is in excess of 90%, the value shall be adjusted to 90%. For Laboratory Schools, the Local Capacity Percentage shall be set at 10% in recognition of the absence of EAV and resources from

the public university that are allocated to the Laboratory School. For programs operated by a regional office of education or an intermediate service center, the Local Capacity Percentage must be set at 10% in recognition of the absence of EAV and resources from school districts that are allocated to the regional office of education or intermediate service center. The weighted mean for the Local Capacity Percentage shall be determined by multiplying each Organizational Unit's Local Capacity Ratio times the ASE for the unit creating a weighted value, summing the weighted values of all Organizational Units, and dividing by the total ASE of all Organizational Units. The weighted standard deviation shall be determined by taking the square root of the weighted variance of all Organizational Units' Local Capacity Ratio, where the variance is calculated by squaring the difference between each unit's Local Capacity Ratio and the weighted mean, then multiplying the variance for each unit times the ASE for the unit to create a weighted variance for each unit, then summing all units' weighted variance and dividing by the total ASE of all units.

(D) For any Organizational Unit, the Organizational Unit's Adjusted Local Capacity Target shall be reduced by either (i) the school board's remaining contribution pursuant to paragraph (ii) of

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

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

As used in this paragraph (3), "Real Percent of Adequacy" means the sum of an Organizational Unit's Real

Receipts, CPPRT, and Base Funding Minimum, with the resulting figure divided by the Organizational Unit's Adequacy Target.

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

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

(2) The State Superintendent shall calculate the equalized assessed valuation ~~Equalized Assessed Valuation~~, or EAV, of all taxable property of each Organizational Unit as of September 30 of the previous year in accordance with paragraph (3) of this subsection (d). The State Superintendent shall then determine the Adjusted EAV of each Organizational Unit in accordance with paragraph (4) of this subsection (d), which Adjusted EAV figure shall be used for the purposes of calculating Local Capacity.

(3) To calculate Real Receipts and EAV, the Department of Revenue shall supply to the State Superintendent the value as equalized or assessed by the Department of Revenue of all taxable property of every Organizational Unit, together with (i) the applicable tax rate used in extending taxes for the funds of the Organizational Unit as of September 30 of the previous year and (ii) the limiting

rate for all Organizational Units subject to property tax extension limitations as imposed under PTELL.

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

exemptions under Section 15-175 of the Property Tax Code for owners with a household income of \$30,000 or less. It is the intent of this subparagraph (A) that if the general homestead exemption for a parcel of property is determined under Section 15-176 or 15-177 of the Property Tax Code rather than Section 15-175, then the calculation of EAV shall not be affected by the difference, if any, between the amount of the general homestead exemption allowed for that parcel of property under Section 15-176 or 15-177 of the Property Tax Code and the amount that would have been allowed had the general homestead exemption for that parcel of property been determined under Section 15-175 of the Property Tax Code. It is further the intent of this subparagraph (A) that if additional exemptions are allowed under Section 15-175 of the Property Tax Code for owners with a household income of less than \$30,000, then the calculation of EAV shall not be affected by the difference, if any, because of those additional exemptions.

(B) With respect to any part of an Organizational Unit within a redevelopment project area in respect to which a municipality has adopted tax increment allocation financing pursuant to the Tax Increment Allocation Redevelopment Act, Division 74.4 of Article 11 of the Illinois Municipal Code, or the Industrial

Jobs Recovery Law, Division 74.6 of Article 11 of the Illinois Municipal Code, no part of the current EAV of real property located in any such project area that ~~which~~ is attributable to an increase above the total initial EAV of such property shall be used as part of the EAV of the Organizational Unit, until such time as all redevelopment project costs have been paid, as provided in Section 11-74.4-8 of the Tax Increment Allocation Redevelopment Act or in Section 11-74.6-35 of the Industrial Jobs Recovery Law. For the purpose of the EAV of the Organizational Unit, the total initial EAV or the current EAV, whichever is lower, shall be used until such time as all redevelopment project costs have been paid.

(B-5) The real property equalized assessed valuation for a school district shall be adjusted by subtracting from the real property value, as equalized or assessed by the Department of Revenue, for the district an amount computed by dividing the amount of any abatement of taxes under Section 18-170 of the Property Tax Code by 3.00% for a district maintaining grades kindergarten through 12, by 2.30% for a district maintaining grades kindergarten through 8, or by 1.05% for a district maintaining grades 9 through 12 and adjusted by an amount computed by dividing the amount of any abatement of taxes under subsection (a) of

Section 18-165 of the Property Tax Code by the same percentage rates for district type as specified in this subparagraph (B-5).

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

(4) An Organizational Unit's Adjusted EAV shall be the average of its EAV over the immediately preceding 3 years or its EAV in the immediately preceding year if the EAV in the immediately preceding year has declined by 10% or more compared to the 3-year average. In the event of Organizational Unit reorganization, consolidation, or annexation, the Organizational Unit's Adjusted EAV for the first 3 years after such change shall be as follows: the most current EAV shall be used in the first year, the average of a 2-year EAV or its EAV in the immediately preceding year if the EAV declines by 10% or more compared to the 2-year average for the second year, and a 3-year average EAV or its EAV in the immediately preceding year if the Adjusted ~~adjusted~~ EAV declines by 10% or more compared

to the 3-year average for the third year. For any school district whose EAV in the immediately preceding year is used in calculations, in the following year, the Adjusted EAV shall be the average of its EAV over the immediately preceding 2 years or the immediately preceding year if that year represents a decline of 10% or more compared to the 2-year average.

"PTELL EAV" means a figure calculated by the State Board for Organizational Units subject to PTELL as described in this paragraph (4) for the purposes of calculating an Organizational Unit's Local Capacity Ratio. Except as otherwise provided in this paragraph (4), the PTELL EAV of an Organizational Unit shall be equal to the product of the equalized assessed valuation last used in the calculation of general State aid under Section 18-8.05 of this Code (now repealed) or Evidence-Based Funding under this Section and the Organizational Unit's Extension Limitation Ratio. If an Organizational Unit has approved or does approve an increase in its limiting rate, pursuant to Section 18-190 of the Property Tax Code, affecting the Base Tax Year, the PTELL EAV shall be equal to the product of the equalized assessed valuation last used in the calculation of general State aid under Section 18-8.05 of this Code (now repealed) or Evidence-Based Funding under this Section multiplied by an amount equal to one plus the percentage increase, if any, in the Consumer Price Index

for All Urban Consumers for all items published by the United States Department of Labor for the 12-month calendar year preceding the Base Tax Year, plus the equalized assessed valuation of new property, annexed property, and recovered tax increment value and minus the equalized assessed valuation of disconnected property.

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

(e) Base Funding Minimum calculation.

(1) For the 2017-2018 school year, the Base Funding Minimum of an Organizational Unit or a Specially Funded Unit shall be the amount of State funds distributed to the Organizational Unit or Specially Funded Unit during the 2016-2017 school year prior to any adjustments and specified appropriation amounts described in this paragraph (1) from the following Sections, as calculated by the State Superintendent: Section 18-8.05 of this Code (now repealed); Section 5 of Article 224 of Public Act 99-524 (equity grants); Section 14-7.02b of this Code (funding for children requiring special education services); Section 14-13.01 of this Code (special education facilities and staffing), except for reimbursement of the cost of transportation pursuant to Section 14-13.01; Section 14C-12 of this Code (English learners); and Section 18-4.3 of this Code (summer school), based on an appropriation

level of \$13,121,600. For a school district organized under Article 34 of this Code, the Base Funding Minimum also includes (i) the funds allocated to the school district pursuant to Section 1D-1 of this Code attributable to funding programs authorized by the Sections of this Code listed in the preceding sentence~~→~~ and (ii) the difference between (I) the funds allocated to the school district pursuant to Section 1D-1 of this Code attributable to the funding programs authorized by Section 14-7.02 (non-public special education reimbursement), subsection (b) of Section 14-13.01 (special education transportation), Section 29-5 (transportation), Section 2-3.80 (agricultural education), Section 2-3.66 (truants' alternative education), Section 2-3.62 (educational service centers), and Section 14-7.03 (special education - orphanage) of this Code and Section 15 of the Childhood Hunger Relief Act (free breakfast program) and (II) the school district's actual expenditures for its non-public special education, special education transportation, transportation programs, agricultural education, truants' alternative education, services that would otherwise be performed by a regional office of education, special education orphanage expenditures, and free breakfast, as most recently calculated and reported pursuant to subsection (f) of Section 1D-1 of this Code. The Base Funding Minimum for Glenwood Academy shall be \$625,500. For

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

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

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

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

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

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

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

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

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

For the first 4 years following the initial year that the State Board determines that an Organizational Unit has met the criteria set forth in this paragraph (3) and has received funding under this Section, the Organizational Unit must annually submit to the State Board, on or before November 30, a progress report regarding its financial and strategic plan under subparagraph (C) of this paragraph (3). The plan shall include the financial data from the past 4 annual financial reports or financial audits that

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

(f) Percent of Adequacy and Final Resources calculation.

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

Organizational Unit's poverty concentration levels pursuant to paragraphs (3) and (4) of this subsection (f).

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

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

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

(g) Evidence-Based Funding formula distribution system.

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

equal to the sum of its Base Funding Minimum and the unit's allocation of New State Funds determined pursuant to this subsection (g). To allocate New State Funds, the Evidence-Based Funding formula distribution system first places all Organizational Units into one of 4 tiers in accordance with paragraph (3) of this subsection (g), based on the Organizational Unit's Final Percent of Adequacy. New State Funds are allocated to each of the 4 tiers as follows: Tier 1 Aggregate Funding equals 50% of all New State Funds, Tier 2 Aggregate Funding equals 49% of all New State Funds, Tier 3 Aggregate Funding equals 0.9% of all New State Funds, and Tier 4 Aggregate Funding equals 0.1% of all New State Funds. Each Organizational Unit within Tier 1 or Tier 2 receives an allocation of New State Funds equal to its tier Funding Gap, as defined in the following sentence, multiplied by the tier's Allocation Rate determined pursuant to paragraph (4) of this subsection (g). For Tier 1, an Organizational Unit's Funding Gap equals the tier's Target Ratio, as specified in paragraph (5) of this subsection (g), multiplied by the Organizational Unit's Adequacy Target, with the resulting amount reduced by the Organizational Unit's Final Resources. For Tier 2, an Organizational Unit's Funding Gap equals the tier's Target Ratio, as described in paragraph (5) of this subsection (g), multiplied by the Organizational Unit's Adequacy Target, with the resulting

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

(2) To ensure equitable distribution of dollars for all Tier 2 Organizational Units, no Tier 2 Organizational Unit shall receive fewer dollars per ASE than any Tier 3 Organizational Unit. Each Tier 2 and Tier 3 Organizational Unit shall have its funding allocation divided by its ASE. Any Tier 2 Organizational Unit with a funding allocation per ASE below the greatest Tier 3 allocation per ASE shall get a funding allocation equal to the greatest Tier 3 funding allocation per ASE multiplied by the Organizational Unit's ASE. Each Tier 2 Organizational Unit's Tier 2 funding allocation shall be multiplied by the percentage calculated by dividing the original Tier 2 Aggregate Funding by the sum of all Tier 2 Organizational Units' ~~Unit's~~ Tier 2 funding allocation after adjusting districts' funding below Tier 3 levels.

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

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

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

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

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

(4) The Allocation Rates for Tiers 1 through 4 are ~~is~~ determined as follows:

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

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

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

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

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

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

(B) The Tier 2 Target Ratio is 0.90.

(C) The Tier 3 Target Ratio is 1.0.

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

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

(8) If any Specially Funded Units, excluding Glenwood Academy, recognized by the State Board do not qualify for direct funding following the implementation of Public Act 100-465 ~~this amendatory Act of the 100th General Assembly~~

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

(8.5) If a school district withdraws from a special education cooperative, the portion of the Base Funding Minimum that is attributable to the school district may be redistributed to the school district upon withdrawal. The school district and the cooperative must include the amount of the Base Funding Minimum that is to be reapportioned ~~re-apportioned~~ in their withdrawal agreement and notify the State Board of the change with a copy of the agreement upon withdrawal.

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

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

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

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

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

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

(9.5) For State fiscal year 2019 and subsequent State

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

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

equal to the aggregate additional appropriation reduction divided by the total ASE of all Organizational Units.

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

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

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

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

(3) Annually, the State Superintendent shall calculate and report to each Organizational Unit the unit's aggregate financial adequacy amount, which shall be the sum of the Adequacy Target for each Organizational Unit. The State Superintendent shall calculate and report separately for each Organizational Unit the unit's total State funds allocated for its students with disabilities. The State Superintendent shall calculate and report separately for

each Organizational Unit the amount of funding and applicable FTE calculated for each Essential Element of the unit's Adequacy Target.

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

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

(6) Any school district that fails, for any given school year, to maintain school as required by law or to maintain a recognized school is not eligible to receive Evidence-Based Funding. In case of non-recognition of one

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

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

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

(9) All Organizational Units in this State must submit annual spending plans by the end of September of each year to the State Board as part of the annual budget process, which shall describe how each Organizational Unit will utilize the Base Funding Minimum ~~Funding~~ and Evidence-Based Funding ~~funding~~ it receives from this State under this Section with specific identification of the intended utilization of Low-Income, English learner, and special education resources. Additionally, the annual spending plans of each Organizational Unit shall describe how the Organizational Unit expects to achieve student growth and how the Organizational Unit will achieve State education goals, as defined by the State Board. The State Superintendent may, from time to time, identify additional requisites for Organizational Units to satisfy when compiling the annual spending plans required under this subsection (h). The format and scope of annual spending plans shall be developed by the State Superintendent and the State Board of Education. School districts that serve students under Article 14C of this Code shall continue to submit information as required under Section 14C-12 of this Code.

(10) No later than January 1, 2018, the State Superintendent shall develop a 5-year strategic plan for all Organizational Units to help in planning for adequacy funding under this Section. The State Superintendent shall

submit the plan to the Governor and the General Assembly, as provided in Section 3.1 of the General Assembly Organization Act. The plan shall include recommendations for:

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

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

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

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

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

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

(B) Instructional materials under subparagraph (O)

of paragraph (2) of subsection (b).

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

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

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

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

(i) Professional Review Panel.

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

following members:

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

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

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

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

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

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

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

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

(I) Two independent experts recommended by public

universities in this State.

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

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

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

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

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

(2) In addition to those Panel members appointed by the State Superintendent, 4 members of the General Assembly shall be appointed as follows: one member of the House of Representatives appointed by the Speaker of the House of Representatives, one member of the Senate appointed by the

President of the Senate, one member of the House of Representatives appointed by the Minority Leader of the House of Representatives, and one member of the Senate appointed by the Minority Leader of the Senate. There shall be one additional member appointed by the Governor. All members appointed by legislative leaders or the Governor shall be non-voting, ex officio members.

(3) The Panel must study topics at the direction of the General Assembly or State Board of Education, as provided under paragraph (1). The Panel may also study the following topics at the direction of the chairperson: ~~(4)~~

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

(B) The Comparable Wage Index under this Section.

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

(D) "At-risk student" definition.

(E) Benefits.

(F) Technology.

(G) Local Capacity Target.

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

(I) Funding for college and career acceleration strategies.

(J) Special education investments.

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

(4) (Blank).

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

(6) (Blank).

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

(Source: P.A. 100-465, eff. 8-31-17; 100-578, eff. 1-31-18; 100-582, eff. 3-23-18; 101-10, eff. 6-5-19; 101-17, eff. 6-14-19; revised 7-1-19.)

(105 ILCS 5/21A-5)

Sec. 21A-5. Definitions. In this Article:

"New teacher" means the holder of a professional educator license ~~an Initial Teaching Certificate~~, as set forth in Section 21B-20 ~~21-2~~ of this Code, who is employed by a public

school and who has not previously participated in a new teacher induction and mentoring program required by this Article, except as provided in Section 21A-25 of this Code.

"Public school" means any school operating pursuant to the authority of this Code, including without limitation a school district, a charter school, a cooperative or joint agreement with a governing body or board of control, and a school operated by a regional office of education or State agency.

(Source: P.A. 93-355, eff. 1-1-04.)

(105 ILCS 5/21A-30)

Sec. 21A-30. Evaluation of programs. The State Board of Education and the State Educator Preparation and Licensure ~~Teacher Certification~~ Board shall jointly contract with an independent party to conduct a comprehensive evaluation of new teacher induction and mentoring programs established pursuant to this Article. The first report of this evaluation shall be presented to the General Assembly on or before January 1, 2009. Subsequent evaluations shall be conducted and reports presented to the General Assembly on or before January 1 of every third year thereafter.

(Source: P.A. 93-355, eff. 1-1-04.)

(105 ILCS 5/21A-35)

Sec. 21A-35. Rules. The State Board of Education, in consultation with the State Educator Preparation and Licensure

~~Teacher—Certification~~ Board, shall adopt rules for the implementation of this Article.

(Source: P.A. 93-355, eff. 1-1-04.)

(105 ILCS 5/21B-20)

Sec. 21B-20. Types of licenses. The State Board of Education shall implement a system of educator licensure, whereby individuals employed in school districts who are required to be licensed must have one of the following licenses: (i) a professional educator license; (ii) an educator license with stipulations; (iii) a substitute teaching license; or (iv) until June 30, 2023, a short-term substitute teaching license. References in law regarding individuals certified or certificated or required to be certified or certificated under Article 21 of this Code shall also include individuals licensed or required to be licensed under this Article. The first year of all licenses ends on June 30 following one full year of the license being issued.

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

(1) Professional Educator License. Persons who (i) have successfully completed an approved educator preparation program and are recommended for licensure by the Illinois institution offering the educator preparation

program, (ii) have successfully completed the required testing under Section 21B-30 of this Code, (iii) have successfully completed coursework on the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation children with learning disabilities, (iv) have successfully completed coursework in methods of reading and reading in the content area, and (v) have met all other criteria established by rule of the State Board of Education shall be issued a Professional Educator License. All Professional Educator Licenses are valid until June 30 immediately following 5 years of the license being issued. The Professional Educator License shall be endorsed with specific areas and grade levels in which the individual is eligible to practice. For an early childhood education endorsement, an individual may satisfy the student teaching requirement of his or her early childhood teacher preparation program through placement in a setting with children from birth through grade 2, and the individual may be paid and receive credit while student teaching. The student teaching experience must meet the requirements of and be approved by the individual's early childhood teacher preparation program.

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

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

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

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

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

(A) (Blank).

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

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

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

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

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

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

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

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

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

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

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

(D) (Blank).

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

The career and technical educator endorsement on an Educator License with Stipulations is valid until June 30 immediately following 5 years of the endorsement being issued and may be renewed. ~~For individuals who were issued the career and technical educator endorsement on an Educator License with Stipulations on or after January 1, 2015, the license may be renewed if the individual passes a test of work proficiency, as required under Section 21B-30 of this Code.~~

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

classrooms.

(F) Part-time provisional career and technical educator or provisional career and technical educator. A part-time provisional career and technical educator endorsement or a provisional career and technical educator endorsement on an Educator License with Stipulations may be issued to an applicant who has a minimum of 8,000 hours of work experience in the skill for which the applicant is seeking the endorsement. It is the responsibility of each employing school board and regional office of education to provide verification, in writing, to the State Superintendent of Education at the time the application is submitted that no qualified teacher holding a Professional Educator License or an Educator License with Stipulations with a career and technical educator endorsement is available and that actual circumstances require such issuance.

The provisional career and technical educator endorsement on an Educator License with Stipulations is valid until June 30 immediately following 5 years of the endorsement being issued and may be renewed for 5 years. ~~For individuals who were issued the provisional career and technical educator endorsement on an Educator License with Stipulations on or after January 1, 2015, the license may be renewed if the individual~~

~~passes a test of work proficiency, as required under
Section 21B-30 of this Code.~~

A part-time provisional career and technical educator endorsement on an Educator License with Stipulations may be issued for teaching no more than 2 courses of study for grades 6 through 12. The part-time provisional career and technical educator endorsement on an Educator License with Stipulations is valid until June 30 immediately following 5 years of the endorsement being issued and may be renewed for 5 years if the individual makes application for renewal.

An individual who holds a provisional or part-time provisional career and technical educator endorsement on an Educator License with Stipulations but does not hold a bachelor's degree may substitute teach in career and technical education classrooms.

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

(i) Possesses adequate speaking, reading, and writing ability in the language other than English in which transitional bilingual education is

offered.

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

(iii) Either possessed, within 5 years previous to his or her applying for a transitional bilingual educator endorsement, a valid and comparable teaching certificate or comparable authorization issued by a foreign country or holds a degree from an institution of higher learning in a foreign country that the State Educator Preparation and Licensure Board determines to be the equivalent of a bachelor's degree from a regionally accredited institution of higher learning in the United States.

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

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

(H) Language endorsement. In an effort to alleviate the shortage of teachers speaking a language other than English in the public schools, an individual who holds an Educator License with Stipulations may

also apply for a language endorsement, provided that the applicant provides satisfactory evidence that he or she meets all of the following requirements:

(i) Holds a transitional bilingual endorsement.

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

(iii) Holds a bachelor's degree or higher from a regionally accredited institution of higher education or, for individuals educated in a country other than the United States, holds a degree from an institution of higher learning in a foreign country that the State Educator Preparation and Licensure Board determines to be the equivalent of a bachelor's degree from a regionally accredited institution of higher learning in the United States.

(iv) (Blank).

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

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

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

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

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

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

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

A visiting international educator endorsement on an Educator License with Stipulations is valid for 5 ~~3~~ years and shall not be renewed.

(J) Paraprofessional educator. A paraprofessional educator endorsement on an Educator License with Stipulations may be issued to an applicant who holds a high school diploma or its recognized equivalent and either holds an associate's degree or a minimum of 60 semester hours of credit from a regionally accredited institution of higher education or has passed a paraprofessional competency test under subsection (c-5) of Section 21B-30. The paraprofessional educator endorsement is valid until June 30 immediately following 5 years of the endorsement being issued and may be renewed through application and payment of the appropriate fee, as required under Section 21B-40 of this Code. An individual who holds only a paraprofessional educator endorsement is not subject to additional requirements in order to renew the endorsement.

(K) Chief school business official. A chief school business official endorsement on an Educator License with Stipulations may be issued to an applicant who qualifies by having a master's degree or higher, 2 years of full-time administrative experience in school business management or 2 years of university-approved

practical experience, and a minimum of 24 semester hours of graduate credit in a program approved by the State Board of Education for the preparation of school business administrators and by passage of the applicable State tests, including an applicable content area test.

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

The chief school business official endorsement on an Educator License with Stipulations is valid until June 30 immediately following 5 years of the endorsement being issued and may be renewed if the license holder completes renewal requirements as required for individuals who hold a Professional Educator License endorsed for chief school business official under Section 21B-45 of this Code and such

rules as may be adopted by the State Board of Education.

