



## 103RD GENERAL ASSEMBLY

### State of Illinois

2023 and 2024

SB3092

Introduced 2/2/2024, by Sen. Ram Villivalam

#### SYNOPSIS AS INTRODUCED:

105 ILCS 5/3-11  
105 ILCS 5/10-22.39  
105 ILCS 5/34-18.82

Amends the School Code. Makes stylistic changes in provisions concerning institutes or inservice training workshops. In provisions concerning inservice training programs, removes the requirement that the training regarding health conditions of students include the chronic health conditions of students and provides that school district employees who are trained to respond to trauma under the provisions shall be immune from civil liability in the use of a trauma kit unless the action constitutes willful or wanton misconduct. Provides that training regarding the implementation of trauma-informed practices under the provisions concerning institutes or inservice training workshops satisfies the requirements under the provisions concerning inservice training programs. Removes certain provisions that require a school board to conduct inservice training for all school district employees on the methods to respond to trauma. Makes technical changes having a revisory function. Effective January 1, 2025.

LRB103 37752 RJT 67880 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 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  
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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.  
8 A school district may use one of those 4 days on the last day  
9 of the school term. "Inservice Training Workshops" or  
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12 of schools or other institutions or facilities, sexual abuse  
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.

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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 learning,  
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~~

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

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

11 (Source: P.A. 102-197, eff. 7-30-21; 102-638, eff. 1-1-23;  
12 102-813, eff. 5-13-22; 103-128, eff. 6-30-23; 103-413, eff.  
13 1-1-24; 103-542, eff. 7-1-24 (see Section 905 of P.A. 103-563  
14 for effective date of P.A. 103-542); revised 11-27-23.)

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

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

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

19 (b) In addition to other topics at in-service training  
20 programs listed in this Section, teachers, administrators, and  
21 school support personnel who work with pupils must be trained  
22 in the following topics: health conditions of students;  
23 social-emotional learning; developing cultural competency;  
24 identifying warning signs of mental illness and suicidal  
25 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 learning<sup>7</sup>  
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

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