

## Instruction

### Curriculum Content <sup>1</sup>

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In kindergarten through grade 8,<sup>2</sup> subjects include: (a) language arts, (b) reading,<sup>3</sup> (c) other communication skills, (d) science, (e) mathematics<sup>4</sup>, (f) social studies, (g) art, and (h) music,<sup>5</sup>

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

<sup>1</sup> Districts must have a policy on: (1) physical education (23 Ill. Admin. Code §1.425) and, (2) what grade level(s) students will be offered cursive writing instruction (105 ILCS 5/27-315, renumbered by P.A. 104-39120-7), (3) educating students on the effective methods of preventing and avoiding traffic injuries related to walking and bicycling (105 ILCS 5/27-110, renumbered by P.A. 104-391), (4) activities to address intergroup conflict, if offered (105 ILCS 5/27-1050, amended by P.A. 103-542 and renumbered by P.A. 104-391), and (5) Internet safety education, if a district receives e-rate funding (47 C.F.R. §54.520(c)(1)(i)). Policies on the remaining topics in this policy are optional. State or federal law controls this policy's content. 23 Ill. Admin. Code §1.410, recommends that activities, including student internships and observations of government in action, be a part of the instructional program where appropriate.

State law mandates certain courses of study but local school boards may set requirements exceeding State-law mandated courses of study. 105 ILCS 5/10-20.8 and 5/27-1 et seq. For a resource on instructional mandates, see *Illinois Instructional Mandates* (formerly *Mandated Units of Study*), at: [www.isbe.net/Pages/Learning-Standards.aspx](http://www.isbe.net/Pages/Learning-Standards.aspx), under the Administrator Resources tab.

<sup>2</sup> Items (a)-(h) are listed in 23 Ill. Admin. Code §1.430.

By 7-1-26, the Ill. State Board of Education (ISBE) will encourage districts to collect teaching resources to support American Sign Language (ASL) programs. 105 ILCS 5/2-3.206, added by P.A. 104-399, eff. 1-1-26. Teaching resources may include: (1) the importance and benefit of ASL instruction for early ages and the prevalence of ASL in the United States; (2) information on ways to implement ASL instruction into the K-8 curriculum; and (3) information on how to properly administer ASL for students in K-8. Id.

By 12-15-26, ISBE must adopt comprehensive guidance for districts about the establishment of new dual language education programs and the expansion of existing programs. 105 ILCS 5/14D, added by P.A. 104-266, eff. 1-1-26. By 7-1-27, ISBE must also establish recognition pathways for biliteracy at certain grade levels before high school. Id.

<sup>3</sup> 105 ILCS 5/2-3.200, added by P.A. 103-402 and renumbered by P.A. 103-605, required the Ill. State Board of Education (ISBE) to develop a Statewide literacy plan by 1-31-24, make certain resources and guidance on literacy curriculum and instruction available to schools by 7-1-24, and offer training opportunities for teachers by 7-1-25. For further information and resources, see [www.isbe.net/literacyplan](http://www.isbe.net/literacyplan).

<sup>4</sup> 105 ILCS 5/2-3.156 requires ISBE to coordinate, adapt and develop middle and high school math curriculum models. There is no consistent definition for *middle school* or *high school* in either State or federal law. Districts are not required to use ISBE's models and may develop their own mathematics curricula.

The purpose of the math curriculum models will be to aid school districts and teachers in implementing the *Common Core Standards*. ISBE adopted math and English language arts (ELA) standards for K-12 education referred to as the *New Ill. State Learning Standards Incorporating the Common Core*. The goal of incorporating the *Common Core Standards* into the *State Goals for Learning and Learning Standards* is to better prepare Ill. students for success in college and the workforce in a competitive global economy. See [www.isbe.net/Documents/cc-overview-0913.pdf](http://www.isbe.net/Documents/cc-overview-0913.pdf).

The terms *Common Core Standards* and the *New Ill. State Learning Standards Incorporating the Common Core* are synonymous. Referencing the Ill. Learning Standards includes them both. That is because they are incorporated by reference into ISBE's rules and *State Goals for Learning and Learning Standards*. A district that wants to include the term *Common Core Standards* in its policy may do so; however, districts should understand that referring to the *Common Core Standards* only will cover only math and ELA learning standards and goals and not any other subject areas that the *Ill. Learning Standards* cover. The best practice is to continue using *Ill. Learning Standards*, which includes the *Common Core Standards*.

<sup>5</sup> 23 Ill. Admin. Code §1.430(a).

and (i) drug and substance abuse prevention including the dangers of opioid abuse.<sup>6</sup> A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level.<sup>7</sup> Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in kindergarten through grade 5.<sup>8</sup> Before the completion of grade 5, students will be offered at least one unit of cursive instruction.<sup>9</sup> In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.<sup>10</sup>

2. In grades 9 through 12, subjects include:<sup>11</sup> (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics,<sup>12</sup> (e) social studies including U.S. history, American government and

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<sup>6</sup> 105 ILCS 5/27-13.2. See also f/n 33, below, regarding instruction on the dangers of fentanyl.

<sup>7</sup> 105 ILCS 5/10-20.53.

<sup>8</sup> 105 ILCS 5/27-7156-3, amended and renumbered by P.A. 104-391 added by P.A. 102-357. Schools must provide at least 30 minutes of play time for any school day five clock hours or longer in length. For any school days less than that, the total time allotted during the school day must be at least one-tenth of a day of attendance for the student. Time spent dressing or undressing for outdoor play may not count towards the daily time allotment. Play time must be computer-, tablet-, phone-, and video-free. Play time may be withheld as a disciplinary or punitive action only if a student's participation poses an immediate threat to the safety of the student or others. *Id.* For ISBE guidance and resources, see [www.isbe.net/Pages/School-Health-Issues.aspx](http://www.isbe.net/Pages/School-Health-Issues.aspx) (Unstructured Play Time/Recess dropdown).

<sup>9</sup> 105 ILCS 5/27-315, renumbered by P.A. 104-391 added by P.A. 102-357, requires districts to offer students a unit of cursive instruction before they complete grade 5. Other than before completing grade 5, the law is silent about what grade level(s) in which students must receive their unit of cursive instruction. This provides an opportunity for a board to have a conversation with the superintendent about local community expectations and direct him or her to determine the appropriate grade level(s) in which students will be offered a unit of cursive instruction.

Use the following alternative if the board wants to specify grade level(s) before the end of grade 5 in which cursive instruction will be offered:

A unit of cursive instruction will be offered in grade(s) \_\_\_\_\_.

<sup>10</sup> 105 ILCS 5/27-510(b), added by P.A. 104-391 added by P.A. 102-357. Course content must include discussion on current societal issues, service learning, simulations of the democratic process, and instruction on the Australian Ballot (secret ballot) system as a method of voting at elections. The statute specifically states that school districts may utilize private funding available for offering civics education. If taught in grade 7 or 8, at least one hour a week, or an amount of time equal to one hour per school week through the school year, must be devoted to civics education. 105 ILCS 5/27-515, amended and renumbered by P.A. 104-391.

<sup>11</sup> 105 ILCS 5/27-60522, amended by P.A.s 102-366, 102-551, 102-864, and 103-743 and 104-387 and renumbered by P.A. 104-391; 23 Ill. Admin. Code §1.440. ISBE may adopt rules to modify these requirements for students in grades 9 through 12 if the Governor declares a disaster due to a public health emergency pursuant to 20 ILCS 3305/7. 105 ILCS 5/27-60522(e)(3.5), amended by P.A. 102-864, and 5/27-60522(e-5)(3.5), both renumbered by P.A. 104-391 added by P.A. 102-864, requires "a year of a course that includes intensive instruction in computer literacy, which may be English, social studies, or any other subject." Because computer literacy may be included within another subject, it is not listed here, but in number 76 of this policy with f/n 26, below.

