

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 Sections
5 3-11, 10-22.39, and 34-18.82 as follows:

6 (105 ILCS 5/3-11)

7 (Text of Section before amendment by P.A. 103-542)

8 Sec. 3-11. Institutes or inservice training workshops.

9 (a) In counties of less than 2,000,000 inhabitants, the
10 regional superintendent may arrange for or conduct district,
11 regional, or county institutes, or equivalent professional
12 educational experiences, not more than 4 days annually. Of
13 those 4 days, 2 days may be used as a teacher's and educational
14 support personnel workshop, when approved by the regional
15 superintendent, up to 2 days may be used for conducting
16 parent-teacher conferences, or up to 2 days may be utilized as
17 parental institute days as provided in Section 10-22.18d.
18 Educational support personnel may be exempt from a workshop if
19 the workshop is not relevant to the work they do. A school
20 district may use one of its 4 institute days on the last day of
21 the school term. "Institute" or "Professional educational
22 experiences" means any educational gathering, demonstration of
23 methods of instruction, visitation of schools or other

1 institutions or facilities, sexual abuse and sexual assault
2 awareness seminar, or training in First Aid (which may include
3 cardiopulmonary resuscitation or defibrillator training) held
4 or approved by the regional superintendent and declared by the
5 regional superintendent ~~him~~ to be an institute day, or
6 parent-teacher conferences. With the concurrence of the State
7 Superintendent of Education, he or she may employ such
8 assistance as is necessary to conduct the institute. Two or
9 more adjoining counties may jointly hold an institute.
10 Institute instruction shall be free to holders of licenses
11 good in the county or counties holding the institute and to
12 those who have paid an examination fee and failed to receive a
13 license.

14 In counties of 2,000,000 or more inhabitants, the regional
15 superintendent may arrange for or conduct district, regional,
16 or county inservice training workshops, or equivalent
17 professional educational experiences, not more than 4 days
18 annually. Of those 4 days, 2 days may be used as a teacher's
19 and educational support personnel workshop, when approved by
20 the regional superintendent, up to 2 days may be used for
21 conducting parent-teacher conferences, or up to 2 days may be
22 utilized as parental institute days as provided in Section
23 10-22.18d. Educational support personnel may be exempt from a
24 workshop if the workshop is not relevant to the work they do. A
25 school district may use one of those 4 days on the last day of
26 the school term. "Inservice Training Workshops" or

1 "Professional educational experiences" means any educational
2 gathering, demonstration of methods of instruction, visitation
3 of schools or other institutions or facilities, sexual abuse
4 and sexual assault awareness seminar, or training in First Aid
5 (which may include cardiopulmonary resuscitation or
6 defibrillator training) held or approved by the regional
7 superintendent and declared by him to be an inservice training
8 workshop, or parent-teacher conferences. With the concurrence
9 of the State Superintendent of Education, he may employ such
10 assistance as is necessary to conduct the inservice training
11 workshop. With the approval of the regional superintendent, 2
12 or more adjoining districts may jointly hold an inservice
13 training workshop. In addition, with the approval of the
14 regional superintendent, one district may conduct its own
15 inservice training workshop with subject matter consultants
16 requested from the county, State or any State institution of
17 higher learning.

18 Such teachers institutes as referred to in this Section
19 may be held on consecutive or separate days at the option of
20 the regional superintendent having jurisdiction thereof.

21 Whenever reference is made in this Act to "teachers
22 institute", it shall be construed to include the inservice
23 training workshops or equivalent professional educational
24 experiences provided for in this Section.

25 Any institute advisory committee existing on April 1,
26 1995, is dissolved and the duties and responsibilities of the

1 institute advisory committee are assumed by the regional
2 office of education advisory board.

3 Districts providing inservice training programs shall
4 constitute inservice committees, 1/2 of which shall be
5 teachers, 1/4 school service personnel and 1/4 administrators
6 to establish program content and schedules.

7 The teachers institutes shall include teacher training
8 committed to (i) peer counseling programs and other
9 anti-violence and conflict resolution programs, including
10 without limitation programs for preventing at risk students
11 from committing violent acts, and (ii) educator ethics and
12 teacher-student conduct. Beginning with the 2009-2010 school
13 year, the teachers institutes shall include instruction on
14 prevalent student chronic health conditions. Beginning with
15 the 2016-2017 school year, the teachers institutes shall
16 include, at least once every 2 years, instruction on the
17 federal Americans with Disabilities Act as it pertains to the
18 school environment.

19 (b) In this subsection (b):

20 "Trauma" is defined according to an event, an experience,
21 and effects. Individual trauma results from an event, series
22 of events, or set of circumstances that is experienced by an
23 individual as physically or emotionally harmful or life
24 threatening and that has lasting adverse effects on the
25 individual's functioning and mental, physical, social, or
26 emotional well-being. Collective trauma is a psychological

1 reaction to a traumatic event shared by any group of people.
2 This may include, but is not limited to, community violence,
3 experiencing racism and discrimination, and the lack of the
4 essential supports for well-being, such as educational or
5 economic opportunities, food, health care, housing, and
6 community cohesion. Trauma can be experienced by anyone,
7 though it is disproportionately experienced by members of
8 marginalized groups. Systemic and historical oppression, such
9 as racism, is often at the root of this inequity. Symptoms may
10 vary at different developmental stages and across different
11 cultural groups and different communities.

12 "Trauma-responsive learning environments" means learning
13 environments developed during an ongoing, multiyear-long
14 process that typically progresses across the following 3
15 stages:

16 (1) A school or district is "trauma aware" when it:

17 (A) has personnel that demonstrate a foundational
18 understanding of a broad definition of trauma that is
19 developmentally and culturally based; includes
20 students, personnel, and communities; and recognizes
21 the potential effect on biological, cognitive,
22 academic, and social-emotional functioning; and

23 (B) recognizes that traumatic exposure can impact
24 behavior and learning and should be acknowledged in
25 policies, strategies, and systems of support for
26 students, families, and personnel.

