



103RD GENERAL ASSEMBLY

State of Illinois

2023 and 2024

HB3690

Introduced 2/17/2023, by Rep. Michelle Mussman

SYNOPSIS AS INTRODUCED:

See Index

Amends the School Boards Article of the School Code. In provisions concerning in-service training, provides that the training program shall cover professional educator licensees, educational support personnel, and non-licensed school personnel (instead of teachers) Provides that professional educator licensees, educational support personnel, and non-licensed school personnel who work with pupils must be trained in the following topics at least once every 5 years: prevalent health conditions of students, social-emotional learning practices and standards, developing cultural competency, identifying warning signs of mental illness, trauma, and suicidal behavior in youth, domestic and sexual violence and the needs of expectant and parenting youth, working with exceptional students, educator ethics, and child sexual abuse and grooming behavior. Sets forth requirements regarding the contents of the training, and resources available. Amends the Educator Licensure Article of the School Code. Provides that beginning July 1, 2024, all educators shall be required to complete the previously specified training at least once each 5-year renewal cycle. Amends various other Article of the School Code, the Critical Health Problems and Comprehensive Health Education Act, the Care of Students with Diabetes Act, and the Seizure Smart School Act to make conforming changes. Makes other changes.

LRB103 29661 RJT 56063 b

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, 10-20.36, 10-20.61, 10-22.24b, 10-22.34, 10-22.39,
6 10-23.12, 21B-25, 21B-45, 22-30, 27-23.4, 27-23.6, 27-23.10,
7 and 34-18.25 as follows:

8 (105 ILCS 5/3-11) (from Ch. 122, par. 3-11)

9 Sec. 3-11. Institutes or inservice training workshops. In
10 counties of less than 2,000,000 inhabitants, the regional
11 superintendent may arrange for or conduct district, regional,
12 or county institutes, or equivalent professional educational
13 experiences, not more than 4 days annually. Of those 4 days, 2
14 days may be used as a professional educator licensee,
15 educational support personnel, and non-licensed school
16 personnel ~~teacher's and educational support personnel~~
17 workshop, when approved by the regional superintendent, up to
18 2 days may be used for conducting parent-teacher conferences,
19 or up to 2 days may be utilized as parental institute days as
20 provided in Section 10-22.18d. Educational support personnel
21 and non-licensed school personnel may be exempt from a
22 workshop if the workshop is not relevant to the work they do. A
23 school district may use one of its 4 institute days on the last

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

16 In counties of 2,000,000 or more inhabitants, the regional
17 superintendent may arrange for or conduct district, regional,
18 or county inservice training workshops, or equivalent
19 professional educational experiences, not more than 4 days
20 annually. Of those 4 days, 2 days may be used as a professional
21 educator licensee, educational support personnel, and
22 non-licensed school personnel ~~teacher's and educational~~
23 ~~support personnel~~ workshop, when approved by the regional
24 superintendent, up to 2 days may be used for conducting
25 parent-teacher conferences, or up to 2 days may be utilized as
26 parental institute days as provided in Section 10-22.18d.

1 Educational support personnel and non-licensed school
2 personnel may be exempt from a workshop if the workshop is not
3 relevant to the work they do. A school district may use one of
4 those 4 days on the last day of the school term. "Inservice
5 Training Workshops" or "Professional educational experiences"
6 means any educational gathering, demonstration of methods of
7 instruction, visitation of schools or other institutions or
8 facilities, sexual abuse and sexual assault awareness seminar,
9 or training in First Aid (which may include cardiopulmonary
10 resuscitation or defibrillator training) held or approved by
11 the regional superintendent and declared by them ~~him~~ to be an
12 inservice training workshop, or parent-teacher conferences.
13 With the concurrence of the State Superintendent of Education,
14 he may employ such assistance as is necessary to conduct the
15 inservice training workshop. With the approval of the regional
16 superintendent, 2 or more adjoining districts may jointly hold
17 an inservice training workshop. In addition, with the approval
18 of the regional superintendent, one district may conduct its
19 own inservice training workshop with subject matter
20 consultants requested from the county, State or any State
21 institution of higher learning.

22 Such ~~teachers~~ institutes as referred to in this Section
23 may be held on consecutive or separate days at the option of
24 the regional superintendent having jurisdiction thereof.

25 Whenever reference is made in this Act to "teachers
26 institute", it shall be construed to include the inservice

1 training workshops or equivalent professional educational
2 experiences provided for in this Section.

3 Any institute advisory committee existing on April 1,
4 1995, is dissolved and the duties and responsibilities of the
5 institute advisory committee are assumed by the regional
6 office of education advisory board.

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

11 In addition to other topics, the ~~The teachers~~ institutes
12 may ~~shall~~ include ~~teacher~~ training committed to prevalent
13 health conditions of students; social-emotional learning
14 practices and standards; developing cultural competency;
15 identifying warning signs of mental illness, trauma, and
16 suicidal behavior in youth; domestic and sexual violence, and
17 the needs of expectant and parenting youth; instruction on the
18 federal Americans with Disabilities Act as it pertains to the
19 school environment; educator ethics; and recognizing,
20 reporting, and responding to child sexual abuse and grooming
21 behavior, as outlined in Section 10-22.39 and 10-23.13.
22 Institute training workshops may satisfy Professional Educator
23 License renewal requirements as outlined in Section 21B-45 ~~(i)~~
24 ~~peer counseling programs and other anti-violence and conflict~~
25 ~~resolution programs, including without limitation programs for~~
26 ~~preventing at risk students from committing violent acts, and~~

1 ~~(ii) educator ethics and teacher student conduct. Beginning~~
2 ~~with the 2009-2010 school year, the teachers institutes shall~~
3 ~~include instruction on prevalent student chronic health~~
4 ~~conditions. Beginning with the 2016-2017 school year, the~~
5 ~~teachers institutes shall include, at least once every 2~~
6 ~~years, instruction on the federal Americans with Disabilities~~
7 ~~Act as it pertains to the school environment.~~

8 (Source: P.A. 99-30, eff. 7-10-15; 99-616, eff. 7-22-16.)

9 (105 ILCS 5/10-20.36)

10 Sec. 10-20.36. Psychotropic or psychostimulant medication;
11 disciplinary action.

12 (a) In this Section:

13 "Psychostimulant medication" means medication that
14 produces increased levels of mental and physical energy and
15 alertness and an elevated mood by stimulating the central
16 nervous system.

17 "Psychotropic medication" means psychotropic medication as
18 defined in Section 1-121.1 of the Mental Health and
19 Developmental Disabilities Code.

20 (b) Each school board must adopt and implement a policy
21 that prohibits any disciplinary action that is based totally
22 or in part on the refusal of a student's parent or guardian to
23 administer or consent to the administration of psychotropic or
24 psychostimulant medication to the student.

25 ~~The policy must require that, at least once every 2 years,~~

1 ~~the in-service training of certified school personnel and~~
2 ~~administrators include training on current best practices~~
3 ~~regarding the identification and treatment of attention~~
4 ~~deficit disorder and attention deficit hyperactivity disorder,~~
5 ~~the application of non-aversive behavioral interventions in~~
6 ~~the school environment, and the use of psychotropic or~~
7 ~~psychostimulant medication for school-age children.~~

8 (c) This Section does not prohibit school medical staff,
9 an individualized educational program team, or a qualified
10 ~~professional~~ worker (as defined in Section 14-1.10 of this
11 Code) from recommending that a student be evaluated by an
12 appropriate medical practitioner or prohibit school personnel
13 from consulting with the practitioner with the consent of the
14 student's parents or guardian.

15 (Source: P.A. 95-331, eff. 8-21-07.)

16 (105 ILCS 5/10-20.61)

17 Sec. 10-20.61. Implicit bias training.

18 (a) The General Assembly makes the following findings:

19 (1) implicit racial bias influences evaluations of and
20 behavior toward those who are the subject of the bias;

21 (2) understanding implicit racial bias is needed in
22 order to reduce that bias;

23 (3) marginalized students would benefit from having
24 access to educators who have worked to reduce their
25 biases; and

1 (4) training that helps educators overcome implicit
2 racial bias has implication for classroom interactions,
3 student evaluation, and classroom engagement; it also
4 affects student academic self-concept.

5 (b) Professional educator licensees, educational support
6 personnel, and non-licensed school personnel shall complete
7 training ~~Each school board shall require in service training~~
8 ~~for school personnel to include training~~ to develop cultural
9 competency, including understanding and reducing implicit
10 racial bias as outlined in Section 10-22.39, 3-11, and 21B-45
11 in the School Code.

12 (c) As used in this Section, "implicit racial bias" means
13 a preference, positive or negative, for a racial or ethnic
14 group that operates outside of awareness. This bias has 3
15 different components: affective, behavioral, and cognitive.

16 (Source: P.A. 100-14, eff. 7-1-17; 100-863, eff. 8-14-18.)

17 (105 ILCS 5/10-22.24b)

18 Sec. 10-22.24b. School counseling services. School
19 counseling services in public schools may be provided by
20 school counselors as defined in Section 10-22.24a of this Code
21 or by individuals who hold a Professional Educator License
22 with a school support personnel endorsement in the area of
23 school counseling under Section 21B-25 of this Code.

24 School counseling services may include, but are not
25 limited to:

1 (1) designing and delivering a comprehensive school
2 counseling program that promotes student achievement and
3 wellness;

4 (2) incorporating the common core language into the
5 school counselor's work and role;

6 (3) school counselors working as culturally skilled
7 professionals who act sensitively to promote social
8 justice and equity in a pluralistic society;

9 (4) providing individual and group counseling;

10 (5) providing a core counseling curriculum that serves
11 all students and addresses the knowledge and skills
12 appropriate to their developmental level through a
13 collaborative model of delivery involving the school
14 counselor, classroom teachers, and other appropriate
15 education professionals, and including prevention and
16 pre-referral activities;

17 (6) making referrals when necessary to appropriate
18 offices or outside agencies;

19 (7) providing college and career development
20 activities and counseling;

21 (8) developing individual career plans with students,
22 which includes planning for post-secondary education, as
23 appropriate, and engaging in related and relevant career
24 and technical education coursework in high school as
25 described in paragraph (55);

26 (9) assisting all students with a college or

1 post-secondary education plan, which must include a
2 discussion on all post-secondary education options,
3 including 4-year colleges or universities, community
4 colleges, and vocational schools, and includes planning
5 for post-secondary education, as appropriate, and engaging
6 in related and relevant career and technical education
7 coursework in high school as described in paragraph (55);

8 (10) intentionally addressing the career and college
9 needs of first generation students;

10 (11) educating all students on scholarships, financial
11 aid, and preparation of the Federal Application for
12 Federal Student Aid;

13 (12) collaborating with institutions of higher
14 education and local community colleges so that students
15 understand post-secondary education options and are ready
16 to transition successfully;

17 (13) providing crisis intervention and contributing to
18 the development of a specific crisis plan within the
19 school setting in collaboration with multiple
20 stakeholders;

21 (14) educating students, teachers, and parents on
22 anxiety, depression, cutting, and suicide issues and
23 intervening with students who present with these issues;

24 (15) providing counseling and other resources to
25 students who are in crisis;

26 (16) providing resources for those students who do not

1 have access to mental health services;

2 (17) addressing bullying and conflict resolution with
3 all students;

4 (18) teaching communication skills and helping
5 students develop positive relationships;

6 (19) using culturally sensitive ~~culturally sensitive~~
7 skills in working with all students to promote wellness;

8 (20) addressing the needs of undocumented students in
9 the school, as well as students who are legally in the
10 United States, but whose parents are undocumented;

11 (21) contributing to a student's functional behavioral
12 assessment, as well as assisting in the development of
13 non-aversive behavioral intervention strategies;

14 (22) (i) assisting students in need of special
15 education services by implementing the academic supports
16 and social-emotional and college or career development
17 counseling services or interventions per a student's
18 individualized education program (IEP); (ii) participating
19 in or contributing to a student's IEP and completing a
20 social-developmental history; or (iii) providing services
21 to a student with a disability under the student's IEP or
22 federal Section 504 plan, as recommended by the student's
23 IEP team or Section 504 plan team and in compliance with
24 federal and State laws and rules governing the provision
25 of educational and related services and school-based
26 accommodations to students with disabilities and the

1 qualifications of school personnel to provide such
2 services and accommodations;

3 (23) assisting in the development of a personal
4 educational plan with each student;

5 (24) educating students on dual credit and learning
6 opportunities on the Internet;

7 (25) providing information for all students in the
8 selection of courses that will lead to post-secondary
9 education opportunities toward a successful career;

