



104TH GENERAL ASSEMBLY

State of Illinois

2025 and 2026

HB4862

by Rep. Janet Yang Rohr

SYNOPSIS AS INTRODUCED:

105 ILCS 5/2-3.214 new

Amends the School Code. Requires the State Board of Education to publish on its website links to resources, self-assessments, and best practices for educators and local policymakers to prevent and address secondary traumatic stress in the workforce. Provides that, by January 1, 2028, each school district must adopt policies and procedures that incorporate the following elements: (1) a commitment to support mental health in the workplace; (2) the establishment of a district-wide workforce mental health committee; (3) regular assessment of district-level and school-level implementation of the policies and procedures that includes input from the workforce; and (4) the provision of appropriate resources and training to schools and staff for continuous improvement. Provides for amending and reviewing policies and procedures.

LRB104 17059 LNS 30474 b

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

A BILL FOR

1 AN ACT concerning education.

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

4 Section 1. Findings and intent.

5 (a) The General Assembly finds and acknowledges that
6 secondary traumatic stress, also called compassion fatigue, is
7 a natural but disruptive set of symptoms that may result when
8 one person learns firsthand of the traumatic experiences of
9 another. Symptoms of secondary traumatic stress may include
10 feelings of isolation, anxiety, dissociation, physical
11 ailments, and sleep disturbances. In addition, those affected
12 by secondary traumatic stress may experience changes in memory
13 and perception, alterations in the person's sense of
14 self-efficacy, a depletion of personal resources, and
15 disruption in the person's perceptions of safety, trust, and
16 independence.

17 (b) The General Assembly finds that secondary traumatic
18 stress may be experienced by teachers, school counselors,
19 administrators, or other school staff. Everyday these school
20 staff members work with students experiencing trauma and loss.

21 (c) The General Assembly finds that secondary traumatic
22 stress is preventable and treatable. Therefore, the General
23 Assembly intends to require school districts to adopt policies
24 and procedures to prevent and address secondary traumatic

1 stress in the workforce and to make resources on secondary
2 traumatic stress publicly available.

3 Section 5. The School Code is amended by adding Section
4 2-3.214 as follows:

5 (105 ILCS 5/2-3.214 new)

6 Sec. 2-3.214. Secondary traumatic stress in the workforce;
7 assistance.

8 (a) The State Board of Education must publish on its
9 website links to resources, self-assessments, and best
10 practices for educators and local policymakers to prevent and
11 address secondary traumatic stress in the workforce.

12 (b) By January 1, 2028, each school district must adopt
13 policies and procedures that, at a minimum, incorporate all
14 the elements set forth in subsection (c) or, if necessary,
15 amend its policies and procedures to, at a minimum,
16 incorporate all the elements set forth in subsection (c).
17 After January 1, 2028, a school district must periodically
18 review its policies and procedures so that, at a minimum, the
19 policies and procedures incorporate all the elements set forth
20 in subsection (c).

21 (c) A school district's policies and procedures under
22 subsection (b) must include the following elements:

23 (1) a commitment to support mental health in the
24 workplace;

1 (2) the establishment of a district-wide workforce
2 mental health committee, with at least half of the members
3 of the committee being members of a collective bargaining
4 unit in the district and with the following functions:

5 (A) to share secondary traumatic stress, stress
6 management, and other mental health resources and
7 support available through the State Board of
8 Education; and

9 (B) to report to the school board at least once per
10 year with a summary of committee activities;

11 (3) regular assessment of district-level and
12 school-level implementation of the policies and procedures
13 that includes input from the workforce; and

14 (4) the provision of appropriate resources and
15 training to schools and staff for continuous improvement.