

# Update: New Legislation & Student Care Department

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**Illinois State Board of Education**



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# Budget

## SB 250 - FY 2024 State Budget (Sims/Gordon-Booth)

Includes appropriations for:

Evidence-  
Based  
Funding

Early  
Childhood

Teacher  
Vacancy  
Grant

Dolly Parton  
Imagination  
Library

Computer  
Science

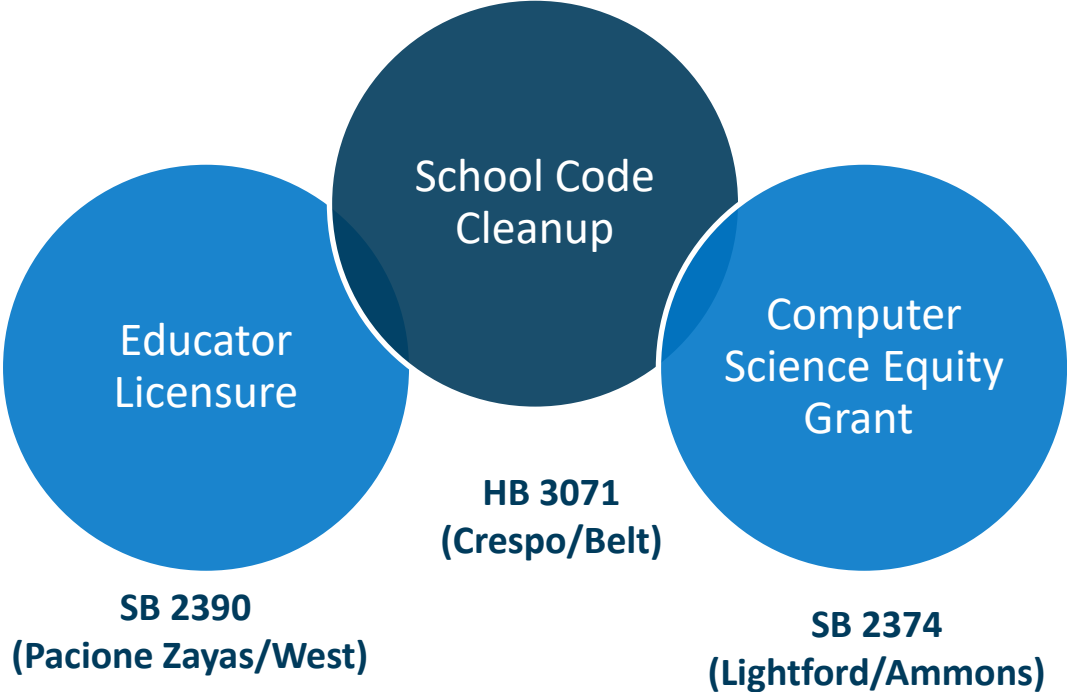


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# ISBE Initiatives

All legislative proposals passed both chambers with unanimous or near unanimous support:



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# Educator Licensure

- Senate Bill 2390 (Pacione Zayas/West) – Makes the following changes related to educator licensure:
  - Decreases the length of preparation for alternative teacher licensure from two years to one, with one year of intensive in-district mentoring and support;
  - Extends the sunset date to allow individuals with a Gateways ECE Credential Level of 5 and individuals with an ELS-TBE license to teach in Preschool for All and Preschool for All Expansion programs by five years;
  - Extends the short-term substitute teacher license by five years;
  - Allows school districts to adopt a policy to waive tuition costs for nonresident pupils of school district employees; and
  - Requires nonpublic schools to check the Statewide Murderer and Violent Offender Against Youth Database for any applicant seeking employment with them.





# School Code Cleanup

- House Bill 3071 (Crespo/Belt) – Makes a series of changes throughout the School Code for the purpose of streamlining or repealing outdated or otherwise problematic provisions in it.





# Computer Science Equity Grant

- SB 2374 (Lightford/Ammons) – Creates the Computer Science Equity Grant, subject to appropriation, to elevate opportunities for Illinois K-12 learners to develop or enhance computer science skills.





