

**26.27 NBHS Handbook Policy Revisions - Teacher Input**

Model Student Handbook Required Policy Updates - These are aligned to PRESS Policy and are required to be added/revised unless stated that they are suggested/optional. There were not any released in January. There will be updates to add for July 2026

Chapters 3, 7, 8, 10, 11, and 12 are all aligned to PRESS Policy and will not be revised unless there was a Model Student Handbook update needed.

**NBHS Student Handbook - Draft**

Page/Policy #	Policy Change Recommendation
10	Update Event Calendar
Chapter 1 - Introductory Information and General Notices	
1.20	<a href="#">Staff Directory</a> - update with 26.27 information - Done Update <a href="#">NB School Social Media Information</a> - Done
Chapter 2 - Attendance/Promotion/Grading/Graduation	
2.00 Arrival Procedures - Student Arrival	
2.00 Closed Campus	
2.10 Attendance	
2:20 Student Absences	
2.40 Make-Up Work	
2.50 Truancy	
2.60 Grading and Promotion -Report Card	
2.60 Grading and Promotion - Schedule Changes	
2.60 Grading and Promotion - Add HS Retake/Grade Calculation Policy	
2.70 Homework Missing Assignments/Homework Policy Updates	

2.75 Grading Policy for Assessing Late Work	
2.90 Credit for Alternative Courses and Programs and Course Substitutions	
2.100 Home and Hospital Instruction	
2.110 Early Graduation Policy	
2.120 Requirements for Graduation	MSH Update 11.2025 - <a href="#">High School Graduation Requirements</a>
2.121 assistance with FAFSA Application - New Policy	MSH Update 11.2025 <a href="#">Assistance with FAFSA Application</a>
2.130 Complaints about curriculum...	<a href="#">Complaints About Curriculum, Instructional Materials, and Program; Ability to Opt-Out of Certain Course Content and Programs</a>
<b>Chapter 3 - Student Fees and Meal Costs</b>	
3.10 Fines, Fees, and Charges	Update Fee Schedule pending board approval - Done Updated Breakfast and Lunch prices (.25 increase)
<b>Chapter 4 - Transportation</b>	
4.10 Bus Transportation	MSH 4.15-E <a href="#">Exhibit - School Bus Safety Rules</a> - Part added: Ill. State Board of Education – School Bus Safety Guidance <a href="http://www.isbe.net/Documents/Bus-Safety-Guidance-June-2025.pdf">www.isbe.net/Documents/Bus-Safety-Guidance-June-2025.pdf</a>
4.20 Driving/Parking Regs	
<b>Chapter 5 - Health and Safety/SEL Support</b>	
Wellness	
5.10 Immunization, Health, Eye and Dental Examinations	
5.20 Student Medication	
5.30 Student Counseling Services: Guidance & Social Work	
5.50 Communicable Diseases	

5.60 Head Lice	
Chapter 6 - Discipline and Student Conduct	
6.10 General Building Conduct/Expectations	
6.20 School Dress Code	
6.30 Student Conduct When and Where Conduct Rules Apply	
Disciplinary Measures	
Corrective Measures	
Weapons Prohibition Gang & Gang Activity Prohibited	
6.40 Prevention of and Response to Bullying, Intimidation, and Harassment	MSH 6.40 <a href="#">Prevention of and Response to Bullying, Intimidation, and Harassment</a> Updated NBHS Incident Reporting Form Link - Done
6.45 Harassment and Teen Dating Violence Prohibited	MSH 6.45 <a href="#">Harassment &amp; Teen Dating Violence Prohibited</a>
6.50 Cafeteria Conduct/Expectations	
6.60 Field Trips – Conduct/Eligibility  Senior Trip Conduct/Eligibility	I would like to create a field trip checklist - not to put in the handbook- but for procedures to get approval/transportation/notifications to staff and cafeteria, etc. I'd like to propose that we get out of the business of offering senior trips. This was of a past era when maybe families didn't travel as much. Let students join school organizations if they would like to go on a trip with one another. It shouldn't have to be a day of teachers policing students for their misbehaviors. Leave this to parents if they choose to take their children somewhere after the school year is over.
6.70 Access to Student Social Networking Passwords & Websites	

