

Exhibit - Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs

Date _____

Class and Time _____

Teacher _____

Notice of Sexual Abuse and Assault Awareness and Prevention Education

In grades pre-kindergarten through 12, State law requires the District to provide age-appropriate sexual abuse and assault awareness and prevention education (105 ILCS 110/3). No student in grades K through 8 shall be required to take or participate in any instruction for recognizing and avoiding sexual abuse if the student's parent/guardian submits written objection and refusal to participate in the instruction (105 ILCS 5/27-13.2).

This is your minimum five-day notice that this instruction will begin for your child.

Request to Examine 105 ILCS 110/3 (Family Life and/or Abstinence and Contraception) and/or 105 ILCS 5/27-9.1a (National Sex Ed Standards (NSES)) Materials

A sample of the District's instructional materials and course outline for family life and/or abstinence and contraception instructional materials are available from the classroom teacher for your inspection. If you are requesting to examine this material, please check the box below and return it to your child's classroom teacher within calendar five days.

The scope and sequence of instructional materials for NSES is posted on the District's Internet website, along with the name and contact information, including an email address, of staff members who can respond to your inquiries. You may request to see NSES instructional materials in person by checking the box below.

- I request to examine the instructional materials and course outline for Family Life classes.
- I request to examine, in person, the instructional materials to be used for NSES.

Written Objection(s) and/or Opt-outs

No student is required to take or participate in the following classes or courses, and no penalty exists for refusing to take or participate in such a course or program. However, students whose parents choose not to have them take or participate in one or more of the following classes will be provided an alternative assignment.

If you do not want your child to participate in these classes or courses, please complete the following request and return it to your child's classroom teacher within five school days.

I request that the District opt-out my child for and/or object in writing to class attendance about:

(Check the main box and any or all sub-category boxes that apply to your objection or opt-out)

- 105 ILCS 5/27-13.2 allows me to object to my child, who is in grades K through 8, from learning age-appropriate instruction for recognizing and avoiding sexual abuse; I understand once my child enters grades 9 through 12, I may no longer object
- 105 ILCS 5/10-23.13, amended by P.A. 102-610 (*Erin's Law*), and see policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*
- 105 ILCS 5/27-9.1a(b)(6), (8), (9), and (12), added by P.A. 102-522 (NSES includes sexual abuse education under the term sexual violence)
- 105 ILCS 110/3 (age-appropriate sexual abuse and assault awareness and prevention)
- Family life (psychological, physiological, hygienic and social responsibilities, including sexual abstinence until marriage) (105 ILCS 110/3)
- Evidence-based and medically accurate information regarding sexual abstinence (105 ILCS 110/3)
- AIDS, including in grades 6 through 12, its prevention, transmission and spread (105 ILCS 110/3)
- NSES (See 6:60-AP2, *Comprehensive Sexual Health Education Program (National Sex Education Standards (NSES))* (105 ILCS 5/27-9.1a(d), added by P.A. 102-522)
- Donations and transplants of organs/tissue and blood organ/tissue transplantation (105 ILCS 5/27-23.5)
- 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 (105 ILCS 110/3)
- How to use an AED (105 ILCS 110/3)

Student (*please print*)

Parent/Guardian (*please print*)

Parent/Guardian Signature

Date

Curriculum Content

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

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention including the dangers of opioid abuse. 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. 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. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. 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.
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics, (e) social studies including U.S. history, American government, and one semester of civics, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) 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. 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, (b) classroom instruction on distracted driving as a major traffic safety issue, (c) instruction on required safety and driving precautions that must be observed at emergency situations, highway construction and maintenance zones, and railroad crossings and their approaches, 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. 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. 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.

3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
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. 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.

5. In grades kindergarten through 12, 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 with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
6. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum.
7. 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. Instruction in all grades will include examples of behaviors that violate Board policy 7.180, *Prevention of and Response to Bullying, Intimidation, and Harrassment*.
8. 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, (d) the Pledge of Allegiance, and (e) the voting process.
9. 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, but at a minimum of three days per five-day week. For substitutions and exemptions, see Board policies 6.310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7.260, *Exemption from Physical Education*.
10. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades. The Superintendent or designee shall implement a comprehensive health education program in accordance with State law.
11. 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.
12. 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.

