

OK as is

General Personnel

Administrative Procedure - Workplace Accommodations for Nursing Mothers¹

The School District accommodates mothers who choose to continue breastfeeding after returning to work. An employee who is a nursing mother may take reasonable breaks to express breast milk or breastfeed her infant. The employee's supervisor shall help the employee arrange a break schedule accommodating the nursing mother while minimizing disruption. The break time may run concurrently with any break time already provided to the employee. The District shall compensate the employee during the break time at the employee's regular rate of pay. The employee is not required to use paid leave during the break time, and the District will not reduce the employee's pay for the break time.

Each Building Principal or chief administrator in another District building shall identify a private room or space where, if a request is made, an employee may express milk or breastfeed her infant. The private space must: (1) be in close proximity to the work area and be other than a bathroom, and (2) be free from intrusion from coworkers and the public, and (3) include an electrical outlet for the use of an electric breast pump.

Supervisors should consider ways to accommodate an employee's needs with minimal disruption of the school environment. If possible, supervisors will ensure that employees are aware of these workplace accommodations prior to maternity leave.

The footnotes should be removed before the material is used.

¹ This procedure contains language appropriate for a personnel handbook. Its content is controlled by the laws described below; they must be read together so that the greatest protections of each are granted to the employee. Each accommodation listed in this procedure is required except for the provision regarding an electrical outlet.

The Right to Breastfeed Act (740 ILCS 137/) provides that a "mother may breastfeed her baby in any location, public or private, where the mother is otherwise authorized to be, irrespective of whether the nipple of the mother's breast is uncovered during or incidental to the breastfeeding." *Id.* at 137/10. The Act allows a woman who was denied the right to breastfeed in a public or private location, other than a private residence or place of worship, to bring an action to enjoin future denials and, if she prevails, is awarded reasonable attorney's fees and litigation expenses. *Id.* at 137/15.

The Nursing Mothers in the Workplace Act (820 ILCS 260/) requires employers to make reasonable efforts to provide a location, in close proximity to the work area, other than a toilet stall, where an employee can express her milk in privacy. *Id.* at 260/15. An employer must compensate an employee during the break time at the employee's regular rate of pay and may not reduce an employee's compensation for time used for the purpose of expressing milk or nursing a baby. *Id.* at 260/10, amended by P.A. 104-76, eff. 1-1-26. The break time may run concurrently with any break time already provided to the employee. *Id.* Consult the board attorney to ensure the district is properly accommodating and compensating nursing mothers.

The Fair Labor Standards Act, 29 U.S.C. §218d, requires employers to provide a reasonable unpaid break time "for an employee to express breast milk for such employee's nursing child for 1 year after the child's birth each time such employee has need to express the milk." It also requires an employer to provide "a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk." *Id.* at §218d(a). The federal law and State law, as described above, covers all employees. For more information on the federal law requirements, see the U.S. Dept. of Labor's factsheet, *FLSA Protections for Employees to Pump Breast Milk at Work*, www.dol.gov/agencies/whd/fact-sheets/73-flsa-break-time-nursing-mothers.

General Personnel

Administrative Procedure - Employee Conduct Standards¹

Professional and appropriate conduct is expected of all District employees. The standards listed below serve as a notice of expected conduct. The standards are intended to protect the health, safety, and general welfare of students and employees, ensure the community a degree of accountability within the School District, and define misconduct justifying disciplinary action, up to and including dismissal. The listed standards are not a complete list of expectations, and depending on the factual context, an employee may be disciplined for conduct that is not specifically listed. The conduct standards apply to all District employees to the extent they do not conflict with an applicable collective bargaining agreement; in the event of a conflict, the provision is severable and the applicable bargaining agreement will control. In addition, all employees who are governed by the *Code of Ethics for Illinois Educators* must comply with 5:120-E, *Code of Ethics for Illinois Educators*, adopted by the Ill. State Board of Education (ISBE) (23 Ill.Admin.Code Part 22).

All school employees shall:

1. Exhibit positive examples of preparedness, punctuality, attendance, self-control, language, and appearance.
2. Exemplify honesty and integrity. Violations of this standard include, but are not limited to, falsifying, misrepresenting, omitting, or erroneously reporting the professional qualifications of oneself or another individual or information submitted in connection with job duties or during the course of an official inquiry/investigation.
3. Maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries, both in and outside the school. Attend all in-service trainings on educator ethics and responding to child sexual abuse and grooming behavior including, but not limited to, teacher-student conduct, school employee-

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¹ This procedure's list of conduct standards is more comprehensive than the list in sample policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*. This procedure and its exhibit 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*, are tools to prompt local conversations related to employee conduct standards, including the prevention of sexual misconduct and grooming. **Do not automatically add them to the district's procedure or personnel manual.** Many districts already have collective bargaining agreements and/or personnel manuals addressing conduct and misconduct. These items are subjects of mandatory collective bargaining. Moreover, an employee conduct code is most effective when it reflects local conversations related to expectations around employee-student boundaries and other professional ethics conditions and circumstances. As employee conduct rules are frequently litigated, consulting the board attorney is a necessary part of their development.

The introductory paragraph recognizes that an applicable collective bargaining agreement will supersede a conflicting provision of the procedure. It also provides coverage for those employees who are not included in a bargaining unit. **This language, however, does not relieve a district from its collective bargaining mandate because the district would still be adopting conduct rules without bargaining.** Use the following alternative when the district intends to use the conduct rules for only those employees who are not represented by an exclusive bargaining agent:

The employee conduct standards apply to only those District employees who are not represented by an exclusive bargaining representative.