10 (26) interpreting achievement test results and guiding
11 students in appropriate directions;

12 (27) counseling with students, families, and teachers,
13 in compliance with federal and State laws;

14 (28) providing families with opportunities for
15 education and counseling as appropriate in relation to the
16 student's educational assessment;

17 (29) consulting and collaborating with teachers and
18 other school personnel regarding behavior management and
19 intervention plans and inclusion in support of students;

20 (30) teaming and partnering with staff, parents,
21 businesses, and community organizations to support student
22 achievement and social-emotional learning standards for
23 all students;

24 (31) developing and implementing school-based
25 prevention programs, including, but not limited to,
26 mediation and violence prevention, implementing social and

1 emotional education programs and services, and
2 establishing and implementing bullying prevention and
3 intervention programs;

4 (32) developing culturally sensitive
5 ~~culturally sensitive~~ assessment instruments for measuring
6 school counseling prevention and intervention
7 effectiveness and collecting, analyzing, and interpreting
8 data;

9 (33) participating on school and district committees
10 to advocate for student programs and resources, as well as
11 establishing a school counseling advisory council that
12 includes representatives of key stakeholders selected to
13 review and advise on the implementation of the school
14 counseling program;

15 (34) acting as a liaison between the public schools
16 and community resources and building relationships with
17 important stakeholders, such as families, administrators,
18 teachers, and board members;

19 (35) maintaining organized, clear, and useful records
20 in a confidential manner consistent with Section 5 of the
21 Illinois School Student Records Act, the Family
22 Educational Rights and Privacy Act, and the Health
23 Insurance Portability and Accountability Act;

24 (36) presenting an annual agreement to the
25 administration, including a formal discussion of the
26 alignment of school and school counseling program missions

1 and goals and detailing specific school counselor
2 responsibilities;

3 (37) identifying and implementing culturally sensitive
4 ~~culturally sensitive~~ measures of success for student
5 competencies in each of the 3 domains of academic, social
6 and emotional, and college and career learning based on
7 planned and periodic assessment of the comprehensive
8 developmental school counseling program;

9 (38) collaborating as a team member in Response to
10 Intervention (RtI) and other school initiatives;

11 (39) conducting observations and participating in
12 recommendations or interventions regarding the placement
13 of children in educational programs or special education
14 classes;

15 (40) analyzing data and results of school counseling
16 program assessments, including curriculum, small-group,
17 and closing-the-gap results reports, and designing
18 strategies to continue to improve program effectiveness;

19 (41) analyzing data and results of school counselor
20 competency assessments;

21 (42) following American School Counselor Association
22 Ethical Standards for School Counselors to demonstrate
23 high standards of integrity, leadership, and
24 professionalism;

25 (43) knowing and embracing common core standards by
26 using common core language;

1 (44) practicing as a culturally skilled
2 ~~culturally skilled~~ school counselor by infusing the
3 multicultural competencies within the role of the school
4 counselor, including the practice of culturally sensitive
5 ~~culturally sensitive~~ attitudes and beliefs, knowledge, and
6 skills;

7 (45) infusing the Social-Emotional Standards, as
8 presented in the State Board of Education standards,
9 across the curriculum and in the counselor's role in ways
10 that empower and enable students to achieve academic
11 success across all grade levels;

12 (46) providing services only in areas in which the
13 school counselor has appropriate training or expertise, as
14 well as only providing counseling or consulting services
15 within his or her employment to any student in the
16 district or districts which employ such school counselor,
17 in accordance with professional ethics;

18 (47) having adequate training in supervision knowledge
19 and skills in order to supervise school counseling interns
20 enrolled in graduate school counselor preparation programs
21 that meet the standards established by the State Board of
22 Education;

23 (48) being involved with State and national
24 professional associations;

25 (49) participate in required training for licensure
26 renewal as outlined in Section 21B-45 ~~participating, at~~

1 ~~least once every 2 years, in an in-service training~~
2 ~~program for school counselors conducted by persons with~~
3 ~~expertise in domestic and sexual violence and the needs of~~
4 ~~expectant and parenting youth, which shall include~~
5 ~~training concerning (i) communicating with and listening~~
6 ~~to youth victims of domestic or sexual violence and~~
7 ~~expectant and parenting youth, (ii) connecting youth~~
8 ~~victims of domestic or sexual violence and expectant and~~
9 ~~parenting youth to appropriate in school services and~~
10 ~~other agencies, programs, and services as needed, and~~
11 ~~(iii) implementing the school district's policies,~~
12 ~~procedures, and protocols with regard to such youth,~~
13 ~~including confidentiality; at a minimum, school personnel~~
14 ~~must be trained to understand, provide information and~~
15 ~~referrals, and address issues pertaining to youth who are~~
16 ~~parents, expectant parents, or victims of domestic or~~
17 ~~sexual violence;~~

18 (50) ~~participating, at least every 2 years, in an~~
19 ~~in-service training program for school counselors~~
20 ~~conducted by persons with expertise in anaphylactic~~
21 ~~reactions and management;~~

22 (51) ~~participating, at least once every 2 years, in an~~
23 ~~in-service training on educator ethics, teacher-student~~
24 ~~conduct, and school employee-student conduct for all~~
25 ~~personnel;~~

26 (52) ~~participating, in addition to other topics at~~

1 ~~in-service training programs, in training to identify the~~
2 ~~warning signs of mental illness and suicidal behavior in~~
3 ~~adolescents and teenagers and learning appropriate~~
4 ~~intervention and referral techniques;~~

5 (53) ~~obtaining training to have a basic knowledge of~~
6 ~~matters relating to acquired immunodeficiency syndrome~~
7 ~~(AIDS), including the nature of the disease, its causes~~
8 ~~and effects, the means of detecting it and preventing its~~
9 ~~transmission, and the availability of appropriate sources~~
10 ~~of counseling and referral and any other information that~~
11 ~~may be appropriate considering the age and grade level of~~
12 ~~the pupils; the school board shall supervise such training~~
13 ~~and the State Board of Education and the Department of~~
14 ~~Public Health shall jointly develop standards for such~~
15 ~~training;~~

16 (54) participating in mandates from the State Board of
17 Education for bullying education and social-emotional
18 literacy ~~literary~~; and

19 (55) promoting career and technical education by
20 assisting each student to determine an appropriate
21 postsecondary plan based upon the student's skills,
22 strengths, and goals and assisting the student to
23 implement the best practices that improve career or
24 workforce readiness after high school.

25 School districts may employ a sufficient number of school
26 counselors to maintain the national and State recommended

1 student-counselor ratio of 250 to 1. School districts may have
2 school counselors spend at least 80% of his or her work time in
3 direct contact with students.

4 Nothing in this Section prohibits other qualified
5 professionals, including other endorsed school support
6 personnel, from providing the services listed in this Section.
7 (Source: P.A. 101-290, eff. 8-9-19; 102-876, eff. 1-1-23;
8 revised 12-9-22.)

9 (105 ILCS 5/10-22.34) (from Ch. 122, par. 10-22.34)

10 Sec. 10-22.34. Nonlicensed personnel.

11 (a) School Boards may employ non-teaching personnel or
12 utilize volunteer personnel for: (1) non-teaching duties not
13 requiring instructional judgment or evaluation of pupils; and
14 (2) supervising study halls, long distance teaching reception
15 areas used incident to instructional programs transmitted by
16 electronic media such as computers, video, and audio, and
17 detention and discipline areas, and school-sponsored
18 extracurricular activities.

19 (b) School boards may further utilize volunteer
20 nonlicensed personnel or employ nonlicensed personnel to
21 assist in the instruction of pupils under the immediate
22 supervision of a teacher, holding a valid license, directly
23 engaged in teaching subject matter or conducting activities.
24 The teacher shall be continuously aware of the nonlicensed
25 persons' activities and shall be able to control or modify

1 them. The State Board of Education, in consultation with the
2 State Educator Preparation and Licensure Board, shall
3 determine qualifications of such personnel and shall prescribe
4 rules for determining the duties and activities to be assigned
5 to such personnel. In the determination of qualifications of
6 such personnel, the State Board of Education shall accept
7 coursework earned in a recognized institution or from an
8 institution of higher learning accredited by the North Central
9 Association or other comparable regional accrediting
10 association and shall accept qualifications based on relevant
11 life experiences as determined by the State Board of Education
12 by rule.

13 (b-5) A school board may utilize volunteer personnel from
14 a regional School Crisis Assistance Team (S.C.A.T.), created
15 as part of the Safe to Learn Program established pursuant to
16 Section 25 of the Illinois Violence Prevention Act of 1995, to
17 provide assistance to schools in times of violence or other
18 traumatic incidents within a school community by providing
19 crisis intervention services to lessen the effects of
20 emotional trauma on individuals and the community. The School
21 Crisis Assistance Team Steering Committee shall determine the
22 qualifications for volunteers.

23 (c) School boards may also employ students holding a
24 bachelor's degree from a recognized institution of higher
25 learning as teaching interns when such students are enrolled
26 in a college or university internship program, which has prior

1 approval by the State Board of Education, in consultation with
2 the State Educator Preparation and Licensure Board, leading to
3 a masters degree.

4 Regional offices of education have the authority to
5 initiate and collaborate with institutions of higher learning
6 to establish internship programs referenced in this subsection
7 (c). The State Board of Education has 90 days from receiving a
8 written proposal to establish the internship program to seek
9 the State Educator Preparation and Licensure Board's
10 consultation on the internship program. If the State Board of
11 Education does not consult the State Educator Preparation and
12 Licensure Board within 90 days, the regional office of
13 education may seek the State Educator Preparation and
14 Licensure Board's consultation without the State Board of
15 Education's approval.

16 (d) Nothing in this Section shall require constant
17 supervision of a student teacher enrolled in a student
18 teaching course at a college or university, provided such
19 activity has the prior approval of the representative of the
20 higher education institution and teaching plans have
21 previously been discussed with and approved by the supervising
22 teacher and further provided that such teaching is within
23 guidelines established by the State Board of Education in
24 consultation with the State Educator Preparation and Licensure
25 Board.

26 (e) Beginning July 1, 2024, all non-licensed personnel

1 shall complete training as outlined in Section 10-22.39 within
2 6 months of employment for a school board. Training shall be
3 renewed at least once every 5 years. If non-licensed personnel
4 obtain training outside of an in-service training program or
5 from a previous employer, they may present documentation of
6 successful completion of the training to the school district
7 to satisfy the requirements of this subsection.

8 (Source: P.A. 102-894, eff. 5-20-22.)

9 (105 ILCS 5/10-22.39)

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

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

12 (b) In addition to other topics at in-service training
13 programs, professional educator licensees, educational support
14 personnel, and non-licensed school personnel who work with
15 pupils must be trained in the following topics at least once
16 every 5 years: prevalent health conditions of students,
17 social-emotional learning practices and standards, developing
18 cultural competency, identifying warning signs of mental
19 illness, trauma, and suicidal behavior in youth, domestic and
20 sexual violence and the needs of expectant and parenting
21 youth, working with exceptional students, educator ethics, and
22 child sexual abuse and grooming behavior. In-service training
23 programs may satisfy Professional Educator License renewal
24 requirements as outlined in Section 21B-45. ~~at least once~~
25 every 2 years, licensed school personnel and administrators

1 ~~who work with pupils in kindergarten through grade 12 shall be~~
2 ~~trained to identify the warning signs of mental illness,~~
3 ~~trauma, and suicidal behavior in youth and shall be taught~~
4 ~~appropriate intervention and referral techniques. A school~~
5 ~~district may utilize the Illinois Mental Health First Aid~~
6 ~~training program, established under the Illinois Mental Health~~
7 ~~First Aid Training Act and administered by certified~~
8 ~~instructors trained by a national association recognized as an~~
9 ~~authority in behavioral health, to provide the training and~~
10 ~~meet the requirements under this subsection. If licensed~~
11 ~~school personnel or an administrator obtains mental health~~
12 ~~first aid training outside of an in-service training program,~~
13 ~~he or she may present a certificate of successful completion~~
14 ~~of the training to the school district to satisfy the~~
15 ~~requirements of this subsection.~~

16 ~~Training regarding the implementation of trauma informed~~
17 ~~practices satisfies the requirements of this subsection (b).~~

18 ~~A course of instruction as described in this subsection~~
19 ~~(b) may provide information that is relevant to and within the~~
20 ~~scope of the duties of licensed school personnel or school~~
21 ~~administrators. Such information may include, but is not~~
22 ~~limited to:~~

23 ~~(1) the recognition of and care for trauma in students~~
24 ~~and staff;~~

25 ~~(2) the relationship between educator wellness and~~
26 ~~student learning;~~

1 ~~(3) the effect of trauma on student behavior and~~
2 ~~learning;~~

3 ~~(4) the prevalence of trauma among students, including~~
4 ~~the prevalence of trauma among student populations at~~
5 ~~higher risk of experiencing trauma;~~

6 ~~(5) the effects of implicit or explicit bias on~~
7 ~~recognizing trauma among various student groups in~~
8 ~~connection with race, ethnicity, gender identity, sexual~~
9 ~~orientation, socio economic status, and other relevant~~
10 ~~factors; and~~

11 ~~(6) effective district practices that are shown to:~~

12 ~~(A) prevent and mitigate the negative effect of~~
13 ~~trauma on student behavior and learning; and~~

14 ~~(B) support the emotional wellness of staff.~~

15 Educational support personnel and non-licensed school
16 personnel may be exempt from in-service training if the
17 training is not relevant to the work they do.

