

**SELECT BILLS IN 2018 PERTAINING TO EDUCATION IN THE ILLINOIS  
GENERAL ASSEMBLY**

**PREPARED BY Bev Johns**

May 31, 2018

House Bill 3792—Lilly and Harmon. Amends the Postsecondary and Workforce Readiness Act. In provisions concerning postsecondary and career expectations, provides that, beginning in grade 6, students should be introduced to the importance of developing and applying a work ethic in a variety of contexts; sets forth what this introduction may include. Passed both Houses.

House Bill 4193—Parkhurst. Amends the Children with Disabilities Article of the School Code. Amends the Children with Disabilities Article of the School Code. With respect to an impartial due process hearing, changes when the hearing officer must issue his or her written decision from within 10 days to within 10 calendar days, excluding Saturday, Sunday, or any State holiday, after the conclusion of the hearing. Effective immediately. Passed both Houses.

House Bill 4208—Chris Welch. Amends the School Code. With respect to school discipline improvement plans, makes changes to how the State Board of Education determines the top 20% of school districts, when notification is given that a plan must be submitted, which school districts are required to submit a plan, the timeframe for school board approval of a plan and submission of that plan to the State Board, and when additional annual progress reports are required. Establishes the Safe Schools and Healthy Learning Environments Grant Program and grants under the program. Sets forth requirements for grant applicants and provisions for the distribution of funds appropriated for the program. Requires the State Board of Education to issue a yearly report on the results of the program in cooperation with school districts participating in the program. Provides that the State Board may adopt any rules necessary for the program. Effective July 1, 2018. Passed both Houses.

House Bill 4284—Chapa LaVia. Amends the School Code. Provides that, for State Board of Education appointments made after the effective date of the amendatory Act, 3 of the members of the State Board must represent the educator community. Sets forth the qualifications for these members and makes other changes with regard to the qualifications of members of the State Board. Effective immediately. Passed House. Passed both Houses.

House Bill 4346—Jones. Amends the School Code and various Acts relating to the governance of public universities and community colleges in Illinois. With respect to the requirement that the events of Black History be taught in every public elementary school and high school. Requires every public institution of higher education and community college to offer a course studying the events of Black History. Allows public institutions of higher education and community colleges to meet the requirement by offering an online course. Passed both Houses.

House Bill 4369—Sommer. Amends the School Code. Provides that the State Board of Education shall develop and maintain a handbook to be made available on its Internet website that provides guidance for pupils, parents or guardians, and teachers on the subject of dyslexia. Specifies handbook requirements. Provides that the State Board shall review the handbook once every 4 years to update, if necessary, the guidelines, educational strategies, or resources and services made available in the handbook. Effective immediately. Passed both Houses.

House Bill 4409—Pritchard and Crespo. Amends the School Code. In the Article governing children with disabilities, provides that, amongst other meanings, a "school psychologist" means a person who holds a valid Nationally Certified School Psychologist credential (rather than certificate). Removes from the definition of "school psychologist" the requirement that a psychologist have additional qualifications as may be required by the State Board of Education. Effective immediately. Passed both Houses.

House Bill 4442—Gabel. Amends the School Code. Requires the State Board of Education to assist each school district that offers an evidence-based parenting education model. Requires the State Board to implement and administer a 3-year pilot program supporting the health and wellness student-learning requirement by utilizing a unit of instruction on parenting education in participating school districts that maintain grades 9 through 12. Provides that the program is encouraged to include, but is not limited to, instruction on (i) family structure, function, and management, (ii) the prevention of child abuse, (iii) the physical, mental, emotional, social, economic, and psychological aspects of interpersonal and family relationships, and (iv) parenting education competency development that is aligned to the social and emotional learning standards of the student's grade level. Allows the State Board to make grants to school districts that apply to participate in the pilot program. Effective immediately. Passed both Houses.

House Bill 4514—Pritchard and Olsen. Amends the School Code. Provides that only persons licensed and endorsed as a school counselor under the Code may use the title "school counselor". Passed both Houses.