Our sample policies contain many personnel conduct rules. The following sample policies authorize the superintendent or designee to develop and implement procedures, e.g., conduct standards: 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and 3:40, *Superintendent*.

student conduct, and evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in 105 ILCS 5/10-23.13 (*Erin's Law*) for all personnel (105 ILCS 5/10-22.39(b-35), added by P.A. 103-542, ~~eff. 1-1-23 and operative 7-1-24~~), as well as all required trainings on child abuse, grooming behaviors, and employee-student boundary violations (325 ILCS 5/4(j) and 5/10-23.13 (*Erin's Law*)). Violations of this standard include, but are not limited to: (a) committing any act of child abuse or cruelty to children; (b) willfully or negligently failing to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act (325 ILCS 5/); (c) engaging in harassing behavior, including but not limited to sexually harassing a student (775 ILCS 5/5A-102, amended by P.A. 103-472, ~~eff. 8-1-24~~); (d) willfully or negligently failing to report an instance of suspected sexual harassment as required by Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 *et seq.*), (e) providing a recommendation of employment for an employee, contractor, or agent that the employee knows, or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law, as prohibited by the Elementary and Secondary Education Act (20 U.S.C. § 7926), (f) engaging in *grooming* as defined in 720 ILCS 5/11-25, ~~amended by P.A. 104-245, eff. 1-1-26~~; (g) engaging in prohibited grooming behaviors, including *sexual misconduct* as defined in 105 ILCS 5/22-85.5(c) (*Faith's Law*) and Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; (h) furnishing tobacco, alcohol, cannabis, or any other illegal/unauthorized substance, including e-cigarettes, to any student or allowing a student under his or her supervision to use tobacco, alcohol, cannabis (including medical cannabis unless the student is authorized to be administered a medical cannabis infused product by the school employee pursuant to *Ashley's Law*²); and (i) violating expectations and guidelines for employee-student boundaries set forth in 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*.

4. Maintain a safe and healthy environment, free from being impaired by and/or under the influence of prohibited substances to ensure high quality performance for the District and its students. The use of illegal drugs and/or abuse and misuse of alcohol, drugs, and other lawful products³ while on District premises or while performing work for the District diminishes the District's credibility and ability to educate students⁴ about drug and substance abuse prevention pursuant to Board policy 6:60, *Curriculum Content*. Violations of this standard include, but are not limited to, engaging in any of the prohibited activities listed in the District's drug- and alcohol-free workplace policy.⁵ Examples include using or being impaired by or under the influence of illegal drugs; abusing, misusing, and/or being impaired by or under the influence of alcohol, drugs, and/or other lawful products⁶ when performing work for the District when impairment is detectable regardless of when and/or where the use occurred; and/or using or

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² See f/n 11 in [sample](#) policy 7:190, *Student Behavior*, for a discussion of medical cannabis and *Ashley's Law*.

³ The Right to Privacy in the Workplace Act (RPWA) prohibits discrimination based on use of lawful products off premises during non-working and non on-call hours, e.g., alcohol, tobacco, and cannabis. 820 ILCS 55/5. But see f/n 7, below.

⁴ ~~105 ILCS 5/27-13.2, amended by P.A.s 102-195 and 103-365; 105 ILCS 5/27-25.5, added by P.A. 104-245, eff. 1-1-24, and 5/27-23.4 (provided education of students about drug and substance abuse can be funded by private grants or the federal government).~~

⁵ See sample policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*.

⁶ 820 ILCS 55/5(b) allows employers to regulate employees' use of lawful products which impair an employee's ability to perform assigned duties.

being impaired or under the influence of or possessing medical cannabis⁷ in a school bus or on school grounds.

5. Maintain a safe and healthy environment, free from harassment, intimidation, bullying, hazing, and violence, and free from bias and discrimination. Violations of this standard include, but are not limited to: (a) unless specifically permitted by the Firearm Concealed Carry Act, carrying a firearm on or into any District controlled building, real property, or parking area, or any transportation vehicle paid for in whole or in part with public funds;⁸ (b) willfully or negligently failing to immediately report suspected cases of child abuse or neglect or of gender harassment;⁹ (c) knowingly failing to report hazing to supervising educational authorities or, in the event of death or great bodily harm, to law enforcement;¹⁰ and (d) failing to appropriately respond to a witnessed or reported incident of student-on-student bullying, harassment, hazing, or teen dating violence.
6. Comply with the Code of Ethics For Test Administration, prepared and published by ISBE for educators who administer any standardized test (at www.isbe.net/Documents/AssessmentCodeofEthics-2021-22.pdf), and with any assessment-specific administration guidance (see www.isbe.net/Pages/Assessment.aspx).
7. Honor the public trust when entrusted with public funds and property by acting with a high level of honesty, accuracy, and responsibility. Violations of this standard include, but are not limited to: (a) misusing public or school-related funds; (b) failing to account for funds collected from students or parents/guardians; (c) submitting fraudulent requests for reimbursement of expenses or for pay; (d) co-mingling District or school funds with personal funds or checking accounts; and (e) using school property without the approval of the supervising school official.
8. Maintain integrity with students, colleagues, parents/guardians, community members, and businesses concerning business dealings and when accepting gifts and favors. Violations of this standard include, but are not limited to, soliciting students or parents/guardians to purchase supplies or services from the employee or to participate in activities that financially benefit the employee without fully disclosing the interest.
9. Respect the confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements. Violations of this standard include, but are not limited to: (a) disclosing confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results, unless disclosure is required or permitted by law; and (b) disclosing confidential information restricted by State or federal law.
10. Demonstrate conduct that follows generally recognized professional standards and attend all in-service trainings on educator ethics, teacher-student conduct, and school employee-student conduct for all personnel (105 ILCS 5/10-22.39, amended by P.A. 103-542, ~~eff. 1-1-24 and operative 7-1-24~~). Unethical conduct is any conduct that impairs the employee's ability to function professionally in his or her employment position or a pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

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⁷ An employer may discipline any employee, including one who is a *registered qualifying patient*, for violating a drug-free workplace policy. 410 ILCS 130/50 and 705/10-35(a)(1).

⁸ Firearm Concealed Carry Act, 430 ILCS 66/65(a)(1), (2), and (8).