1 (2) A school or district is "trauma responsive" when
2 it progresses from awareness to action in the areas of
3 policy, practice, and structural changes within a
4 multi-tiered system of support to promote safety, positive
5 relationships, and self-regulation while underscoring the
6 importance of personal well-being and cultural
7 responsiveness. Such progress may:

8 (A) be aligned with the Illinois Quality Framework
9 and integrated into a school or district's continuous
10 improvement process as evidence to support allocation
11 of financial resources;

12 (B) be assessed and monitored by a
13 multidisciplinary leadership team on an ongoing basis;
14 and

15 (C) involve the engagement and capacity building
16 of personnel at all levels to ensure that adults in the
17 learning environment are prepared to recognize and
18 respond to those impacted by trauma.

19 (3) A school or district is healing centered when it
20 acknowledges its role and responsibility to the community,
21 fully responds to trauma, and promotes resilience and
22 healing through genuine, trusting, and creative
23 relationships. Such school ~~schools~~ or district ~~districts~~
24 may:

25 (A) promote holistic and collaborative approaches
26 that are grounded in culture, spirituality, civic

1 engagement, and equity; and

2 (B) support agency within individuals, families,
3 and communities while engaging people in collective
4 action that moves from transactional to
5 transformational.

6 "Whole child" means using a child-centered, holistic,
7 equitable lens across all systems that prioritizes physical,
8 mental, and social-emotional health to ensure that every child
9 is healthy, safe, supported, challenged, engaged, and
10 protected.

11 Starting with the 2024-2025 school year, ~~the teachers~~
12 institutes shall provide instruction on trauma-informed
13 practices and include the definitions of trauma,
14 trauma-responsive learning environments, and whole child set
15 forth in this subsection (b) before the first student
16 attendance day of each school year.

17 (Source: P.A. 103-413, eff. 1-1-24; revised 11-27-23.)

18 (Text of Section after amendment by P.A. 103-542)

19 Sec. 3-11. Institutes or inservice training workshops.

20 (a) In counties of less than 2,000,000 inhabitants, the
21 regional superintendent may arrange for or conduct district,
22 regional, or county institutes, or equivalent professional
23 educational experiences, not more than 4 days annually. Of
24 those 4 days, 2 days may be used as a teachers, administrators,
25 and school support personnel workshop, when approved by the

1 regional superintendent, up to 2 days may be used for
2 conducting parent-teacher conferences, or up to 2 days may be
3 utilized as parental institute days as provided in Section
4 10-22.18d. School support personnel may be exempt from a
5 workshop if the workshop is not relevant to the work they do. A
6 school district may use one of its 4 institute days on the last
7 day of the school term. "Institute" or "Professional
8 educational experiences" means any educational gathering,
9 demonstration of methods of instruction, visitation of schools
10 or other institutions or facilities, sexual abuse and sexual
11 assault awareness seminar, or training in First Aid (which may
12 include cardiopulmonary resuscitation or defibrillator
13 training) held or approved by the regional superintendent and
14 declared by the regional superintendent ~~him~~ to be an institute
15 day, or parent-teacher conferences. With the concurrence of
16 the State Superintendent of Education, the regional
17 superintendent may employ such assistance as is necessary to
18 conduct the institute. Two or more adjoining counties may
19 jointly hold an institute. Institute instruction shall be free
20 to holders of licenses good in the county or counties holding
21 the institute and to those who have paid an examination fee and
22 failed to receive a license.

23 In counties of 2,000,000 or more inhabitants, the regional
24 superintendent may arrange for or conduct district, regional,
25 or county inservice training workshops, or equivalent
26 professional educational experiences, not more than 4 days

1 annually. Of those 4 days, 2 days may be used as a teachers,
2 administrators, and school support personnel workshop, when
3 approved by the regional superintendent, up to 2 days may be
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5 days may be utilized as parental institute days as provided in
6 Section 10-22.18d. School support personnel may be exempt from
7 a workshop if the workshop is not relevant to the work they do.
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9 of the school term. "Inservice Training Workshops" or
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13 and sexual assault awareness seminar, or training in First Aid
14 (which may include cardiopulmonary resuscitation or
15 defibrillator training) held or approved by the regional
16 superintendent and declared by the regional superintendent to
17 be an inservice training workshop, or parent-teacher
18 conferences. With the concurrence of the State Superintendent
19 of Education, the regional superintendent may employ such
20 assistance as is necessary to conduct the inservice training
21 workshop. With the approval of the regional superintendent, 2
22 or more adjoining districts may jointly hold an inservice
23 training workshop. In addition, with the approval of the
24 regional superintendent, one district may conduct its own
25 inservice training workshop with subject matter consultants
26 requested from the county, State or any State institution of

1 higher learning.

2 Such institutes as referred to in this Section may be held
3 on consecutive or separate days at the option of the regional
4 superintendent having jurisdiction thereof.

5 Whenever reference is made in this Act to "institute", it
6 shall be construed to include the inservice training workshops
7 or equivalent professional educational experiences provided
8 for in this Section.

9 Any institute advisory committee existing on April 1,
10 1995, is dissolved and the duties and responsibilities of the
11 institute advisory committee are assumed by the regional
12 office of education advisory board.

13 Districts providing inservice training programs shall
14 constitute inservice committees, 1/2 of which shall be
15 teachers, 1/4 school service personnel and 1/4 administrators
16 to establish program content and schedules.