<sup>12</sup> 105 ILCS 5/2-3.156. See f/n 42.

105 ILCS 5/27-60522(e-5)(3), renumbered by P.A. 104-391, allows the substitution of an advanced placement computer science course for a year of mathematics. For specific requirements, see sample exhibit 6:300-E2, *State Law Graduation Requirements*, and sample policy 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-entering Students*.

one semester of civics,<sup>13</sup> (f) foreign language,<sup>14</sup> (g) music, (h) art, (i) driver and safety education,<sup>15</sup> and (j) career and technical/vocational education. Students otherwise eligible to take a driver education course must receive a passing grade in at least eight courses during the previous two semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest.<sup>16</sup> The course shall include: (a) instruction necessary for the safe operation of motor vehicles, including motorcycles, to the extent that they can be taught in the classroom,<sup>17</sup> (b) classroom instruction on distracted driving as a major traffic safety issue,<sup>18</sup> (c) instruction on required safety and driving precautions that must be observed at emergency situations, highway construction and maintenance zones, including worker safety in those zones, and railroad crossings and their approaches,<sup>19</sup> and (d) instruction concerning law enforcement procedures for traffic stops, including a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement.<sup>20</sup> Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle.<sup>21</sup> The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.<sup>22</sup>

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<sup>13</sup> 105 ILCS 5/27-60522(e-5)(5), renumbered by P.A. 104-391. The statute specifically states that school districts may utilize private funding available for offering civics education.

<sup>14</sup> The General Assembly encouraged school boards to implement American Sign Language courses into the school foreign language curriculum. 105 ILCS 5/10-20.52. Senate Joint Resolution 68 (96th General Assembly, 2010) encourages school districts to explore the introduction of Arabic as a foreign language in their curriculums.

<sup>15</sup> The ISBE rule on driver education personnel is found at 23 Ill.Admin.Code §252.40. School districts may contract with a commercial driver training school (CDTS) for driver education. 105 ILCS 5/27-815, renumbered by P.A. 104-39124.2. To qualify to contract with a school district, a CDTS must: (a) hold a valid license issued by the Ill. Sec. of State; (b) provide teachers who meet the educator licensure and endorsement requirements under 105 ILCS 5/21B; and (c) follow the same evaluation and observation requirements that apply to non-tenured teachers under 105 ILCS 5/24A. Id. A district contracting with a CDTS must provide a list to ISBE of the CDTS instructors. Id. The list must include the name, personal ISBE identification number, birth date and driver's license number of each instructor who will teach driver education. Id. Although a formal waiver for outsourcing of driver's education is no longer required, districts must consider their applicable collective bargaining agreement(s), board policy, and the reduction in force (RIF) provisions of the School Code as they relate to outsourcing of instructional staff. Consult the board attorney for guidance.

A school district may decide to allow a student to take a portion of the driver education course through a distance learning course. This is determined on a case-by-case basis and must be approved by the district's administration, the student's driver's education teacher, and the student's parent/guardian. 105 ILCS 5/27-81524.2, renumbered by P.A. 104-391; 23 Ill.Admin.Code §252.20(c)(2).

<sup>16</sup> 105 ILCS 5/27-81024.1, amended by P.A. 102-455, and 5/27-81524.2, both renumbered by P.A. 104-391; 23 Ill.Admin.Code §252.25.

<sup>17</sup> 105 ILCS 5/27-81024.1, amended by P.A. 102-455, and 5/27-815-24.2, both renumbered by P.A. 104-391.

<sup>18</sup> Id.

<sup>19</sup> Id., amended by P.A. 103-944 and renumbered by P.A. 104-391.

<sup>20</sup> Id.

<sup>21</sup> Required if a board offers safety education under 105 ILCS 5/27-102047, amended and renumbered by P.A. 104-391.

<sup>22</sup> The Ill. Vehicle Code, 625 ILCS 5/6-408.5, amended by P.A. 102-1100, contains these requirements; they are paraphrased below.

Before a certificate of completion will be requested from the Secretary of State, a student must receive a passing grade in at least eight courses during the two semesters last ending before requesting the certificate. A certificate of completion will not be requested for any person less than 18 years of age who has dropped out of school unless the individual provides:

3. In all schools, drug and alcohol abuse prevention education, including: (a) in each year in grades K through 4, age- and developmentally appropriate instruction, study, and discussion of effective methods for the prevention and avoidance of drugs and the dangers of opioid and substance abuse, (b) in grades 5 through 12, age- and developmentally appropriate classroom instruction on alcohol and drug use and abuse, (c) in grades 6-12, the dangers of fentanyl, and (d) in grades 7 through 12, as well as in interscholastic athletic programs, anabolic steroid abuse prevention, which must also be taught in interscholastic athletic programs.<sup>23</sup>
4. In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.<sup>24</sup> In addition, anti-bias education and intergroup conflict resolution may be taught as an effective method for preventing violence and lessening tensions in schools; these prevention methods are most effective when they are respectful of individuals and their divergent viewpoints and religious beliefs, which are protected by the First Amendment to the Constitution of the United States.<sup>25</sup>
5. In grades kindergarten through 12, through the 2026-2027 school year, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate Board policy 6:235, *Access to Electronic Networks*, and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting

**Commented [DJ1]:** Note to subscribers: Drug abuse prevention education is no longer part of the Comprehensive Health Education Program (CHEP) and is therefore included as a separate item in this sample policy. P.A. 104-391 consolidated drug prevention education related topics into one new section of the School Code, 105 ILCS 5/27-255.

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1. Written verification of his or her enrollment in a high school equivalency or alternative education program or a State of Illinois High School Diploma (formerly GED certificate);
2. Written verification that before dropping out, the individual had received passing grades in at least eight courses during the two previous semesters last ending before requesting a certificate;
3. Written consent from the individual's parent/guardian and the Regional Superintendent (or appropriate Intermediate Service Center Executive Director); or
4. Written waiver from the Superintendent of the School District in which the individual resides or resided at the time he or she dropped out of school, or from the chief school administrator with respect to a dropout who attended a non-public high school. A waiver may be given if the Superintendent or chief administrator deems it to be in the individual's best interests.

<sup>23</sup> Requirements (a)-(d) are addressed in 105 ILCS 5/27-255, added by P.A. 104-391~~23-3~~. These instructional requirements are also addressed in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*.

<sup>24</sup> 105 ILCS 5/27-23.4115, renumbered by P.A. 104-391.

<sup>25</sup> Optional. 105 ILCS 5/27-1050~~23-6~~, (anti-bias education), amended by P.A. 103-542 and renumbered by P.A. 104-391, allows districts to incorporate activities to address intergroup conflict, with the objectives of improving intergroup relations on and beyond the school campus, defusing intergroup tensions, and promoting peaceful resolution of conflict. If a district does not offer anti-bias education, delete "5/27-1050" from the Legal References.

Boards that adopt a policy to incorporate activities to address intergroup conflict pursuant to this law must make information available to the public that describes the manner in which the district has implemented the activities. Methods for making this information available include: the district's website, if any, and in the district's offices upon request. See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. Districts may also include the information in a student handbook and in district newsletters. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with PRESS material, Online Model Student Handbook (MSH), at [www.ilprincipals.org/msh](http://www.ilprincipals.org/msh).