# Education Mandates

74

Bills Advanced

23

23 New  
Educational  
Mandates

3

Curricular  
Mandates



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# Teacher Vacancy Rate

- HB 250 (Sims/Gordon-Booth) – Among other appropriations, provides funding for the Teacher Vacancy Grant Pilot Program.
- HB 2147 (Yang Rohr/Villivalam) – Through June 30, 2026, allows a retiree to accept employment as a teacher without impairing their retirement status if it does not exceed 120 paid days or 600 paid hours in each school year. Adds language regarding credits of service for a paid student teaching experience or experience as a substitute teacher. Makes other changes.
- HB 2442 (Guerrero-Cuellar/Villanueva) – Allows subsequent teaching endorsements to be granted to licensed employees for specific content areas and grade levels as part of a pilot program in the Chicago Public Schools.







- HB 3442 (Crespo/Loughran Cappel) – Allows a school district to continue to employ a substitute teacher in a vacant position for 90 calendar days or until the end of the semester, whichever is greater, if, prior to the expiration of each 30-calendar-day period, the district files a written request with the appropriate Regional Office of Education and fulfills certain criteria.
- SB 1468 (Bennett/Stuart) – Allows retirees to return to the classroom between July 1, 2023, and June 30, 2026, without impairing their retirement as long as the employment does not exceed 120 paid days or 600 paid hours in a school year. Beginning July 1, 2026, retirees may return for 100 paid days or 500 paid hours each school year.
- SB 2390 (Pacione Zayas/West) – Among other changes, decreases the length of preparation for alternative teacher licensure from two years to one, with one year of intensive in-district mentoring and support, and extends the Gateways ECE Credential Level of 5 credential and the short-term substitute teacher license by five years.





# Training Requirements

**HB 3690 (Mussman/Villivalam)** – Consolidates in-service training requirements and provides that beginning July 1, 2024, all teachers, administrators, and school support personnel must complete training within six months of employment and renew trainings every five years. Makes other changes.

**HB 1561 (Lilly/Johnson)** - Requires school districts to conduct in-service training for all school district employees on the methods to respond to trauma at least once every two years.

**HB 342 (Ammons/Lightford)** - Requires teacher institutes to include instruction on trauma-informed practices.

**HB 3116 (Stuart/Villa)** - Requires that at least once every two years, a school board must conduct in-service training on homelessness for all school personnel.





# Whole Child Task Force Recommendations

- HB 342 (Ammons/Lightford) - Among other things, provides a universal definition for trauma, trauma-responsive learning environments, and whole child; requires teacher institutes to include instruction on trauma-informed practices; requires ISBE to develop a school district-level Children's Adversity Index to measure community childhood trauma exposure for children by May 31, 2025; and requires the Illinois Report Card to include data on the total number of school counselors, school social workers, school nurses, and school psychologists by school, district, and state.



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# Full-Day Kindergarten

**HB 2396 (Canty/Lightford)** - Requires each school board to establish full-day kindergarten beginning with the 2027-28 school year and provides that a district may apply for a two-year extension if it meets certain criteria. Also establishes a task force in the meantime to inform implementation.



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# Literacy

- SB 2243 (Lightford/Mayfield) – Requires ISBE to develop a Statewide Literacy Plan by Jan. 31, 2024. Also requires ISBE to develop and make available a rubric by which districts may evaluate curricula and select and implement programs aligned with the state plan, among other supports. Further requires ISBE to develop training opportunities for educators in literacy instruction. Makes other changes.





# Literacy Plan Timeline



# Feedback Opportunity

\*Draft Illinois Literacy Plan  
Feedback Form | June & July 2023



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# Inclusive History

**HB 1633 (West/Glowiak Hilton)** - Requires that beginning with the 2024-25 school year, every public elementary school and high school must include a unit of instruction about the Native American experience in its social studies curriculum. Also adds the Native American genocide in North America to the teaching of genocides around the globe. Makes other changes.







# Interagency Children's Behavioral Health Services Act - SB 724 (Feigenholtz/LaPointe)

- Creates the Children's Behavioral Health Transformation Initiative.
- Requires the Illinois Department of Children and Family Services, Illinois Department of Human Services, Illinois Department of Healthcare and Family Services, Illinois Department of Public Health, and ISBE to enter into an interagency agreement to establish the Interagency Children's Behavioral Health Services team.