6.80 Student Use of Electronic Devices - New language that aligns with JH.	Failure to surrender a cell phone or electronic device upon staff request may be considered insubordination. Students who refuse to comply, argue with staff, or repeatedly violate electronic device expectations may immediately lose the privilege of possessing a cell phone at school and may be subject to additional disciplinary action. Progressive disciplinary steps may be skipped at administrative discretion.
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**Chapter 7 - Internet, Technology, and Publications**  
All Changes are from PRESS

7.27 Access to Non-School Sponsored Publications	MSH 7.27 <a href="#">Access to Non-School Sponsored Publications</a>
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<ul style="list-style-type: none"> <li>7.50 Use of AI</li> </ul>	
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**Chapter 8 - Search and Seizure**  
All Changes are from PRESS

**Chapter 9 - Awards/Recognition, Clubs and Organizations/Extra-Curricular and Athletics**

9.00 Award/Recognition Opportunities	Updated Golden Honors Awards list
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9.10 Student Athletes and Participants in Extra Curricular Activities	Possible addition of Athletic Advisory each term in the Dr. Ed Room that way dismissal announcements are not needed and students that are not eligible will be tracked by the Advisory Supervisor/AD. Will be added to align with the Athletics Code of Conduct Attendance Policy: Students must be in attendance at school on Friday for the entire day in order to participate in events on Saturday and Sunday unless otherwise approved by the building principal.
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9.20 School Dances and Court Rules	
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9.30 Student Athlete Concussions and Head Injuries	
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**Chapter 10 - Education of Children with Disabilities**  
All Changes are from PRESS

**Chapter 11- Student Records and Privacy**  
All Changes are from PRESS

MSH 11.20 <a href="#">Student Records</a>
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**Chapter 12 - Parental Right Notification**  
All Changes are from PRESS

MSH 12.40-E1

[Exhibit - Requests to Examine Materials and Statutory Opt-outs](#)

## November 2025 Model Student Handbook Update

Please note that this list *supplements and is in addition to* the May 2025 Model Student Handbook update.

<b>Handbook Procedure Number &amp; Title</b>	<b>Description</b>	<b>Status</b>
MSH 2.120 High School Graduation Requirements	Revised to comply with changes to Illinois law.	Revised
MSH 2.121 Assistance with FAFSA Application	Created to comply with new Illinois law.	New
MSH 2.130 Complaints About Curriculum, Instructional Materials, and Programs; Ability to Opt-Out of Certain Course Content and Programs	Revised to comply with federal caselaw and changes to PRESS.	Revised
MSH 4.15-E Exhibit - School Bus Safety Rules	Revised to comply with changes to PRESS.	Revised
MSH 6.40 Prevention of and Response to Bullying, Intimidation, and Harassment	Revised to comply with changes to Illinois law for the 2026-27 school year. We have included this update now to comply with changes to PRESS.	Revised

MSH 6.45 Harassment & Teen Dating Violence Prohibited	Revised due to changes with Title IX regulations.	Revised
MSH 7.27 Access to Non- School Sponsored Publications	Revised to comply with changes to PRESS.	Revised
MSH 11.20 Student Records	Revised to comply with changes to Illinois law.	Revised
MSH 12.40-E1 Exhibit - Requests to Examine Materials and Statutory Opt- outs	Rewritten by PRESS.	Rewritten

## High School Graduation Requirements<sup>1</sup>

To graduate from high school, unless otherwise exempted, each student is responsible for:

1. Completing all State mandated graduation requirements listed below.
2. Completing all District graduation requirements that are in addition to State graduation requirements.<sup>2</sup>
3. Passing an examination on patriotism, ~~and~~ principles of representative government, ~~and~~ proper use ~~and display~~ of the American flag, ~~methods of voting, and the Pledge of Allegiance.~~
4. Participating in the State assessment required for graduation.

### State Mandated Graduation Requirements

- (a) Four years of language arts.
- (b) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
- (c) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content and one of which may be an Advanced Placement computer science course.
- (d) For students entering high school through the 2023-24 school year, two ~~Two~~ years of science. For students entering high school beginning with the 2024-25 school year, two years of laboratory science.
- (e) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government. Within the two years of social studies requirement, one semester of civics is required.
- (f) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, (D) career and technical ~~vocational~~ education, or (E) forensic speech (speech and debate). A forensic speech course used to satisfy the course requirement for language arts may not be used to satisfy the course requirement under this subdivision (f).
- (g) One semester of health education.
- (h) Physical education classes.<sup>3</sup>
- (i) A course covering American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag.

