



Sen. Christopher Belt

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10200SB2088sam003

LRB102 13566 CMG 26306 a

1 AMENDMENT TO SENATE BILL 2088

2 AMENDMENT NO. \_\_\_\_\_. Amend Senate Bill 2088 by replacing  
3 everything after the enacting clause with the following:

4 "Section 5. The School Code is amended by changing Section  
5 22-90 as follows:

6 (105 ILCS 5/22-90)  
7 (Section scheduled to be repealed on February 1, 2023)  
8 Sec. 22-90. Whole Child Task Force.

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

11 (1) The COVID-19 pandemic has exposed systemic  
12 inequities in American society. Students, educators, and  
13 families throughout this State have been deeply affected  
14 by the pandemic, and the impact of the pandemic will be  
15 felt for years to come. The negative consequences of the  
16 pandemic have impacted students and communities

1           differently along the lines of race, income, language, and  
2           special needs. However, students in this State faced  
3           significant unmet physical health, mental health, and  
4           social and emotional needs even prior to the pandemic.

5           (2) The path to recovery requires a commitment from  
6           adults in this State to address our students cultural,  
7           physical, emotional, and mental health needs and to  
8           provide them with stronger and increased systemic support  
9           and intervention.

10          (3) It is well documented that trauma and toxic stress  
11          diminish a child's ability to thrive. Forms of childhood  
12          trauma and toxic stress include adverse childhood  
13          experiences, systemic racism, poverty, food and housing  
14          insecurity, and gender-based violence. The COVID-19  
15          pandemic has exacerbated these issues and brought them  
16          into focus.

17          (4) It is estimated that, overall, approximately 40%  
18          of children in this State have experienced at least one  
19          adverse childhood experience and approximately 10% have  
20          experienced 3 or more adverse childhood experiences.  
21          However, the number of adverse childhood experiences is  
22          higher for Black and Hispanic children who are growing up  
23          in poverty. The COVID-19 pandemic has amplified the number  
24          of students who have experienced childhood trauma. Also,  
25          the COVID-19 pandemic has highlighted preexisting  
26          inequities in school disciplinary practices that

1 disproportionately impact Black and Brown students.  
2 Research shows, for example, that girls of color are  
3 disproportionately impacted by trauma, adversity, and  
4 abuse, and instead of receiving the care and  
5 trauma-informed support they may need, many Black girls in  
6 particular face disproportionately harsh disciplinary  
7 measures.

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

20 (6) Although this State enacted measures through  
21 Public Act 100-105 to address the high rate of early care  
22 and preschool expulsions of infants, toddlers, and  
23 preschoolers and the disproportionately higher rate of  
24 expulsion for Black and Hispanic children, a recent study  
25 found a wide variation in the awareness, understanding,  
26 and compliance with the law by providers of early

1 childhood care. Further work is needed to implement the  
2 law, which includes providing training to early childhood  
3 care providers to increase their understanding of the law,  
4 increasing the availability and access to infant and early  
5 childhood mental health services, and building aligned  
6 data collection systems to better understand expulsion  
7 rates and to allow for accurate reporting as required by  
8 the law.

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

20 (b) The Whole Child Task Force is created for the purpose  
21 of establishing an equitable, inclusive, safe, and supportive  
22 environment in all schools for every student in this State.  
23 The task force shall have all of the following goals, which  
24 means key steps have to be taken to ensure that every child in  
25 every school in this State has access to teachers, social  
26 workers, school leaders, support personnel, and others who

1 have been trained in evidenced-based interventions and  
2 restorative practices:

3 (1) To create a common definition of a  
4 trauma-responsive school, a trauma-responsive district,  
5 and a trauma-responsive community.

6 (2) To outline the training and resources required to  
7 create and sustain a system of support for  
8 trauma-responsive schools, districts, and communities and  
9 to identify this State's role in that work, including  
10 recommendations concerning options for redirecting  
11 resources from school resource officers to classroom-based  
12 support.

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

18 (4) To provide recommendations concerning the key data  
19 to be collected and reported to ensure that this State has  
20 a full and accurate understanding of the progress toward  
21 ensuring that all schools, including programs and  
22 providers of care to pre-kindergarten children, employ  
23 restorative, anti-racist, and trauma-responsive  
24 strategies and practices. The data collected must include  
25 information relating to the availability of trauma  
26 responsive support structures in schools as well as

1 disciplinary practices employed on students in person or  
2 through other means, including during remote or blended  
3 learning. It should also include information on the use  
4 of, and funding for, school resource officers and other  
5 similar police personnel in school programs.

6 (5) To recommend an implementation timeline, including  
7 the key roles, responsibilities, and resources to advance  
8 this State toward a system in which every school,  
9 district, and community is progressing toward becoming  
10 trauma-responsive.

11 (6) To seek input and feedback from stakeholders,  
12 including parents, students, and educators, who reflect  
13 the diversity of this State.

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

18 (c) Members of the Whole Child Task Force shall be  
19 appointed by the State Superintendent of Education. Members of  
20 this task force must represent the diversity of this State and  
21 possess the expertise needed to perform the work required to  
22 meet the goals of the task force set forth under subsection  
23 (a). Members of the task force shall include all of the  
24 following:

25 (1) One member of a statewide professional teachers'  
26 organization.

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

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

5           (4) One member of a statewide organization  
6 representing social workers.

7           (5) One member of an organization that has specific  
8 expertise in trauma-responsive school practices and  
9 experience in supporting schools in developing  
10 trauma-responsive and restorative practices.

11           (6) One member of another organization that has  
12 specific expertise in trauma-responsive school practices  
13 and experience in supporting schools in developing  
14 trauma-responsive and restorative practices.

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

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

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

24           (10) One member of the General Assembly recommended by  
25 the President of the Senate.

26           (11) One member of the General Assembly recommended by

1 the Speaker of the House of Representatives.

2 (12) One member of the General Assembly recommended by  
3 the Minority Leader of the Senate.

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

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

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

11 (16) 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 (17) One member of a youth-led organization.

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

17 (19) One member of a coalition of mental health and  
18 school practitioners who assist schools in developing and  
19 implementing trauma-informed and restorative strategies  
20 and systems.

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

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

26 (22) One member who works or has worked as a social



1 worker.

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

3 (24) One member who represents a statewide principals'  
4 organization.

5 (25) One member who represents a statewide  
6 organization of school boards.

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

9 (27) One member who represents a school social worker  
10 association.

11 (28) One member who represents an organization that  
12 represents school districts in both the south suburbs and  
13 collar counties.

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

24 (30) One member who represents a west suburban school  
25 district.

26 (d) The Whole Child Task Force shall meet at the call of

1 the State Superintendent of Education or his or her designee,  
2 who shall serve as ~~as~~ the chairperson. The State Board of  
3 Education shall provide administrative and other support to  
4 the task force. Members of the task force shall serve without  
5 compensation.

6 (e) The Whole Child Task Force shall submit a report of its  
7 findings and recommendations to the General Assembly, the  
8 Illinois Legislative Black Caucus, the State Board of  
9 Education, and the Governor on or before February 1, 2022.  
10 Upon submitting its report, the task force is dissolved.

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

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