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# Interagency Children's Behavioral Health Services Act - SB 724 (Feigenholtz/LaPointe)

- Requires ISBE to work with the Children's Behavioral Health Transformation Officer, the Children's Behavioral Health Transformation team, and the Governor's Office to file a report that includes recommendations for implementation of mental health screenings in K-12 schools. This report must include a landscape scan of current district-wide screenings, recommendations for screening tools, training for staff, and linkage and referral for identified students.





# Interagency Children's Behavioral Health Services Act - SB 724 (Feigenholtz/LaPointe)

- Landscape Scan:
  - *Mental and Behavioral Health Screening Feedback Form.* This feedback form is an opportunity for districts or other public entities that provide school programming to public school students in Illinois to offer input about mental and behavioral health screening in schools. The form is located in the IWAS system listing under “surveys” and will remain open until September 8, 2023.
  - *Statewide Listening Meetings.* Each SEL Hub is hosting an in-person or virtual listening meeting in July/August about this topic. Please visit [www.isbe.net/landscapescan](http://www.isbe.net/landscapescan) or email [mentalhealth@isbe.net](mailto:mentalhealth@isbe.net) for detailed information.





# School Meals

**HB 2471 (West/Ellman) –**

Subject to appropriation, requires ISBE to establish the Healthy School Meals for All Program, allowing school districts that choose to participate in it the ability to provide free meals to all students who participate in the National School Breakfast and National School Lunch Programs.

**HB 3643 (Rashid/ Villivalam) –**

Requires ISBE to secure a statewide master contract and provide a religious dietary food option to school districts. Subject to appropriation and ISBE securing a master contract, requires each school board to provide religious dietary food options as part of its school lunch program.





# New Policy Requirements

## Discrimination and Harassment

- SB 90 (Murphy/West) - Requires each school district; charter school; or nonpublic, nonsectarian elementary or secondary school to develop and implement an age-appropriate policy on discrimination and harassment based on race, color, and national origin, and prohibits retaliation in alignment with the Illinois Human Rights Act. This includes reporting, trainings, the investigation process, and relief for victims.





## Bullying Prevention

- HB 3425 (Croke/Feigenholtz) - Adds to the criteria of bullying policies schools and districts must have to include that all instances of bullying be reported to parents or legal guardians, and that it be done within a specified time period. Requires ISBE to develop a model bullying prevention policy that schools and districts must then use to based their policies on. Requires schools and districts to collect and maintain non-identifiable data on verified bullying allegations to submit to ISBE, which will then be annually reported beginning with the 2024-25 school year. Makes other changes.





## School Dress Code

- SB 1446 (Glowiak Hilton/West) - Prohibits school districts from preventing students from accessorizing their graduation attire with items associated with their cultural, ethnic, or religious identity or any other protected characteristic or category in the Human Rights Act. Requires the State Board of Education to develop resources in consultation with stakeholders by July 1, 2024.





# Employment Procedures

- SB 1351 (Lightford/Scherer) - Allows a teacher to waive their performance evaluation if they are set to retire unless the teacher was last rated as “needs improvement” or “unsatisfactory.”
- SB 1352 (Lightford/Carroll) – Among other things, makes resignation provisions during the school term without approval of the board applicable to both tenured and nontenured teachers.
- SB 1872 (Lightford/Vella) - Reduces the number of consecutive school terms of service required during probationary periods.
- SB 2218 (Preston/Evans) - Provides that a school board’s honorable dismissal list shall include the race or ethnicity of a teacher if the teacher provides this information.







# Mental Health

- HB 2156 (Keicher/Syverson) - Requires a student ID to provide contact information for the Safe2Help Illinois Helpline and provides that if a school district does not provide student ID cards to students or to all of its students, this information must be published on the school website.





