

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, 10-16a, 10-17a, and 10-22.39 and by adding Sections
6 2-3.196, 21B-12 and 22-95 as follows:

7 (105 ILCS 5/2-3.196 new)

8 Sec. 2-3.196. Children's Adversity Index. The Illinois
9 State Board of Education shall develop a community or
10 district-level Children's Adversity Index ("index") to measure
11 community childhood trauma exposure across the population of
12 children 3 through 18 years of age by May 31, 2025. This
13 cross-agency effort shall be led by the State Board of
14 Education and must include agencies that both collect the data
15 and will have an ultimate use for the index information,
16 including, but not limited to, the Governor's Office of Early
17 Childhood Development, the Department of Human Services, the
18 Department of Public Health, the Department of Innovation and
19 Technology, the Illinois Criminal Justice Information
20 Authority, the Department of Children and Family Services, and
21 the Department of Juvenile Justice. The State Board of
22 Education may also involve non-agency personnel with relevant
23 expertise. The index shall be informed by research and include

1 both adverse incident data, such as the number or rates of
2 students and families experiencing homelessness and the number
3 or percentages of children who have had contact with the child
4 welfare system, and indicators of aspects of a child's
5 environment that can undermine the child's sense of safety,
6 stability, and bonding, including growing up in a household
7 with caregivers struggling with substance disorders or
8 instability due to parent or guardian separation or
9 incarceration of a parent or guardian, sibling, or other
10 member of the household, or exposure to community violence.
11 The index shall provide information that allows for measuring
12 progress, comparing school districts to the State average, and
13 that enables the index to be updated at least every 2 years.
14 The data shall be made publicly available. The initial
15 development of the index should leverage available data.
16 Personally identifiable information of any individual shall
17 not be revealed within this index.

18 (105 ILCS 5/3-11) (from Ch. 122, par. 3-11)

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

20 (a) In counties of less than 2,000,000 inhabitants, the
21 regional superintendent may arrange for or conduct district,
22 regional, or county institutes, or equivalent professional
23 educational experiences, not more than 4 days annually. Of
24 those 4 days, 2 days may be used as a teacher's and educational
25 support personnel workshop, when approved by the regional

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

22 In counties of 2,000,000 or more inhabitants, the regional
23 superintendent may arrange for or conduct district, regional,
24 or county inservice training workshops, or equivalent
25 professional educational experiences, not more than 4 days
26 annually. Of those 4 days, 2 days may be used as a teacher's

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

26 Such teachers institutes as referred to in this Section

1 may be held on consecutive or separate days at the option of
2 the regional superintendent having jurisdiction thereof.

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

7 Any institute advisory committee existing on April 1,
8 1995, is dissolved and the duties and responsibilities of the
9 institute advisory committee are assumed by the regional
10 office of education advisory board.

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

15 The teachers institutes shall include teacher training
16 committed to (i) peer counseling programs and other
17 anti-violence and conflict resolution programs, including
18 without limitation programs for preventing at risk students
19 from committing violent acts, and (ii) educator ethics and
20 teacher-student conduct. Beginning with the 2009-2010 school
21 year, the teachers institutes shall include instruction on
22 prevalent student chronic health conditions. Beginning with
23 the 2016-2017 school year, the teachers institutes shall
24 include, at least once every 2 years, instruction on the
25 federal Americans with Disabilities Act as it pertains to the
26 school environment.

1 (b) In this subsection (b):

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

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

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

25 (A) has personnel that demonstrate a foundational
26 understanding of a broad definition of trauma that is

1 developmentally and culturally based; includes
2 students, personnel, and communities; and recognizes
3 the potential effect on biological, cognitive,
4 academic, and social-emotional functioning; and

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

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

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

20 (B) be assessed and monitored by a
21 multidisciplinary leadership team on an ongoing basis;
22 and

23 (C) involve the engagement and capacity building
24 of personnel at all levels to ensure that adults in the
25 learning environment are prepared to recognize and
26 respond to those impacted by trauma.