18 School nurses, as defined by Section 10-22.33 of this
19 Code, are exempt from training required in subsection (b-5).

20 (b-5) The training regarding prevalent health conditions
21 of students for staff required by this Section shall include,
22 but is not limited to:

23 (1) Chronic health conditions of students.

24 (2) Anaphylactic reactions and management. Such
25 training shall be conducted by persons with expertise in
26 anaphylactic reactions and management.

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

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

7 (5) The basics of diabetes care, how to identify when
8 a student with diabetes needs immediate or emergency
9 medical attention, and whom to contact in the case of an
10 emergency.

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

18 (b-10) The training regarding social-emotional learning
19 practices and standards for staff required by this Section may
20 include, but is not limited to:

21 (1) helping students recognize and manage their
22 emotions;

23 (2) demonstrating caring and concern for others;

24 (3) establishing positive relationships;

25 (4) making responsible decisions;

26 (5) handling challenging situations constructively;

1 (6) developing cultural sensitivity;

2 (7) setting goals; and,

3 (8) resisting peer pressure.

4 (b-15) In this subsection (b-15):

5 "Implicit racial bias" means a preference, positive or
6 negative, for a racial or ethnic group that operates outside
7 of awareness. This bias has 3 different components: affective,
8 behavioral, and cognitive.

9 The training regarding developing cultural competency for
10 staff required by this Section shall include, but is not
11 limited to understanding and reducing implicit bias.

12 (b-20) The training regarding identifying warning signs of
13 mental illness, trauma, and suicidal behavior in youth for
14 staff required by this Section shall include, but is not
15 limited to: appropriate intervention and referral techniques,
16 including resources and guidelines as outlined in Section
17 2-3.166.

18 Illinois Mental Health First Aid, established under the
19 Illinois Mental Health First Aid Training Act, may satisfy the
20 requirements of this subsection.

21 If professional educator licensees, educational support
22 personnel, or non-certified school personnel obtain mental
23 health first aid training outside of an in-service training
24 program, they may present a certificate of successful
25 completion of the training to the school district to satisfy
26 the requirements of this subsection. Training regarding the

1 implementation of trauma-informed practices satisfies the
2 requirements of this subsection (b-20).

3 (b-25) The training regarding trauma-informed practices
4 for staff required by this Section may include, but is not
5 limited to:

6 (1) the recognition of and care for trauma in students
7 and staff;

8 (2) the relationship between staff wellness and
9 student learning;

10 (3) the effect of trauma on student behavior and
11 learning;

12 (4) the prevalence of trauma among students, including
13 the prevalence of trauma among student populations at
14 higher risk of experiencing trauma;

15 (5) the effects of implicit or explicit bias on
16 recognizing trauma among various student groups in
17 connection with race, ethnicity, gender identity, sexual
18 orientation, socio-economic status, and other relevant
19 factors; and

20 (6) effective district and school practices that are
21 shown to:

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

24 (B) support the emotional wellness of staff.

25 "Domestic violence" means abuse by a family or household
26 member, as "abuse" and "family or household members" are

1 defined in Section 103 of the Illinois Domestic Violence Act
2 of 1986.

3 "Sexual violence" means sexual assault, abuse, or stalking
4 of an adult or minor child proscribed in the Criminal Code of
5 1961 or the Criminal Code of 2012 in Section 11-1.20, 11-1.30,
6 11-1.40, 11-1.50, 11-1.60, 12-7.3, 12-7.4, 12-7.5, 12-12,
7 12-13, 12-14, 12-14.1, 12-15, and 12-16, including sexual
8 violence committed by perpetrators who are strangers to the
9 victim and sexual violence committed by perpetrators who are
10 known or related by blood or marriage to the victim.

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

16 (1) communicating with and listening to youth victims
17 of domestic or sexual violence and expectant and parenting
18 youth;

19 (2) connecting youth victims of domestic or sexual
20 violence and expectant and parenting youth to appropriate
21 in-school services and other agencies, programs, and
22 services as needed, and

23 (3) implementing the school district's policies,
24 procedures, and protocols with regard to such youth,
25 including confidentiality. At a minimum, school personnel
26 must be trained to understand, provide information and

1 referrals, and address issues pertaining to youth who are
2 parents, expectant parents, or victims of domestic or
3 sexual violence.

4 (b-35) The training regarding working with exceptional
5 students shall include, but is not limited to, instruction on
6 the federal Americans with Disabilities Act as it pertains to
7 the school environment, and current best practices regarding
8 the identification and treatment of attention deficit
9 hyperactivity disorder.

10 (b-40) The training regarding educator ethics shall
11 include, but is not limited to teacher-student conduct and
12 school employee-student conduct, and evidence-informed
13 training on preventing, recognizing, reporting, and responding
14 to child sexual abuse and grooming as outlined in Section
15 10-23.13.

16 ~~(c) (Blank). School counselors, nurses, teachers and other~~
17 ~~school personnel who work with pupils may be trained to have a~~
18 ~~basic knowledge of matters relating to acquired~~
19 ~~immunodeficiency syndrome (AIDS), including the nature of the~~
20 ~~disease, its causes and effects, the means of detecting it and~~
21 ~~preventing its transmission, and the availability of~~
22 ~~appropriate sources of counseling and referral, and any other~~
23 ~~information that may be appropriate considering the age and~~
24 ~~grade level of such pupils. The School Board shall supervise~~
25 ~~such training. The State Board of Education and the Department~~
26 ~~of Public Health shall jointly develop standards for such~~

1 ~~training.~~

2 (d) (Blank). ~~In this subsection (d):~~

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

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

15 ~~At least once every 2 years, an in-service training~~
16 ~~program for school personnel who work with pupils, including,~~
17 ~~but not limited to, school and school district administrators,~~
18 ~~teachers, school social workers, school counselors, school~~
19 ~~psychologists, and school nurses, must be conducted by persons~~
20 ~~with expertise in domestic and sexual violence and the needs~~
21 ~~of expectant and parenting youth and shall include training~~
22 ~~concerning (i) communicating with and listening to youth~~
23 ~~victims of domestic or sexual violence and expectant and~~
24 ~~parenting youth, (ii) connecting youth victims of domestic or~~
25 ~~sexual violence and expectant and parenting youth to~~
26 ~~appropriate in school services and other agencies, programs,~~

1 ~~and services as needed, and (iii) implementing the school~~
2 ~~district's policies, procedures, and protocols with regard to~~
3 ~~such youth, including confidentiality. At a minimum, school~~
4 ~~personnel must be trained to understand, provide information~~
5 ~~and referrals, and address issues pertaining to youth who are~~
6 ~~parents, expectant parents, or victims of domestic or sexual~~
7 ~~violence.~~

8 (e) (Blank). ~~At least every 2 years, an in service~~
9 ~~training program for school personnel who work with pupils~~
10 ~~must be conducted by persons with expertise in anaphylactic~~
11 ~~reactions and management.~~

12 (f) (Blank). ~~At least once every 2 years, a school board~~
13 ~~shall conduct in service training on educator ethics,~~
14 ~~teacher student conduct, and school employee student conduct~~
15 ~~for all personnel.~~

16 (Source: P.A. 101-350, eff. 1-1-20; 102-197, eff. 7-30-21;
17 102-638, eff. 1-1-23; 102-813, eff. 5-13-22.)

18 (105 ILCS 5/10-23.12) (from Ch. 122, par. 10-23.12)

19 Sec. 10-23.12. Child abuse and neglect; detection,
20 reporting, and prevention; willful or negligent failure to
21 report.

22 (a) (Blank). ~~To provide staff development for local school~~
23 ~~site personnel who work with pupils in grades kindergarten~~
24 ~~through 8 in the detection, reporting, and prevention of child~~
25 ~~abuse and neglect.~~

1 (b) (Blank). ~~The Department of Children and Family~~
2 ~~Services may, in cooperation with school officials, distribute~~
3 ~~appropriate materials in school buildings listing the~~
4 ~~toll-free telephone number established in Section 7.6 of the~~
5 ~~Abused and Neglected Child Reporting Act, including methods of~~
6 ~~making a report under Section 7 of the Abused and Neglected~~
7 ~~Child Reporting Act, to be displayed in a clearly visible~~
8 ~~location in each school building.~~

9 (c) Except for an employee licensed under Article 21B of
10 this Code, if a school board determines that any school
11 district employee has willfully or negligently failed to
12 report an instance of suspected child abuse or neglect, as
13 required by the Abused and Neglected Child Reporting Act, then
14 the school board may dismiss that employee immediately upon
15 that determination. For purposes of this subsection (c),
16 negligent failure to report an instance of suspected child
17 abuse or neglect occurs when a school district employee
18 personally observes an instance of suspected child abuse or
19 neglect and reasonably believes, in his or her professional or
20 official capacity, that the instance constitutes an act of
21 child abuse or neglect under the Abused and Neglected Child
22 Reporting Act, and he or she, without willful intent, fails to
23 immediately report or cause a report to be made of the
24 suspected abuse or neglect to the Department of Children and
25 Family Services, as required by the Abused and Neglected Child
26 Reporting Act.

1 (Source: P.A. 100-413, eff. 1-1-18; 100-468, eff. 6-1-18;
2 101-531, eff. 8-23-19.)

3 (105 ILCS 5/21B-25)

4 Sec. 21B-25. Endorsement on licenses. All licenses issued
5 under paragraph (1) of Section 21B-20 of this Code shall be
6 specifically endorsed by the State Board of Education for each
7 content area, school support area, and administrative area for
8 which the holder of the license is qualified. Recognized
9 institutions approved to offer educator preparation programs
10 shall be trained to add endorsements to licenses issued to
11 applicants who meet all of the requirements for the
12 endorsement or endorsements, including passing any required
13 tests. The State Superintendent of Education shall randomly
14 audit institutions to ensure that all rules and standards are
15 being followed for entitlement or when endorsements are being
16 recommended.

17 (1) The State Board of Education, in consultation with
18 the State Educator Preparation and Licensure Board, shall
19 establish, by rule, the grade level and subject area
20 endorsements to be added to the Professional Educator
21 License. These rules shall outline the requirements for
22 obtaining each endorsement.

23 (2) In addition to any and all grade level and content
24 area endorsements developed by rule, the State Board of
25 Education, in consultation with the State Educator

1 Preparation and Licensure Board, shall develop the
2 requirements for the following endorsements:

3 (A) (Blank).

4 (B) Principal endorsement. A principal endorsement
5 shall be affixed to a Professional Educator License of
6 any holder who qualifies by having all of the
7 following:

8 (i) Successful completion of a principal
9 preparation program approved in accordance with
10 Section 21B-60 of this Code and any applicable
11 rules.

12 (ii) At least 4 total years of teaching or 4
13 total years of working in the capacity of school
14 support personnel in an Illinois public school or
15 nonpublic school recognized by the State Board of
16 Education, in a school under the supervision of
17 the Department of Corrections, or in an
18 out-of-state public school or out-of-state
19 nonpublic school meeting out-of-state recognition
20 standards comparable to those approved by the
21 State Superintendent of Education; however, the
22 State Board of Education, in consultation with the
23 State Educator Preparation and Licensure Board,
24 shall allow, by rules, for fewer than 4 years of
25 experience based on meeting standards set forth in
26 such rules, including without limitation a review

1 of performance evaluations or other evidence of
2 demonstrated qualifications.

3 (iii) A master's degree or higher from a
4 regionally accredited college or university.

