



Rep. Carol Ammons

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1 AMENDMENT TO HOUSE BILL 342

2 AMENDMENT NO. \_\_\_\_\_. Amend House Bill 342 by replacing  
3 everything after the enacting clause with the following:

4 "Section 5. The Department of Human Services Act is  
5 amended by adding Section 10-75 as follows:

6 (20 ILCS 1305/10-75 new)

7 Sec. 10-75. Children's Adversity Index. The Department of  
8 Human Services shall develop a school district-level  
9 Children's Adversity Index ("index") to measure community  
10 childhood trauma exposure for children 3 through 18 years of  
11 age by December 30, 2024. This cross-agency effort shall be  
12 led by the Department of Human Services and must include  
13 agencies that both collect the data and will have an ultimate  
14 use for the index information, including, but not limited to,  
15 the Governor's Office of Early Childhood Development, the  
16 State Board of Education, the Department of Public Health, the

1 Department of Innovation and Technology, the Illinois Criminal  
2 Justice Information Authority, and the Department of Juvenile  
3 Justice. The Department of Human Services may also involve  
4 non-agency personnel with relevant expertise. The index shall  
5 be informed by research and include both adverse incidents  
6 data, including students who have experienced homelessness,  
7 and indicators of aspects of a child's environment that can  
8 undermine the child's sense of safety, stability, and bonding,  
9 including growing up in a household with substance abuse  
10 problems or instability due to parental separation or  
11 incarceration of a parent, sibling, or other member of the  
12 household, or community violence. The index shall provide  
13 information that allows for measuring progress, comparing  
14 school districts to the State average, and that enables the  
15 index to be updated at least every 2 years. The data shall be  
16 made publicly available.

17 Section 10. The School Code is amended by changing  
18 Sections 3-11, 10-16a, 10-17a, and 10-22.39 and by adding  
19 Sections 21B-12 and 22-95 as follows:

20 (105 ILCS 5/3-11) (from Ch. 122, par. 3-11)

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

22 (a) In counties of less than 2,000,000 inhabitants, the  
23 regional superintendent may arrange for or conduct district,  
24 regional, or county institutes, or equivalent professional

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

25 In counties of 2,000,000 or more inhabitants, the regional  
26 superintendent may arrange for or conduct district, regional,

1 or county inservice training workshops, or equivalent  
2 professional educational experiences, not more than 4 days  
3 annually. Of those 4 days, 2 days may be used as a teacher's  
4 and educational support personnel workshop, when approved by  
5 the regional superintendent, up to 2 days may be used for  
6 conducting parent-teacher conferences, or up to 2 days may be  
7 utilized as parental institute days as provided in Section  
8 10-22.18d. Educational support personnel may be exempt from a  
9 workshop if the workshop is not relevant to the work they do. A  
10 school district may use one of those 4 days on the last day of  
11 the school term. "Inservice Training Workshops" or  
12 "Professional educational experiences" means any educational  
13 gathering, demonstration of methods of instruction, visitation  
14 of schools or other institutions or facilities, sexual abuse  
15 and sexual assault awareness seminar, or training in First Aid  
16 (which may include cardiopulmonary resuscitation or  
17 defibrillator training) held or approved by the regional  
18 superintendent and declared by him to be an inservice training  
19 workshop, or parent-teacher conferences. With the concurrence  
20 of the State Superintendent of Education, he may employ such  
21 assistance as is necessary to conduct the inservice training  
22 workshop. With the approval of the regional superintendent, 2  
23 or more adjoining districts may jointly hold an inservice  
24 training workshop. In addition, with the approval of the  
25 regional superintendent, one district may conduct its own  
26 inservice training workshop with subject matter consultants

1 requested from the county, State or any State institution of  
2 higher learning.

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

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

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

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

18 The teachers institutes shall include teacher training  
19 committed to (i) peer counseling programs and other  
20 anti-violence and conflict resolution programs, including  
21 without limitation programs for preventing at risk students  
22 from committing violent acts, and (ii) educator ethics and  
23 teacher-student conduct. Beginning with the 2009-2010 school  
24 year, the teachers institutes shall include instruction on  
25 prevalent student chronic health conditions. Beginning with  
26 the 2016-2017 school year, the teachers institutes shall

1 include, at least once every 2 years, instruction on the  
2 federal Americans with Disabilities Act as it pertains to the  
3 school environment.