13. Beginning in the fall of 2022, 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.
14. Beginning in the fall of 2022, in grades 9 through 12, 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.
15. Beginning in the fall of 2023, 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.
16. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
17. In all schools, 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, the 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, and (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.

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.

18. 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.
19. 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, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
20. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.
21. 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 resistance, as well as the struggles and contribution of African-Americans.
22. In all schools offering a secondary agricultural education program, courses as required by 105 ILCS 5/2-3.80.
23. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
24. Beginning in the fall of 2022, 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 of Asian American communities to the economic, cultural, social, and political development of the United States.
25. 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.

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.

Adopted: April 14, 1980
Reviewed: December 2021
Amended: February 9, 2022

20 ILCS 2605/2605-480.
105 ILCS 5/2-3.80(e) and (f), 5/10-20.73 (final citation pending), 5/10-23.13,
5/27-3, 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, 5/27-20.08, 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, 5/27-24.1, 5/27-24.2.
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: 6.20, 6.40, 6.70, 6.235, 7.180, 7.185, 7.190, 7.260

Comprehensive Health Education Program

105 ILCS 110/3 requires the District to implement a Comprehensive Health Education Program. Comprehensive Health Education Program 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.

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

1. Human ecology and health;
2. Human growth and development;
3. In all grades, age-appropriate sexual abuse and assault awareness and prevention education. Pursuant to 105 ILCS 5/27-13.2, no student in grades pre-K through 8 shall be required to take or participate in any instruction for *recognizing and avoiding* sexual abuse if the student's parent/guardian submits written objection thereto. Refusal to participate in the instruction shall not be reason for failing, suspending, or expelling the student. Through grade 12, an age-appropriate and evidence-informed curriculum pursuant to *Erin's Law* will provide instruction pursuant to policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*. 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.
4. In all grades, a minimum of 16 hours of safety education in the courses of study regularly taught with instruction about:
 - 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;
 - 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.
5. In all grades, tobacco and e-cigarettes and other vapor devices;
6. 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.

7. In grades K through 8, instruction, study, and discussion of effective methods for the prevention and avoidance of drugs and the dangers 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.
8. In grades K through 8, annual instruction on the danger of and how to avoid abduction as part of the District's regular curriculum.
9. In grades 5 through 12, 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:
 - a. The physical and legal effects and ramifications of drug and substance abuse (including use during pregnancy);
 - b. Ill. State Board of Education (ISBE) 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 parent(s)/guardian(s) are chemically dependent.
10. In grades 6-12, parenting education that includes instruction in the following:
 - 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.
11. Family life, specifically its emotional, psychological, physiological, hygienic and social responsibilities, including sexual abstinence until marriage and evidence-based and medically accurate information regarding sexual abstinence; and in grades 6 through 12, instruction on the prevention, transmission, and spread of AIDS. No student shall be required to take or participate in any class or course on family life or AIDS prevention instruction if the student's parent/guardian submits written objection to taking or participating in the family life course or AIDS prevention instruction. 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 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-outs.*

12. Comprehensive sexual health education (NSES) in grades 8 and 9. 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 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-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. Active parental consent for their child to participate in NSES is not required; however, because NSES mandates instruction about sexual violence (defined to include sexual abuse) 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 Education** subhead of 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-outs*. See also 6:60-AP2, *Comprehensive Sexual Health Education Program (Grades 8 & 9) (National Sex Education Standards (NSES))*.
13. Course materials and instruction to advise students about the Abandoned Newborn Infant Protection Act, 325 ILCS 2/;
14. The prevention and control of disease;
15. In grades 7 through 12, teen dating violence awareness;
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.
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.
18. Public and environmental health;
19. Consumer health;
20. Safety education and disaster survival;
21. Mental health and illness 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.
22. Personal health habits;
23. Nutrition;
24. Dental health;

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25. 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;
 26. Basic first aid including, but not limited to:
 - a. 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, 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.
 27. Heart disease;
 28. Diabetes;
 29. Stroke;
 30. The prevention of child abuse and neglect;
 31. Suicide prevention pursuant to policy 7:290, *Suicide and Depression Awareness and Prevention*;
 32. All students shall receive age-appropriate instruction on motor vehicle safety and litter control.

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

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 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-outs* to parents/guardians wishing to provide written objection or opt out of content in the Comprehensive Health Education Program.