House Bill 4657—Manley. Amends the School Code. Creates the Emotional Intelligence and Social and Emotional Learning Task Force (rather than the Emotional Intelligence Education Task Force) to develop curriculum guidelines and best practices on emotional intelligence and social and emotional learning (rather than develop curriculum guidelines on emotional intelligence). Adds to the membership of the Task Force. Removes a provision requiring every public elementary school and high school to include in its curriculum a unit of instruction studying emotional intelligence. Provides that the Task Force shall develop curriculum and assessment guidelines (rather than curriculum guidelines) and best practices on emotional intelligence and social and emotional learning. Passed both Houses.

House Bill 4658—Manley. Provides that, at least once every 2 years, a school board shall require in-service training of licensed school personnel and administrators (rather than school guidance counselors, teachers, school social workers, and other school personnel) who work with pupils in kindergarten through grade 12 (rather in grades 7 through 12) to identify the warning signs of mental illness and suicidal behavior in youth (rather than in adolescents and teens). Passed both Houses.

House Bill 4706—Scherer. Amends the School Code. Provides that a school board may require of new substitute teachers evidence of physical fitness to perform duties assigned and shall require of new substitute teachers evidence of freedom from communicable disease, and provides that evidence may consist of a physical examination by a health care provider (instead of treating substitute teachers like other new employees who are required to provide evidence of physical fitness to perform duties assigned and freedom from communicable disease through a physical examination by a health care provider). Effective immediately. Passed both Houses.

House Bill 4742—Ford. Amends the School Code. Provides that a school district may not reduce the number of full-time staff members of a department as a result of hiring a substitute teacher recruiting firm. Provides that, in the event of a teacher's strike, a school district may not use a recruiting firm to hire a substitute teacher. Provides that the Chicago School District may contract with a substitute teacher recruiting firm under the program only if certain requirements are met. Provides that a substitute teacher recruiting firm may enter into an agreement with a labor organization that has a collective bargaining agreement with a school district. Effective immediately. Passed both Houses.

House Bill 4860—Fortner. Amends the School Code.. Amends the School Code. Removes the end date of the electronic-learning days pilot program for the 3 school districts in the program. Makes conforming changes. Effective immediately. Passed both Houses.

House Bill 4870—Lang. Amends the School Code. Requires a school district, public school, charter school, or nonpublic school to authorize a parent or guardian of a student who is a qualifying patient to administer a medical cannabis infused product to the student on school premises or a school bus if both

the student (as a qualifying patient) and the parent or guardian (as a designated caregiver) have been issued registry identification cards under the Compassionate Use of Medical Cannabis Pilot Program Act. Defines terms. Provides that a parent or guardian may not administer a medical cannabis infused product if the administration would create disruption to the school's educational environment or would cause exposure of the product to other students. Provides that nothing in the provision requires a member of the school's staff to administer a medical cannabis infused product to a student. Amends the Compassionate Use of Medical Cannabis Pilot Program Act. Makes conforming changes. Provides that the provision may be referred to as Ashley's Law. Defines terms. Provides that, in addition to the parent or guardian of a student who is a registered qualifying patient, an individual registered with the Department of Public Health as a designated caregiver may administer a medical cannabis infused product to that student. Makes conforming changes. Provides that a parent or guardian or other individual may not administer a medical cannabis infused product in a manner that, in the opinion of the school district or school, would create a disruption to the school's educational environment or would cause exposure of the product to other students (rather than prohibiting any administration that would create a disruption or cause exposure). Makes other changes concerning restrictions. Effective immediately. Passed both Houses.

House Bill 4908—Moeller. Amends the School Code. Provides that all children in kindergarten and the second, sixth, and ninth grades (rather than all children in kindergarten and the second and sixth grades) of any public, private, or parochial school shall have a dental examination. Passed both Houses.

House Bill 4927—Chapa LaVia. Amends the Chicago School District Article of the School Code. Requires the school district to provide all copies of teacher evaluations to the exclusive bargaining representative of the school district's teachers within 7 days after issuing the evaluations. Passed both Houses.

