



Rep. Carol Ammons

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1 AMENDMENT TO HOUSE BILL 342

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

4 "Section 5. The School Code is amended by changing
5 Sections 3-11, 10-16a, 10-17a, and 10-22.39 and by adding
6 Sections 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

1 Childhood Development, the Department of Human Services, the
2 Department of Public Health, the Department of Innovation and
3 Technology, the Illinois Criminal Justice Information
4 Authority, the Department of Children and Family Services, and
5 the Department of Juvenile Justice. The State Board of
6 Education may also involve non-agency personnel with relevant
7 expertise. The index shall be informed by research and include
8 both adverse incident data, such as the number or rates of
9 students and families experiencing homelessness and the number
10 or percentages of children who have had contact with the child
11 welfare system, and indicators of aspects of a child's
12 environment that can undermine the child's sense of safety,
13 stability, and bonding, including growing up in a household
14 with caregivers struggling with substance disorders or
15 instability due to parent or guardian separation or
16 incarceration of a parent or guardian, sibling, or other
17 member of the household, or exposure to community violence.
18 The index shall provide information that allows for measuring
19 progress, comparing school districts to the State average, and
20 that enables the index to be updated at least every 2 years.
21 The data shall be made publicly available. The initial
22 development of the index should leverage available data.
23 Personally identifiable information of any individual shall
24 not be revealed within this index.

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

2 (a) In counties of less than 2,000,000 inhabitants, the
3 regional superintendent may arrange for or conduct district,
4 regional, or county institutes, or equivalent professional
5 educational experiences, not more than 4 days annually. Of
6 those 4 days, 2 days may be used as a teacher's and educational
7 support personnel workshop, when approved by the regional
8 superintendent, up to 2 days may be used for conducting
9 parent-teacher conferences, or up to 2 days may be utilized as
10 parental institute days as provided in Section 10-22.18d.
11 Educational support personnel may be exempt from a workshop if
12 the workshop is not relevant to the work they do. A school
13 district may use one of its 4 institute days on the last day of
14 the school term. "Institute" or "Professional educational
15 experiences" means any educational gathering, demonstration of
16 methods of instruction, visitation of schools or other
17 institutions or facilities, sexual abuse and sexual assault
18 awareness seminar, or training in First Aid (which may include
19 cardiopulmonary resuscitation or defibrillator training) held
20 or approved by the regional superintendent and declared by him
21 to be an institute day, or parent-teacher conferences. With
22 the concurrence of the State Superintendent of Education, he
23 or she may employ such assistance as is necessary to conduct
24 the institute. Two or more adjoining counties may jointly hold
25 an institute. Institute instruction shall be free to holders
26 of licenses good in the county or counties holding the

1 institute and to those who have paid an examination fee and
2 failed to receive a license.

3 In counties of 2,000,000 or more inhabitants, the regional
4 superintendent may arrange for or conduct district, regional,
5 or county inservice training workshops, or equivalent
6 professional educational experiences, not more than 4 days
7 annually. Of those 4 days, 2 days may be used as a teacher's
8 and educational support personnel workshop, when approved by
9 the regional superintendent, up to 2 days may be used for
10 conducting parent-teacher conferences, or up to 2 days may be
11 utilized as parental institute days as provided in Section
12 10-22.18d. Educational support personnel may be exempt from a
13 workshop if the workshop is not relevant to the work they do. A
14 school district may use one of those 4 days on the last day of
15 the school term. "Inservice Training Workshops" or
16 "Professional educational experiences" means any educational
17 gathering, demonstration of methods of instruction, visitation
18 of schools or other institutions or facilities, sexual abuse
19 and sexual assault awareness seminar, or training in First Aid
20 (which may include cardiopulmonary resuscitation or
21 defibrillator training) held or approved by the regional
22 superintendent and declared by him to be an inservice training
23 workshop, or parent-teacher conferences. With the concurrence
24 of the State Superintendent of Education, he may employ such
25 assistance as is necessary to conduct the inservice training
26 workshop. With the approval of the regional superintendent, 2

1 or more adjoining districts may jointly hold an inservice
2 training workshop. In addition, with the approval of the
3 regional superintendent, one district may conduct its own
4 inservice training workshop with subject matter consultants
5 requested from the county, State or any State institution of
6 higher learning.