LEGAL REF.: 105 ILCS 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)

**Comprehensive Sexual Health Education Program (Grades 8 & 9)
(National Sex Education Standards (NSES))**

The District offers an NSES Program in grades 8 & 9 based upon 105 ILCS 5/27-9.1a, added by P.A. 102-522. More information about NSES is available at:

www.advocatesforyouth.org/resources/health-information/future-of-sex-education-national-sexuality-education-standards/, and www.advocatesforyouth.org/wp-content/uploads/2021/08/NSES-2020-web-updated.pdf.

Comprehensive sexual health education means for students in grades 6 through 12, "age and developmentally appropriate education that aligns with the National Sex Education Standards, including information on consent and healthy relationships, anatomy and physiology, puberty and adolescent sexual development, gender identity and expression, sexual orientation and identity, sexual health, and interpersonal violence."

Active parent/guardian consent for students to participate in this NSES Program is not required, but a student's parent/guardian may opt the student out of it by submitting a request in writing pursuant to 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-outs*. In grades K through 8, 105 ILCS 5/27-13.2 requires parental notification of sexual abuse prevention instruction and allows a parent to submit a written objection to age-appropriate instruction for recognizing and avoiding sexual abuse, which NSES requires. Students whose parents choose to not have them participate in the NSES Program or, for students in grades K through 8, whose parents submit a written objection to sexual abuse prevention instruction, will be provided an alternative assignment.

Anyone may review the scope and sequence of instructional materials for the NSES Program classes or courses, either electronically or in person. The NSES Program curriculum, and the name and contact information, including an email address, of District staff members who can respond to inquiries about the NSES Program are annually posted on the District's Internet website.

This administrative procedure contains four sections as follows:

1. Glossary of Terms
2. NSES Program Curriculum
3. III. State Board of Education (ISBE) Resource Materials; NSES Program Learning Standards
4. Reporting NSES Program Instruction to ISBE

Glossary of Terms

The current Definitions of 105 ILCS 5/27-9.1a(a) are incorporated here by reference.

Adapt - To modify an evidence-based or evidence-informed NSES Program model for use with a particular demographic, ethnic, linguistic, or cultural group.

Age and developmentally appropriate - Suitable to particular ages or age groups of children and adolescents, based on the developing cognitive, emotional, and behavioral capacity typical for the age or age group.

Adopted: May 25, 2022
Reviewed: April 2022
Amended:

Characteristics of effective NSES Programs - Includes development, content, and implementation of such NSES Programs that (i) have been shown to be effective in terms of increasing knowledge, clarifying values and attitudes, increasing skills, and impacting behavior, (ii) are widely recognized by leading medical and public health agencies to be effective in changing sexual behaviors that lead to sexually transmitted infections, including HIV, unintended pregnancy, interpersonal violence, and sexual violence among young people, and (iii) are taught by professionals who provide a safe learning space, free from shame, stigma, and ideology and are trained in trauma-informed teaching methodologies.

Complete - Information that aligns with the National Sex Education Standards, including information on consent and healthy relationships, anatomy and physiology, puberty and adolescent sexual development, gender identity and expression, sexual orientation and identity, sexual health, and interpersonal violence.

Comprehensive personal health and safety education - See introduction, above.

Comprehensive sexual health education - See introduction, above.

Consent - An affirmative, knowing, conscious, ongoing, and voluntary agreement to engage in interpersonal, physical, or sexual activity, which can be revoked at any point, including during the course of interpersonal, physical, or sexual activity.

Culturally appropriate - Affirming culturally diverse individuals, families, and communities in an inclusive, respectful, and effective manner, including materials and instruction that are inclusive of race, ethnicity, language, cultural background, immigration status, religion, disability, gender, gender identity, gender expression, sexual orientation, and sexual behavior.

Evidence-based NSES Program - A Program for which systematic, empirical research or evaluation has provided evidence of effectiveness.

Evidence-informed NSES Program - A Program that uses the best available research and practice knowledge to guide NSES Program design and implementation.

Gender stereotype - A generalized view or preconception about what attributes, characteristics, or roles are or ought to be taught, possessed by, or performed by people based on their gender identity.

Healthy relationships - Relationships between individuals that consist of mutual respect, trust, honesty, support, fairness, equity, separate identities, physical and emotional safety, and good communication.