5 (C) Chief school business official endorsement. A
6 chief school business official endorsement shall be
7 affixed to the Professional Educator License of any
8 holder who qualifies by having a master's degree or
9 higher, 2 years of full-time administrative experience
10 in school business management or 2 years of
11 university-approved practical experience, and a
12 minimum of 24 semester hours of graduate credit in a
13 program approved by the State Board of Education for
14 the preparation of school business administrators and
15 by passage of the applicable State tests. The chief
16 school business official endorsement may also be
17 affixed to the Professional Educator License of any
18 holder who qualifies by having a master's degree in
19 business administration, finance, accounting, or
20 public administration and who completes an additional
21 6 semester hours of internship in school business
22 management from a regionally accredited institution of
23 higher education and passes the applicable State
24 tests. This endorsement shall be required for any
25 individual employed as a chief school business
26 official.

1 (D) Superintendent endorsement. A superintendent
2 endorsement shall be affixed to the Professional
3 Educator License of any holder who has completed a
4 program approved by the State Board of Education for
5 the preparation of superintendents of schools, has had
6 at least 2 years of experience employed full-time in a
7 general administrative position or as a full-time
8 principal, director of special education, or chief
9 school business official in the public schools or in a
10 State-recognized nonpublic school in which the chief
11 administrator is required to have the licensure
12 necessary to be a principal in a public school in this
13 State and where a majority of the teachers are
14 required to have the licensure necessary to be
15 instructors in a public school in this State, and has
16 passed the required State tests; or of any holder who
17 has completed a program that is not an
18 Illinois-approved educator preparation program at an
19 Illinois institution of higher education and that has
20 recognition standards comparable to those approved by
21 the State Superintendent of Education and holds the
22 general administrative, principal, or chief school
23 business official endorsement and who has had 2 years
24 of experience as a principal, director of special
25 education, or chief school business official while
26 holding a valid educator license or certificate

1 comparable in validity and educational and experience
2 requirements and has passed the appropriate State
3 tests, as provided in Section 21B-30 of this Code. The
4 superintendent endorsement shall allow individuals to
5 serve only as a superintendent or assistant
6 superintendent.

7 (E) Teacher leader endorsement. It shall be the
8 policy of this State to improve the quality of
9 instructional leaders by providing a career pathway
10 for teachers interested in serving in leadership
11 roles, but not as principals. The State Board of
12 Education, in consultation with the State Educator
13 Preparation and Licensure Board, may issue a teacher
14 leader endorsement under this subdivision (E). Persons
15 who meet and successfully complete the requirements of
16 the endorsement shall be issued a teacher leader
17 endorsement on the Professional Educator License for
18 serving in schools in this State. Teacher leaders may
19 qualify to serve in such positions as department
20 chairs, coaches, mentors, curriculum and instruction
21 leaders, or other leadership positions as defined by
22 the district. The endorsement shall be available to
23 those teachers who (i) hold a Professional Educator
24 License, (ii) hold a master's degree or higher from a
25 regionally accredited institution, (iii) have
26 completed a program of study that has been approved by

1 the State Board of Education, in consultation with the
2 State Educator Preparation and Licensure Board, and
3 (iv) have successfully demonstrated competencies as
4 defined by rule.

5 A teacher who meets the requirements set forth in
6 this Section and holds a teacher leader endorsement
7 may evaluate teachers pursuant to Section 24A-5 of
8 this Code, provided that the individual has completed
9 the evaluation component required by Section 24A-3 of
10 this Code and a teacher leader is allowed to evaluate
11 personnel under the respective school district's
12 collective bargaining agreement.

13 The State Board of Education, in consultation with
14 the State Educator Preparation and Licensure Board,
15 may adopt such rules as may be necessary to establish
16 and implement the teacher leader endorsement program
17 and to specify the positions for which this
18 endorsement shall be required.

19 (F) Special education endorsement. A special
20 education endorsement in one or more areas shall be
21 affixed to a Professional Educator License for any
22 individual that meets those requirements established
23 by the State Board of Education in rules. Special
24 education endorsement areas shall include without
25 limitation the following:

26 (i) Learning Behavior Specialist I;

- 1 (ii) Learning Behavior Specialist II;
- 2 (iii) Speech Language Pathologist;
- 3 (iv) Blind or Visually Impaired;
- 4 (v) Deaf-Hard of Hearing;
- 5 (vi) Early Childhood Special Education; and
- 6 (vii) Director of Special Education.

7 Notwithstanding anything in this Code to the contrary,
8 the State Board of Education, in consultation with the
9 State Educator Preparation and Licensure Board, may
10 add additional areas of special education by rule.

11 (G) School support personnel endorsement. School
12 support personnel endorsement areas shall include, but
13 are not limited to, school counselor, marriage and
14 family therapist, school psychologist, school speech
15 and language pathologist, school nurse, and school
16 social worker. This endorsement is for individuals who
17 are not teachers or administrators, but still require
18 licensure to work in an instructional support position
19 in a public or State-operated elementary school,
20 secondary school, or cooperative or joint agreement
21 with a governing body or board of control or a charter
22 school operating in compliance with the Charter
23 Schools Law. The school support personnel endorsement
24 shall be affixed to the Professional Educator License
25 and shall meet all of the requirements established in
26 any rules adopted to implement this subdivision (G).

1 The holder of such an endorsement is entitled to all of
2 the rights and privileges granted holders of any other
3 Professional Educator License, including teacher
4 benefits, compensation, and working conditions.
5 Beginning July 1, 2024, individuals holding a school
6 support personnel endorsement shall complete training
7 as outlined in subsection (d-5) of Section 21B-45

8 (Source: P.A. 100-13, eff. 7-1-17; 100-267, eff. 8-22-17;
9 100-288, eff. 8-24-17; 100-596, eff. 7-1-18; 100-780, eff.
10 1-1-19; 100-863, eff. 8-14-18; 101-81, eff. 7-12-19; 101-220,
11 eff. 8-7-19.)

12 (105 ILCS 5/21B-45)

13 Sec. 21B-45. Professional Educator License renewal.

14 (a) Individuals holding a Professional Educator License
15 are required to complete the licensure renewal requirements as
16 specified in this Section, unless otherwise provided in this
17 Code.

18 Individuals holding a Professional Educator License shall
19 meet the renewal requirements set forth in this Section,
20 unless otherwise provided in this Code. If an individual holds
21 a license endorsed in more than one area that has different
22 renewal requirements, that individual shall follow the renewal
23 requirements for the position for which he or she spends the
24 majority of his or her time working.

25 (b) All Professional Educator Licenses not renewed as

1 provided in this Section shall lapse on September 1 of that
2 year. Notwithstanding any other provisions of this Section, if
3 a license holder's electronic mail address is available, the
4 State Board of Education shall send him or her notification
5 electronically that his or her license will lapse if not
6 renewed, to be sent no more than 6 months prior to the license
7 lapsing. Lapsed licenses may be immediately reinstated upon
8 (i) payment to the State Board of Education by the applicant of
9 a \$50 penalty or (ii) the demonstration of proficiency by
10 completing 9 semester hours of coursework from a regionally
11 accredited institution of higher education in the content area
12 that most aligns with one or more of the educator's
13 endorsement areas. Any and all back fees, including without
14 limitation registration fees owed from the time of expiration
15 of the license until the date of reinstatement, shall be paid
16 and kept in accordance with the provisions in Article 3 of this
17 Code concerning an institute fund and the provisions in
18 Article 21B of this Code concerning fees and requirements for
19 registration. Licenses not registered in accordance with
20 Section 21B-40 of this Code shall lapse after a period of 6
21 months from the expiration of the last year of registration or
22 on January 1 of the fiscal year following initial issuance of
23 the license. An unregistered license is invalid after
24 September 1 for employment and performance of services in an
25 Illinois public or State-operated school or cooperative and in
26 a charter school. Any license or endorsement may be

1 voluntarily surrendered by the license holder. A voluntarily
2 surrendered license shall be treated as a revoked license. An
3 Educator License with Stipulations with only a
4 paraprofessional endorsement does not lapse.

5 (c) From July 1, 2013 through June 30, 2014, in order to
6 satisfy the requirements for licensure renewal provided for in
7 this Section, each professional educator licensee with an
8 administrative endorsement who is working in a position
9 requiring such endorsement shall complete one Illinois
10 Administrators' Academy course, as described in Article 2 of
11 this Code, per fiscal year.

12 (c-5) All licenses issued by the State Board of Education
13 under this Article that expire on June 30, 2020 and have not
14 been renewed by the end of the 2020 renewal period shall be
15 extended for one year and shall expire on June 30, 2021.

16 (d) Beginning July 1, 2014, in order to satisfy the
17 requirements for licensure renewal provided for in this
18 Section, each professional educator licensee may create a
19 professional development plan each year. The plan shall
20 address one or more of the endorsements that are required of
21 his or her educator position if the licensee is employed and
22 performing services in an Illinois public or State-operated
23 school or cooperative. If the licensee is employed in a
24 charter school, the plan shall address that endorsement or
25 those endorsements most closely related to his or her educator
26 position. Licensees employed and performing services in any

1 other Illinois schools may participate in the renewal
2 requirements by adhering to the same process.

3 Except as otherwise provided in this Section, the
4 licensee's professional development activities shall align
5 with one or more of the following criteria:

6 (1) activities are of a type that engages ~~engage~~
7 participants over a sustained period of time allowing for
8 analysis, discovery, and application as they relate to
9 student learning, social or emotional achievement, or
10 well-being;

11 (2) professional development aligns to the licensee's
12 performance;

13 (3) outcomes for the activities must relate to student
14 growth or district improvement;

15 (4) activities align to State-approved standards; and

16 (5) higher education coursework.

17 (d-5) Beginning July 1, 2024, in order to satisfy the
18 requirements for licensure renewal provided for in this
19 Section, each professional educator licensee must complete the
20 following training as outlined in Section 10-22.39, at least
21 once per 5-year renewal cycle:

22 (1) prevalent health conditions of students;

23 (2) social-emotional learning practices and standards;

24 (3) developing cultural competency;

25 (4) identifying warning signs of mental illness and
26 suicidal behavior in youth, and appropriate intervention

1 and referral techniques;
2 (5) implementation of trauma-informed practices;
3 (6) domestic and sexual violence, and the needs of
4 expectant and parenting youth;
5 (7) working with exceptional students; and
6 (8) educator ethics and evidence-informed training on
7 preventing, recognizing, reporting, and responding to
8 child sexual abuse and grooming behavior.

9 For a licensee's first full 5-year renewal cycle, the
10 licensee shall complete the required training in prevalent
11 health conditions, domestic and sexual violence, and warning
12 signs of mental illness and suicidal behavior within 3 months
13 of working in a position that requires the professional
14 educator license

15 (e) For each renewal cycle, each professional educator
16 licensee shall engage in professional development activities.
17 Prior to renewal, the licensee shall enter electronically into
18 the Educator Licensure Information System (ELIS) the name,
19 date, and location of the activity, the number of professional
20 development hours, and the provider's name. The following
21 provisions shall apply concerning professional development
22 activities:

23 (1) Each licensee shall complete a total of 120 hours
24 of professional development per 5-year renewal cycle in
25 order to renew the license, except as otherwise provided
26 in this Section. Required training outlined in subsection

1 (d-5) shall be credited toward the total hours required to
2 renew the license.

3 (2) Beginning with his or her first full 5-year cycle,
4 any licensee with an administrative endorsement who is not
5 working in a position requiring such endorsement is not
6 required to complete Illinois Administrators' Academy
7 courses, as described in Article 2 of this Code. Such
8 licensees must complete one Illinois Administrators'
9 Academy course within one year after returning to a
10 position that requires the administrative endorsement.

11 (3) Any licensee with an administrative endorsement
12 who is working in a position requiring such endorsement or
13 an individual with a Teacher Leader endorsement serving in
14 an administrative capacity at least 50% of the day shall
15 complete one Illinois Administrators' Academy course, as
16 described in Article 2 of this Code, each fiscal year in
17 addition to 100 hours of professional development per
18 5-year renewal cycle in accordance with this Code.
19 Required training outlined in subsection (d-5) shall be
20 credited toward the total hours required to renew the
21 license. However, for the 2021-2022 school year only, a
22 licensee under this paragraph (3) is not required to
23 complete an Illinois Administrators' Academy course.

24 (4) Any licensee holding a current National Board for
25 Professional Teaching Standards (NBPTS) master teacher
26 designation shall complete a total of 60 hours of

1 professional development per 5-year renewal cycle in order
2 to renew the license. Required training outlined in
3 subsection (d-5) shall be credited toward the total hours
4 required to renew the license.

5 (5) Licensees working in a position that does not
6 require educator licensure or working in a position for
7 less than 50% for any particular year are considered to be
8 exempt and shall be required to pay only the registration
9 fee in order to renew and maintain the validity of the
10 license.