⁹ 325 ILCS 5/4(a)(4); 105 ILCS 5/10-23.12(c) (all district employees); 105 ILCS 5/21B-75(b) (teachers), ~~amended by P.A.s 102-552 and 102-702~~.

¹⁰ 720 ILCS 5/12C-50.1.

11. Comply with all State and federal laws and rules regulating public schools and Board policies, including but not limited to: 2:105 (*Ethics and Gift Ban*), 4:165 (*Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*), 5:10 (*Equal Employment Opportunity and Minority Recruitment*), 5:20 (*Workplace Harassment Prohibited*), 5:30 (*Hiring Process and Criteria*), 5:50 (*Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*), 5:60 (*Expenses*), 5:90 (*Abused and Neglected Child Reporting*), 5:100 (*Staff Development Program*), 5:120 (*Employee Ethics; Code of Professional Conduct; and Conflict of Interest*), 5:130 (*Responsibilities Concerning Internal Information*), 5:140 (*Solicitations By or From Staff*), 5:170 (*Copyright*), 5:180 (*Temporary Illness or Temporary Incapacity*), 5:200 (*Terms and Conditions of Employment and Dismissal*), 5:230 (*Maintaining Student Discipline*), 5:280 (*Duties and Qualifications*), 5:290 (*Employment Termination and Suspensions*), 6:235 (*Access to Electronic Networks*), 7:20 (*Harassment of Students Prohibited*), 7:180 (*Prevention of and Response to Bullying, Intimidation, and Harassment*), 7:190 (*Student Behavior*), 7:340 (*Student Records*), and 8:30 (*Visitors to and Conduct on School Property*).

Conviction of any employment disqualifying criminal offense listed in 105 ILCS 5/10-21.9 or 5/21B-80 will result in dismissal. ¹¹

Before disciplinary action is taken, the supervisor will conduct a fair and objective investigation to determine whether the employee violated a standard or other work rule and the extent that any violation impacts educational or operational activities, effectiveness, or efficiency. Discipline must be appropriate and reasonably related to the seriousness of the misconduct and the employee's record. Any applicable provision in a contract, bargaining agreement, or State law will control the disciplinary process.

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¹¹ See also sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*, at f/n 19, for requirements of the Ill. Human Rights Act related to adverse employment actions based on conviction records. 775 ILCS 5/2-103.1.

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in admin procedures
working folder

October 2025

5:220-AP

Professional Personnel

Administrative Procedure - Substitute Teachers¹

Minimum Qualifications of the Substitute Teacher

Substitute teachers are generally required to have one of the following that is valid in Illinois:

1. Professional educator license or professional educator license with stipulations that required a bachelor's degree for issuance
2. Substitute teaching license

Exceptions in 105 ILCS 5/21B-20(2)(E) and (F) allow individuals who do not hold a bachelor's degree to substitute teach in career and technical education classrooms if they hold an educator license with stipulations and such license holds: a career and technical educator endorsement or a provisional career and technical educator endorsement.

Additionally, any individual who serves as a substitute teacher for driver's education must be endorsed for driver's education pursuant to 23 Ill.Admin.Code §25.100(h).

Minimum Qualifications of the Short-Term Substitute Teacher²

Short-term substitute teachers must:

1. Hold a valid Short-Term Substitute Teaching License; and
2. Have completed the District's short-term substitute teacher training program.

The District's short-term substitute teacher training program provides short-term substitutes with information on curriculum, classroom management techniques, school safety, and District and building operations. This training program is also available to individuals who hold a Substitute Teaching License and/or substitute teachers holding a Professional Educator License.³

Personnel File Requirements

All substitute teachers shall have each of the following documents on file with the District Administrative Office.

1. Completed application for employment and transcript of college credits
2. Evidence of license registration
3. Evidence of physical fitness to perform assigned duties and freedom from communicable disease⁴
4. State and federal tax forms
5. If applicable, Immigration and Naturalization Service, Form I-9
6. Signed *Acknowledgement of Mandated Reporter Status* form provided by DCFS and, if applicable, evidence that the individual completed mandated reporter training within three months of initial

¹ These sample procedures must be amended to reflect actual practice. It should be clear who has responsibility for maintaining the substitute list, contacting them, recording work days, and evaluating them. A superintendent may also refer to a Substitute Handbook, if one exists, as well as additional pay provisions.

² 105 ILCS 5/21B-20(4), amended by P.A. 103-111, governs Short-Term Substitute Teaching Licenses, which may be issued from 7-1-18 until 6-30-28.

³ 105 ILCS 5/10-20.67, amended by P.A. 103-111, requires boards to conduct this training. For further discussion see f/n 10 in sample policy 5:220, *Substitute Teachers*.

⁴ 105 ILCS 5/24-5(b-5) states "A new or existing substitute teacher employee may be subject to additional health examinations, including screening for tuberculosis, as required by rules adopted by the Department of Public Health or by order of a local public health official." The Ill. Dept. of Public Health does not require school employees to be screened for tuberculosis other than workers in child day care and preschool settings. 77 Ill.Admin.Code §696.140(a)(3).

employment and at least every three years after that date (required by the Abused and Neglected Child Reporting Act, 325 ILCS 5/4)

Contact ISBE, the ROE, or Intermediate Service Center with questions. More information is on the ISBE website, *Substitute Teacher License* at: www.isbe.net/Pages/Educator-Licensure-Requirements.aspx.