4 (b) In this subsection (b):

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

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

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

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

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

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

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

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

26                   (C) involve the engagement and capacity building

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

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

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

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

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

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



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

2 (105 ILCS 5/10-16a)

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

4 (a) This Section applies to all school board members  
5 serving pursuant to Section 10-10 of this Code who have been  
6 elected after the effective date of this amendatory Act of the  
7 97th General Assembly or appointed to fill a vacancy of at  
8 least one year's duration after the effective date of this  
9 amendatory Act of the 97th General Assembly.

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

12 (b) Every voting member of a school board of a school  
13 district elected or appointed for a term beginning after the  
14 effective date of this amendatory Act of the 97th General  
15 Assembly, within a year after the effective date of this  
16 amendatory Act of the 97th General Assembly or the first year  
17 of his or her first term, shall complete a minimum of 4 hours  
18 of professional development leadership training covering  
19 topics in education and labor law, financial oversight and  
20 accountability, fiduciary responsibilities of a school board  
21 member, and, beginning with the 2023-2024 school year,  
22 trauma-informed practices for students and staff. The school  
23 district shall maintain on its Internet website, if any, the  
24 names of all voting members of the school board who have  
25 successfully completed the training.

1 (b-5) The training regarding trauma-informed practices for  
2 students and staff required by this Section must include  
3 information that is relevant to and within the scope of the  
4 duties of a school board member. Such information may include,  
5 but is not 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 (c) The training on financial oversight, accountability,  
26 fiduciary responsibilities, and, beginning with the 2023-24

1 school year, trauma-informed practices for students and staff  
2 may be provided by an association established under this Code  
3 for the purpose of training school board members or by other  
4 qualified providers approved by the State Board of Education,  
5 in consultation with an association so established.

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

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

10 (105 ILCS 5/10-17a) (from Ch. 122, par. 10-17a)

11 Sec. 10-17a. State, school district, and school report  
12 cards.

13 (1) By October 31, 2013 and October 31 of each subsequent  
14 school year, the State Board of Education, through the State  
15 Superintendent of Education, shall prepare a State report  
16 card, school district report cards, and school report cards,  
17 and shall by the most economical means provide to each school  
18 district in this State, including special charter districts  
19 and districts subject to the provisions of Article 34, the  
20 report cards for the school district and each of its schools.  
21 Because of the impacts of the COVID-19 public health emergency  
22 during school year 2020-2021, the State Board of Education  
23 shall have until December 31, 2021 to prepare and provide the  
24 report cards that would otherwise be due by October 31, 2021.  
25 During a school year in which the Governor has declared a

1 disaster due to a public health emergency pursuant to Section  
2 7 of the Illinois Emergency Management Agency Act, the report  
3 cards for the school districts and each of its schools shall be  
4 prepared by December 31.

5 (2) In addition to any information required by federal  
6 law, the State Superintendent shall determine the indicators  
7 and presentation of the school report card, which must  
8 include, at a minimum, the most current data collected and  
9 maintained by the State Board of Education related to the  
10 following:

11 (A) school characteristics and student demographics,  
12 including average class size, average teaching experience,  
13 student racial/ethnic breakdown, and the percentage of  
14 students classified as low-income; the percentage of  
15 students classified as English learners, the number of  
16 students who graduate from a bilingual or English learner  
17 program, and the number of students who graduate from,  
18 transfer from, or otherwise leave bilingual programs; the  
19 percentage of students who have individualized education  
20 plans or 504 plans that provide for special education  
21 services; the number and percentage of all students who  
22 have been assessed for placement in a gifted education or  
23 advanced academic program and, of those students: (i) the  
24 racial and ethnic breakdown, (ii) the percentage who are  
25 classified as low-income, and (iii) the number and  
26 percentage of students who received direct instruction