11 (6) Licensees who are retired and qualify for benefits
12 from a State of Illinois retirement system shall be listed
13 as retired, and the license shall be maintained in retired
14 status. For any renewal cycle in which a licensee retires
15 during the renewal cycle, the licensee must complete
16 professional development activities on a prorated basis
17 depending on the number of years during the renewal cycle
18 the educator held an active license. Required training
19 outlined in subsection (d-5) shall be credited toward the
20 total hours required to renew the license. If a licensee
21 retires during a renewal cycle, the license status must be
22 updated using ELIS indicating that the licensee wishes to
23 maintain the license in retired status and the licensee
24 must show proof of completion of professional development
25 activities, complete required training outlined in
26 subsection (d-5), on a prorated basis for all years of

1 that renewal cycle for which the license was active. An
2 individual with a license in retired status shall not be
3 required to complete professional development activities
4 until returning to a position that requires educator
5 licensure. Upon returning to work in a position that
6 requires the Professional Educator License, the license
7 status shall immediately be updated using ELIS and the
8 licensee shall complete renewal requirements for that
9 year. A retired teacher, even if returning to a position
10 that requires educator licensure, shall not be required to
11 pay registration fees. A license in retired status cannot
12 lapse. Beginning on January 6, 2017 (the effective date of
13 Public Act 99-920) through December 31, 2017, any licensee
14 who has retired and whose license has lapsed for failure
15 to renew as provided in this Section may reinstate that
16 license and maintain it in retired status upon providing
17 proof to the State Board of Education using ELIS that the
18 licensee is retired and is not working in a position that
19 requires a Professional Educator License.

20 (7) For any renewal cycle in which professional
21 development hours were required or training outlined in
22 subsection (d-5) was required, but not fulfilled, the
23 licensee shall complete any missed hours or training to
24 total the minimum professional development hours and
25 training required in this Section prior to September 1 of
26 that year. Professional development hours and training

1 required in this Section used to fulfill the minimum
2 required hours for a renewal cycle may be used for only one
3 renewal cycle. For any fiscal year or renewal cycle in
4 which an Illinois Administrators' Academy course was
5 required but not completed, the licensee shall complete
6 any missed Illinois Administrators' Academy courses prior
7 to September 1 of that year. The licensee may complete all
8 deficient hours and Illinois Administrators' Academy
9 courses while continuing to work in a position that
10 requires that license until September 1 of that year.

11 (8) Any licensee who has not fulfilled the
12 professional development renewal requirements set forth in
13 this Section at the end of any 5-year renewal cycle is
14 ineligible to register his or her license and may submit
15 an appeal to the State Superintendent of Education for
16 reinstatement of the license.

17 (9) If professional development opportunities were
18 unavailable to a licensee, proof that opportunities were
19 unavailable and request for an extension of time beyond
20 August 31 to complete the renewal requirements may be
21 submitted from April 1 through June 30 of that year to the
22 State Educator Preparation and Licensure Board. If an
23 extension is approved, the license shall remain valid
24 during the extension period.

25 (10) Individuals who hold exempt licenses prior to
26 December 27, 2013 (the effective date of Public Act

1 98-610) shall commence the annual renewal process with the
2 first scheduled registration due after December 27, 2013
3 (the effective date of Public Act 98-610).

4 (11) Notwithstanding any other provision of this
5 subsection (e), if a licensee earns more than the required
6 number of professional development hours during a renewal
7 cycle, then the licensee may carry over any hours earned
8 from April 1 through June 30 of the last year of the
9 renewal cycle. Any hours carried over in this manner must
10 be applied to the next renewal cycle. Training required in
11 subsection (d-5) may not be carried over to the next
12 renewal cycle. Illinois Administrators' Academy courses or
13 hours earned in those courses may not be carried over.

14 (12) Beginning with their first full 5-year cycle, any
15 licensee is required to complete required training
16 outlined in items (1), (3) and (6) in subsection (d-5) of
17 this Section within 3 months of working in a position that
18 requires the professional educator license.

19 (e-5) The number of professional development hours
20 required under subsection (e) is reduced by 20% for any
21 renewal cycle that includes the 2021-2022 school year.

22 (f) At the time of renewal, each licensee shall respond to
23 the required questions under penalty of perjury.

24 (f-5) The State Board of Education shall conduct random
25 audits of licensees to verify a licensee's fulfillment of the
26 professional development hours and training required under

1 this Section. Upon completion of a random audit, if it is
2 determined by the State Board of Education that the licensee
3 did not complete the required number of professional
4 development hours, required training, or did not provide
5 sufficient proof of completion, the licensee shall be notified
6 that his or her license has lapsed. A license that has lapsed
7 under this subsection may be reinstated as provided in
8 subsection (b).

9 (g) The following entities shall be designated as approved
10 to provide professional development activities delivered
11 through in-service training, teacher and educational support
12 personnel workshops, or through online, asynchronous means for
13 the renewal of Professional Educator Licenses:

14 (1) The State Board of Education.

15 (2) Regional offices of education and intermediate
16 service centers.

17 (3) Illinois professional associations representing
18 the following groups that are approved by the State
19 Superintendent of Education:

20 (A) school administrators;

21 (B) principals;

22 (C) school business officials;

23 (D) teachers, including special education
24 teachers;

25 (E) school boards;

26 (F) school districts;

1 (G) parents; and

2 (H) school service personnel.

3 (4) Regionally accredited institutions of higher
4 education that offer Illinois-approved educator
5 preparation programs and public community colleges subject
6 to the Public Community College Act.

7 (5) Illinois public school districts, charter schools
8 authorized under Article 27A of this Code, and joint
9 educational programs authorized under Article 10 of this
10 Code for the purposes of providing career and technical
11 education or special education services.

12 (6) A not-for-profit organization that, as of December
13 31, 2014 (the effective date of Public Act 98-1147), has
14 had or has a grant from or a contract with the State Board
15 of Education to provide professional development services
16 in the area of English Learning to Illinois school
17 districts, teachers, or administrators.

18 (7) State agencies, State boards, and State
19 commissions.

20 (8) Museums as defined in Section 10 of the Museum
21 Disposition of Property Act.

22 (h) Approved providers under subsection (g) of this
23 Section shall make available professional development
24 opportunities that satisfy at least one of the following:

25 (1) increase the knowledge and skills of school and
26 district leaders who guide continuous professional

1 development;

2 (2) improve the learning of students;

3 (3) organize adults into learning communities whose
4 goals are aligned with those of the school and district;

5 (4) deepen educator's content knowledge;

6 (5) provide educators with research-based
7 instructional strategies to assist students in meeting
8 rigorous academic standards;

9 (6) prepare educators to appropriately use various
10 types of classroom assessments;

11 (7) use learning strategies appropriate to the
12 intended goals;

13 (8) provide educators with the knowledge and skills to
14 collaborate;

15 (9) prepare educators to apply research to decision
16 making;

17 (10) provide educators with training on inclusive
18 practices in the classroom that examines instructional and
19 behavioral strategies that improve academic and
20 social-emotional outcomes for all students, with or
21 without disabilities, in a general education setting; or

22 (11) beginning on July 1, 2022, provide educators with
23 training on the physical and mental health needs of
24 students, student safety, educator ethics, professional
25 conduct, and other topics that address the well-being of
26 students and improve the academic and social-emotional

1 outcomes of students.

2 (i) Approved providers under subsection (g) of this
3 Section shall do the following:

4 (1) align professional development activities to the
5 State-approved national standards for professional
6 learning;

7 (2) meet the professional development criteria for
8 Illinois licensure renewal;

9 (3) produce a rationale for the activity that explains
10 how it aligns to State standards and identify the
11 assessment for determining the expected impact on student
12 learning or school improvement;

13 (4) maintain original documentation for completion of
14 activities;

15 (5) provide license holders with evidence of
16 completion of activities;

17 (6) request an Illinois Educator Identification Number
18 (IEIN) for each educator during each professional
19 development activity; and

20 (7) beginning on July 1, 2019, register annually with
21 the State Board of Education prior to offering any
22 professional development opportunities in the current
23 fiscal year.

24 (j) The State Board of Education shall conduct annual
25 audits of a subset of approved providers, except for school
26 districts, which shall be audited by regional offices of

1 education and intermediate service centers. The State Board of
2 Education shall ensure that each approved provider, except for
3 a school district, is audited at least once every 5 years. The
4 State Board of Education may conduct more frequent audits of
5 providers if evidence suggests the requirements of this
6 Section or administrative rules are not being met.

7 (1) (Blank).

8 (2) Approved providers shall comply with the
9 requirements in subsections (h) and (i) of this Section by
10 annually submitting data to the State Board of Education
11 demonstrating how the professional development activities
12 impacted one or more of the following:

13 (A) educator and student growth in regards to
14 content knowledge or skills, or both;

15 (B) educator and student social and emotional
16 growth; or

17 (C) alignment to district or school improvement
18 plans.

19 (3) The State Superintendent of Education shall review
20 the annual data collected by the State Board of Education,
21 regional offices of education, and intermediate service
22 centers in audits to determine if the approved provider
23 has met the criteria and should continue to be an approved
24 provider or if further action should be taken as provided
25 in rules.

26 (k) Registration fees shall be paid for the next renewal

1 cycle between April 1 and June 30 in the last year of each
2 5-year renewal cycle using ELIS. If all required professional
3 development hours for the renewal cycle have been completed
4 and entered by the licensee, the licensee shall pay the
5 registration fees for the next cycle using a form of credit or
6 debit card.

7 (l) Any professional educator licensee endorsed for school
8 support personnel who is employed and performing services in
9 Illinois public schools and who holds an active and current
10 professional license issued by the Department of Financial and
11 Professional Regulation or a national certification board, as
12 approved by the State Board of Education, related to the
13 endorsement areas on the Professional Educator License shall
14 be deemed to have satisfied the continuing professional
15 development requirements provided for in this Section. Such
16 individuals shall be required to pay only registration fees to
17 renew the Professional Educator License. An individual who
18 does not hold a license issued by the Department of Financial
19 and Professional Regulation shall complete professional
20 development requirements for the renewal of a Professional
21 Educator License provided for in this Section.

22 (m) Appeals to the State Educator Preparation and
23 Licensure Board must be made within 30 days after receipt of
24 notice from the State Superintendent of Education that a
25 license will not be renewed based upon failure to complete the
26 requirements of this Section. A licensee may appeal that

1 decision to the State Educator Preparation and Licensure Board
2 in a manner prescribed by rule.

3 (1) Each appeal shall state the reasons why the State
4 Superintendent's decision should be reversed and shall be
5 sent by certified mail, return receipt requested, to the
6 State Board of Education.

7 (2) The State Educator Preparation and Licensure Board
8 shall review each appeal regarding renewal of a license
9 within 90 days after receiving the appeal in order to
10 determine whether the licensee has met the requirements of
11 this Section. The State Educator Preparation and Licensure
12 Board may hold an appeal hearing or may make its
13 determination based upon the record of review, which shall
14 consist of the following:

15 (A) the regional superintendent of education's
16 rationale for recommending nonrenewal of the license,
17 if applicable;

18 (B) any evidence submitted to the State
19 Superintendent along with the individual's electronic
20 statement of assurance for renewal; and

21 (C) the State Superintendent's rationale for
22 nonrenewal of the license.

23 (3) The State Educator Preparation and Licensure Board
24 shall notify the licensee of its decision regarding
25 license renewal by certified mail, return receipt
26 requested, no later than 30 days after reaching a

1 decision. Upon receipt of notification of renewal, the
2 licensee, using ELIS, shall pay the applicable
3 registration fee for the next cycle using a form of credit
4 or debit card.

5 (n) The State Board of Education may adopt rules as may be
6 necessary to implement this Section.

7 (Source: P.A. 101-85, eff. 1-1-20; 101-531, eff. 8-23-19;
8 101-643, eff. 6-18-20; 102-676, eff. 12-3-21; 102-710, eff.
9 4-27-22; 102-730, eff. 5-6-22; 102-852, eff. 5-13-22; revised
10 8-25-22.)

11 (105 ILCS 5/22-30)

12 Sec. 22-30. Self-administration and self-carry of asthma
13 medication and epinephrine injectors; administration of
14 undesignated epinephrine injectors; administration of an
15 opioid antagonist; administration of undesignated asthma
16 medication; asthma episode emergency response protocol.

17 (a) For the purpose of this Section only, the following
18 terms shall have the meanings set forth below:

19 "Asthma action plan" means a written plan developed with a
20 pupil's medical provider to help control the pupil's asthma.
21 The goal of an asthma action plan is to reduce or prevent
22 flare-ups and emergency department visits through day-to-day
23 management and to serve as a student-specific document to be
24 referenced in the event of an asthma episode.