District Responsibilities

1. The Superintendent or designee maintains a list of all substitute teachers in the District Administrative Office.
2. The Superintendent or designee verifies:
 - a. Criminal background check results
 - b. Appropriate license and registration
 - c. References and employment verification
3. The Superintendent or designee provides all substitute personnel with training on school evacuation drills and law enforcement lockdown drills.⁵

Additional Requirements and Procedures

1. Board policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*
2. Administrative procedure 4:175-AP1, *Criminal Offender Notification Laws; Screening*
3. Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*
4. Board policy 5:30, *Hiring Process and Criteria*
5. Administrative procedure 5:30-AP2, *Investigations*
6. Board policy 5:150, *Personnel Records*

Standard Duties of All Substitute Teachers

1. Keep and leave a status report of lesson plans completed and leave a report of the group's accomplishments.
2. Manage all recording of assignments and grading during the time worked as outlined in the applicable collective bargaining agreement or duties for substitute teachers.
3. Prepare plans for the following day's work.
4. Follow the regular teacher's lesson plans.
5. Leave the classroom and its equipment in order.
6. Leave a note reporting any unusual experience with a student during the day.
7. Hold as confidential any information concerning staff, parents, or students.
8. Be consistent in dealing with others; emphasize the positive, yet be firm and sympathetic.
9. When notified in time, arrive at least 20 minutes before the school period starts, and remain on duty at least 20 minutes after dismissal time.
10. Check with the office when reporting for substitute duty, and check with the office before leaving to see if you will be needed the next day.
11. If temporarily or permanently withdrawing from substitute work, so inform the District office.
12. Report any issues you encounter to the Building Principal.

Compensation

1. The rate of pay for substitute teachers is established from time-to-time by the School Board.
2. Substitute teachers are employed and paid for only days actually worked. Substitutes are not paid for holidays, vacation days, or days of illness.

⁵ Required by 105 ILCS 128/22, added by P.A. 104-198, eff. 1-1-26. See also section F. **School Safety Drill Plan** of sample administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan*.

Assignment Procedures

Substitute teachers will be called as needed from the office of the Building Principal. Only individuals who are on the substitute teacher list, as compiled by the Superintendent or designee, may be called for substitute work. Substitute teachers are given as much notice as possible; however, they may be called the morning they are needed.

Building-Level Responsibilities

The person arranging for a substitute teacher's service shall provide each substitute with the information relevant to the service, for example:

1. District map with locations of District schools indicated
2. District and school building emergency procedures, location of emergency equipment, etc.
3. School directory
4. School calendar and handbook
5. District student behavior policy and procedures
6. Support that includes, at a minimum, the information packet given to employees with District-approved materials outlining evacuation and lockdown procedures.
7. Maps identifying all school exits, which must be prominently displayed in every classroom.

Evaluation and Employment Renewal

Annually an administrator shall observe the substitute teacher at least once per school year and provide written feedback of the observation. The administrator will meet with the substitute teacher during the year and review the observation as well as any completed *5:220 E - Unsatisfactory Performance Report for Substitute Teachers* forms. The administrator will make a recommendation of either "rehire" or "do not rehire" based upon the observational records and 5:220 E forms. The administrator will submit a list of substitute teachers to "rehire" and "not rehire" to the Board of Education for approval by the June Board meeting each year. Any substitute teacher who is not able to be observed during the previous school year and wishes to continue as a substitute must be observed during the first trimester of the next school year and the administrator must make a recommendation of either "rehire" or "do not rehire" based upon the observational records and 5:220 E forms by December of the school year in which the delayed observation was completed. If this does not occur, then the substitute teacher would need to reapply for the substitute teacher's position. Individuals that are designated as "do not rehire" shall not be employed by the district.

LEGAL REF.: 105 ILCS 5/10-20.67, 5/21B-20(2), 5/21B-20(3), 5/21B-20(4), and 5/24-5(b-5).
105 ILCS 128/22, School Safety Drill Act.
23 Ill.Admin.Code §1.790 (Substitute Teacher) and §25.520 (Substitute Teacher License).

See changes
P. 5 & 6
Share w/
Melissa, Debbie,
Jess H, Jessica P.
Shonq, Trisha

October 2024/2025

6:60-API

Instruction

Administrative Procedure - Comprehensive Health Education Program

105 ILCS 5/27-215, added by P.A. 104-391, 105 ILCS 140/3 requires the District to implement a Comprehensive Health Education Program (CHEP). CHEP is a systematic and extensive educational program designed to provide a variety of learning experiences based upon scientific knowledge of the human organism as it functions within its environment which will favorably influence the knowledge, attitudes, values, and practices of Illinois [students]; and which will aid [students] in making wise personal decisions in matters of health. 105 ILCS 5/27-210, added by P.A. 104-391. For ease of administration, this procedure also includes health-related curriculum topics outside of CHEP that appear in other sections of the School Code.

Unless limited to specific grades, the following major educational areas are the basis for curricula in the District's CHEP in all elementary and secondary schools: ¹

1. Human ecology and health;
2. Human growth and development;
3. In all grades, age- and developmentally appropriate sexual abuse, consistent with Erin's Law, abuse during pregnancy, and assault awareness and prevention education, ² except no student in grades pre-K through 8 shall be required to take or participate in any instruction for

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¹ All topics in this list without citation are from 105 ILCS 5/27-215, added by P.A. 104-391/440-3; additional citations are for other portions of the School Code that also cover each topic. To avoid redundancy, Public Acts amending this law are simply listed in the f/n's as: "Amended by P.A. ...," without first listing 105 ILCS 140-35/27-215.

² Four statutes address a district's responsibility to provide age-appropriate sexual abuse and assault awareness and prevention education programs:

See f/n 1 above (age- and developmentally appropriate sexual abuse and assault awareness and prevention education in all grades); 105 ILCS-215(c), added by P.A. 104-391, addresses distribution by the Ill. State Board of Education (ISBE) and Ill. Dept. of Children and Family Services (DCFS) of information for districts to provide to their communities about this instruction;

Erin's Law, 105 ILCS 5/10-23.13, amended by P.A. 102-610, and see sample policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors* (permits boards to adopt and implement a policy addressing sexual abuse prevention education for students through grade 5 and their parents/guardians);

105 ILCS 5/27-1015(b)(9)-(10), amended by P.A. 102-522/renumbered by P.A. 104-391, (requires comprehensive personal health and safety and comprehensive sexual health education a/k/a National Sex Education Standards (NSES) to be: (a) age- and developmentally appropriate, medically accurate, complete, culturally appropriate, inclusive, and trauma informed (b) replicate evidence-based or evidence-informed programs or substantially incorporate elements of evidence-based programs or evidence-informed programs or characteristics of effective programs, (c) provide information about local resources where students can obtain additional information and confidential services related to sexual violence (includes sexual abuse), and (d) provide information about State laws related to mandated reporting of child abuse and neglect, and school policies addressing the prevention of and response to sexual violence); and

