



## 104TH GENERAL ASSEMBLY

### State of Illinois

2025 and 2026

HB3198

Introduced 2/18/2025, by Rep. Daniel Didech

#### SYNOPSIS AS INTRODUCED:

105 ILCS 5/27-23.8a new  
105 ILCS 5/27-23.8 rep.

Amends the Courses of Study Article of the School Code. Repeals provisions regarding disability history and awareness. Provides instead that, beginning with the 2027-2028 school year, every public elementary school and high school shall include in its curriculum a unit of instruction studying disability history and culture. Requires the State Board of Education to prepare and make available to all school boards instructional materials, some of which must be used in the unit of instruction and others of which may be used as guidelines for development of a unit of instruction. Provides that the minimum amount of instructional time that qualifies as a unit of instruction is one hour and the minimum required cumulative total instructional time through grades kindergarten through 12 is 10 hours. Requires the regional superintendent of schools to monitor a school district's compliance with the curricular requirements during his or her annual compliance visit. Sets forth requirements concerning the unit of instruction. Provides for what the instruction, study, and discussion in grades kindergarten through 5 may include and what the instruction, study, and discussion in grades 6 through 12 shall include. Provides for collaboration.

LRB104 09522 LNS 19585 b

STATE MANDATES  
ACT MAY REQUIRE  
REIMBURSEMENT

A BILL FOR

1 AN ACT concerning education.

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

4 Section 5. The School Code is amended by adding Section  
5 27-23.8a as follows:

6 (105 ILCS 5/27-23.8a new)

7 Sec. 27-23.8a. Study of disability history and culture.

8 (a) Beginning with the 2027-2028 school year, every public  
9 elementary school and high school shall include in its  
10 curriculum a unit of instruction studying disability history  
11 and culture as provided in this Section. The studying of this  
12 material shall constitute an affirmation by students of their  
13 commitment to respect the inherent dignity of all people  
14 without prejudice based on disability and to forever eschew  
15 every form of discrimination in their lives and careers. By  
16 studying this material, students will recognize that  
17 disability is an inherent characteristic and is one of  
18 multiple components of individuals' identities.

19 (b) The State Board of Education shall prepare and make  
20 available to all school boards instructional materials, some  
21 of which must be used in the unit of instruction under this  
22 Section and others of which may be used as guidelines for  
23 development of a unit of instruction under this Section.

1       The minimum amount of instructional time that qualifies as  
2 a unit of instruction satisfying the requirements of this  
3 Section is one hour. The minimum required cumulative total  
4 instructional time through grades kindergarten through 12 is  
5 10 hours. This cumulative total time may be dispersed across  
6 multiple grade levels and subjects, though at least 5 hours of  
7 instruction must take place from grades 6 through 12.

8       (c) The regional superintendent of schools shall monitor a  
9 school district's compliance with this Section's curricular  
10 requirements during his or her annual compliance visit.

11       (d) The unit of instruction under this Section must be  
12 founded on the principle that all students, including disabled  
13 students, have the right to exercise self-determination. The  
14 unit of instruction shall teach future generations that  
15 disabled people have a rich history and have made valuable  
16 contributions throughout this State and the United States and  
17 teach future generations that disability is a natural part of  
18 life and that disabled people have a right to be treated with  
19 civil, legal, and human rights and as full human beings above  
20 all else.

21       (e) For grades kindergarten through 5, instruction, study,  
22 and discussion under this Section may include, as appropriate,  
23 each of the following:

24           (1) The importance of treating others with respect.

25           (2) What a disability is and how it manifests itself.

26               (A) The types of disabilities.

1 (B) Apparent and nonapparent disabilities.

2 (3) Appropriate language to use when talking about a  
3 disability.

4 (A) Person-first and identity-first language, and  
5 the importance of respecting disabled individuals'  
6 language preferences.

7 (B) The importance of refraining from use of terms  
8 describing disability as insults.

9 (4) Etiquette.

10 (A) What to do:

11 (i) Ask questions when appropriate.

12 (ii) Keep your hands to yourself.

13 (B) What not to do:

14 (i) Talk down or condescend to disabled  
15 people.

16 (ii) Try to assist without asking for  
17 permission in advance.

18 (iii) Stare at a disabled person or  
19 intentionally look away from them.

20 (iv) Assume whether somebody is disabled.

21 (f) For grades 6 through 12, instruction, study, and  
22 discussion under this Section shall include, at a minimum, all  
23 of the following:

24 (1) What a disability is and how it manifests itself.

25 (A) The types of disabilities.

26 (B) Apparent and nonapparent disabilities.

1           (2) Appropriate language to use when talking about a  
2           disability.