1 from a teacher who holds a gifted education endorsement  
2 and, of those students, the percentage who are classified  
3 as low-income; the percentage of students scoring at the  
4 "exceeds expectations" level on the assessments required  
5 under Section 2-3.64a-5 of this Code; the percentage of  
6 students who annually transferred in or out of the school  
7 district; average daily attendance; the per-pupil  
8 operating expenditure of the school district; and the  
9 per-pupil State average operating expenditure for the  
10 district type (elementary, high school, or unit);

11 (B) curriculum information, including, where  
12 applicable, Advanced Placement, International  
13 Baccalaureate or equivalent courses, dual enrollment  
14 courses, foreign language classes, computer science  
15 courses, school personnel resources (including Career  
16 Technical Education teachers), before and after school  
17 programs, extracurricular activities, subjects in which  
18 elective classes are offered, health and wellness  
19 initiatives (including the average number of days of  
20 Physical Education per week per student), approved  
21 programs of study, awards received, community  
22 partnerships, and special programs such as programming for  
23 the gifted and talented, students with disabilities, and  
24 work-study students;

25 (C) student outcomes, including, where applicable, the  
26 percentage of students deemed proficient on assessments of

1 State standards, the percentage of students in the eighth  
2 grade who pass Algebra, the percentage of students who  
3 participated in workplace learning experiences, the  
4 percentage of students enrolled in post-secondary  
5 institutions (including colleges, universities, community  
6 colleges, trade/vocational schools, and training programs  
7 leading to career certification within 2 semesters of high  
8 school graduation), the percentage of students graduating  
9 from high school who are college and career ready, and the  
10 percentage of graduates enrolled in community colleges,  
11 colleges, and universities who are in one or more courses  
12 that the community college, college, or university  
13 identifies as a developmental course;

14 (D) student progress, including, where applicable, the  
15 percentage of students in the ninth grade who have earned  
16 5 credits or more without failing more than one core  
17 class, a measure of students entering kindergarten ready  
18 to learn, a measure of growth, and the percentage of  
19 students who enter high school on track for college and  
20 career readiness;

21 (E) the school environment, including, where  
22 applicable, high school dropout rate by grade level, the  
23 percentage of students with less than 10 absences in a  
24 school year, the percentage of teachers with less than 10  
25 absences in a school year for reasons other than  
26 professional development, leaves taken pursuant to the

1 federal Family Medical Leave Act of 1993, long-term  
2 disability, or parental leaves, the 3-year average of the  
3 percentage of teachers returning to the school from the  
4 previous year, the number of different principals at the  
5 school in the last 6 years, the number of teachers who hold  
6 a gifted education endorsement, the process and criteria  
7 used by the district to determine whether a student is  
8 eligible for participation in a gifted education program  
9 or advanced academic program and the manner in which  
10 parents and guardians are made aware of the process and  
11 criteria, the number of teachers who are National Board  
12 Certified Teachers, disaggregated by race and ethnicity, 2  
13 or more indicators from any school climate survey selected  
14 or approved by the State and administered pursuant to  
15 Section 2-3.153 of this Code, with the same or similar  
16 indicators included on school report cards for all surveys  
17 selected or approved by the State pursuant to Section  
18 2-3.153 of this Code, the combined percentage of teachers  
19 rated as proficient or excellent in their most recent  
20 evaluation, and, beginning with the 2022-2023 school year,  
21 data on the number of incidents of violence that occurred  
22 on school grounds or during school-related activities and  
23 that resulted in an out-of-school suspension, expulsion,  
24 or removal to an alternative setting, as reported pursuant  
25 to Section 2-3.162;

26 (F) a school district's and its individual schools'

1 balanced accountability measure, in accordance with  
2 Section 2-3.25a of this Code;

3 (G) the total and per pupil normal cost amount the  
4 State contributed to the Teachers' Retirement System of  
5 the State of Illinois in the prior fiscal year for the  
6 school's employees, which shall be reported to the State  
7 Board of Education by the Teachers' Retirement System of  
8 the State of Illinois;