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

(L) Provisional in-state educator. A provisional in-state educator endorsement on an Educator License with Stipulations may be issued to a candidate who has completed an Illinois-approved educator preparation program at an Illinois institution of higher education and who has not successfully completed an evidence-based assessment of teacher effectiveness but who meets all of the following requirements:

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

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

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

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

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

be renewed.

(M) (Blank). ~~School support personnel intern. A school support personnel intern endorsement on an Educator License with Stipulations may be issued as specified by rule.~~

(N) Specialized services ~~Special education area. A specialized services special education area~~ endorsement on an Educator License with Stipulations may be issued as defined and specified by rule.

(3) Substitute Teaching License. A Substitute Teaching License may be issued to qualified applicants for substitute teaching in all grades of the public schools, prekindergarten through grade 12. Substitute Teaching Licenses are not eligible for endorsements. Applicants for a Substitute Teaching License must hold a bachelor's degree or higher from a regionally accredited institution of higher education.

Substitute Teaching Licenses are valid for 5 years.

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

A substitute teacher may only teach in the place of a licensed teacher who is under contract with the employing

board. If, however, there is no licensed teacher under contract because of an emergency situation, then a district may employ a substitute teacher for no longer than 30 calendar days per each vacant position in the district if the district notifies the appropriate regional office of education within 5 business days after the employment of the substitute teacher in the emergency situation. An emergency situation is one in which an unforeseen vacancy has occurred and (i) a teacher is unable to fulfill his or her contractual duties or (ii) teacher capacity needs of the district exceed previous indications, and the district is actively engaged in advertising to hire a fully licensed teacher for the vacant position.

There is no limit on the number of days that a substitute teacher may teach in a single school district, provided that no substitute teacher may teach for longer than 90 school days for any one licensed teacher under contract in the same school year. A substitute teacher who holds a Professional Educator License or Educator License with Stipulations shall not teach for more than 120 school days for any one licensed teacher under contract in the same school year. The limitations in this paragraph (3) on the number of days a substitute teacher may be employed do not apply to any school district operating under Article 34 of this Code.

A school district may not require an individual who

holds a valid Professional Educator License or Educator License with Stipulations to seek or hold a Substitute Teaching License to teach as a substitute teacher.

(4) Short-Term Substitute Teaching License. Beginning on July 1, 2018 and until June 30, 2023, the State Board of Education may issue a Short-Term Substitute Teaching License. A Short-Term Substitute Teaching License may be issued to a qualified applicant for substitute teaching in all grades of the public schools, prekindergarten through grade 12. Short-Term Substitute Teaching Licenses are not eligible for endorsements. Applicants for a Short-Term Substitute Teaching License must hold an associate's degree or have completed at least 60 credit hours from a regionally accredited institution of higher education.

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

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

An individual holding a Short-Term Substitute Teaching License may teach no more than 5 consecutive days per licensed teacher who is under contract. For teacher absences lasting 6 or more days per licensed teacher who is

under contract, a school district may not hire an individual holding a Short-Term Substitute Teaching License. An individual holding a Short-Term Substitute Teaching License must complete the training program under Section 10-20.67 or 34-18.60 of this Code to be eligible to teach at a public school. This paragraph (4) is inoperative on and after July 1, 2023.

(Source: P.A. 100-8, eff. 7-1-17; 100-13, eff. 7-1-17; 100-288, eff. 8-24-17; 100-596, eff. 7-1-18; 100-821, eff. 9-3-18; 100-863, eff. 8-14-18; 101-81, eff. 7-12-19; 101-220, eff. 8-7-19; 101-594, eff. 12-5-19.)

(105 ILCS 5/21B-35)

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

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

(1) the applicant must:

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

content area credentials from another state; ~~and~~

(B) have a bachelor's degree from a regionally accredited institution of higher education; and ~~or~~

(C) have demonstrated proficiency in the English language by either passing the English language proficiency test required by the State Board of Education or providing evidence of completing a postsecondary degree at an institution in which the mode of instruction was English; or

(2) the applicant must:

(A) have completed a state-approved program for the licensure area sought, including coursework concerning methods of instruction of the exceptional child, methods of reading and reading in the content area, and instructional strategies for English learners;

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

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

(i) (blank);

(ii) an applicant who has successfully completed a test of content, as defined by rules, at the time of initial licensure in another state is not required to complete a test of content; and

(iii) an applicant for a teaching endorsement

who has successfully completed an evidence-based assessment of teacher effectiveness, as defined by rules, at the time of initial licensure in another state is not required to complete an evidence-based assessment of teacher effectiveness; and

(D) for an applicant for a teaching endorsement, have completed student teaching or an equivalent experience or, for an applicant for a school service personnel endorsement, have completed an internship or an equivalent experience.

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

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

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

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

(4) Have completed coursework aligned to standards concerning methods of instruction of the exceptional child, methods of reading and reading in the content area, and instructional strategies for English learners.

(5) (Blank).

(6) (Blank).

(7) Have successfully met all State licensure examination requirements. Applicants who have successfully completed a test of content, as defined by rules, at the time of initial licensure in another country shall not be required to complete a test of content. Applicants for a teaching endorsement who have successfully completed an evidence-based assessment of teacher effectiveness, as defined by rules, at the time of initial licensure in another country shall not be required to complete an evidence-based assessment of teacher effectiveness.

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

(9) Have demonstrated proficiency in the English language by either passing the English language proficiency test required by the State Board of Education or providing evidence of completing a postsecondary degree at an institution in which the mode of instruction was English.

(b-5) All applicants who have not been entitled by an Illinois-approved educator preparation program at an Illinois institution of higher education and applicants trained in another country applying for a Professional Educator License endorsed for principal or superintendent must hold a master's degree from a regionally accredited institution of higher education, pass the English language proficiency test required

by the State Board of Education, and ~~must~~ hold a comparable and valid educator license or certificate with similar grade level and subject matter credentials, with the State Board of Education having the authority to determine what constitutes similar grade level and subject matter credentials from another state, or must meet all of the following requirements:

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

(2) Have successfully met all State licensure examination requirements, as required by Section 21B-30 of this Code. Applicants who have successfully completed a test of content, as defined by rules, at the time of initial licensure in another state or country shall not be required to complete a test of content.

(2.5) Have completed an internship, as defined by rule.

(3) (Blank).

(4) Have completed coursework aligned to standards concerning methods of instruction of the exceptional child, methods of reading and reading in the content area, and instructional strategies for English learners.

(4.5) Have demonstrated proficiency in the English language by either passing the English language proficiency test required by the State Board of Education or providing evidence of completing a postsecondary degree

at an institution in which the mode of instruction was English.

(5) Have completed a master's degree.

(6) Have successfully completed teaching, school support, or administrative experience as defined by rule.

(b-7) All applicants who have not been entitled by an Illinois-approved educator preparation program at an Illinois institution of higher education applying for a Professional Educator License endorsed for Director of Special Education must hold a master's degree from a regionally accredited institution of higher education and must hold a comparable and valid educator license or certificate with similar grade level and subject matter credentials, with the State Board of Education having the authority to determine what constitutes similar grade level and subject matter credentials from another state, or must meet all of the following requirements:

(1) Have completed a master's degree.

(2) Have 2 years of full-time experience providing special education services.

(3) Have successfully completed all examination requirements, as required by Section 21B-30 of this Code. Applicants who have successfully completed a test of content, as identified by rules, at the time of initial licensure in another state or country shall not be required to complete a test of content.

(4) Have completed coursework aligned to standards

concerning methods of instruction of the exceptional child, methods of reading and reading in the content area, and instructional strategies for English learners.

(b-10) All applicants who have not been entitled by an Illinois-approved educator preparation program at an Illinois institution of higher education applying for a Professional Educator License endorsed for chief school business official must hold a master's degree from a regionally accredited institution of higher education and must hold a comparable and valid educator license or certificate with similar grade level and subject matter credentials, with the State Board of Education having the authority to determine what constitutes similar grade level and subject matter credentials from another state, or must meet all of the following requirements:

(1) Have completed a master's degree in school business management, finance, or accounting.

(2) Have successfully completed an internship in school business management or have 2 years of experience as a school business administrator.

(3) Have successfully met all State examination requirements, as required by Section 21B-30 of this Code. Applicants who have successfully completed a test of content, as identified by rules, at the time of initial licensure in another state or country shall not be required to complete a test of content.

(4) Have completed modules aligned to standards

concerning methods of instruction of the exceptional child, methods of reading and reading in the content area, and instructional strategies for English learners.

(c) The State Board of Education, in consultation with the State Educator Preparation and Licensure Board, may adopt such rules as may be necessary to implement this Section.

(Source: P.A. 100-13, eff. 7-1-17; 100-584, eff. 4-6-18; 100-596, eff. 7-1-18; 101-220, eff. 8-7-19.)

(105 ILCS 5/21B-45)

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

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

Individuals holding a Professional Educator License shall meet the renewal requirements set forth in this Section, unless otherwise provided in this Code. If an individual holds a license endorsed in more than one area that has different renewal requirements, that individual shall follow the renewal requirements for the position for which he or she spends the majority of his or her time working.

(b) All Professional Educator Licenses not renewed as provided in this Section shall lapse on September 1 of that year. Notwithstanding any other provisions of this Section, if a license holder's electronic mail address is available, the

State Board of Education shall send him or her notification electronically that his or her license will lapse if not renewed, to be sent no more than 6 months prior to the license lapsing. Lapsed licenses may be immediately reinstated upon (i) payment by the applicant of a \$500 penalty to the State Board of Education or (ii) the demonstration of proficiency by completing 9 semester hours of coursework from a regionally accredited institution of higher education in the content area that most aligns with one or more of the educator's endorsement areas. Any and all back fees, including without limitation registration fees owed from the time of expiration of the license until the date of reinstatement, shall be paid and kept in accordance with the provisions in Article 3 of this Code concerning an institute fund and the provisions in Article 21B of this Code concerning fees and requirements for registration. Licenses not registered in accordance with Section 21B-40 of this Code shall lapse after a period of 6 months from the expiration of the last year of registration or on January 1 of the fiscal year following initial issuance of the license. An unregistered license is invalid after September 1 for employment and performance of services in an Illinois public or State-operated school or cooperative and in a charter school. Any license or endorsement may be voluntarily surrendered by the license holder. A voluntarily surrendered license shall be treated as a revoked license. An Educator License with Stipulations with only a paraprofessional endorsement does not

lapse.

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

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

(d) Beginning July 1, 2014, in order to satisfy the requirements for licensure renewal provided for in this Section, each professional educator licensee may create a professional development plan each year. The plan shall address one or more of the endorsements that are required of his or her educator position if the licensee is employed and performing services in an Illinois public or State-operated school or cooperative. If the licensee is employed in a charter school, the plan shall address that endorsement or those endorsements most closely related to his or her educator position. Licensees employed and performing services in any other Illinois schools may participate in the renewal requirements by adhering to the same process.

Except as otherwise provided in this Section, the

licensee's professional development activities shall align with one or more of the following criteria:

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

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

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

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

(5) higher education coursework.

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

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

(2) Beginning with his or her first full 5-year cycle, any licensee with an administrative endorsement who is not

working in a position requiring such endorsement is not required to complete Illinois Administrators' Academy courses, as described in Article 2 of this Code. Such licensees must complete one Illinois Administrators' Academy course within one year after returning to a position that requires the administrative endorsement.

(3) Any licensee with an administrative endorsement who is working in a position requiring such endorsement or an individual with a Teacher Leader endorsement serving in an administrative capacity at least 50% of the day shall complete one Illinois Administrators' Academy course, as described in Article 2 of this Code, each fiscal year in addition to 100 hours of professional development per 5-year renewal cycle in accordance with this Code.

(4) Any licensee holding a current National Board for Professional Teaching Standards (NBPTS) master teacher designation shall complete a total of 60 hours of professional development per 5-year renewal cycle in order to renew the license.

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

(6) Licensees who are retired and qualify for benefits

from a State of Illinois retirement system shall notify the State Board of Education using ELIS, and the license shall be maintained in retired status. For any renewal cycle in which a licensee retires during the renewal cycle, the licensee must complete professional development activities on a prorated basis depending on the number of years during the renewal cycle the educator held an active license. If a licensee retires during a renewal cycle, the licensee must notify the State Board of Education using ELIS that the licensee wishes to maintain the license in retired status and must show proof of completion of professional development activities on a prorated basis for all years of that renewal cycle for which the license was active. An individual with a license in retired status shall not be required to complete professional development activities or pay registration fees until returning to a position that requires educator licensure. Upon returning to work in a position that requires the Professional Educator License, the licensee shall immediately pay a registration fee and complete renewal requirements for that year. A license in retired status cannot lapse. Beginning on January 6, 2017 (the effective date of Public Act 99-920) through December 31, 2017, any licensee who has retired and whose license has lapsed for failure to renew as provided in this Section may reinstate that license and maintain it in retired status upon providing proof to the State Board of Education

using ELIS that the licensee is retired and is not working in a position that requires a Professional Educator License.

(7) For any renewal cycle in which professional development hours were required, but not fulfilled, the licensee shall complete any missed hours to total the minimum professional development hours required in this Section prior to September 1 of that year. Professional development hours used to fulfill the minimum required hours for a renewal cycle may be used for only one renewal cycle. For any fiscal year or renewal cycle in which an Illinois Administrators' Academy course was required but not completed, the licensee shall complete any missed Illinois Administrators' Academy courses prior to September 1 of that year. The licensee may complete all deficient hours and Illinois Administrators' Academy courses while continuing to work in a position that requires that license until September 1 of that year.

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

(9) If professional development opportunities were unavailable to a licensee, proof that opportunities were

unavailable and request for an extension of time beyond August 31 to complete the renewal requirements may be submitted from April 1 through June 30 of that year to the State Educator Preparation and Licensure Board. If an extension is approved, the license shall remain valid during the extension period.

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

(11) Notwithstanding any other provision of this subsection (e), if a licensee earns more than the required number of professional development hours during a renewal cycle, then the licensee may carry over any hours earned from April 1 through June 30 of the last year of the renewal cycle. Any hours carried over in this manner must be applied to the next renewal cycle. Illinois Administrators' Academy courses or hours earned in those courses may not be carried over.

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

(f-5) The State Board of Education shall conduct random audits of licensees to verify a licensee's fulfillment of the professional development hours required under this Section. Upon completion of a random audit, if it is determined by the

State Board of Education that the licensee did not complete the required number of professional development hours or did not provide sufficient proof of completion, the licensee shall be notified that his or her license has lapsed. A license that has lapsed under this subsection may be reinstated as provided in subsection (b).

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

(1) The State Board of Education.

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

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

(A) school administrators;

(B) principals;

(C) school business officials;

(D) teachers, including special education teachers;

(E) school boards;

(F) school districts;

(G) parents; and

(H) school service personnel.

(4) Regionally accredited institutions of higher education that offer Illinois-approved educator

preparation programs and public community colleges subject to the Public Community College Act.

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

(6) A not-for-profit organization that, as of December 31, 2014 (the effective date of Public Act 98-1147), has had or has a grant from or a contract with the State Board of Education to provide professional development services in the area of English Learning to Illinois school districts, teachers, or administrators.

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

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

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

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

(2) improve the learning of students;

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

- (4) deepen educator's content knowledge;
 - (5) provide educators with research-based instructional strategies to assist students in meeting rigorous academic standards;
 - (6) prepare educators to appropriately use various types of classroom assessments;
 - (7) use learning strategies appropriate to the intended goals;
 - (8) provide educators with the knowledge and skills to collaborate;
 - (9) prepare educators to apply research to decision making ~~decision-making~~; or
 - (10) provide educators with training on inclusive practices in the classroom that examines instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with or without disabilities, in a general education setting.
- (i) Approved providers under subsection (g) of this Section shall do the following:

- (1) align professional development activities to the State-approved national standards for professional learning;
- (2) meet the professional development criteria for Illinois licensure renewal;
- (3) produce a rationale for the activity that explains how it aligns to State standards and identify the

assessment for determining the expected impact on student learning or school improvement;

(4) maintain original documentation for completion of activities;

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

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

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

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

(1) (Blank).

(2) Approved providers shall comply with the requirements in subsections (h) and (i) of this Section by annually submitting data to the State Board of Education

demonstrating how the professional development activities impacted one or more of the following:

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

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

(C) alignment to district or school improvement plans.

(3) The State Superintendent of Education shall review the annual data collected by the State Board of Education, regional offices of education, and intermediate service centers in audits to determine if the approved provider has met the criteria and should continue to be an approved provider or if further action should be taken as provided in rules.

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

(l) Any professional educator licensee endorsed for school support personnel who is employed and performing services in Illinois public schools and who holds an active and current professional license issued by the Department of Financial and

Professional Regulation or a national certification board, as approved by the State Board of Education, related to the endorsement areas on the Professional Educator License shall be deemed to have satisfied the continuing professional development requirements provided for in this Section. Such individuals shall be required to pay only registration fees to renew the Professional Educator License. An individual who does not hold a license issued by the Department of Financial and Professional Regulation shall complete professional development requirements for the renewal of a Professional Educator License provided for in this Section.

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

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

(2) The State Educator Preparation and Licensure Board shall review each appeal regarding renewal of a license within 90 days after receiving the appeal in order to determine whether the licensee has met the requirements of

this Section. The State Educator Preparation and Licensure Board may hold an appeal hearing or may make its determination based upon the record of review, which shall consist of the following:

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

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

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

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

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

(Source: P.A. 100-13, eff. 7-1-17; 100-339, eff. 8-25-17; 100-596, eff. 7-1-18; 100-863, eff. 8-14-18; 101-85, eff. 1-1-20; 101-531, eff. 8-23-19; revised 9-19-19.)

Sec. 21B-50. Alternative Educator Licensure Program.

(a) There is established an alternative educator licensure program, to be known as the Alternative Educator Licensure Program for Teachers.

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

The program shall be comprised of 4 phases:

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

(2) A year of residency, which is a candidate's assignment to a full-time teaching position or as a co-teacher for one full school year. An individual must hold an Educator License with Stipulations with an alternative provisional educator endorsement in order to enter the residency and must complete additional program requirements that address required State and national standards, pass the State Board's teacher performance assessment no later than the end of the first semester of the second year of residency ~~before entering the second residency year~~, as required under phase (3) of this

subsection (b), and be recommended by the principal or qualified equivalent of a principal, as required under subsection (d) of this Section, and the program coordinator to continue with the second year of the residency.

(3) A second year of residency, which shall include the candidate's assignment to a full-time teaching position for one school year. The candidate must be assigned an experienced teacher to act as a mentor and coach the candidate through the second year of residency.

(4) A comprehensive assessment of the candidate's teaching effectiveness, as evaluated by the principal or qualified equivalent of a principal, as required under subsection (d) of this Section, and the program coordinator, at the end of the second year of residency. If there is disagreement between the 2 evaluators about the candidate's teaching effectiveness, the candidate may complete one additional year of residency teaching under a professional development plan developed by the principal or qualified equivalent and the preparation program. At the completion of the third year, a candidate must have positive evaluations and a recommendation for full licensure from both the principal or qualified equivalent and the program coordinator or no Professional Educator License shall be issued.

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

matter requirements established by law.

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

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

(2) Has a cumulative grade point average of 3.0 or greater on a 4.0 scale or its equivalent on another scale.

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

to be reviewed for equivalency.

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

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

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

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

with a public school district administering a preschool educational program under Section 2-3.71 of this Code must require a principal to recommend or evaluate candidates in the program. A recognized institution that partners with an eligible entity administering a preschool educational program under Section 2-3.71 of this Code and that is not a public school district must require a principal or qualified equivalent of a principal to recommend or evaluate candidates in the program. The program presented for approval by the State Board of Education must demonstrate the supports that are to be provided to assist the provisional teacher during the 2-year residency period. These supports must provide additional contact hours with mentors during the first year of residency.

(e) Upon completion of the 4 phases outlined in subsection (b) of this Section and all assessments required under Section 21B-30 of this Code, an individual shall receive a Professional Educator License.

(f) The State Board of Education, in consultation with the State Educator Preparation and Licensure Board, may adopt such rules as may be necessary to establish and implement the Alternative Educator Licensure Program for Teachers.

(Source: P.A. 100-596, eff. 7-1-18; 100-822, eff. 1-1-19; 101-220, eff. 8-7-19; 101-570, eff. 8-23-19; revised 9-19-19.)

(105 ILCS 5/21B-110 new)

Sec. 21B-110. Public health emergency declaration.

(a) This Section applies only during any time in which the Governor has declared a public health emergency under Section 7 of the Illinois Emergency Management Agency Act.

(b) Notwithstanding any other requirements under this Article, the requirements under subsection (f) of Section 21B-30 are waived for an applicant seeking an educator license.

(c) Notwithstanding any other requirements under this Article, during the implementation of remote learning days under Section 10-30, a candidate seeking an educator license may:

(1) complete his or her required student teaching or equivalent experience remotely; or

(2) complete his or her required school business management internship remotely.

(105 ILCS 5/21B-115 new)

Sec. 21B-115. Spring 2020 student teaching or internship. Notwithstanding any other requirements under this Article, for the spring 2020 semester only, a candidate's requirement to complete student teaching or its equivalent or a school business management internship is waived.

(105 ILCS 5/22-89 new)

Sec. 22-89. Graduates during the 2019-2020 school year. Notwithstanding any other provision of this Code, any diploma conferred during the 2019-2020 school year, including during

the summer of 2020, under graduation requirements that were modified by an executive order, emergency rulemaking, or school board policy prompted by a gubernatorial disaster proclamation as a result of COVID-19 is deemed valid and is not subject to challenge or review due to a failure to meet minimum requirements otherwise required by this Code, administrative rule, or school board policy.

(105 ILCS 5/24-11) (from Ch. 122, par. 24-11)

Sec. 24-11. Boards of Education - Boards of School Inspectors - Contractual continued service.

(a) As used in this and the succeeding Sections of this Article:

"Teacher" means any or all school district employees regularly required to be certified under laws relating to the certification of teachers.

"Board" means board of directors, board of education, or board of school inspectors, as the case may be.

"School term" means that portion of the school year, July 1 to the following June 30, when school is in actual session.

"Program" means a program of a special education joint agreement.

"Program of a special education joint agreement" means instructional, consultative, supervisory, administrative, diagnostic, and related services that are managed by a special educational joint agreement designed to service 2 or more

school districts that are members of the joint agreement.

"PERA implementation date" means the implementation date of an evaluation system for teachers as specified by Section 24A-2.5 of this Code for all schools within a school district or all programs of a special education joint agreement.

(b) This Section and Sections 24-12 through 24-16 of this Article apply only to school districts having less than 500,000 inhabitants.

(c) Any teacher who is first employed as a full-time teacher in a school district or program prior to the PERA implementation date and who is employed in that district or program for a probationary period of 4 consecutive school terms shall enter upon contractual continued service in the district or in all of the programs that the teacher is legally qualified to hold, unless the teacher is given written notice of dismissal by certified mail, return receipt requested, by the employing board at least 45 days before the end of any school term within such period.

