



100TH GENERAL ASSEMBLY

State of Illinois

2017 and 2018

HB4442

by Rep. Robyn Gabel

SYNOPSIS AS INTRODUCED:

105 ILCS 5/27-22	from Ch. 122, par. 27-22
105 ILCS 5/27-23.1	from Ch. 122, par. 27-23.1
105 ILCS 110/3	

Amends the School Code and the Critical Health Problems and Comprehensive Health Education Act. Requires a school district to include in its curriculum a unit of instruction on parenting education for grades 9 through 12 that includes, but is not limited to, instruction on (i) family structure, function, and management, (ii) the prevention of child abuse, (iii) the physical, mental, emotional, social, economic, and psychological aspects of interpersonal and family relationships, and (iv) parenting education competency development that is aligned to the emotional and learning standards of the student's grade level. Provides that this instruction is a prerequisite to receiving a high school diploma and shall be included in the Comprehensive Health Education Program.

LRB100 17751 AXK 32926 b

FISCAL NOTE ACT
MAY APPLY

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

1 AN ACT concerning education.

2 WHEREAS, Research-based prevention and wellness promotion
3 efforts that strengthen positive parenting practices and
4 enhance a child's resilience in the face of adversity have been
5 shown to have a significant impact on a child's mental health,
6 physical health, and educational outcomes; and

7 WHEREAS, The Centers for Disease Control and Prevention
8 define positive parenting skills as good communication,
9 appropriate discipline, and responding to a child's physical
10 and emotional needs; and

11 WHEREAS, Studies in the last decade have shown that
12 well-designed programs created to promote healthy cognitive,
13 emotional, and social development can improve the prospects and
14 quality of life of many children; and

15 WHEREAS, Parenting programs have been shown to provide
16 critical information on child development and safety, promote
17 positive parenting behaviors, teach effective discipline
18 strategies, alter adverse family patterns, and reduce levels of
19 child abuse and neglect; and

20 WHEREAS, Positive parenting practices are directly linked
21 to adaptive behaviors in children and can buffer adverse
22 outcomes, even amongst at-risk families; and

1 WHEREAS, While positive parenting strategies can promote
2 adjustment and achievement, child abuse and neglect can
3 interrupt healthy development in children and can lead to
4 maladaptive functioning; and

5 WHEREAS, In the first major study of child abuse and
6 neglect in 20 years, researchers with the National Academy of
7 Sciences reported that the damaging consequences of abuse can
8 reshape a child's brain (resulting in consequences that last
9 throughout his or her life), influence the child's amygdala
10 (the part of the brain that regulates emotions, particularly
11 fear and anxiety), and change how the functioning prefrontal
12 cortex works (the part of the brain responsible for thinking,
13 planning, reasoning, and decision-making), which can lead to
14 behavioral and academic problems; and

15 WHEREAS, Research shows an association between child
16 maltreatment and a broad range of social problems, including
17 substance abuse, violence, criminal behavior, teenage
18 pregnancy, anxiety, sexually transmitted diseases, smoking,
19 obesity, and diabetes; and

20 WHEREAS, Child abuse and neglect is a serious health
21 problem that costs the United States \$103 billion annually,
22 which includes \$33 billion in direct costs for foster care

1 services, hospitalization, mental health treatment, and law
2 enforcement and \$70 billion in indirect costs, including
3 productivity, chronic health problems, and special education;
4 and

5 WHEREAS, Nobel prize-winning economist James J. Heckman
6 and others have shown that for every dollar devoted to the
7 nurturing of young children, the need for greater government
8 spending on remedial education, teenage pregnancy, and prison
9 incarceration may be eliminated; and

10 WHEREAS, Researchers have found that, left untreated, the
11 effects of child abuse and neglect can profoundly influence a
12 victim's physical and mental health, emotions and impulses,
13 achievements in school, and relationships formed as a child and
14 as an adult; and