25 "Asthma episode emergency response protocol" means a

1 procedure to provide assistance to a pupil experiencing
2 symptoms of wheezing, coughing, shortness of breath, chest
3 tightness, or breathing difficulty.

4 "Epinephrine injector" includes an auto-injector approved
5 by the United States Food and Drug Administration for the
6 administration of epinephrine and a pre-filled syringe
7 approved by the United States Food and Drug Administration and
8 used for the administration of epinephrine that contains a
9 pre-measured dose of epinephrine that is equivalent to the
10 dosages used in an auto-injector.

11 "Asthma medication" means quick-relief asthma medication,
12 including albuterol or other short-acting bronchodilators,
13 that is approved by the United States Food and Drug
14 Administration for the treatment of respiratory distress.
15 "Asthma medication" includes medication delivered through a
16 device, including a metered dose inhaler with a reusable or
17 disposable spacer or a nebulizer with a mouthpiece or mask.

18 "Opioid antagonist" means a drug that binds to opioid
19 receptors and blocks or inhibits the effect of opioids acting
20 on those receptors, including, but not limited to, naloxone
21 hydrochloride or any other similarly acting drug approved by
22 the U.S. Food and Drug Administration.

23 "Respiratory distress" means the perceived or actual
24 presence of wheezing, coughing, shortness of breath, chest
25 tightness, breathing difficulty, or any other symptoms
26 consistent with asthma. Respiratory distress may be

1 categorized as "mild-to-moderate" or "severe".

2 "School nurse" means a registered nurse working in a
3 school with or without licensure endorsed in school nursing.

4 "Self-administration" means a pupil's discretionary use of
5 his or her prescribed asthma medication or epinephrine
6 injector.

7 "Self-carry" means a pupil's ability to carry his or her
8 prescribed asthma medication or epinephrine injector.

9 "Standing protocol" may be issued by (i) a physician
10 licensed to practice medicine in all its branches, (ii) a
11 licensed physician assistant with prescriptive authority, or
12 (iii) a licensed advanced practice registered nurse with
13 prescriptive authority.

14 "Trained personnel" means any school employee or volunteer
15 personnel authorized in Sections 10-22.34, 10-22.34a, and
16 10-22.34b of this Code who has completed training under
17 subsection (g) of this Section to recognize and respond to
18 anaphylaxis, an opioid overdose, or respiratory distress.

19 "Undesignated asthma medication" means asthma medication
20 prescribed in the name of a school district, public school,
21 charter school, or nonpublic school.

22 "Undesignated epinephrine injector" means an epinephrine
23 injector prescribed in the name of a school district, public
24 school, charter school, or nonpublic school.

25 (b) A school, whether public, charter, or nonpublic, must
26 permit the self-administration and self-carry of asthma

1 medication by a pupil with asthma or the self-administration
2 and self-carry of an epinephrine injector by a pupil, provided
3 that:

4 (1) the parents or guardians of the pupil provide to
5 the school (i) written authorization from the parents or
6 guardians for (A) the self-administration and self-carry
7 of asthma medication or (B) the self-carry of asthma
8 medication or (ii) for (A) the self-administration and
9 self-carry of an epinephrine injector or (B) the
10 self-carry of an epinephrine injector, written
11 authorization from the pupil's physician, physician
12 assistant, or advanced practice registered nurse; and

13 (2) the parents or guardians of the pupil provide to
14 the school (i) the prescription label, which must contain
15 the name of the asthma medication, the prescribed dosage,
16 and the time at which or circumstances under which the
17 asthma medication is to be administered, or (ii) for the
18 self-administration or self-carry of an epinephrine
19 injector, a written statement from the pupil's physician,
20 physician assistant, or advanced practice registered nurse
21 containing the following information:

22 (A) the name and purpose of the epinephrine
23 injector;

24 (B) the prescribed dosage; and

25 (C) the time or times at which or the special
26 circumstances under which the epinephrine injector is

1 to be administered.

2 The information provided shall be kept on file in the office of
3 the school nurse or, in the absence of a school nurse, the
4 school's administrator.

5 (b-5) A school district, public school, charter school, or
6 nonpublic school may authorize the provision of a
7 student-specific or undesignated epinephrine injector to a
8 student or any personnel authorized under a student's
9 Individual Health Care Action Plan, Illinois Food Allergy
10 Emergency Action Plan and Treatment Authorization Form, or
11 plan pursuant to Section 504 of the federal Rehabilitation Act
12 of 1973 to administer an epinephrine injector to the student,
13 that meets the student's prescription on file.

14 (b-10) The school district, public school, charter school,
15 or nonpublic school may authorize a school nurse or trained
16 personnel to do the following: (i) provide an undesignated
17 epinephrine injector to a student for self-administration only
18 or any personnel authorized under a student's Individual
19 Health Care Action Plan, Illinois Food Allergy Emergency
20 Action Plan and Treatment Authorization Form, plan pursuant to
21 Section 504 of the federal Rehabilitation Act of 1973, or
22 individualized education program plan to administer to the
23 student that meets the student's prescription on file; (ii)
24 administer an undesignated epinephrine injector that meets the
25 prescription on file to any student who has an Individual
26 Health Care Action Plan, Illinois Food Allergy Emergency

1 Action Plan and Treatment Authorization Form, plan pursuant to
2 Section 504 of the federal Rehabilitation Act of 1973, or
3 individualized education program plan that authorizes the use
4 of an epinephrine injector; (iii) administer an undesignated
5 epinephrine injector to any person that the school nurse or
6 trained personnel in good faith believes is having an
7 anaphylactic reaction; (iv) administer an opioid antagonist to
8 any person that the school nurse or trained personnel in good
9 faith believes is having an opioid overdose; (v) provide
10 undesignated asthma medication to a student for
11 self-administration only or to any personnel authorized under
12 a student's Individual Health Care Action Plan or asthma
13 action plan, plan pursuant to Section 504 of the federal
14 Rehabilitation Act of 1973, or individualized education
15 program plan to administer to the student that meets the
16 student's prescription on file; (vi) administer undesignated
17 asthma medication that meets the prescription on file to any
18 student who has an Individual Health Care Action Plan or
19 asthma action plan, plan pursuant to Section 504 of the
20 federal Rehabilitation Act of 1973, or individualized
21 education program plan that authorizes the use of asthma
22 medication; and (vii) administer undesignated asthma
23 medication to any person that the school nurse or trained
24 personnel believes in good faith is having respiratory
25 distress.

26 (c) The school district, public school, charter school, or

1 nonpublic school must inform the parents or guardians of the
2 pupil, in writing, that the school district, public school,
3 charter school, or nonpublic school and its employees and
4 agents, including a physician, physician assistant, or
5 advanced practice registered nurse providing standing protocol
6 and a prescription for school epinephrine injectors, an opioid
7 antagonist, or undesignated asthma medication, are to incur no
8 liability or professional discipline, except for willful and
9 wanton conduct, as a result of any injury arising from the
10 administration of asthma medication, an epinephrine injector,
11 or an opioid antagonist regardless of whether authorization
12 was given by the pupil's parents or guardians or by the pupil's
13 physician, physician assistant, or advanced practice
14 registered nurse. The parents or guardians of the pupil must
15 sign a statement acknowledging that the school district,
16 public school, charter school, or nonpublic school and its
17 employees and agents are to incur no liability, except for
18 willful and wanton conduct, as a result of any injury arising
19 from the administration of asthma medication, an epinephrine
20 injector, or an opioid antagonist regardless of whether
21 authorization was given by the pupil's parents or guardians or
22 by the pupil's physician, physician assistant, or advanced
23 practice registered nurse and that the parents or guardians
24 must indemnify and hold harmless the school district, public
25 school, charter school, or nonpublic school and its employees
26 and agents against any claims, except a claim based on willful

1 and wanton conduct, arising out of the administration of
2 asthma medication, an epinephrine injector, or an opioid
3 antagonist regardless of whether authorization was given by
4 the pupil's parents or guardians or by the pupil's physician,
5 physician assistant, or advanced practice registered nurse.

6 (c-5) When a school nurse or trained personnel administers
7 an undesignated epinephrine injector to a person whom the
8 school nurse or trained personnel in good faith believes is
9 having an anaphylactic reaction, administers an opioid
10 antagonist to a person whom the school nurse or trained
11 personnel in good faith believes is having an opioid overdose,
12 or administers undesignated asthma medication to a person whom
13 the school nurse or trained personnel in good faith believes
14 is having respiratory distress, notwithstanding the lack of
15 notice to the parents or guardians of the pupil or the absence
16 of the parents or guardians signed statement acknowledging no
17 liability, except for willful and wanton conduct, the school
18 district, public school, charter school, or nonpublic school
19 and its employees and agents, and a physician, a physician
20 assistant, or an advanced practice registered nurse providing
21 standing protocol and a prescription for undesignated
22 epinephrine injectors, an opioid antagonist, or undesignated
23 asthma medication, are to incur no liability or professional
24 discipline, except for willful and wanton conduct, as a result
25 of any injury arising from the use of an undesignated
26 epinephrine injector, the use of an opioid antagonist, or the

1 use of undesignated asthma medication, regardless of whether
2 authorization was given by the pupil's parents or guardians or
3 by the pupil's physician, physician assistant, or advanced
4 practice registered nurse.

5 (d) The permission for self-administration and self-carry
6 of asthma medication or the self-administration and self-carry
7 of an epinephrine injector is effective for the school year
8 for which it is granted and shall be renewed each subsequent
9 school year upon fulfillment of the requirements of this
10 Section.

11 (e) Provided that the requirements of this Section are
12 fulfilled, a pupil with asthma may self-administer and
13 self-carry his or her asthma medication or a pupil may
14 self-administer and self-carry an epinephrine injector (i)
15 while in school, (ii) while at a school-sponsored activity,
16 (iii) while under the supervision of school personnel, or (iv)
17 before or after normal school activities, such as while in
18 before-school or after-school care on school-operated property
19 or while being transported on a school bus.

20 (e-5) Provided that the requirements of this Section are
21 fulfilled, a school nurse or trained personnel may administer
22 an undesignated epinephrine injector to any person whom the
23 school nurse or trained personnel in good faith believes to be
24 having an anaphylactic reaction (i) while in school, (ii)
25 while at a school-sponsored activity, (iii) while under the
26 supervision of school personnel, or (iv) before or after

1 normal school activities, such as while in before-school or
2 after-school care on school-operated property or while being
3 transported on a school bus. A school nurse or trained
4 personnel may carry undesignated epinephrine injectors on his
5 or her person while in school or at a school-sponsored
6 activity.

7 (e-10) Provided that the requirements of this Section are
8 fulfilled, a school nurse or trained personnel may administer
9 an opioid antagonist to any person whom the school nurse or
10 trained personnel in good faith believes to be having an
11 opioid overdose (i) while in school, (ii) while at a
12 school-sponsored activity, (iii) while under the supervision
13 of school personnel, or (iv) before or after normal school
14 activities, such as while in before-school or after-school
15 care on school-operated property. A school nurse or trained
16 personnel may carry an opioid antagonist on his or her person
17 while in school or at a school-sponsored activity.

18 (e-15) If the requirements of this Section are met, a
19 school nurse or trained personnel may administer undesignated
20 asthma medication to any person whom the school nurse or
21 trained personnel in good faith believes to be experiencing
22 respiratory distress (i) while in school, (ii) while at a
23 school-sponsored activity, (iii) while under the supervision
24 of school personnel, or (iv) before or after normal school
25 activities, including before-school or after-school care on
26 school-operated property. A school nurse or trained personnel

1 may carry undesignated asthma medication on his or her person
2 while in school or at a school-sponsored activity.

3 (f) The school district, public school, charter school, or
4 nonpublic school may maintain a supply of undesignated
5 epinephrine injectors in any secure location that is
6 accessible before, during, and after school where an allergic
7 person is most at risk, including, but not limited to,
8 classrooms and lunchrooms. A physician, a physician assistant
9 who has prescriptive authority in accordance with Section 7.5
10 of the Physician Assistant Practice Act of 1987, or an
11 advanced practice registered nurse who has prescriptive
12 authority in accordance with Section 65-40 of the Nurse
13 Practice Act may prescribe undesignated epinephrine injectors
14 in the name of the school district, public school, charter
15 school, or nonpublic school to be maintained for use when
16 necessary. Any supply of epinephrine injectors shall be
17 maintained in accordance with the manufacturer's instructions.