17 In addition to other topics not listed in this Section,
18 the teachers institutes may include training committed to
19 health conditions of students; social-emotional learning;
20 developing cultural competency; identifying warning signs of
21 mental illness and suicidal behavior in youth; domestic and
22 sexual violence and the needs of expectant and parenting
23 youth; protections and accommodations for students; educator
24 ethics; responding to child sexual abuse and grooming
25 behavior; and effective instruction in violence prevention and
26 conflict resolution. Institute programs in these topics shall

1 be credited toward hours of professional development required
2 for license renewal as outlined in subsection (e) of Section
3 21B-45.

4 (b) In this subsection (b):

5 "Trauma" is defined according to an event, an experience,
6 and effects. Individual trauma results from an event, series
7 of events, or set of circumstances that is experienced by an
8 individual as physically or emotionally harmful or life
9 threatening and that has lasting adverse effects on the
10 individual's functioning and mental, physical, social, or
11 emotional well-being. Collective trauma is a psychological
12 reaction to a traumatic event shared by any group of people.
13 This may include, but is not limited to, community violence,
14 experiencing racism and discrimination, and the lack of the
15 essential supports for well-being, such as educational or
16 economic opportunities, food, health care, housing, and
17 community cohesion. Trauma can be experienced by anyone,
18 though it is disproportionately experienced by members of
19 marginalized groups. Systemic and historical oppression, such
20 as racism, is often at the root of this inequity. Symptoms may
21 vary at different developmental stages and across different
22 cultural groups and different communities.

23 "Trauma-responsive learning environments" means learning
24 environments developed during an ongoing, multiyear-long
25 process that typically progresses across the following 3
26 stages:

1 (1) A school or district is "trauma aware" when it:

2 (A) has personnel that demonstrate a foundational
3 understanding of a broad definition of trauma that is
4 developmentally and culturally based; includes
5 students, personnel, and communities; and recognizes
6 the potential effect on biological, cognitive,
7 academic, and social-emotional functioning; and

8 (B) recognizes that traumatic exposure can impact
9 behavior and learning and should be acknowledged in
10 policies, strategies, and systems of support for
11 students, families, and personnel.

12 (2) A school or district is "trauma responsive" when
13 it progresses from awareness to action in the areas of
14 policy, practice, and structural changes within a
15 multi-tiered system of support to promote safety, positive
16 relationships, and self-regulation while underscoring the
17 importance of personal well-being and cultural
18 responsiveness. Such progress may:

19 (A) be aligned with the Illinois Quality Framework
20 and integrated into a school or district's continuous
21 improvement process as evidence to support allocation
22 of financial resources;

23 (B) be assessed and monitored by a
24 multidisciplinary leadership team on an ongoing basis;
25 and

26 (C) involve the engagement and capacity building

1 of personnel at all levels to ensure that adults in the
2 learning environment are prepared to recognize and
3 respond to those impacted by trauma.

4 (3) A school or district is healing centered when it
5 acknowledges its role and responsibility to the community,
6 fully responds to trauma, and promotes resilience and
7 healing through genuine, trusting, and creative
8 relationships. Such school ~~schools~~ or district ~~districts~~
9 may:

10 (A) promote holistic and collaborative approaches
11 that are grounded in culture, spirituality, civic
12 engagement, and equity; and

13 (B) support agency within individuals, families,
14 and communities while engaging people in collective
15 action that moves from transactional to
16 transformational.

17 "Whole child" means using a child-centered, holistic,
18 equitable lens across all systems that prioritizes physical,
19 mental, and social-emotional health to ensure that every child
20 is healthy, safe, supported, challenged, engaged, and
21 protected.

22 Starting with the 2024-2025 school year, ~~the teachers~~
23 institutes shall provide instruction on trauma-informed
24 practices and include the definitions of trauma,
25 trauma-responsive learning environments, and whole child set
26 forth in this subsection (b) before the first student

1 attendance day of each school year.

2 (Source: P.A. 103-413, eff. 1-1-24; 103-542, eff. 7-1-24 (see
3 Section 905 of P.A. 103-563 for effective date of P.A.
4 103-542); revised 11-27-23.)

5 (105 ILCS 5/10-22.39)

6 (Text of Section before amendment by P.A. 103-41 and P.A.
7 103-542)

8 Sec. 10-22.39. In-service training programs.

9 (a) To conduct in-service training programs for teachers.

10 (b) In addition to other topics at in-service training
11 programs, at least once every 2 years, licensed school
12 personnel and administrators who work with pupils in
13 kindergarten through grade 12 shall be trained to identify the
14 warning signs of mental illness, trauma, and suicidal behavior
15 in youth and shall be taught appropriate intervention and
16 referral techniques. A school district may utilize the
17 Illinois Mental Health First Aid training program, established
18 under the Illinois Mental Health First Aid Training Act and
19 administered by certified instructors trained by a national
20 association recognized as an authority in behavioral health,
21 to provide the training and meet the requirements under this
22 subsection. If licensed school personnel or an administrator
23 obtains mental health first aid training outside of an
24 in-service training program, he or she may present a
25 certificate of successful completion of the training to the

1 school district to satisfy the requirements of this
2 subsection.

3 Training regarding the implementation of trauma-informed
4 practices satisfies the requirements of this subsection (b).

5 A course of instruction as described in this subsection
6 (b) must include the definitions of trauma, trauma-responsive
7 learning environments, and whole child set forth in subsection
8 (b) of Section 3-11 of this Code and may provide information
9 that is relevant to and within the scope of the duties of
10 licensed school personnel or school administrators. Such
11 information may include, but is not limited to:

12 (1) the recognition of and care for trauma in students
13 and staff;

14 (2) the relationship between educator wellness and
15 student learning;

16 (3) the effect of trauma on student behavior and
17 learning;

18 (4) the prevalence of trauma among students, including
19 the prevalence of trauma among student populations at
20 higher risk of experiencing trauma;

21 (5) the effects of implicit or explicit bias on
22 recognizing trauma among various student groups in
23 connection with race, ethnicity, gender identity, sexual
24 orientation, socio-economic status, and other relevant
25 factors; and

26 (6) effective district practices that are shown to:

1 (A) prevent and mitigate the negative effect of
2 trauma on student behavior and learning; and

3 (B) support the emotional wellness of staff.