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<sup>1</sup> Schools on a balanced calendar or block schedule will need to make the appropriate adjustments to these requirements.

<sup>2</sup> School districts that impose graduation requirements in addition to those required by the State should include such requirements below the section entitled "State Mandated Graduation Requirements."

<sup>3</sup> Insert your school district's physical education requirement here.

- (j) Nine weeks of consumer education.
- (k) For students entering high school in the 2022-23 school year, one year of a course that includes intensive instruction in computer literacy, which may be English, social studies, or any other subject and which may be counted toward the fulfillment of other graduation requirements.

The above requirements do not apply students with disabilities whose course of study is determined by an Individualized Education Program or students who are exempted from participation in certain courses in accordance with State law.

#### Free Application for Federal Student Aid (FAFSA) Graduation Requirement

As a prerequisite to receiving a high school diploma, the parent or guardian of each student or, if a student is at least 18 years of age or legally emancipated, the student must comply with either of the following:

- (1) File a FAFSA with the United States Department of Education or, if applicable, an application for State financial aid.
- (2) File a waiver indicating that the parent or guardian or, if applicable, the student understands what the FAFSA and application for State financial aid are and has chosen not to file an application.

Upon request, the school will provide a student and his or her parent or guardian any support or assistance necessary to comply with this requirement.

A school district ~~must~~ *may* award a high school diploma to a student who is unable to meet this requirement due to extenuating circumstances, as determined by the school district, if (i) the student has met all other graduation requirements, and (ii) the principal attests that the school district has made a good faith effort to assist the student or, if applicable, his or her parent or guardian in filing an application or a waiver.

Cross Reference: PRESS 6:300, <i>Graduation Requirements</i>
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### Assistance with FAFSA Application<sup>1</sup>

The following individual(s) has/have been designated by the school to assist senior students with questions related to the Free Application for Federal Student Aid (known as FAFSA) or to refer senior students to other appropriate resources.

The school offers a variety of services aimed at helping senior students complete FAFSA paperwork, including the opportunity to receive help during the school day in completing the student's portion of the FAFSA application.

FAFSA Contact Person:<sup>2</sup>

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Cross Reference: PRESS 6:300-E2, <i>State Law Graduation Requirements</i>
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<sup>1</sup> Only applicable to schools serving high school senior students.

<sup>2</sup> The Illinois State Board of Education and Illinois Student Assistance Commission must be notified annually of the name and contact information of the school's FAFSA student contact. These agencies will develop a form and reporting mechanism for this information. Additionally, the FAFSA student contact is required to complete an initial orientation and is encouraged to participate in annual briefings.

**Complaints About Curriculum, Instructional Materials, and Programs;**  
**Ability to Opt-Out of Certain Course Content and Programs**

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or participating in certain course content or programs by completing a Curriculum Objection Form.<sup>+</sup>

Exempting a child from using instructional material or refusing to allow a child from taking or participating in course content or a program that allows parents or guardians to object in writing and/or opt their child out of participation shall not be reason for disciplinary action or academic penalty to the student.

Cross Reference:

PRESS 6:60-AP1, Administrative Procedure – Comprehensive Health Education Program

PRESS 6:260, Complaints About Curriculum, Instructional Materials, and Programs

PRESS 6:260-AP-E, Exhibit – Curriculum Objection Form

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~~<sup>+</sup>The Curriculum Objection Form is not included in the Model Student Handbook. For a copy of this form, please contact your District office.~~

## **Exhibit - School Bus Safety Rules<sup>1</sup>**

1. Be aware of moving traffic and pay attention to your surroundings.
2. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
3. Arrive on time at the bus stop and stay away from the street while waiting for the bus.
4. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
5. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
6. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, computers, smart phones, smart watches, and other electronic devices must be silenced on the bus unless a student uses headphones.
7. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
8. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers.
9. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
10. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take at least five giant steps (10 feet) away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
11. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic, even after the driver's signal.
12. Never run back to the bus, even if you dropped or forgot something.

