



## 104TH GENERAL ASSEMBLY

### State of Illinois

2025 and 2026

HB2381

Introduced 2/4/2025, by Rep. Laura Faver Dias

#### SYNOPSIS AS INTRODUCED:

105 ILCS 5/10-16a

Amends the School Boards Article of the School Code. Includes LGBTQ+ inclusivity in the topics covered in the required 4-hour training for every voting member of a school board of a school district. Lists information that must be included in the LGBTQ+ inclusivity training. Requires the State Board of Education to develop a training program in collaboration with individuals or organizations that affirm LGBTQ+ people and have recognized expertise in supporting LGBTQ+ young people or adopt a training program previously developed by such individuals or organizations.

LRB104 06875 LNS 16911 b

STATE MANDATES  
ACT MAY REQUIRE  
REIMBURSEMENT

A BILL FOR

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**  
3 **represented in the General Assembly:**

4 Section 1. Findings and purpose.

5 (a) The General Assembly finds that:

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

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

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

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

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

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

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

8 (105 ILCS 5/10-16a)

9 (Text of Section before amendment by P.A. 103-771)

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

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

17 (a-5) In this Section, "trauma" has the meaning ascribed  
18 to that term in subsection (b) of Section 3-11 of this Code.

19 (b) Every voting member of a school board of a school  
20 district elected or appointed for a term beginning after the  
21 effective date of this amendatory Act of the 97th General  
22 Assembly, within a year after the effective date of this  
23 amendatory Act of the 97th General Assembly or the first year  
24 of his or her first term, shall complete a minimum of 4 hours

1 of professional development leadership training covering  
2 topics in education and labor law, financial oversight and  
3 accountability, fiduciary responsibilities of a school board  
4 member, and, beginning with the 2023-2024 school year,  
5 trauma-informed practices for students and staff. The school  
6 district shall maintain on its Internet website, if any, the  
7 names of all voting members of the school board who have  
8 successfully completed the training.

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

14 (1) the recognition of and care for trauma in students  
15 and staff;

16 (2) the relationship between staff wellness and  
17 student learning;

18 (3) the effect of trauma on student behavior and  
19 learning;

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

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

1 factors; and

2 (6) effective district and school practices that are  
3 shown to:

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

6 (B) support the emotional wellness of staff.

7 (c) The training on financial oversight, accountability,  
8 fiduciary responsibilities, and, beginning with the 2023-24  
9 school year, trauma-informed practices for students and staff  
10 may be provided by an association established under this Code  
11 for the purpose of training school board members or by other  
12 qualified providers approved by the State Board of Education,  
13 in consultation with an association so established.

14 (d) The State Board of Education may adopt rules that are  
15 necessary for the administration of the provisions of this  
16 Section.

17 (Source: P.A. 102-638, eff. 1-1-23; 103-413, eff. 1-1-24.)

18 (Text of Section after amendment by P.A. 103-771)

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

20 (a) This Section applies to all school board members  
21 serving pursuant to Section 10-10 of this Code.

22 (a-5) In this Section, "trauma" has the meaning ascribed  
23 to that term in subsection (b) of Section 3-11 of this Code.

24 (b) Every voting member of a school board of a school  
25 district, within the first year of his or her first term, shall

1 complete a minimum of 4 hours of professional development and  
2 leadership training covering topics in education and labor  
3 law, financial oversight and accountability, fiduciary  
4 responsibilities of a school board member, trauma-informed  
5 practices for students and staff, ~~and~~, improving student  
6 outcomes, and LGBTQ+ inclusivity. The school district shall  
7 maintain on its Internet website, if any, the names of all  
8 voting members of the school board who have successfully  
9 completed the training.

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

15 (1) the recognition of and care for trauma in students  
16 and staff;

17 (2) the relationship between staff wellness and  
18 student learning;

19 (3) the effect of trauma on student behavior and  
20 learning;

21 (4) the prevalence of trauma among students, including  
22 the prevalence of trauma among student populations at  
23 higher risk of experiencing trauma;

24 (5) the effects of implicit or explicit bias on  
25 recognizing trauma among various student groups in  
26 connection with race, ethnicity, gender identity, sexual

1 orientation, socio-economic status, and other relevant  
2 factors; and

3 (6) effective district and school practices that are  
4 shown to:

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

7 (B) support the emotional wellness of staff.

8 (b-10) The training regarding improving student outcomes  
9 required by this Section must include information that is  
10 relevant to and within the scope of the duties of a school  
11 board member.

12 (b-15) The training regarding LGBTQ+ inclusivity required  
13 by this Section must include information that is relevant to  
14 and within the scope of the duties of a school board member.  
15 Such information shall include, but not be limited to:

16 (1) understanding the difference between sex, gender,  
17 gender identity, and sexual orientation;

18 (2) understanding sexual orientation and gender  
19 identity development in children and adolescents;

20 (3) understanding the rights of LGBTQ+ students and of  
21 Illinois policies related to creating an affirming school  
22 environment, including, but not limited to, State laws  
23 such as the Illinois Human Rights Act, administrative  
24 rules, and any relevant guidance approved by the State  
25 Board of Education;

26 (4) knowledge of diverse family structures;

1           (5) nondiscriminatory education on the basis of  
2           gender, gender identity, gender expression, and sexual  
3           orientation;

4           (6) understanding the struggles and lived experiences  
5           of LGBTQ+ youth in schools;

6           (7) the contributions of LGBTQ+ individuals in the  
7           fields of science, technology, engineering, mathematics,  
8           history, social sciences, arts, and humanities; and

9           (8) the effects and risks of outing a student's gender  
10           identity or sexual orientation.

11           (c) The training on financial oversight, accountability,  
12           fiduciary responsibilities, trauma-informed practices for  
13           students and staff, ~~and~~ improving student outcomes, and LGBTQ+  
14           inclusivity shall be provided by a statewide association  
15           established under this Code for the purpose of training school  
16           board members or by other qualified providers approved by the  
17           State Board of Education, in consultation with an association  
18           so established.

19           For the training regarding LGBTQ+ inclusivity, the State  
20           Board of Education shall either develop a training program in  
21           collaboration with individuals or organizations that affirm  
22           LGBTQ+ people and have recognized expertise in supporting  
23           LGBTQ+ young people or adopt a training program previously  
24           developed by such individuals or organizations. Thereafter,  
25           the State Board of Education shall periodically review and  
26           update, as necessary, the training regarding LGBTQ+

1 inclusivity, in collaboration with individuals or  
2 organizations that affirm LGBTQ+ people and have recognized  
3 expertise in supporting LGBTQ+ young people.

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

7 (Source: P.A. 102-638, eff. 1-1-23; 103-413, eff. 1-1-24;  
8 103-771, eff. 6-1-25; revised 10-21-24.)

9 Section 95. No acceleration or delay. Where this Act makes  
10 changes in a statute that is represented in this Act by text  
11 that is not yet or no longer in effect (for example, a Section  
12 represented by multiple versions), the use of that text does  
13 not accelerate or delay the taking effect of (i) the changes  
14 made by this Act or (ii) provisions derived from any other  
15 Public Act.