See f/n 12 in sample policy 6:180, *Extended Instructional Programs*, and ensure that these policies align.

with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response. <sup>26</sup>

~~5-6. Beginning in the fall of 2027, in grades 3-8 each year, age- and developmentally appropriate instruction on online safety. <sup>27</sup>~~

~~6-7. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum. <sup>28</sup>~~

~~7-8. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. <sup>29</sup> Instruction in all grades will include on examples of behaviors that violate Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. <sup>30</sup>~~

**Commented [DJ2]:** Note to subscribers: P.A. 104-391 repealed the requirement to teach character education formerly at 105 ILCS 5/27-12.

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<sup>26</sup> 47 C.F.R. §54.520 and 105 ILCS 5/27-~~41043-3~~ (scheduled for repeal on 7-1-27), amended by P.A. 104-399, eff. 1-1-26, and renumbered by P.A. 104-391, control this section. “Grades kindergarten through 12” is used because federal law requires school districts that receive E-rate funding to certify that they have an Internet safety education policy for all minors. 47 C.F.R. §54.520(c)(1)(i). This federal law defines minors as any individual who has not attained the age of 17 years. 47 C.F.R. §54.520(a)(4)(i).

105 ILCS 5/27-~~41043-3~~, amended by P.A. 104-391, only requires a unit on Internet safety for students in grades 3 or above. It recommends seven topics for the unit on Internet safety and required ISBE to “make available resource materials for educating children regarding child online safety.” See [www.isbe.net/Pages/Internet-Safety.aspx](http://www.isbe.net/Pages/Internet-Safety.aspx). It also invites schools to “adopt an age-appropriate curriculum for Internet safety instruction of students in grades kindergarten through 12.”

For boards that do not receive E-rate funds and do not want to exceed the requirements of the School Code, replace this section with the following sentence:

In grades 3 or above, the curriculum contains a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee.

For boards that do not receive E-rate funds, but want to exceed the requirements of 105 ILCS 5/27-~~41043-3~~ to include grades K-2, replace this section with the following sentences:

In grades 3 or above, the curriculum contains a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee. In kindergarten through grade 2, age-appropriate Internet safety must be taught.

<sup>27</sup> 105 ILCS 5/27-405(b), added by P.A. 104-391. Boards locally determine the scope and duration of this unit of instruction. Topics to include in online safety instruction are not mandated but the following are recommended: (1) safe and responsible use of the Internet, social networking websites, electronic mail, online messaging and posting, and other means of communication on the Internet; (2) recognizing, avoiding, and reporting online solicitations of students, their classmates, and their friends by sexual predators; (3) risks of transmitting personal information on the Internet; (4) recognizing and avoiding unsolicited or deceptive communications received online; (5) reporting online harassment, cyber-bullying, and illegal activities and communications on the Internet; (6) the legal penalties and social ramifications for illicit actions taken online, including infringement of copyright laws and the creation and sharing of harmful, defamatory, or sexually explicit content; and (7) the relationship between responsible use of online resources and social-emotional health. *Id.* *Online safety* means safe practices relating to an individual's or group's use of the Internet, social networking website, electronic mail, online messaging and posting, and other means of communication on the Internet. *Id.* at (a).

<sup>28</sup> 105 ILCS 5/10-20.79, 5/10-20.74, and 5/27-22(e-5)(3.5), amended by P.A. 102-894, and 5/27-~~60522~~(e-5)(3.5), renumbered by P.A. 104-391-added by P.A. 102-894. 105 ILCS 5/10-20.74 requires that districts submit an annual report to ISBE regarding educational technology capacities and policies. See the subhead **Educational Technology Committee** and f/n 20 in sample administrative procedure 2:150-AP, *Superintendent Committees*.

<sup>29</sup> ~~105 ILCS 5/27-12.~~

<sup>30</sup> Required as part of a district's Bullying Prevention and Response Plan pursuant to 105 ILCS 5/22-1107-23-7, renumbered by P.A. 104-391. Because of the negative outcomes associated with bullying in schools, the Ill. General Assembly has found “that [school districts] should educate students, parents, and [school district personnel] about what behaviors constitute prohibited bullying.” ~~105 ILCS 5/27-23-7~~*id.* at (a). This language aligns with sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

8-9. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c) proper use and display of the American flag, and (d) the Pledge of Allegiance, ~~and (e) the voting process.~~<sup>31</sup>

9-10. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent,<sup>32</sup> but at a minimum of three days per five-day week.<sup>33</sup> For exemptions and substitutions, see Board policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Education*.<sup>34</sup>

**Commented [DJ3]:** Note to subscribers: P.A. 104-391 moved instruction on the voting process to civics education for grades 6-8 (see Item #1 of the sample policy).

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The Ill. General Assembly invited boards to "make suitable provisions for instruction in gang resistance education in all grades and include such instruction in the courses of study regularly taught in those grades." See 105 ILCS 5/27-105523-10(c), amended by P.A. 103-542 and renumbered by P.A. 104-391. A board that shares this concern may add the following option and add "5/27-1055" to the Legal References (in numerical order): "In addition, in all grades gang resistance education must be taught."

<sup>31</sup> 105 ILCS 5/27-510(a), (c), added by P.A. 104-391. This instruction may be taught as part of the curriculum in the semester of civics education for student in grades 6 through 8. See *f/n 8, above*. 105 ILCS 5/27-510(c)<sup>3</sup> requires the Pledge of Allegiance to be recited every day in elementary and secondary schools. See also *Palmer v. City of Chicago*, 466 F. Supp. 600 (N.D. Ill. 1979) (teacher would not teach and direct the Pledge of Allegiance to the flag of the United States for religious reasons and was terminated for not doing so because it was part of the curriculum). Requirements for displaying a U.S. flag at each school and in each classroom are found in 5 ILCS 465/3 and 465/3a.

Note that the Illinois statute does not require every student to recite the *Pledge* – that kind of mandatory participation would violate the U.S. Constitution. Schools may not coerce a student into saying the Pledge, nor may they punish students for refusing to participate in any aspect of the flag ritual, including standing, saluting the flag, and reciting the *Pledge*. *West Virginia State Bd. of Educ. v. Barnette*, 319 U.S. 624 (1943); *Sherman v. Cmty. Consol. Sch. Dist. 21 of Wheeling Twp.*, 980 F.2d 437 (7th Cir. 1992). Consider using permissive rather than mandatory language to introduce the recitation of the *Pledge*, such as, "You may now stand to recite the *Pledge*." Schools may, of course, require that non-participants maintain order and decorum appropriate to the school environment.

<sup>32</sup> The phrase "after recommendation by the Superintendent" is optional. If a superintendent does not bring this topic to the board for discussion, the board may not have a trigger to make the determination.

<sup>33</sup> 23 Ill.Admin.Code §1.425(b). Boards that want their daily physical education requirement to align with their goal in policy 6:50, *School Wellness*, may replace "minimum of three days per five-day week" with their local daily requirements. See *f/n 10* in sample policy 6:50, *School Wellness*.

<sup>34</sup> 105 ILCS 5/27-7055, renumbered by P.A. 104-391, requires school boards to provide for students' physical education and allows the P.E. course offered in grades 5 through 10 to include the health education courses required by the Critical Health Problems and Comprehensive Health Education Act (105 ILCS 5/27-205 through 5/27-230+10<sup>2</sup>). See also 23 Ill.Admin.Code §1.425(c).

