

SB0098



103RD GENERAL ASSEMBLY

State of Illinois

2023 and 2024

SB0098

Introduced 1/24/2023, by Sen. Karina Villa

SYNOPSIS AS INTRODUCED:

105 ILCS 5/10-16a

Amends the School Code. Provides that beginning with the 2024-2025 school year, LGBTQ+ inclusivity training shall be required as part of the professional development leadership training for school board members. Provides that the training regarding LGBTQ+ inclusivity practices must include information that is relevant to and within the scope of the duties of a school board member. Provides that such information may include, but is not limited to: (1) understanding the difference between sex, gender, and sexual orientation; (2) knowledge of family structures beyond the heteronormative structure; (3) nondiscriminatory education on the basis of gender, gender identity, gender expression, sexual orientation, and sexual behavior; (4) understanding the struggles of LGBTQ+ youth in schools; (5) the contributions of LGBTQ+ individuals regarding history, social sciences, arts, and humanities; and (6) the effects and risks of outing a student's gender identity or sexual orientation to the student's parents.

LRB103 25867 RJT 52218 b

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 1. Findings and purpose.

5 (a) The General Assembly finds that:

6 (1) research confirms that there are negative effects
7 associated with a lack of a healthy and inclusive learning
8 environment;

9 (2) the Trevor Project's National Survey on LGBTQ
10 Youth Mental Health in 2019 showed that LGBTQ+ youth who
11 reported having at least one accepting adult in their
12 lives were 40% less likely to report a suicide attempt in
13 the past year;

14 (3) by giving school board members the necessary tools
15 and insight on understanding their LGBTQ+ students better,
16 policies can be implemented by the school board that
17 protect those students and make them more comfortable in
18 school; and

19 (4) it is of the utmost importance that students feel
20 comfortable and safe and are protected in their learning
21 environment, which sets students up for success.

22 (b) It is the purpose of this Act to create an
23 understanding of the challenges LGBTQ+ individuals face and to
24 clarify language and terminology. This recognition of the

1 issues faced by the LGBTQ+ community in schools would aid
2 school board members with addressing those issues and
3 bettering students as the school board members would be more
4 aware of the challenges faced by different groups in their
5 community.

6 Section 5. The School Code is amended by changing Section
7 10-16a as follows:

8 (105 ILCS 5/10-16a)

9 Sec. 10-16a. School board member's leadership training.

10 (a) This Section applies to all school board members
11 serving pursuant to Section 10-10 of this Code who have been
12 elected after the effective date of this amendatory Act of the
13 97th General Assembly or appointed to fill a vacancy of at
14 least one year's duration after the effective date of this
15 amendatory Act of the 97th General Assembly.

16 (b) Every voting member of a school board of a school
17 district elected or appointed for a term beginning after the
18 effective date of this amendatory Act of the 97th General
19 Assembly, within a year after the effective date of this
20 amendatory Act of the 97th General Assembly or the first year
21 of his or her first term, shall complete a minimum of 4 hours
22 of professional development leadership training covering
23 topics in education and labor law, financial oversight and
24 accountability, fiduciary responsibilities of a school board

1 member, ~~and,~~ beginning with the 2023-2024 school year,
2 trauma-informed practices for students and staff, and,
3 beginning with the 2024-2025 school year, LGBTQ+ inclusivity.
4 The school district shall maintain on its Internet website, if
5 any, the names of all voting members of the school board who
6 have successfully completed the training.

7 (b-5) The training regarding trauma-informed practices for
8 students and staff required by this Section must include
9 information that is relevant to and within the scope of the
10 duties of a school board member. Such information may include,
11 but is not limited to:

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

14 (2) the relationship between staff 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 and school practices that are

1 shown to:

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

4 (B) support the emotional wellness of staff.

5 (b-10) As used in this subsection:

6 "Family structure" means the combination of persons that
7 comprises a family, including the presence or absence of
8 legally married spouses or cohabitating non-married partners.

9 "Gender" means a socially constructed identity centering
10 around notions of masculinity, femininity, and androgyny,
11 which includes aspects of identity and expression.

12 "Gender expression" means the way in which people express
13 their gender identity.

14 "Heteronormative structure" means denoting or relating to
15 a world view that promotes heterosexuality as the normal or
16 preferred sexual orientation.

17 "Sex" means a medical label used to categorize people
18 according to their chromosomes, hormones, genitalia, and
19 secondary sex characteristics, usually assigned at birth as
20 male or female by a doctor, although there are many variations
21 outside of that socially constructed binary, such as intersex.

22 "Sexual behavior" means all activities that gratify an
23 individual's sexual needs.

24 "Sexual orientation" means an aspect of an individual's
25 identity that determines whom the individual focuses the
26 individual's sexual or erotic drives, desires, and fantasies

1 toward.

2 The training regarding LGBTQ+ inclusivity required by this
3 Section must include information that is relevant to and
4 within the scope of the duties of a school board member. Such
5 information may include, but is not limited to:

6 (1) understanding the difference between sex, gender,
7 and sexual orientation;

8 (2) knowledge of family structures beyond the
9 heteronormative structure;

10 (3) nondiscriminatory education on the basis of
11 gender, gender identity, gender expression, sexual
12 orientation, and sexual behavior;

13 (4) understanding the struggles of LGBTQ+ youth in
14 schools;

15 (5) the contributions of LGBTQ+ individuals regarding
16 history, social sciences, arts, and humanities; and

17 (6) the effects and risks of outing a student's gender
18 identity or sexual orientation to the student's parents.

19 (c) The training on financial oversight, accountability,
20 fiduciary responsibilities, ~~and,~~ beginning with the 2023-2024
21 2023-24 school year, trauma-informed practices for students
22 and staff, and, beginning with the 2024-2025 school year,
23 LGBTQ+ inclusivity may be provided by an association
24 established under this Code for the purpose of training school
25 board members or by other qualified providers approved by the
26 State Board of Education, in consultation with an association

1 so established.

2 (d) The State Board of Education may adopt rules that are
3 necessary for the administration of the provisions of this
4 Section.

5 (Source: P.A. 102-638, eff. 1-1-23.)