# Career Development Experiences

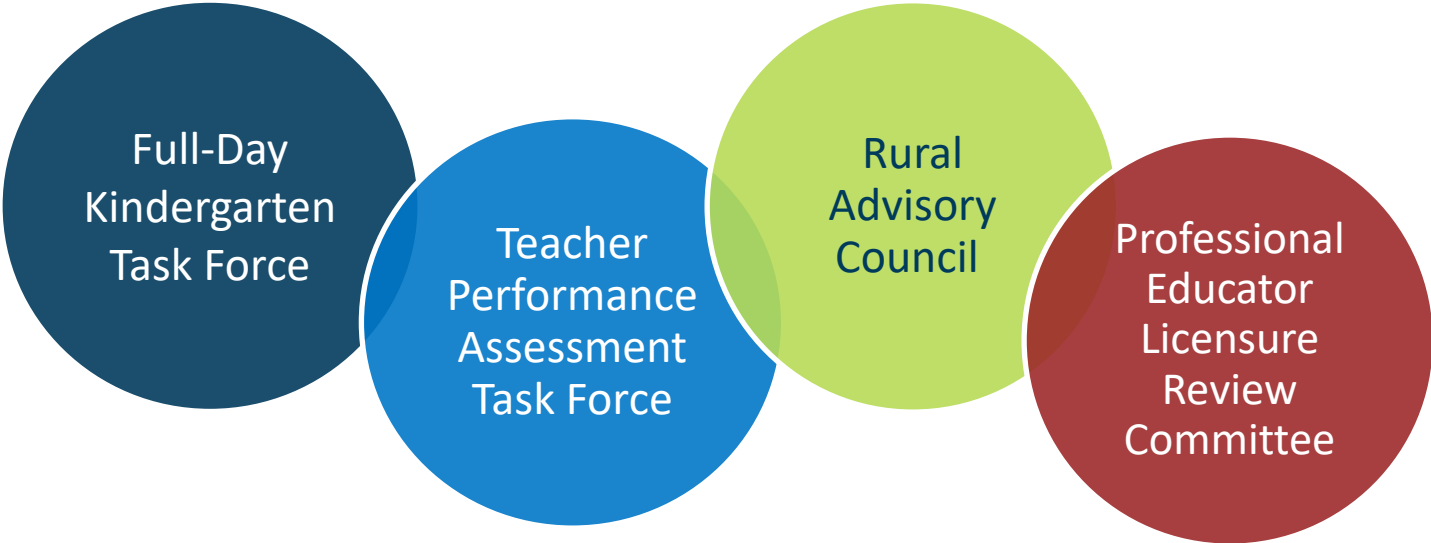
- HB 3814 (Harper/Turner) - Clarifies that participation in a Supervised Career Development Experience or any work-based learning experience in which student participation and learning outcomes are directed by a licensed educator must be counted toward the calculation of clock hours of school work per day. Provides that participation in a work-based learning experience may include, but is not limited to, scheduled events of state FFA associations, the National FFA organization, and 4-H programs as part of organized competitions or exhibitions. Makes other changes.





# Task Forces and Groups

ISBE will be required to create and support four new groups, each with their own legislative charge.





# Task Forces and Groups (Cont'd)

ISBE will also be required to provide a member for two new task forces and support three existing groups in fulfilling new reporting requirements.