105 ILCS 5/27-7106, amended and renumbered by P.A. 104-391, describes when students may be excused from P.E. See also 23 Ill.Admin.Code §1.425(d).

105 ILCS 5/27-7106, amended and renumbered by P.A. 104-391, contains an exception to the minimum of three days per five-day week P.E. requirement for schools engaged in block scheduling; if this is applicable, substitute this sentence for the second-to-last sentence in this paragraph:

Unless otherwise exempted, all students are required to engage with such frequency as determined by the Board, but at a minimum of three days per five-day week, during the school day, except on block scheduled days, in a physical education course.

11. In all schools, health education must be stressed, including<sup>35</sup>: (a) human ecology, health, growth, development, personal health habits, and nutrition, (b) family life, (c) prevention and control of disease, proper nutrition, (b) physical fitness, (c) personal health habits, (d) dangers and avoidance of abduction, (de) age- and developmentally appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades, (e) public health, environmental health, disaster preparedness, and safety education, (f) mental health and illness, (g) dental health, (h) cancer education, and (i) age- and developmentally appropriate consent education<sup>36</sup> and (f) in grades 6-12, the dangers of fentanyl. The Superintendent shall implement a comprehensive health education program in accordance with State law. <sup>37</sup>

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105 ILCS 5/27-720, 6-5-renumbered by P.A. 104-391, describes physical fitness assessments required every school year for grades 3-12 in an effort to meet State Goal 20 of the Illinois Learning Standards for Physical Development and Health at: [www.isbe.net/Pages/Enhanced-Physical-Education.aspx](http://www.isbe.net/Pages/Enhanced-Physical-Education.aspx). Schools must integrate the testing into the curriculum as an instructional tool to teach students how to assess their fitness levels, set goals for improvement, and monitor progress in reaching their goals.

See also 23 Ill.Admin.Code §1.425(g) and (h); ISBE's *IL Fitness Assessments and Data Reporting Requirements Questions and Answers (Rev. 20172023)* at: [www.isbe.net/Documents/Physical\\_Fitness\\_Assessment\\_FAQ.pdf](http://www.isbe.net/Documents/Physical_Fitness_Assessment_FAQ.pdf).

105 ILCS 5/27-725, amended and renumbered by P.A. 104-391, describes the goals and requirements for P.E. courses; these are re-stated in this sample policy.

<sup>35</sup> Citations for letters (a) - (f) are required by the Comprehensive Health Education Program (CHEP), at 105 ILCS 5/27-215, added by P.A. 104-391, 110/3 in this paragraph as follows:

(a) Id. at (a)(1); 105 ILCS 5/2-3.139(a)(2) (nutrition education) and 105 ILCS 5/27-7 (proper nutrition) and See also sample policy 6:50, School Wellness.

(b) Id. at (a)(2) Id. (physical fitness) and see also sample policy 6:50, School Wellness.

(c) Id. at (a)(3) Id. (healthy habits and attitudes for a healthy lifestyle).

(d) Id. at (a)(4); 105 ILCS 5/27-13.2 (dangers and avoidance of abduction). The Ill. State Police and ISBE must develop instruction on child abduction prevention. 20 ILCS 2605/2605.480.

(e) 105 ILCS 110/3 and 105 ILCS 5/10-23.13, amended by P.A. 102-610 a/k/a Erin's Law (child sexual abuse prevention). See f/n 11 in sample policy 4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors, for a definition of evidence-informed. 105 ILCS 5/10-23.13. While 105 ILCS 5/10-23.13(b) states pre-K through 12th, this policy uses all school grades for brevity and ease of administration. Erin's Law requires a policy addressing child sexual abuse prevention and curriculum content on that subject (see sample policy 4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors). A sentence in sample administrative procedure 6:60-AP1, Comprehensive Health Education Program, restates the basic recommendations from page 16 of the Erin's Law Taskforce Final Report (Report) to Governor Quinn at: [www.isbe.net/Documents/erins-law-final0512.pdf](http://www.isbe.net/Documents/erins-law-final0512.pdf), which was the basis for P.A. 102-676 Erin's Law. The professional educator training component of Erin's Law is addressed in sample policies 5:90, Abused and Neglected Child Reporting and 5:100, Staff Development Program. The Report also encouraged parental involvement because parents play a key role in protecting children from child sexual abuse.

(e) Id. at (a)(5) 105 ILCS 110/3(e), amended by P.A. 103-810 (dangers of fentanyl), 105 ILCS 5/27-815, renumbered by P.A. 104-391, also requires safety instruction in each of grades 1 through 8, equivalent to one class period each week. Neither CHEP nor 105 ILCS 5/27-815 (as it pertains to grades 1-8) define safety education or explain how it differs from the optional safety education that boards can offer under 105 ILCS 5/27-1020, renumbered by P.A. 104-391, though districts could draw from the topics listed in that section.

(f) Id. at (a)(6).

(g) Id. at (a)(7).

(h) Id. at (a)(8).

(i) Id. at (a)(9). Consent education under CHEP is limited to the definition of consent under 105 ILCS 5/27-215(a), added by P.A. 104-391; this basic consent instruction is separate from the more extensive, optional consent education under 105 ILCS 5/27-1010, amended and renumbered by P.A. 104-391, discussed in f/n 33, below.

<sup>36</sup> See f/n 11 in sample policy 4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors, for a definition of evidence-informed. 105 ILCS 5/10-23.13, amended by P.A. 102-610.

<sup>37</sup> 105 ILCS 5/27-215/110/3, amended added by P.A. 104-391s 102-464, 102-1034, 103-212, 103-365, and 103-608; and 23 Ill.Admin.Code §1.420(n). Each school system shall provide a program in compliance CHEP, 105 ILCS 110/3.

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More detailed ~~critical health problems and~~ comprehensive health education program content ~~and other health education topics covered in the School Code are~~ is described in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*. That procedure ~~follows CHEP, 105 ILCS 110/3, amended by P.A. 102-464, 102-1034, 103-212, 103-365, and 103-608, and it formerly included the requirements for the development of the now-repealed family life and sex education programs in 105 ILCS 5/27-9.1 and 9.2, amended by P.A. 102-412 and repealed by P.A. 102-522.~~

The former family life and sex education programs were replaced with the National Sex Education Standards (NSES) (105 ILCS 5/27-~~10159-1a, renumbered~~ added by P.A. 104-391~~2-522~~) and an ~~age- and~~ developmentally appropriate consent education curriculum (105 ILCS 5/27-~~10109-1b, renumbered by P.A. 104-391~~ added by P.A. 102-522). But the term *family life*, “including evidence-based and medically accurate information regarding sexual abstinence,” remains in the CHEP. ~~The CHEP also includes many other health education topics that all elementary and secondary schools in Illinois must provide, including teen dating violence (105 ILCS 110/3.10, see sample policy 7-185, *Teen Dating Violence Prohibited*, for the required “teen dating violence policy”) and cardiopulmonary resuscitation and automated external defibrillator use. 105 ILCS 110/3.~~ For ease of administration, sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, content includes reference to the new NSES curriculum that is outlined in more detail at sample administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*. 105 ILCS 5/27-~~10159-1a, added by P.A. 104-391~~ 102-522. ISBE’s learning standards and resources are available at [www.isbe.net/sexualhealth](http://www.isbe.net/sexualhealth), however, no guidance exists about whether districts that provide the now-repealed family life and sex education programs formerly in 105 ILCS 5/27-9.1 and 9.2, ~~repealed by P.A. 102-522~~, could continue to do so. Consult the board attorney if the district offered the now-repealed family life and sex education program to assess whether that program may continue during future school years.