105 ILCS 5/27-13.2, repealed by P.A. 104-391, (formerly addresses (a) required districts to give parents/guardians of students in grades K-8 prior written notice of sexual abuse prevention instruction and the opportunity to opt their children out of such instruction upon written objections to sexual abuse prevention instruction and notice provisions (minimum five days) for students in grades K through 8. Note: It is IASB's understanding that this provision was repealed in error by P.A. 104-391; however, as of the publication of PRESS Issue 120 (Oct. 2025), it is unclear if or when this error will be remedied. Consult with the board attorney if the district wants to continue to provide notice and an opportunity for parents/guardians to opt their children out of this instruction, and (b) distribution by the Ill. State Board of Education (ISBE) and Ill. Dept. of Children and Family Services (DCFS) of information for districts to provide to their communities about this instruction).

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~~recognizing and avoiding sexual abuse if the student's parent/guardian submits written objection and refusal to participate in the instruction shall not be reason for failing, suspending or expelling the student.~~³ Through grade 12, an age-appropriate and evidence-informed curriculum pursuant to *Erin's Law* will provide instruction pursuant to Board policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*.⁴ ~~The Superintendent must ensure all parent(s)/guardian(s) of students in any of grades K through 8 receive not less than five days' written notice before commencing the instruction.~~⁵

4. In all grades, ~~a minimum of 16 hours of safety education in the courses of study regularly taught with instruction about:~~⁶
- a. Automobile safety, including traffic regulations, highway safety, and the consequences of alcohol consumption and the operation of a motor vehicle;
 - b. Safety in the home, including safe gun storage;
 - c. Safety in connection with recreational activities;
 - d. Safety in and around school buildings;
 - e. Safety in connection with vocational work or training;
 - f. For students in grades 9 through 11, CPR subject to the excusal limitations in the first aid item 26, below; and
 - g. For students in grades 6 through 8, CPR and how to use an AED by watching a training video on those subjects.⁷
 - h. For students enrolled in pre-K through grade 6, water safety that incorporates evidence-based water safety instructional materials and resources.

~~5. In all grades, tobacco and e-cigarettes and other vapor devices;~~⁸

~~6.5. In grades K through 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.~~⁹

~~7.6. In each year for grades K through 48, age- and developmentally appropriate instruction, study, and discussion of effective methods for the prevention and avoidance of drugs and the dangers~~

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³ See *En 2*, above. 105 ILCS 5/27-13.2 addresses instruction and opt-out provisions. This law also requires ISBE in cooperation with DCFS to prepare and distribute information about instructional materials and programs about child sexual abuse that schools can use for their own or community programs and distribute to parents/guardians.

⁴ Required by 105 ILCS 5/27-215(a)(4), added by P.A. 104-391, 110-3 and *Erin's Law*, 105 ILCS 5/10-23.13, amended by P.A. 102-640.

⁵ 105 ILCS 5/27-13.2 para. 3 addresses the notice provisions for recognizing and avoiding sexual abuse.

⁶ CHEP requires safety education and 105 ILCS 5/27-815, renumbered by P.A. 104-391, -24.2 (requires safety education for elementary grades) grades K-8; 105 ILCS 5/27-1020.17 (safety education topics), amended by P.A.s 102-974 and 103-567 and renumbered by P.A. 104-391. Neither CHEP nor 105 ILCS 5/27-815 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, in the absence of other guidance, this procedure utilizes the topics from 105 ILCS 5/27-1020, but they can be customized based on local needs and conditions, provided they otherwise align with Illinois State Learning Standards.

For resources on water safety instruction, see <https://ndpa.org/water-safety-educational-resources>.

⁷ Consult the board attorney about whether the requirements for students in grades 6 through 8 to watch a video pursuant to 105 ILCS 5/27-17 are subject to the parent/guardian excusal provisions of 105 ILCS 5/27-215(d), added by P.A. 104-391/105 ILCS 110-3.

⁸ Amended by P.A. 102-464. Starting in grade 5, the law expands education to alcohol and drug use and abuse along with tobacco. See number 9 of this sample administrative procedure text.

⁹ The law is silent about how to educate students on this topic. 105 ILCS 5/27-11023-11, renumbered by P.A. 104-391. See sample exhibit 6:60-API, E2, *Resources for Biking and Walking Safety Education*, for additional information.

of opioid and substance abuse that are integrated into the curricula and designed to promote effective methods for the prevention and avoidance of drug and substance abuse. ¹⁰

8.7. In all grades K through 8, annual instruction, study, and discussion of effective methods by which students may recognize on the danger of abduction and how to avoid it as part of the District's regular curriculum. ¹¹

9.8. In grades 5 through 12, age- and developmentally appropriate classroom instruction on alcohol and drug use and abuse, including the medical and legal ramifications of alcohol, drug, and tobacco use that integrates into existing curricula, instruction related to: ¹²

- a. The physical and legal effects and ramifications of drug and substance abuse that integrates into existing curricula (including use during pregnancy);
- b. Information from the Ill. State Board of Education's (ISBE) *Substance Use and Prevention and Recovery Instruction Resource Guide* instructional materials and guidelines developed to assist the District with incorporating this instruction topic into its curricula; and
- c. Either as part of existing curricula during the school day or as part of an after-school program, support services and instruction for students who are or students whose parents/guardians are chemically dependent.