Student  
Career  
Development  
Liability  
Insurance  
Advisory  
Committee

Generative AI  
and Natural  
Language  
Processing  
Task Force

Professional  
Review Panel

State  
Education  
Equity  
Committee

Advisory  
Council on  
Bilingual  
Education

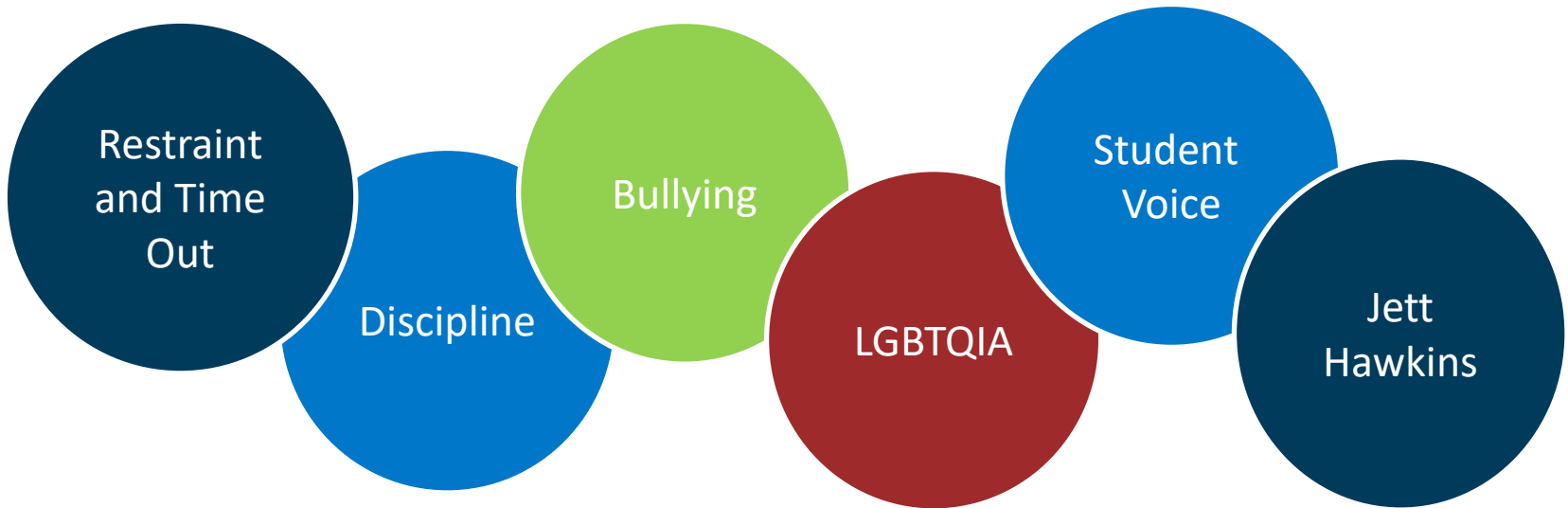


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# Student Care Department



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# RTO Reduction Plans

- In accordance with the requirements set forth in [105 ILCS 5/2-3.130](#) and [Public Act 102-0339](#), each school district board must create an oversight team that consists of, but is not limited to, teachers, paraprofessionals, school service personnel, and administrators to develop district-specific plans that include procedures to reduce and eventually eliminate the use of physical restraint, time out, and isolated time out (RTO). Plans shall be submitted to [rtoreductionplan@isbe.net](mailto:rtoreductionplan@isbe.net).
  - School year 2023-24 reduction plans and progress reports for SY 2022-23 must be submitted by July 1st, 2023
- School districts also can submit an exemption form; however, they must meet the following criteria to be exempt from completing an RTO Reduction Plan:
  - Must have no incidents of RTO in the previous three school years.
  - Must adopt a written policy that prohibits the use of RTO on a student.
  - Must demonstrate the enforcement of its policy.
- School districts that did not submit an RTO Reduction Plan for SY 2022-23 should have already received a noncompliance letter.



# RTO Stakeholder Group

The RTO Statewide Workgroup was formed in September 2021 to establish statewide goals for the systemic reduction of RTO. The group is composed of school district, special education cooperative, and nonpublic school representatives; parents; and student advocates. The workgroup developed the initial statewide goals and released them in November 2021:

- Goal 1 (Reduction Goal): Over a 12-month period, a 25% reduction in the use of RTO for students experiencing over five or more instances in a 30-day period.
- Goal 2 (Training Goal): Develop annual training in collaboration with external stakeholders based on field research and best practices focusing on:
  - Crisis de-escalation
  - Restorative practices
  - Identifying signs of distress during RTO
  - Trauma-informed practices
  - Behavior management practices

Additionally, all training will include embedded implicit bias training for schools/districts/cooperatives that had instances of RTO.

- Goal 3 (Resource Development Goal): Create an “Alternatives to Time Out and Physical Restraint Recognition Program” resource to share best practices that work with students based on age, Individualized Education Program, and placement.





# RTO Stakeholder Group

## Initiatives

- The two general goals that were developed during the 2022-23 school year to be incorporated in school district RTO Reduction Plans for the 2023-24 school year (due on July 1, 2023) are:
  - Goal 1: Reduce the number of RTO incidents by 10%.
  - Goal 2: Reduce the number of students experiencing RTO by 10%.
- The general reduction goals above also are supported by a selection of seven optional goals that entities can choose. These options were selected based upon continued discussion of the statewide RTO data that was reported in the 2021-22 school year. The seven optional goals for the 2023-24 school year are:
  - Reduce the number of K-12 students experiencing RTO by 25%
  - Reduce the number of students of color experiencing RTO by 25%.
  - Reduce the number of students experiencing five-plus instances of RTO in a 30-day period by 25%.
  - Reduce the number of male students experiencing RTO by 25%.
  - Reduce the number of incidents of RTO for students with autism by 25%.
  - Reduce the number of incidents of RTO for students with an emotional disability by 25%.