4 (c) School counselors, nurses, teachers and other school
5 personnel who work with pupils may be trained to have a basic
6 knowledge of matters relating to acquired immunodeficiency
7 syndrome (AIDS), including the nature of the disease, its
8 causes and effects, the means of detecting it and preventing
9 its transmission, and the availability of appropriate sources
10 of counseling and referral, and any other information that may
11 be appropriate considering the age and grade level of such
12 pupils. The School Board shall supervise such training. The
13 State Board of Education and the Department of Public Health
14 shall jointly develop standards for such training.

15 (d) In this subsection (d):

16 "Domestic violence" means abuse by a family or household
17 member, as "abuse" and "family or household members" are
18 defined in Section 103 of the Illinois Domestic Violence Act
19 of 1986.

20 "Sexual violence" means sexual assault, abuse, or stalking
21 of an adult or minor child proscribed in the Criminal Code of
22 1961 or the Criminal Code of 2012 in Sections 11-1.20,
23 11-1.30, 11-1.40, 11-1.50, 11-1.60, 12-7.3, 12-7.4, 12-7.5,
24 12-12, 12-13, 12-14, 12-14.1, 12-15, and 12-16, including
25 sexual violence committed by perpetrators who are strangers to
26 the victim and sexual violence committed by perpetrators who

1 are known or related by blood or marriage to the victim.

2 At least once every 2 years, an in-service training
3 program for school personnel who work with pupils, including,
4 but not limited to, school and school district administrators,
5 teachers, school social workers, school counselors, school
6 psychologists, and school nurses, must be conducted by persons
7 with expertise in domestic and sexual violence and the needs
8 of expectant and parenting youth and shall include training
9 concerning (i) communicating with and listening to youth
10 victims of domestic or sexual violence and expectant and
11 parenting youth, (ii) connecting youth victims of domestic or
12 sexual violence and expectant and parenting youth to
13 appropriate in-school services and other agencies, programs,
14 and services as needed, and (iii) implementing the school
15 district's policies, procedures, and protocols with regard to
16 such youth, including confidentiality. At a minimum, school
17 personnel must be trained to understand, provide information
18 and referrals, and address issues pertaining to youth who are
19 parents, expectant parents, or victims of domestic or sexual
20 violence.

21 (e) At least every 2 years, an in-service training program
22 for school personnel who work with pupils must be conducted by
23 persons with expertise in anaphylactic reactions and
24 management.

25 (f) At least once every 2 years, a school board shall
26 conduct in-service training on educator ethics,

1 teacher-student conduct, and school employee-student conduct
2 for all personnel.

3 (g) (Blank). ~~At least once every 2 years, a school board~~
4 ~~shall conduct in-service training for all school district~~
5 ~~employees on the methods to respond to trauma. The training~~
6 ~~must include instruction on how to respond to an incident~~
7 ~~involving life threatening bleeding and, if applicable, how to~~
8 ~~use a school's trauma kit. A school board may satisfy the~~
9 ~~training requirements under this subsection by using the~~
10 ~~training, including online training, available from the~~
11 ~~American College of Surgeons or any other similar~~
12 ~~organization.~~

13 ~~School district employees who are trained to respond to~~
14 ~~trauma pursuant to this subsection (g) shall be immune from~~
15 ~~civil liability in the use of a trauma kit unless the action~~
16 ~~constitutes willful or wanton misconduct.~~

17 (Source: P.A. 102-197, eff. 7-30-21; 102-638, eff. 1-1-23;
18 102-813, eff. 5-13-22; 103-128, eff. 6-30-23; 103-413, eff.
19 1-1-24; revised 11-27-23.)

20 (Text of Section after amendment by P.A. 103-542 but
21 before amendment by P.A. 103-41)

22 Sec. 10-22.39. In-service training programs.

23 (a) To conduct in-service training programs for teachers,
24 administrators, and school support personnel.

25 (b) In addition to other topics at in-service training

1 programs listed in this Section, teachers, administrators, and
2 school support personnel who work with pupils must be trained
3 in the following topics: health conditions of students;
4 social-emotional learning; developing cultural competency;
5 identifying warning signs of mental illness and suicidal
6 behavior in youth; domestic and sexual violence and the needs
7 of expectant and parenting youth; protections and
8 accommodations for students; educator ethics; responding to
9 child sexual abuse and grooming behavior; and effective
10 instruction in violence prevention and conflict resolution.
11 In-service training programs in these topics shall be credited
12 toward hours of professional development required for license
13 renewal as outlined in subsection (e) of Section 21B-45.

14 School support personnel may be exempt from in-service
15 training if the training is not relevant to the work they do.

16 Nurses and school nurses, as defined by Section 10-22.23,
17 are exempt from training required in subsection (b-5).

18 Beginning July 1, 2024, all teachers, administrators, and
19 school support personnel shall complete training as outlined
20 in Section 10-22.39 during an in-service training program
21 conducted by their school board or through other training
22 opportunities, including, but not limited to, institutes under
23 Section 3-11. Such training must be completed within 6 months
24 of employment by a school board and renewed at least once every
25 5 years, unless required more frequently by other State or
26 federal law or in accordance with this Section. If teachers,

1 administrators, or school support personnel obtain training
2 outside of an in-service training program or from a previous
3 public school district or nonpublic school employer, they may
4 present documentation showing current compliance with this
5 subsection to satisfy the requirement of receiving training
6 within 6 months of first being employed. Training may be
7 delivered through online, asynchronous means.