9 (H) for a school district organized under Article 34  
10 of this Code only, State contributions to the Public  
11 School Teachers' Pension and Retirement Fund of Chicago  
12 and State contributions for health care for employees of  
13 that school district;

14 (I) a school district's Final Percent of Adequacy, as  
15 defined in paragraph (4) of subsection (f) of Section  
16 18-8.15 of this Code;

17 (J) a school district's Local Capacity Target, as  
18 defined in paragraph (2) of subsection (c) of Section  
19 18-8.15 of this Code, displayed as a percentage amount;

20 (K) a school district's Real Receipts, as defined in  
21 paragraph (1) of subsection (d) of Section 18-8.15 of this  
22 Code, divided by a school district's Adequacy Target, as  
23 defined in paragraph (1) of subsection (b) of Section  
24 18-8.15 of this Code, displayed as a percentage amount;

25 (L) a school district's administrative costs;

26 (M) whether or not the school has participated in the



1 Illinois Youth Survey. In this paragraph (M), "Illinois  
2 Youth Survey" means a self-report survey, administered in  
3 school settings every 2 years, designed to gather  
4 information about health and social indicators, including  
5 substance abuse patterns and the attitudes of students in  
6 grades 8, 10, and 12; ~~and~~

7 (N) whether the school offered its students career and  
8 technical education opportunities; ~~and-~~

9 (O) the total number of school counselors, school  
10 social workers, school nurses, and school psychologists by  
11 school, district, and State, the average number of  
12 students per school counselor in the school, district, and  
13 State, the average number of students per school social  
14 worker in the school, district, and State, the average  
15 number of students per school nurse in the school,  
16 district, and State, and the average number of students  
17 per school psychologist in the school, district, and  
18 State.

19 The school report card shall also provide information that  
20 allows for comparing the current outcome, progress, and  
21 environment data to the State average, to the school data from  
22 the past 5 years, and to the outcomes, progress, and  
23 environment of similar schools based on the type of school and  
24 enrollment of low-income students, special education students,  
25 and English learners.

26 As used in this subsection (2):

1 "Administrative costs" means costs associated with  
2 executive, administrative, or managerial functions within the  
3 school district that involve planning, organizing, managing,  
4 or directing the school district.

5 "Advanced academic program" means a course of study to  
6 which students are assigned based on advanced cognitive  
7 ability or advanced academic achievement compared to local age  
8 peers and in which the curriculum is substantially  
9 differentiated from the general curriculum to provide  
10 appropriate challenge and pace.

11 "Computer science" means the study of computers and  
12 algorithms, including their principles, their hardware and  
13 software designs, their implementation, and their impact on  
14 society. "Computer science" does not include the study of  
15 everyday uses of computers and computer applications, such as  
16 keyboarding or accessing the Internet.

17 "Gifted education" means educational services, including  
18 differentiated curricula and instructional methods, designed  
19 to meet the needs of gifted children as defined in Article 14A  
20 of this Code.

21 For the purposes of paragraph (A) of this subsection (2),  
22 "average daily attendance" means the average of the actual  
23 number of attendance days during the previous school year for  
24 any enrolled student who is subject to compulsory attendance  
25 by Section 26-1 of this Code at each school and charter school.

26 (3) At the discretion of the State Superintendent, the

1 school district report card shall include a subset of the  
2 information identified in paragraphs (A) through (E) of  
3 subsection (2) of this Section, as well as information  
4 relating to the operating expense per pupil and other finances  
5 of the school district, and the State report card shall  
6 include a subset of the information identified in paragraphs  
7 (A) through (E) and paragraph (N) of subsection (2) of this  
8 Section. The school district report card shall include the  
9 average daily attendance, as that term is defined in  
10 subsection (2) of this Section, of students who have  
11 individualized education programs and students who have 504  
12 plans that provide for special education services within the  
13 school district.

14 (4) Notwithstanding anything to the contrary in this  
15 Section, in consultation with key education stakeholders, the  
16 State Superintendent shall at any time have the discretion to  
17 amend or update any and all metrics on the school, district, or  
18 State report card.