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

6 (A) promote holistic and collaborative approaches
7 that are grounded in culture, spirituality, civic
8 engagement, and equity; and

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

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

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

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

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

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

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

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

24 (b-5) The training regarding trauma-informed practices for
25 students and staff required by this Section must include
26 information that is relevant to and within the scope of the

1 duties of a school board member. Such information may include,
2 but is not limited to:

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

5 (2) the relationship between staff wellness and
6 student learning;

7 (3) the effect of trauma on student behavior and
8 learning;

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

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

17 (6) effective district and school practices that are
18 shown to:

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

21 (B) support the emotional wellness of staff.

22 (c) The training on financial oversight, accountability,
23 fiduciary responsibilities, and, beginning with the 2023-24
24 school year, trauma-informed practices for students and staff
25 may be provided by an association established under this Code
26 for the purpose of training school board members or by other

1 qualified providers approved by the State Board of Education,
2 in consultation with an association so established.

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

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

7 (105 ILCS 5/10-17a) (from Ch. 122, par. 10-17a)

8 Sec. 10-17a. State, school district, and school report
9 cards.

10 (1) By October 31, 2013 and October 31 of each subsequent
11 school year, the State Board of Education, through the State
12 Superintendent of Education, shall prepare a State report
13 card, school district report cards, and school report cards,
14 and shall by the most economical means provide to each school
15 district in this State, including special charter districts
16 and districts subject to the provisions of Article 34, the
17 report cards for the school district and each of its schools.
18 Because of the impacts of the COVID-19 public health emergency
19 during school year 2020-2021, the State Board of Education
20 shall have until December 31, 2021 to prepare and provide the
21 report cards that would otherwise be due by October 31, 2021.
22 During a school year in which the Governor has declared a
23 disaster due to a public health emergency pursuant to Section
24 7 of the Illinois Emergency Management Agency Act, the report
25 cards for the school districts and each of its schools shall be

1 prepared by December 31.

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

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

1 "exceeds expectations" level on the assessments required
2 under Section 2-3.64a-5 of this Code; the percentage of
3 students who annually transferred in or out of the school
4 district; average daily attendance; the per-pupil
5 operating expenditure of the school district; and the
6 per-pupil State average operating expenditure for the
7 district type (elementary, high school, or unit);

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

22 (C) student outcomes, including, where applicable, the
23 percentage of students deemed proficient on assessments of
24 State standards, the percentage of students in the eighth
25 grade who pass Algebra, the percentage of students who
26 participated in workplace learning experiences, the

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

11 (D) student progress, including, where applicable, the
12 percentage of students in the ninth grade who have earned
13 5 credits or more without failing more than one core
14 class, a measure of students entering kindergarten ready
15 to learn, a measure of growth, and the percentage of
16 students who enter high school on track for college and
17 career readiness;

18 (E) the school environment, including, where
19 applicable, high school dropout rate by grade level, the
20 percentage of students with less than 10 absences in a
21 school year, the percentage of teachers with less than 10
22 absences in a school year for reasons other than
23 professional development, leaves taken pursuant to the
24 federal Family Medical Leave Act of 1993, long-term
25 disability, or parental leaves, the 3-year average of the
26 percentage of teachers returning to the school from the

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

23 (F) a school district's and its individual schools'
24 balanced accountability measure, in accordance with
25 Section 2-3.25a of this Code;

26 (G) the total and per pupil normal cost amount the

1 State contributed to the Teachers' Retirement System of
2 the State of Illinois in the prior fiscal year for the
3 school's employees, which shall be reported to the State
4 Board of Education by the Teachers' Retirement System of
5 the State of Illinois;

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

11 (I) a school district's Final Percent of Adequacy, as
12 defined in paragraph (4) of subsection (f) of Section
13 18-8.15 of this Code;

14 (J) a school district's Local Capacity Target, as
15 defined in paragraph (2) of subsection (c) of Section
16 18-8.15 of this Code, displayed as a percentage amount;

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

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

23 (M) whether or not the school has participated in the
24 Illinois Youth Survey. In this paragraph (M), "Illinois
25 Youth Survey" means a self-report survey, administered in
26 school settings every 2 years, designed to gather

1 information about health and social indicators, including
2 substance abuse patterns and the attitudes of students in
3 grades 8, 10, and 12; ~~and~~

4 (N) whether the school offered its students career and
5 technical education opportunities; ~~and~~.