House Bill 5136—Slaughter. Amends the School Code. With regard to the development of teacher evaluation plans, provides that, beginning with the first school year following the effective date of the amendatory Act, a joint committee (created by a school district to incorporate the use of data and indicators on student growth as a significant factor in rating teacher performance into the evaluation plan) shall meet no less than one time annually to assess and review the effectiveness of the district's evaluation plan for the purposes of continuous improvement of instruction and evaluation practices. Provides that the Open Meetings Act does not apply to meetings of a joint committee formed under certain provisions of the Code. Amends the Illinois Educational Labor Relations Act. Provides that negotiating team strategy sessions are included in an exception to the Open Meetings Act. Passed both Houses.

House Bill 5175—Hoffman. Amends the School Code. Amends the Charter Schools Law of the School Code. Removes provisions allowing the State Charter School Commission to reverse a school board's decision to deny, revoke, or not renew a charter; makes related changes. Provides that if a charter school applicant submits a proposal to a school board outside of the process adopted by that school board for receiving charter school proposals on an annual basis, the applicant shall not have any right to submit its proposal to the State Charter School Commission as otherwise authorized. In a provision concerning a charter school proposed to be jointly authorized by 2 or more school districts and the school boards unanimously denying the charter school proposal with a statement that the school boards are not opposed to the charter school, but that they yield to the Commission in light of the complexities of joint administration, allows the charter applicant to submit the proposal to the Commission and requires the Commission to follow the same process and be subject to the same timelines for review as a school board. Allows the Commission to approve an application for a charter if certain conditions are met. Provides that the Commission may condition approval of an application on the acceptance of funding in an amount less than requested. Provides that final decisions of the Commission are subject to judicial review under the Administrative Review Law. Provides that if the Commission approves an application for a charter school, then the Commission shall act as the authorized chartering entity. Provides that if the Commission is the authorized chartering entity, then the Commission shall execute a charter agreement

(instead of approve the charter agreement). Provides that the Commission has no authority to approve a charter school proposal that has been denied by a school board. Effective immediately. Passed both Houses.

House Bill 5195—Greenwood. Amends the Transportation Article of the School Code. Provides that each school board may provide free transportation for any pupil residing within 1 1/2 miles from the school attended where conditions are such that walking, either to or from the school to which a pupil is assigned for attendance or to or from a pick-up point or bus stop, constitutes a serious hazard to the safety of the pupil due to a course or pattern of criminal activity, as defined in the Illinois Streetgang Terrorism Omnibus Prevention Act. Provides for the adoption of guidelines by the local law enforcement agency as to what constitutes a serious safety hazard due to a course or pattern of criminal activity. Provides that the State Board of Education, in consultation with the local law enforcement agency, shall review the findings of the school board concerning a course or pattern of criminal activity and shall approve or disapprove the school board's determination that a serious safety hazard exists within 30 days after the school board submits its findings to the State Board. Authorizes the local law enforcement agency to determine what constitutes a course or pattern of criminal activity. Makes related changes. Provides that the changes made by the amendatory Act do not apply to the Chicago school district. Effective immediately. Passed both Houses.

House Bill 5196—Greenwood. Amends the School Code. Provides that, beginning on July 1, 2018, the license renewal fee for an Educator License with Stipulations with a paraprofessional educator endorsement shall be \$25. Effective immediately. Passed both Houses.

House Bill 5247—Pritchard. Amends the School Code. Provides that the State Board of Education shall initiate a rulemaking proceeding to adopt rules (rather than adopt rules) as may be necessary to allow students of any high school in this State who are 16 years of age or older to participate in the registered apprenticeship. Changes the definition of "registered apprenticeship program" to provide that apprentices in the program may earn postsecondary credit toward a certificate or degree, as applicable. Provides that the definition of "registered apprenticeship program" does not include an apprenticeship program related to construction, as defined under the Employee Classification Act. Passed both Houses.

House Bill 5481—Guzzardi. Amends the School Code. Provides that, no later than day 60 of instruction in each school year, a school board shall report to the State Board of Education for kindergarten through grade 12 classes certain information about actively employed teachers, pupil-teacher ratios, class instructors, and class sections; defines terms. Requires the State Board of Education to publish the information contained in the reports on its Internet website no later than December 1, 2019 and annually thereafter. Sets forth class size goals to be achieved by the 2020-2021 school year. Passed both Houses.