8 (b-5) Training regarding health conditions of students for
9 staff required by this Section shall include, but is not
10 limited to:

11 (1) (Blank). ~~Chronic health conditions of students.~~

12 (2) Anaphylactic reactions and management. Such
13 training shall be conducted by persons with expertise in
14 anaphylactic reactions and management.

15 (3) The management of asthma, the prevention of asthma
16 symptoms, and emergency response in the school setting.

17 (4) The basics of seizure recognition and first aid
18 and appropriate emergency protocols. Such training must be
19 fully consistent with the best practice guidelines issued
20 by the Centers for Disease Control and Prevention.

21 (5) The basics of diabetes care, how to identify when
22 a student with diabetes needs immediate or emergency
23 medical attention, and whom to contact in the case of an
24 emergency.

25 (6) Current best practices regarding the
26 identification and treatment of attention deficit

1 hyperactivity disorder.

2 (7) Instruction on how to respond to an incident
3 involving life-threatening bleeding and, if applicable,
4 how to use a school's trauma kit. Beginning with the
5 2024-2025 school year, training on life-threatening
6 bleeding must be completed within 6 months of the employee
7 first being employed by a school board and renewed within
8 2 years. Beginning with the 2027-2028 school year, the
9 training must be completed within 6 months of the employee
10 first being employed by a school board and renewed at
11 least once every 5 years thereafter. School district
12 employees who are trained to respond to trauma pursuant to
13 this subsection (b-5) shall be immune from civil liability
14 in the use of a trauma kit unless the action constitutes
15 willful or wanton misconduct.

16 In consultation with professional organizations with
17 expertise in student health issues, including, but not limited
18 to, asthma management, anaphylactic reactions, seizure
19 recognition, and diabetes care, the State Board of Education
20 shall make available resource materials for educating school
21 personnel about student health conditions and emergency
22 response in the school setting.

23 A school board may satisfy the life-threatening bleeding
24 training under this subsection by using the training,
25 including online training, available from the American College
26 of Surgeons or any other similar organization.

1 (b-10) The training regarding social-emotional learning⁷
2 for staff required by this Section may include, at a minimum,
3 providing education to all school personnel about the content
4 of the Illinois Social and Emotional Learning Standards, how
5 those standards apply to everyday school interactions, and
6 examples of how social emotional learning can be integrated
7 into instructional practices across all grades and subjects.

8 (b-15) The training regarding developing cultural
9 competency for staff required by this Section shall include,
10 but is not limited to, understanding and reducing implicit
11 bias, including implicit racial bias. As used in this
12 subsection, "implicit racial bias" has the meaning set forth
13 in Section 10-20.61.

14 (b-20) The training regarding identifying warning signs of
15 mental illness, trauma, and suicidal behavior in youth for
16 staff required by this Section shall include, but is not
17 limited to, appropriate intervention and referral techniques,
18 including resources and guidelines as outlined in Section
19 2-3.166, and must include the definitions of trauma,
20 trauma-responsive learning environments, and whole child set
21 forth in subsection (b) of Section 3-11 of this Code.

22 Illinois Mental Health First Aid training, established
23 under the Illinois Mental Health First Aid Training Act, may
24 satisfy the requirements of this subsection.

25 If teachers, administrators, or school support personnel
26 obtain mental health first aid training outside of an

1 in-service training program, they may present a certificate of
2 successful completion of the training to the school district
3 to satisfy the requirements of this subsection. Training
4 regarding the implementation of trauma-informed practices
5 under subsection (b) of Section 3-11 satisfies the
6 requirements of this subsection.

7 (b-25) As used in this subsection:

8 "Domestic violence" means abuse by a family or household
9 member, as "abuse" and "family or household members" are
10 defined in Section 103 of the Illinois Domestic Violence Act
11 of 1986.

12 "Sexual violence" means sexual assault, abuse, or stalking
13 of an adult or minor child proscribed in the Criminal Code of
14 1961 or in Sections 11-1.20, 11-1.30, 11-1.40, 11-1.50,
15 11-1.60, 12-7.3, 12-7.4, 12-7.5, 12-12, 12-13, 12-14, 12-14.1,
16 12-15, and 12-16 of the Criminal Code of 2012, including
17 sexual violence committed by perpetrators who are strangers to
18 the victim and sexual violence committed by perpetrators who
19 are known or related by blood or marriage to the victim.

20 The training regarding domestic and sexual violence and
21 the needs of expectant and parenting youth for staff required
22 by this Section must be conducted by persons with expertise in
23 domestic and sexual violence and the needs of expectant and
24 parenting youth, and shall include, but is not limited to:

25 (1) communicating with and listening to youth victims
26 of domestic or sexual violence and expectant and parenting

1 youth;

2 (2) connecting youth victims of domestic or sexual
3 violence and expectant and parenting youth to appropriate
4 in-school services and other agencies, programs, and
5 services as needed;

6 (3) implementing the school district's policies,
7 procedures, and protocols with regard to such youth,
8 including confidentiality; ~~at.~~ ~~At~~ a minimum, school
9 personnel must be trained to understand, provide
10 information and referrals, and address issues pertaining
11 to youth who are parents, expectant parents, or victims of
12 domestic or sexual violence; and

13 (4) procedures for responding to incidents of teen
14 dating violence that take place at the school, on school
15 grounds, at school-sponsored activities, or in vehicles
16 used for school-provided transportation as outlined in
17 Section 3.10 of the Critical Health Problems and
18 Comprehensive Health Education Act.