6 (O) Beginning with the October 2024 report card, the
7 total number of school counselors, school social workers,
8 school nurses, and school psychologists by school,
9 district, and State, the average number of students per
10 school counselor in the school, district, and State, the
11 average number of students per school social worker in the
12 school, district, and State, the average number of
13 students per school nurse in the school, district, and
14 State, and the average number of students per school
15 psychologist in the school, district, and State.

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

23 As used in this subsection (2):

24 "Administrative costs" means costs associated with
25 executive, administrative, or managerial functions within the
26 school district that involve planning, organizing, managing,

1 or directing the school district.

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

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

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

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

23 (3) At the discretion of the State Superintendent, the
24 school district report card shall include a subset of the
25 information identified in paragraphs (A) through (E) of
26 subsection (2) of this Section, as well as information

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

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

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

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

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

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

19 (105 ILCS 5/10-22.39)

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

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

22 (b) In addition to other topics at in-service training
23 programs, at least once every 2 years, licensed school
24 personnel and administrators who work with pupils in
25 kindergarten through grade 12 shall be trained to identify the

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

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

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

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

26 (2) the relationship between educator wellness and

1 student learning;

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

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

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

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

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

15 (B) support the emotional wellness of staff.

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

1 (d) In this subsection (d):

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

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

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

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

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

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

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

17 (105 ILCS 5/21B-12 new)

18 Sec. 21B-12. Professional educator licensure review
19 committee.

20 (a) The State Superintendent of Education shall establish
21 a committee of no more than 21 members to make recommendations
22 to the State Board of Education to change the professional
23 educator licensure requirements and Professional Educator
24 License renewal requirements for kindergarten through grade 12
25 teachers to include demonstrated proficiency in adverse

1 childhood experiences, trauma, secondary traumatic stress,
2 creating trauma-responsive learning environments or
3 communities, as defined in subsection (b) of Section 3-11 of
4 this Code, restorative justice, and restorative practices on
5 or before October 1, 2024. The members of the committee shall
6 be appointed by the State Superintendent of Education, unless
7 stated otherwise, and shall include the following members:

8 (1) the State Superintendent of Education or a
9 designee;

10 (2) one member of a statewide professional teachers'
11 organization;

12 (3) one member of another statewide professional
13 teachers' organization;

14 (4) one member who represents a school district
15 serving a community with a population of 500,000 or more;

16 (5) one member of a statewide organization
17 representing school social workers;

18 (6) one member of a statewide organization
19 representing school counselors;

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

24 (8) one member of another organization that has
25 specific expertise in trauma-responsive school practices
26 and experience in supporting schools in developing

1 trauma-responsive and restorative practices;

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

4 (10) 3 members representing a State-approved educator
5 preparation program at an Illinois institution of higher
6 education recommended by the institution of higher
7 education;

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

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

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

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

21 (15) a child advocate.

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

23 (105 ILCS 5/22-95 new)

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

25 (a) The General Assembly makes all of the following

1 findings:

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

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

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

24 (4) It is estimated that, overall, approximately 40%
25 of children in this State have experienced at least one
26 adverse childhood experience and approximately 10% have

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

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

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

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

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

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

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

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

25 (4) To provide recommendations concerning the key data
26 to be collected and reported to ensure that this State has

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

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

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

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

25 (c) Members of the Whole Child Task Force shall be
26 appointed by the State Superintendent of Education. Members of

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

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

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

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

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

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

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

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

24 (8) One member of a statewide policy organization that
25 works to build a healthy public education system that
26 prepares all students for a successful college, career,

1 and civic life.

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

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

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

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

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

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

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

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

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

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

24 (19) One member of a coalition of mental health and
25 school practitioners who assist schools in developing and
26 implementing trauma-informed and restorative strategies

1 and systems.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

24 (e) The Whole Child Task Force shall reconvene by March
25 2027 to review progress on the recommendations in the March
26 2022 report submitted pursuant to Public Act 101-654 and shall

1 submit a new report on its assessment of the State's progress
2 and any additional recommendations to the General Assembly,
3 the Illinois Legislative Black Caucus, the State Board of
4 Education, and the Governor on or before December 31, 2027.

5 (f) This Section is repealed on February 1, 2029.