Two choices exist for school boards related to providing students with a sex education curriculum:

1. No sex education; or
2. NSES a/k/a Comprehensive Personal Health and Safety and Sexual Health Education Program (105 ILCS 5/27-~~10159-1a, renumbered~~ added by P.A. 104-391~~402-522~~), and see sample administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*.

While boards are not required to include sex education curriculum information in their policies, if they offer it, the ~~new~~ law requires them to identify the curriculum their districts use along with the name and contact information, including an email address, of a school staff member who can respond to inquiries about instruction and materials. ~~105 ILCS 5/27-9.1a, added by P.A. 102-522~~ 1d. Methods for making this information available include: the district’s website, if any, and in the district’s offices upon request. See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*.

**For boards that do offer NSES but do not wish to communicate it in this policy, ensure that superintendents:** (1) identify the curriculum along with the name and contact information, including an email address of the school staff member designated to respond to inquiries about instruction and materials (see sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*); and (2) implement both administrative procedures 6:60-AP1, *Comprehensive Health Education Program*, and 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*.

**For boards that want to communicate to their communities in this policy that they offer NSES, insert the following text into the last sentence in number 10:**

The Superintendent shall implement a comprehensive health education program in accordance with State law, including a personal health and safety and sexual health education program (National Sex Education Standards) pursuant to 105 ILCS 5/27-9.1a 1015.

Legal Reference insertions are not necessary with the statute in the text of the policy. Ensure: (1) the implementation of both administrative procedure 6:60-AP1, *Comprehensive Health Education Program* and administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*, align with this policy; and (2) that the superintendent identifies the curriculum along with the name and contact information, including an email address of the school staff member designated to respond to inquiries about instruction and materials (see sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*).

**For boards that communicated NSES in this policy and also want to communicate that they additionally offer developmentally appropriate consent education curriculum, insert the following sentence as the last sentence of the number 10 paragraph:**

The Superintendent shall also implement an age- and developmentally appropriate consent education curriculum pursuant to 105 ILCS 5/27-~~10109-1b~~.

12. [In all schools, abduction education that addresses the danger of and avoidance of abduction.](#) <sup>38</sup>

13. [In grades 9-12, the dangers of allergies must be taught.](#) <sup>39</sup>

10-14. [In grades 9-12, training on how to properly administer cardiopulmonary resuscitation and how to use an automated external defibrillator.](#) <sup>40</sup>

11-15. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.<sup>41</sup> In grades 6-12, students engage in career exploration and career development activities to prepare them to make informed plans and decisions about their future education and career goals.<sup>42</sup> In grades 9-12, a College and Career

**Commented [DJ4]:** Note to subscribers: These topics are no longer required by Comprehensive Health Education Program (CHEP), but they are addressed in new School Code provisions.

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Legal Reference insertion is not necessary with the statute in the text of the policy. Ensure the implementation of administrative procedure 6:60-AP3, *Developmentally Appropriate Consent Education*, aligns with this policy.

For boards that do offer NSES and do not communicate that in policy AND/OR boards that do not offer NSES, but want to communicate that they offer [age and developmentally appropriate consent education curriculum](#), insert the following text into the last sentence in number 10:

The Superintendent shall implement a comprehensive health education program in accordance with State law, including [an age- and developmentally appropriate consent education curriculum pursuant to 105 ILCS 5/27-10109-11](#).

Legal Reference insertion is not necessary with the statute in the text of the policy. Ensure that implementation of 6:60-AP3, *Developmentally Appropriate Consent Education*, aligns with this policy.

<sup>38</sup> [105 ILCS 5/27-105, added by P.A. 104-391. The Ill. State Police and ISBE must develop instruction on child abduction prevention. 20 ILCS 2605/2605-480. See www.isbe.net/Documents/Child-Abduction-Prevention.pdf. This instructional requirement is also addressed in sample administrative procedure 6:60-AP1, \*Comprehensive Health Education Program\*.](#)

<sup>39</sup> [105 ILCS 5/27-245, added by P.A. 104-391. This instructional requirement is also addressed in sample administrative procedure 6:60-AP1, \*Comprehensive Health Education Program\*.](#)

<sup>40</sup> [105 ILCS 5/27-250, added by P.A. 104-391. This instructional requirement is also addressed in sample administrative procedure 6:60-AP1, \*Comprehensive Health Education Program\*.](#)

<sup>41</sup> 23 Ill.Admin.Code §1.420(i). See 105 ILCS 435/, Vocational Education Act

A unit or high school district may offer workplace preparation instruction in grades 9 through 12 that covers legal protections in the workplace, including protection against sexual harassment and racial and other forms of discrimination and protections for employees. 105 ILCS 5/27-~~1065-23-14~~, renumbered by P.A. 104-391.

For high school and unit boards, ~~insert "5/27-1065-23-14," after 105 ILCS 5/27-23-11 in to~~ the Legal References (in numerical order) or if a board offers a course on hunting safety as part of its curriculum during the school day (see the option in fn 55 below), after its Legal Reference 105 ILCS 5/27-23-13, and the following text to the end of number 15: if the board wants to offer workplace preparation instruction:

In grades 9-12, workplace preparation instruction will be offered, covering legal protections in the workplace, including protection against sexual harassment and racial and other forms of discrimination and protections for employees.

105 ILCS 5/27-~~107523-17~~ (final citation pending), added by P.A. 103-598 and renumbered by P.A. 104-391, allows high schools to designate and annually observe a Workplace Readiness Week. If the week is observed, students must be provided information on their rights as workers in accordance with the topics listed in 105 ILCS 5/27-~~107523-17~~(a) (final citation pending), added by P.A. 103-598 and renumbered by P.A. 104-391. Students in grades 11 and 12 must be provided the required information within the regular school program, but it may also be provided during special events after regular school hours. *Id.* at (b).

<sup>42</sup> 105 ILCS 5/10-20.84(a), ~~added by P.A. 102-917 and~~ renumbered by P.A. 103-154. For elementary districts, revise the grade levels to grades 6-8. Unless a board has opted out, career exploration and career development activities in grades 6-12 (or grades 6-8 in elementary districts) ~~had to must~~ be implemented by 7-1-25 in accordance with the model framework adopted by State agencies known as the PaCE Framework. See [www.isac.org/pace/il-pace-resource-materials.html](http://www.isac.org/pace/il-pace-resource-materials.html) for the middle school and high school frameworks and additional implementation resources.

Pathway Endorsement is awarded to students who meet the requirements for a specific endorsement area. <sup>43</sup>

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To fully or partially opt out of career exploration and career development activities under 105 ILCS 5/10-20.84(d), a board must adopt a set of findings that considers the following: (1) the district's current systems for college and career readiness; (2) the district's cost of implementation balanced against the potential benefits to students and families through improved postsecondary education and career outcomes; (3) the willingness and capacity of local businesses to partner with the district for successful implementation of pathways other than education; (4) the willingness of institutions of higher education to partner with the district for successful implementation of the pathway and whether the district has sought and established a partnership agreement with a community college district incorporating provisions of the Model Partnership Agreement under the Dual Credit Quality Act (110 ILCS 27/) (see [www.isbe.net/Documents/DCQA-Model-Partnership-Agreement-Form.pdf](http://www.isbe.net/Documents/DCQA-Model-Partnership-Agreement-Form.pdf)); (5) the availability of a statewide database of participating local business partners, as provided under the Postsecondary and Workforce Readiness Act (110 ILCS 148/), for the purpose of career readiness and the accessibility of those work experiences and apprenticeships listed in the database to district students (see the link to the *Work-based Learning Database* at [www.isbe.net/cte](http://www.isbe.net/cte)); and (6) the availability of properly licensed teachers or teachers meeting faculty credential standards for dual credit courses to instruct in the program required for the endorsement areas. 105 ILCS 5/10-20.84(d)(1)-(6), ~~added by P.A. 102-917 and~~ renumbered by P.A. 103-154. A board opting out must report its findings and decision to ISBE. A board may also reverse its decision regarding implementation in whole or in part at any time. 105 ILCS 5/10-20.84(d), ~~added by P.A. 102-917 and~~ renumbered by P.A. 103-154.

