



Sen. Christopher Belt

Filed: 5/12/2021

10200SB2088sam004

LRB102 13566 CMG 26444 a

1 AMENDMENT TO SENATE BILL 2088

2 AMENDMENT NO. _____. Amend Senate Bill 2088, AS AMENDED,
3 by replacing everything after the enacting clause with the
4 following:

5 "Section 5. The School Code is amended by changing
6 Sections 22-90 and 2-3.64a-10 as follows:

7 (105 ILCS 5/2-3.64a-10)

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

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

11 (b) Beginning no later than the 2021-2022 school year, the
12 State Board of Education shall annually assess all public
13 school students entering kindergarten using a common
14 assessment tool, unless the State Board determines that a
15 student is otherwise exempt. The common assessment tool must
16 assess multiple developmental domains, including literacy,

1 language, mathematics, and social and emotional development.
2 The assessment must be valid, reliable, and developmentally
3 appropriate to formatively assess a child's development and
4 readiness for kindergarten.

5 (c) Results from the assessment may be used by the school
6 to understand the child's development and readiness for
7 kindergarten, to tailor instruction, and to measure the
8 child's progress over time. Assessment results may also be
9 used to identify a need for the professional development of
10 teachers and early childhood educators and to inform
11 State-level and district-level policies and resource
12 allocation.

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

15 The assessment results may not be used (i) to prevent a
16 child from enrolling in kindergarten or (ii) as the sole
17 measure used in determining the grade promotion or retention
18 of a student.

19 (d) On an annual basis, the State Board shall report
20 publicly, at a minimum, data from the assessment for the State
21 overall and for each school district. The State Board's report
22 must disaggregate data by race and ethnicity, household
23 income, students who are English learners, and students who
24 have an individualized education program.

25 (e) The State Superintendent of Education shall appoint a
26 committee of no more than 21 members, including ~~consisting of~~

1 parents, teachers, school administrators, assessment experts,
2 ~~and~~ regional superintendents of schools, state policy
3 advocates, early childhood administrators, and other
4 stakeholders, to review, on an ongoing basis, the content and
5 design of the assessment, the collective results of the
6 assessment as measured against kindergarten-readiness
7 standards, and other issues involving the assessment as
8 identified by the committee.

9 The committee shall make periodic recommendations to the
10 State Superintendent of Education and the General Assembly
11 concerning the assessments.

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

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

15 (105 ILCS 5/22-90)

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

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

18 (a) The General Assembly makes all of the following
19 findings:

20 (1) The COVID-19 pandemic has exposed systemic
21 inequities in American society. Students, educators, and
22 families throughout this State have been deeply affected
23 by the pandemic, and the impact of the pandemic will be
24 felt for years to come. The negative consequences of the
25 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.)".