15 WHEREAS, The American Academy of Pediatrics' Psychological
16 Maltreatment Clinical Report posits that emotional abuse is
17 linked with mental illness, delinquency, aggression, school
18 troubles, and lifelong relationship problems in children.
19 These effects of ill-treatment on a child's brain and
20 behavioral development are not static and can be reversed with
21 quick intervention and positive changes in a child's
22 environment. The negative changes present in a child's brain
23 can be countered by positive brain changes that take place when

1 the abuse ends and when the child is given the support he or
2 she requires; parenting education is an effective way to
3 prevent abuse and mental illness before it starts; therefore

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

6 Section 5. The School Code is amended by changing Sections
7 27-22 and 27-23.1 as follows:

8 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)

9 Sec. 27-22. Required high school courses.

10 (a) (Blank).

11 (b) (Blank).

12 (c) (Blank).

13 (d) (Blank).

14 (e) As a prerequisite to receiving a high school diploma,
15 each pupil entering the 9th grade in the 2008-2009 school year
16 or a subsequent school year must, in addition to other course
17 requirements, successfully complete all of the following
18 courses:

19 (1) Four years of language arts.

20 (2) Two years of writing intensive courses, one of
21 which must be English and the other of which may be English
22 or any other subject. When applicable, writing-intensive
23 courses may be counted towards the fulfillment of other

1 graduation requirements.

2 (3) Three years of mathematics, one of which must be
3 Algebra I, one of which must include geometry content, and
4 one of which may be an Advanced Placement computer science
5 course if the pupil successfully completes Algebra II or an
6 integrated mathematics course with Algebra II content.

7 (4) Two years of science.

8 (5) Two years of social studies, of which at least one
9 year must be history of the United States or a combination
10 of history of the United States and American government
11 and, beginning with pupils entering the 9th grade in the
12 2016-2017 school year and each school year thereafter, at
13 least one semester must be civics, which shall help young
14 people acquire and learn to use the skills, knowledge, and
15 attitudes that will prepare them to be competent and
16 responsible citizens throughout their lives. Civics course
17 content shall focus on government institutions, the
18 discussion of current and controversial issues, service
19 learning, and simulations of the democratic process.
20 School districts may utilize private funding available for
21 the purposes of offering civics education.

22 (6) One year chosen from (A) music, (B) art, (C)
23 foreign language, which shall be deemed to include American
24 Sign Language, or (D) vocational education.

25 (7) Beginning with pupils entering the 9th grade in the
26 2019-2020 school year, parenting education, as provided

1 under subsection (b) of Section 27-23.1 of this Code.

2 (f) The State Board of Education shall develop and inform
3 school districts of standards for writing-intensive
4 coursework.

5 (f-5) If a school district offers an Advanced Placement
6 computer science course to high school students, then the
7 school board must designate that course as equivalent to a high
8 school mathematics course and must denote on the student's
9 transcript that the Advanced Placement computer science course
10 qualifies as a mathematics-based, quantitative course for
11 students in accordance with subdivision (3) of subsection (e)
12 of this Section.

13 (g) This amendatory Act of 1983 does not apply to pupils
14 entering the 9th grade in 1983-1984 school year and prior
15 school years or to students with disabilities whose course of
16 study is determined by an individualized education program.

17 This amendatory Act of the 94th General Assembly does not
18 apply to pupils entering the 9th grade in the 2004-2005 school
19 year or a prior school year or to students with disabilities
20 whose course of study is determined by an individualized
21 education program.

22 This amendatory Act of the 100th General Assembly does not
23 apply to pupils entering the 9th grade in the 2018-2019 school
24 year or a prior school year or to students with disabilities
25 whose course of study is determined by an individualized
26 education program.

1 (h) The provisions of this Section are subject to the
2 provisions of Section 27-22.05 of this Code and the
3 Postsecondary and Workforce Readiness Act.

4 (Source: P.A. 99-434, eff. 7-1-16 (see P.A. 99-485 for the
5 effective date of changes made by P.A. 99-434); 99-485, eff.
6 11-20-15; 99-674, eff. 7-29-16; 100-443, eff. 8-25-17.)