3           (A) Person-first and identity-first language.

4           (i) The importance of respecting disabled  
5           individuals' language preferences.

6           (ii) The problem with the use of person-first  
7           language to describe disabled individuals who  
8           prefer identity-first language.

9           (B) The importance of refraining from the use of  
10           terms describing a disability as an insult.

11           (C) The importance of refraining from labeling  
12           disabled people as "afflicted by", "suffering from",  
13           or being a "victim of" a disability.

14           (D) The controversy around common terms used to  
15           describe a disability, including, but not limited to,  
16           "special needs", "twice exceptional", "differently  
17           abled", and "high functioning" or "low functioning".

18           (3) Models of disability.

19           (A) The social, medical, and charity or tragedy  
20           models of disability.

21           (B) Why the social model of disability best  
22           represents disabilities.

23           (4) Disability history in the United States.

24           (A) A selection of all of the following events and  
25           laws:

26           (i) The eugenics movement in the early 20th

1 century.

2 (ii) The federal Social Security Act and the  
3 establishment of Social Security Disability  
4 Insurance.

5 (iii) The federal Veterans' Rehabilitation and  
6 Education Amendments of 1980.

7 (iv) The Community Mental Health Act.

8 (v) The federal Architectural Barriers Act of  
9 1968.

10 (vi) The federal Rehabilitation Act of 1973.

11 (vii) Repeal of the "Ugly Laws" in the City of  
12 Chicago.

13 (viii) The federal Individuals with  
14 Disabilities Education Act and the 504 sit-ins in  
15 1977.

16 (ix) The federal Americans with Disabilities  
17 Act of 1990 and the Capitol Crawl in 1990.

18 (x) 21st century events.

19 (I) The founding of the Autistic Self  
20 Advocacy Network in 2006.

21 (II) The U.S. Senate's rejection of the  
22 ratification of the United Nations' Convention  
23 on the Rights of Persons with Disabilities.

24 (B) Notable disabled activists, including those  
25 from this State.

26 (C) How barriers still exist despite progress.

1 (5) Etiquette and effective allyship strategies.

2 (A) Etiquette.

3 (i) What to do as follows:

4 (I) Ask questions when appropriate.

5 (II) Keep your hands to yourself.

6 (III) Communicate with disabled people in  
7 the same way that you would with nondisabled  
8 people.

9 (ii) What not to do as follows:

10 (I) Ask nosy questions or give unsolicited  
11 advice.

12 (II) Record disabled people or share such  
13 recordings without permission.

14 (III) Talk down or condescend to disabled  
15 people.

16 (IV) Try to assist without asking for  
17 permission in advance.

18 (V) Stare at a disabled person or  
19 intentionally look away from the person.

20 (VI) Assume whether somebody is disabled.

21 (VII) Pretend you understand what another  
22 person's life experience is like.

23 (B) Allyship.

24 (i) The importance of letting disabled people  
25 lead accessibility movements.

26 (ii) The problems with disability simulations

1           and better alternatives for understanding disabled  
2           people's life experiences.

3           (6) Disability and education.

4           (A) An explanation of what individualized  
5           education programs and federal Section 504 plans are  
6           and how those apply to students.

7           (B) A description of how ostracization and  
8           structural exclusion of disabled people manifests in  
9           school environments.

10          (C) Encouragement of mutual respect through  
11          indifference toward others' disabilities inside and  
12          outside the classroom.

13          (7) Recognizing and challenging ableism.

14          (A) What ableism is.

15          (B) Accessibility practices and their role in  
16          combating ableism.

17          (C) Recognizing ableist tropes as follows:

18           (i) The idea that disabled people are  
19           inherently inspirational, such that an "inspiring"  
20           action of theirs would not be inspiring were they  
21           nondisabled.

22           (I) Stories of "overcoming adversity".

23           (II) Stories of normal life events that  
24           become notable because the subject of the  
25           event is disabled.

26           (III) Stories of nondisabled people

1                   "helping" nondisabled people.

2                   (ii) The idea that disabled people are  
3                   deserving of pity.

4                   If possible, disabled individuals should be incorporated  
5                   into the development and delivery of this unit of instruction.  
6                   The instruction may be supplemented by knowledgeable guest  
7                   speakers from the disability community. A school board may  
8                   collaborate with community-based organizations, such as  
9                   centers for independent living, parent training and  
10                   information centers, and other consumer-driven groups, and  
11                   disability membership organizations in creating this unit of  
12                   instruction.

13                   (105 ILCS 5/27-23.8 rep.)

14                   Section 10. The School Code is amended by repealing  
15                   Section 27-23.8.