Identity - People's understanding of how they identify their sexual orientation, gender, gender identity, or gender expression without stereotypes, shame, or stigma.

Inclusive - Inclusion of marginalized communities that include, but are not limited to, people of color, immigrants, people of diverse sexual orientations, gender identities, and gender expressions, people who are intersex, people with disabilities, people who have experienced interpersonal or sexual violence, and others.

Interpersonal violence - Violent behavior used to establish power and control over another person.

Medically accurate - Verified or supported by the weight of research conducted in compliance with accepted scientific methods and published in peer-reviewed journals, if applicable, or comprising information recognized as accurate and objective.

Pre-exposure Prophylaxis (PrEP) - Medications approved by the federal Food and Drug Administration (FDA) and recommended by the United States Public Health Service or the federal Centers for Disease Control and Prevention for HIV pre-exposure prophylaxis and related pre-exposure prophylaxis services, including, but not limited to, HIV and sexually transmitted infection screening, treatment for sexually transmitted infections, medical monitoring, laboratory services, and sexual health counseling, to reduce the likelihood of HIV infection for individuals who are not living with HIV but are vulnerable to HIV exposure.

Post-exposure Prophylaxis (PeP) - Medications that are recommended by the federal Centers for Disease Control and Prevention and other public health authorities to help prevent HIV infection after potential occupational or non-occupational HIV exposure.

Sexual violence - Discrimination, bullying, harassment, including sexual harassment, sexual abuse, sexual assault, intimate partner violence, incest, rape, and human trafficking.

Trauma informed - To address vital information about sexuality and well-being that takes into consideration how adverse life experiences may potentially influence a person's well-being and decision making.

NSES Program Curriculum

The District may use guest lecturers or resource persons, including outside consultants, community groups, or organizations, to provide instruction or presentations in accordance with 105 ILCS 5/10-22.34b, and their materials may not conflict with the provisions of State law. The District may adapt the age and developmentally appropriate, medically accurate, complete, culturally appropriate, inclusive, and trauma-informed curriculums to meet the specific needs of the community. All course materials and instruction for teaching the NSES Program must be:

1. Age and developmentally appropriate, medically accurate, complete, culturally appropriate, inclusive, and trauma informed.
2. A replica of an evidence-based or evidence-informed NSES program or substantially incorporate elements of evidence-based NSES programs or evidence-informed NSES programs or characteristics of effective NSES programs.
3. Inclusive and sensitive to the needs of students based on their status as pregnant or parenting, living with STIs, including HIV, sexually active, asexual, or intersex or based on their gender, gender identity, gender expression, sexual orientation, sexual behavior, or disability.
4. Accessible to students with disabilities, which may include the use of a modified curriculum, materials, instruction in alternative formats, assistive technology, and auxiliary aids.
5. Helpful to students for developing self-advocacy skills for effective communication with parents or guardians, health and social service professionals, other trusted adults, and peers about sexual health and relationships.

6. Helpful to students by providing them with information to develop skills for developing healthy relationships and preventing and dealing with interpersonal violence and sexual violence.
7. Helpful to students by providing them with information to safely use the Internet, including social media, dating or relationship websites or applications, and texting.
8. Informative about local resources where students can obtain additional information and confidential services related to parenting, bullying, interpersonal violence, sexual violence, suicide prevention, sexual and reproductive health, mental health, substance abuse, sexual orientation, gender identity, gender expression, and other related issues.
9. Informative about State laws related to minor confidentiality and minor consent, including exceptions, consent education, mandated reporting of child abuse and neglect, the safe relinquishment of a newborn child, minors' access to confidential health care and related services, school policies addressing the prevention of and response to interpersonal and sexual violence, school breastfeeding accommodations, and school policies addressing the prevention of and response to sexual harassment.
10. Neutral and not reflect or promote bias against any person on the basis of the person's race, ethnicity, language, cultural background, citizenship, religion, HIV status, family structure, disability, gender, gender identity, gender expression, sexual orientation, or sexual behavior.
11. Prohibitive of employing gender stereotypes.
12. Inclusive of and may not be insensitive or unresponsive to the needs of survivors of interpersonal violence and sexual violence.
13. Neutral and not proselytize any religious doctrine.
14. Informative and not deliberately withhold health-promoting or life-saving information about culturally appropriate health care and services, including reproductive health services, hormone therapy, and FDA-approved treatments and options, including, but not limited to, Pre-exposure Prophylaxis (PrEP) and Post-exposure Prophylaxis (PeP).
15. Consistent with the ethical imperatives of medicine and public health.