(d) For any teacher who is first employed as a full-time teacher in a school district or program on or after the PERA implementation date, the probationary period shall be one of the following periods, based upon the teacher's school terms of service and performance, before the teacher shall enter upon contractual continued service in the district or in all of the programs that the teacher is legally qualified to hold, unless the teacher is given written notice of dismissal by certified

mail, return receipt requested, by the employing board at least 45 days before the end of any school term within such period:

(1) 4 consecutive school terms of service in which the teacher receives overall annual evaluation ratings of at least "Proficient" in the last school term and at least "Proficient" in either the second or third school term;

(2) 3 consecutive school terms of service in which the teacher receives 3 overall annual evaluations of "Excellent"; or

(3) 2 consecutive school terms of service in which the teacher receives 2 overall annual evaluations of "Excellent" service, but only if the teacher (i) previously attained contractual continued service in a different school district or program in this State, (ii) voluntarily departed or was honorably dismissed from that school district or program in the school term immediately prior to the teacher's first school term of service applicable to the attainment of contractual continued service under this subdivision (3), and (iii) received, in his or her 2 most recent overall annual or biennial evaluations from the prior school district or program, ratings of at least "Proficient", with both such ratings occurring after the school district's or program's PERA implementation date. For a teacher to attain contractual continued service under this subdivision (3), the teacher shall provide official copies of his or her 2 most recent overall annual or

biennial evaluations from the prior school district or program to the new school district or program within 60 days from the teacher's first day of service with the new school district or program. The prior school district or program must provide the teacher with official copies of his or her 2 most recent overall annual or biennial evaluations within 14 days after the teacher's request. If a teacher has requested such official copies prior to 45 days after the teacher's first day of service with the new school district or program and the teacher's prior school district or program fails to provide the teacher with the official copies required under this subdivision (3), then the time period for the teacher to submit the official copies to his or her new school district or program must be extended until 14 days after receipt of such copies from the prior school district or program. If the prior school district or program fails to provide the teacher with the official copies required under this subdivision (3) within 90 days from the teacher's first day of service with the new school district or program, then the new school district or program shall rely upon the teacher's own copies of his or her evaluations for purposes of this subdivision (3).

If the teacher does not receive overall annual evaluations of "Excellent" in the school terms necessary for eligibility to achieve accelerated contractual continued service in

subdivisions (2) and (3) of this subsection (d), the teacher shall be eligible for contractual continued service pursuant to subdivision (1) of this subsection (d). If, at the conclusion of 4 consecutive school terms of service that count toward attainment of contractual continued service, the teacher's performance does not qualify the teacher for contractual continued service under subdivision (1) of this subsection (d), then the teacher shall not enter upon contractual continued service and shall be dismissed. If a performance evaluation is not conducted for any school term when such evaluation is required to be conducted under Section 24A-5 of this Code, then the teacher's performance evaluation rating for such school term for purposes of determining the attainment of contractual continued service shall be deemed "Proficient", except that, during any time in which the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act, this default to "Proficient" does not apply to any teacher who has entered into contractual continued service and who was deemed "Excellent" on his or her most recent evaluation. During any time in which the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act and unless the school board and any exclusive bargaining representative have completed the performance rating for teachers or mutually agreed to an alternate performance rating, any teacher who has entered into

contractual continued service, whose most recent evaluation was deemed "Excellent", and whose performance evaluation is not conducted when the evaluation is required to be conducted shall receive a teacher's performance rating deemed "Excellent". A school board and any exclusive bargaining representative may mutually agree to an alternate performance rating for teachers not in contractual continued service during any time in which the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act, as long as the agreement is in writing.

(e) For the purposes of determining contractual continued service, a school term shall be counted only toward attainment of contractual continued service if the teacher actually teaches or is otherwise present and participating in the district's or program's educational program for 120 days or more, provided that the days of leave under the federal Family Medical Leave Act that the teacher is required to take until the end of the school term shall be considered days of teaching or participation in the district's or program's educational program. A school term that is not counted toward attainment of contractual continued service shall not be considered a break in service for purposes of determining whether a teacher has been employed for 4 consecutive school terms, provided that the teacher actually teaches or is otherwise present and participating in the district's or program's educational program in the following school term.

(f) If the employing board determines to dismiss the teacher in the last year of the probationary period as provided in subsection (c) of this Section or subdivision (1) or (2) of subsection (d) of this Section, but not subdivision (3) of subsection (d) of this Section, the written notice of dismissal provided by the employing board must contain specific reasons for dismissal. Any full-time teacher who does not receive written notice from the employing board at least 45 days before the end of any school term as provided in this Section and whose performance does not require dismissal after the fourth probationary year pursuant to subsection (d) of this Section shall be re-employed for the following school term.

(g) Contractual continued service shall continue in effect the terms and provisions of the contract with the teacher during the last school term of the probationary period, subject to this Act and the lawful regulations of the employing board. This Section and succeeding Sections do not modify any existing power of the board except with respect to the procedure of the discharge of a teacher and reductions in salary as hereinafter provided. Contractual continued service status shall not restrict the power of the board to transfer a teacher to a position which the teacher is qualified to fill or to make such salary adjustments as it deems desirable, but unless reductions in salary are uniform or based upon some reasonable classification, any teacher whose salary is reduced shall be entitled to a notice and a hearing as hereinafter provided in

the case of certain dismissals or removals.

(h) If, by reason of any change in the boundaries of school districts or by reason of the creation of a new school district, the position held by any teacher having a contractual continued service status is transferred from one board to the control of a new or different board, then the contractual continued service status of the teacher is not thereby lost, and such new or different board is subject to this Code with respect to the teacher in the same manner as if the teacher were its employee and had been its employee during the time the teacher was actually employed by the board from whose control the position was transferred.

(i) The employment of any teacher in a program of a special education joint agreement established under Section 3-15.14, 10-22.31 or 10-22.31a shall be governed by this and succeeding Sections of this Article. For purposes of attaining and maintaining contractual continued service and computing length of continuing service as referred to in this Section and Section 24-12, employment in a special educational joint program shall be deemed a continuation of all previous certificated employment of such teacher for such joint agreement whether the employer of the teacher was the joint agreement, the regional superintendent, or one of the participating districts in the joint agreement.

(j) For any teacher employed after July 1, 1987 as a full-time teacher in a program of a special education joint

agreement, whether the program is operated by the joint agreement or a member district on behalf of the joint agreement, in the event of a reduction in the number of programs or positions in the joint agreement in which the notice of dismissal is provided on or before the end of the 2010-2011 school term, the teacher in contractual continued service is eligible for employment in the joint agreement programs for which the teacher is legally qualified in order of greater length of continuing service in the joint agreement, unless an alternative method of determining the sequence of dismissal is established in a collective bargaining agreement. For any teacher employed after July 1, 1987 as a full-time teacher in a program of a special education joint agreement, whether the program is operated by the joint agreement or a member district on behalf of the joint agreement, in the event of a reduction in the number of programs or positions in the joint agreement in which the notice of dismissal is provided during the 2011-2012 school term or a subsequent school term, the teacher shall be included on the honorable dismissal lists of all joint agreement programs for positions for which the teacher is qualified and is eligible for employment in such programs in accordance with subsections (b) and (c) of Section 24-12 of this Code and the applicable honorable dismissal policies of the joint agreement.

(k) For any teacher employed after July 1, 1987 as a full-time teacher in a program of a special education joint

agreement, whether the program is operated by the joint agreement or a member district on behalf of the joint agreement, in the event of the dissolution of a joint agreement, in which the notice to teachers of the dissolution is provided during the 2010-2011 school term, the teacher in contractual continued service who is legally qualified shall be assigned to any comparable position in a member district currently held by a teacher who has not entered upon contractual continued service or held by a teacher who has entered upon contractual continued service with a shorter length of contractual continued service. Any teacher employed after July 1, 1987 as a full-time teacher in a program of a special education joint agreement, whether the program is operated by the joint agreement or a member district on behalf of the joint agreement, in the event of the dissolution of a joint agreement in which the notice to teachers of the dissolution is provided during the 2011-2012 school term or a subsequent school term, the teacher who is qualified shall be included on the order of honorable dismissal lists of each member district and shall be assigned to any comparable position in any such district in accordance with subsections (b) and (c) of Section 24-12 of this Code and the applicable honorable dismissal policies of each member district.

(1) The governing board of the joint agreement, or the administrative district, if so authorized by the articles of agreement of the joint agreement, rather than the board of

education of a school district, may carry out employment and termination actions including dismissals under this Section and Section 24-12.

(m) The employment of any teacher in a special education program authorized by Section 14-1.01 through 14-14.01, or a joint educational program established under Section 10-22.31a, shall be under this and the succeeding Sections of this Article, and such employment shall be deemed a continuation of the previous employment of such teacher in any of the participating districts, regardless of the participation of other districts in the program.

(n) Any teacher employed as a full-time teacher in a special education program prior to September 23, 1987 in which 2 or more school districts participate for a probationary period of 2 consecutive years shall enter upon contractual continued service in each of the participating districts, subject to this and the succeeding Sections of this Article, and, notwithstanding Section 24-1.5 of this Code, in the event of the termination of the program shall be eligible for any vacant position in any of such districts for which such teacher is qualified.

(Source: P.A. 97-8, eff. 6-13-11; 98-513, eff. 1-1-14.)

(105 ILCS 5/24-12) (from Ch. 122, par. 24-12)

Sec. 24-12. Removal or dismissal of teachers in contractual continued service.

(a) This subsection (a) applies only to honorable dismissals and recalls in which the notice of dismissal is provided on or before the end of the 2010-2011 school term. If a teacher in contractual continued service is removed or dismissed as a result of a decision of the board to decrease the number of teachers employed by the board or to discontinue some particular type of teaching service, written notice shall be mailed to the teacher and also given the teacher either by certified mail, return receipt requested or personal delivery with receipt at least 60 days before the end of the school term, together with a statement of honorable dismissal and the reason therefor, and in all such cases the board shall first remove or dismiss all teachers who have not entered upon contractual continued service before removing or dismissing any teacher who has entered upon contractual continued service and who is legally qualified to hold a position currently held by a teacher who has not entered upon contractual continued service.

As between teachers who have entered upon contractual continued service, the teacher or teachers with the shorter length of continuing service with the district shall be dismissed first unless an alternative method of determining the sequence of dismissal is established in a collective bargaining agreement or contract between the board and a professional faculty members' organization and except that this provision shall not impair the operation of any affirmative action

program in the district, regardless of whether it exists by operation of law or is conducted on a voluntary basis by the board. Any teacher dismissed as a result of such decrease or discontinuance shall be paid all earned compensation on or before the third business day following the last day of pupil attendance in the regular school term.

If the board has any vacancies for the following school term or within one calendar year from the beginning of the following school term, the positions thereby becoming available shall be tendered to the teachers so removed or dismissed so far as they are legally qualified to hold such positions; provided, however, that if the number of honorable dismissal notices based on economic necessity exceeds 15% of the number of full-time equivalent positions filled by certified employees (excluding principals and administrative personnel) during the preceding school year, then if the board has any vacancies for the following school term or within 2 calendar years from the beginning of the following school term, the positions so becoming available shall be tendered to the teachers who were so notified and removed or dismissed whenever they are legally qualified to hold such positions. Each board shall, in consultation with any exclusive employee representatives, each year establish a list, categorized by positions, showing the length of continuing service of each teacher who is qualified to hold any such positions, unless an alternative method of determining a sequence of dismissal is

established as provided for in this Section, in which case a list shall be made in accordance with the alternative method. Copies of the list shall be distributed to the exclusive employee representative on or before February 1 of each year. Whenever the number of honorable dismissal notices based upon economic necessity exceeds 5, or 150% of the average number of teachers honorably dismissed in the preceding 3 years, whichever is more, then the board also shall hold a public hearing on the question of the dismissals. Following the hearing and board review, the action to approve any such reduction shall require a majority vote of the board members.

(b) This subsection (b) applies only to honorable dismissals and recalls in which the notice of dismissal is provided during the 2011-2012 school term or a subsequent school term. If any teacher, whether or not in contractual continued service, is removed or dismissed as a result of a decision of a school board to decrease the number of teachers employed by the board, a decision of a school board to discontinue some particular type of teaching service, or a reduction in the number of programs or positions in a special education joint agreement, then written notice must be mailed to the teacher and also given to the teacher either by electronic mail, certified mail, return receipt requested, or personal delivery with receipt at least 45 days before the end of the school term, together with a statement of honorable dismissal and the reason therefor, and in all such cases the

sequence of dismissal shall occur in accordance with this subsection (b); except that this subsection (b) shall not impair the operation of any affirmative action program in the school district, regardless of whether it exists by operation of law or is conducted on a voluntary basis by the board.

Each teacher must be categorized into one or more positions for which the teacher is qualified to hold, based upon legal qualifications and any other qualifications established in a district or joint agreement job description, on or before the May 10 prior to the school year during which the sequence of dismissal is determined. Within each position and subject to agreements made by the joint committee on honorable dismissals that are authorized by subsection (c) of this Section, the school district or joint agreement must establish 4 groupings of teachers qualified to hold the position as follows:

(1) Grouping one shall consist of each teacher who is not in contractual continued service and who (i) has not received a performance evaluation rating, (ii) is employed for one school term or less to replace a teacher on leave, or (iii) is employed on a part-time basis. "Part-time basis" for the purposes of this subsection (b) means a teacher who is employed to teach less than a full-day, teacher workload or less than 5 days of the normal student attendance week, unless otherwise provided for in a collective bargaining agreement between the district and the exclusive representative of the district's teachers.

For the purposes of this Section, a teacher (A) who is employed as a full-time teacher but who actually teaches or is otherwise present and participating in the district's educational program for less than a school term or (B) who, in the immediately previous school term, was employed on a full-time basis and actually taught or was otherwise present and participated in the district's educational program for 120 days or more is not considered employed on a part-time basis.

(2) Grouping 2 shall consist of each teacher with a Needs Improvement or Unsatisfactory performance evaluation rating on either of the teacher's last 2 performance evaluation ratings.

(3) Grouping 3 shall consist of each teacher with a performance evaluation rating of at least Satisfactory or Proficient on both of the teacher's last 2 performance evaluation ratings, if 2 ratings are available, or on the teacher's last performance evaluation rating, if only one rating is available, unless the teacher qualifies for placement into grouping 4.

(4) Grouping 4 shall consist of each teacher whose last 2 performance evaluation ratings are Excellent and each teacher with 2 Excellent performance evaluation ratings out of the teacher's last 3 performance evaluation ratings with a third rating of Satisfactory or Proficient.

Among teachers qualified to hold a position, teachers must

be dismissed in the order of their groupings, with teachers in grouping one dismissed first and teachers in grouping 4 dismissed last.

Within grouping one, the sequence of dismissal must be at the discretion of the school district or joint agreement. Within grouping 2, the sequence of dismissal must be based upon average performance evaluation ratings, with the teacher or teachers with the lowest average performance evaluation rating dismissed first. A teacher's average performance evaluation rating must be calculated using the average of the teacher's last 2 performance evaluation ratings, if 2 ratings are available, or the teacher's last performance evaluation rating, if only one rating is available, using the following numerical values: 4 for Excellent; 3 for Proficient or Satisfactory; 2 for Needs Improvement; and 1 for Unsatisfactory. As between or among teachers in grouping 2 with the same average performance evaluation rating and within each of groupings 3 and 4, the teacher or teachers with the shorter length of continuing service with the school district or joint agreement must be dismissed first unless an alternative method of determining the sequence of dismissal is established in a collective bargaining agreement or contract between the board and a professional faculty members' organization.

Each board, including the governing board of a joint agreement, shall, in consultation with any exclusive employee representatives, each year establish a sequence of honorable

dismissal list categorized by positions and the groupings defined in this subsection (b). Copies of the list showing each teacher by name and categorized by positions and the groupings defined in this subsection (b) must be distributed to the exclusive bargaining representative at least 75 days before the end of the school term, provided that the school district or joint agreement may, with notice to any exclusive employee representatives, move teachers from grouping one into another grouping during the period of time from 75 days until 45 days before the end of the school term. Each year, each board shall also establish, in consultation with any exclusive employee representatives, a list showing the length of continuing service of each teacher who is qualified to hold any such positions, unless an alternative method of determining a sequence of dismissal is established as provided for in this Section, in which case a list must be made in accordance with the alternative method. Copies of the list must be distributed to the exclusive employee representative at least 75 days before the end of the school term.

Any teacher dismissed as a result of such decrease or discontinuance must be paid all earned compensation on or before the third business day following the last day of pupil attendance in the regular school term.

If the board or joint agreement has any vacancies for the following school term or within one calendar year from the beginning of the following school term, the positions thereby

becoming available must be tendered to the teachers so removed or dismissed who were in grouping ~~groupings~~ 3 or 4 of the sequence of dismissal and are qualified to hold the positions, based upon legal qualifications and any other qualifications established in a district or joint agreement job description, on or before the May 10 prior to the date of the positions becoming available, provided that if the number of honorable dismissal notices based on economic necessity exceeds 15% of the number of full-time equivalent positions filled by certified employees (excluding principals and administrative personnel) during the preceding school year, then the recall period is for the following school term or within 2 calendar years from the beginning of the following school term. If the board or joint agreement has any vacancies within the period from the beginning of the following school term through February 1 of the following school term (unless a date later than February 1, but no later than 6 months from the beginning of the following school term, is established in a collective bargaining agreement), the positions thereby becoming available must be tendered to the teachers so removed or dismissed who were in grouping 2 of the sequence of dismissal due to one "needs improvement" rating on either of the teacher's last 2 performance evaluation ratings, provided that, if 2 ratings are available, the other performance evaluation rating used for grouping purposes is "satisfactory", "proficient", or "excellent", and are

qualified to hold the positions, based upon legal qualifications and any other qualifications established in a district or joint agreement job description, on or before the May 10 prior to the date of the positions becoming available. On and after July 1, 2014 (the effective date of Public Act 98-648), the preceding sentence shall apply to teachers removed or dismissed by honorable dismissal, even if notice of honorable dismissal occurred during the 2013-2014 school year. Among teachers eligible for recall pursuant to the preceding sentence, the order of recall must be in inverse order of dismissal, unless an alternative order of recall is established in a collective bargaining agreement or contract between the board and a professional faculty members' organization. Whenever the number of honorable dismissal notices based upon economic necessity exceeds 5 notices or 150% of the average number of teachers honorably dismissed in the preceding 3 years, whichever is more, then the school board or governing board of a joint agreement, as applicable, shall also hold a public hearing on the question of the dismissals. Following the hearing and board review, the action to approve any such reduction shall require a majority vote of the board members.

For purposes of this subsection (b), subject to agreement on an alternative definition reached by the joint committee described in subsection (c) of this Section, a teacher's performance evaluation rating means the overall performance evaluation rating resulting from an annual or biennial

performance evaluation conducted pursuant to Article 24A of this Code by the school district or joint agreement determining the sequence of dismissal, not including any performance evaluation conducted during or at the end of a remediation period. No more than one evaluation rating each school term shall be one of the evaluation ratings used for the purpose of determining the sequence of dismissal. Except as otherwise provided in this subsection for any performance evaluations conducted during or at the end of a remediation period, if multiple performance evaluations are conducted in a school term, only the rating from the last evaluation conducted prior to establishing the sequence of honorable dismissal list in such school term shall be the one evaluation rating from that school term used for the purpose of determining the sequence of dismissal. Averaging ratings from multiple evaluations is not permitted unless otherwise agreed to in a collective bargaining agreement or contract between the board and a professional faculty members' organization. The preceding 3 sentences are not a legislative declaration that existing law does or does not already require that only one performance evaluation each school term shall be used for the purpose of determining the sequence of dismissal. For performance evaluation ratings determined prior to September 1, 2012, any school district or joint agreement with a performance evaluation rating system that does not use either of the rating category systems specified in subsection (d) of Section 24A-5 of this Code for

all teachers must establish a basis for assigning each teacher a rating that complies with subsection (d) of Section 24A-5 of this Code for all of the performance evaluation ratings that are to be used to determine the sequence of dismissal. A teacher's grouping and ranking on a sequence of honorable dismissal shall be deemed a part of the teacher's performance evaluation, and that information shall be disclosed to the exclusive bargaining representative as part of a sequence of honorable dismissal list, notwithstanding any laws prohibiting disclosure of such information. A performance evaluation rating may be used to determine the sequence of dismissal, notwithstanding the pendency of any grievance resolution or arbitration procedures relating to the performance evaluation. If a teacher has received at least one performance evaluation rating conducted by the school district or joint agreement determining the sequence of dismissal and a subsequent performance evaluation is not conducted in any school year in which such evaluation is required to be conducted under Section 24A-5 of this Code, the teacher's performance evaluation rating for that school year for purposes of determining the sequence of dismissal is deemed Proficient, except that, during any time in which the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act, this default to Proficient does not apply to any teacher who has entered into contractual continued service and who was deemed Excellent on his or her

most recent evaluation. During any time in which the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act and unless the school board and any exclusive bargaining representative have completed the performance rating for teachers or have mutually agreed to an alternate performance rating, any teacher who has entered into contractual continued service, whose most recent evaluation was deemed Excellent, and whose performance evaluation is not conducted when the evaluation is required to be conducted shall receive a teacher's performance rating deemed Excellent. A school board and any exclusive bargaining representative may mutually agree to an alternate performance rating for teachers not in contractual continued service during any time in which the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act, as long as the agreement is in writing.

If a performance evaluation rating is nullified as the result of an arbitration, administrative agency, or court determination, then the school district or joint agreement is deemed to have conducted a performance evaluation for that school year, but the performance evaluation rating may not be used in determining the sequence of dismissal.

Nothing in this subsection (b) shall be construed as limiting the right of a school board or governing board of a joint agreement to dismiss a teacher not in contractual

continued service in accordance with Section 24-11 of this Code.

Any provisions regarding the sequence of honorable dismissals and recall of honorably dismissed teachers in a collective bargaining agreement entered into on or before January 1, 2011 and in effect on June 13, 2011 (the effective date of Public Act 97-8) that may conflict with Public Act 97-8 shall remain in effect through the expiration of such agreement or June 30, 2013, whichever is earlier.

(c) Each school district and special education joint agreement must use a joint committee composed of equal representation selected by the school board and its teachers or, if applicable, the exclusive bargaining representative of its teachers, to address the matters described in paragraphs (1) through (5) of this subsection (c) pertaining to honorable dismissals under subsection (b) of this Section.

(1) The joint committee must consider and may agree to criteria for excluding from grouping 2 and placing into grouping 3 a teacher whose last 2 performance evaluations include a Needs Improvement and either a Proficient or Excellent.