10.9. In grades 6-12, instruction, study, and discussion on the dangers of fentanyl, which must include the following for grades 9-12: ¹³

- a. Information on fentanyl itself including its variations, an explanation of the differences between synthetic and nonsynthetic opioids and illicit drugs, and the differences between the legal and illegal uses of fentanyl.
- b. Side effects and risk factors of using fentanyl, along with information comparing the lethal amounts of fentanyl to other drugs. Information on risk factors may include: (1) the lethal dose of fentanyl, (2) how often fentanyl is placed in drugs without a person's knowledge, (3) an explanation of what fentanyl does to a person's body and the severity of its addictive properties, and (4) how the consumption of fentanyl can lead to hypoxia, as well as an explanation of precisely what hypoxia does to a person's body.

The footnotes should be removed before the material is used.

¹⁰ 105 ILCS 5/27-13.225(a), amended added by P.A. 104-3912-1495. See also f/n 215 in sample policy 6:60, *Curriculum Content*. Each board determines locally the minimum amount of instruction time that qualifies as a program of instruction and satisfies this requirement. ISBE may make available instructional materials and guidelines for the development of this program of instruction. *Id.*

¹¹ Required by 105 ILCS 5/27-10513-2, added by P.A. 104-391. Each board determines locally the minimum amount of instruction time that qualifies as program of instruction and satisfies this requirement.

¹² 105 ILCS 5/27-255(b), added by P.A. 104-391. Letters b. and c. are optional. Ensure the district aligns letter c. with the board's policy 6:180, *Extended Instructional Programs* (and see its f/n 11). Curricula in the area of alcohol and drug use and abuse must be age- and developmentally appropriate, and it may include information from the ISBE's *Substance Use Prevention and Recovery Instruction Resource Guide* is; available at: www.isbe.net/Pages/Substance-Use-Prevention-and-Recovery-Instruction-Resource-Guide.aspx. Amended by P.A. 103-840. See f/n 103, below, for information regarding instruction on the dangers of fentanyl. P.A. 102-464 amended grammar to separate "abuse during pregnancy" as its own subject but this procedure keeps it tied to the dangers of substance abuse during pregnancy because no course content related to abuse during pregnancy exists, except for perhaps teen dating violence prevention education.

¹³ 105 ILCS 5/27-255(c), added by P.A. 104-391 Amended by P.A.s 103-365 and 103-840. The law mandates the specific content of instruction for grades 9-12, but it does not mandate the content for grades 6-8. Instruction on the dangers of fentanyl must be age- and developmentally appropriate and may include information from the *Substance Use and Recovery Instruction Guide* (see f/n 12, above). The instructions must be delivered by a licensed educator, school nurse, school social worker, law enforcement officer, or school counselor. *Id.* The law also requires students in grades 9-12 to be assessed on fentanyl instruction. The assessment may include: (1) the differences between synthetic and nonsynthetic drugs; (2) hypoxia; (3) the effects of fentanyl on a person's body; (4) the lethal dose of fentanyl; and (5) how to detect and prevent overdoses. *Id.*

- c. Details about the process of lacing fentanyl in drugs and why drugs get laced with fentanyl.
- d. Details about how to detect fentanyl in drugs and how to save someone from an overdose of fentanyl, including: (1) how to buy and use fentanyl strips, (2) how to buy and use naloxone, either through a nasal spray or an injection, and (3) how to detect if someone is overdosing on fentanyl.

~~11.10.~~ In grades 6-12, parenting education that includes instruction in the following:¹⁴

- a. Child growth and development, including prenatal development.
- b. Childbirth and child care.
- c. Family structure, function, and management.
- d. Prenatal and postnatal care for mothers and infants.
- e. Prevention of child abuse.
- f. The physical, mental, emotional, social, economic, and psychological aspects of interpersonal and family relationships.
- g. Parenting skill development.

~~12.11.~~ Family life,¹⁵ specifically its emotional, psychological, physiological, hygienic and social responsibilities, ~~including sexual abstinence until marriage and including evidence-~~

The footnotes should be removed before the material is used.

¹⁴ Optional, but if offered by a district the course requirements are mandated by 105 ILCS 5/27-104023-4, ~~amended and renumbered by P.A. 104-391~~. Upon request, ISBE must assist each district that offers an evidence-based parenting education model to develop instructional materials, train teachers, and establish appropriate time allotments for each of the areas included in such instruction. *Id.* at (a). Districts may give regular school credit for satisfactory completion of these courses by the student.

School districts may offer parenting education courses during that period of the day which is not part of the regular school day, and residents of the school district may enroll in the courses. Boards may establish fees and collect such charges that are necessary for attendance at these courses in an amount not to exceed the per capita cost of the course's operation, but they may waive all or part of established fees in situations of indigence and/or that a student's educational needs require enrollment.

Last, subject to appropriations and ending after school year 25-26, ISBE was to implement and administer a seven-year pilot program supporting the health and wellness student-learning requirement with a unit of instruction on parenting education in participating school districts that maintain grades 9 through 12, to be determined by the participating school districts. *Id.* at (b). ~~amended by P.A. 103-8~~. The pilot was encouraged to include, but was not limited to, instruction on (i) family structure, function, and management, (ii) the prevention of child abuse, (iii) the physical, mental, emotional, social, economic, and psychological aspects of interpersonal and family relationships, and (iv) parenting education competency development that is aligned to the social and emotional learning standards of the student's grade level. Instruction for this pilot may be included with the requirements of ~~405 ILCS 110-3~~ CHEP. ISBE was authorized to make grants to school districts that apply to participate in the pilot, and provide by administrative rule the application and criteria to be used and applied in selecting participating urban, suburban, and rural school districts. See www.isbe.net/Documents/ParentABLE-Flyer-2023.pdf.

¹⁵ Read ~~fns 136 and 17~~ in conjunction with this footnote.

While P.A. 102-522 repealed 105 ILCS 5/27-9.2 (family life instruction optional), CHEP still requires this family life and the prevention, transmission and spread of AIDS instruction, and these topics are subject to a parent/guardian's written objection. See sample exhibit 6:60-API, E1, ~~Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education-Requests to Examine Materials-Excusals and Statutory Opt-outs~~. CHEP does not indicate that these topics are optional for districts. Consult the board attorney about whether these CHEP topics are optional.