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

10 Whenever reference is made in this Act to "teachers
11 institute", it shall be construed to include the inservice
12 training workshops or equivalent professional educational
13 experiences provided for in this Section.

14 Any institute advisory committee existing on April 1,
15 1995, is dissolved and the duties and responsibilities of the
16 institute advisory committee are assumed by the regional
17 office of education advisory board.

18 Districts providing inservice training programs shall
19 constitute inservice committees, 1/2 of which shall be
20 teachers, 1/4 school service personnel and 1/4 administrators
21 to establish program content and schedules.

22 The teachers institutes shall include teacher training
23 committed to (i) peer counseling programs and other
24 anti-violence and conflict resolution programs, including
25 without limitation programs for preventing at risk students
26 from committing violent acts, and (ii) educator ethics and

1 teacher-student conduct. Beginning with the 2009-2010 school
2 year, the teachers institutes shall include instruction on
3 prevalent student chronic health conditions. Beginning with
4 the 2016-2017 school year, the teachers institutes shall
5 include, at least once every 2 years, instruction on the
6 federal Americans with Disabilities Act as it pertains to the
7 school environment.

8 (b) In this subsection (b):

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

1 "Trauma-responsive learning environments" means learning
2 environments developed during an ongoing, multiyear-long
3 process that typically progresses across the following 3
4 stages:

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

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

12 (B) recognizes that traumatic exposure can impact
13 behavior and learning and should be acknowledged in
14 policies, strategies, and systems of support for
15 students, families, and personnel.

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

23 (A) be aligned with the Illinois Quality Framework
24 and integrated into a school or district's continuous
25 improvement process as evidence to support allocation
26 of financial resources;

1 (B) be assessed and monitored by a
2 multidisciplinary leadership team on an ongoing basis;
3 and

4 (C) involve the engagement and capacity building
5 of personnel at all levels to ensure that adults in the
6 learning environment are prepared to recognize and
7 respond to those impacted by trauma.

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

13 (A) promote holistic and collaborative approaches
14 that are grounded in culture, spirituality, civic
15 engagement, and equity; and

16 (B) support agency within individuals, families,
17 and communities while engaging people in collective
18 action that moves from transactional to
19 transformational.

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

25 Starting with the 2024-2025 school year, the teachers
26 institutes shall provide instruction on trauma-informed

1 practices and include the definitions of trauma,
2 trauma-responsive learning environments, and whole child set
3 forth in this subsection (b) before the first student
4 attendance day of each school year.

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

6 (105 ILCS 5/10-16a)

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

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

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

16 (b) Every voting member of a school board of a school
17 district elected or appointed for a term beginning after the
18 effective date of this amendatory Act of the 97th General
19 Assembly, within a year after the effective date of this
20 amendatory Act of the 97th General Assembly or the first year
21 of his or her first term, shall complete a minimum of 4 hours
22 of professional development leadership training covering
23 topics in education and labor law, financial oversight and
24 accountability, fiduciary responsibilities of a school board
25 member, and, beginning with the 2023-2024 school year,

1 trauma-informed practices for students and staff. The school
2 district shall maintain on its Internet website, if any, the
3 names of all voting members of the school board who have
4 successfully completed the training.

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

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

12 (2) the relationship between staff wellness and
13 student learning;

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

16 (4) the prevalence of trauma among students, including
17 the prevalence of trauma among student populations at
18 higher risk of experiencing trauma;

19 (5) the effects of implicit or explicit bias on
20 recognizing trauma among various student groups in
21 connection with race, ethnicity, gender identity, sexual
22 orientation, socio-economic status, and other relevant
23 factors; and

24 (6) effective district and school practices that are
25 shown to:

26 (A) prevent and mitigate the negative effect of

1 trauma on student behavior and learning; and

2 (B) support the emotional wellness of staff.

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

10 (d) The State Board of Education may adopt rules that are
11 necessary for the administration of the provisions of this
12 Section.