19 (5) Annually, no more than 30 calendar days after receipt  
20 of the school district and school report cards from the State  
21 Superintendent of Education, each school district, including  
22 special charter districts and districts subject to the  
23 provisions of Article 34, shall present such report cards at a  
24 regular school board meeting subject to applicable notice  
25 requirements, post the report cards on the school district's  
26 Internet web site, if the district maintains an Internet web

1 site, make the report cards available to a newspaper of  
2 general circulation serving the district, and, upon request,  
3 send the report cards home to a parent (unless the district  
4 does not maintain an Internet web site, in which case the  
5 report card shall be sent home to parents without request). If  
6 the district posts the report card on its Internet web site,  
7 the district shall send a written notice home to parents  
8 stating (i) that the report card is available on the web site,  
9 (ii) the address of the web site, (iii) that a printed copy of  
10 the report card will be sent to parents upon request, and (iv)  
11 the telephone number that parents may call to request a  
12 printed copy of the report card.

13 (6) Nothing contained in Public Act 98-648 repeals,  
14 supersedes, invalidates, or nullifies final decisions in  
15 lawsuits pending on July 1, 2014 (the effective date of Public  
16 Act 98-648) in Illinois courts involving the interpretation of  
17 Public Act 97-8.

18 (Source: P.A. 101-68, eff. 1-1-20; 101-81, eff. 7-12-19;  
19 101-654, eff. 3-8-21; 102-16, eff. 6-17-21; 102-294, eff.  
20 1-1-22; 102-539, eff. 8-20-21; 102-558, eff. 8-20-21; 102-594,  
21 eff. 7-1-22; 102-813, eff. 5-13-22.)

22 (105 ILCS 5/10-22.39)

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

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

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

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

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

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

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

3           (2) the relationship between educator wellness and  
4           student learning;

5           (3) the effect of trauma on student behavior and  
6           learning;

7           (4) the prevalence of trauma among students, including  
8           the prevalence of trauma among student populations at  
9           higher risk of experiencing trauma;

10          (5) the effects of implicit or explicit bias on  
11          recognizing trauma among various student groups in  
12          connection with race, ethnicity, gender identity, sexual  
13          orientation, socio-economic status, and other relevant  
14          factors; and

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

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

18                (B) support the emotional wellness of staff.

19          (c) School counselors, nurses, teachers and other school  
20          personnel who work with pupils may be trained to have a basic  
21          knowledge of matters relating to acquired immunodeficiency  
22          syndrome (AIDS), including the nature of the disease, its  
23          causes and effects, the means of detecting it and preventing  
24          its transmission, and the availability of appropriate sources  
25          of counseling and referral, and any other information that may  
26          be appropriate considering the age and grade level of such

1 pupils. The School Board shall supervise such training. The  
2 State Board of Education and the Department of Public Health  
3 shall jointly develop standards for such training.

4 (d) In this subsection (d):

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

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

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

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

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

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

18 (Source: P.A. 101-350, eff. 1-1-20; 102-197, eff. 7-30-21;  
19 102-638, eff. 1-1-23; 102-813, eff. 5-13-22.)

20 (105 ILCS 5/21B-12 new)

21 Sec. 21B-12. Professional educator licensure review  
22 committee.

23 (a) The State Superintendent of Education shall establish  
24 a committee of no more than 21 members to make recommendations  
25 to the State Board of Education to change the professional



1 educator licensure requirements and Professional Educator  
2 License renewal requirements for kindergarten through grade 12  
3 teachers to include demonstrated proficiency in adverse  
4 childhood experiences, trauma, secondary traumatic stress,  
5 creating trauma-responsive learning environments or  
6 communities, as defined in subsection (b) of Section 3-11 of  
7 this Code, restorative justice, and restorative practices on  
8 or before October 1, 2024. The members of the committee shall  
9 be appointed by the State Superintendent of Education, unless  
10 stated otherwise, and shall include the following members:

11 (1) the State Superintendent of Education or a  
12 designee;

13 (2) one member of a statewide professional teachers'  
14 organization;

15 (3) one member of another statewide professional  
16 teachers' organization;

17 (4) one member who represents a school district  
18 servng a community with a population of 500,000 or more;