In practice, unless a district has created its own career exploration and career development activities framework that does not align with the PaCE Framework, a board is unlikely to opt out of the PaCE Framework under 105 ILCS 5/10-20.84(a) and still implement College and Career Pathway Endorsements under 105 ILCS 5/10-20.84(c) (CCPE) because career exploration activities are a prerequisite to award of the endorsements. 23 Ill.Admin.Code §258.20. See *f/n 398*, below.

Delete this sentence if the board ~~has~~ fully opted out of implementation of career exploration and career development activities under 105 ILCS 5/10-20.84(d), ~~added by P.A. 102-917 and~~ renumbered by P.A. 103-154. Regarding partial opt-out from this requirement, the law does not address the types of partial opt-out(s) available. As of the date of the publication of PRESS Issue [12017](#) (Oct. 2025<sup>4</sup>), ISBE had not issued any rulemaking or guidance on this topic or any details regarding reporting of a full or partial opt-out to ISBE, other than to indicate to IASB that districts can submit their decision to [CTE@isbe.net](mailto:CTE@isbe.net). Boards interested in opting out from this requirement should consult the Board attorney and check for any further guidance that may be issued by ISBE.

<sup>43</sup> 105 ILCS 5/10-20.84(b) and (c), ~~added by P.A. 102-917 and~~ renumbered by P.A. 103-154; 23 Ill.Admin.Code Part 258.

By 7-1-25, a board ~~had must elect~~ to either implement CCPE or take action to opt out of it. See [www.isbe.net/pathwayendorsements](http://www.isbe.net/pathwayendorsements) for more information. 105 ILCS 5/10-20.84(c) requires a district to implement CCPE either independently, through an area career center, or through an inter-district cooperative, on the following schedule: (1) at least one endorsement area for the graduating class of 2027; (2) at least two endorsement areas for the graduating class of 2029; and (3) at least three endorsement areas for the graduating class of 2031, if a district's grade 9-12 enrollment is more than 350 students, as calculated by ISBE for the 2022-2023 school year. A board implementing CCPE ~~had to must~~, by 7-1-25, submit the necessary application materials (including an Endorsement Plan, see 23 Ill.Admin.Code §258.20) to ISBE, or ~~the board must~~ adopt a timeline for implementation of the number of endorsement areas required by 105 ILCS 5/10-20.84(c). A board may opt out of implementing CCPE entirely or it may initially implement an endorsement area for the class of 2027 and then later choose to partially opt out by opting out of the class of 2029 and/or class of 2031 endorsement area schedule. 105 ILCS 5/10-20.84(c) and (d), ~~added by P.A. 102-917 and~~ renumbered by P.A. 103-154; 23 Ill.Admin.Code §258.40(a) and (b). A board that ~~chose~~ to fully opt out of CCPE ~~must had to~~ submit documentation of its decision and specific findings to ISBE by 7-1-25. A board that later chooses to partially opt out of CCPE by opting out of the 2029 and/or 2031 endorsement area schedule must submit documentation of its decision and specific findings no later than July 1 immediately before the school year the district would be required to award the endorsement. *Id.* at (b).

If fully opting out of CCPE by 7-1-25 or later partially opting out of the 2029 and/or 2031 endorsement area schedule, a board must adopt a set of findings that considers the six factors described in *f/n 387*, above. 105 ILCS 5/10-20.84(d)(1)-(6), ~~added by P.A. 102-917 and~~ renumbered by P.A. 103-154. A board opting out must report its findings and decision on implementation by submitting the following information to ISBE, via the College and Career Pathway Endorsement portal: (1) the reasoning for opting out, and (2) copies of the board's meeting agenda, board findings, and board meeting minutes. 23 Ill.Admin.Code §258.40(a). A board can manage compliance with the documentation requirements by adopting a written resolution or adopting findings set forth in another document. A board may also reverse its decision regarding implementation of CCPE in whole or in part at any time. 105 ILCS 5/10-20.84(d), ~~added by P.A. 102-917 and~~ renumbered by P.A. 103-154.

~~12-16.~~ In grades 9 through 12, consumer education must be taught, including: (a) financial literacy, including consumer debt and installment purchasing (including credit scoring, managing credit debt, and completing a loan application); budgeting; savings and investing; banking (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system. <sup>44 45</sup>

~~13-17.~~ In grades 9 through 12, intensive instruction in computer literacy, which may be included as a part of English, social studies, or any other subject. <sup>46</sup>

~~14-18.~~ In grades 9 through 12, through the 2026-2027 school year, a unit of instruction on media literacy that includes, but is not limited to, ~~all of~~ the following topics: (a) accessing information to evaluate multiple media platforms and better understand the general landscape and economics of the platforms, and issues regarding the trustworthiness of the source of information; (b) analyzing and evaluating media messages to deconstruct media representations according to the authors, target audience, techniques, agenda setting, stereotypes, and authenticity to distinguish fact from opinion; (c) creating media to convey a coherent message using multimodal practices to a specific target audience that includes, but is not limited to, writing blogs, composing songs, designing video games, producing podcasts, making videos, or coding a mobile or software application; (d) reflecting on media consumption to assess how media affects the consumption of information and how it triggers emotions and behavior; and (e) social responsibility and civics to suggest a plan of action in the class, school, or community for engaging others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason. Beginning in the fall of 2027, in grades 9 through 12, a unit of instruction on media literacy and Internet safety that includes, but is not limited to, all of the following topics: (a) accessing and evaluating information; (b) creating

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Delete this sentence if a board has fully opted out of implementing CCPE, and delete 105 ILCS 5/10-20.84 from the Legal References if the board has fully opted out of CCPE and also fully opted out of the career exploration and career development activities in grades 6-12 (see f/n 37, above).

<sup>44</sup> 105 ILCS 5/27-305, renumbered by P.A. 104-39142-4; 23 Ill.Admin.Code §1.420(k).

<sup>45</sup> For high school and unit boards that want to offer a unit of instruction about the process of naturalization pursuant to 105 ILCS 5/27-107023-16, added by P.A. 102-472 and renumbered by P.A. 102-813 104-391, add "5/27-1070" to the Legal References (in numerical order), insert an optional number 173, and amend numbers after it accordingly:

173. In grades 9 through 12, a unit of instruction about the process of naturalization by which a foreign citizen or foreign national becomes a U.S. citizen that includes content from the components of the naturalization test administered by the U.S. Citizenship and Immigration Services.

<sup>46</sup> 105 ILCS 5/27-60522(e-5)(3.5), renumbered by P.A. 104-391. ISBE states that *computer literacy* is broadly defined as one's knowledge of and ability to use computers and related technologies efficiently and effectively. See [www.isbe.net/keeplearning](http://www.isbe.net/keeplearning) for more ISBE guidance on computer literacy.