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

14 (105 ILCS 5/10-17a) (from Ch. 122, par. 10-17a)

15 Sec. 10-17a. State, school district, and school report
16 cards.

17 (1) By October 31, 2013 and October 31 of each subsequent
18 school year, the State Board of Education, through the State
19 Superintendent of Education, shall prepare a State report
20 card, school district report cards, and school report cards,
21 and shall by the most economical means provide to each school
22 district in this State, including special charter districts
23 and districts subject to the provisions of Article 34, the
24 report cards for the school district and each of its schools.
25 Because of the impacts of the COVID-19 public health emergency

1 during school year 2020-2021, the State Board of Education
2 shall have until December 31, 2021 to prepare and provide the
3 report cards that would otherwise be due by October 31, 2021.
4 During a school year in which the Governor has declared a
5 disaster due to a public health emergency pursuant to Section
6 7 of the Illinois Emergency Management Agency Act, the report
7 cards for the school districts and each of its schools shall be
8 prepared by December 31.

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

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

1 advanced academic program and, of those students: (i) the
2 racial and ethnic breakdown, (ii) the percentage who are
3 classified as low-income, and (iii) the number and
4 percentage of students who received direct instruction
5 from a teacher who holds a gifted education endorsement
6 and, of those students, the percentage who are classified
7 as low-income; the percentage of students scoring at the
8 "exceeds expectations" level on the assessments required
9 under Section 2-3.64a-5 of this Code; the percentage of
10 students who annually transferred in or out of the school
11 district; average daily attendance; the per-pupil
12 operating expenditure of the school district; and the
13 per-pupil State average operating expenditure for the
14 district type (elementary, high school, or unit);

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

1 the gifted and talented, students with disabilities, and
2 work-study students;

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

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

25 (E) the school environment, including, where
26 applicable, high school dropout rate by grade level, the

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

1 that resulted in an out-of-school suspension, expulsion,
2 or removal to an alternative setting, as reported pursuant
3 to Section 2-3.162;

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

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

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

18 (I) a school district's Final Percent of Adequacy, as
19 defined in paragraph (4) of subsection (f) of Section
20 18-8.15 of this Code;

21 (J) a school district's Local Capacity Target, as
22 defined in paragraph (2) of subsection (c) of Section
23 18-8.15 of this Code, displayed as a percentage amount;

24 (K) a school district's Real Receipts, as defined in
25 paragraph (1) of subsection (d) of Section 18-8.15 of this
26 Code, divided by a school district's Adequacy Target, as

1 defined in paragraph (1) of subsection (b) of Section
2 18-8.15 of this Code, displayed as a percentage amount;

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

4 (M) whether or not the school has participated in the
5 Illinois Youth Survey. In this paragraph (M), "Illinois
6 Youth Survey" means a self-report survey, administered in
7 school settings every 2 years, designed to gather
8 information about health and social indicators, including
9 substance abuse patterns and the attitudes of students in
10 grades 8, 10, and 12; ~~and~~

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

13 (O) Beginning with the October 2024 report card, the
14 total number of school counselors, school social workers,
15 school nurses, and school psychologists by school,
16 district, and State, the average number of students per
17 school counselor in the school, district, and State, the
18 average number of students per school social worker in the
19 school, district, and State, the average number of
20 students per school nurse in the school, district, and
21 State, and the average number of students per school
22 psychologist in the school, district, and State.

23 The school report card shall also provide information that
24 allows for comparing the current outcome, progress, and
25 environment data to the State average, to the school data from
26 the past 5 years, and to the outcomes, progress, and

1 environment of similar schools based on the type of school and
2 enrollment of low-income students, special education students,
3 and English learners.

4 As used in this subsection (2):

5 "Administrative costs" means costs associated with
6 executive, administrative, or managerial functions within the
7 school district that involve planning, organizing, managing,
8 or directing the school district.

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

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

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

25 For the purposes of paragraph (A) of this subsection (2),
26 "average daily attendance" means the average of the actual

1 number of attendance days during the previous school year for
2 any enrolled student who is subject to compulsory attendance
3 by Section 26-1 of this Code at each school and charter school.