Additional resources follow:

National Highway Traffic Safety Administration - **School Bus Safety**

[https://one.nhtsa.gov/people/injury/buses/getting\\_to\\_school/schoolbus2.html](https://one.nhtsa.gov/people/injury/buses/getting_to_school/schoolbus2.html)

U.S. Department of Transportation - **School Bus Safety Campaign Material**

[www.trafficsafetymarketing.gov/get-materials/school-bus-safety/evergreen-campaign-material](http://www.trafficsafetymarketing.gov/get-materials/school-bus-safety/evergreen-campaign-material)

National Safety Council - **Tips for a Safe Ride**

[www.nsc.org/home-safety/tools-resources/seasonal-safety/back-to-school/bus](http://www.nsc.org/home-safety/tools-resources/seasonal-safety/back-to-school/bus)

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<sup>1</sup> This exhibit may be placed in the handbook or otherwise provided to parents/guardians.

Ill. State Police - **School Bus Safety**

<https://isp.illinois.gov/StaticFiles/docs/TrafficResources/5-542.pdf>

Ill. State Board of Education - **School Bus Safety What Parents Should Know**

[www.isbe.net/Documents/bus\\_safety\\_parents.pdf](http://www.isbe.net/Documents/bus_safety_parents.pdf)

Ill. State Board of Education - **Instructions To School Bus Riders**

[www.isbe.net/Documents/bus\\_ride\\_instruct.pdf](http://www.isbe.net/Documents/bus_ride_instruct.pdf)

**Ill. State Board of Education – School Bus Safety Guidance**

**[www.isbe.net/Documents/Bus-Safety-Guidance-June-2025.pdf](http://www.isbe.net/Documents/Bus-Safety-Guidance-June-2025.pdf)**

Cross-references:

PRESS 4:110-AP3, *Administrative Procedure – School Bus Safety Rules*

# Public Act 103-0896

## School Bus Safety Guidance



### Introduction

Pursuant to [Public Act 103-0896](#), the Illinois State Board of Education (ISBE) has prepared this guidance for school bus safety procedures in consultation with stakeholders. ISBE would like to thank the following individuals for their involvement in the development of this guidance:

**Stephanie Jones (Partner, Kriha Boucek, LLC)**

**Dr. Erika Millhouse-Pettis (Superintendent, Sunnybrook School District 171)**

**Jill Reedy (Regional Superintendent of Schools, Macon/Piatt Regional Office of Education 39)**

*[This document is provided as a resource and ISBE does not specifically endorse or recommend any of the entities or programs identified.](#)*

Millions of children ride school buses each school day,<sup>1</sup> so maintaining an environment on the bus that allows drivers to focus their attention on driving is paramount. Students must understand that failure to follow the rules can jeopardize the safety of everyone on the bus, and drivers must model appropriate behavior and professional conduct.

It is incumbent on a school district to develop a comprehensive student management program to ensure that all persons involved with the process of transporting students are familiar with their responsibilities.<sup>2</sup> School bus safety is a shared responsibility. Parents, students, school administrators, school bus drivers and private contractors in districts where contract transportation is provided, law enforcement, and social service agencies must be engaged in ongoing efforts to motivate students to engage in good behavior while being transported on school buses.<sup>3</sup>

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<sup>1</sup> [School Bus Safety](#).

<sup>2</sup> [Administrator Manual For the Safe Transportation of Pupils Grade 12 and Below](#).

<sup>3</sup> *Id.* See separate lists of school district, driver, pupil, and parent/guardian responsibilities on pp. 33-36 of the document.

Some basic steps from the [Illinois Professional School Bus Driver Training Curriculum](#) can be taken to assist in maintaining a safe environment on a bus:

1. A district must adopt and communicate a clear and supportive policy regarding student transportation and discipline on the school bus.
  - a. The responsibilities of teachers, coaches, and other chaperones who may be riding the school bus must be clearly identified.
2. Bus drivers must immediately report any action that impairs their ability to ensure the safe operation of the school bus.
3. Parents/guardians should exhibit support for procedures designed to assure the safety and well-being of bus-riding students.
4. A school district must provide instruction to all students in safe bus riding practices at least once during each school year. Part of this instruction includes a mandatory bus evacuation drill (minimum of one per year) at each school building that houses school children ([105 ILCS 128/20\(b\)](#)). It is recommended that districts provide this instruction twice a year (in the fall and spring).<sup>4</sup>

## RESOURCES

[Administrator Manual For the Safe Transportation of Pupils Grade 12 and Below](#)

