

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 22-90 and 2-3.64a-10 as follows:

6 (105 ILCS 5/2-3.64a-10)

7 Sec. 2-3.64a-10. Kindergarten assessment.

8 (a) For the purposes of this Section, "kindergarten"
9 includes both full-day and half-day kindergarten programs.

10 (b) Beginning no later than the 2021-2022 school year, the
11 State Board of Education shall annually assess all public
12 school students entering kindergarten using a common
13 assessment tool, unless the State Board determines that a
14 student is otherwise exempt. The common assessment tool must
15 assess multiple developmental domains, including literacy,
16 language, mathematics, and social and emotional development.
17 The assessment must be valid, reliable, and developmentally
18 appropriate to formatively assess a child's development and
19 readiness for kindergarten.

20 (c) Results from the assessment may be used by the school
21 to understand the child's development and readiness for
22 kindergarten, to tailor instruction, and to measure the
23 child's progress over time. Assessment results may also be

1 used to identify a need for the professional development of
2 teachers and early childhood educators and to inform
3 State-level and district-level policies and resource
4 allocation.

5 The school shall make the assessment results available to
6 the child's parent or guardian.

7 The assessment results may not be used (i) to prevent a
8 child from enrolling in kindergarten or (ii) as the sole
9 measure used in determining the grade promotion or retention
10 of a student.

11 (d) On an annual basis, the State Board shall report
12 publicly, at a minimum, data from the assessment for the State
13 overall and for each school district. The State Board's report
14 must disaggregate data by race and ethnicity, household
15 income, students who are English learners, and students who
16 have an individualized education program.

17 (e) The State Superintendent of Education shall appoint a
18 committee of no more than 21 members, including ~~consisting of~~
19 parents, teachers, school administrators, assessment experts,
20 ~~and~~ regional superintendents of schools, state policy
21 advocates, early childhood administrators, and other
22 stakeholders, to review, on an ongoing basis, the content and
23 design of the assessment, the collective results of the
24 assessment as measured against kindergarten-readiness
25 standards, and other issues involving the assessment as
26 identified by the committee.

1 The committee shall make periodic recommendations to the
2 State Superintendent of Education and the General Assembly
3 concerning the assessments.

4 (f) The State Board may adopt rules to implement and
5 administer this Section.

6 (Source: P.A. 101-654, eff. 3-8-21.)

7 (105 ILCS 5/22-90)

8 (Section scheduled to be repealed on February 1, 2023)

9 Sec. 22-90. Whole Child Task Force.

10 (a) The General Assembly makes all of the following
11 findings:

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

22 (2) The path to recovery requires a commitment from
23 adults in this State to address our students cultural,
24 physical, emotional, and mental health needs and to
25 provide them with stronger and increased systemic support

1 and intervention.

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

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

26 (5) The cumulative effects of trauma and toxic stress

1 adversely impact the physical health of students, as well
2 as their ability to learn, form relationships, and
3 self-regulate. If left unaddressed, these effects increase
4 a student's risk for depression, alcoholism, anxiety,
5 asthma, smoking, and suicide, all of which are risks that
6 disproportionately affect Black youth and may lead to a
7 host of medical diseases as an adult. Access to infant and
8 early childhood mental health services is critical to
9 ensure the social and emotional well-being of this State's
10 youngest children, particularly those children who have
11 experienced trauma.

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

1 (7) Many educators and schools in this State have
2 embraced and implemented evidenced-based restorative
3 justice and trauma-responsive and culturally relevant
4 practices and interventions. However, the use of these
5 interventions on students is often isolated or is
6 implemented occasionally and only if the school has the
7 appropriate leadership, resources, and partners available
8 to engage seriously in this work. It would be malpractice
9 to deny our students access to these practices and
10 interventions, especially in the aftermath of a
11 once-in-a-century pandemic.

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

21 (1) To create a common definition of a
22 trauma-responsive school, a trauma-responsive district,
23 and a trauma-responsive community.

24 (2) To outline the training and resources required to
25 create and sustain a system of support for
26 trauma-responsive schools, districts, and communities and

1 to identify this State's role in that work, including
2 recommendations concerning options for redirecting
3 resources from school resource officers to classroom-based
4 support.

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

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

24 (5) To recommend an implementation timeline, including
25 the key roles, responsibilities, and resources to advance
26 this State toward a system in which every school,

1 district, and community is progressing toward becoming
2 trauma-responsive.

3 (6) To seek input and feedback from stakeholders,
4 including parents, students, and educators, who reflect
5 the diversity of this State.

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

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

17 (1) One member of a statewide professional teachers'
18 organization.

19 (2) One member of another statewide professional
20 teachers' organization.

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

23 (4) One member of a statewide organization
24 representing social workers.

25 (5) One member of an organization that has specific
26 expertise in trauma-responsive school practices and

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

3 (6) One member of another organization that has
4 specific expertise in trauma-responsive school practices
5 and experience in supporting schools in developing
6 trauma-responsive and restorative practices.

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

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

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

16 (10) One member of the General Assembly recommended by
17 the President of the Senate.

18 (11) One member of the General Assembly recommended by
19 the Speaker of the House of Representatives.

20 (12) One member of the General Assembly recommended by
21 the Minority Leader of the Senate.

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

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

26 (15) One administrator from a school district that has

1 actively worked to develop a system of student support
2 that uses a trauma-informed lens.

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

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

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

9 (19) One member of a coalition of mental health and
10 school practitioners who assist schools in developing and
11 implementing trauma-informed and restorative strategies
12 and systems.

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

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

18 (22) One member who works or has worked as a social
19 worker.

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

21 (24) One member who represents a statewide principals'
22 organization.

23 (25) One member who represents a statewide
24 organization of school boards.

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

1 (27) One member who represents a school social worker
2 association.

3 (28) One member who represents an organization that
4 represents school districts in both the south suburbs and
5 collar counties.

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

16 (30) One member who represents a west suburban school
17 district.

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 ~~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 submit a report of its
25 findings and recommendations to the General Assembly, the
26 Illinois Legislative Black Caucus, the State Board of

1 Education, and the Governor on or before February 1, 2022.

2 Upon submitting its report, the task force is dissolved.

3 (f) This Section is repealed on February 1, 2023.

4 (Source: P.A. 101-654, eff. 3-8-21.)