

SENATE BILL No. 205

DIGEST OF INTRODUCED BILL

Citations Affected: IC 20-28.

Synopsis: Teacher training. Requires applicants for an initial teacher's license to provide evidence that the applicant has successfully completed education and training in trauma informed instruction and the recognition of signs that a student may be reacting to trauma. Defines "social emotional learning" as developmentally appropriate, culturally competent, and evidence based universal practices focused on: (1) self-awareness; (2) self-management; (3) social awareness; (4) relationship skills; and (5) responsible decision making. Requires a teacher preparation program to include curriculum that instructs teachers about social emotional learning practices that are helpful in supporting students who have experienced trauma. Mandates that a teacher preparation program consider training teachers on evidence based social emotional learning practices that are consistent with the state's social emotional learning competencies established by the department of education.

Effective: July 1, 2021.

Rogers

January 7, 2021, read first time and referred to Committee on Education and Career Development.



First Regular Session of the 122nd General Assembly (2021)

PRINTING CODE. Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in **this style type**, and deletions will appear in ~~this style type~~.

Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in **this style type**. Also, the word **NEW** will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.

Conflict reconciliation: Text in a statute in *this style type* or ~~this style type~~ reconciles conflicts between statutes enacted by the 2020 Regular Session of the General Assembly.

SENATE BILL No. 205

A BILL FOR AN ACT to amend the Indiana Code concerning education.

Be it enacted by the General Assembly of the State of Indiana:

1 SECTION 1. IC 20-28-1-11.5 IS ADDED TO THE INDIANA
2 CODE AS A **NEW** SECTION TO READ AS FOLLOWS
3 [EFFECTIVE JULY 1, 2021]: **Sec. 11.5. "Social emotional learning"**
4 **means developmentally appropriate, culturally competent, and**
5 **evidence based universal practices focused on:**

- 6 (1) **self-awareness;**
- 7 (2) **self-management;**
- 8 (3) **social awareness;**
- 9 (4) **relationship skills; and**
- 10 (5) **responsible decision making.**

11 SECTION 2. IC 20-28-5-3, AS AMENDED BY P.L.92-2020,
12 SECTION 50, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE
13 JULY 1, 2021]: Sec. 3. (a) The department shall designate the grade
14 point average required for each type of license.

15 (b) The department shall determine details of licensing not provided
16 in this chapter, including requirements regarding the following:

- 17 (1) The conversion of one (1) type of license into another.



- 1 (2) The accreditation of teacher education schools and
2 departments.
3 (3) The exchange and renewal of licenses.
4 (4) The endorsement of another state's license.
5 (5) The acceptance of credentials from teacher education
6 institutions of another state.
7 (6) The academic and professional preparation for each type of
8 license.
9 (7) The granting of permission to teach a high school subject area
10 related to the subject area for which the teacher holds a license.
11 (8) The issuance of licenses on credentials.
12 (9) The type of license required for each school position.
13 (10) The size requirements for an elementary school requiring a
14 licensed principal.
15 (11) Any other related matters.

16 The department shall establish at least one (1) system for renewing a
17 teaching license that does not require a graduate degree.

18 (c) The department shall periodically publish bulletins regarding:

- 19 (1) the details described in subsection (b);
20 (2) information on the types of licenses issued;
21 (3) the rules governing the issuance of each type of license; and
22 (4) other similar matters.

23 **(d) This subsection does not apply to an applicant for a**
24 **substitute teacher license or to an individual granted a license**
25 **under section 18 of this chapter. After June 30, 2022, the**
26 **department may not issue an initial teaching license at any grade**
27 **level to an applicant for an initial teaching license unless the**
28 **applicant shows evidence that the applicant has successfully**
29 **completed education and training in evidence based trauma**
30 **informed classroom instruction and instruction in recognition of**
31 **social emotional learning (as defined in IC 20-28-1-11.5) reactions**
32 **to trauma that may interfere with a student's academic**
33 **functioning.**

34 SECTION 3. IC 20-28-5-26, AS ADDED BY P.L.124-2020,
35 SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE
36 JULY 1, 2021]: Sec. 26. (a) A teacher preparation program shall
37 include content within the curriculum that:

- 38 (1) prepares teacher candidates to use evidence based trauma
39 informed classroom instruction, ~~and recognition of social,~~
40 ~~emotional, and behavioral reactions to~~ **including instruction in**
41 **evidence based social emotional learning classroom practices**
42 **that are conducive to supporting students who have**



- 1 **experienced** trauma that may interfere with a student's academic
 2 functioning; and
 3 (2) provides information on applicable Indiana laws regarding
 4 other instructional requirements and applicable Indiana laws
 5 relating to the instruction and recognition described in
 6 subdivision (1), including the following:
 7 (A) IC 20-30-5-5.
 8 (B) IC 20-30-5-6.
 9 (C) IC 20-30-5-13.
 10 (D) IC 20-30-5-17.
 11 (E) IC 20-34-3-21.
 12 (F) IC 20-34-9.
- 13 (b) The teacher preparation program shall consider using curricula
 14 that includes:
 15 **(1) training on evidence based social emotional learning**
 16 **classroom practices that are consistent with the state's social**
 17 **emotional learning competencies established by the**
 18 **department;**
 19 ~~(2)~~ **(2)** training on recognizing possible signs of social, emotional,
 20 and behavioral reactions to trauma;
 21 ~~(3)~~ **(3)** training on the potential impacts of trauma;
 22 ~~(4)~~ **(4)** strategies for recognizing the signs and symptoms of
 23 trauma;
 24 ~~(5)~~ **(5)** practical recommendations for running a trauma informed
 25 classroom; and
 26 ~~(6)~~ **(6)** approaches for avoiding revictimization in schools.