(2) The joint committee must consider and may agree to an alternative definition for grouping 4, which definition must take into account prior performance evaluation ratings and may take into account other factors that relate to the school district's or program's educational

objectives. An alternative definition for grouping 4 may not permit the inclusion of a teacher in the grouping with a Needs Improvement or Unsatisfactory performance evaluation rating on either of the teacher's last 2 performance evaluation ratings.

(3) The joint committee may agree to including within the definition of a performance evaluation rating a performance evaluation rating administered by a school district or joint agreement other than the school district or joint agreement determining the sequence of dismissal.

(4) For each school district or joint agreement that administers performance evaluation ratings that are inconsistent with either of the rating category systems specified in subsection (d) of Section 24A-5 of this Code, the school district or joint agreement must consult with the joint committee on the basis for assigning a rating that complies with subsection (d) of Section 24A-5 of this Code to each performance evaluation rating that will be used in a sequence of dismissal.

(5) Upon request by a joint committee member submitted to the employing board by no later than 10 days after the distribution of the sequence of honorable dismissal list, a representative of the employing board shall, within 5 days after the request, provide to members of the joint committee a list showing the most recent and prior performance evaluation ratings of each teacher identified

only by length of continuing service in the district or joint agreement and not by name. If, after review of this list, a member of the joint committee has a good faith belief that a disproportionate number of teachers with greater length of continuing service with the district or joint agreement have received a recent performance evaluation rating lower than the prior rating, the member may request that the joint committee review the list to assess whether such a trend may exist. Following the joint committee's review, but by no later than the end of the applicable school term, the joint committee or any member or members of the joint committee may submit a report of the review to the employing board and exclusive bargaining representative, if any. Nothing in this paragraph (5) shall impact the order of honorable dismissal or a school district's or joint agreement's authority to carry out a dismissal in accordance with subsection (b) of this Section.

Agreement by the joint committee as to a matter requires the majority vote of all committee members, and if the joint committee does not reach agreement on a matter, then the otherwise applicable requirements of subsection (b) of this Section shall apply. Except as explicitly set forth in this subsection (c), a joint committee has no authority to agree to any further modifications to the requirements for honorable dismissals set forth in subsection (b) of this Section. The

joint committee must be established, and the first meeting of the joint committee each school year must occur on or before December 1.

The joint committee must reach agreement on a matter on or before February 1 of a school year in order for the agreement of the joint committee to apply to the sequence of dismissal determined during that school year. Subject to the February 1 deadline for agreements, the agreement of a joint committee on a matter shall apply to the sequence of dismissal until the agreement is amended or terminated by the joint committee.

The provisions of the Open Meetings Act shall not apply to meetings of a joint committee created under this subsection (c).

(d) Notwithstanding anything to the contrary in this subsection (d), the requirements and dismissal procedures of Section 24-16.5 of this Code shall apply to any dismissal sought under Section 24-16.5 of this Code.

(1) If a dismissal of a teacher in contractual continued service is sought for any reason or cause other than an honorable dismissal under subsections (a) or (b) of this Section or a dismissal sought under Section 24-16.5 of this Code, including those under Section 10-22.4, the board must first approve a motion containing specific charges by a majority vote of all its members. Written notice of such charges, including a bill of particulars and the teacher's right to request a hearing, must be mailed to the teacher

and also given to the teacher either by electronic mail, certified mail, return receipt requested, or personal delivery with receipt within 5 days of the adoption of the motion. Any written notice sent on or after July 1, 2012 shall inform the teacher of the right to request a hearing before a mutually selected hearing officer, with the cost of the hearing officer split equally between the teacher and the board, or a hearing before a board-selected hearing officer, with the cost of the hearing officer paid by the board.

Before setting a hearing on charges stemming from causes that are considered remediable, a board must give the teacher reasonable warning in writing, stating specifically the causes that, if not removed, may result in charges; however, no such written warning is required if the causes have been the subject of a remediation plan pursuant to Article 24A of this Code.

If, in the opinion of the board, the interests of the school require it, the board may suspend the teacher without pay, pending the hearing, but if the board's dismissal or removal is not sustained, the teacher shall not suffer the loss of any salary or benefits by reason of the suspension.

(2) No hearing upon the charges is required unless the teacher within 17 days after receiving notice requests in writing of the board that a hearing be scheduled before a

mutually selected hearing officer or a hearing officer selected by the board. The secretary of the school board shall forward a copy of the notice to the State Board of Education.

(3) Within 5 business days after receiving a notice of hearing in which either notice to the teacher was sent before July 1, 2012 or, if the notice was sent on or after July 1, 2012, the teacher has requested a hearing before a mutually selected hearing officer, the State Board of Education shall provide a list of 5 prospective, impartial hearing officers from the master list of qualified, impartial hearing officers maintained by the State Board of Education. Each person on the master list must (i) be accredited by a national arbitration organization and have had a minimum of 5 years of experience directly related to labor and employment relations matters between employers and employees or their exclusive bargaining representatives and (ii) beginning September 1, 2012, have participated in training provided or approved by the State Board of Education for teacher dismissal hearing officers so that he or she is familiar with issues generally involved in evaluative and non-evaluative dismissals.

If notice to the teacher was sent before July 1, 2012 or, if the notice was sent on or after July 1, 2012, the teacher has requested a hearing before a mutually selected hearing officer, the board and the teacher or their legal

representatives within 3 business days shall alternately strike one name from the list provided by the State Board of Education until only one name remains. Unless waived by the teacher, the teacher shall have the right to proceed first with the striking. Within 3 business days of receipt of the list provided by the State Board of Education, the board and the teacher or their legal representatives shall each have the right to reject all prospective hearing officers named on the list and notify the State Board of Education of such rejection. Within 3 business days after receiving this notification, the State Board of Education shall appoint a qualified person from the master list who did not appear on the list sent to the parties to serve as the hearing officer, unless the parties notify it that they have chosen to alternatively select a hearing officer under paragraph (4) of this subsection (d).

If the teacher has requested a hearing before a hearing officer selected by the board, the board shall select one name from the master list of qualified impartial hearing officers maintained by the State Board of Education within 3 business days after receipt and shall notify the State Board of Education of its selection.

A hearing officer mutually selected by the parties, selected by the board, or selected through an alternative selection process under paragraph (4) of this subsection (d) (A) must not be a resident of the school district, (B)

must be available to commence the hearing within 75 days and conclude the hearing within 120 days after being selected as the hearing officer, and (C) must issue a decision as to whether the teacher must be dismissed and give a copy of that decision to both the teacher and the board within 30 days from the conclusion of the hearing or closure of the record, whichever is later.

If the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act and except if the parties mutually agree otherwise and the agreement is in writing, the requirements of this Section pertaining to prehearings and hearings are paused and do not begin to toll until the proclamation is no longer in effect. If mutually agreed to and reduced to writing, the parties may proceed with the prehearing and hearing requirements of this Section and may also agree to extend the timelines of this Section connected to the appointment and selection of a hearing officer and those connected to commencing and concluding a hearing. Any hearing convened during a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act may be convened remotely. Any hearing officer for a hearing convened during a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act may voluntarily withdraw from the hearing and another hearing officer shall be selected or

appointed pursuant to this Section.

(4) In the alternative to selecting a hearing officer from the list received from the State Board of Education or accepting the appointment of a hearing officer by the State Board of Education or if the State Board of Education cannot provide a list or appoint a hearing officer that meets the foregoing requirements, the board and the teacher or their legal representatives may mutually agree to select an impartial hearing officer who is not on the master list either by direct appointment by the parties or by using procedures for the appointment of an arbitrator established by the Federal Mediation and Conciliation Service or the American Arbitration Association. The parties shall notify the State Board of Education of their intent to select a hearing officer using an alternative procedure within 3 business days of receipt of a list of prospective hearing officers provided by the State Board of Education, notice of appointment of a hearing officer by the State Board of Education, or receipt of notice from the State Board of Education that it cannot provide a list that meets the foregoing requirements, whichever is later.

(5) If the notice of dismissal was sent to the teacher before July 1, 2012, the fees and costs for the hearing officer must be paid by the State Board of Education. If the notice of dismissal was sent to the teacher on or after July 1, 2012, the hearing officer's fees and costs must be

paid as follows in this paragraph (5). The fees and permissible costs for the hearing officer must be determined by the State Board of Education. If the board and the teacher or their legal representatives mutually agree to select an impartial hearing officer who is not on a list received from the State Board of Education, they may agree to supplement the fees determined by the State Board to the hearing officer, at a rate consistent with the hearing officer's published professional fees. If the hearing officer is mutually selected by the parties, then the board and the teacher or their legal representatives shall each pay 50% of the fees and costs and any supplemental allowance to which they agree. If the hearing officer is selected by the board, then the board shall pay 100% of the hearing officer's fees and costs. The fees and costs must be paid to the hearing officer within 14 days after the board and the teacher or their legal representatives receive the hearing officer's decision set forth in paragraph (7) of this subsection (d).

(6) The teacher is required to answer the bill of particulars and aver affirmative matters in his or her defense, and the time for initially doing so and the time for updating such answer and defenses after pre-hearing discovery must be set by the hearing officer. The State Board of Education shall promulgate rules so that each party has a fair opportunity to present its case and to

ensure that the dismissal process proceeds in a fair and expeditious manner. These rules shall address, without limitation, discovery and hearing scheduling conferences; the teacher's initial answer and affirmative defenses to the bill of particulars and the updating of that information after pre-hearing discovery; provision for written interrogatories and requests for production of documents; the requirement that each party initially disclose to the other party and then update the disclosure no later than 10 calendar days prior to the commencement of the hearing, the names and addresses of persons who may be called as witnesses at the hearing, a summary of the facts or opinions each witness will testify to, and all other documents and materials, including information maintained electronically, relevant to its own as well as the other party's case (the hearing officer may exclude witnesses and exhibits not identified and shared, except those offered in rebuttal for which the party could not reasonably have anticipated prior to the hearing); pre-hearing discovery and preparation, including provision for written interrogatories and requests for production of documents, provided that discovery depositions are prohibited; the conduct of the hearing; the right of each party to be represented by counsel, the offer of evidence and witnesses and the cross-examination of witnesses; the authority of the hearing officer to issue subpoenas and subpoenas duces

tecum, provided that the hearing officer may limit the number of witnesses to be subpoenaed on behalf of each party to no more than 7; the length of post-hearing briefs; and the form, length, and content of hearing officers' decisions. The hearing officer shall hold a hearing and render a final decision for dismissal pursuant to Article 24A of this Code or shall report to the school board findings of fact and a recommendation as to whether or not the teacher must be dismissed for conduct. The hearing officer shall commence the hearing within 75 days and conclude the hearing within 120 days after being selected as the hearing officer, provided that the hearing officer may modify these timelines upon the showing of good cause or mutual agreement of the parties. Good cause for the purpose of this subsection (d) shall mean the illness or otherwise unavoidable emergency of the teacher, district representative, their legal representatives, the hearing officer, or an essential witness as indicated in each party's pre-hearing submission. In a dismissal hearing pursuant to Article 24A of this Code in which a witness is a student or is under the age of 18, the hearing officer must make accommodations for the witness, as provided under paragraph (6.5) of this subsection. The hearing officer shall consider and give weight to all of the teacher's evaluations written pursuant to Article 24A that are relevant to the issues in the hearing.

Each party shall have no more than 3 days to present its case, unless extended by the hearing officer to enable a party to present adequate evidence and testimony, including due to the other party's cross-examination of the party's witnesses, for good cause or by mutual agreement of the parties. The State Board of Education shall define in rules the meaning of "day" for such purposes. All testimony at the hearing shall be taken under oath administered by the hearing officer. The hearing officer shall cause a record of the proceedings to be kept and shall employ a competent reporter to take stenographic or stenotype notes of all the testimony. The costs of the reporter's attendance and services at the hearing shall be paid by the party or parties who are responsible for paying the fees and costs of the hearing officer. Either party desiring a transcript of the hearing shall pay for the cost thereof. Any post-hearing briefs must be submitted by the parties by no later than 21 days after a party's receipt of the transcript of the hearing, unless extended by the hearing officer for good cause or by mutual agreement of the parties.

(6.5) In the case of charges involving sexual abuse or severe physical abuse of a student or a person under the age of 18, the hearing officer shall make alternative hearing procedures to protect a witness who is a student or who is under the age of 18 from being intimidated or

traumatized. Alternative hearing procedures may include, but are not limited to: (i) testimony made via a telecommunication device in a location other than the hearing room and outside the physical presence of the teacher and other hearing participants, (ii) testimony outside the physical presence of the teacher, or (iii) non-public testimony. During a testimony described under this subsection, each party must be permitted to ask a witness who is a student or who is under 18 years of age all relevant questions and follow-up questions. All questions must exclude evidence of the witness' sexual behavior or predisposition, unless the evidence is offered to prove that someone other than the teacher subject to the dismissal hearing engaged in the charge at issue.

(7) The hearing officer shall, within 30 days from the conclusion of the hearing or closure of the record, whichever is later, make a decision as to whether or not the teacher shall be dismissed pursuant to Article 24A of this Code or report to the school board findings of fact and a recommendation as to whether or not the teacher shall be dismissed for cause and shall give a copy of the decision or findings of fact and recommendation to both the teacher and the school board. If a hearing officer fails without good cause, specifically provided in writing to both parties and the State Board of Education, to render a decision or findings of fact and recommendation within 30

days after the hearing is concluded or the record is closed, whichever is later, the parties may mutually agree to select a hearing officer pursuant to the alternative procedure, as provided in this Section, to rehear the charges heard by the hearing officer who failed to render a decision or findings of fact and recommendation or to review the record and render a decision. If any hearing officer fails without good cause, specifically provided in writing to both parties and the State Board of Education, to render a decision or findings of fact and recommendation within 30 days after the hearing is concluded or the record is closed, whichever is later, the hearing officer shall be removed from the master list of hearing officers maintained by the State Board of Education for not more than 24 months. The parties and the State Board of Education may also take such other actions as it deems appropriate, including recovering, reducing, or withholding any fees paid or to be paid to the hearing officer. If any hearing officer repeats such failure, he or she must be permanently removed from the master list maintained by the State Board of Education and may not be selected by parties through the alternative selection process under this paragraph (7) or paragraph (4) of this subsection (d). The board shall not lose jurisdiction to discharge a teacher if the hearing officer fails to render a decision or findings of fact and recommendation within the time specified in this Section.

If the decision of the hearing officer for dismissal pursuant to Article 24A of this Code or of the school board for dismissal for cause is in favor of the teacher, then the hearing officer or school board shall order reinstatement to the same or substantially equivalent position and shall determine the amount for which the school board is liable, including, but not limited to, loss of income and benefits.

(8) The school board, within 45 days after receipt of the hearing officer's findings of fact and recommendation as to whether (i) the conduct at issue occurred, (ii) the conduct that did occur was remediable, and (iii) the proposed dismissal should be sustained, shall issue a written order as to whether the teacher must be retained or dismissed for cause from its employ. The school board's written order shall incorporate the hearing officer's findings of fact, except that the school board may modify or supplement the findings of fact if, in its opinion, the findings of fact are against the manifest weight of the evidence.

If the school board dismisses the teacher notwithstanding the hearing officer's findings of fact and recommendation, the school board shall make a conclusion in its written order, giving its reasons therefor, and such conclusion and reasons must be included in its written order. The failure of the school board to strictly adhere

to the timelines contained in this Section shall not render it without jurisdiction to dismiss the teacher. The school board shall not lose jurisdiction to discharge the teacher for cause if the hearing officer fails to render a recommendation within the time specified in this Section. The decision of the school board is final, unless reviewed as provided in paragraph (9) of this subsection (d).

If the school board retains the teacher, the school board shall enter a written order stating the amount of back pay and lost benefits, less mitigation, to be paid to the teacher, within 45 days after its retention order. Should the teacher object to the amount of the back pay and lost benefits or amount mitigated, the teacher shall give written objections to the amount within 21 days. If the parties fail to reach resolution within 7 days, the dispute shall be referred to the hearing officer, who shall consider the school board's written order and teacher's written objection and determine the amount to which the school board is liable. The costs of the hearing officer's review and determination must be paid by the board.

(9) The decision of the hearing officer pursuant to Article 24A of this Code or of the school board's decision to dismiss for cause is final unless reviewed as provided in Section 24-16 of this Code. If the school board's decision to dismiss for cause is contrary to the hearing officer's recommendation, the court on review shall give

consideration to the school board's decision and its supplemental findings of fact, if applicable, and the hearing officer's findings of fact and recommendation in making its decision. In the event such review is instituted, the school board shall be responsible for preparing and filing the record of proceedings, and such costs associated therewith must be divided equally between the parties.

(10) If a decision of the hearing officer for dismissal pursuant to Article 24A of this Code or of the school board for dismissal for cause is adjudicated upon review or appeal in favor of the teacher, then the trial court shall order reinstatement and shall remand the matter to the school board with direction for entry of an order setting the amount of back pay, lost benefits, and costs, less mitigation. The teacher may challenge the school board's order setting the amount of back pay, lost benefits, and costs, less mitigation, through an expedited arbitration procedure, with the costs of the arbitrator borne by the school board.

Any teacher who is reinstated by any hearing or adjudication brought under this Section shall be assigned by the board to a position substantially similar to the one which that teacher held prior to that teacher's suspension or dismissal.

(11) Subject to any later effective date referenced in

this Section for a specific aspect of the dismissal process, the changes made by Public Act 97-8 shall apply to dismissals instituted on or after September 1, 2011. Any dismissal instituted prior to September 1, 2011 must be carried out in accordance with the requirements of this Section prior to amendment by Public Act 97-8.

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

(Source: P.A. 100-768, eff. 1-1-19; 101-81, eff. 7-12-19; 101-531, eff. 8-23-19; revised 12-3-19.)

(105 ILCS 5/24A-5) (from Ch. 122, par. 24A-5)

Sec. 24A-5. Content of evaluation plans. This Section does not apply to teachers assigned to schools identified in an agreement entered into between the board of a school district operating under Article 34 of this Code and the exclusive representative of the district's teachers in accordance with Section 34-85c of this Code.

Each school district to which this Article applies shall establish a teacher evaluation plan which ensures that each teacher in contractual continued service is evaluated at least once in the course of every 2 school years.

By no later than September 1, 2012, each school district

shall establish a teacher evaluation plan that ensures that:

(1) each teacher not in contractual continued service is evaluated at least once every school year; and

(2) each teacher in contractual continued service is evaluated at least once in the course of every 2 school years. However, any teacher in contractual continued service whose performance is rated as either "needs improvement" or "unsatisfactory" must be evaluated at least once in the school year following the receipt of such rating.

Notwithstanding anything to the contrary in this Section or any other Section of the School Code, a principal shall not be prohibited from evaluating any teachers within a school during his or her first year as principal of such school. If a first-year principal exercises this option in a school district where the evaluation plan provides for a teacher in contractual continued service to be evaluated once in the course of every 2 school years, then a new 2-year evaluation plan must be established.

The evaluation plan shall comply with the requirements of this Section and of any rules adopted by the State Board of Education pursuant to this Section.

The plan shall include a description of each teacher's duties and responsibilities and of the standards to which that teacher is expected to conform, and shall include at least the following components:

(a) personal observation of the teacher in the classroom by the evaluator, unless the teacher has no classroom duties.

(b) consideration of the teacher's attendance, planning, instructional methods, classroom management, where relevant, and competency in the subject matter taught.

(c) by no later than the applicable implementation date, consideration of student growth as a significant factor in the rating of the teacher's performance.

(d) prior to September 1, 2012, rating of the performance of teachers in contractual continued service as either:

(i) "excellent", "satisfactory" or "unsatisfactory"; or

(ii) "excellent", "proficient", "needs improvement" or "unsatisfactory".

(e) on and after September 1, 2012, rating of the performance of all teachers as "excellent", "proficient", "needs improvement" or "unsatisfactory".

(f) specification as to the teacher's strengths and weaknesses, with supporting reasons for the comments made.

(g) inclusion of a copy of the evaluation in the teacher's personnel file and provision of a copy to the teacher.

(h) within 30 school days after the completion of an

evaluation rating a teacher in contractual continued service as "needs improvement", development by the evaluator, in consultation with the teacher, and taking into account the teacher's on-going professional responsibilities including his or her regular teaching assignments, of a professional development plan directed to the areas that need improvement and any supports that the district will provide to address the areas identified as needing improvement.

(i) within 30 school days after completion of an evaluation rating a teacher in contractual continued service as "unsatisfactory", development and commencement by the district of a remediation plan designed to correct deficiencies cited, provided the deficiencies are deemed remediable. In all school districts the remediation plan for unsatisfactory, tenured teachers shall provide for 90 school days of remediation within the classroom, unless an applicable collective bargaining agreement provides for a shorter duration. In all school districts evaluations issued pursuant to this Section shall be issued within 10 days after the conclusion of the respective remediation plan. However, the school board or other governing authority of the district shall not lose jurisdiction to discharge a teacher in the event the evaluation is not issued within 10 days after the conclusion of the respective remediation plan.

(j) participation in the remediation plan by the teacher in contractual continued service rated "unsatisfactory", an evaluator and a consulting teacher selected by the evaluator of the teacher who was rated "unsatisfactory", which consulting teacher is an educational employee as defined in the Educational Labor Relations Act, has at least 5 years' teaching experience, and a reasonable familiarity with the assignment of the teacher being evaluated, and who received an "excellent" rating on his or her most recent evaluation. Where no teachers who meet these criteria are available within the district, the district shall request and the applicable regional office of education shall supply, to participate in the remediation process, an individual who meets these criteria.

In a district having a population of less than 500,000 with an exclusive bargaining agent, the bargaining agent may, if it so chooses, supply a roster of qualified teachers from whom the consulting teacher is to be selected. That roster shall, however, contain the names of at least 5 teachers, each of whom meets the criteria for consulting teacher with regard to the teacher being evaluated, or the names of all teachers so qualified if that number is less than 5. In the event of a dispute as to qualification, the State Board shall determine qualification.

(k) a mid-point and final evaluation by an evaluator during and at the end of the remediation period, immediately following receipt of a remediation plan provided for under subsections (i) and (j) of this Section. Each evaluation shall assess the teacher's performance during the time period since the prior evaluation; provided that the last evaluation shall also include an overall evaluation of the teacher's performance during the remediation period. A written copy of the evaluations and ratings, in which any deficiencies in performance and recommendations for correction are identified, shall be provided to and discussed with the teacher within 10 school days after the date of the evaluation, unless an applicable collective bargaining agreement provides to the contrary. These subsequent evaluations shall be conducted by an evaluator. The consulting teacher shall provide advice to the teacher rated "unsatisfactory" on how to improve teaching skills and to successfully complete the remediation plan. The consulting teacher shall participate in developing the remediation plan, but the final decision as to the evaluation shall be done solely by the evaluator, unless an applicable collective bargaining agreement provides to the contrary. Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teachers and shall not be subject to the guidelines and procedures relating to

those annual evaluations. The evaluator may but is not required to use the forms provided for the annual evaluation of teachers in the district's evaluation plan.