[media; \(c\) reflecting on media consumption and social responsibility; \(d\) legal and social penalties for illicit actions online; and \(e\) reporting illicit content online.](#) <sup>47</sup>

~~15.19.~~ In grades 9 through 12, an opportunity for students to take at least one computer science course aligned to Illinois learning standards. Computer science means the study of computers and algorithms, including their principles, hardware and software designs, implementation, and impact on society. Computer science does not include the study of everyday uses of computers and computer applications; e.g., keyboarding or accessing the Internet. <sup>48</sup>

~~16.20.~~ In all schools, environmental education, including instruction on: (a) the current problems and needs in the conservation of natural resources and (b) beginning in the fall of 2026, instruction on climate change. <sup>49</sup>

~~21.~~ In all schools, instruction as determined by the Superintendent or designee on United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, (g) Illinois history, (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America, (i) Native American nations' sovereignty and self-determination, both historically and in the present day, with a focus on urban Native Americans, and (j) [beginning in the fall of 2024](#), the

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<sup>47</sup> 105 ILCS 5/27-20.08, [scheduled to be repealed on 7-1-27 by P.A. 104-391, added by P.A. 102-55; 105 ILCS 5/27-405, added by P.A. 104-391, details the requirements for media literacy and Internet safety instruction effective for the 2027-2028 school year. ISBE is required to make available instructional resources and professional development available for the development of a unit of instruction under 105 ILCS 5/27-405, subject to appropriation. Beginning with the 2027-2028 school year, media literacy instruction must also: \(1\) be age- and developmentally appropriate for each grade level being taught; \(2\) teach about the harmful physical, emotional, and psychological effects associated with unhealthy use of the Internet and social media; and \(3\) provide information on resources to report cyberbullying and the illicit online behavior of others.](#) 105 ILCS 5/27-405, added by P.A. 104-391. *Media literacy* means the ability to access, analyze, evaluate, create, and communicate using a variety of objective forms, including, but not limited to, print, visual, audio, interactive, and digital texts. For additional resources, see [www.isbe.net/keeplearning](http://www.isbe.net/keeplearning). See also [fn 24, above, regarding internet safety](#).

<sup>48</sup> 105 ILCS 5/27-31023-15(b), [renumbered by P.A. 104-391](#). Subject to appropriation, school districts can apply for a competitive grant to support computer science programs. 105 ILCS 5/2-3.199, added by P.A. 103-264 and renumbered by P.A. 103-605.

<sup>49</sup> 105 ILCS 5/27-260+3+, amended by P.A. 103-837 [and renumbered by P.A. 104-391, eff. 7-1-25](#); 23 Ill.Admin.Code §1.420(l). Instruction on the conservation of natural resources must include, but is not limited to, air pollution, water pollution, waste reduction and recycling, the effect of excessive use of pesticides, preservation of wilderness areas, forest management, protection of wildlife, and humane care of animals. *Id.* Instruction on climate change must include, but is not limited to, identifying the environmental and ecological impacts of climate change on individuals and communities and evaluating solutions for addressing and mitigating the impact of climate change. *Id.* Instruction on climate change must align with State learning standards, as appropriate and subject to funding, and ISBE is required to make instructional resources and professional development learning opportunities available for educators. *Id.*

events of the Native American experience and Native American history within the Midwest and Illinois since time immemorial in accordance with 105 ILCS 5/27-20.05.<sup>50</sup>

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.<sup>51</sup>

17. ~~In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.<sup>52</sup>~~

**Commented [DJ5]:** Note to subscribers: This requirement was repealed by P.A. 104-391, formerly at 105 ILCS 5/27-3.5.

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<sup>50</sup> 105 ILCS 5/27-50521, amended by P.A.s ~~102-411 (adding contributions made to society by Americans of different faith practices) and 103-422 (adding teaching about Native American nations' sovereignty and self-determination) and renumbered by P.A. 104-391~~, and 105 ILCS 5/27-52020-05, added by P.A. 103-422 (adding instruction on Native American experience and history) and amended and renumbered by P.A. 104-391; 23 Ill.Admin.Code §1.420(r). 105 ILCS 5/27-50521, amended by P.A.s ~~102-411 and 103-422, and renumbered by P.A. 104-391~~, requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. "[Evidence of having comprehensive knowledge [of United States history], which may be administered remotely" is not clear. The practical reading is that it refers to teachers collecting evidence through remote assessments when students are engaged in a remote learning program during a disaster declaration due to a public health emergency.

~~Note that instruction on Native American nations' sovereignty and self-determination under 105 ILCS 5/27-21, amended by P.A.s 103-422 and 103-564, is not required until instructional materials are made available on ISBE's website, which ISBE was required to post by 7-1-24. ISBE has indicated that instruction materials should be posted by the fall of 2024.~~

Instruction in events of the Native American experience and Native American history must include "the contributions of Native Americans in government and the arts, humanities, and sciences, as well as the contributions of Native Americans to the economic, cultural, social, and political development of their own nations and of the United States." Additionally, in grades 6 through 12, the instruction must include "the study of the genocide of and discrimination against Native Americans, as well as tribal sovereignty, treaties made between tribal nations and the United States, and the circumstances around forced Native American relocation." 105 ILCS 5/27-20.05, added by P.A. 103-422. See also f/n 48, below. ISBE's *Native American and Indigenous Peoples Resource Guide (March 2025)* is available at: [www.isbe.net/keeplearning-may-make-instructional-materials-and-professional-development-opportunities-available-to-support-instruction-on-native-americans-under-105-ilcs-5-27-20-05](http://www.isbe.net/keeplearning-may-make-instructional-materials-and-professional-development-opportunities-available-to-support-instruction-on-native-americans-under-105-ilcs-5-27-20-05), added by P.A. 103-422. ISBE has shared that professional development opportunities (for a fee) may also be available through Northwestern University, see [Homepage | Teaching With and About Native Peoples](http://Homepage | Teaching With and About Native Peoples). For additional resources, see <https://americanindian.si.edu/nk360> and [www.iste.org/explore/classroom/15-resources-teaching-native-american-history-and-culture](http://www.iste.org/explore/classroom/15-resources-teaching-native-american-history-and-culture). 105 ILCS 5/27-50521 does not specify at what grade level districts must cover these topics as part of U.S. history instruction; however, no student may graduate from grade 8 unless the student has received instruction in U.S. history and demonstrated comprehensive knowledge of the subject matter.

For guidance about the requirements of adding the roles and contributions of LGBT people in U.S. and Illinois, see:

1. Inclusive Curriculum Law Frequently Asked Questions (FAQs) at: [www.phime.org/wp-content/uploads/2020/05/Inclusive-Curriculum-FAQs.pdf](http://www.phime.org/wp-content/uploads/2020/05/Inclusive-Curriculum-FAQs.pdf);
2. Inclusive Curriculum Law Overview at: [www.phime.org/wp-content/uploads/2020/05/Inclusive-Curriculum-One-Pager.pdf](http://www.phime.org/wp-content/uploads/2020/05/Inclusive-Curriculum-One-Pager.pdf); and
3. Inclusive Curriculum Implementation Guidance (Condensed Edition) at: [www.isbe.net/Documents/Support-Students-Implementation-Guidance.pdf](http://www.isbe.net/Documents/Support-Students-Implementation-Guidance.pdf)

<sup>51</sup> Section 111 of Division J of Pub. L. 108-447, the Consolidated Appropriations Act, 2005, 12-8-04; 118 Stat. 2809, 3344-45 (Section 111). Section 111(b) states: "[e]ach educational institution that receives Federal funds for a fiscal year shall hold an educational program on the U.S. Constitution on September 17 of such year for the student served by the educational institution."