House Bill 5588—Crespo. Provides that the State Board of Education shall provide the Balanced Accountability Measure Committee an annual report with data and other information collected from entities identified by the State Board as learning partners (rather than lead partners), including, but not limited to, data and information on the learning partners' (rather than the Committee's) effectiveness, geographic distribution, and cost to serve as part of a comprehensive statewide system of support. Provides that, pursuant to the federal Every Student Succeeds Act, the State Board may establish educator preparation pilot programs (rather than establish entrance educator preparation programs, encourage collaboration between schools of educator preparation and high-need districts, establish projects to recruit, select, prepare, and provide professional development for teachers or school leaders, and establish initiatives that focus on funding performance-based programs or human capital management systems). Repeals a provision in the Chicago School District Article on partnership agreements for advancing student achievement. Makes other and conforming changes. Provides that the State Board of Education shall provide the Balanced Accountability Measure Committee an annual report with data and other information collected from entities identified by the State Board as learning partners (rather than lead partners), including, but not limited to, data and information on the learning partners'

(rather than the Committee's) effectiveness, geographic distribution, and cost to serve as part of a comprehensive statewide system of support. Provides that, pursuant to the federal Every Student Succeeds Act, the State Board may establish educator preparation pilot programs (rather than establish entrance educator preparation programs, encourage collaboration between schools of educator preparation and high-need districts, establish projects to recruit, select, prepare, and provide professional development for teachers or school leaders, and establish initiatives that focus on funding performance-based programs or human capital management systems). Repeals a provision in the Chicago School District Article on partnership agreements for advancing student achievement. Makes other and conforming changes. Passed both Houses.

House Bill 5627—T. Bennett. Amends the Downstate Teacher Article of the Illinois Pension Code. For the period beginning July 1, 2018 through June 30, 2020, increases the amount of employment as a teacher that a retired teacher may perform without impairing the retirement status; allows 120 paid days or 600 paid hours in a school year, but not more than 100 paid days in the same classroom. Further amends the School Code. Provides that, beginning July 1, 2018 and until June 30, 2023, the State Board of Education may issue a Short-Term Substitute Teaching License; specifies requirements and fees for the License. Provides that each school board shall, in collaboration with its teachers or, if applicable, the exclusive bargaining representative of its teachers, jointly develop a short-term substitute teacher training program that provides individuals who hold a Short-Term Substitute Teaching License with information on curriculum, classroom management techniques, school safety, and district and building operations. Provides that a school board with a substitute teacher training program in place before the effective date of the amendatory Act may utilize that program to satisfy the short-term substitute teacher training program requirement. Repeals the provision on July 1, 2023. Provides that 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. Provides that, in order to receive a Professional Educator License endorsed in a school support personnel area, applicants trained in another country must meet certain requirements. Provides that, as used in the Educator Licensure Article of the School Code, in connection with the word "school" or "institution", the term "recognized" includes a for-profit entity that meets the requirements set by the State Board of Education, and requires any for-profit entity to be approved by the Board of Higher Education. Makes other changes. Effective July 1, 2018. Passed both Houses.

House Bill 5696—E. Chris Welch. Creates the Bridge Program for Underrepresented Students Act. Defines terms. Provides that each public university in this State may establish a Bridge Program for underrepresented students. Specifies program requirements. Provides that a public university that establishes a Bridge Program shall, on or before September 1, 2019 and on or before September 1 of each subsequent year, publish on its website and make available to the public a report on the Program. Effective immediately. Passed both Houses.

House Bill 5754--N. Phelps-Finnie. Amends the School Code. Provides that a principal endorsement shall be affixed to a Professional Educator License of any holder who, in addition to other requirements in the Code, has at least 4 total years of teaching or 4 total years of working in the capacity of school support personnel in a school under the supervision of the Illinois Department of Corrections (or in combination with other permitted schools). Passed both Houses.