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

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

23 (5) Annually, no more than 30 calendar days after receipt
24 of the school district and school report cards from the State
25 Superintendent of Education, each school district, including
26 special charter districts and districts subject to the

1 provisions of Article 34, shall present such report cards at a
2 regular school board meeting subject to applicable notice
3 requirements, post the report cards on the school district's
4 Internet web site, if the district maintains an Internet web
5 site, make the report cards available to a newspaper of
6 general circulation serving the district, and, upon request,
7 send the report cards home to a parent (unless the district
8 does not maintain an Internet web site, in which case the
9 report card shall be sent home to parents without request). If
10 the district posts the report card on its Internet web site,
11 the district shall send a written notice home to parents
12 stating (i) that the report card is available on the web site,
13 (ii) the address of the web site, (iii) that a printed copy of
14 the report card will be sent to parents upon request, and (iv)
15 the telephone number that parents may call to request a
16 printed copy of the report card.

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

22 (Source: P.A. 101-68, eff. 1-1-20; 101-81, eff. 7-12-19;
23 101-654, eff. 3-8-21; 102-16, eff. 6-17-21; 102-294, eff.
24 1-1-22; 102-539, eff. 8-20-21; 102-558, eff. 8-20-21; 102-594,
25 eff. 7-1-22; 102-813, eff. 5-13-22.)

1 (105 ILCS 5/10-22.39)

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

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

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

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

24 A course of instruction as described in this subsection
25 (b) must include the definitions of trauma, trauma-responsive
26 learning environments, and whole child set forth in subsection

1 (b) of Section 3-11 of this Code and may provide information
2 that is relevant to and within the scope of the duties of
3 licensed school personnel or school administrators. Such
4 information may include, but is not limited to:

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

7 (2) the relationship between educator wellness and
8 student learning;

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

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

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

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

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

22 (B) support the emotional wellness of staff.

23 (c) School counselors, nurses, teachers and other school
24 personnel who work with pupils may be trained to have a basic
25 knowledge of matters relating to acquired immunodeficiency
26 syndrome (AIDS), including the nature of the disease, its

1 causes and effects, the means of detecting it and preventing
2 its transmission, and the availability of appropriate sources
3 of counseling and referral, and any other information that may
4 be appropriate considering the age and grade level of such
5 pupils. The School Board shall supervise such training. The
6 State Board of Education and the Department of Public Health
7 shall jointly develop standards for such training.

8 (d) In this subsection (d):

9 "Domestic violence" means abuse by a family or household
10 member, as "abuse" and "family or household members" are
11 defined in Section 103 of the Illinois Domestic Violence Act
12 of 1986.

13 "Sexual violence" means sexual assault, abuse, or stalking
14 of an adult or minor child proscribed in the Criminal Code of
15 1961 or the Criminal Code of 2012 in Sections 11-1.20,
16 11-1.30, 11-1.40, 11-1.50, 11-1.60, 12-7.3, 12-7.4, 12-7.5,
17 12-12, 12-13, 12-14, 12-14.1, 12-15, and 12-16, including
18 sexual violence committed by perpetrators who are strangers to
19 the victim and sexual violence committed by perpetrators who
20 are known or related by blood or marriage to the victim.

21 At least once every 2 years, an in-service training
22 program for school personnel who work with pupils, including,
23 but not limited to, school and school district administrators,
24 teachers, school social workers, school counselors, school
25 psychologists, and school nurses, must be conducted by persons
26 with expertise in domestic and sexual violence and the needs

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

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

18 (f) At least once every 2 years, a school board shall
19 conduct in-service training on educator ethics,
20 teacher-student conduct, and school employee-student conduct
21 for all personnel.

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

24 (105 ILCS 5/21B-12 new)

25 Sec. 21B-12. Professional educator licensure review

1 committee.