19 (b-30) The training regarding protections and
20 accommodations for students shall include, but is not limited
21 to, instruction on the federal Americans with Disabilities
22 Act, as it pertains to the school environment, and
23 homelessness. Beginning with the 2024-2025 school year,
24 training on homelessness must be completed within 6 months of
25 an employee first being employed by a school board and renewed
26 within 2 years. Beginning with the 2027-2028 school year, the

1 training must be completed within 6 months of the employee
2 first being employed by a school board and renewed at least
3 once every 5 years thereafter. Training on homelessness shall
4 include the following:

5 (1) the definition of homeless children and youths
6 under 42 U.S.C. 11434a;

7 (2) the signs of homelessness and housing insecurity;

8 (3) the rights of students experiencing homelessness
9 under State and federal law;

10 (4) the steps to take when a homeless or
11 housing-insecure student is identified; and

12 (5) the appropriate referral techniques, including the
13 name and contact number of the school or school district
14 homeless liaison.

15 School boards may work with a community-based organization
16 that specializes in working with homeless children and youth
17 to develop and provide the training.

18 (b-35) The training regarding educator ethics and
19 responding to child sexual abuse and grooming behavior shall
20 include, but is not limited to, teacher-student conduct,
21 school employee-student conduct, and evidence-informed
22 training on preventing, recognizing, reporting, and responding
23 to child sexual abuse and grooming as outlined in Section
24 10-23.13.

25 (b-40) The training regarding effective instruction in
26 violence prevention and conflict resolution required by this

1 Section shall be conducted in accordance with the requirements
2 of Section 27-23.4.

3 (b-45) ~~(e)~~ Beginning July 1, 2024, all nonpublic
4 elementary and secondary school teachers, administrators, and
5 school support personnel shall complete the training set forth
6 in subsection (b-5). Training must be completed within 6
7 months of first being employed by a nonpublic school and
8 renewed at least once every 5 years, unless required more
9 frequently by other State or federal law. If nonpublic
10 teachers, administrators, or school support personnel obtain
11 training from a public school district or nonpublic school
12 employer, the teacher, administrator, or school support
13 personnel may present documentation to the nonpublic school
14 showing current compliance with this subsection to satisfy the
15 requirement of receiving training within 6 months of first
16 being employed. ~~must include the definitions of trauma,~~
17 ~~trauma responsive learning environments, and whole child set~~
18 ~~forth in subsection (b) of Section 3-11 of this Code and~~

19 (c) (Blank).

20 (d) (Blank).

21 (e) (Blank).

22 (f) (Blank).

23 (g) (Blank). ~~At least once every 2 years, a school board~~
24 ~~shall conduct in-service training for all school district~~
25 ~~employees on the methods to respond to trauma. The training~~
26 ~~must include instruction on how to respond to an incident~~

~~involving life-threatening bleeding and, if applicable, how to use a school's trauma kit. A school board may satisfy the training requirements under this subsection by using the training, including online training, available from the American College of Surgeons or any other similar organization.~~

~~School district employees who are trained to respond to trauma pursuant to this subsection (g) shall be immune from civil liability in the use of a trauma kit unless the action constitutes willful or wanton misconduct.~~

(Source: P.A. 102-197, eff. 7-30-21; 102-638, eff. 1-1-23; 102-813, eff. 5-13-22; 103-128, eff. 6-30-23; 103-413, eff. 1-1-24; 103-542, eff. 7-1-24 (see Section 905 of P.A. 103-563 for effective date of P.A. 103-542); revised 11-27-23.)

(Text of Section after amendment by P.A. 103-41)

Sec. 10-22.39. In-service training programs.

(a) To conduct in-service training programs for teachers, administrators, and school support personnel.

(b) In addition to other topics at in-service training programs listed in this Section, teachers, administrators, and school support personnel who work with pupils must be trained in the following topics: health conditions of students; social-emotional learning; developing cultural competency; identifying warning signs of mental illness and suicidal behavior in youth; domestic and sexual violence and the needs

1 of expectant and parenting youth; protections and
2 accommodations for students; educator ethics; responding to
3 child sexual abuse and grooming behavior; and effective
4 instruction in violence prevention and conflict resolution.
5 In-service training programs in these topics shall be credited
6 toward hours of professional development required for license
7 renewal as outlined in subsection (e) of Section 21B-45.

8 School support personnel may be exempt from in-service
9 training if the training is not relevant to the work they do.

10 Nurses and school nurses, as defined by Section 10-22.23,
11 are exempt from training required in subsection (b-5).

12 Beginning July 1, 2024, all teachers, administrators, and
13 school support personnel shall complete training as outlined
14 in Section 10-22.39 during an in-service training program
15 conducted by their school board or through other training
16 opportunities, including, but not limited to, institutes under
17 Section 3-11. Such training must be completed within 6 months
18 of employment by a school board and renewed at least once every
19 5 years, unless required more frequently by other State or
20 federal law or in accordance with this Section. If teachers,
21 administrators, or school support personnel obtain training
22 outside of an in-service training program or from a previous
23 public school district or nonpublic school employer, they may
24 present documentation showing current compliance with this
25 subsection to satisfy the requirement of receiving training
26 within 6 months of first being employed. Training may be

1 delivered through online, asynchronous means.

2 (b-5) Training regarding health conditions of students for
3 staff required by this Section shall include, but is not
4 limited to:

5 (1) (Blank). ~~Chronic health conditions of students.~~

6 (2) Anaphylactic reactions and management. Such
7 training shall be conducted by persons with expertise in
8 anaphylactic reactions and management.

9 (3) The management of asthma, the prevention of asthma
10 symptoms, and emergency response in the school setting.

11 (4) The basics of seizure recognition and first aid
12 and appropriate emergency protocols. Such training must be
13 fully consistent with the best practice guidelines issued
14 by the Centers for Disease Control and Prevention.