(l) reinstatement to the evaluation schedule set forth in the district's evaluation plan for any teacher in contractual continued service who achieves a rating equal to or better than "satisfactory" or "proficient" in the school year following a rating of "needs improvement" or "unsatisfactory".

(m) dismissal in accordance with subsection (d) of Section 24-12 or Section 24-16.5 or 34-85 of this Code of any teacher who fails to complete any applicable remediation plan with a rating equal to or better than a "satisfactory" or "proficient" rating. Districts and teachers subject to dismissal hearings are precluded from compelling the testimony of consulting teachers at such hearings under subsection (d) of Section 24-12 or Section 24-16.5 or 34-85 of this Code, either as to the rating process or for opinions of performances by teachers under remediation.

(n) After the implementation date of an evaluation system for teachers in a district as specified in Section 24A-2.5 of this Code, if a teacher in contractual continued service successfully completes a remediation plan following a rating of "unsatisfactory" in an annual or biennial overall performance evaluation received after the

foregoing implementation date and receives a subsequent rating of "unsatisfactory" in any of the teacher's annual or biennial overall performance evaluation ratings received during the 36-month period following the teacher's completion of the remediation plan, then the school district may forego remediation and seek dismissal in accordance with subsection (d) of Section 24-12 or Section 34-85 of this Code.

Nothing in this Section or Section 24A-4 shall be construed as preventing immediate dismissal of a teacher for deficiencies which are deemed irreparable or for actions which are injurious to or endanger the health or person of students in the classroom or school, or preventing the dismissal or non-renewal of teachers not in contractual continued service for any reason not prohibited by applicable employment, labor, and civil rights laws. Failure to strictly comply with the time requirements contained in Section 24A-5 shall not invalidate the results of the remediation plan.

Nothing contained in this amendatory Act of the 98th General Assembly repeals, supersedes, invalidates, or nullifies final decisions in lawsuits pending on the effective date of this amendatory Act of the 98th General Assembly in Illinois courts involving the interpretation of Public Act 97-8.

If the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois

Emergency Management Agency Act that suspends in-person instruction, the timelines in this Section connected to the commencement and completion of any remediation plan are waived. Except if the parties mutually agree otherwise and the agreement is in writing, any remediation plan that had been in place for more than 45 days prior to the suspension of in-person instruction shall resume when in-person instruction resumes and any remediation plan that had been in place for fewer than 45 days prior to the suspension of in-person instruction shall be discontinued and a new remediation period shall begin when in-person instruction resumes. The requirements of this paragraph apply regardless of whether they are included in a school district's teacher evaluation plan.

(Source: P.A. 97-8, eff. 6-13-11; 98-470, eff. 8-16-13; 98-648, eff. 7-1-14.)

(105 ILCS 5/27-3) (from Ch. 122, par. 27-3)

Sec. 27-3. Patriotism and principles of representative government - Proper use of flag - Method of voting - Pledge of Allegiance. American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag, shall be taught in all public schools and other educational institutions supported or maintained in whole or in part by

public funds. No student shall receive a certificate of graduation without passing a satisfactory examination upon such subjects, which may be administered remotely.

Instruction shall be given in all such schools and institutions in the method of voting at elections by means of the Australian Ballot system and the method of the counting of votes for candidates.

The Pledge of Allegiance shall be recited each school day by pupils in elementary and secondary educational institutions supported or maintained in whole or in part by public funds.

(Source: P.A. 92-612, eff. 7-3-02.)

(105 ILCS 5/27-6.5)

Sec. 27-6.5. Physical fitness assessments in schools.

(a) As used in this Section, "physical fitness assessment" means a series of assessments to measure aerobic capacity, body composition, muscular strength, muscular endurance, and flexibility.

(b) To measure the effectiveness of State Goal 20 of the Illinois Learning Standards for Physical Development and Health, beginning with the 2016-2017 school year and every school year thereafter, the State Board of Education shall require all public schools to use a scientifically-based, health-related physical fitness assessment for grades 3 through 12 and periodically report fitness information to the State Board of Education, as set forth in subsections (c) and

(e) of this Section, to assess student fitness indicators.

Public schools shall integrate health-related fitness testing into the curriculum as an instructional tool, except in grades before the 3rd grade. Fitness tests must be appropriate to students' developmental levels and physical abilities. The testing must be used to teach students how to assess their fitness levels, set goals for improvement, and monitor progress in reaching their goals. Fitness scores shall not be used for grading students or evaluating teachers.

(c) On or before October 1, 2014, the State Superintendent of Education shall appoint a 15-member stakeholder and expert task force, including members representing organizations that represent physical education teachers, school officials, principals, health promotion and disease prevention advocates and experts, school health advocates and experts, and other experts with operational and academic expertise in the measurement of fitness. The task force shall make recommendations to the State Board of Education on the following:

- (1) methods for ensuring the validity and uniformity of reported physical fitness assessment scores, including assessment administration protocols and professional development approaches for physical education teachers;

- (2) how often physical fitness assessment scores should be reported to the State Board of Education;

- (3) the grade levels within elementary, middle, and

high school categories for which physical fitness assessment scores should be reported to the State Board of Education;

(4) the minimum fitness indicators that should be reported to the State Board of Education, including, but not limited to, a score for aerobic capacity (for grades 4 through 12); muscular strength; endurance; and flexibility;

(5) the demographic information that should accompany the scores, including, but not limited to, grade and gender;

(6) the development of protocols regarding the protection of students' confidentiality and individual information and identifiers; and

(7) how physical fitness assessment data should be reported by the State Board of Education to the public, including potential correlations with student academic achievement, attendance, and discipline data and other recommended uses of the reported data.

The State Board of Education shall provide administrative and other support to the task force.

The task force shall submit its recommendations on physical fitness assessments on or before April 1, 2015. The task force may also recommend methods for assessing student progress on State Goals 19 and 21 through 24 of the Illinois Learning Standards for Physical Development and Health. The task force

is dissolved on April 30, 2015.

The provisions of this subsection (c), other than this sentence, are inoperative after March 31, 2016.

(d) On or before December 31, 2015, the State Board of Education shall use the recommendations of the task force under subsection (c) of this Section to adopt rules for the implementation of physical fitness assessments by each public school for the 2016-2017 school year and every school year thereafter. The requirements of this Section do not apply if the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act.

(e) On or before September 1, 2016, the State Board of Education shall adopt rules for data submission by school districts and develop a system for collecting and reporting the aggregated fitness information from the physical fitness assessments. This system shall also support the collection of data from school districts that use a fitness testing software program.

(f) School districts may report the aggregate findings of physical fitness assessments by grade level and school to parents and members of the community through typical communication channels, such as Internet websites, school newsletters, school board reports, and presentations. Districts may also provide individual fitness assessment reports to students' parents.

(g) Nothing in this Section precludes schools from implementing a physical fitness assessment before the 2016-2017 school year or from implementing more robust forms of a physical fitness assessment.

(Source: P.A. 98-859, eff. 8-4-14.)

(105 ILCS 5/27-8.1) (from Ch. 122, par. 27-8.1)

Sec. 27-8.1. Health examinations and immunizations.

(1) In compliance with rules and regulations which the Department of Public Health shall promulgate, and except as hereinafter provided, all children in Illinois shall have a health examination as follows: within one year prior to entering kindergarten or the first grade of any public, private, or parochial elementary school; upon entering the sixth and ninth grades of any public, private, or parochial school; prior to entrance into any public, private, or parochial nursery school; and, irrespective of grade, immediately prior to or upon entrance into any public, private, or parochial school or nursery school, each child shall present proof of having been examined in accordance with this Section and the rules and regulations promulgated hereunder. Any child who received a health examination within one year prior to entering the fifth grade for the 2007-2008 school year is not required to receive an additional health examination in order to comply with the provisions of Public Act 95-422 when he or she attends school for the 2008-2009 school year, unless the

child is attending school for the first time as provided in this paragraph.

A tuberculosis skin test screening shall be included as a required part of each health examination included under this Section if the child resides in an area designated by the Department of Public Health as having a high incidence of tuberculosis. Additional health examinations of pupils, including eye examinations, may be required when deemed necessary by school authorities. Parents are encouraged to have their children undergo eye examinations at the same points in time required for health examinations.

(1.5) In compliance with rules adopted by the Department of Public Health and except as otherwise provided in this Section, all children in kindergarten and the second, sixth, and ninth grades of any public, private, or parochial school shall have a dental examination. Each of these children shall present proof of having been examined by a dentist in accordance with this Section and rules adopted under this Section before May 15th of the school year. If a child in the second, sixth, or ninth grade fails to present proof by May 15th, the school may hold the child's report card until one of the following occurs: (i) the child presents proof of a completed dental examination or (ii) the child presents proof that a dental examination will take place within 60 days after May 15th. A school may not withhold a child's report card during a school year in which the Governor has declared a disaster due to a public health

emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act. The Department of Public Health shall establish, by rule, a waiver for children who show an undue burden or a lack of access to a dentist. Each public, private, and parochial school must give notice of this dental examination requirement to the parents and guardians of students at least 60 days before May 15th of each school year.

(1.10) Except as otherwise provided in this Section, all children enrolling in kindergarten in a public, private, or parochial school on or after January 1, 2008 (the effective date of Public Act 95-671) and any student enrolling for the first time in a public, private, or parochial school on or after January 1, 2008 (the effective date of Public Act 95-671) shall have an eye examination. Each of these children shall present proof of having been examined by a physician licensed to practice medicine in all of its branches or a licensed optometrist within the previous year, in accordance with this Section and rules adopted under this Section, before October 15th of the school year. If the child fails to present proof by October 15th, the school may hold the child's report card until one of the following occurs: (i) the child presents proof of a completed eye examination or (ii) the child presents proof that an eye examination will take place within 60 days after October 15th. A school may not withhold a child's report card during a school year in which the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the

Illinois Emergency Management Agency Act. The Department of Public Health shall establish, by rule, a waiver for children who show an undue burden or a lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or to a licensed optometrist. Each public, private, and parochial school must give notice of this eye examination requirement to the parents and guardians of students in compliance with rules of the Department of Public Health. Nothing in this Section shall be construed to allow a school to exclude a child from attending because of a parent's or guardian's failure to obtain an eye examination for the child.

(2) The Department of Public Health shall promulgate rules and regulations specifying the examinations and procedures that constitute a health examination, which shall include an age-appropriate developmental screening, an age-appropriate social and emotional screening, and the collection of data relating to asthma and obesity (including at a minimum, date of birth, gender, height, weight, blood pressure, and date of exam), and a dental examination and may recommend by rule that certain additional examinations be performed. The rules and regulations of the Department of Public Health shall specify that a tuberculosis skin test screening shall be included as a required part of each health examination included under this Section if the child resides in an area designated by the Department of Public Health as having a high incidence of

tuberculosis. With respect to the developmental screening and the social and emotional screening, the Department of Public Health must, no later than January 1, 2019, develop rules and appropriate revisions to the Child Health Examination form in conjunction with a statewide organization representing school boards; a statewide organization representing pediatricians; statewide organizations representing individuals holding Illinois educator licenses with school support personnel endorsements, including school social workers, school psychologists, and school nurses; a statewide organization representing children's mental health experts; a statewide organization representing school principals; the Director of Healthcare and Family Services or his or her designee, the State Superintendent of Education or his or her designee; and representatives of other appropriate State agencies and, at a minimum, must recommend the use of validated screening tools appropriate to the child's age or grade, and, with regard to the social and emotional screening, require recording only whether or not the screening was completed. The rules shall take into consideration the screening recommendations of the American Academy of Pediatrics and must be consistent with the State Board of Education's social and emotional learning standards. The Department of Public Health shall specify that a diabetes screening as defined by rule shall be included as a required part of each health examination. Diabetes testing is not required.

Physicians licensed to practice medicine in all of its branches, licensed advanced practice registered nurses, or licensed physician assistants shall be responsible for the performance of the health examinations, other than dental examinations, eye examinations, and vision and hearing screening, and shall sign all report forms required by subsection (4) of this Section that pertain to those portions of the health examination for which the physician, advanced practice registered nurse, or physician assistant is responsible. If a registered nurse performs any part of a health examination, then a physician licensed to practice medicine in all of its branches must review and sign all required report forms. Licensed dentists shall perform all dental examinations and shall sign all report forms required by subsection (4) of this Section that pertain to the dental examinations. Physicians licensed to practice medicine in all its branches or licensed optometrists shall perform all eye examinations required by this Section and shall sign all report forms required by subsection (4) of this Section that pertain to the eye examination. For purposes of this Section, an eye examination shall at a minimum include history, visual acuity, subjective refraction to best visual acuity near and far, internal and external examination, and a glaucoma evaluation, as well as any other tests or observations that in the professional judgment of the doctor are necessary. Vision and hearing screening tests, which shall not be considered

examinations as that term is used in this Section, shall be conducted in accordance with rules and regulations of the Department of Public Health, and by individuals whom the Department of Public Health has certified. In these rules and regulations, the Department of Public Health shall require that individuals conducting vision screening tests give a child's parent or guardian written notification, before the vision screening is conducted, that states, "Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months."

(2.5) With respect to the developmental screening and the social and emotional screening portion of the health examination, each child may present proof of having been screened in accordance with this Section and the rules adopted under this Section before October 15th of the school year. With regard to the social and emotional screening only, the examining health care provider shall only record whether or not the screening was completed. If the child fails to present proof of the developmental screening or the social and emotional screening portions of the health examination by October 15th of the school year, qualified school support personnel may, with a parent's or guardian's consent, offer the developmental screening or the social and emotional screening

to the child. Each public, private, and parochial school must give notice of the developmental screening and social and emotional screening requirements to the parents and guardians of students in compliance with the rules of the Department of Public Health. Nothing in this Section shall be construed to allow a school to exclude a child from attending because of a parent's or guardian's failure to obtain a developmental screening or a social and emotional screening for the child. Once a developmental screening or a social and emotional screening is completed and proof has been presented to the school, the school may, with a parent's or guardian's consent, make available appropriate school personnel to work with the parent or guardian, the child, and the provider who signed the screening form to obtain any appropriate evaluations and services as indicated on the form and in other information and documentation provided by the parents, guardians, or provider.

(3) Every child shall, at or about the same time as he or she receives a health examination required by subsection (1) of this Section, present to the local school proof of having received such immunizations against preventable communicable diseases as the Department of Public Health shall require by rules and regulations promulgated pursuant to this Section and the Communicable Disease Prevention Act.

(4) The individuals conducting the health examination, dental examination, or eye examination shall record the fact of having conducted the examination, and such additional

information as required, including for a health examination data relating to asthma and obesity (including at a minimum, date of birth, gender, height, weight, blood pressure, and date of exam), on uniform forms which the Department of Public Health and the State Board of Education shall prescribe for statewide use. The examiner shall summarize on the report form any condition that he or she suspects indicates a need for special services, including for a health examination factors relating to asthma or obesity. The duty to summarize on the report form does not apply to social and emotional screenings. The confidentiality of the information and records relating to the developmental screening and the social and emotional screening shall be determined by the statutes, rules, and professional ethics governing the type of provider conducting the screening. The individuals confirming the administration of required immunizations shall record as indicated on the form that the immunizations were administered.

(5) If a child does not submit proof of having had either the health examination or the immunization as required, then the child shall be examined or receive the immunization, as the case may be, and present proof by October 15 of the current school year, or by an earlier date of the current school year established by a school district. To establish a date before October 15 of the current school year for the health examination or immunization as required, a school district must give notice of the requirements of this Section 60 days prior

to the earlier established date. If for medical reasons one or more of the required immunizations must be given after October 15 of the current school year, or after an earlier established date of the current school year, then the child shall present, by October 15, or by the earlier established date, a schedule for the administration of the immunizations and a statement of the medical reasons causing the delay, both the schedule and the statement being issued by the physician, advanced practice registered nurse, physician assistant, registered nurse, or local health department that will be responsible for administration of the remaining required immunizations. If a child does not comply by October 15, or by the earlier established date of the current school year, with the requirements of this subsection, then the local school authority shall exclude that child from school until such time as the child presents proof of having had the health examination as required and presents proof of having received those required immunizations which are medically possible to receive immediately. During a child's exclusion from school for noncompliance with this subsection, the child's parents or legal guardian shall be considered in violation of Section 26-1 and subject to any penalty imposed by Section 26-10. This subsection (5) does not apply to dental examinations, eye examinations, and the developmental screening and the social and emotional screening portions of the health examination. If the student is an out-of-state transfer student and does not

have the proof required under this subsection (5) before October 15 of the current year or whatever date is set by the school district, then he or she may only attend classes (i) if he or she has proof that an appointment for the required vaccinations has been scheduled with a party authorized to submit proof of the required vaccinations. If the proof of vaccination required under this subsection (5) is not submitted within 30 days after the student is permitted to attend classes, then the student is not to be permitted to attend classes until proof of the vaccinations has been properly submitted. No school district or employee of a school district shall be held liable for any injury or illness to another person that results from admitting an out-of-state transfer student to class that has an appointment scheduled pursuant to this subsection (5).

(6) Every school shall report to the State Board of Education by November 15, in the manner which that agency shall require, the number of children who have received the necessary immunizations and the health examination (other than a dental examination or eye examination) as required, indicating, of those who have not received the immunizations and examination as required, the number of children who are exempt from health examination and immunization requirements on religious or medical grounds as provided in subsection (8). On or before December 1 of each year, every public school district and registered nonpublic school shall make publicly available the

immunization data they are required to submit to the State Board of Education by November 15. The immunization data made publicly available must be identical to the data the school district or school has reported to the State Board of Education.

Every school shall report to the State Board of Education by June 30, in the manner that the State Board requires, the number of children who have received the required dental examination, indicating, of those who have not received the required dental examination, the number of children who are exempt from the dental examination on religious grounds as provided in subsection (8) of this Section and the number of children who have received a waiver under subsection (1.5) of this Section.

Every school shall report to the State Board of Education by June 30, in the manner that the State Board requires, the number of children who have received the required eye examination, indicating, of those who have not received the required eye examination, the number of children who are exempt from the eye examination as provided in subsection (8) of this Section, the number of children who have received a waiver under subsection (1.10) of this Section, and the total number of children in noncompliance with the eye examination requirement.

The reported information under this subsection (6) shall be provided to the Department of Public Health by the State Board

of Education.

(7) Upon determining that the number of pupils who are required to be in compliance with subsection (5) of this Section is below 90% of the number of pupils enrolled in the school district, 10% of each State aid payment made pursuant to Section 18-8.05 or 18-8.15 to the school district for such year may be withheld by the State Board of Education until the number of students in compliance with subsection (5) is the applicable specified percentage or higher.

(8) Children of parents or legal guardians who object to health, dental, or eye examinations or any part thereof, to immunizations, or to vision and hearing screening tests on religious grounds shall not be required to undergo the examinations, tests, or immunizations to which they so object if such parents or legal guardians present to the appropriate local school authority a signed Certificate of Religious Exemption detailing the grounds for objection and the specific immunizations, tests, or examinations to which they object. The grounds for objection must set forth the specific religious belief that conflicts with the examination, test, immunization, or other medical intervention. The signed certificate shall also reflect the parent's or legal guardian's understanding of the school's exclusion policies in the case of a vaccine-preventable disease outbreak or exposure. The certificate must also be signed by the authorized examining health care provider responsible for the performance of the

child's health examination confirming that the provider provided education to the parent or legal guardian on the benefits of immunization and the health risks to the student and to the community of the communicable diseases for which immunization is required in this State. However, the health care provider's signature on the certificate reflects only that education was provided and does not allow a health care provider grounds to determine a religious exemption. Those receiving immunizations required under this Code shall be provided with the relevant vaccine information statements that are required to be disseminated by the federal National Childhood Vaccine Injury Act of 1986, which may contain information on circumstances when a vaccine should not be administered, prior to administering a vaccine. A healthcare provider may consider including without limitation the nationally accepted recommendations from federal agencies such as the Advisory Committee on Immunization Practices, the information outlined in the relevant vaccine information statement, and vaccine package inserts, along with the healthcare provider's clinical judgment, to determine whether any child may be more susceptible to experiencing an adverse vaccine reaction than the general population, and, if so, the healthcare provider may exempt the child from an immunization or adopt an individualized immunization schedule. The Certificate of Religious Exemption shall be created by the Department of Public Health and shall be made available and

used by parents and legal guardians by the beginning of the 2015-2016 school year. Parents or legal guardians must submit the Certificate of Religious Exemption to their local school authority prior to entering kindergarten, sixth grade, and ninth grade for each child for which they are requesting an exemption. The religious objection stated need not be directed by the tenets of an established religious organization. However, general philosophical or moral reluctance to allow physical examinations, eye examinations, immunizations, vision and hearing screenings, or dental examinations does not provide a sufficient basis for an exception to statutory requirements. The local school authority is responsible for determining if the content of the Certificate of Religious Exemption constitutes a valid religious objection. The local school authority shall inform the parent or legal guardian of exclusion procedures, in accordance with the Department's rules under Part 690 of Title 77 of the Illinois Administrative Code, at the time the objection is presented.

If the physical condition of the child is such that any one or more of the immunizing agents should not be administered, the examining physician, advanced practice registered nurse, or physician assistant responsible for the performance of the health examination shall endorse that fact upon the health examination form.

Exempting a child from the health, dental, or eye examination does not exempt the child from participation in the

program of physical education training provided in Sections 27-5 through 27-7 of this Code.

(8.5) The school board of a school district shall include informational materials regarding influenza and influenza vaccinations and meningococcal disease and meningococcal vaccinations developed, provided, or approved by the Department of Public Health under Section 2310-700 of the Department of Public Health Powers and Duties Law of the Civil Administrative Code of Illinois when the board provides information on immunizations, infectious diseases, medications, or other school health issues to the parents or guardians of students.

(9) For the purposes of this Section, "nursery schools" means those nursery schools operated by elementary school systems or secondary level school units or institutions of higher learning.

(Source: P.A. 100-238, eff. 1-1-18; 100-465, eff. 8-31-17; 100-513, eff. 1-1-18; 100-829, eff. 1-1-19; 100-863, eff. 8-14-18; 100-977, eff. 1-1-19; 100-1011, eff. 8-21-18; 101-81, eff. 7-12-19.)