2 (a) The State Superintendent of Education shall establish
3 a committee of no more than 21 members to make recommendations
4 to the State Board of Education to change the professional
5 educator licensure requirements and Professional Educator
6 License renewal requirements for kindergarten through grade 12
7 teachers to include demonstrated proficiency in adverse
8 childhood experiences, trauma, secondary traumatic stress,
9 creating trauma-responsive learning environments or
10 communities, as defined in subsection (b) of Section 3-11 of
11 this Code, restorative justice, and restorative practices on
12 or before October 1, 2024. The members of the committee shall
13 be appointed by the State Superintendent of Education, unless
14 stated otherwise, and shall include the following members:

15 (1) the State Superintendent of Education or a
16 designee;

17 (2) one member of a statewide professional teachers'
18 organization;

19 (3) one member of another statewide professional
20 teachers' organization;

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

23 (5) one member of a statewide organization
24 representing school social workers;

25 (6) one member of a statewide organization
26 representing school counselors;

1 (7) one member of an organization that has specific
2 expertise in trauma-responsive school practices and
3 experience in supporting schools in developing
4 trauma-responsive and restorative practices;

5 (8) one member of another organization that has
6 specific expertise in trauma-responsive school practices
7 and experience in supporting schools in developing
8 trauma-responsive and restorative practices;

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

11 (10) 3 members representing a State-approved educator
12 preparation program at an Illinois institution of higher
13 education recommended by the institution of higher
14 education;

15 (11) one member representing regional superintendents
16 of schools recommended by a statewide association that
17 represents regional superintendents of schools;

18 (12) 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 (13) one member representing district superintendents
22 recommended by a statewide organization that represents
23 district superintendents;

24 (14) the Secretary of Human Services, the Director of
25 Children and Family Services, the Director of Public
26 Health, and the Director of Juvenile Justice, or their

1 designees; and

2 (15) a child advocate.

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

4 (105 ILCS 5/22-95 new)

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

6 (a) The General Assembly makes all of the following
7 findings:

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

18 (2) The path to recovery requires a commitment from
19 adults in this State to address our students cultural,
20 physical, emotional, and mental health needs and to
21 provide them with stronger and increased systemic support
22 and intervention.

23 (3) It is well documented that trauma and toxic stress
24 diminish a child's ability to thrive. Forms of childhood
25 trauma and toxic stress include adverse childhood

1 experiences, systemic racism, poverty, food and housing
2 insecurity, and gender-based violence. The COVID-19
3 pandemic has exacerbated these issues and brought them
4 into focus.

5 (4) It is estimated that, overall, approximately 40%
6 of children in this State have experienced at least one
7 adverse childhood experience and approximately 10% have
8 experienced 3 or more adverse childhood experiences.
9 However, the number of adverse childhood experiences is
10 higher for Black and Hispanic children who are growing up
11 in poverty. The COVID-19 pandemic has amplified the number
12 of students who have experienced childhood trauma. Also,
13 the COVID-19 pandemic has highlighted preexisting
14 inequities in school disciplinary practices that
15 disproportionately impact Black and Brown students.
16 Research shows, for example, that girls of color are
17 disproportionately impacted by trauma, adversity, and
18 abuse, and instead of receiving the care and
19 trauma-informed support they may need, many Black girls in
20 particular face disproportionately harsh disciplinary
21 measures.

22 (5) The cumulative effects of trauma and toxic stress
23 adversely impact the physical health of students, as well
24 as the students' ability to learn, form relationships, and
25 self-regulate. If left unaddressed, these effects increase
26 a student's risk for depression, alcoholism, anxiety,

1 asthma, smoking, and suicide, all of which are risks that
2 disproportionately affect Black youth and may lead to a
3 host of medical diseases as an adult. Access to infant and
4 early childhood mental health services is critical to
5 ensure the social and emotional well-being of this State's
6 youngest children, particularly those children who have
7 experienced trauma.

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

23 (7) Many educators and schools in this State have
24 embraced and implemented evidence-based restorative
25 justice and trauma-responsive and culturally relevant
26 practices and interventions. However, the use of these

1 interventions on students is often isolated or is
2 implemented occasionally and only if the school has the
3 appropriate leadership, resources, and partners available
4 to engage seriously in this work. It would be malpractice
5 to deny our students access to these practices and
6 interventions, especially in the aftermath of a
7 once-in-a-century pandemic.

