



E4E Chicago
Mental Health Campaign
January 2026

SCHOOL BOARD RESOLUTION DRAFT

A Resolution to develop a districtwide educator mental health plan, in alignment with the CPS Comprehensive Mental Health and Suicide Prevention Policy and Illinois Senate Bill 1560.

WHEREAS, healthy, supported educators are critical to developing and maintaining safe, equitable, and consistently flourishing learning environments that enable students to learn and thrive academically, socially, and emotionally; and

WHEREAS, the mental health and well-being of educators directly impacts instruction, informs conditions for student success, impacts the implementation of high-quality curriculum, the creation and maintenance of positive classroom climates, increases positive student behavior, and overall school performance; and

WHEREAS, Illinois Senate Bill 1560 reflects the State's commitment to strengthening school mental health practices by directing the State Board of Education, in consultation with the Children's Behavioral Health Transformation Team and the Office of the Governor, to provide model procedures, guidance, and training for universal mental health screening implementation for students beginning during the 2027-2028 school year, including tools, privacy considerations, opt-out procedures, communication strategies, and training for school personnel;

WHEREAS, educators across various roles—including teachers, administrators, counselors, social workers, special education classroom assistants/paraprofessionals, and support staff—face increasing internal and external stressors that contribute to workplace dissatisfaction, burnout, absenteeism, and attrition; and

WHEREAS, research suggests that students benefit academically, behaviorally, and emotionally when educators are supported, emotionally regulated, and professionally equipped to manage stress and trauma; and

WHEREAS, schools have a responsibility not only to address student mental health needs, but also to proactively support the mental health of educators as a foundational condition for student success; and as a foundational condition for the protection and retention of educators

WHEREAS, it shall be required that Multi-Tiered System of Supports (MTSS) and Social and Emotional Learning (SEL) frameworks emphasize proactive, prevention-oriented supports that promote well-being and address barriers to learning for both students and educators; and

WHEREAS, a coordinated emphasis on educator mental health aligns with MTSS Tier 1 (Universal Supports) and Tiers 2 and 3 (targeted and individualized supports), strengthens SEL competencies for adults, in service of students, and enhances early identification and intervention efforts when integrated with student-focused screening and referral systems;

WHEREAS, mental health supports for educators must be planned, intentional, role-specific, sustained, and embedded within the professional learning structures of the school system rather than treated as optional or supplemental;

NOW, THEREFORE, BE IT RESOLVED that the School Board hereby directs Chicago Public Schools to:

1. Develop a Districtwide Educator Mental Health Framework: Develop an inclusive, thoughtful, and expeditious process to design and implement a districtwide framework to support educator mental health and well-being across all CPS schools. This framework shall recognize educator mental health as a core component of safe, supportive, and high-quality learning environments; align with the CPS Comprehensive Mental Health and Suicide Prevention Policy, Illinois Senate Bill 1560, and existing district initiatives related to student mental health, MTSS, trauma-informed care, school climate, and social and emotional learning; and reflect the distinct needs, responsibilities, and working conditions of educators across roles.

2. Establish Sustainable Structures for Educator Mental Health Support: In alignment with this framework, CPS shall identify and implement sustainable system-level structures to support educator mental health. This may include integration of education mental health considerations into district strategies and school improvement structures that shape teacher working environments, professional learning opportunities that support educator well-being, role-specific training and guidance, and clear communication pathways that ensure educators are aware of and able to access mental health resources.

3. Promote Accountability Through Transparency and Reporting: CPS shall ensure educator mental health and wellbeing are meaningfully integrated into district accountability and continuous improvement efforts. The Superintendent or designee shall provide regular public updates to the Board on progress toward development and implementation of the districtwide educator mental health framework and supports, and utilize existing data sources to monitor and report trends related to educator working conditions, retention, absenteeism, and school climate.

BE IT FURTHER RESOLVED that the School Board affirms that educator mental health is not an individual responsibility alone, but a **systemic obligation** of the district; and that sustainable improvements in student outcomes require intentional investment in the well-being, stability, and professional sustainability of the educators who serve them.

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