19 (5) one member of a statewide organization  
20 representing social workers;

21 (6) one member of an organization that has specific  
22 expertise in trauma-responsive school practices and  
23 experience in supporting schools in developing  
24 trauma-responsive and restorative practices;

25 (7) one member of another organization that has  
26 specific expertise in trauma-responsive school practices

1 and experience in supporting schools in developing  
2 trauma-responsive and restorative practices;

3 (8) one member of a statewide organization that  
4 represents school principals and assistant principals;

5 (9) 3 members representing a State-approved educator  
6 preparation program at an Illinois institution of higher  
7 education recommended by the institution of higher  
8 education;

9 (10) one member representing regional superintendents  
10 of schools recommended by a statewide association that  
11 represents regional superintendents of schools;

12 (11) one educator from a school district that has  
13 actively worked to develop a system of student support  
14 that uses a trauma-informed lens;

15 (12) one member representing district superintendents  
16 recommended by a statewide organization that represents  
17 district superintendents;

18 (13) the Secretary of Human Services, the Director of  
19 Children and Family Services, the Director of Public  
20 Health, and the Director of Juvenile Justice, or their  
21 designees; and

22 (14) a child advocate.

23 (b) This Section is repealed on October 1, 2025.

24 (105 ILCS 5/22-95 new)

25 Sec. 22-95. Whole Child Task Force.

1       (a) The General Assembly makes all of the following  
2 findings:

3           (1) The COVID-19 pandemic has exposed systemic  
4 inequities in American society. Students, educators, and  
5 families throughout this State have been deeply affected  
6 by the pandemic, and the impact of the pandemic will be  
7 felt for years to come. The negative consequences of the  
8 pandemic have impacted students and communities  
9 differently along the lines of race, income, language, and  
10 special needs. However, students in this State faced  
11 significant unmet physical health, mental health, and  
12 social and emotional needs even prior to the pandemic.

13           (2) The path to recovery requires a commitment from  
14 adults in this State to address our students cultural,  
15 physical, emotional, and mental health needs and to  
16 provide them with stronger and increased systemic support  
17 and intervention.

18           (3) It is well documented that trauma and toxic stress  
19 diminish a child's ability to thrive. Forms of childhood  
20 trauma and toxic stress include adverse childhood  
21 experiences, systemic racism, poverty, food and housing  
22 insecurity, and gender-based violence. The COVID-19  
23 pandemic has exacerbated these issues and brought them  
24 into focus.

25           (4) It is estimated that, overall, approximately 40%  
26 of children in this State have experienced at least one

1 adverse childhood experience and approximately 10% have  
2 experienced 3 or more adverse childhood experiences.  
3 However, the number of adverse childhood experiences is  
4 higher for Black and Hispanic children who are growing up  
5 in poverty. The COVID-19 pandemic has amplified the number  
6 of students who have experienced childhood trauma. Also,  
7 the COVID-19 pandemic has highlighted preexisting  
8 inequities in school disciplinary practices that  
9 disproportionately impact Black and Brown students.  
10 Research shows, for example, that girls of color are  
11 disproportionately impacted by trauma, adversity, and  
12 abuse, and instead of receiving the care and  
13 trauma-informed support they may need, many Black girls in  
14 particular face disproportionately harsh disciplinary  
15 measures.

16 (5) The cumulative effects of trauma and toxic stress  
17 adversely impact the physical health of students, as well  
18 as the students' ability to learn, form relationships, and  
19 self-regulate. If left unaddressed, these effects increase  
20 a student's risk for depression, alcoholism, anxiety,  
21 asthma, smoking, and suicide, all of which are risks that  
22 disproportionately affect Black youth and may lead to a  
23 host of medical diseases as an adult. Access to infant and  
24 early childhood mental health services is critical to  
25 ensure the social and emotional well-being of this State's  
26 youngest children, particularly those children who have

1 experienced trauma.