(105 ILCS 5/27-21) (from Ch. 122, par. 27-21)

(Text of Section before amendment by P.A. 101-227)

Sec. 27-21. History of United States. History of the United States shall be taught in all public schools and in all other educational institutions in this State supported or

maintained, in whole or in part, by public funds. The teaching of history shall have as one of its objectives the imparting to pupils of a comprehensive idea of our democratic form of government and the principles for which our government stands as regards other nations, including the studying of the place of our government in world-wide movements and the leaders thereof, with particular stress upon the basic principles and ideals of our representative form of government. The teaching of history shall include a study of the role and contributions of African Americans and other ethnic groups, including, but not restricted to, Polish, Lithuanian, German, Hungarian, Irish, Bohemian, Russian, Albanian, Italian, Czech, Slovak, French, Scots, Hispanics, Asian Americans, etc., in the history of this country and this State. To reinforce the study of the role and contributions of Hispanics, such curriculum shall include the study of the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression. The teaching of history also shall include a study of the role of labor unions and their interaction with government in achieving the goals of a mixed free enterprise system. Beginning with the 2020-2021 school year, the teaching of history must also include instruction on the history of Illinois. No pupils shall be graduated from the eighth grade of any public school unless he has received such instruction in the history of the United States and gives evidence of having a comprehensive knowledge thereof, which may

be administered remotely.

(Source: P.A. 101-341, eff. 1-1-20; revised 9-19-19.)

(Text of Section after amendment by P.A. 101-227)

Sec. 27-21. History of United States. History of the United States shall be taught in all public schools and in all other educational institutions in this State supported or maintained, in whole or in part, by public funds. The teaching of history shall have as one of its objectives the imparting to pupils of a comprehensive idea of our democratic form of government and the principles for which our government stands as regards other nations, including the studying of the place of our government in world-wide movements and the leaders thereof, with particular stress upon the basic principles and ideals of our representative form of government. The teaching of history shall include a study of the role and contributions of African Americans and other ethnic groups, including, but not restricted to, Polish, Lithuanian, German, Hungarian, Irish, Bohemian, Russian, Albanian, Italian, Czech, Slovak, French, Scots, Hispanics, Asian Americans, etc., in the history of this country and this State. To reinforce the study of the role and contributions of Hispanics, such curriculum shall include the study of the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression. In public schools only, the teaching of history shall include a study of the roles and

contributions of lesbian, gay, bisexual, and transgender people in the history of this country and this State. The teaching of history also shall include a study of the role of labor unions and their interaction with government in achieving the goals of a mixed free enterprise system. Beginning with the 2020-2021 school year, the teaching of history must also include instruction on the history of Illinois. No pupils shall be graduated from the eighth grade of any public school unless he or she has received such instruction in the history of the United States and gives evidence of having a comprehensive knowledge thereof, which may be administered remotely.

(Source: P.A. 101-227, eff. 7-1-20; 101-341, eff. 1-1-20; revised 9-19-19.)

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

Sec. 27-22. Required high school courses.

(a) (Blank).

(b) (Blank).

(c) (Blank).

(d) (Blank).

(e) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade must, in addition to other course requirements, successfully complete all of the following courses:

(1) Four years of language arts.

(2) Two years of writing intensive courses, one of

which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.

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

(4) Two years of science.

(5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government and, beginning with pupils entering the 9th grade in the 2016-2017 school year and each school year thereafter, at least one semester must be civics, which shall help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Civics course content shall focus on government institutions, the discussion of current and controversial issues, service learning, and simulations of the democratic process. School districts may utilize private funding available for the purposes of offering civics education.

(6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.

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

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

(g) This amendatory Act of 1983 does not apply to pupils entering the 9th grade in 1983-1984 school year and prior school years or to students with disabilities whose course of study is determined by an individualized education program.

This amendatory Act of the 94th General Assembly does not apply to pupils entering the 9th grade in the 2004-2005 school year or a prior school year or to students with disabilities whose course of study is determined by an individualized education program.

(h) The provisions of this Section are subject to the provisions of Section 27-22.05 of this Code and the Postsecondary and Workforce Readiness Act.

(i) The State Board of Education may adopt rules to modify the requirements of this Section for any students enrolled in grades 9 through 12 if the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act.

(Source: P.A. 100-443, eff. 8-25-17; 101-464, eff. 1-1-20.)

(105 ILCS 5/34-2.1) (from Ch. 122, par. 34-2.1)

Sec. 34-2.1. Local School Councils - Composition - Voter-Eligibility - Elections - Terms.

(a) A local school council shall be established for each attendance center within the school district. Each local school council shall consist of the following 12 voting members: the principal of the attendance center, 2 teachers employed and assigned to perform the majority of their employment duties at the attendance center, 6 parents of students currently enrolled at the attendance center, one employee of the school district employed and assigned to perform the majority of his or her employment duties at the attendance center who is not a teacher, and 2 community residents. Neither the parents nor the community residents who serve as members of the local school council shall be employees of the Board of Education. In each secondary attendance center, the local school council shall consist of 13 voting members -- the 12 voting members described above and one full-time student member, appointed as provided in subsection (m) below. In the event that the chief executive

officer of the Chicago School Reform Board of Trustees determines that a local school council is not carrying out its financial duties effectively, the chief executive officer is authorized to appoint a representative of the business community with experience in finance and management to serve as an advisor to the local school council for the purpose of providing advice and assistance to the local school council on fiscal matters. The advisor shall have access to relevant financial records of the local school council. The advisor may attend executive sessions. The chief executive officer shall issue a written policy defining the circumstances under which a local school council is not carrying out its financial duties effectively.

(b) Within 7 days of January 11, 1991, the Mayor shall appoint the members and officers (a Chairperson who shall be a parent member and a Secretary) of each local school council who shall hold their offices until their successors shall be elected and qualified. Members so appointed shall have all the powers and duties of local school councils as set forth in this amendatory Act of 1991. The Mayor's appointments shall not require approval by the City Council.

The membership of each local school council shall be encouraged to be reflective of the racial and ethnic composition of the student population of the attendance center served by the local school council.

(c) Beginning with the 1995-1996 school year and in every

even-numbered year thereafter, the Board shall set second semester Parent Report Card Pick-up Day for Local School Council elections and may schedule elections at year-round schools for the same dates as the remainder of the school system. Elections shall be conducted as provided herein by the Board of Education in consultation with the local school council at each attendance center.

(c-5) Notwithstanding subsection (c), for the local school council election set for the 2019-2020 school year, the Board may hold the election on the first semester Parent Report Card Pick-up Day of the 2020-2021 school year, making any necessary modifications to the election process or date to comply with guidance from the Department of Public Health and the federal Centers for Disease Control and Prevention. The terms of office of all local school council members eligible to serve and seated on or after March 23, 2020 through January 10, 2021 are extended through January 10, 2021, provided that the members continue to meet eligibility requirements for local school council membership.

(d) Beginning with the 1995-96 school year, the following procedures shall apply to the election of local school council members at each attendance center:

(i) The elected members of each local school council shall consist of the 6 parent members and the 2 community resident members.

(ii) Each elected member shall be elected by the

eligible voters of that attendance center to serve for a two-year term commencing on July 1 immediately following the election described in subsection (c), except that the terms of members elected to a local school council under subsection (c-5) shall commence on January 11, 2021 and end on July 1, 2022. Eligible voters for each attendance center shall consist of the parents and community residents for that attendance center.

(iii) Each eligible voter shall be entitled to cast one vote for up to a total of 5 candidates, irrespective of whether such candidates are parent or community resident candidates.

(iv) Each parent voter shall be entitled to vote in the local school council election at each attendance center in which he or she has a child currently enrolled. Each community resident voter shall be entitled to vote in the local school council election at each attendance center for which he or she resides in the applicable attendance area or voting district, as the case may be.

(v) Each eligible voter shall be entitled to vote once, but not more than once, in the local school council election at each attendance center at which the voter is eligible to vote.

(vi) The 2 teacher members and the non-teacher employee member of each local school council shall be appointed as provided in subsection (1) below each to serve for a

two-year term coinciding with that of the elected parent and community resident members. From March 23, 2020 through January 10, 2021, the chief executive officer or his or her designee may make accommodations to fill the vacancy of a teacher or non-teacher employee member of a local school council.

(vii) At secondary attendance centers, the voting student member shall be appointed as provided in subsection (m) below to serve for a one-year term coinciding with the beginning of the terms of the elected parent and community members of the local school council. For the 2020-2021 school year, the chief executive officer or his or her designee may make accommodations to fill the vacancy of a student member of a local school council.

(e) The Council shall publicize the date and place of the election by posting notices at the attendance center, in public places within the attendance boundaries of the attendance center and by distributing notices to the pupils at the attendance center, and shall utilize such other means as it deems necessary to maximize the involvement of all eligible voters.

(f) Nomination. The Council shall publicize the opening of nominations by posting notices at the attendance center, in public places within the attendance boundaries of the attendance center and by distributing notices to the pupils at the attendance center, and shall utilize such other means as it

deems necessary to maximize the involvement of all eligible voters. Not less than 2 weeks before the election date, persons eligible to run for the Council shall submit their name, date of birth, social security number, if available, and some evidence of eligibility to the Council. The Council shall encourage nomination of candidates reflecting the racial/ethnic population of the students at the attendance center. Each person nominated who runs as a candidate shall disclose, in a manner determined by the Board, any economic interest held by such person, by such person's spouse or children, or by each business entity in which such person has an ownership interest, in any contract with the Board, any local school council or any public school in the school district. Each person nominated who runs as a candidate shall also disclose, in a manner determined by the Board, if he or she ever has been convicted of any of the offenses specified in subsection (c) of Section 34-18.5; provided that neither this provision nor any other provision of this Section shall be deemed to require the disclosure of any information that is contained in any law enforcement record or juvenile court record that is confidential or whose accessibility or disclosure is restricted or prohibited under Section 5-901 or 5-905 of the Juvenile Court Act of 1987. Failure to make such disclosure shall render a person ineligible for election or to serve on the local school council. The same disclosure shall be required of persons under consideration for appointment to the

Council pursuant to subsections (l) and (m) of this Section.

(f-5) Notwithstanding disclosure, a person who has been convicted of any of the following offenses at any time shall be ineligible for election or appointment to a local school council and ineligible for appointment to a local school council pursuant to subsections (l) and (m) of this Section: (i) those defined in Section 11-1.20, 11-1.30, 11-1.40, 11-1.50, 11-1.60, 11-6, 11-9.1, 11-14.4, 11-16, 11-17.1, 11-19, 11-19.1, 11-19.2, 11-20.1, 11-20.1B, 11-20.3, 12-13, 12-14, 12-14.1, 12-15, or 12-16, or subdivision (a)(2) of Section 11-14.3, of the Criminal Code of 1961 or the Criminal Code of 2012, or (ii) any offense committed or attempted in any other state or against the laws of the United States, which, if committed or attempted in this State, would have been punishable as one or more of the foregoing offenses. Notwithstanding disclosure, a person who has been convicted of any of the following offenses within the 10 years previous to the date of nomination or appointment shall be ineligible for election or appointment to a local school council: (i) those defined in Section 401.1, 405.1, or 405.2 of the Illinois Controlled Substances Act or (ii) any offense committed or attempted in any other state or against the laws of the United States, which, if committed or attempted in this State, would have been punishable as one or more of the foregoing offenses.

Immediately upon election or appointment, incoming local school council members shall be required to undergo a criminal

background investigation, to be completed prior to the member taking office, in order to identify any criminal convictions under the offenses enumerated in Section 34-18.5. The investigation shall be conducted by the Department of State Police in the same manner as provided for in Section 34-18.5. However, notwithstanding Section 34-18.5, the social security number shall be provided only if available. If it is determined at any time that a local school council member or member-elect has been convicted of any of the offenses enumerated in this Section or failed to disclose a conviction of any of the offenses enumerated in Section 34-18.5, the general superintendent shall notify the local school council member or member-elect of such determination and the local school council member or member-elect shall be removed from the local school council by the Board, subject to a hearing, convened pursuant to Board rule, prior to removal.

(g) At least one week before the election date, the Council shall publicize, in the manner provided in subsection (e), the names of persons nominated for election.

(h) Voting shall be in person by secret ballot at the attendance center between the hours of 6:00 a.m. and 7:00 p.m.

(i) Candidates receiving the highest number of votes shall be declared elected by the Council. In cases of a tie, the Council shall determine the winner by lot.

(j) The Council shall certify the results of the election and shall publish the results in the minutes of the Council.

(k) The general superintendent shall resolve any disputes concerning election procedure or results and shall ensure that, except as provided in subsections (e) and (g), no resources of any attendance center shall be used to endorse or promote any candidate.

(l) Beginning with the 1995-1996 school year and in every even numbered year thereafter, the Board shall appoint 2 teacher members to each local school council. These appointments shall be made in the following manner:

(i) The Board shall appoint 2 teachers who are employed and assigned to perform the majority of their employment duties at the attendance center to serve on the local school council of the attendance center for a two-year term coinciding with the terms of the elected parent and community members of that local school council. These appointments shall be made from among those teachers who are nominated in accordance with subsection (f).

(ii) A non-binding, advisory poll to ascertain the preferences of the school staff regarding appointments of teachers to the local school council for that attendance center shall be conducted in accordance with the procedures used to elect parent and community Council representatives. At such poll, each member of the school staff shall be entitled to indicate his or her preference for up to 2 candidates from among those who submitted statements of candidacy as described above. These

preferences shall be advisory only and the Board shall maintain absolute discretion to appoint teacher members to local school councils, irrespective of the preferences expressed in any such poll.

(iii) In the event that a teacher representative is unable to perform his or her employment duties at the school due to illness, disability, leave of absence, disciplinary action, or any other reason, the Board shall declare a temporary vacancy and appoint a replacement teacher representative to serve on the local school council until such time as the teacher member originally appointed pursuant to this subsection (1) resumes service at the attendance center or for the remainder of the term. The replacement teacher representative shall be appointed in the same manner and by the same procedures as teacher representatives are appointed in subdivisions (i) and (ii) of this subsection (1).

(m) Beginning with the 1995-1996 school year, and in every year thereafter, the Board shall appoint one student member to each secondary attendance center. These appointments shall be made in the following manner:

(i) Appointments shall be made from among those students who submit statements of candidacy to the principal of the attendance center, such statements to be submitted commencing on the first day of the twentieth week of school and continuing for 2 weeks thereafter. The form

and manner of such candidacy statements shall be determined by the Board.

(ii) During the twenty-second week of school in every year, the principal of each attendance center shall conduct a non-binding, advisory poll to ascertain the preferences of the school students regarding the appointment of a student to the local school council for that attendance center. At such poll, each student shall be entitled to indicate his or her preference for up to one candidate from among those who submitted statements of candidacy as described above. The Board shall promulgate rules to ensure that these non-binding, advisory polls are conducted in a fair and equitable manner and maximize the involvement of all school students. The preferences expressed in these non-binding, advisory polls shall be transmitted by the principal to the Board. However, these preferences shall be advisory only and the Board shall maintain absolute discretion to appoint student members to local school councils, irrespective of the preferences expressed in any such poll.

(iii) For the 1995-96 school year only, appointments shall be made from among those students who submitted statements of candidacy to the principal of the attendance center during the first 2 weeks of the school year. The principal shall communicate the results of any nonbinding, advisory poll to the Board. These results shall be advisory

only, and the Board shall maintain absolute discretion to appoint student members to local school councils, irrespective of the preferences expressed in any such poll.

(n) The Board may promulgate such other rules and regulations for election procedures as may be deemed necessary to ensure fair elections.

(o) In the event that a vacancy occurs during a member's term, the Council shall appoint a person eligible to serve on the Council, to fill the unexpired term created by the vacancy, except that any teacher vacancy shall be filled by the Board after considering the preferences of the school staff as ascertained through a non-binding advisory poll of school staff.

(p) If less than the specified number of persons is elected within each candidate category, the newly elected local school council shall appoint eligible persons to serve as members of the Council for two-year terms.

(q) The Board shall promulgate rules regarding conflicts of interest and disclosure of economic interests which shall apply to local school council members and which shall require reports or statements to be filed by Council members at regular intervals with the Secretary of the Board. Failure to comply with such rules or intentionally falsifying such reports shall be grounds for disqualification from local school council membership. A vacancy on the Council for disqualification may be so declared by the Secretary of the Board. Rules regarding

conflicts of interest and disclosure of economic interests promulgated by the Board shall apply to local school council members. No less than 45 days prior to the deadline, the general superintendent shall provide notice, by mail, to each local school council member of all requirements and forms for compliance with economic interest statements.

(r) (1) If a parent member of a local school council ceases to have any child enrolled in the attendance center governed by the Local School Council due to the graduation or voluntary transfer of a child or children from the attendance center, the parent's membership on the Local School Council and all voting rights are terminated immediately as of the date of the child's graduation or voluntary transfer. If the child of a parent member of a local school council dies during the member's term in office, the member may continue to serve on the local school council for the balance of his or her term. Further, a local school council member may be removed from the Council by a majority vote of the Council as provided in subsection (c) of Section 34-2.2 if the Council member has missed 3 consecutive regular meetings, not including committee meetings, or 5 regular meetings in a 12 month period, not including committee meetings. If a parent member of a local school council ceases to be eligible to serve on the Council for any other reason, he or she shall be removed by the Board subject to a hearing, convened pursuant to Board rule, prior to removal. A vote to remove a Council member by the local school council shall only

be valid if the Council member has been notified personally or by certified mail, mailed to the person's last known address, of the Council's intent to vote on the Council member's removal at least 7 days prior to the vote. The Council member in question shall have the right to explain his or her actions and shall be eligible to vote on the question of his or her removal from the Council. The provisions of this subsection shall be contained within the petitions used to nominate Council candidates.

(2) A person may continue to serve as a community resident member of a local school council as long as he or she resides in the attendance area served by the school and is not employed by the Board nor is a parent of a student enrolled at the school. If a community resident member ceases to be eligible to serve on the Council, he or she shall be removed by the Board subject to a hearing, convened pursuant to Board rule, prior to removal.

(3) A person may continue to serve as a teacher member of a local school council as long as he or she is employed and assigned to perform a majority of his or her duties at the school, provided that if the teacher representative resigns from employment with the Board or voluntarily transfers to another school, the teacher's membership on the local school council and all voting rights are terminated immediately as of the date of the teacher's resignation or upon the date of the teacher's voluntary transfer to another school. If a teacher

member of a local school council ceases to be eligible to serve on a local school council for any other reason, that member shall be removed by the Board subject to a hearing, convened pursuant to Board rule, prior to removal.

(s) As used in this Section only, "community resident" means a person, 17 years of age or older, residing within an attendance area served by a school, excluding any person who is a parent of a student enrolled in that school; provided that with respect to any multi-area school, community resident means any person, 17 years of age or older, residing within the voting district established for that school pursuant to Section 34-2.1c, excluding any person who is a parent of a student enrolled in that school. This definition does not apply to any provisions concerning school boards.

(Source: P.A. 99-597, eff. 1-1-17.)

(105 ILCS 5/34-2.2) (from Ch. 122, par. 34-2.2)

Sec. 34-2.2. Local school councils - Manner of operation.

(a) The annual organizational meeting of each local school council shall be held at the attendance center or via videoconference or teleconference if guidance from the Department of Public Health or Centers for Disease Control and Prevention limits the size of in-person meetings at the time of the meeting. At the annual organization meeting, which shall be held no sooner than July 1 and no later than July 14, a parent member of the local school council shall be selected by the

members of such council as its chairperson, and a secretary shall be selected by the members of such council from among their number, each to serve a term of one year. However, an organizational meeting held by members elected to a local school council under subsection (c-5) of Section 34-2.1 may be held no sooner than January 11, 2021 and no later than January 31, 2021. Whenever a vacancy in the office of chairperson or secretary of a local school council shall occur, a new chairperson (who shall be a parent member) or secretary, as the case may be, shall be elected by the members of the local school council from among their number to serve as such chairperson or secretary for the unexpired term of office in which the vacancy occurs. At each annual organizational meeting, the time and place of any regular meetings of the local school council shall be fixed. Special meetings of the local school council may be called by the chairperson or by any 4 members by giving notice thereof in writing, specifying the time, place and purpose of the meeting. Public notice of meetings shall also be given in accordance with the Open Meetings Act.

(b) Members and officers of the local school council shall serve without compensation and without reimbursement of any expenses incurred in the performance of their duties, except that the board of education may by rule establish a procedure and thereunder provide for reimbursement of members and officers of local school councils for such of their reasonable

and necessary expenses (excluding any lodging or meal expenses) incurred in the performance of their duties as the board may deem appropriate.

(c) A majority of the full membership of the local school council shall constitute a quorum, and whenever a vote is taken on any measure before the local school council, a quorum being present, the affirmative vote of a majority of the votes of the full membership then serving of the local school council shall determine the outcome thereof; provided that whenever the measure before the local school council is (i) the evaluation of the principal, or (ii) the renewal of his or her performance contract or the inclusion of any provision or modification of the contract, or (iii) the direct selection by the local school council of a new principal (including a new principal to fill a vacancy) to serve under a 4 year performance contract, or (iv) the determination of the names of candidates to be submitted to the general superintendent for the position of principal, the principal and student member of a high school council shall not be counted for purposes of determining whether a quorum is present to act on the measure and shall have no vote thereon; and provided further that 7 affirmative votes of the local school council shall be required for the direct selection by the local school council of a new principal to serve under a 4 year performance contract but not for the renewal of a principal's performance contract.

(d) Student members of high school councils shall not be

eligible to vote on personnel matters, including but not limited to principal evaluations and contracts and the allocation of teaching and staff resources.

(e) The local school council of an attendance center which provides bilingual education shall be encouraged to provide translators at each council meeting to maximize participation of parents and the community.

(f) Each local school council of an attendance center which provides bilingual education shall create a Bilingual Advisory Committee or recognize an existing Bilingual Advisory Committee as a standing committee. The Chair and a majority of the members of the advisory committee shall be parents of students in the bilingual education program. The parents on the advisory committee shall be selected by parents of students in the bilingual education program, and the committee shall select a Chair. The advisory committee for each secondary attendance center shall include at least one full-time bilingual education student. The Bilingual Advisory Committee shall serve only in an advisory capacity to the local school council.

(g) Local school councils may utilize the services of an arbitration board to resolve intra-council disputes.

(Source: P.A. 91-622, eff. 8-19-99.)

(105 ILCS 5/34-18.5) (from Ch. 122, par. 34-18.5)

Sec. 34-18.5. Criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Murderer and

Violent Offender Against Youth Database.