7 (105 ILCS 5/27-23.1) (from Ch. 122, par. 27-23.1)

8 Sec. 27-23.1. Parenting education.

9 (a) School districts may provide instruction in parenting
10 education for grades 6 through 12 and include such instruction
11 in the courses of study regularly taught therein. School
12 districts may give regular school credit for satisfactory
13 completion by the student of such courses.

14 As used in this subsection (a) ~~section~~, "parenting
15 education" means and includes instruction in the following:

16 (1) Child growth and development, including prenatal
17 development.

18 (2) Childbirth and child care.

19 (3) Family structure, function and management.

20 (4) Prenatal and postnatal care for mothers and
21 infants.

22 (5) Prevention of child abuse.

23 (6) The physical, mental, emotional, social, economic
24 and psychological aspects of interpersonal and family
25 relationships.

1 (7) Parenting skill development.

2 (b) Notwithstanding any other provision of this Section to
3 the contrary, beginning with the 2019-2020 school year, a
4 school district that maintains grades 9 through 12 shall
5 include in its curriculum a unit of instruction on parenting
6 education for grades 9 through 12 that includes, but is not
7 limited to, instruction on (i) family structure, function, and
8 management, (ii) the prevention of child abuse, (iii) the
9 physical, mental, emotional, social, economic, and
10 psychological aspects of interpersonal and family
11 relationships, and (iv) parenting education competency
12 development that is aligned to the emotional and learning
13 standards of the student's grade level. Instruction under this
14 subsection (b) shall be included in the Comprehensive Health
15 Education Program as provided under Section 3 of the Critical
16 Health Problems and Comprehensive Health Education Act.

17 (c) The State Board of Education shall assist those
18 districts offering parenting education instruction, upon
19 request, in developing instructional materials, training
20 teachers, and establishing appropriate time allotments for
21 each of the areas included in such instruction.

22 (d) School districts may offer parenting education courses
23 during that period of the day which is not part of the regular
24 school day. Residents of the school district may enroll in such
25 courses. The school board may establish fees and collect such
26 charges as may be necessary for attendance at such courses in

1 an amount not to exceed the per capita cost of the operation
2 thereof, except that the board may waive all or part of such
3 charges if it determines that the individual is indigent or
4 that the educational needs of the individual requires his or
5 her attendance at such courses.

6 (Source: P.A. 84-534.)

7 Section 10. The Critical Health Problems and Comprehensive
8 Health Education Act is amended by changing Section 3 as
9 follows:

10 (105 ILCS 110/3)

11 Sec. 3. Comprehensive Health Education Program. The
12 program established under this Act shall include, but not be
13 limited to, the following major educational areas as a basis
14 for curricula in all elementary and secondary schools in this
15 State: human ecology and health, human growth and development,
16 the emotional, psychological, physiological, hygienic and
17 social responsibilities of family life, including sexual
18 abstinence until marriage, prevention and control of disease,
19 including instruction in grades 6 through 12 on the prevention,
20 transmission and spread of AIDS, age-appropriate sexual abuse
21 and assault awareness and prevention education in grades
22 pre-kindergarten through 12, public and environmental health,
23 consumer health, safety education and disaster survival,
24 mental health and illness, personal health habits, alcohol,

1 drug use, and abuse including the medical and legal
2 ramifications of alcohol, drug, and tobacco use, abuse during
3 pregnancy, evidence-based and medically accurate information
4 regarding sexual abstinence, tobacco, nutrition, and dental
5 health. The program shall also provide course material and
6 instruction to advise pupils of the Abandoned Newborn Infant
7 Protection Act. The program shall include information about
8 cancer, including without limitation types of cancer, signs and
9 symptoms, risk factors, the importance of early prevention and
10 detection, and information on where to go for help. In grades 9
11 through 12, the program shall include parenting education, as
12 provided under subsection (b) of Section 27-23.1 of the School
13 Code, beginning with the 2019-2020 school year.
14 Notwithstanding the above educational areas, the following
15 areas may also be included as a basis for curricula in all
16 elementary and secondary schools in this State: basic first aid
17 (including, but not limited to, cardiopulmonary resuscitation
18 and the Heimlich maneuver), heart disease, diabetes, stroke,
19 the prevention of child abuse, neglect, and suicide, and teen
20 dating violence in grades 7 through 12. Beginning with the
21 2014-2015 school year, training on how to properly administer
22 cardiopulmonary resuscitation (which training must be in
23 accordance with standards of the American Red Cross, the
24 American Heart Association, or another nationally recognized
25 certifying organization) and how to use an automated external
26 defibrillator shall be included as a basis for curricula in all