2 (6) Although this State enacted measures through  
3 Public Act 100-105 to address the high rate of early care  
4 and preschool expulsions of infants, toddlers, and  
5 preschoolers and the disproportionately higher rate of  
6 expulsion for Black and Hispanic children, a recent study  
7 found a wide variation in the awareness, understanding,  
8 and compliance with the law by providers of early  
9 childhood care. Further work is needed to implement the  
10 law, which includes providing training to early childhood  
11 care providers to increase the providers' understanding of  
12 the law, increasing the availability and access to infant  
13 and early childhood mental health services, and building  
14 aligned data collection systems to better understand  
15 expulsion rates and to allow for accurate reporting as  
16 required by the law.

17 (7) Many educators and schools in this State have  
18 embraced and implemented evidenced-based restorative  
19 justice and trauma-responsive and culturally relevant  
20 practices and interventions. However, the use of these  
21 interventions on students is often isolated or is  
22 implemented occasionally and only if the school has the  
23 appropriate leadership, resources, and partners available  
24 to engage seriously in this work. It would be malpractice  
25 to deny our students access to these practices and  
26 interventions, especially in the aftermath of a

1 once-in-a-century pandemic.

2 (b) The Whole Child Task Force created by Public Act  
3 101-654 is reestablished for the purpose of establishing an  
4 equitable, inclusive, safe, and supportive environment in all  
5 schools for every student in this State. The task force shall  
6 have all of the following goals, which means key steps have to  
7 be taken to ensure that every child in every school in this  
8 State has access to teachers, social workers, school leaders,  
9 support personnel, and others who have been trained in  
10 evidenced-based interventions and restorative practices:

11 (1) To create a common definition of a  
12 trauma-responsive school, a trauma-responsive district,  
13 and a trauma-responsive community.

14 (2) To outline the training and resources required to  
15 create and sustain a system of support for  
16 trauma-responsive schools, districts, and communities and  
17 to identify this State's role in that work, including  
18 recommendations concerning options for redirecting  
19 resources from school resource officers to classroom-based  
20 support.

21 (3) To identify or develop a process to conduct an  
22 analysis of the organizations that provide training in  
23 restorative practices, implicit bias, anti-racism, and  
24 trauma-responsive systems, mental health services, and  
25 social and emotional services to schools.

26 (4) To provide recommendations concerning the key data

1 to be collected and reported to ensure that this State has  
2 a full and accurate understanding of the progress toward  
3 ensuring that all schools, including programs and  
4 providers of care to pre-kindergarten children, employ  
5 restorative, anti-racist, and trauma-responsive  
6 strategies and practices. The data collected must include  
7 information relating to the availability of trauma  
8 responsive support structures in schools, as well as  
9 disciplinary practices employed on students in person or  
10 through other means, including during remote or blended  
11 learning. It should also include information on the use of  
12 and funding for school resource officers and other similar  
13 police personnel in school programs.

14 (5) To recommend an implementation timeline, including  
15 the key roles, responsibilities, and resources to advance  
16 this State toward a system in which every school,  
17 district, and community is progressing toward becoming  
18 trauma-responsive.

19 (6) To seek input and feedback from stakeholders,  
20 including parents, students, and educators, who reflect  
21 the diversity of this State.

22 (7) To recommend legislation, policies, and practices  
23 to prevent learning loss in students during periods of  
24 suspension and expulsion, including, but not limited to,  
25 remote instruction.

26 (c) Members of the Whole Child Task Force shall be

1 appointed by the State Superintendent of Education. Members of  
2 this task force must represent the diversity of this State and  
3 possess the expertise needed to perform the work required to  
4 meet the goals of the task force set forth under subsection  
5 (a). Members of the task force shall include all of the  
6 following:

7 (1) One member of a statewide professional teachers'  
8 organization.

9 (2) One member of another statewide professional  
10 teachers' organization.

11 (3) One member who represents a school district  
12 serving a community with a population of 500,000 or more.

13 (4) One member of a statewide organization  
14 representing social workers.

15 (5) One member of an organization that has specific  
16 expertise in trauma-responsive school practices and  
17 experience in supporting schools in developing  
18 trauma-responsive and restorative practices.