[Illinois Professional School Bus Driver Training Curriculum](#)

[School Bus Safety – What Parents Should Know](#)

[Instructions to School Bus Riders](#)

## Evidenced-Based School Bus Safety Practices Implementing Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports, more commonly known as PBIS, is a three-tiered approach to student behavior support that “assist[s] school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.”<sup>5</sup> The Center on PBIS describes it as “an evidence-based, tiered framework for supporting students’ behavioral, academic, social, emotional, and mental health.”<sup>6</sup>

PBIS is adapted from the premise that positive reinforcement is one of the most impactful ways to increase desired behaviors.<sup>7</sup> The PBIS approach works by focusing on desirable behaviors and promoting the core values of respect, responsibility, and safety. “It focuses on being proactive and positive, rather than negative and punitive.”<sup>8</sup> Expected student behaviors must be taught and reinforced, and those behaviors that ensure school bus safety are no exception. As one provider of holistic safety solutions for schools noted, “Extending your schoolwide expectations to the bus can reap big benefits for your entire school culture. Students arrive at school exhibiting positive behavior, which can create a positive start to their day. Positive behaviors can build throughout the day and continue on the ride home.”<sup>9</sup>

<sup>4</sup> [Illinois Professional School Bus Driver – Training Curriculum](#).

<sup>5</sup> [PBIS Frequently Asked Questions](#).

<sup>6</sup> [What is PBIS?](#)

<sup>7</sup> See [Managing Student Behavior on the School Bus \[-\] A Key to Bus Safety](#) (“Positive reinforcement is one of the most powerful ways of influencing behavior. Positive reinforcement is doing something immediately after a behavior that will increase the likelihood of that behavior being repeated.”).

<sup>8</sup> [PPT: School Bus Safety Using Positive Behavioral Intervention and Supports](#).

<sup>9</sup> [National School Bus Safety Week – PBIS on the Bus](#).

Research has shown significant effects from schoolwide PBIS implementation on children’s behavior problems, concentration problems, social-emotional function, and prosocial behavior; further, the multi-tiered approach allows for more intensive interventions for students who require more support.<sup>10</sup> Similar benefits are also seen in the context of student transportation. One study extending common PBIS strategies and training components to bus drivers showed “a substantial reduction of bus discipline referrals at the middle school level” and “high levels of satisfaction from both the bus drivers and school administrators.”<sup>11</sup>

The [National Technical Assistance Center on Positive Behavioral Interventions and Supports](#) (Center on PBIS) defines the three tiers of PBIS as follows:

1. *Tier 1 systems, data, and practices support everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes modeling, teaching, and acknowledging positive social, emotional, and behavioral (SEB) skills. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.*

- *The core principles guiding Tier 1 PBIS include the understanding that we can and should:*
- *Effectively teach appropriate SEB skills to all students*
- *Intervene early before unwanted behaviors escalate*
- *Use research-based, scientifically validated interventions whenever possible*
- *Monitor student progress*
- *Use data to make decisions<sup>12</sup>*

2. *Tier 2 supports refers to the practices and systems that enable targeted interventions for students who are not successful with Tier 1 supports alone. The focus at Tier 2 is supporting students who are at risk for developing more serious unwanted behaviors before they start. Essentially, intervention at this level is more targeted than Tier 1 but less intensive than Tier 3.<sup>13</sup>*

3. *At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports have not connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.<sup>14</sup>*

<sup>10</sup> [Effects of school-wide positive behavioral interventions and supports on child behavior problems.](#)

<sup>11</sup> [Extension of Positive Behavioral Interventions and Supports from the School to the Bus: A Case Study.](#)

<sup>12</sup> See [Center on PBIS - Tier 1.](#)

<sup>13</sup> See [Center on PBIS - Tier 2.](#)

<sup>14</sup> See [Center on PBIS - Tier 3.](#)

The Center on PBIS has published an example of a schoolwide [PBIS expectations matrix](#) for expected student behaviors in various areas, including on the bus. The example is based upon the “Be Respectful, Be Responsible, and Be Safe” tenants of PBIS.

