

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 Section
7 27-23.1 as follows:

8 (105 ILCS 5/27-23.1) (from Ch. 122, par. 27-23.1)

9 Sec. 27-23.1. Parenting education.

10 (a) The State Board of Education must assist each school
11 district that offers an evidence-based parenting education
12 model. School districts may provide instruction in parenting
13 education for grades 6 through 12 and include such instruction
14 in the courses of study regularly taught therein. School
15 districts may give regular school credit for satisfactory
16 completion by the student of such courses.

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

19 (1) Child growth and development, including prenatal
20 development.

21 (2) Childbirth and child care.

22 (3) Family structure, function and management.

23 (4) Prenatal and postnatal care for mothers and

1 infants.

2 (5) Prevention of child abuse.

3 (6) The physical, mental, emotional, social, economic
4 and psychological aspects of interpersonal and family
5 relationships.

6 (7) Parenting skill development.

7 The State Board of Education shall assist those districts
8 offering parenting education instruction, upon request, in
9 developing instructional materials, training teachers, and
10 establishing appropriate time allotments for each of the areas
11 included in such instruction.

12 School districts may offer parenting education courses
13 during that period of the day which is not part of the regular
14 school day. Residents of the school district may enroll in such
15 courses. The school board may establish fees and collect such
16 charges as may be necessary for attendance at such courses in
17 an amount not to exceed the per capita cost of the operation
18 thereof, except that the board may waive all or part of such
19 charges if it determines that the individual is indigent or
20 that the educational needs of the individual requires his or
21 her attendance at such courses.

22 (b) Beginning with the 2019-2020 school year, from
23 appropriations made for the purposes of this Section, the State
24 Board of Education shall implement and administer a 3-year
25 pilot program supporting the health and wellness
26 student-learning requirement by utilizing a unit of

1 instruction on parenting education in participating school
2 districts that maintain grades 9 through 12, to be determined
3 by the participating school districts. The program is
4 encouraged to include, but is not be limited to, instruction on
5 (i) family structure, function, and management, (ii) the
6 prevention of child abuse, (iii) the physical, mental,
7 emotional, social, economic, and psychological aspects of
8 interpersonal and family relationships, and (iv) parenting
9 education competency development that is aligned to the social
10 and emotional learning standards of the student's grade level.
11 Instruction under this subsection (b) may be included in the
12 Comprehensive Health Education Program set forth under Section
13 3 of the Critical Health Problems and Comprehensive Health
14 Education Act. The State Board of Education is authorized to
15 make grants to school districts that apply to participate in
16 the pilot program under this subsection (b). The State Board of
17 Education shall by rule provide for the form of the application
18 and criteria to be used and applied in selecting participating
19 urban, suburban, and rural school districts. The provisions of
20 this subsection (b), other than this sentence, are inoperative
21 at the conclusion of the pilot program.

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

23 Section 99. Effective date. This Act takes effect upon
24 becoming law.