

AN ACT concerning education.

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

Section 5. The School Code is amended by changing Section 2-3.152 as follows:

(105 ILCS 5/2-3.152)

Sec. 2-3.152. Community schools.

(a) This Section applies beginning with the 2024-2025
~~2009-2010~~ school year.

(b) The General Assembly finds all of the following:

(1) All children are capable of success.

(2) Schools are the centers of vibrant communities.

(3) Strong families build strong educational communities.

(4) Children succeed when adults work together to foster positive educational outcomes.

(5) Schools work best when families take active roles in the education of children.

(6) Schools today are limited in their ability to dedicate time and resources to provide a wide range of educational opportunities to students because of the focus on standardized test outcomes.

(7) By providing learning opportunities outside of

normal school hours, including programs on life skills and health, students are more successful academically, more engaged in their communities, safer, and better prepared to make a successful transition from school to adulthood.

(8) A community school is a public school or nonpublic school that establishes a set of strategic partnerships between the school and other community resources that promote student achievement, positive learning conditions, and the well-being of students by providing wraparound services and ~~traditional school~~ that actively partners with its community to leverage existing resources and identify new resources to support the transformation of the school to provide enrichment and additional life skill opportunities for students, parents, and community members at-large. Each community school is unique because its programming is designed by and for the school staff, in partnership with parents, community stakeholders, and students.

(9) Community schools currently exist in this State in urban, rural, and suburban communities.

(10) Research shows that community schools have a powerful positive impact on students, as demonstrated by increased academic success, a positive change in attitudes toward school and learning, and decreased behavioral problems.

(11) After-school and evening programs offered by

community schools provide academic enrichment consistent with the Illinois Learning Standards and general school curriculum; an opportunity for physical fitness activities for students, fine arts programs, structured learning "play" time, and other recreational opportunities; a safe haven for students; and work supports for working families.

(12) Community schools are cost-effective because they leverage existing resources provided by local, State, federal, and private sources and bring programs to the schools, where the students are already congregated. ~~Community schools have been shown to leverage between \$5 to \$8 in existing programming for every \$1 spent on a community school.~~

(c) Subject to an appropriation or the availability of State or federal funding for such purposes, the State Board of Education shall make grants available to fund community schools and to enhance programs at community schools. A request-for-proposal process must be used in awarding grants under this subsection (c). Proposals may be submitted on behalf of a school, a school district, or a consortium of 2 or more schools or school districts. Proposals must be evaluated and scored on the basis of criteria consistent with this Section and other factors developed and adopted by the State Board of Education. Technical assistance in grant writing must be made available to schools, school districts, or consortia

of school districts through the State Board of Education directly or through a resource and referral directory established and maintained by the State Board of Education.

(d) As used in this subsection (d), "trauma-informed intervention" means a method for understanding and responding to an individual with symptoms of chronic interpersonal trauma or traumatic stress.

In order to qualify for a community school grant under this Section, a school ~~may~~ must, at a minimum, provide the following ~~have the following components:~~

(1) Before and after-school programming each school day to meet the identified needs of students.

(2) Weekend programming.

(3) Summer ~~At least 4 weeks of summer~~ programming.

(4) A local advisory group comprised of school leadership, parents, and community stakeholders that establishes school-specific programming goals, assesses program needs, and oversees the process of implementing expanded programming.

(5) A program director, ~~or~~ resource coordinator, or community school coordinator who is responsible for establishing a local advisory group, assessing the needs of students and community members, identifying programs to meet those needs, developing the before and after-school, weekend, and summer programming and overseeing the implementation of programming to ensure high quality,

efficiency, and robust participation.

(6) Programming that includes academic excellence aligned with the Illinois Learning Standards, life skills, healthy minds and bodies, parental support, trauma-informed intervention, and community engagement and that promotes staying in school and non-violent behavior and non-violent conflict resolution.

(7) Maintenance of attendance records in all programming components.

(8) Maintenance of measurable data showing annual participation and the impact of programming on the participating children and adults.

(9) Documentation of true collaboration between the school and community stakeholders, including local governmental units, civic organizations, families, businesses, and social service providers.

(10) A non-discrimination policy ensuring that the community school does not condition participation upon race, ethnic origin, religion, sex, or disability.

(11) Wraparound services, including:

(A) safe transportation to school;

(B) vision and dental care services;

(C) established or expanded school-based health center services;

(D) additional social workers, mentors, counselors, psychologists, and restorative practice

coaches and enhancing physical wellness, including providing healthy food for in-school and out-of-school time and linkages to community providers;

(E) enhanced behavioral health services, including access to mental health practitioners and providing professional development to school staff to provide trauma-informed interventions;

(F) family and community engagement and support, including informing parents of academic course offerings, language classes, workforce development training, opportunities for children, and available social services, as well as educating families on how to monitor a child's learning;

(G) student enrichment experiences; and

(H) professional development for teachers and school staff to quickly identify students who are in need of these resources.

(Source: P.A. 96-746, eff. 8-25-09; 96-1000, eff. 7-2-10.)

Section 99. Effective date. This Act takes effect June 1, 2024.