18 The school district, public school, charter school, or
19 nonpublic school may maintain a supply of an opioid antagonist
20 in any secure location where an individual may have an opioid
21 overdose. A health care professional who has been delegated
22 prescriptive authority for opioid antagonists in accordance
23 with Section 5-23 of the Substance Use Disorder Act may
24 prescribe opioid antagonists in the name of the school
25 district, public school, charter school, or nonpublic school,
26 to be maintained for use when necessary. Any supply of opioid

1 antagonists shall be maintained in accordance with the
2 manufacturer's instructions.

3 The school district, public school, charter school, or
4 nonpublic school may maintain a supply of asthma medication in
5 any secure location that is accessible before, during, or
6 after school where a person is most at risk, including, but not
7 limited to, a classroom or the nurse's office. A physician, a
8 physician assistant who has prescriptive authority under
9 Section 7.5 of the Physician Assistant Practice Act of 1987,
10 or an advanced practice registered nurse who has prescriptive
11 authority under Section 65-40 of the Nurse Practice Act may
12 prescribe undesignated asthma medication in the name of the
13 school district, public school, charter school, or nonpublic
14 school to be maintained for use when necessary. Any supply of
15 undesignated asthma medication must be maintained in
16 accordance with the manufacturer's instructions.

17 (f-3) Whichever entity initiates the process of obtaining
18 undesignated epinephrine injectors and providing training to
19 personnel for carrying and administering undesignated
20 epinephrine injectors shall pay for the costs of the
21 undesignated epinephrine injectors.

22 (f-5) Upon any administration of an epinephrine injector,
23 a school district, public school, charter school, or nonpublic
24 school must immediately activate the EMS system and notify the
25 student's parent, guardian, or emergency contact, if known.

26 Upon any administration of an opioid antagonist, a school

1 district, public school, charter school, or nonpublic school
2 must immediately activate the EMS system and notify the
3 student's parent, guardian, or emergency contact, if known.

4 (f-10) Within 24 hours of the administration of an
5 undesignated epinephrine injector, a school district, public
6 school, charter school, or nonpublic school must notify the
7 physician, physician assistant, or advanced practice
8 registered nurse who provided the standing protocol and a
9 prescription for the undesignated epinephrine injector of its
10 use.

11 Within 24 hours after the administration of an opioid
12 antagonist, a school district, public school, charter school,
13 or nonpublic school must notify the health care professional
14 who provided the prescription for the opioid antagonist of its
15 use.

16 Within 24 hours after the administration of undesignated
17 asthma medication, a school district, public school, charter
18 school, or nonpublic school must notify the student's parent
19 or guardian or emergency contact, if known, and the physician,
20 physician assistant, or advanced practice registered nurse who
21 provided the standing protocol and a prescription for the
22 undesignated asthma medication of its use. The district or
23 school must follow up with the school nurse, if available, and
24 may, with the consent of the child's parent or guardian,
25 notify the child's health care provider of record, as
26 determined under this Section, of its use.

1 (g) Prior to the administration of an undesignated
2 epinephrine injector, trained personnel must submit to the
3 school's administration proof of completion of a training
4 curriculum to recognize and respond to anaphylaxis that meets
5 the requirements of subsection (h) of this Section. Training
6 must be completed annually. The school district, public
7 school, charter school, or nonpublic school must maintain
8 records related to the training curriculum and trained
9 personnel.

10 Prior to the administration of an opioid antagonist,
11 trained personnel must submit to the school's administration
12 proof of completion of a training curriculum to recognize and
13 respond to an opioid overdose, which curriculum must meet the
14 requirements of subsection (h-5) of this Section. Training
15 must be completed annually. Trained personnel must also submit
16 to the school's administration proof of cardiopulmonary
17 resuscitation and automated external defibrillator
18 certification. The school district, public school, charter
19 school, or nonpublic school must maintain records relating to
20 the training curriculum and the trained personnel.

21 Prior to the administration of undesignated asthma
22 medication, trained personnel must submit to the school's
23 administration proof of completion of a training curriculum to
24 recognize and respond to respiratory distress, which must meet
25 the requirements of subsection (h-10) of this Section.
26 Training must be completed annually, and the school district,

1 public school, charter school, or nonpublic school must
2 maintain records relating to the training curriculum and the
3 trained personnel.

4 (h) A training curriculum to recognize and respond to
5 anaphylaxis, including the administration of an undesignated
6 epinephrine injector, may be conducted online or in person.

7 Training shall include, but is not limited to:

8 (1) how to recognize signs and symptoms of an allergic
9 reaction, including anaphylaxis;

10 (2) how to administer an epinephrine injector; and

11 (3) a test demonstrating competency of the knowledge
12 required to recognize anaphylaxis and administer an
13 epinephrine injector.

14 Training may also include, but is not limited to:

15 (A) a review of high-risk areas within a school and
16 its related facilities;

17 (B) steps to take to prevent exposure to allergens;

18 (C) emergency follow-up procedures, including the
19 importance of calling 9-1-1 or, if 9-1-1 is not available,
20 other local emergency medical services;

21 (D) how to respond to a student with a known allergy,
22 as well as a student with a previously unknown allergy;

23 (E) other criteria as determined in rules adopted
24 pursuant to this Section; and

25 (F) any policy developed by the State Board of
26 Education under Section 2-3.190.

1 In consultation with statewide professional organizations
2 representing physicians licensed to practice medicine in all
3 of its branches, registered nurses, and school nurses, the
4 State Board of Education shall make available resource
5 materials consistent with criteria in this subsection (h) for
6 educating trained personnel to recognize and respond to
7 anaphylaxis. The State Board may take into consideration the
8 curriculum on this subject developed by other states, as well
9 as any other curricular materials suggested by medical experts
10 and other groups that work on life-threatening allergy issues.
11 The State Board is not required to create new resource
12 materials. The State Board shall make these resource materials
13 available on its Internet website.

14 (h-5) A training curriculum to recognize and respond to an
15 opioid overdose, including the administration of an opioid
16 antagonist, may be conducted online or in person. The training
17 must comply with any training requirements under Section 5-23
18 of the Substance Use Disorder Act and the corresponding rules.
19 It must include, but is not limited to:

20 (1) how to recognize symptoms of an opioid overdose;

21 (2) information on drug overdose prevention and
22 recognition;

23 (3) how to perform rescue breathing and resuscitation;

24 (4) how to respond to an emergency involving an opioid
25 overdose;

26 (5) opioid antagonist dosage and administration;

1 (6) the importance of calling 9-1-1 or, if 9-1-1 is
2 not available, other local emergency medical services;

3 (7) care for the overdose victim after administration
4 of the overdose antagonist;

5 (8) a test demonstrating competency of the knowledge
6 required to recognize an opioid overdose and administer a
7 dose of an opioid antagonist; and

8 (9) other criteria as determined in rules adopted
9 pursuant to this Section.

10 (h-10) A training curriculum to recognize and respond to
11 respiratory distress, including the administration of
12 undesigned asthma medication, may be conducted online or in
13 person. The training must include, but is not limited to:

14 (1) how to recognize symptoms of respiratory distress
15 and how to distinguish respiratory distress from
16 anaphylaxis;

17 (2) how to respond to an emergency involving
18 respiratory distress;

19 (3) asthma medication dosage and administration;

20 (4) the importance of calling 9-1-1 or, if 9-1-1 is
21 not available, other local emergency medical services;

22 (5) a test demonstrating competency of the knowledge
23 required to recognize respiratory distress and administer
24 asthma medication; and

25 (6) other criteria as determined in rules adopted
26 under this Section.

1 (i) Within 3 days after the administration of an
2 undesignated epinephrine injector by a school nurse, trained
3 personnel, or a student at a school or school-sponsored
4 activity, the school must report to the State Board of
5 Education in a form and manner prescribed by the State Board
6 the following information:

7 (1) age and type of person receiving epinephrine
8 (student, staff, visitor);

9 (2) any previously known diagnosis of a severe
10 allergy;

11 (3) trigger that precipitated allergic episode;

12 (4) location where symptoms developed;

13 (5) number of doses administered;

14 (6) type of person administering epinephrine (school
15 nurse, trained personnel, student); and

16 (7) any other information required by the State Board.

17 If a school district, public school, charter school, or
18 nonpublic school maintains or has an independent contractor
19 providing transportation to students who maintains a supply of
20 undesignated epinephrine injectors, then the school district,
21 public school, charter school, or nonpublic school must report
22 that information to the State Board of Education upon adoption
23 or change of the policy of the school district, public school,
24 charter school, nonpublic school, or independent contractor,
25 in a manner as prescribed by the State Board. The report must
26 include the number of undesignated epinephrine injectors in

1 supply.

2 (i-5) Within 3 days after the administration of an opioid
3 antagonist by a school nurse or trained personnel, the school
4 must report to the State Board of Education, in a form and
5 manner prescribed by the State Board, the following
6 information:

7 (1) the age and type of person receiving the opioid
8 antagonist (student, staff, or visitor);

9 (2) the location where symptoms developed;

10 (3) the type of person administering the opioid
11 antagonist (school nurse or trained personnel); and

12 (4) any other information required by the State Board.

13 (i-10) Within 3 days after the administration of
14 undesignated asthma medication by a school nurse, trained
15 personnel, or a student at a school or school-sponsored
16 activity, the school must report to the State Board of
17 Education, on a form and in a manner prescribed by the State
18 Board of Education, the following information:

19 (1) the age and type of person receiving the asthma
20 medication (student, staff, or visitor);

21 (2) any previously known diagnosis of asthma for the
22 person;

23 (3) the trigger that precipitated respiratory
24 distress, if identifiable;

25 (4) the location of where the symptoms developed;

26 (5) the number of doses administered;

1 (6) the type of person administering the asthma
2 medication (school nurse, trained personnel, or student);

3 (7) the outcome of the asthma medication
4 administration; and

5 (8) any other information required by the State Board.

6 (j) By October 1, 2015 and every year thereafter, the
7 State Board of Education shall submit a report to the General
8 Assembly identifying the frequency and circumstances of
9 undesignated epinephrine and undesignated asthma medication
10 administration during the preceding academic year. Beginning
11 with the 2017 report, the report shall also contain
12 information on which school districts, public schools, charter
13 schools, and nonpublic schools maintain or have independent
14 contractors providing transportation to students who maintain
15 a supply of undesignated epinephrine injectors. This report
16 shall be published on the State Board's Internet website on
17 the date the report is delivered to the General Assembly.

18 (j-5) Annually, each school district, public school,
19 charter school, or nonpublic school shall request an asthma
20 action plan from the parents or guardians of a pupil with
21 asthma. If provided, the asthma action plan must be kept on
22 file in the office of the school nurse or, in the absence of a
23 school nurse, the school administrator. Copies of the asthma
24 action plan may be distributed to appropriate school staff who
25 interact with the pupil on a regular basis, and, if
26 applicable, may be attached to the pupil's federal Section 504

1 plan or individualized education program plan.

2 (j-10) To assist schools with emergency response
3 procedures for asthma, the State Board of Education, in
4 consultation with statewide professional organizations with
5 expertise in asthma management and a statewide organization
6 representing school administrators, shall develop a model
7 asthma episode emergency response protocol before September 1,
8 2016. Each school district, charter school, and nonpublic
9 school shall adopt an asthma episode emergency response
10 protocol before January 1, 2017 that includes all of the
11 components of the State Board's model protocol.

12 (j-15) (Blank). ~~Every 2 years, school personnel who work~~
13 ~~with pupils shall complete an in-person or online training~~
14 ~~program on the management of asthma, the prevention of asthma~~
15 ~~symptoms, and emergency response in the school setting. In~~
16 ~~consultation with statewide professional organizations with~~
17 ~~expertise in asthma management, the State Board of Education~~
18 ~~shall make available resource materials for educating school~~
19 ~~personnel about asthma and emergency response in the school~~
20 ~~setting.~~

21 (j-20) On or before October 1, 2016 and every year
22 thereafter, the State Board of Education shall submit a report
23 to the General Assembly and the Department of Public Health
24 identifying the frequency and circumstances of opioid
25 antagonist administration during the preceding academic year.
26 This report shall be published on the State Board's Internet

1 website on the date the report is delivered to the General
2 Assembly.

3 (k) The State Board of Education may adopt rules necessary
4 to implement this Section.

5 (l) Nothing in this Section shall limit the amount of
6 epinephrine injectors that any type of school or student may
7 carry or maintain a supply of.

8 (Source: P.A. 101-81, eff. 7-12-19; 102-413, eff. 8-20-21;
9 102-813, eff. 5-13-22.)

10 (105 ILCS 5/27-23.4)

11 Sec. 27-23.4. Violence prevention and conflict resolution
12 education. School districts shall provide instruction in
13 violence prevention and conflict resolution education for
14 grades kindergarten through 12 and may include such
15 instruction in the courses of study regularly taught therein.
16 School districts may give regular school credit for
17 satisfactory completion by the student of such courses.