Authors Jamie Goldin and Dr. Sara McDaniel argue in [Reducing Discipline and Safety Issues: A District-Wide Bus-PBIS Initiative](#) that although maintenance of discipline on the school bus poses unique challenges (minimal training for drivers; only one adult to supervise), it is still possible to address student behaviors proactively “using researched-based interventions that can be extended from the school,” such as PBIS.<sup>15</sup> The authors identify five steps for supporting student behavior through the implementation of a bus-PBIS (B-PBIS) framework. These include establishing leadership, creating the framework, training, implementation, and monitoring/regeneration.<sup>16</sup>

## Interventions for Inappropriate Bus Behavior

Restorative justice and restorative practices help create and reinforce safe, inclusive, and supportive spaces in schools. As noted by the Chicago Lawyers’ Committee for Civil Rights Under Law,

*[T]he purpose of the [restorative approach to discipline] process is to restore someone’s sense of belonging with in the school or classroom committee ... Restorative practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community.<sup>17</sup>*

Restorative approaches focus on:

1. Proactively building community and strengthening the relationships between students, teachers, and administrators.
2. Addressing student discipline issues by focusing on who or what was impacted and how harm can be repaired.

Through restorative approaches, students are supported to address and take accountability for their behavior and to resolve conflicts. Student behaviors are viewed as opportunities to teach social-emotional and conflict resolution skills rather than incidents that require students to be punished.<sup>18</sup>

Restorative approaches can be equally as effective in the context of student transportation as in the classroom. Strong relationships among students, the driver, and any other adults on the bus are a necessary precursor, as these approaches rely on shifting student mindset to view misbehavior “as an offense against people and relationships, not just rule-breaking.”<sup>19</sup> Some examples of restorative practices that can be used to address misconduct on the school bus include conferences, restorative questions, peer mediation, and helping with cleanup or reconstruction of anything that was damaged.

<sup>15</sup> [Reducing Discipline and Safety Issues: A District-Wide Bus-PBIS Initiative](#).

<sup>16</sup> *Id.*

<sup>17</sup> [The Restorative Approach and its Strategies](#).

<sup>18</sup> See, e.g., [School-Wide Restorative Practices: Step-by-Step](#).

<sup>19</sup> [The Restorative Approach and its Strategies](#) (quoting the San Francisco Unified School District, Administrator’s Guide).

This chapter on [Restorative Practices in the Classroom](#) by the International Institute for Restorative Practices includes an in-depth discussion on how a restorative conference was effectively used to resolve a significant harassment problem on a school bus.

The following links provide resources, guidance, and research related to the implementation of restorative practices:

- International Institute for Restorative Practices Graduate School: [Restorative Practices in Schools -- K-12 Education](#)
- University of Chicago Education Lab: [Evaluation](#) on restorative practices within Chicago Public Schools
- Learning Policy Institute: [Improving Student Outcomes Through Restorative Practices](#)
- RAND Corp.: [Restorative Practices Help Reduce Student Suspensions](#)
- National Center for School Safety: [Restorative Practices at a Glance](#)
- SchoolSafety.gov: [Find Resources to Create a Safer School](#)

Traditional discipline measures may be needed to address more serious instances of misconduct. However, it is important to recognize that school bus suspensions, while not technically an exclusionary discipline measure, can function as exclusionary discipline if the student has no other way to get to and from school. Pursuant to Illinois law, each school district's required policy for makeup work by suspended pupils must include pupils suspended from the school bus who do not have alternate transportation to school. The law places the responsibility on the parent or guardian to notify school officials when they have no alternate transportation options (105 ILCS 5/10-22.6(b-30)).

**Special note:** Public schools may not withhold play time from students in kindergarten through Grade 5 as a disciplinary or punitive action, except when the student's participation poses an immediate threat to the safety of the student or others (105 ILCS 5/27-6.3(e)).

## Strategies for School Bus Bullying

The [National Center on Safe Supportive Learning Environments](#)<sup>20</sup> has developed a two-module training course to empower school communities to address bullying on school buses. The course “is designed for trainers to assist school bus drivers in cultivating meaningful relationships with students while creating a positive climate on the school bus.”