House Bill 5770—Conroy. Amends the Children with Disabilities Article of the School Code. Provides that, beginning with the 2019-2020 school year, a school board shall post on its Internet website, if any, and incorporate into its student handbook or newsletter notice that students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of the Code, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the child (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment (rather than shall publish a public notice in its

newsletter of general circulation or in the newsletter of another governmental entity of general circulation in the district or if neither is available in the district, then in a newspaper of general circulation in the district, the right of all children with disabilities to a free appropriate public education as provided under the Code). Effective immediately. Passed both Houses.

House Bill 5771—Chapa LaVia. Amends the School Code. Provides that, beginning July 1, 2018, any publicly funded early childhood program receiving Preschool for All Block Grant funds or Preschool for All Expansion Block Grant funds 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; defines "chronic absence". Sets forth actions that are encouraged. Effective July 1, 2019. Passed both Houses.

House Bill 5786---Mayfield. Amends the School Code. Provides that, beginning with the 2018-2019 school year, an in-school suspension program provided by a school district for any students in kindergarten through grade 12 may focus on promoting non-violent conflict resolution and positive interaction with other students and school personnel. Provides that a school district may employ a substitute teacher to oversee an in-school suspension program in kindergarten through grade 12. Provides that a school district may employ a school social worker or a licensed mental health professional (rather than a substitute teacher) to oversee the in-school suspension program. Passed both Houses.

House Bill 5795—Chapa LaVia. Amends the School Code. In the Article governing compulsory attendance of pupils, provides that the term "truant" means a child who is subject to compulsory school attendance and who is absent without valid cause, as defined in the Article, from such attendance for more than 1% but less than 5% of the past 180 days (rather than absent without valid cause from such attendance for a school day or portion thereof). Effective July 1, 2018. Passed both Houses.

House Bill 5812—Will Davis. Amends the School Code. With regard to property tax relief pool grants, provides that each year, the State Board of Education shall set a threshold above which a school district may apply for property tax relief. Provides that 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; defines "EAV". Provides that the total property tax relief allowable to a school district shall be calculated based on the total amount of reduction in the school district's aggregate extension. With regard to evidence-based funding, provides that when 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. Provides that the school district and the cooperative must include the amount of the base funding minimum that is to be re-apportioned in their withdrawal agreement and notify the State Board of Education of the change with a copy of the agreement upon withdrawal. Repeals a provision governing the basis for apportionment of general State financial aid and supplemental general State aid to the common schools for the 1998-1999 through the 2016-2017 school years. Makes other changes. Effective immediately. Passed both Houses. Signed by the Governor. Public Act 100-0582.

Senate Bill 454—Koehler and Fine. Amends the Children with Disabilities Article of the School Code. With regard to individualized education programs, provides that at the child's initial IEP meeting and at each annual review meeting, the child's IEP team shall provide the child's parent or guardian with a written notification that informs the parent or guardian that the IEP team is required to consider whether the child requires assistive technology in order to receive free, appropriate public education. Requires the notification to also include a toll free telephone number and internet address for the State's assistive technology program. For the Chicago school district only, provides that 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 individualized education

program. Provides that no later than 5 school days prior to a child's individualized education program meeting or as soon as possible if a meeting is scheduled within 5 school days with written parental consent, the school board or school personnel must provide the child's parent or guardian with a draft individualized education program. Provides that if a child's individualized education program team determines that certain services are required in order for the child to receive a free, appropriate public education and those services are not implemented within 10 school days after the team's determination, then the school board shall provide the child's parent or guardian with notification that those services have not yet been administered to the child. Permits the State Board of Education to create a telephone hotline to address complaints regarding the school district's special education services or lack of special education services. Prohibits the school district from using any measure that would prevent or delay an individualized education program team from adding a service to the program or creating a time restriction in which a service is prohibited from being added to the program. Effective immediately. Passed both Houses.

Senate Bill 1829—Hutchinson. Amends the School Code. Provides that, 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 that receives grants under the Code 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 (i) an ECE Credential Level of 5 awarded by the Department of Human Services under the Gateways to Opportunity Program developed under the Department of Human Services Act or (ii) an Educator License with Stipulations with a transitional bilingual educator endorsement and he or she has either passed an early childhood education content test or completed no less than 9 semester hours of college coursework in the area of early childhood education. Effective July 1, 2018. Passed both Houses.