19 (6) One member of another organization that has  
20 specific expertise in trauma-responsive school practices  
21 and experience in supporting schools in developing  
22 trauma-responsive and restorative practices.

23 (7) One member of a statewide organization that  
24 represents school administrators.

25 (8) One member of a statewide policy organization that  
26 works to build a healthy public education system that



1 prepares all students for a successful college, career,  
2 and civic life.

3 (9) One member of a statewide organization that brings  
4 teachers together to identify and address issues critical  
5 to student success.

6 (10) One member of the General Assembly recommended by  
7 the President of the Senate.

8 (11) One member of the General Assembly recommended by  
9 the Speaker of the House of Representatives.

10 (12) One member of the General Assembly recommended by  
11 the Minority Leader of the Senate.

12 (13) One member of the General Assembly recommended by  
13 the Minority Leader of the House of Representatives.

14 (14) One member of a civil rights organization that  
15 works actively on issues regarding student support.

16 (15) One administrator from a school district that has  
17 actively worked to develop a system of student support  
18 that uses a trauma-informed lens.

19 (16) One educator from a school district that has  
20 actively worked to develop a system of student support  
21 that uses a trauma-informed lens.

22 (17) One member of a youth-led organization.

23 (18) One member of an organization that has  
24 demonstrated expertise in restorative practices.

25 (19) One member of a coalition of mental health and  
26 school practitioners who assist schools in developing and

1 implementing trauma-informed and restorative strategies  
2 and systems.

3 (20) One member of an organization whose mission is to  
4 promote the safety, health, and economic success of  
5 children, youth, and families in this State.

6 (21) One member who works or has worked as a  
7 restorative justice coach or disciplinarian.

8 (22) One member who works or has worked as a social  
9 worker.

10 (23) One member of the State Board of Education.

11 (24) One member who represents a statewide principals'  
12 organization.

13 (25) One member who represents a statewide  
14 organization of school boards.

15 (26) One member who has expertise in pre-kindergarten  
16 education.

17 (27) One member who represents a school social worker  
18 association.

19 (28) One member who represents an organization that  
20 represents school districts in the south suburbs of the  
21 City of Chicago.

22 (29) One member who is a licensed clinical  
23 psychologist who (i) has a doctor of philosophy in the  
24 field of clinical psychology and has an appointment at an  
25 independent free-standing children's hospital located in  
26 the City of Chicago, (ii) serves as an associate professor

1 at a medical school located in the City of Chicago, and  
2 (iii) serves as the clinical director of a coalition of  
3 voluntary collaboration of organizations that are  
4 committed to applying a trauma lens to the member's  
5 efforts on behalf of families and children in the State.

6 (30) One member who represents a school district in  
7 the west suburbs of the City of Chicago.

8 (31) One member from a governmental agency who has  
9 expertise in child development and who is responsible for  
10 coordinating early childhood mental health programs and  
11 services.

12 (32) One member who has significant expertise in early  
13 childhood mental health and childhood trauma.

14 (33) One member who represents an organization that  
15 represents school districts in the collar counties around  
16 the City of Chicago.

17 (34) One member who represents an organization  
18 representing regional offices of education.

19 (d) The Whole Child Task Force shall meet at the call of  
20 the State Superintendent of Education or his or her designee,  
21 who shall serve as the chairperson. The State Board of  
22 Education shall provide administrative and other support to  
23 the task force. Members of the task force shall serve without  
24 compensation.

25 (e) The Whole Child Task Force shall submit a report of its  
26 findings and recommendations to the General Assembly, the

1 Illinois Legislative Black Caucus, the State Board of  
2 Education, and the Governor on or before March 15, 2022. Upon  
3 submitting its report, the task force shall recess for 5  
4 years.

5 (f) The Whole Child Task Force shall reconvene in 5 years,  
6 by March 2027, to review progress on the March 2022 report's  
7 recommendations and submit a new report on its assessment of  
8 the State's progress and any additional recommendations to the  
9 General Assembly, the Illinois Legislative Black Caucus, the  
10 State Board of Education, and the Governor on or before  
11 December 31, 2027.

12 (g) This Section is repealed on February 1, 2029."