III. State Board of Education (ISBE) Resource Materials; NSES Program Learning Standards

Rigorous learning standards for (a) comprehensive personal health and safety education for students in grades kindergarten through 5, and (b) comprehensive sexual health education for students in grades 6 through 12, including, but not limited to, all of the National Sex Education Standards, including information on consent and healthy relationships, anatomy and physiology, puberty and adolescent sexual development, gender identity and expression, sexual orientation and identity, sexual health, and interpersonal violence, as authored by the Future of Sex Education Initiative. As the National Sex Education Standards are updated, ISBE shall update these learning standards. ISBE, in consultation with youth, parents, sexual health and violence prevention experts, health care providers, advocates, and education practitioners, including, but not limited to, administrators, regional superintendents of schools, teachers, and school support personnel, shall develop and adopt rigorous learning standards in the area of comprehensive personal health and safety education for students grades K through 5 and comprehensive sexual health education for pupils in grades 6 through 12, including, but not limited to, all of the NSES, including information

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on consent and healthy relationships, anatomy and physiology, puberty and adolescent sexual development, gender identity and expression, sexual orientation and identity, sexual health, and interpersonal violence, as authored by the Future of Sex Education Initiative. As the NSES are updated, ISBE must update its learning standards.

Reporting NSES Program Instruction to ISBE

When reporting mechanisms exist, the District will report to ISBE:

1. Whether the District provides this NSES Program;
2. Who provided the instruction: a teacher in the school(s), a consultant, or a community group or organization, along with the name of the outside consultant, community group, or organization;
3. The number of students receiving instruction;
4. The number of students excused from instruction; and
5. The duration of instruction.

ISBE reports the results of this inquiry to the General Assembly annually, for a period of five years beginning on 8-20-22.

Developmentally Appropriate Consent Education

The District offers age and developmentally appropriate consent education in grades K through 12 pursuant to 105 ILCS 5/27-9.1b, added by P.A. 102-522. This administrative procedure contains two sections as follows:

1. Glossary of Terms
2. Developmentally Appropriate Consent Education Curriculum

Glossary of Terms

The current Definitions of 105 ILCS 5/27-9.1a(a) are incorporated here by reference.

Age and developmentally appropriate - Suitable to particular ages or age groups of children and adolescents, based on the developing cognitive, emotional, and behavioral capacity typical for the age or age group.

Consent - An affirmative, knowing, conscious, ongoing, and voluntary agreement to engage in interpersonal, physical, or sexual activity, which can be revoked at any point, including during the course of interpersonal, physical, or sexual activity.

Developmentally Appropriate Consent Education Curriculum

In grades K through 5, instruction and materials shall include age and developmentally appropriate instruction on consent and how to give and receive consent, including a discussion that includes, but is not limited to, all of the following:

1. Setting appropriate physical boundaries with others.
2. Respecting the physical boundaries of others.
3. The right to refuse to engage in behaviors or activities that are uncomfortable or unsafe.
4. Dealing with unwanted physical contact.
5. Helping a peer deal with unwanted physical contact.

In grades 6 through 12, instruction and materials shall include age and developmentally appropriate instruction on consent and how to give and receive consent, including a discussion that includes, but is not limited to, all of the following:

1. That consent is a freely given agreement to sexual activity.
2. That consent to one particular sexual activity does not constitute consent to other types of sexual activities.
3. That a person's lack of verbal or physical resistance or submission resulting from the use or threat of force does not constitute consent.
4. That a person's manner of dress does not constitute consent.

5. That a person's consent to past sexual activity does not constitute consent to future sexual activity.
6. That a person's consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another person.
7. That a person can withdraw consent at any time.
8. That a person cannot consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to certain circumstances that include, but are not limited to when the person is:
 - a. Incapacitated due to the use or influence of alcohol or drugs;
 - b. Asleep or unconscious;
 - c. A minor; or
 - d. Incapacitated due to a mental disability.
9. The legal age of consent in this State.