

**SB1810**



**104TH GENERAL ASSEMBLY**

**State of Illinois**

**2025 and 2026**

**SB1810**

Introduced 2/5/2025, by Sen. Willie Preston

**SYNOPSIS AS INTRODUCED:**

105 ILCS 5/2-3.200

Amends the State Board of Education Article of the School Code. In the provisions requiring the State Board of Education to develop and make available training opportunities for educators, provides that the training may include the creation of an online portal to train educators in teaching Black English language learners and Black English as a second language. Provides that the portal shall aid educators in teaching students accustomed to using the African American English vernacular, teach about the history and development of African American English vernacular, and include evidence-based methods in teaching literacy to these students accustomed to African American English vernacular. Effective immediately.

LRB104 03300 LNS 13322 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 changing Section  
5 2-3.200 as follows:

6 (105 ILCS 5/2-3.200)

7 Sec. 2-3.200. State Board of Education literacy  
8 assistance.

9 (a) The State Board of Education shall adopt and make  
10 available all of the following to each publicly funded school  
11 district by July 1, 2024:

12 (1) A rubric by which districts may evaluate curricula  
13 and select and implement evidence-based, culturally  
14 inclusive core reading instruction programs aligned with  
15 the comprehensive literacy plan for the State described in  
16 subsection (c).

17 (2) A template to support districts when developing  
18 comprehensive, district-wide literacy plans that include  
19 support for special student populations, including, at a  
20 minimum, students with disabilities, multilingual  
21 students, and bidialectal students.

22 (3) Guidance on evidence-based practices for effective  
23 structures for training and deploying literacy coaches to

1 support teachers and close opportunity gaps among student  
2 demographic groups.

3 (b) On or before January 1, 2025, the State Board of  
4 Education shall develop and make available training  
5 opportunities for educators in teaching reading that are  
6 aligned with the comprehensive literacy plan described in  
7 subsection (c), supportive of Black English language learners,  
8 and consistent with State learning standards. This support may  
9 include:

10 (1) the development of a microcredential or a series  
11 of microcredentials in literacy instruction aligned with  
12 the comprehensive literacy plan described in subsection  
13 (c) to be affixed to educator licenses upon successful  
14 demonstration of the skill or completion of the required  
15 coursework or assessment, or both, or online training  
16 modules on literacy instruction, aligned with the  
17 comprehensive literacy plan described in subsection (c)  
18 and consistent with State learning standards, accepted for  
19 continuing professional development units; and

20 (2) the creation and dissemination of a tool that  
21 school districts, educators, and the public may use to  
22 evaluate professional development and training programs  
23 related to literacy instruction ; and

24 (3) the creation of an online portal to train  
25 educators in teaching Black English language learners and  
26 Black English as a second language. The portal shall aid

1 educators in teaching students accustomed to using the  
2 African American English vernacular, aid educators in  
3 teaching about the history and development of African  
4 American English vernacular, and include evidence-based  
5 methods in teaching literacy to these students accustomed  
6 to African American English vernacular.

7 (c) In consultation with education stakeholders, the State  
8 Board of Education shall develop and adopt a comprehensive  
9 literacy plan for the State on or before January 31, 2024. The  
10 comprehensive literacy plan shall consider, without  
11 limitation, evidence-based research and culturally and  
12 linguistically sustaining pedagogical approaches to meet the  
13 needs of all students and shall, at a minimum, do all of the  
14 following:

15 (1) Consider core instructional literacy practices and  
16 practices related to the unique needs of and support for  
17 specific student populations, including, at a minimum,  
18 students with disabilities, multilingual students, and  
19 bidialectal students, and the resources and support,  
20 including professional learning for teachers, needed to  
21 effectively implement the literacy instruction.

22 (2) Provide guidance related to screening tools, the  
23 administration of such screening tools, and the  
24 interpretation of the resulting data to identify students  
25 at risk of reading difficulties in grades kindergarten  
26 through 2. This guidance shall outline instances in which

1 dyslexia screenings and other universal screeners are  
2 appropriate for use with English learners.

3 (3) Provide guidance related to early literacy  
4 intervention for students in grades kindergarten through 2  
5 for schools to implement with students at risk of reading  
6 difficulties, as well as literacy intervention for  
7 students in grades 3 through 12 demonstrating reading  
8 difficulties.

9 (4) Consider the impact of second language acquisition  
10 and bilingual education on reading instruction in the  
11 student's native language and English.

12 (5) Define key terminology, such as "evidence-based".

13 (6) Contextualize the interaction between elements of  
14 the plan and existing laws and regulations that have  
15 overlapping components, such as a multi-tiered system of  
16 support.

17 (7) Focus on a comprehensive range of elements of  
18 literacy, including phonological awareness; decoding  
19 (phonics); encoding (spelling); vocabulary development,  
20 including morphology, oracy, and reading fluency; and  
21 reading comprehension, including syntax and background and  
22 content knowledge.

23 (Source: P.A. 103-402, eff. 7-28-23; 103-605, eff. 7-1-24.)

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