15 (5) The basics of diabetes care, how to identify when
16 a student with diabetes needs immediate or emergency
17 medical attention, and whom to contact in the case of an
18 emergency.

19 (6) Current best practices regarding the
20 identification and treatment of attention deficit
21 hyperactivity disorder.

22 (7) Instruction on how to respond to an incident
23 involving life-threatening bleeding and, if applicable,
24 how to use a school's trauma kit. Beginning with the
25 2024-2025 school year, training on life-threatening
26 bleeding must be completed within 6 months of the employee

1 first being employed by a school board and renewed within
2 2 years. Beginning with the 2027-2028 school year, the
3 training must be completed within 6 months of the employee
4 first being employed by a school board and renewed at
5 least once every 5 years thereafter. School district
6 employees who are trained to respond to trauma pursuant to
7 this subsection (b-5) shall be immune from civil liability
8 in the use of a trauma kit unless the action constitutes
9 willful or wanton misconduct.

10 In consultation with professional organizations with
11 expertise in student health issues, including, but not limited
12 to, asthma management, anaphylactic reactions, seizure
13 recognition, and diabetes care, the State Board of Education
14 shall make available resource materials for educating school
15 personnel about student health conditions and emergency
16 response in the school setting.

17 A school board may satisfy the life-threatening bleeding
18 training under this subsection by using the training,
19 including online training, available from the American College
20 of Surgeons or any other similar organization.

21 (b-10) The training regarding social-emotional learning⁷
22 for staff required by this Section may include, at a minimum,
23 providing education to all school personnel about the content
24 of the Illinois Social and Emotional Learning Standards, how
25 those standards apply to everyday school interactions, and
26 examples of how social emotional learning can be integrated

1 into instructional practices across all grades and subjects.

2 (b-15) The training regarding developing cultural
3 competency for staff required by this Section shall include,
4 but is not limited to, understanding and reducing implicit
5 bias, including implicit racial bias. As used in this
6 subsection, "implicit racial bias" has the meaning set forth
7 in Section 10-20.61.

8 (b-20) The training regarding identifying warning signs of
9 mental illness, trauma, and suicidal behavior in youth for
10 staff required by this Section shall include, but is not
11 limited to, appropriate intervention and referral techniques,
12 including resources and guidelines as outlined in Section
13 2-3.166, and must include the definitions of trauma,
14 trauma-responsive learning environments, and whole child set
15 forth in subsection (b) of Section 3-11 of this Code.

16 Illinois Mental Health First Aid training, established
17 under the Illinois Mental Health First Aid Training Act, may
18 satisfy the requirements of this subsection.

19 If teachers, administrators, or school support personnel
20 obtain mental health first aid training outside of an
21 in-service training program, they may present a certificate of
22 successful completion of the training to the school district
23 to satisfy the requirements of this subsection. Training
24 regarding the implementation of trauma-informed practices
25 under subsection (b) of Section 3-11 satisfies the
26 requirements of this subsection.

1 (b-25) As used in this subsection:

2 "Domestic violence" means abuse by a family or household
3 member, as "abuse" and "family or household members" are
4 defined in Section 103 of the Illinois Domestic Violence Act
5 of 1986.

6 "Sexual violence" means sexual assault, abuse, or stalking
7 of an adult or minor child proscribed in the Criminal Code of
8 1961 or in Sections 11-1.20, 11-1.30, 11-1.40, 11-1.50,
9 11-1.60, 12-7.3, 12-7.4, 12-7.5, 12-12, 12-13, 12-14, 12-14.1,
10 12-15, and 12-16 of the Criminal Code of 2012, including
11 sexual violence committed by perpetrators who are strangers to
12 the victim and sexual violence committed by perpetrators who
13 are known or related by blood or marriage to the victim.

14 The training regarding domestic and sexual violence and
15 the needs of expectant and parenting youth for staff required
16 by this Section must be conducted by persons with expertise in
17 domestic and sexual violence and the needs of expectant and
18 parenting youth, and shall include, but is not limited to:

19 (1) communicating with and listening to youth victims
20 of domestic or sexual violence and expectant and parenting
21 youth;

22 (2) connecting youth victims of domestic or sexual
23 violence and expectant and parenting youth to appropriate
24 in-school services and other agencies, programs, and
25 services as needed;

26 (3) implementing the school district's policies,

1 procedures, and protocols with regard to such youth,
2 including confidentiality; at. ~~At~~ a minimum, school
3 personnel must be trained to understand, provide
4 information and referrals, and address issues pertaining
5 to youth who are parents, expectant parents, or victims of
6 domestic or sexual violence; and

7 (4) procedures for responding to incidents of teen
8 dating violence that take place at the school, on school
9 grounds, at school-sponsored activities, or in vehicles
10 used for school-provided transportation as outlined in
11 Section 3.10 of the Critical Health Problems and
12 Comprehensive Health Education Act.

13 (b-30) The training regarding protections and
14 accommodations for students shall include, but is not limited
15 to, instruction on the federal Americans with Disabilities
16 Act, as it pertains to the school environment, and
17 homelessness. Beginning with the 2024-2025 school year,
18 training on homelessness must be completed within 6 months of
19 an employee first being employed by a school board and renewed
20 within 2 years. Beginning with the 2027-2028 school year, the
21 training must be completed within 6 months of the employee
22 first being employed by a school board and renewed at least
23 once every 5 years thereafter. Training on homelessness shall
24 include the following:

25 (1) the definition of homeless children and youths
26 under 42 U.S.C. 11434a;

- 1 (2) the signs of homelessness and housing insecurity;
- 2 (3) the rights of students experiencing homelessness
- 3 under State and federal law;
- 4 (4) the steps to take when a homeless or
- 5 housing-insecure student is identified; and
- 6 (5) the appropriate referral techniques, including the
- 7 name and contact number of the school or school district
- 8 homeless liaison.