### **Module 1 – See Something. Do Something: Intervening in Bullying Behavior**

*Addresses how to identify and effectively intervene when bullying occurs (including tips on de-escalation).*

### **Module 2 – Creating a Supportive Bus Climate: Preventing Bullying**

*Considers effective strategies to build a school bus climate where bullying is less likely to occur.*

## ADDITIONAL RESOURCES

[Center on Positive Behavioral Interventions and Supports](#)

HMH: K-12 Adaptive Learning Company, [Using PBIS on the School Bus to Manage Student Behaviors](#)

Intervention Central, [School-Wide Strategies for Managing ... BUS CONDUCT](#)

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<sup>20</sup> The contents of the National Center on Safe Supportive Learning Environments website were assembled under contracts from the U.S. Department of Education Office of Safe and Supportive Schools to the American Institutes for Research.

## Prevention of and Response to Bullying, Intimidation, and Harassment<sup>1</sup>

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from military service, sex, sexual orientation, gender orientation, gender-related identity or expression, ancestry, age, religion, physical or mental disability, physical appearance, socioeconomic status, academic status, order of protection status, homelessness, actual or marital status, parenting status, pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

*Bullying* includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

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<sup>1</sup> Public Act 100-137 requires that the district's entire policy on "Prevention of and Response to Bullying, Intimidation, and Harassment" (PRESS 7:180) must be placed in the student handbook. This can be done by: (1) replacing this procedure with the policy of your district, or (2) listing the district policy as an attachment to the student handbook. This procedure is compliant with PRESS 7:180 but does not reiterate those sections of PRESS 7:180 that are not directly relevant to students.

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes: (1) the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying:- ~~Cyberbullying also includes~~ (2) the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying:- and (3) the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of bullying.<sup>2</sup>

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report

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<sup>2</sup> This language is required beginning with the 2026-2027 school year but is included now in accordance with changes to PRESS.

it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

**Nondiscrimination Coordinator:**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Email Address

**Complaint Managers:<sup>3</sup>**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Email Address

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Email Address

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation

\_\_\_\_\_  
<sup>3</sup> One complaint manager should be male and one complaint manager should be female.

or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

Students and parents/guardians are also encouraged to read the following school district policies: 7:20, *Harassment of Students Prohibited* and 7:180, *Prevention of and Response to Bullying, Intimidation and Harassment*.<sup>4</sup>

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

Cross-references:

PRESS 7:20, *Harassment of Students Prohibited*

PRESS 7:180, *Prevention of and Response to Bullying, Intimidation and Harassment*

PRESS 7:190, *Student Behavior*

PRESS 2:260, *Uniform Grievance Procedure*

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<sup>4</sup> References are to the Illinois Association of School Board's PRESS service. We also suggest providing a link to the district policies that are referenced.

## Harassment & Teen Dating Violence Prohibited

### **Harassment Prohibited**

No person, including a school district employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity<sup>1</sup>; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

### **Sexual Harassment Prohibited (Title IX)**

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. Sexual assault as defined in or stalking as defined in District policy and federal law.

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<sup>1</sup> Some school districts have policies with modified protections regarding gender and gender identity. Please assure alignment with your school district's policy manual.

Examples of sexual harassment include, but are not limited to, touching, rape, sexual battery, sexual abuse, sexual coercion, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

~~The School and District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.~~

~~A District employee, agent, or student violates this prohibition whenever that person engages in conduct on the basis of sex that causes another person to be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any education program or activity operated by the District. Sex discrimination includes discrimination on the basis of sex, stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity.~~

### **Teen Dating Violence Prohibited**

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

### **Making a Report or Complaint**

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking.

#### **Non-Discrimination Coordinator:**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Email Address

§6.45

#### **Title IX Coordinator:**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Email Address

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## Complaint Managers:<sup>2</sup>

_____ Name	_____ Name
_____ Address	_____ Address
_____ Phone Number	_____ Phone Number
_____ Email Address	_____ Email Address

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

### Investigation Process

All complaints will be investigated by the District in accordance with state and federal law and corresponding District policies.

~~Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.~~

### Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion, consistent with the student discipline information in this handbook.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian,

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<sup>2</sup> One complaint manager should be male, and one complaint manager should be female.

invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

### **Retaliation Prohibited**

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited.

Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Cross-references:

PRESS 7:20, *Harassment of Students Prohibited*

PRESS 7:185, *Teen Dating Violence Prohibited*

## Access to Non-School Sponsored Publications

### **Non-School Sponsored Publications Accessed or Distributed On Campus**

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students<sup>1</sup>; or
6. Encourages or incites ~~incites~~ students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

### **Non-School Sponsored Publications Accessed or Distributed Off-Campus**

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

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<sup>1</sup> This sentence should not be included in high school student handbooks.  
§7.27

Cross Reference:

*PRESS 7:315 Restrictions on Publications; High Schools*

## Student Records

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

**1. The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copyrights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

**2. The right to have one or more scores received on college entrance examinations included on the student's academic transcript. <sup>1</sup>**

Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

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<sup>1</sup> This section is only applicable to high schools. The board, by policy, may allow scores received on college entrance examinations to be included on a student's academic transcript, if a request is made in writing by an eligible student or student's parent/guardian. If your district has a board policy on point, include this language in your handbook procedure.

**3. The right to request the amendment of the student’s education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.**

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

**4. The right to permit disclosure of personally identifiable information contained in the student’s education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or Federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student’s records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the

other district,<sup>2</sup> any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; to the Ill. Department of Human Services (DHS) for the sole purpose of assessing or evaluating the student's eligibility for Medicaid waiver benefits consistent with the rules adopted by the DHS; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

**5. The right to a copy of any school student record proposed to be destroyed or deleted.**

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

**6. The right to prohibit the release of directory information.**

Throughout the school year, the District may release directory information regarding students, limited to:

- Name
- Address
- Grade level
- Birth date ~~and place~~
- Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

*Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.*

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<sup>2</sup> For elementary and high school districts only.

**7. The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.<sup>3</sup>**

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

**8. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**

**9. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

U.S. Department of Education  
Student Privacy Policy Office  
400 Maryland Avenue, SW  
Washington DC 20202-8520

Cross-reference: PRESS 7:340, <i>Student Records</i>
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<sup>3</sup> This section is only applicable to high schools.

**Exhibit - Requests to Examine Materials and Statutory Opt-outs** <sup>1</sup>

Date \_\_\_\_\_

Class and Time \_\_\_\_\_

Teacher \_\_\_\_\_

**Request to Examine 105 ILCS 5/27-215 (Family Life) and/or 105 ILCS 5/27-1015 (National Sex Ed Standards (NSES)) Materials** <sup>2</sup>

A sample of the District’s instructional materials and course outline for family life 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 five calendar 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.<sup>3</sup> 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.

**Parent/Guardian Opt-outs** <sup>4</sup>

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.

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 class attendance about:**

*(Check the box(es) that apply to your opt-out)*

- Family life (emotional, psychological, physiological, hygienic and social responsibilities, including evidence-based and medically accurate information regarding sexual abstinence) (105 ILCS 5/27-215(a)(2))
- AIDS, including in grades 6 through 12, its prevention, transmission and spread (105 ILCS 5/27-215(a)(3))

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<sup>1</sup> Schools are not required to notify parents/guardians of their rights as explained in this form. Modify this form to match the district’s curriculum. Students may not be required to take or participate in classes or courses listed under the subhead below, **Opt-outs**. For the district to maintain trust with its community, it is a best practice to keep and modify this exhibit.

<sup>2</sup> 105 ILCS 5/27-13.2, repealed by P.A. 104-391, formerly 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 objection. **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.

<sup>3</sup> Schools are required to afford individuals, including parents/guardians, an opportunity to examine the instructional materials but are not required to provide a means for parents/guardians to request to examine the instructional material. This subhead may be deleted.

<sup>4</sup> 105 ILCS 5/27-1015(e), renumbered by P.A. 104-391. Delete this sentence if the district does not have an Internet website. See also f/n 4 of sample administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*.

<sup>4</sup> Schools are not required to provide a means for parents/guardians to request excusal and opt-out; this subhead and the following check boxes may be omitted. If kept, ensure that the check boxes match the curriculums offered in the district.

- NSES (See 6:60-AP2, Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES)) (105 ILCS 5/27-1015)*
- Donations and transplants of organs/tissue and blood organ/tissue transplantation, in grades 9 and/or 10 (105 ILCS 5/27-1045)
- CPR, 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 5/27-215(d) and 5/27-250)
- How to use an AED (105 ILCS 5/27-215(d) and 5/27-250)

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Student (please print)

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Parent/Guardian (please print)

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Parent/Guardian Signature

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Date

References:  
 PRESS 6:60-AP, *Comprehensive Health Education Program*  
 PRESS 6:60-E1, *Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes*