

# SB3845



## 102ND GENERAL ASSEMBLY

### State of Illinois

2021 and 2022

SB3845

Introduced 1/21/2022, by Sen. Adriane Johnson

#### SYNOPSIS AS INTRODUCED:

105 ILCS 5/22-90

Amends the School Code. In regard to the Whole Child Task Force, requires that the goals of the Task Force must also include (i) ensuring that historically disadvantaged males, including African American students and other students of color, receive academic equity and achieve academic excellence by considering whether to require that every school district's strategic plan focus on historically disadvantaged male students, including African American students and other students of color, as a specific student group to ensure educational equity and (ii) considering whether to establish a dedicated office within the State Board of Education to focus on the achievement of academic excellence and equity for historically disadvantaged males, including African American students and other students of color. Effective immediately.

LRB102 21812 NHT 35054 b

A BILL FOR

1 AN ACT concerning education.

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

4 Section 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7 (Section scheduled to be repealed on February 1, 2023)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  
17 differently along the lines of race, income, language, and  
18 special needs. However, students in this State faced  
19 significant unmet physical health, mental health, and  
20 social and emotional needs even prior to the pandemic.

21 (2) The path to recovery requires a commitment from  
22 adults in this State to address our students cultural,  
23 physical, emotional, and mental health needs and to

1 provide them with stronger and increased systemic support  
2 and intervention.

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

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

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

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

1 the law.

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

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

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

25 (2) To outline the training and resources required to  
26 create and sustain a system of support for

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

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

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

25 (5) To recommend an implementation timeline, including  
26 the key roles, responsibilities, and resources to advance

1           this State toward a system in which every school,  
2           district, and community is progressing toward becoming  
3           trauma-responsive.

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

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

11          (8) To ensure that historically disadvantaged males,  
12          including African American students and other students of  
13          color, receive academic equity and achieve academic  
14          excellence by considering whether to require that every  
15          school district's strategic plan focus on historically  
16          disadvantaged male students, including African American  
17          students and other students of color, as a specific  
18          student group to ensure educational equity.

19          (9) To consider whether to establish a dedicated  
20          office within the State Board of Education to focus on the  
21          achievement of academic excellence and equity for  
22          historically disadvantaged males, including African  
23          American students and other students of color.

24          (c) Members of the Whole Child Task Force shall be  
25          appointed by the State Superintendent of Education. Members of  
26          this task force must represent the diversity of this State and

1 possess the expertise needed to perform the work required to  
2 meet the goals of the task force set forth under subsection  
3 (a). Members of the task force shall include all of the  
4 following:

5 (1) One member of a statewide professional teachers'  
6 organization.

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

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

11 (4) One member of a statewide organization  
12 representing social workers.

13 (5) One member of an organization that has specific  
14 expertise in trauma-responsive school practices and  
15 experience in supporting schools in developing  
16 trauma-responsive and restorative practices.

17 (6) One member of another organization that has  
18 specific expertise in trauma-responsive school practices  
19 and experience in supporting schools in developing  
20 trauma-responsive and restorative practices.

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

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



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

4           (10) One member of the General Assembly recommended by  
5 the President of the Senate.

6           (11) One member of the General Assembly recommended by  
7 the Speaker of the House of Representatives.

8           (12) One member of the General Assembly recommended by  
9 the Minority Leader of the Senate.

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

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

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

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

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

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

23          (19) One member of a coalition of mental health and  
24 school practitioners who assist schools in developing and  
25 implementing trauma-informed and restorative strategies  
26 and systems.

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

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

6           (22) One member who works or has worked as a social  
7 worker.

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

9           (24) One member who represents a statewide principals'  
10 organization.

11           (25) One member who represents a statewide  
12 organization of school boards.

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

15           (27) One member who represents a school social worker  
16 association.

17           (28) One member who represents an organization that  
18 represents school districts in the south suburbs.

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

1 to their efforts on behalf of families and children in the  
2 State.

3 (30) One member who represents a west suburban school  
4 district.

5 (31) One member from a governmental agency who has  
6 expertise in child development and who is responsible for  
7 coordinating early childhood mental health programs and  
8 services.

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

11 (33) One member who represents an organization that  
12 represents school districts in the collar counties.

13 (34) ~~(31)~~ One member who represents an organization  
14 representing regional offices of education.

15 (d) The Whole Child Task Force shall meet at the call of  
16 the State Superintendent of Education or his or her designee,  
17 who shall serve as the chairperson. The State Board of  
18 Education shall provide administrative and other support to  
19 the task force. Members of the task force shall serve without  
20 compensation.

21 (e) The Whole Child Task Force shall submit a report of its  
22 findings and recommendations to the General Assembly, the  
23 Illinois Legislative Black Caucus, the State Board of  
24 Education, and the Governor on or before March 15, 2022. Upon  
25 submitting its report, the task force is dissolved.

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

1 (Source: P.A. 101-654, eff. 3-8-21; 102-209, eff. 11-30-21  
2 (See Section 5 of P.A. 102-671 for effective date of P.A.  
3 102-209); 102-635, eff. 11-30-21 (See Section 10 of P.A.  
4 102-671 for effective date of P.A. 102-635); 102-671, eff.  
5 11-30-21; revised 1-5-22.)

6 Section 99. Effective date. This Act takes effect upon  
7 becoming law.