Senate Bill 2344—Mulroe. Amends the School Code. With regard to joint agreements entered into by school boards to provide special educational facilities and services, provides that a member district wishing to withdraw from a joint agreement must present to its school board and the other member districts evidence that it has a comprehensive plan for educating a wide range of students with disabilities, including a full continuum of supports and services, and that it has an appropriate plan for educating all currently enrolled students with disabilities upon withdrawal from the joint agreement. Provides that, in school districts located in whole or part in a county with a population exceeding 5,000,000 inhabitants and with joint agreements involved in a withdrawal effective on July 1, 2018, a student attending a school under a joint agreement program in the school year immediately prior to the effective date of the school district withdrawing from the agreement shall be permitted to remain placed in the joint agreement program if the student is a resident of the withdrawing school district, the joint agreement maintains the program, the student's individualized education program team makes a determination that the program is the most appropriate program to meet the student's needs, and the student remains age appropriate for the program. Provides that if a student from the withdrawing district attends the joint agreement's program, the withdrawing district shall be responsible for the per capita cost of the student's attendance as calculated under the Children with Disabilities Article of the Code, plus a per student share of fees that would have been paid to the joint agreement for membership and administrative costs associated with educating the student in the joint agreement's program, and transportation of the student to the joint agreement's program. Makes the provisions concerning such a student inoperative on and after July 1, 2026. Effective immediately. Passed both Houses.

Senate Bill 2654—Hunter. Amends the School Code. Provides that the Department of Public Health shall develop, provide, or approve (rather than develop or approve) the informational materials in accordance with the latest information provided by (rather than the latest recommendations of) the Advisory Committee on Immunization Practices of the Centers for Disease Control and Prevention. Makes a conforming change. Passed both Houses.

Senate Bill 2658—Schimff. Amends the School Code. Provides that a Professional Educator License with Stipulations with a provisional educator endorsement obtained by a service member or a spouse of a service member is valid until June 30 immediately following 3 (rather than 2) years of the license being issued. Defines "spouse of a service member". Effective September 3, 2018. Passed both Houses.

Senate Bill 2838—Link. Amends the Dual Credit Quality Act. Requires a community college district, upon the request of a school district within the jurisdiction of the community college district, to enter into a partnership agreement with the school district to offer dual credit coursework; specifies requirements for the partnership agreement. Provides that on or after the effective date of the amendatory Act, a school district may not enter into a new contract with an out-of-state institution to provide a dual credit course without first offering the community college district in the district in which the school district is located the opportunity to provide the course. Provides for a Model Partnership Agreement and creates the Dual Credit Committee. Makes other changes. Passed both Houses.

Senate Bill 2925—Lightford. Amends the Illinois Police Training Act. Provides that the Illinois Law Enforcement Training Standards Board shall develop or approve a course for school resource officers. Provides that the school resource officer course shall be developed within one year of the amendatory Act and shall be created in consultation with organizations demonstrating expertise and or experience in the areas of youth and adolescent developmental issues, educational administrative issues, prevention of child abuse and exploitation, youth mental health treatment, and juvenile advocacy. Provides that the Board shall develop a process allowing law enforcement agencies to request a waiver of this training requirement for any specific individual assigned as a school resource officer. Amends the School Code. Provides that beginning January 1, 2021, any law enforcement agency that provides a school resource officer shall provide to the school district a certificate of completion, or approved waiver, issued by the Illinois Law Enforcement Training Standards Board under the Illinois Police Training Act indicating that the subject officer has completed the requisite course of instruction in the applicable subject areas within one year of assignment, or has prior experience and training which satisfies this requirement. Provides that in an effort to defray the related costs, any law enforcement agency that provides a school resource officer should apply for grant funding through the federal Community Oriented Policing Services grant program. Defines "school resource officer". Makes other changes. Passed both Houses.

Senate Bill 2941—McGuire. Amends the Postsecondary and Workforce Readiness Act. With respect to the State Board of Education's competency-based, high school graduation requirements pilot program, provides that a school district may participate in the program for some or all of its schools (instead of for some or all of its schools serving grades 9 through 12). Allows school districts to collaboratively apply to participate in the pilot program; sets forth provisions governing a collaborative of districts. Effective immediately. Passed both Houses.