(a) Licensed and nonlicensed applicants for employment with the school district are required as a condition of employment to authorize a fingerprint-based criminal history records check to determine if such applicants have been convicted of any disqualifying, enumerated criminal or drug offense ~~offenses~~ in subsection (c) of this Section or have been convicted, within 7 years of the application for employment with the school district, of any other felony under the laws of this State or of any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in this State, would have been punishable as a felony under the laws of this State. Authorization for the check shall be furnished by the applicant to the school district, except that if the applicant is a substitute teacher seeking employment in more than one school district, or a teacher seeking concurrent part-time employment positions with more than one school district (as a reading specialist, special education teacher or otherwise), or an educational support personnel employee seeking employment positions with more than one district, any such district may require the applicant to furnish authorization for the check to the regional superintendent of the educational service region in which are located the school districts in which the applicant is seeking employment as a substitute or concurrent part-time teacher or concurrent educational support personnel

employee. Upon receipt of this authorization, the school district or the appropriate regional superintendent, as the case may be, shall submit the applicant's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers, as prescribed by the Department of State Police, to the Department. The regional superintendent submitting the requisite information to the Department of State Police shall promptly notify the school districts in which the applicant is seeking employment as a substitute or concurrent part-time teacher or concurrent educational support personnel employee that the check of the applicant has been requested. The Department of State Police and the Federal Bureau of Investigation shall furnish, pursuant to a fingerprint-based criminal history records check, records of convictions, forever and hereinafter, until expunged, to the president of the school board for the school district that requested the check, or to the regional superintendent who requested the check. The Department shall charge the school district or the appropriate regional superintendent a fee for conducting such check, which fee shall be deposited in the State Police Services Fund and shall not exceed the cost of the inquiry; and the applicant shall not be charged a fee for such check by the school district or by the regional superintendent. Subject to appropriations for these purposes, the State Superintendent of Education shall reimburse the school district and regional superintendent for fees paid to obtain criminal history records

checks under this Section.

(a-5) The school district or regional superintendent shall further perform a check of the Statewide Sex Offender Database, as authorized by the Sex Offender Community Notification Law, for each applicant. The check of the Statewide Sex Offender Database must be conducted by the school district or regional superintendent once for every 5 years that an applicant remains employed by the school district.

(a-6) The school district or regional superintendent shall further perform a check of the Statewide Murderer and Violent Offender Against Youth Database, as authorized by the Murderer and Violent Offender Against Youth Community Notification Law, for each applicant. The check of the Murderer and Violent Offender Against Youth Database must be conducted by the school district or regional superintendent once for every 5 years that an applicant remains employed by the school district.

(b) Any information concerning the record of convictions obtained by the president of the board of education or the regional superintendent shall be confidential and may only be transmitted to the general superintendent of the school district or his designee, the appropriate regional superintendent if the check was requested by the board of education for the school district, the presidents of the appropriate board of education or school boards if the check was requested from the Department of State Police by the regional superintendent, the State Board of Education and the

school district as authorized under subsection (b-5), the State Superintendent of Education, the State Educator Preparation and Licensure Board or any other person necessary to the decision of hiring the applicant for employment. A copy of the record of convictions obtained from the Department of State Police shall be provided to the applicant for employment. Upon the check of the Statewide Sex Offender Database or Statewide Murderer and Violent Offender Against Youth Database, the school district or regional superintendent shall notify an applicant as to whether or not the applicant has been identified in the Database. If a check of an applicant for employment as a substitute or concurrent part-time teacher or concurrent educational support personnel employee in more than one school district was requested by the regional superintendent, and the Department of State Police upon a check ascertains that the applicant has not been convicted of any of the enumerated criminal or drug offenses in subsection (c) of this Section or has not been convicted, within 7 years of the application for employment with the school district, of any other felony under the laws of this State or of any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in this State, would have been punishable as a felony under the laws of this State and so notifies the regional superintendent and if the regional superintendent upon a check ascertains that the applicant has not been identified in the Sex Offender Database

or Statewide Murderer and Violent Offender Against Youth Database, then the regional superintendent shall issue to the applicant a certificate evidencing that as of the date specified by the Department of State Police the applicant has not been convicted of any of the enumerated criminal or drug offenses in subsection (c) of this Section or has not been convicted, within 7 years of the application for employment with the school district, of any other felony under the laws of this State or of any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in this State, would have been punishable as a felony under the laws of this State and evidencing that as of the date that the regional superintendent conducted a check of the Statewide Sex Offender Database or Statewide Murderer and Violent Offender Against Youth Database, the applicant has not been identified in the Database. The school board of any school district may rely on the certificate issued by any regional superintendent to that substitute teacher, concurrent part-time teacher, or concurrent educational support personnel employee or may initiate its own criminal history records check of the applicant through the Department of State Police and its own check of the Statewide Sex Offender Database or Statewide Murderer and Violent Offender Against Youth Database as provided in this Section. Any unauthorized release of confidential information may be a violation of Section 7 of the

Criminal Identification Act.

(b-5) If a criminal history records check or check of the Statewide Sex Offender Database or Statewide Murderer and Violent Offender Against Youth Database is performed by a regional superintendent for an applicant seeking employment as a substitute teacher with the school district, the regional superintendent may disclose to the State Board of Education whether the applicant has been issued a certificate under subsection (b) based on those checks. If the State Board receives information on an applicant under this subsection, then it must indicate in the Educator Licensure Information System for a 90-day period that the applicant has been issued or has not been issued a certificate.

(c) The board of education shall not knowingly employ a person who has been convicted of any offense that would subject him or her to license suspension or revocation pursuant to Section 21B-80 of this Code, except as provided under subsection (b) of 21B-80. Further, the board of education shall not knowingly employ a person who has been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987. As a condition of employment, the board of education must consider the status of a person who has been issued an indicated finding of abuse or neglect of a child by the Department of Children and Family Services under the Abused and Neglected Child Reporting Act or by a child welfare

agency of another jurisdiction.

(d) The board of education shall not knowingly employ a person for whom a criminal history records check and a Statewide Sex Offender Database check have ~~has~~ not been initiated.

(e) Within 10 days after the general superintendent of schools, a regional office of education, or an entity that provides background checks of license holders to public schools receives information of a pending criminal charge against a license holder for an offense set forth in Section 21B-80 of this Code, the superintendent, regional office of education, or entity must notify the State Superintendent of Education of the pending criminal charge.

No later than 15 business days after receipt of a record of conviction or of checking the Statewide Murderer and Violent Offender Against Youth Database or the Statewide Sex Offender Database and finding a registration, the general superintendent of schools or the applicable regional superintendent shall, in writing, notify the State Superintendent of Education of any license holder who has been convicted of a crime set forth in Section 21B-80 of this Code. Upon receipt of the record of a conviction of or a finding of child abuse by a holder of any license issued pursuant to Article 21B or Section 34-8.1 or 34-83 of this ~~the School~~ Code, the State Superintendent of Education may initiate licensure suspension and revocation proceedings as authorized by law. If

the receipt of the record of conviction or finding of child abuse is received within 6 months after the initial grant of or renewal of a license, the State Superintendent of Education may rescind the license holder's license.

(e-5) The general superintendent of schools shall, in writing, notify the State Superintendent of Education of any license holder whom he or she has reasonable cause to believe has committed an intentional act of abuse or neglect with the result of making a child an abused child or a neglected child, as defined in Section 3 of the Abused and Neglected Child Reporting Act, and that act resulted in the license holder's dismissal or resignation from the school district. This notification must be submitted within 30 days after the dismissal or resignation. The license holder must also be contemporaneously sent a copy of the notice by the superintendent. All correspondence, documentation, and other information so received by the State Superintendent of Education, the State Board of Education, or the State Educator Preparation and Licensure Board under this subsection (e-5) is confidential and must not be disclosed to third parties, except (i) as necessary for the State Superintendent of Education or his or her designee to investigate and prosecute pursuant to Article 21B of this Code, (ii) pursuant to a court order, (iii) for disclosure to the license holder or his or her representative, or (iv) as otherwise provided in this Article and provided that any such information admitted into evidence

in a hearing is exempt from this confidentiality and non-disclosure requirement. Except for an act of willful or wanton misconduct, any superintendent who provides notification as required in this subsection (e-5) shall have immunity from any liability, whether civil or criminal or that otherwise might result by reason of such action.

(f) After March 19, 1990, the provisions of this Section shall apply to all employees of persons or firms holding contracts with any school district including, but not limited to, food service workers, school bus drivers and other transportation employees, who have direct, daily contact with the pupils of any school in such district. For purposes of criminal history records checks and checks of the Statewide Sex Offender Database on employees of persons or firms holding contracts with more than one school district and assigned to more than one school district, the regional superintendent of the educational service region in which the contracting school districts are located may, at the request of any such school district, be responsible for receiving the authorization for a criminal history records check prepared by each such employee and submitting the same to the Department of State Police and for conducting a check of the Statewide Sex Offender Database for each employee. Any information concerning the record of conviction and identification as a sex offender of any such employee obtained by the regional superintendent shall be promptly reported to the president of the appropriate school

board or school boards.

(f-5) Upon request of a school or school district, any information obtained by the school district pursuant to subsection (f) of this Section within the last year must be made available to the requesting school or school district.

(g) Prior to the commencement of any student teaching experience or required internship (which is referred to as student teaching in this Section) in the public schools, a student teacher is required to authorize a fingerprint-based criminal history records check. Authorization for and payment of the costs of the check must be furnished by the student teacher to the school district. Upon receipt of this authorization and payment, the school district shall submit the student teacher's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers, as prescribed by the Department of State Police, to the Department of State Police. The Department of State Police and the Federal Bureau of Investigation shall furnish, pursuant to a fingerprint-based criminal history records check, records of convictions, forever and hereinafter, until expunged, to the president of the board. The Department shall charge the school district a fee for conducting the check, which fee must not exceed the cost of the inquiry and must be deposited into the State Police Services Fund. The school district shall further perform a check of the Statewide Sex Offender Database, as authorized by the Sex Offender Community Notification Law, and

of the Statewide Murderer and Violent Offender Against Youth Database, as authorized by the Murderer and Violent Offender Against Youth Registration Act, for each student teacher. The board may not knowingly allow a person to student teach for whom a criminal history records check, a Statewide Sex Offender Database check, and a Statewide Murderer and Violent Offender Against Youth Database check have not been completed and reviewed by the district.

A copy of the record of convictions obtained from the Department of State Police must be provided to the student teacher. Any information concerning the record of convictions obtained by the president of the board is confidential and may only be transmitted to the general superintendent of schools or his or her designee, the State Superintendent of Education, the State Educator Preparation and Licensure Board, or, for clarification purposes, the Department of State Police or the Statewide Sex Offender Database or Statewide Murderer and Violent Offender Against Youth Database. Any unauthorized release of confidential information may be a violation of Section 7 of the Criminal Identification Act.

The board may not knowingly allow a person to student teach who has been convicted of any offense that would subject him or her to license suspension or revocation pursuant to subsection (c) of Section 21B-80 of this Code, except as provided under subsection (b) of Section 21B-80. Further, the board may not allow a person to student teach if he or she has been found to

be the perpetrator of sexual or physical abuse of a minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987. The board must consider the status of a person to student teach who has been issued an indicated finding of abuse or neglect of a child by the Department of Children and Family Services under the Abused and Neglected Child Reporting Act or by a child welfare agency of another jurisdiction.

(h) (Blank).

(Source: P.A. 101-72, eff. 7-12-19; 101-531, eff. 8-23-19; revised 9-19-19.)

(105 ILCS 5/34-18.66 new)

Sec. 34-18.66. Remote and blended remote learning. This Section applies if the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act.

(1) If the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act, the State Superintendent of Education may declare a requirement to use remote learning days or blended remote learning days for the school district, multiple school districts, a region, or the entire State. During remote learning days, schools shall conduct instruction remotely. During blended remote learning days, schools may utilize hybrid models of

in-person and remote instruction. Once declared, remote learning days or blended remote learning days shall be implemented in grades pre-kindergarten through 12 as days of attendance and shall be deemed pupil attendance days for calculation of the length of a school term under Section 10-19.

(2) For purposes of this Section, a remote learning day or blended remote learning day may be met through the district's implementation of an e-learning program under Section 10-20.56.

(3) If the district does not implement an e-learning program under Section 10-20.56, the district shall adopt a remote and blended remote learning day plan approved by the general superintendent of schools. The district may utilize remote and blended remote learning planning days, consecutively or in separate increments, to develop, review, or amend its remote and blended remote learning day plan or provide professional development to staff regarding remote education. Up to 5 remote and blended remote learning planning days may be deemed pupil attendance days for calculation of the length of a school term under Section 10-19.

(4) Each remote and blended remote learning day plan shall address the following:

(i) accessibility of the remote instruction to all students enrolled in the district;

(ii) if applicable, a requirement that the remote learning day and blended remote learning day activities reflect State learning standards;

(iii) a means for students to confer with an educator, as necessary;

(iv) the unique needs of students in special populations, including, but not limited to, students eligible for special education under Article 14, students who are English learners as defined in Section 14C-2, and students experiencing homelessness under the Education for Homeless Children Act, or vulnerable student populations;

(v) how the district will take attendance and monitor and verify each student's remote participation; and

(vi) transitions from remote learning to on-site learning upon the State Superintendent's declaration that remote learning days or blended remote learning days are no longer deemed necessary.

(5) The general superintendent of schools shall periodically review and amend the district's remote and blended remote learning day plan, as needed, to ensure the plan meets the needs of all students.

(6) Each remote and blended remote learning day plan shall be posted on the district's Internet website where other policies, rules, and standards of conduct are posted

and shall be provided to students and faculty.

(7) This Section does not create any additional employee bargaining rights and does not remove any employee bargaining rights.

(8) Statutory and regulatory curricular mandates and offerings may be administered via the district's remote and blended remote learning day plan, except that the district may not offer individual behind-the-wheel instruction required by Section 27-24.2 via the district's remote and blended remote learning day plan. This Section does not relieve schools and the district from completing all statutory and regulatory curricular mandates and offerings.

(105 ILCS 5/34-85) (from Ch. 122, par. 34-85)

Sec. 34-85. Removal for cause; notice and hearing; suspension.

(a) No teacher employed by the board of education shall (after serving the probationary period specified in Section 34-84) be removed except for cause. Teachers (who have completed the probationary period specified in Section 34-84 of this Code) shall be removed for cause in accordance with the procedures set forth in this Section or, at the board's option, the procedures set forth in Section 24-16.5 of this Code or such other procedures established in an agreement entered into between the board and the exclusive representative of the

district's teachers under Section 34-85c of this Code for teachers (who have completed the probationary period specified in Section 34-84 of this Code) assigned to schools identified in that agreement. No principal employed by the board of education shall be removed during the term of his or her performance contract except for cause, which may include but is not limited to the principal's repeated failure to implement the school improvement plan or to comply with the provisions of the Uniform Performance Contract, including additional criteria established by the Council for inclusion in the performance contract pursuant to Section 34-2.3.

Before service of notice of charges on account of causes that may be deemed to be remediable, the teacher or principal must be given reasonable warning in writing, stating specifically the causes that, if not removed, may result in charges; however, no such written warning is required if the causes have been the subject of a remediation plan pursuant to Article 24A of this Code or if the board and the exclusive representative of the district's teachers have entered into an agreement pursuant to Section 34-85c of this Code, pursuant to an alternative system of remediation. No written warning shall be required for conduct on the part of a teacher or principal that is cruel, immoral, negligent, or criminal or that in any way causes psychological or physical harm or injury to a student, as that conduct is deemed to be irreparable. No written warning shall be required for a material breach of the

uniform principal performance contract, as that conduct is deemed to be irremediable; provided that not less than 30 days before the vote of the local school council to seek the dismissal of a principal for a material breach of a uniform principal performance contract, the local school council shall specify the nature of the alleged breach in writing and provide a copy of it to the principal.

(1) To initiate dismissal proceedings against a teacher or principal, the general superintendent must first approve written charges and specifications against the teacher or principal. A local school council may direct the general superintendent to approve written charges against its principal on behalf of the Council upon the vote of 7 members of the Council. The general superintendent must approve those charges within 45 calendar days or provide a written reason for not approving those charges. A written notice of those charges, including specifications, shall be served upon the teacher or principal within 10 business days of the approval of the charges. Any written notice sent on or after July 1, 2012 shall also inform the teacher or principal of the right to request a hearing before a mutually selected hearing officer, with the cost of the hearing officer split equally between the teacher or principal and the board, or a hearing before a qualified hearing officer chosen by the general superintendent, with the cost of the hearing

officer paid by the board. If the teacher or principal cannot be found upon diligent inquiry, such charges may be served upon him by mailing a copy thereof in a sealed envelope by prepaid certified mail, return receipt requested, to the teacher's or principal's last known address. A return receipt showing delivery to such address within 20 calendar days after the date of the approval of the charges shall constitute proof of service.

(2) No hearing upon the charges is required unless the teacher or principal within 17 calendar days after receiving notice requests in writing of the general superintendent that a hearing be scheduled. Pending the hearing of the charges, the general superintendent or his or her designee may suspend the teacher or principal charged without pay in accordance with rules prescribed by the board, provided that if the teacher or principal charged is not dismissed based on the charges, he or she must be made whole for lost earnings, less setoffs for mitigation.

(3) The board shall maintain a list of at least 9 qualified hearing officers who will conduct hearings on charges and specifications. The list must be developed in good faith consultation with the exclusive representative of the board's teachers and professional associations that represent the board's principals. The list may be revised on July 1st of each year or earlier as needed. To be a

qualified hearing officer, the person must (i) be accredited by a national arbitration organization and have had a minimum of 5 years of experience as an arbitrator in cases involving labor and employment relations matters between employers and employees or their exclusive bargaining representatives and (ii) beginning September 1, 2012, have participated in training provided or approved by the State Board of Education for teacher dismissal hearing officers so that he or she is familiar with issues generally involved in evaluative and non-evaluative dismissals.

Within 5 business days after receiving the notice of request for a hearing, the general superintendent and the teacher or principal or their legal representatives shall alternately strike one name from the list until only one name remains. Unless waived by the teacher, the teacher or principal shall have the right to proceed first with the striking. If the teacher or principal fails to participate in the striking process, the general superintendent shall either select the hearing officer from the list developed pursuant to this paragraph (3) or select another qualified hearing officer from the master list maintained by the State Board of Education pursuant to subsection (c) of Section 24-12 of this Code.

(4) If the notice of dismissal was sent to the teacher or principal before July 1, 2012, the fees and costs for

the hearing officer shall be paid by the State Board of Education. If the notice of dismissal was sent to the teacher or principal on or after July 1, 2012, the hearing officer's fees and costs must be paid as follows in this paragraph (4). The fees and permissible costs for the hearing officer shall be determined by the State Board of Education. If the hearing officer is mutually selected by the parties through alternate striking in accordance with paragraph (3) of this subsection (a), then the board and the teacher or their legal representative shall each pay 50% of the fees and costs and any supplemental allowance to which they agree. If the hearing officer is selected by the general superintendent without the participation of the teacher or principal, then the board shall pay 100% of the hearing officer fees and costs. The hearing officer shall submit for payment a billing statement to the parties that itemizes the charges and expenses and divides them in accordance with this Section.

(5) The teacher or the principal charged is required to answer the charges and specifications and aver affirmative matters in his or her defense, and the time for doing so must be set by the hearing officer. The State Board of Education shall adopt rules so that each party has a fair opportunity to present its case and to ensure that the dismissal proceeding is concluded in an expeditious manner. The rules shall address, without limitation, the

teacher or principal's answer and affirmative defenses to the charges and specifications; a requirement that each party make mandatory disclosures without request to the other party and then update the disclosure no later than 10 calendar days prior to the commencement of the hearing, including a list of the names and addresses of persons who may be called as witnesses at the hearing, a summary of the facts or opinions each witness will testify to, and all other documents and materials, including information maintained electronically, relevant to its own as well as the other party's case (the hearing officer may exclude witnesses and exhibits not identified and shared, except those offered in rebuttal for which the party could not reasonably have anticipated prior to the hearing); pre-hearing discovery and preparation, including provision for written interrogatories and requests for production of documents, provided that discovery depositions are prohibited; the conduct of the hearing; the right of each party to be represented by counsel, the offer of evidence and witnesses and the cross-examination of witnesses; the authority of the hearing officer to issue subpoenas and subpoenas duces tecum, provided that the hearing officer may limit the number of witnesses to be subpoenaed in behalf of each party to no more than 7; the length of post-hearing briefs; and the form, length, and content of hearing officers' reports and recommendations to the

general superintendent.

The hearing officer shall commence the hearing within 75 calendar days and conclude the hearing within 120 calendar days after being selected by the parties as the hearing officer, provided that these timelines may be modified upon the showing of good cause or mutual agreement of the parties. Good cause for the purposes of this paragraph (5) shall mean the illness or otherwise unavoidable emergency of the teacher, district representative, their legal representatives, the hearing officer, or an essential witness as indicated in each party's pre-hearing submission. In a dismissal hearing in which a witness is a student or is under the age of 18, the hearing officer must make accommodations for the witness, as provided under paragraph (5.5) of this subsection. The hearing officer shall consider and give weight to all of the teacher's evaluations written pursuant to Article 24A that are relevant to the issues in the hearing. Except as otherwise provided under paragraph (5.5) of this subsection, the teacher or principal has the privilege of being present at the hearing with counsel and of cross-examining witnesses and may offer evidence and witnesses and present defenses to the charges. Each party shall have no more than 3 days to present its case, unless extended by the hearing officer to enable a party to present adequate evidence and testimony, including due to

the other party's cross-examination of the party's witnesses, for good cause or by mutual agreement of the parties. The State Board of Education shall define in rules the meaning of "day" for such purposes. All testimony at the hearing shall be taken under oath administered by the hearing officer. The hearing officer shall cause a record of the proceedings to be kept and shall employ a competent reporter to take stenographic or stenotype notes of all the testimony. The costs of the reporter's attendance and services at the hearing shall be paid by the party or parties who are paying the fees and costs of the hearing officer. Either party desiring a transcript of the hearing shall pay for the cost thereof. At the close of the hearing, the hearing officer shall direct the parties to submit post-hearing briefs no later than 21 calendar days after receipt of the transcript. Either or both parties may waive submission of briefs.

(5.5) In the case of charges involving sexual abuse or severe physical abuse of a student or a person under the age of 18, the hearing officer shall make alternative hearing procedures to protect a witness who is a student or who is under the age of 18 from being intimidated or traumatized. Alternative hearing procedures may include, but are not limited to: (i) testimony made via a telecommunication device in a location other than the hearing room and outside the physical presence of the

teacher or principal and other hearing participants, (ii) testimony outside the physical presence of the teacher or principal, or (iii) non-public testimony. During a testimony described under this subsection, each party must be permitted to ask a witness who is a student or who is under 18 years of age all relevant questions and follow-up questions. All questions must exclude evidence of the witness' sexual behavior or predisposition, unless the evidence is offered to prove that someone other than the teacher subject to the dismissal hearing engaged in the charge at issue.

(6) The hearing officer shall within 30 calendar days from the conclusion of the hearing report to the general superintendent findings of fact and a recommendation as to whether or not the teacher or principal shall be dismissed and shall give a copy of the report to both the teacher or principal and the general superintendent. The State Board of Education shall provide by rule the form of the hearing officer's report and recommendation.