1 secondary schools in this State.

2 The school board of each public elementary and secondary
3 school in the State shall encourage all teachers and other
4 school personnel to acquire, develop, and maintain the
5 knowledge and skills necessary to properly administer
6 life-saving techniques, including without limitation the
7 Heimlich maneuver and rescue breathing. The training shall be
8 in accordance with standards of the American Red Cross, the
9 American Heart Association, or another nationally recognized
10 certifying organization. A school board may use the services of
11 non-governmental entities whose personnel have expertise in
12 life-saving techniques to instruct teachers and other school
13 personnel in these techniques. Each school board is encouraged
14 to have in its employ, or on its volunteer staff, at least one
15 person who is certified, by the American Red Cross or by
16 another qualified certifying agency, as qualified to
17 administer first aid and cardiopulmonary resuscitation. In
18 addition, each school board is authorized to allocate
19 appropriate portions of its institute or inservice days to
20 conduct training programs for teachers and other school
21 personnel who have expressed an interest in becoming qualified
22 to administer emergency first aid or cardiopulmonary
23 resuscitation. School boards are urged to encourage their
24 teachers and other school personnel who coach school athletic
25 programs and other extracurricular school activities to
26 acquire, develop, and maintain the knowledge and skills

1 necessary to properly administer first aid and cardiopulmonary
2 resuscitation in accordance with standards and requirements
3 established by the American Red Cross or another qualified
4 certifying agency. Subject to appropriation, the State Board of
5 Education shall establish and administer a matching grant
6 program to pay for half of the cost that a school district
7 incurs in training those teachers and other school personnel
8 who express an interest in becoming qualified to administer
9 cardiopulmonary resuscitation (which training must be in
10 accordance with standards of the American Red Cross, the
11 American Heart Association, or another nationally recognized
12 certifying organization) or in learning how to use an automated
13 external defibrillator. A school district that applies for a
14 grant must demonstrate that it has funds to pay half of the
15 cost of the training for which matching grant money is sought.
16 The State Board of Education shall award the grants on a
17 first-come, first-serve basis.

18 No pupil shall be required to take or participate in any
19 class or course on AIDS or family life instruction or to
20 receive training on how to properly administer cardiopulmonary
21 resuscitation or how to use an automated external defibrillator
22 if his or her parent or guardian submits written objection
23 thereto, and refusal to take or participate in the course or
24 program or the training shall not be reason for suspension or
25 expulsion of the pupil.

26 Curricula developed under programs established in

1 accordance with this Act in the major educational area of
2 alcohol and drug use and abuse shall include classroom
3 instruction in grades 5 through 12. The instruction, which
4 shall include matters relating to both the physical and legal
5 effects and ramifications of drug and substance abuse, shall be
6 integrated into existing curricula; and the State Board of
7 Education shall develop and make available to all elementary
8 and secondary schools in this State instructional materials and
9 guidelines which will assist the schools in incorporating the
10 instruction into their existing curricula. In addition, school
11 districts may offer, as part of existing curricula during the
12 school day or as part of an after school program, support
13 services and instruction for pupils or pupils whose parent,
14 parents, or guardians are chemically dependent.

15 (Source: P.A. 97-1147, eff. 1-24-13; 98-190, eff. 8-6-13;
16 98-441, eff. 1-1-14; 98-632, eff. 7-1-14; 98-756, eff.
17 7-16-14.)