In addition, the now-repealed family life instruction law required the State Superintendent of Education (State Superintendent) to: (a) prepare and make available to local school districts courses of instruction designed to satisfy family life instructional requirements; and (b) develop a procedure to evaluate and measure the effectiveness of family life instruction in each local school district that includes setting reasonable goals for reduced sexual activity, sexually transmitted diseases, and premarital pregnancy. Copies of that procedure were required to be distributed to each district.

ISBE guidance issued after P.A. 102-522 went into effect does not address how districts should proceed with family life instruction under CHEP and whether their curriculums that were combined with the now-repealed family life sex education law may continue to be used. Consult the board attorney for advice on these issues.

For districts that will offer neither family life nor NSES, consult the board attorney before deleting the family life curriculum number 12 because CHEP does not indicate that curriculum is optional.

based and medically accurate information regarding sexual abstinence¹⁶; and in grades 6 through 12, instruction on the prevention, transmission, and spread of AIDS; except if a student's parent/guardian submits written objection to taking or participating in family life course or AIDS prevention instruction, and refusal to take or participate in the family life course or AIDS prevention instruction shall not be reason for suspension or expulsion of the student. See exhibit 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education: Requests to Examine Materials: Written Objection(s) and/or Statutory Opt-outs*.

~~13.12.~~ Comprehensive personal health and safety and comprehensive sexual health education (NSES)¹⁷; except no student shall be required to take or participate in any NSES class or course, and a student's parent/guardian may opt the student out of NSES by submitting the request in writing or using exhibit 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education: Requests to Examine Materials: Written Objection(s) and/or Statutory Opt-outs*. Refusal to take or participate in ~~an NSES course or~~ program may not be a reason for disciplinary action, academic penalty, suspension, or expulsion or any other sanction of a student.¹⁸ Active parental consent for their child to participate in NSES is not required.¹⁹ ~~however, because NSES mandates instruction about sexual violence (defined to include sexual abuse)²⁰ and instruction in recognizing and avoiding sexual abuse required by 105 ILCS 5/27-13.2 requires a minimum of five days' notice to parents/guardians of students in grades K through 8, the District will notify students in grades K through 8 using the Notice of Sexual Abuse and Assault Awareness and Prevention~~

The footnotes should be removed before the material is used.

For districts that will not offer family life assuming that the National Sex Education Standards (NSES) will/would cover these topics, consult the board attorney before replacing the family life curriculum number 112 with: "Family life instruction is replaced by administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*."

For districts that will offer both family life and NSES, insert after the last sentence: "See also number 123, below, and administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*."

¹⁶ Consult the board attorney about whether "evidence-based and medically accurate information regarding sexual abstinence" is included in family life. Abstinence is listed in two major educational areas of the CHEP. One is within family life, which is subject to a parent/guardian's written objection. See also fn 1 in sample exhibit 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education: Requests to Examine Materials: Written Objection(s) and/or Opt out*.

Important is that "evidence-based and medically accurate information regarding sexual abstinence," is not listed with the parent/guardian's written objection suggesting a separate educational area. This procedure treats both mentions of abstinence in CHEP as family life instruction, but it may ultimately be included in the final NSES curriculum (see fn 17, below).

¹⁷ Optional. See 105 ILCS 5/27-101.5(f)(1)9.4(a)(1), renumbered by P.A. 104-391 added by P.A. 102-522.

If NSES is offered by a district, 105 ILCS 5/27-101.59.1a, renumbered by P.A. 104-391 added by P.A. 102-522, mandates the course content and instruction. ISBE learning standards, which adopt the NSES, and other resources are available at: www.isbe.net/sexualhealth. If boards offered sex education, the law provides zero guidance related to whether boards may use the now-repealed family life and sex education curriculums in future school years. See also para. 3, fn 145, above.

For districts that will not provide NSES, delete this number 123 and ensure the district does not implement administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*.

For districts that will implement NSES, ensure that the district implements administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*.

¹⁸ 105 ILCS 5-27-9.1a(d), at (d), added by P.A. 102-522, renumbered by P.A. 104-391.

¹⁹ Id.

²⁰ 105 ILCS 5-27-9a(d), at (a) and (b)(6), (8), (9), and (12), renumbered by P.A. 104-391 added by P.A. 102-522.

~~Education subhead of administrative procedure 6:60-AP1, E1, Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education: Requests to Examine Materials; Written Objection(s) and/or Statutory Opt-outs.~~²¹ See also administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*.

- ~~14-13.~~ Course materials and instruction to advise students about the Abandoned Newborn Infant Protection Act, 325 ILCS 2/;²²
- ~~15-14.~~ The prevention and control of disease;
- ~~16-15.~~ In grades 7 through 12, teen dating violence awareness;²³
- ~~17-16.~~ In grades 7 through 12, instruction about the prevention of abuse of anabolic steroids in science, health, drug abuse, physical education, or other appropriate courses of study. Instruction shall emphasize that the use of anabolic steroids presents a serious health hazard to persons who use steroids to enhance athletic performance or physical development. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students participating in these programs.²⁴
- ~~18-17.~~ In grade 9 or 10, one unit of instruction in either grade about donations and transplants of organs/tissue and blood, except if a student's parent/guardian files written objection on constitutional grounds, but refusal to take or participate in the instruction shall not be reason for suspension or expulsion of a student or result in any academic penalty.²⁵
- ~~19-18.~~ Public and environmental health;
- ~~20-19.~~ Consumer health;
- ~~21-20.~~ Safety education and disaster preparedness;
- ~~22-20.~~ Mental health and illness²⁶ that evaluates the multiple dimensions of health by reviewing the relationship between physical and mental health to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity and must include how and where to find mental health resources and specialized treatment in the State.²⁷
- ~~23-21.~~ Personal health habits;

The footnotes should be removed before the material is used.

²¹ See fn 2, above 105 ILCS 5/27-13.2.