9 School boards may work with a community-based organization

10 that specializes in working with homeless children and youth

11 to develop and provide the training.

12 (b-35) The training regarding educator ethics and

13 responding to child sexual abuse and grooming behavior shall

14 include, but is not limited to, teacher-student conduct,

15 school employee-student conduct, and evidence-informed

16 training on preventing, recognizing, reporting, and responding

17 to child sexual abuse and grooming as outlined in Section

18 10-23.13.

19 (b-40) The training regarding effective instruction in

20 violence prevention and conflict resolution required by this

21 Section shall be conducted in accordance with the requirements

22 of Section 27-23.4.

23 (b-45) ~~(e)~~ Beginning July 1, 2024, all nonpublic

24 elementary and secondary school teachers, administrators, and

25 school support personnel shall complete the training set forth

26 in subsection (b-5). Training must be completed within 6

1 months of first being employed by a nonpublic school and
2 renewed at least once every 5 years, unless required more
3 frequently by other State or federal law. If nonpublic
4 teachers, administrators, or school support personnel obtain
5 training from a public school district or nonpublic school
6 employer, the teacher, administrator, or school support
7 personnel may present documentation to the nonpublic school
8 showing current compliance with this subsection to satisfy the
9 requirement of receiving training within 6 months of first
10 being employed. ~~must include the definitions of trauma,~~
11 ~~trauma-responsive learning environments, and whole child set~~
12 ~~forth in subsection (b) of Section 3-11 of this Code and~~

13 (c) (Blank).

14 (d) (Blank).

15 (e) (Blank).

16 (f) (Blank).

17 (g) (Blank). ~~At least once every 2 years, a school board~~
18 ~~shall conduct in service training for all school district~~
19 ~~employees on the methods to respond to trauma. The training~~
20 ~~must include instruction on how to respond to an incident~~
21 ~~involving life-threatening bleeding and, if applicable, how to~~
22 ~~use a school's trauma kit. A school board may satisfy the~~
23 ~~training requirements under this subsection by using the~~
24 ~~training, including online training, available from the~~
25 ~~American College of Surgeons or any other similar~~
26 ~~organization.~~

1 ~~School district employees who are trained to respond to~~
2 ~~trauma pursuant to this subsection (g) shall be immune from~~
3 ~~civil liability in the use of a trauma kit unless the action~~
4 ~~constitutes willful or wanton misconduct.~~

5 (h) ~~(g)~~ At least once every 2 years, a school board shall
6 conduct in-service training on homelessness for all school
7 personnel. The training shall include:

8 (1) the definition of homeless children and youth
9 under Section 11434a of Title 42 of the United States
10 Code;

11 (2) the signs of homelessness and housing insecurity;

12 (3) the rights of students experiencing homelessness
13 under State and federal law;

14 (4) the steps to take when a homeless or
15 housing-insecure student is identified; and

16 (5) the appropriate referral techniques, including the
17 name and contact number of the school or school district
18 homeless liaison.

19 A school board may work with a community-based
20 organization that specializes in working with homeless
21 children and youth to develop and provide the training.

22 (Source: P.A. 102-197, eff. 7-30-21; 102-638, eff. 1-1-23;
23 102-813, eff. 5-13-22; 103-41, eff. 8-20-24; 103-128, eff.
24 6-30-23; 103-413, eff. 1-1-24; 103-542, eff. 7-1-24 (see
25 Section 905 of P.A. 103-563 for effective date of P.A.
26 103-542); revised 11-27-23.)

1 (105 ILCS 5/34-18.82)

2 Sec. 34-18.82. Trauma kit; ~~trauma response training.~~

3 (a) In this Section, "trauma kit" means a first aid
4 response kit that contains, at a minimum, all of the
5 following:

6 (1) One tourniquet endorsed by the Committee on
7 Tactical Combat Casualty Care.

8 (2) One compression bandage.

9 (3) One hemostatic bleeding control dressing endorsed
10 by the Committee on Tactical Combat Casualty Care.

11 (4) Protective gloves and a marker.

12 (5) Scissors.

13 (6) Instructional documents developed by the Stop the
14 Bleed national awareness campaign of the United States
15 Department of Homeland Security or the American College of
16 Surgeons' Committee on Trauma, or both.

17 (7) Any other medical materials or equipment similar
18 to those described in paragraphs (1) through (3) or any
19 other items that (i) are approved by a local law
20 enforcement agency or first responders, (ii) can
21 adequately treat a traumatic injury, and (iii) can be
22 stored in a readily available kit.

23 (b) The school district may maintain an on-site trauma kit
24 at each school for bleeding emergencies.

25 (c) Products purchased for the trauma kit, including those

1 products endorsed by the Committee on Tactical Combat Casualty
2 Care, shall, whenever possible, be manufactured in the United
3 States.

4 (d) (Blank). ~~At least once every 2 years, the board shall~~
5 ~~conduct in service training for all school district employees~~
6 ~~on the methods to respond to trauma. The training must include~~
7 ~~instruction on how to respond to an incident involving~~
8 ~~life threatening bleeding and, if applicable, how to use a~~
9 ~~school's trauma kit. The board may satisfy the training~~
10 ~~requirements under this subsection by using the training,~~
11 ~~including online training, available from the American College~~
12 ~~of Surgeons or any other similar organization.~~

13 ~~School district employees who are trained to respond to~~
14 ~~trauma pursuant to this subsection (d) shall be immune from~~
15 ~~civil liability in the use of a trauma kit unless the action~~
16 ~~constitutes willful or wanton misconduct.~~

17 (Source: P.A. 103-128, eff. 6-30-23.)

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

25 Section 99. Effective date. This Act takes effect January

1 1, 2025.