(7) The board, within 45 days of receipt of the hearing officer's findings of fact and recommendation, shall make a decision as to whether the teacher or principal shall be dismissed from its employ. The failure of the board to strictly adhere to the timeliness contained herein shall not render it without jurisdiction to dismiss the teacher or principal. In the event that the board declines to

dismiss the teacher or principal after review of a hearing officer's recommendation, the board shall set the amount of back pay and benefits to award the teacher or principal, which shall include offsets for interim earnings and failure to mitigate losses. The board shall establish procedures for the teacher's or principal's submission of evidence to it regarding lost earnings, lost benefits, mitigation, and offsets. The decision of the board is final unless reviewed in accordance with paragraph (8) of this subsection (a).

(8) The teacher may seek judicial review of the board's decision in accordance with the Administrative Review Law, which is specifically incorporated in this Section, except that the review must be initiated in the Illinois Appellate Court for the First District. In the event judicial review is instituted, any costs of preparing and filing the record of proceedings shall be paid by the party instituting the review. In the event the appellate court reverses a board decision to dismiss a teacher or principal and directs the board to pay the teacher or the principal back pay and benefits, the appellate court shall remand the matter to the board to issue an administrative decision as to the amount of back pay and benefits, which shall include a calculation of the lost earnings, lost benefits, mitigation, and offsets based on evidence submitted to the board in accordance with procedures established by the

board.

(9) If the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Act, except if the parties mutually agree otherwise and the agreement is in writing, the requirements of this Section pertaining to prehearings and hearings are paused and do not begin to toll until the proclamation declaring the disaster is no longer in effect. If mutually agreed to and reduced in writing, the parties may proceed with the prehearing and hearing requirements of this Section connected to the appointment and selection of a hearing officer and those connected to commencing and concluding a hearing. Any hearing convened during a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act may be convened remotely. Any hearing officer for a hearing convened during a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act may voluntarily withdraw from the hearing and another hearing officer shall be selected or appointed pursuant to this Section.

(b) Nothing in this Section affects the validity of removal for cause hearings commenced prior to June 13, 2011 (the effective date of Public Act 97-8).

The changes made by Public Act 97-8 shall apply to dismissals instituted on or after September 1, 2011 or the effective date of Public Act 97-8, whichever is later. Any

dismissal instituted prior to the effective date of these changes must be carried out in accordance with the requirements of this Section prior to amendment by Public Act 97-8.

(Source: P.A. 101-531, eff. 8-23-19.)

(105 ILCS 5/34-85c)

Sec. 34-85c. Alternative procedures for teacher evaluation, remediation, and removal for cause after remediation.

(a) Notwithstanding any law to the contrary, the board and the exclusive representative of the district's teachers are hereby authorized to enter into an agreement to establish alternative procedures for teacher evaluation, remediation, and removal for cause after remediation, including an alternative system for peer evaluation and recommendations; provided, however, that no later than September 1, 2012: (i) any alternative procedures must include provisions whereby student performance data is a significant factor in teacher evaluation and (ii) teachers are rated as "excellent", "proficient", "needs improvement" or "unsatisfactory". Pursuant exclusively to that agreement, teachers assigned to schools identified in that agreement shall be subject to an alternative performance evaluation plan and remediation procedures in lieu of the plan and procedures set forth in Article 24A of this Code and alternative removal for cause standards and procedures in lieu of the removal standards and

procedures set forth in Section 34-85 of this Code. To the extent that the agreement provides a teacher with an opportunity for a hearing on removal for cause before an independent hearing officer in accordance with Section 34-85 or otherwise, the hearing officer shall be governed by the alternative performance evaluation plan, remediation procedures, and removal standards and procedures set forth in the agreement in making findings of fact and a recommendation.

(a-5) If the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act that suspends in-person instruction, the timelines connected to the commencement and completion of any remediation plan are paused. Except where the parties mutually agree otherwise and such agreement is in writing, any remediation plan that had been in place for 45 or more days prior to the suspension of in-person instruction shall resume when in-person instruction resumes; any remediation plan that had been in place for fewer than 45 days prior to the suspension of in-person instruction shall discontinue and a new remediation period will begin when in-person instruction resumes.

(b) The board and the exclusive representative of the district's teachers shall submit a certified copy of an agreement as provided under subsection (a) of this Section to the State Board of Education.

(Source: P.A. 96-861, eff. 1-15-10; 97-8, eff. 6-13-11.)

Section 10. The Illinois Articulation Initiative Act is amended by changing Section 20 as follows:

(110 ILCS 152/20)

Sec. 20. Course transferability.

(a) All courses approved for Illinois Articulation Initiative General Education codes must be transferable as a part of the General Education Core Curriculum package, consistent with the specific requirements of the package. Illinois Articulation Initiative General Education courses taken during the public health emergency declared by proclamation of the Governor due to the COVID-19 pandemic during calendar year 2020 must be transferable for students receiving a grade of "pass", "credit", or "satisfactory" and shall fulfill the prerequisite requirements for advanced courses.

(a-5) All public institutions shall determine if Illinois Articulation Initiative major courses are direct course equivalents or are elective credit toward the requirements of the major. If the receiving institution does not offer the course or does not offer it at the lower-division level, the student shall receive elective lower-division major credit toward the requirements of the major for the course and may be required to take the course at the upper-division level.

(b) Students receiving the full General Education Core

Curriculum package must not be required to take additional lower-division general education courses.

(Source: P.A. 99-636, eff. 1-1-17.)

Section 15. The Board of Higher Education Act is amended by adding Section 9.39 as follows:

(110 ILCS 205/9.39 new)

Sec. 9.39. Emergency completion and student support services grants. Subject to appropriation, the Board shall award emergency completion grants and competitive grants for public university student support services.

Section 20. The Higher Education Student Assistance Act is amended by changing Section 65.100 as follows:

(110 ILCS 947/65.100)

(Text of Section before amendment by P.A. 101-613)

(Section scheduled to be repealed on October 1, 2024)

Sec. 65.100. AIM HIGH Grant Pilot Program.

(a) The General Assembly makes all of the following findings:

(1) Both access and affordability are important aspects of the Illinois Public Agenda for College and Career Success report.

(2) This State is in the top quartile with respect to

the percentage of family income needed to pay for college.

(3) Research suggests that as loan amounts increase, rather than an increase in grant amounts, the probability of college attendance decreases.

(4) There is further research indicating that socioeconomic status may affect the willingness of students to use loans to attend college.

(5) Strategic use of tuition discounting can decrease the amount of loans that students must use to pay for tuition.

(6) A modest, individually tailored tuition discount can make the difference in a student choosing to attend college and enhance college access for low-income and middle-income families.

(7) Even if the federally calculated financial need for college attendance is met, the federally determined Expected Family Contribution can still be a daunting amount.

(8) This State is the second largest exporter of students in the country.

(9) When talented Illinois students attend universities in this State, the State and those universities benefit.

(10) State universities in other states have adopted pricing and incentives that allow many Illinois residents to pay less to attend an out-of-state university than to

remain in this State for college.

(11) Supporting Illinois student attendance at Illinois public universities can assist in State efforts to maintain and educate a highly trained workforce.

(12) Modest tuition discounts that are individually targeted and tailored can result in enhanced revenue for public universities.

(13) By increasing a public university's capacity to strategically use tuition discounting, the public university will be capable of creating enhanced tuition revenue by increasing enrollment yields.

(b) In this Section:

"Eligible applicant" means a student from any high school in this State, whether or not recognized by the State Board of Education, who is engaged in a program of study that in due course will be completed by the end of the school year and who meets all of the qualifications and requirements under this Section.

"Tuition and other necessary fees" includes the customary charge for instruction and use of facilities in general and the additional fixed fees charged for specified purposes that are required generally of non-grant recipients for each academic period for which the grant applicant actually enrolls, but does not include fees payable only once or breakage fees and other contingent deposits that are refundable in whole or in part. The Commission may adopt, by rule not inconsistent with this

Section, detailed provisions concerning the computation of tuition and other necessary fees.

(c) Beginning with the 2019-2020 academic year, each public university may establish a merit-based scholarship pilot program known as the AIM HIGH Grant Pilot Program. Each year, the Commission shall receive and consider applications from public universities under this Section. Subject to appropriation and any tuition waiver limitation established by the Board of Higher Education, a public university campus may award a grant to a student under this Section if it finds that the applicant meets all of the following criteria:

(1) He or she is a resident of this State and a citizen or eligible noncitizen of the United States.

(2) He or she files a Free Application for Federal Student Aid and demonstrates financial need with a household income no greater than 6 times the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services under the authority of 42 U.S.C. 9902(2). The household income of the applicant at the time of initial application shall be deemed to be the household income of the applicant for the duration of the pilot program.

(3) He or she meets the minimum cumulative grade point average or ACT or SAT college admissions test score, as determined by the public university campus.

(4) He or she is enrolled in a public university as an

undergraduate student on a full-time basis.

(5) He or she has not yet received a baccalaureate degree or the equivalent of 135 semester credit hours.

(6) He or she is not incarcerated.

(7) He or she is not in default on any student loan or does not owe a refund or repayment on any State or federal grant or scholarship.

(8) Any other reasonable criteria, as determined by the public university campus.

(d) Each public university campus shall determine grant renewal criteria consistent with the requirements under this Section.

(e) Each participating public university campus shall post on its Internet website criteria and eligibility requirements for receiving awards that use funds under this Section that include a range in the sizes of these individual awards. The criteria and amounts must also be reported to the Commission and the Board of Higher Education, who shall post the information on their respective Internet websites.

(f) After enactment of an appropriation for this Program, the Commission shall determine an allocation of funds to each public university in an amount proportionate to the number of undergraduate students who are residents of this State and citizens or eligible noncitizens of the United States and who were enrolled at each public university campus in the previous academic year. All applications must be made to the Commission

on or before a date determined by the Commission and on forms that the Commission shall provide to each public university campus. The form of the application and the information required shall be determined by the Commission and shall include, without limitation, the total public university campus funds used to match funds received from the Commission in the previous academic year under this Section, if any, the total enrollment of undergraduate students who are residents of this State from the previous academic year, and any supporting documents as the Commission deems necessary. Each public university campus shall match the amount of funds received by the Commission with financial aid for eligible students.

A public university campus is not required to claim its entire allocation. The Commission shall make available to all public universities, on a date determined by the Commission, any unclaimed funds and the funds must be made available to those public university campuses in the proportion determined under this subsection (f), excluding from the calculation those public university campuses not claiming their full allocations.

Each public university campus may determine the award amounts for eligible students on an individual or broad basis, but, subject to renewal eligibility, each renewed award may not be less than the amount awarded to the eligible student in his or her first year attending the public university campus. Notwithstanding this limitation, a renewal grant may be reduced

due to changes in the student's cost of attendance, including, but not limited to, if a student reduces the number of credit hours in which he or she is enrolled, but remains a full-time student, or switches to a course of study with a lower tuition rate.

An eligible applicant awarded grant assistance under this Section is eligible to receive other financial aid. Total grant aid to the student from all sources may not exceed the total cost of attendance at the public university campus.

(g) All money allocated to a public university campus under this Section may be used only for financial aid purposes for students attending the public university campus during the academic year, not including summer terms. Notwithstanding any other provision of law to the contrary, any funds received by a public university campus under this Section that are not granted to students in the academic year for which the funds are received may be retained by the public university campus for expenditure on students participating in the Program or students eligible to participate in the Program.

(h) Each public university campus that establishes a Program under this Section must annually report to the Commission, on or before a date determined by the Commission, the number of undergraduate students enrolled at that campus who are residents of this State.

(i) Each public university campus must report to the Commission the total non-loan financial aid amount given by the

public university campus to undergraduate students in fiscal year 2018. To be eligible to receive funds under the Program, a public university campus may not decrease the total amount of non-loan financial aid for undergraduate students to an amount lower than the total non-loan financial aid amount given by the public university campus to undergraduate students in fiscal year 2018, not including any funds received from the Commission under this Section or any funds used to match grant awards under this Section.

(j) On or before a date determined by the Commission, each public university campus that participates in the Program under this Section shall annually submit a report to the Commission with all of the following information:

(1) The Program's impact on tuition revenue and enrollment goals and increase in access and affordability at the public university campus.

(2) Total funds received by the public university campus under the Program.

(3) Total non-loan financial aid awarded to undergraduate students attending the public university campus.

(4) Total amount of funds matched by the public university campus.

(5) Total amount of claimed and unexpended funds retained by the public university campus.

(6) The percentage of total financial aid distributed

under the Program by the public university campus.

(7) The total number of students receiving grants from the public university campus under the Program and those students' grade level, race, gender, income level, family size, Monetary Award Program eligibility, Pell Grant eligibility, and zip code of residence and the amount of each grant award. This information shall include unit record data on those students regarding variables associated with the parameters of the public university's Program, including, but not limited to, a student's ACT or SAT college admissions test score, high school or university cumulative grade point average, or program of study.

On or before October 1, 2020 and annually on or before October 1 thereafter, the Commission shall submit a report with the findings under this subsection (j) and any other information regarding the AIM HIGH Grant Pilot Program to (i) the Governor, (ii) the Speaker of the House of Representatives, (iii) the Minority Leader of the House of Representatives, (iv) the President of the Senate, and (v) the Minority Leader of the Senate. The reports to the General Assembly shall be filed with the Clerk of the House of Representatives and the Secretary of the Senate in electronic form only, in the manner that the Clerk and the Secretary shall direct. The Commission's report may not disaggregate data to a level that may disclose personally identifying information of individual students.

The sharing and reporting of student data under this subsection (j) must be in accordance with the requirements under the federal Family Educational Rights and Privacy Act of 1974 and the Illinois School Student Records Act. All parties must preserve the confidentiality of the information as required by law. The names of the grant recipients under this Section are not subject to disclosure under the Freedom of Information Act.

Public university campuses that fail to submit a report under this subsection (j) or that fail to adhere to any other requirements under this Section may not be eligible for distribution of funds under the Program for the next academic year, but may be eligible for distribution of funds for each academic year thereafter.

(k) The Commission shall adopt rules to implement this Section.

(l) This Section is repealed on October 1, 2024.

(Source: P.A. 100-587, eff. 6-4-18; 100-1015, eff. 8-21-18; 100-1183, eff. 4-4-19; 101-81, eff. 7-12-19.)

(Text of Section after amendment by P.A. 101-613)

(Section scheduled to be repealed on October 1, 2024)

Sec. 65.100. AIM HIGH Grant Pilot Program.

(a) The General Assembly makes all of the following findings:

(1) Both access and affordability are important

aspects of the Illinois Public Agenda for College and Career Success report.

(2) This State is in the top quartile with respect to the percentage of family income needed to pay for college.

(3) Research suggests that as loan amounts increase, rather than an increase in grant amounts, the probability of college attendance decreases.

(4) There is further research indicating that socioeconomic status may affect the willingness of students to use loans to attend college.

(5) Strategic use of tuition discounting can decrease the amount of loans that students must use to pay for tuition.

(6) A modest, individually tailored tuition discount can make the difference in a student choosing to attend college and enhance college access for low-income and middle-income families.

(7) Even if the federally calculated financial need for college attendance is met, the federally determined Expected Family Contribution can still be a daunting amount.

(8) This State is the second largest exporter of students in the country.

(9) When talented Illinois students attend universities in this State, the State and those universities benefit.

(10) State universities in other states have adopted pricing and incentives that allow many Illinois residents to pay less to attend an out-of-state university than to remain in this State for college.

(11) Supporting Illinois student attendance at Illinois public universities can assist in State efforts to maintain and educate a highly trained workforce.

(12) Modest tuition discounts that are individually targeted and tailored can result in enhanced revenue for public universities.

(13) By increasing a public university's capacity to strategically use tuition discounting, the public university will be capable of creating enhanced tuition revenue by increasing enrollment yields.

(b) In this Section:

"Eligible applicant" means a student from any high school in this State, whether or not recognized by the State Board of Education, who is engaged in a program of study that in due course will be completed by the end of the school year and who meets all of the qualifications and requirements under this Section.

"Tuition and other necessary fees" includes the customary charge for instruction and use of facilities in general and the additional fixed fees charged for specified purposes that are required generally of non-grant recipients for each academic period for which the grant applicant actually enrolls, but does

not include fees payable only once or breakage fees and other contingent deposits that are refundable in whole or in part. The Commission may adopt, by rule not inconsistent with this Section, detailed provisions concerning the computation of tuition and other necessary fees.

(c) Beginning with the 2019-2020 academic year, each public university may establish a merit-based scholarship pilot program known as the AIM HIGH Grant Pilot Program. Each year, the Commission shall receive and consider applications from public universities under this Section. Subject to appropriation and any tuition waiver limitation established by the Board of Higher Education, a public university campus may award a grant to a student under this Section if it finds that the applicant meets all of the following criteria:

(1) He or she is a resident of this State and a citizen or eligible noncitizen of the United States.

(2) He or she files a Free Application for Federal Student Aid and demonstrates financial need with a household income no greater than 6 times the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services under the authority of 42 U.S.C. 9902(2). The household income of the applicant at the time of initial application shall be deemed to be the household income of the applicant for the duration of the pilot program.

(3) He or she meets the minimum cumulative grade point

average or ACT or SAT college admissions test score, as determined by the public university campus.

(4) He or she is enrolled in a public university as an undergraduate student on a full-time basis.

(5) He or she has not yet received a baccalaureate degree or the equivalent of 135 semester credit hours.

(6) He or she is not incarcerated.

(7) He or she is not in default on any student loan or does not owe a refund or repayment on any State or federal grant or scholarship.

(8) Any other reasonable criteria, as determined by the public university campus.

(d) Each public university campus shall determine grant renewal criteria consistent with the requirements under this Section.

(e) Each participating public university campus shall post on its Internet website criteria and eligibility requirements for receiving awards that use funds under this Section that include a range in the sizes of these individual awards. The criteria and amounts must also be reported to the Commission and the Board of Higher Education, who shall post the information on their respective Internet websites.

(f) After enactment of an appropriation for this Program, the Commission shall determine an allocation of funds to each public university in an amount proportionate to the number of undergraduate students who are residents of this State and

citizens or eligible noncitizens of the United States and who were enrolled at each public university campus in the previous academic year. All applications must be made to the Commission on or before a date determined by the Commission and on forms that the Commission shall provide to each public university campus. The form of the application and the information required shall be determined by the Commission and shall include, without limitation, the total public university campus funds used to match funds received from the Commission in the previous academic year under this Section, if any, the total enrollment of undergraduate students who are residents of this State from the previous academic year, and any supporting documents as the Commission deems necessary. Each public university campus shall match the amount of funds received by the Commission with financial aid for eligible students.

A public university campus is not required to claim its entire allocation. The Commission shall make available to all public universities, on a date determined by the Commission, any unclaimed funds and the funds must be made available to those public university campuses in the proportion determined under this subsection (f), excluding from the calculation those public university campuses not claiming their full allocations.

Each public university campus may determine the award amounts for eligible students on an individual or broad basis, but, subject to renewal eligibility, each renewed award may not

be less than the amount awarded to the eligible student in his or her first year attending the public university campus. Notwithstanding this limitation, a renewal grant may be reduced due to changes in the student's cost of attendance, including, but not limited to, if a student reduces the number of credit hours in which he or she is enrolled, but remains a full-time student, or switches to a course of study with a lower tuition rate.

An eligible applicant awarded grant assistance under this Section is eligible to receive other financial aid. Total grant aid to the student from all sources may not exceed the total cost of attendance at the public university campus.

(g) All money allocated to a public university campus under this Section may be used only for financial aid purposes for students attending the public university campus during the academic year, not including summer terms. Notwithstanding any other provision of law to the contrary, any funds received by a public university campus under this Section that are not granted to students in the academic year for which the funds are received may be retained by the public university campus for expenditure on students participating in the Program or students eligible to participate in the Program.

(h) Each public university campus that establishes a Program under this Section must annually report to the Commission, on or before a date determined by the Commission, the number of undergraduate students enrolled at that campus

who are residents of this State.

(i) Each public university campus must report to the Commission the total non-loan financial aid amount given by the public university campus to undergraduate students in the 2017-2018 academic year, not including the summer term. To be eligible to receive funds under the Program, a public university campus may not decrease the total amount of non-loan financial aid it gives to undergraduate students, not including any funds received from the Commission under this Section or any funds used to match grant awards under this Section, to an amount lower than the reported amount for the 2017-2018 academic year, not including the summer term.

(j) On or before a date determined by the Commission, each public university campus that participates in the Program under this Section shall annually submit a report to the Commission with all of the following information:

(1) The Program's impact on tuition revenue and enrollment goals and increase in access and affordability at the public university campus.

(2) Total funds received by the public university campus under the Program.

(3) Total non-loan financial aid awarded to undergraduate students attending the public university campus.

(4) Total amount of funds matched by the public university campus.

(5) Total amount of claimed and unexpended funds retained by the public university campus.

(6) The percentage of total financial aid distributed under the Program by the public university campus.

(7) The total number of students receiving grants from the public university campus under the Program and those students' grade level, race, gender, income level, family size, Monetary Award Program eligibility, Pell Grant eligibility, and zip code of residence and the amount of each grant award. This information shall include unit record data on those students regarding variables associated with the parameters of the public university's Program, including, but not limited to, a student's ACT or SAT college admissions test score, high school or university cumulative grade point average, or program of study.

On or before October 1, 2020 and annually on or before October 1 thereafter, the Commission shall submit a report with the findings under this subsection (j) and any other information regarding the AIM HIGH Grant Pilot Program to (i) the Governor, (ii) the Speaker of the House of Representatives, (iii) the Minority Leader of the House of Representatives, (iv) the President of the Senate, and (v) the Minority Leader of the Senate. The reports to the General Assembly shall be filed with the Clerk of the House of Representatives and the Secretary of the Senate in electronic form only, in the manner that the

Clerk and the Secretary shall direct. The Commission's report may not disaggregate data to a level that may disclose personally identifying information of individual students.

The sharing and reporting of student data under this subsection (j) must be in accordance with the requirements under the federal Family Educational Rights and Privacy Act of 1974 and the Illinois School Student Records Act. All parties must preserve the confidentiality of the information as required by law. The names of the grant recipients under this Section are not subject to disclosure under the Freedom of Information Act.

Public university campuses that fail to submit a report under this subsection (j) or that fail to adhere to any other requirements under this Section may not be eligible for distribution of funds under the Program for the next academic year, but may be eligible for distribution of funds for each academic year thereafter.

(k) The Commission shall adopt rules to implement this Section.

(l) This Section is repealed on October 1, 2024.

(Source: P.A. 100-587, eff. 6-4-18; 100-1015, eff. 8-21-18; 100-1183, eff. 4-4-19; 101-81, eff. 7-12-19; 101-613, eff. 6-1-20.)

Section 95. No acceleration or delay. Where this Act makes changes in a statute that is represented in this Act by text

Public Act 101-0643

SB1569 Enrolled

LRB101 09273 AXK 54367 b

that is not yet or no longer in effect (for example, a Section represented by multiple versions), the use of that text does not accelerate or delay the taking effect of (i) the changes made by this Act or (ii) provisions derived from any other Public Act.

Section 99. Effective date. This Act takes effect upon becoming law.