# Discipline

## Legislation

(105 ILCS 5/2-3.162) -- Beginning October 31, 2015, this section of School Code requires that districts submit data to the Illinois State Board of Education examining the total number of suspensions and expulsions and to further examine both categories by race. ISBE must identify school districts in the top 20% for exclusionary discipline based on this data; and beginning in the 2017-18 school year those districts must submit a discipline reduction plan.

### ➤ Non-Regulatory Guidance for Online Threats

- As districts across the state conclude their school year, it is imperative that district leadership remain prepared to address a myriad of student behavioral issues, including, but not limited to, threats (either via the internet or other venue) made to schools. To this point, Section 5/10-22.6(d-5) of the School Code authorizes district leadership to either suspend or expel students for making certain online threats. See 105 ILCS 5/10-22.6(d-5).

## Initiatives

- Establishing dates to create Professional Learning Communities that will highlight district success and provide supports to districts that need support with exclusionary discipline using chalk talks/discipline webinars.
- Designing webinars to be responsive to statewide data (e.g., de-escalation techniques, bias, etc.).
- Enlisting districts that have fallen out of the Top 20% List to present on their work with other districts.
- Sending out a survey on what support districts want/need from ISBE. Over 50% of districts responded.
- Continuing to analyze survey results to gather trends, common themes, etc.
- Updating resources and expanding the way we provide technical assistance to focus on training to deepen knowledge on exclusionary discipline, the impact it has, and how to overcome it.



# Bullying

## Legislation:

(105 ILCS 5/27-23.7) -- Provides that bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in all school districts, charter schools, and non-public, non-sectarian elementary and secondary schools. Districts must submit a bullying prevention policy that meets a list of 12 criterion.

## Initiatives:

- Host quarterly webinars to expand our support to assist schools with identifying and responding to bullying.
- Update our repository of resources to include tips for supporting the victim and the offender with social and emotional supports including, but not limited to, peace circles.
- Expand our technical assistance to include professional development for school districts.



# LGBTQIA

## Legislation

(775 ILCS 5/) – The Illinois Human Rights Act. Strictly prohibits discrimination based on specific “protected classes” including race, color, religion, sex (including sexual harassment), national origin, ancestry, age (40 and over), order of protection status, marital status, sexual orientation (including gender-related identity), physical or mental disability ....

### ➤ Non-regulatory guidance update

- This non-regulatory guidance is designed to (a) provide a description of the legal rights of transgender, nonbinary and gender nonconforming students; and (b) offer best practices, technical assistance and support to districts and schools.

## • Initiatives

- Resources
  - Policy and Procedure Guidance
  - Grievance Procedures
  - Curricular
  - School Support
  - External Partners
  - Community Organizations
  - Youth Organizations
  - Legal Advocacy



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# Jett Hawkins

## Legislation

Public Act 102-0360, known as the Jett Hawkins Law, prevents school boards, local school councils, charter schools, and non-public elementary or secondary schools from creating hairstyle-based dress code requirements. Specifically, the Public Act prohibits discriminating against hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. This law took effect January 1, 2022. Schools that do not comply with this law risk losing recognition status from the Illinois State Board of Education.

## Initiatives

- Updated resources:
  - The significance of Black Hair Styles
  - Webinars
    - Hairstyle Discrimination Talk
    - Addressing Bias
    - Understanding the Crown Act
    - Tignon Law



# Student Voices

ISBE's Student Advisory Council (SAC) started in 1975 and represents a diverse group of student leaders throughout the state.

- Each year the SAC identifies areas of focus and works with legislators, educational leaders, and ISBE staff to provide the Board of Education with recommendation on a specific policy issue.

## Student Contest (SAC)

- Presidential Scholars
- Illinois Art Contest
- Illinois Purple Star
- United States Senate Youth Program ( USSYP)





# Next Steps

Begin reviewing all new public acts to prepare for their successful implementation, as well as ensure compliance with any new requirements that ISBE must meet.



Develop agency's 2024 legislative agenda, which will be presented for approval at the Board's December meeting.

