

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.