Senate Bill 3015—Koehler. Amends the School Code. Amends the School Code. With regard to the self-administration and self-carry of asthma medication, provides that a school district, public school, charter school, or nonpublic school may authorize a school nurse or trained personnel to (i) provide undesignated asthma medication to a student for self-administration only or to any personnel authorized under a student's Individual Health Care Action Plan or asthma action plan, plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or individualized education program plan to administer to the student that meets the student's prescription on file, (ii) administer undesignated asthma medication that meets the prescription on file to any student who has an Individual Health Care Action Plan or asthma action plan, plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or individualized education program plan that authorizes the use of asthma medication; and (iii) administer undesignated asthma medication to any person that the school nurse or trained personnel believes in good faith is having respiratory distress; defines "undesignated asthma medication" and "respiratory distress". Changes the definition of "asthma medication" to mean quick-relief asthma medication, including albuterol or other short-acting bronchodilators, that is approved by the United States Food and Drug Administration for the treatment of respiratory distress. Provides that a school nurse or trained personnel may administer

undesigned asthma medication to any person whom the school nurse or trained personnel in good faith believes to be experiencing respiratory distress (i) while in school, (ii) while at a school-sponsored activity, (iii) while under the supervision of school personnel, or (iv) before or after normal school activities. Provides that a school district, public school, charter school, or nonpublic school may maintain a supply of asthma medication in any secure location that is accessible before, during, or after school where a person is most at risk. Provides that a training curriculum to recognize and respond to respiratory distress may be conducted online or in person. Specifies training requirements. Provides that a school district or school must follow up with the school nurse after the administration of undesigned asthma medication only if a school nurse is available. Passed both Houses.

Senate Bill 3220—Aquino. Amends the Educator Licensure Article of the School Code. Provides that a not-for-profit institution, institution of higher education, or for-profit institution that is denied an initial recommendation for recognition by the State Educator Preparation and Licensure Board may appeal the denial of recommendation for recognition to the State Board of Education, as provided by rules adopted by the State Board of Education; specifies hearing requirements for an appeal requested by a for-profit institution. Requires the State Board of Education to adopt rules. Passed both Houses.

Senate Bill 3236—Manar. Amends the School Code. Provides that a school report card shall include the most current data possessed by the State Board of Education relating to a school district's administrative costs; defines "administrative costs". Effective immediately. Passed both Houses.

Senate Bill 3466—Lightford. Amends the School Code. Amends the School Code. Requires a school district to make reasonable efforts to provide ongoing professional development to teachers, administrators, school board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement. In the Article governing compulsory attendance of pupils, provides that the term "valid cause" for absence means a circumstance which causes reasonable concern to the parent for the mental, emotional, or physical health or safety of the student, amongst other meanings (rather than concern for the safety or health of the student). Provides that a school district may not refer a truant, chronic truant, or truant minor to any other local public entity for that local public entity to issue the child a fine or fee as punishment for his or her truancy. Allows a school district to refer any person having custody or control of a truant, chronic truant, or truant minor to any other local public entity 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 and all appropriate and available supportive services and other school resources have been offered to the child; specifies appropriate and available services for certain children referred to a municipality. Provides that before a school district may refer a person having custody or control of a child to another local public entity, the school district must document any appropriate and available supportive services offered to the child. Passed both Houses.

Senate Bill 3536—J. Collins. With regard to the alternative educator licensure program, provides that a recognized institution offering an alternative educator licensure program that partners with a public school district administering a preschool educational program under the preschool grant provision in the Code must require a principal to recommend or evaluate candidates in the program and one that partners with an eligible entity administering a preschool educational program 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; makes conforming changes. Provides that an alternative provisional educator endorsement on an Educator License with Stipulations is valid for 2 years of teaching in a preschool educational program. Provides that if an individual seeking the alternative provisional educator endorsement 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 (rather than the State Superintendent of Education) to be reviewed for equivalency. Passed both Houses.