<sup>52</sup> 105 ILCS 5/27-3.5. The Congressional Medal of Honor film is available on ISBE's website for no cost at: [www.isbe.net/Pages/Medal-of-Honor.aspx](http://www.isbe.net/Pages/Medal-of-Honor.aspx).

~~18-22.~~ In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, the Native American genocide in North America, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. <sup>53</sup>

~~19-23.~~ In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women. <sup>54</sup>

~~20-24.~~ In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans. <sup>55</sup>

~~21-25.~~ In all schools offering a secondary agricultural education program, the curriculum includes courses as required by 105 ILCS 5/2-3.80. <sup>56</sup>

~~22-26.~~ In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement. <sup>57</sup>

~~23-27.~~ In all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions

**Commented [DJ6]:** Note to subscribers: The optional Irish famine instruction is not new but is now offered as optional language for this policy.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

<sup>53</sup> 105 ILCS 5/27-52520-3, amended by P.A.s 103-422 and 103-564 and renumbered by P.A. 104-391. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. Beginning with the 2024-2025 school year, instruction on Native American genocide in grades 6-12 is also required by 105 ILCS 5/27-52020-05, added by P.A. 103-422 and renumbered by P.A. 104-391 in grades 6-12. Note that instruction on Native American genocide under 105 ILCS 5/27-20.3, amended by P.A.s 103-422 and 103-564, is not required until instructional materials are made available on ISBE's website, which ISBE was required to post by 7-1-24. See fn 45, above.

A district may include in its curriculum a unit of instruction studying the causes and effects of mass starvation in mid-19th century Ireland, known as the "Irish Famine." 105 ILCS 5/27-1030, renumbered by P.A. 104-391. If offered, the board locally determines the minimum amount of instruction time. *Id.* For a resource originally developed by the NJ Commission on Holocaust Education, see [www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/IrishFamine.pdf](http://www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/IrishFamine.pdf). If a board provides this instruction, insert "the Irish Famine" before the last item listed in this sentence and insert "5/27-1030" in the Legal References (in numerical order).

<sup>54</sup> 105 ILCS 5/27-53520-5, renumbered by P.A. 104-391. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. House Resolution 365 (98th General Assembly, 2013) and Senate Resolution 1073 (98th General Assembly, 2014) both urge all Illinois educators to share with students of an appropriate age the story of *comfort women* when discussing the history of Asia or World War II, or the issue of human trafficking.

<sup>55</sup> 105 ILCS 5/27-53020-4, renumbered by P.A. 104-391. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. A school may meet this curriculum requirement through an online program or course. *Id.*

<sup>56</sup> 105 ILCS 5/2-3.80(e) or (f), as applicable.

<sup>57</sup> 105 ILCS 5/27-54523-8, renumbered by P.A. 104-391. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. The statute requires that the instruction be founded on the principle that all students, including students with disabilities, have the right to exercise self-determination. It urges districts to request individuals with disabilities to assist with the development and delivery of this instruction and allows instruction to be supplemented by knowledgeable guest speakers.

of Asian American communities to the economic, cultural, social, and political development of the United States. <sup>58</sup>

24.28. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling. <sup>59</sup> <sup>60</sup>

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

<sup>58</sup> 105 ILCS 5/27-~~54020.8~~, renumbered by P.A. 104-391~~added by P.A. 102-44~~. Id. at (c) states that the regional superintendent of schools [or Intermediate Service Center Executive Director, whichever is appropriate] will monitor districts' compliance with this law during the annual compliance review visits. Districts may meet this law's requirements through online programs or courses. Id. at (d). 105 ILCS 5/3-0.01 states any reference to "regional superintendent" includes the chief administrative officer of Intermediate Service Centers established under 105 ILCS 5/2-3.62. For resources, see [www.isbe.net/Pages/ContinueEDResources.aspx](http://www.isbe.net/Pages/ContinueEDResources.aspx) (TEACCH Act).

<sup>59</sup> 105 ILCS 5/27-~~110~~, renumbered by P.A. 104-391~~23-11~~ requires districts that maintain any of the grades kindergarten through 8 to adopt a policy. The law is silent about how to educate students on this topic. See sample exhibit 6:60-AP1, E2, *Resources for Biking and Walking Safety Education*, for additional information.

<sup>60</sup> A school district may offer a course on hunting safety as part of its curriculum during the school day. 105 ILCS 5/27-~~106023-13~~, renumbered by P.A. 104-391. No grade levels are specified in the statute. Insert "5/27-~~106023-13~~," after 105 ILCS 5/27-23-11 in the Legal References (in numerical order), and an optional number ~~296~~, if the board wants to offer a course on hunting safety as part of its curriculum:

In grade(s) [*insert grade level(s)*], a course on hunting safety will be offered during the school day.

LEGAL REF.: Pub. L. No. 108-447, Section 111 of Division J, Consolidated Appropriations Act of 2005.  
Pub. L. No. 110-385, Title II, 122 stat. 4096 (2008), Protecting Children in the 21st Century Act.  
47 C.F.R. §54.520.  
5 ILCS 465/3 and 465/3a.  
20 ILCS 2605/2605-480.  
105 ILCS 5/2-3.80(e) and (f), 5/10-20.79, 5/10-20.84, 5/10-23.13, [5/22-1105/27-3](#), [5/27-3.5](#), [5/27-5](#), [5/27-6](#), [5/27-6.5](#), [5/27-7](#), [5/27-12](#), [5/27-12.1](#), [5/27-13.1](#), [5/27-13.2](#), [5/27-20.05](#), [5/27-20.08](#), [5/27-20.3](#), [5/27-20.4](#), [5/27-20.5](#), [5/27-20.7](#), [5/27-20.8](#), [5/27-21](#), [5/27-22](#), [5/27-23.3](#), [5/27-23.4](#), [5/27-23.7](#), [5/27-23.8](#), [5/27-23.10](#), [5/27-23.11](#), [5/27-23.15](#), [5/27-23.16](#), [5/27-24.1](#), and [5/27-24.25/27-105](#), [5/27-110](#), [5/27-115](#), [5/27-210](#), [5/27-215](#), [5/27-245](#), [5/27-250](#), [5/27-255](#), [5/27-260](#), [5/27-305](#), [5/27-310](#), [5/27-315](#), [5/27-405](#), [5/27-410](#) (scheduled for repeal on 7-1-27), [5/27-415](#) (scheduled for repeal on 7-1-27), [5/27-505](#), [5/27-510](#), [5/27-515](#), [5/27-520](#), [5/27-525](#), [5/27-530](#), [5/27-535](#), [5/27-540](#), [5/27-545](#), [5/27-605](#), [5/27-705](#), [5/27-710](#), [5/27-715](#), [5/27-720](#), [5/27-725](#), [5/27-810](#), [5/27-815](#), and [5/27-1050](#).  
~~105 ILCS 110/3, Comprehensive Health Education Program.~~  
105 ILCS 435/, Vocational Education Act.  
625 ILCS 5/6-408.5, Ill. Vehicle Code.  
23 Ill.Admin.Code §§1.420, 1.425, 1.430, and 1.440.

CROSS REF.: 4:165 (Awareness and Prevention of Child Sex Abuse and Grooming Behaviors), 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:260 (Exemption from Physical Education)