²² The law does not specify which grades must receive this information.

²³ See also sample policy 7:185, *Teen Dating Violence Prohibited*. A toolkit about teenage dating abuse is available online. It is titled Preventing, Assessing, and Intervening in Teenage Dating Abuse: A Training for Specialized Instructional Support Personnel. Materials include a PowerPoint and handouts. See www.safesupportivelearning.ed.gov/get-smart-get-help-get-safe-teenage-dating-abuse-training-specialized-instructional-support.

²⁴ Required by 105 ILCS 5/27-255, added by P.A. 104-391/23-3. ISBE may assist in the development of instructional materials and teacher training in relation to steroid abuse prevention. For ease of administration, this procedure puts the duty on coaches and sponsors of interscholastic athletic programs; if the district uses individuals other than those listed insert that fact.

²⁵ Optional according to 105 ILCS 5/27-104523-5, renumbered by P.A. 104-391. The law requires the regional superintendent of schools (or intermediate service center executive director) to obtain and distribute information and data, including instructional materials provided at no cost by America's Blood Centers, the American Red Cross, and Gift of Hope to schools in their regions for use in developing a unit of instruction to comply with this law. It also allows each board to determine the minimum amount of instructional time that qualifies as a unit of instruction to satisfy this law.

²⁶ Mental health and illness instruction must evaluate the multiple dimensions of health by reviewing the relationship between physical and mental health. Amended by P.A. 102-1034.

²⁷ For ease of administration, this topic combines two major education topics listed in 105 ILCS 5/27-215, added by P.A. 104-391/10-3.

- ~~24.22.~~ Nutrition;
- ~~25.23.~~ Dental health;
- ~~26.24.~~ Cancer, including, without limitation, types of cancer, signs and symptoms, risk factors, the importance of early prevention and detection, and information on where to go for help;
- ~~27.25.~~ Basic first aid including, but not limited to: ²⁸
- a. ~~In grades 9-12,~~ Cardiopulmonary resuscitation (CPR) and the Heimlich maneuver, including training on how to properly administer CPR in accordance with standards of the American Red Cross, the American Heart Association, or another nationally recognized certifying organization, except if a student's parent/guardian submits written objection, but refusal to participate in the training shall not be a reason for suspension or expulsion of the student; and
 - b. ~~In secondary schools grades 9-12,~~ how to use an automated external defibrillator (AED) shall be included, except if a student's parent/guardian submits written objection, but refusal to participate in the training shall not be a reason for suspension or expulsion of the student.
- ~~28.26.~~ ~~Beginning with the 2024-2025 school year,~~ in grades 9 through 12, instruction, study, and discussion on the dangers of allergies, including recognizing the signs and symptoms of an allergic reaction, the steps to take to prevent exposure to allergens, and safe emergency epinephrine administration. ²⁹
- ~~29.27.~~ Heart disease; ³⁰
- ~~30.28.~~ Diabetes; ³¹
- ~~31.29.~~ Stroke; ³²
- ~~32.30.~~ The prevention of child abuse and neglect; ³³
- ~~31.~~ Suicide prevention pursuant to Board policy 7:290, *Suicide and Depression Awareness and Prevention*; and
- ~~33.32.~~ Consent education, which must be age- and developmentally appropriate and which shall require only instruction aligning with the definition of *consent* in 105 ILCS 5/27-215(a).
- ~~34.~~ All students shall receive age-appropriate instruction on motor vehicle safety and litter control. ³⁴

Commented [DJ1]: Note to subscribers: This section was repealed, but it is required as a part of driver's education in 105 ILCS 5/27-815 (formerly 105 ILCS 5/27-24.2). Driver's education is addressed in sample policy 6:60, *Curriculum Content*.

The footnotes should be removed before the material is used.

²⁸ Basic first aid instruction is optional under 105 ILCS 5/27-215(b), added by P.A. 104-391, but CPR and AED training are required in high school under 105 ILCS 5/27-250, added by P.A. 104-391, subject to parent/guardian written objection.

²⁹ 105 ILCS 5/27-245, added by P.A. 104-391, amended by P.A. 103-242. Information for the instruction, study, and discussion on the dangers of allergies must be based on information provided by the Ill. Dept. of Public Health and the federal Centers for Disease Control and Prevention. For resources, see <https://dph.illinois.gov/topics-services/prevention-wellness/epinephrine-autoinjector-and-anaphylaxis.html> and www.cdc.gov/school-health-conditions/healthyschools/foodallergies/index.htm.

³⁰ Optional. 105 ILCS 5/27-215(b), added by P.A. 104-391. But see Item #14 in the list.

³¹ Optional. Id.

³² Optional. Id.

³³ Optional. Id. But see Item 2, above.

³⁴ Optional. Formerly required by repealed 105 ILCS 5-27-23. Delete this sentence if the district no longer provides this education.

Notice to Parent/Guardian: Requirements: Written Objection(s) and/or Opt-outs ³⁵

Refusal to take or participate in any course or program that allows parents/guardians to ~~object in writing and/or opt~~ their children out shall not be reason for disciplinary action or academic penalty to the student. The District will provide exhibit 6:60-AP1, E1, ~~Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Statutory Opt-outs~~ to parents/guardians wishing to ~~provide written objection or opt~~ out of content in CHEP.

LEGAL REF.: 105 ILCS 5/27-205 through 5/27-230, Critical Health Problems and Comprehensive Health Education Act ~~110/, Comprehensive Critical Health Problems and Comprehensive Health Education Act.~~

ADMIN PROC.: 6:60-AP2 (Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))), 6:60-AP3 (Developmentally Appropriate Consent Education)

The footnotes should be removed before the material is used.

³⁵ Required by 105 ILCS 5/10-23.13, amended by P.A. 102-640; 5/27-215(d), added by P.A. 104-391; 5/27-10159.1a(d), renumbered by P.A. 104-391 added by P.A. 102-522, 5-27-13.2, 5-27-23.5, and 110-3.

6:60-AP1