

Non-regulatory guidance and implementation checklist for Public Act 102-0522

Comprehensive Personal Health and Safety and Sexual Health Education

This brief guide is meant to help districts that choose to provide instruction in comprehensive personal health and safety or comprehensive sexual health education in any grades. Please contact sexualhealtheducation@isbe.net with any questions that remain after reviewing the standards themselves and the content of this guide.

PA 102-0522 Frequently Asked Questions

- ✓ [Public Act 102-0522](#), the Comprehensive Personal Health and Safety and Sexual Health Education Act, requires ISBE to adopt the [National Sex Education Standards](#) as the Illinois Learning Standards for sexual health education. The new learning standards went into effect on July 13, 2022.
- ✓ Districts have the **option** to provide sexual health education instruction.
- ✓ **Parents/guardians may opt their children out of such instruction**, should a district choose to provide it by submitting a request in writing.
- ✓ School districts that choose to provide instruction in sexual health education must develop or select a curriculum that is aligned with the new standards.
- ✓ ISBE developed a [new webpage](#) in July 2022 which includes many details about this public act, including a resource list, a recorded webinar, and information for parents/guardians.
- ✓ ISBE updated and revised a list of FAQs in August of 2022 that is linked on the [new sexual health webpage](#).

PA 102-0522 Implementation Checklist

Before instruction begins:

- ✓ Review and become familiar with the [National Sex Education Standards](#), which are the new Illinois Learning Standards for comprehensive personal health and safety and sexual health education effective July 13, 2022.
- ✓ Select or develop curriculum or instructional materials aligned with the above linked standards. Schools may choose and adapt the age and developmentally appropriate, medically accurate, complete, culturally appropriate, inclusive, and trauma-informed curriculum that meet the needs of their community.
 - With the input of stakeholders, ISBE has compiled [a list of local organizations and publicly available resources](#) for your reference.
 - The [CDC's Health Education Curriculum Analysis Tool](#) may help in development, selection, and revision of curricula.
 - Review information about and download a copy of [ISBE's Curriculum Evaluation Tool](#).
- ✓ Per the law, a school may utilize guest lecturers or resource persons to provide instruction or presentations aligned to the Illinois Learning Standards for sexual health in accordance with Section 10-22.34b of 105 ILCS 5/2-3.62.
- ✓ Ensure that the scope and sequence of planned instruction materials your district will use are publicly available in the languages commonly spoken in homes in your community.
- ✓ Once a year, you must post the name of the curricula you are using and the name and contact information, including an email address, of school personnel who can respond to inquiries about instruction and materials.
- ✓ Send a notice home to parents/guardians ideally two weeks before the instruction begins. This should include information about the anticipated schedule of the instruction, available [parent resources](#), how parents/guardians can ask questions about the instruction, and how to opt students out of the instruction. Notifications should be translated into languages commonly spoken in homes in your community.
- ✓ Provide staff who will be delivering instruction time to prepare. Ensure that they have completed relevant professional development, such as the [Illinois Department of Children and Family Services Mandated Reporter training](#), in the event of a disclosure of sexual abuse during or after instruction.



- ✓ It is recommended that **all school personnel involved directly with students** have the opportunity to learn about PA 102-0522, the curriculum their school is using, the plan for delivery, the policies and procedures for reporting abuse suspicions or disclosures of abuse/violence that may arise throughout instruction, and community resources to support students and families. This may be communicated during back-to school orientation or through an all-staff email.
- ✓ Provide students who will be receiving instruction advanced notification of when the instruction will be taking place and what content will be covered. Notification should be delivered in an age-appropriate and trauma-informed manner more than one time before the instruction is scheduled to take place. This notification helps students prepare, provides time for them to ask questions, and allows for space for them to reach out to supportive adults in their lives, if needed.

During instruction:

- ✓ Instruction related to PA 102-0522 is best delivered during in-person synchronous instruction, especially in the younger grades.
- ✓ Any community expert who is invited into the classroom to deliver content should either come in-person (following all applicable health and safety guidelines) or should provide instruction remotely while the teacher is physically in-person in the classroom with students. This enables the teacher to closely monitor and respond to any student needs.
- ✓ Connect with students: The education provided during this instruction may bring up a variety of topics, so it is important for the school to be prepared to respond and connect. Students may relate the information about comprehensive personal health and safety education and comprehensive sexual health education to other aspects of their emotional, physical, and mental well-being.
- ✓ Educate parents/caregivers/families: Schools should use a variety of communication tools, including school websites, family newsletters, and school social media accounts, to share information with families about free educational resources that will enable them to directly support additional student learning on this subject. Remember to share available [parent resources](#) compiled on the ISBE website.
- ✓ Provide trauma-informed instruction. Reach out to your district's local [Social-Emotional Learning Hub](#) if training on trauma-informed classroom instruction is needed.
- ✓ Be prepared to properly handle student disclosures of sexual abuse or interpersonal violence during instruction:
 - If there are any signs that the student is emotionally unstable during instruction, a school staff member (ideally a social worker/counselor) should provide that student with the opportunity to leave the room, making efforts to minimize disruption or special attention being placed on the student. The staff member should then assess safety with the student and report any child abuse disclosure to the child abuse hotline that day (1-800-25-ABUSE).
 - The student can remain in the room during instruction if a disclosure is made in a matter-of-fact way without signs of emotional distress. A school staff member (ideally a social worker/counselor) should take steps to immediately check in with the student when the instruction ends and should report any child abuse disclosure to the child abuse hotline that day (1-800-25-ABUSE).
- ✓ The resources developed by the Comprehensive Personal Health and Safety and Sexual Health Education work group have several resources specific to students with disabilities. Please ensure that these students are provided equitable access to instruction and reach out to a community expert for guidance, if needed.

After instruction has concluded for the year:

- ✓ Submit required data to ISBE by completing the annual survey sent to the superintendent.
- ✓ Take time to debrief with staff involved in personal health and safety and comprehensive sexual health education planning and instruction to elicit feedback to be used in future years.
- ✓ Contact ISBE with any questions at sexualhealtheducation@isbe.net.