18 As used in this Section, "violence prevention and conflict
19 resolution education" means and includes instruction in the
20 following:

21 (1) The consequences of violent behavior.

22 (2) The causes of violent reactions to conflict.

23 (3) Nonviolent conflict resolution techniques.

24 (4) The relationship between drugs, alcohol and
25 violence.

1 The State Board of Education shall prepare and make
2 available to all school boards instructional materials that
3 may be used as guidelines for development of a violence
4 prevention program under this Section, provided that each
5 school board shall determine the appropriate curriculum for
6 satisfying the requirements of this Section. ~~The State Board
7 of Education shall assist in training teachers to provide
8 effective instruction in the violence prevention curriculum.~~

9 The State Board of Education and local school boards shall
10 not be required to implement the provisions of this Section
11 unless grants of funds are made available and are received
12 after July 1, 1993 from private sources or from the federal
13 government in amounts sufficient to enable the State Board and
14 local school boards to meet the requirements of this Section.
15 Any funds received by the State or a local educational agency
16 pursuant to the federal Safe and Drug-Free Schools and
17 Communities Act of 1994 shall first be applied or appropriated
18 to meet the requirements and implement the provisions of this
19 Section.

20 (Source: P.A. 97-87, eff. 7-8-11.)

21 (105 ILCS 5/27-23.6)

22 Sec. 27-23.6. Anti-bias education.

23 (a) The General Assembly finds that there is a significant
24 increase in violence in the schools and that much of that
25 violence is the result of intergroup tensions. The General

1 Assembly further finds that anti-bias education and intergroup
2 conflict resolution are effective methods for preventing
3 violence and lessening tensions in the schools and that these
4 methods are most effective when they are respectful of
5 individuals and their divergent viewpoints and religious
6 beliefs, which are protected by the First Amendment to the
7 Constitution of the United States.

8 (b) Beginning with the 2002-2003 school year, public
9 elementary and secondary schools may incorporate activities to
10 address intergroup conflict, with the objectives of improving
11 intergroup relations on and beyond the school campus, defusing
12 intergroup tensions, and promoting peaceful resolution of
13 conflict. The activities must be respectful of individuals and
14 their divergent viewpoints and religious beliefs, which are
15 protected by the First Amendment to the Constitution of the
16 United States. ~~Such activities may include, but not be limited~~
17 ~~to, instruction and teacher training programs.~~

18 (c) A school board that adopts a policy to incorporate
19 activities to address intergroup conflict as authorized under
20 subsection (b) of this Section shall make information
21 available to the public that describes the manner in which the
22 board has implemented the authority granted to it in this
23 Section. The means for disseminating this information (i)
24 shall include posting the information on the school district's
25 Internet web site, if any, and making the information
26 available, upon request, in district offices, and (ii) may

1 include without limitation incorporating the information in a
2 student handbook and including the information in a district
3 newsletter.

4 (Source: P.A. 92-763, eff. 8-6-02.)

5 (105 ILCS 5/27-23.10)

6 Sec. 27-23.10. Gang resistance education and training.

7 (a) (Blank). ~~The General Assembly finds that the instance~~
8 ~~of youth delinquent gangs continues to rise on a statewide~~
9 ~~basis. Given the higher rates of criminal offending among gang~~
10 ~~members, as well as the availability of increasingly lethal~~
11 ~~weapons, the level of criminal activity by gang members has~~
12 ~~taken on new importance for law enforcement agencies, schools,~~
13 ~~the community, and prevention efforts.~~

14 (b) As used in this Section:

15 "Gang resistance education and training" means and
16 includes instruction in, without limitation, each of the
17 following subject matters when accompanied by a stated
18 objective of reducing gang activity and educating children in
19 grades K through 12 about the consequences of gang
20 involvement:

- 21 (1) conflict resolution;
- 22 (2) cultural sensitivity;
- 23 (3) personal goal setting; and
- 24 (4) resisting peer pressure.

25 (c) Each school district and non-public, non-sectarian

1 elementary or secondary school in this State may make suitable
2 provisions for instruction in gang resistance education and
3 training in all grades and include that instruction in the
4 courses of study regularly taught in those grades. For the
5 purposes of gang resistance education and training, a school
6 board or the governing body of a non-public, non-sectarian
7 elementary or secondary school must collaborate with State and
8 local law enforcement agencies. The State Board of Education
9 may assist in the development of instructional materials and
10 teacher training in relation to gang resistance education and
11 training.

12 (Source: P.A. 96-952, eff. 6-28-10.)

13 (105 ILCS 5/34-18.25)

14 Sec. 34-18.25. Psychotropic or psychostimulant medication;
15 disciplinary action.

16 (a) In this Section:

17 "Psychostimulant medication" means medication that
18 produces increased levels of mental and physical energy and
19 alertness and an elevated mood by stimulating the central
20 nervous system.

21 "Psychotropic medication" means psychotropic medication as
22 defined in Section 1-121.1 of the Mental Health and
23 Developmental Disabilities Code.

24 (b) The board must adopt and implement a policy that
25 prohibits any disciplinary action that is based totally or in

1 part on the refusal of a student's parent or guardian to
2 administer or consent to the administration of psychotropic or
3 psychostimulant medication to the student.

4 ~~The policy must require that, at least once every 2 years,~~
5 ~~the in service training of certified school personnel and~~
6 ~~administrators include training on current best practices~~
7 ~~regarding the identification and treatment of attention~~
8 ~~deficit disorder and attention deficit hyperactivity disorder,~~
9 ~~the application of non aversive behavioral interventions in~~
10 ~~the school environment, and the use of psychotropic or~~
11 ~~psychostimulant medication for school age children.~~

12 (c) This Section does not prohibit school medical staff,
13 an individualized educational program team, or a qualified
14 ~~professional~~ worker (as defined in Section 14-1.10 of this
15 Code) from recommending that a student be evaluated by an
16 appropriate medical practitioner or prohibit school personnel
17 from consulting with the practitioner with the consent of the
18 student's parents or guardian.

19 (Source: P.A. 95-331, eff. 8-21-07.)

20 (105 ILCS 5/34-18.7 rep.)

21 (105 ILCS 5/34-18.8 rep.)

22 Section 10. The School Code is amended by repealing
23 Sections 34-18.7 and 34-18.8.

24 Section 15. The Critical Health Problems and Comprehensive

1 Health Education Act is amended by changing Section 3.10 as
2 follows:

3 (105 ILCS 110/3.10)

4 Sec. 3.10. Policy on teen dating violence.

5 (a) As used in this Section:

6 "Dating" or "dating relationship" means an ongoing social
7 relationship of a romantic or intimate nature between 2
8 persons. "Dating" or "dating relationship" does not include a
9 casual relationship or ordinary fraternization between 2
10 persons in a business or social context.

11 "Teen dating violence" means either of the following:

12 (1) A pattern of behavior in which a person uses or
13 threatens to use physical, mental, or emotional abuse to
14 control another person who is in a dating relationship
15 with the person, where one or both persons are 13 to 19
16 years of age.

17 (2) Behavior by which a person uses or threatens to
18 use sexual violence against another person who is in a
19 dating relationship with the person, where one or both
20 persons are 13 to 19 years of age.

21 (b) The school board of each public school district in
22 this State shall adopt a policy that does all of the following:

23 (1) States that teen dating violence is unacceptable
24 and is prohibited and that each student has the right to a
25 safe learning environment.

1 (2) Incorporates age-appropriate education about teen
2 dating violence into new or existing training programs for
3 students in grades 7 through 12 ~~and school employees~~, as
4 recommended by the school officials identified under
5 subdivision (4) of this subsection (b).

6 (3) Establishes procedures for the manner in which
7 employees of a school are to respond 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.

11 (4) Identifies by job title the school officials who
12 are responsible for receiving reports related to teen
13 dating violence.

14 (5) Notifies students and parents of the teen dating
15 violence policy adopted by the board.

16 (Source: P.A. 98-190, eff. 8-6-13.)

17 Section 20. The Care of Students with Diabetes Act is
18 amended by changing Section 25 as follows:

19 (105 ILCS 145/25)

20 Sec. 25. Training for school employees and delegated care
21 aides.

22 (a) Professional educator licensees, educational support
23 personnel, and non-licensed school personnel ~~In schools that~~
24 ~~have a student with diabetes, all school employees shall~~

1 receive training in the basics of diabetes care, how to
2 identify when a student with diabetes needs immediate or
3 emergency medical attention, and whom to contact in the case
4 of an emergency as outlined in Section 10-22.39, 3-11, and
5 21B-45 ~~during regular inservice training under Section 3-11~~ of
6 the School Code.

7 (b) Delegated care aides shall be trained to perform the
8 tasks necessary to assist a student with diabetes in
9 accordance with his or her diabetes care plan, including
10 training to do the following:

11 (1) check blood glucose and record results;

12 (2) recognize and respond to the symptoms of
13 hypoglycemia according to the diabetes care plan;

14 (3) recognize and respond to the symptoms of
15 hyperglycemia according to the diabetes care plan;

16 (4) estimate the number of carbohydrates in a snack or
17 lunch;

18 (5) administer insulin according to the student's
19 diabetes care plan and keep a record of the amount
20 administered; and

21 (6) respond in an emergency, including administering
22 glucagon and calling 911.

23 (c) The school district shall coordinate delegated care
24 aid ~~staff~~ training.

25 (d) Initial training of a delegated care aide shall be
26 provided by a licensed healthcare provider with expertise in

1 diabetes or a certified diabetic educator and individualized
2 by a student's parent or guardian. Training must be consistent
3 with the guidelines provided by the U.S. Department of Health
4 and Human Services in the guide for school personnel entitled
5 "Helping the Student with Diabetes Succeed". The training
6 shall be updated when the diabetes care plan is changed and at
7 least annually.

8 (e) School nurses, where available, or health care
9 providers may provide technical assistance or consultation or
10 both to delegated care aides.

11 (f) An information sheet shall be provided to any school
12 employee who transports a student for school-sponsored
13 activities. It shall identify the student with diabetes,
14 identify potential emergencies that may occur as a result of
15 the student's diabetes and the appropriate responses to such
16 emergencies, and provide emergency contact information.

17 (Source: P.A. 101-428, eff. 8-19-19.)

18 Section 25. The Seizure Smart School Act is amended by
19 changing Section 25 as follows:

20 (105 ILCS 150/25)

21 Sec. 25. Training for school employees and delegated care
22 aides.

23 (a) Professional educator licensees, educational support
24 personnel, and non-licensed school personnel ~~During an~~

1 ~~inservice training workshop under Section 3-11 of the School~~
2 ~~Code, all school employees~~ shall receive training in the
3 basics of seizure recognition and first aid and appropriate
4 emergency protocols as outlined in Section 10-22.39, 3-11, and
5 21B-45 of the School Code. The training must be fully
6 consistent with the best practice guidelines issued by the
7 Centers for Disease Control and Prevention.

8 (b) In a school in which at least one student with epilepsy
9 is enrolled, a delegated care aide must be trained to perform
10 the tasks necessary to assist the student in accordance with
11 his or her seizure action plan.

12 (c) The training of a delegated care aide must be provided
13 by a licensed health care provider with an expertise in
14 epilepsy or an epilepsy educator who has successfully
15 completed the relevant curricula offered by the Centers for
16 Disease Control and Prevention.

17 (d) If applicable, a seizure action plan must be provided
18 to any school employee who transports a student with epilepsy
19 to a school-sponsored activity.

20 (Source: P.A. 101-50, eff. 7-1-20.)

1

INDEX

2

Statutes amended in order of appearance

3

105 ILCS 5/3-11

from Ch. 122, par. 3-11

4

105 ILCS 5/10-20.36

5

105 ILCS 5/10-20.61

6

105 ILCS 5/10-22.24b

7

105 ILCS 5/10-22.34

from Ch. 122, par. 10-22.34

8

105 ILCS 5/10-22.39

9

105 ILCS 5/10-23.12

from Ch. 122, par. 10-23.12

10

105 ILCS 5/21B-25

11

105 ILCS 5/21B-45

12

105 ILCS 5/22-30

13

105 ILCS 5/27-23.4

14

105 ILCS 5/27-23.6

15

105 ILCS 5/27-23.10

16

105 ILCS 5/34-18.25

17

105 ILCS 5/34-18.7 rep.

18

105 ILCS 5/34-18.8 rep.

19

105 ILCS 110/3.10

20

105 ILCS 145/25

21

105 ILCS 150/25