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

17 (1) To create a common definition of a
18 trauma-responsive school, a trauma-responsive district,
19 and a trauma-responsive community.

20 (2) To outline the training and resources required to
21 create and sustain a system of support for
22 trauma-responsive schools, districts, and communities and
23 to identify this State's role in that work, including
24 recommendations concerning options for redirecting
25 resources from school resource officers to classroom-based
26 support.

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

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

20 (5) To recommend an implementation timeline, including
21 the key roles, responsibilities, and resources to advance
22 this State toward a system in which every school,
23 district, and community is progressing toward becoming
24 trauma-responsive.

25 (6) To seek input and feedback from stakeholders,
26 including parents, students, and educators, who reflect

1 the diversity of this State.

2 (7) To recommend legislation, policies, and practices
3 to prevent learning loss in students during periods of
4 suspension and expulsion, including, but not limited to,
5 remote instruction.

6 (c) Members of the Whole Child Task Force shall be
7 appointed by the State Superintendent of Education. Members of
8 this task force must represent the diversity of this State and
9 possess the expertise needed to perform the work required to
10 meet the goals of the task force set forth under subsection
11 (a). Members of the task force shall include all of the
12 following:

13 (1) One member of a statewide professional teachers'
14 organization.

15 (2) One member of another statewide professional
16 teachers' organization.

17 (3) One member who represents a school district
18 servng a community with a population of 500,000 or more.

19 (4) One member of a statewide organization
20 representing social workers.

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

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

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

3 (7) One member of a statewide organization that
4 represents school administrators.

5 (8) One member of a statewide policy organization that
6 works to build a healthy public education system that
7 prepares all students for a successful college, career,
8 and civic life.

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

12 (10) One member of the General Assembly recommended by
13 the President of the Senate.

14 (11) One member of the General Assembly recommended by
15 the Speaker of the House of Representatives.

16 (12) One member of the General Assembly recommended by
17 the Minority Leader of the Senate.

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

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

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

25 (16) One educator from a school district that has
26 actively worked to develop a system of student support

1 that uses a trauma-informed lens.

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

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

5 (19) One member of a coalition of mental health and
6 school practitioners who assist schools in developing and
7 implementing trauma-informed and restorative strategies
8 and systems.

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

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

14 (22) One member who works or has worked as a social
15 worker.

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

17 (24) One member who represents a statewide principals'
18 organization.

19 (25) One member who represents a statewide
20 organization of school boards.

21 (26) One member who has expertise in pre-kindergarten
22 education.

23 (27) One member who represents a school social worker
24 association.

25 (28) One member who represents an organization that
26 represents school districts in the south suburbs of the

1 City of Chicago.

2 (29) One member who is a licensed clinical
3 psychologist who (i) has a doctor of philosophy in the
4 field of clinical psychology and has an appointment at an
5 independent free-standing children's hospital located in
6 the City of Chicago, (ii) serves as an associate professor
7 at a medical school located in the City of Chicago, and
8 (iii) serves as the clinical director of a coalition of
9 voluntary collaboration of organizations that are
10 committed to applying a trauma lens to the member's
11 efforts on behalf of families and children in the State.

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

14 (31) One member from a governmental agency who has
15 expertise in child development and who is responsible for
16 coordinating early childhood mental health programs and
17 services.

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

20 (33) One member who represents an organization that
21 represents school districts in the collar counties around
22 the City of Chicago.

23 (34) One member who represents an organization
24 representing regional offices of education.

25 (d) The Whole Child Task Force shall meet at the call of
26 the State Superintendent of Education or his or her designee,

1 who shall serve as the chairperson. The State Board of
2 Education shall provide administrative and other support to
3 the task force. Members of the task force shall serve without
4 compensation.

5 (e) The Whole Child Task Force shall reconvene by March
6 2027 to review progress on the recommendations in the March
7 2022 report submitted pursuant to Public Act 101-654 and shall
8 submit a new report on its assessment of the State's progress
9 and any additional recommendations to the General Assembly,
10 the Illinois Legislative Black Caucus, the State Board of
11 Education, and the Governor on or before December 31, 2027.

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