



## 104TH GENERAL ASSEMBLY

### State of Illinois

2025 and 2026

HB3613

Introduced 2/18/2025, by Rep. Anna Moeller

#### SYNOPSIS AS INTRODUCED:

105 ILCS 5/10-23 from Ch. 122, par. 10-23  
105 ILCS 5/10-23.13  
105 ILCS 110/3

Amends the School Code. Requires a school board to adopt and implement, by no later than July 1, 2025, a policy addressing sexual abuse, physical abuse, and neglect of children. Amends the Critical Health Problems and Comprehensive Health Education Act. Requires that the comprehensive health education program shall include physical abuse or neglect awareness and prevention education in grades pre-kindergarten through 12. Effective immediately.

LRB104 11149 LNS 21231 b

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**  
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by changing Sections  
5 10-23 and 10-23.13 as follows:

6 (105 ILCS 5/10-23) (from Ch. 122, par. 10-23)

7 Sec. 10-23. Additional powers of board. Boards of  
8 education have the additional powers enumerated in Sections  
9 10-23.1 through 10-23.13 ~~10-23.12~~.

10 (Source: P.A. 84-1308.)

11 (105 ILCS 5/10-23.13)

12 Sec. 10-23.13. Policies addressing sexual abuse, physical  
13 abuse, and neglect.

14 (a) In this Section:

15 "Evidence-informed" refers to modalities that were created  
16 utilizing components of evidence-based treatments or  
17 curriculums.

18 "Grooming" means conduct prohibited under Section 11-25 of  
19 the Criminal Code of 2012.

20 (b) To adopt and implement, by no later than July 1, 2025  
21 ~~2022~~, a policy addressing sexual abuse, physical abuse, and  
22 neglect of children that shall include an age-appropriate and

1 evidence-informed curriculum for students in pre-K through  
2 12th grade; evidence-informed training for school personnel on  
3 child sexual abuse, physical abuse, and neglect;  
4 evidence-informed educational information to parents or  
5 guardians provided in the school handbook on the warning signs  
6 of a child being abused or neglected, along with any needed  
7 assistance, referral, or resource information; available  
8 counseling and resources for students affected by sexual  
9 abuse, physical abuse, or neglect; and emotional and  
10 educational support for a child to continue to be successful  
11 in school. A school district shall include in its policy and  
12 all training materials and instruction a definition of  
13 prohibited grooming behaviors and boundary violations for  
14 school personnel and how to report these behaviors.

15 Any policy adopted under this Section shall address  
16 without limitation:

17 (1) methods for increasing school personnel, student,  
18 and parent awareness of issues regarding sexual abuse, physical abuse, or neglect of children, including  
19 awareness and knowledge of likely warning signs indicating  
20 that a child may be a victim of sexual abuse, physical  
21 abuse, or neglect, awareness and knowledge of grooming  
22 behaviors and how to report those behaviors, awareness of  
23 appropriate relationships between school personnel and  
24 students based on State law, and how to prevent child  
25 abuse and neglect from happening, including, but not  
26

1 limited to, methods outlined in State law regarding  
2 personal health and safety education for students;

3 (1.5) evidence-informed training for school personnel  
4 on preventing, recognizing, reporting, and responding to  
5 child sexual abuse, physical abuse, or neglect ~~and~~  
6 ~~grooming behavior~~, including when the grooming or abuse is  
7 committed by a member of the school community, with a  
8 discussion of the criminal statutes addressing sexual  
9 conduct between school personnel and students,  
10 professional conduct, and reporting requirements,  
11 including, but not limited to, training as outlined in  
12 Section 10-22.39 and Section 3-11;

13 (2) options that a student who is a victim of sexual  
14 abuse, physical abuse, or neglect has to obtain assistance  
15 and intervention;

16 (3) available counseling options for students affected  
17 by sexual abuse, physical abuse, or neglect;

18 (4) methods for educating school personnel, students,  
19 and staff on how to report child abuse and neglect to law  
20 enforcement authorities and to the Department of Children  
21 and Family Services and how to report grooming behaviors,  
22 including when the grooming or abuse is committed by a  
23 member of the school community; and

24 (5) education and information about children's  
25 advocacy centers and sexual assault crisis centers and  
26 information about how to access a children's advocacy

1 center or sexual assault crisis center serving the  
2 district.

3 (c) A school district must provide training for school  
4 personnel on child sexual abuse, physical abuse, and neglect  
5 as described in paragraph (1.5) of subsection (b) no later  
6 than January 31 of each year.

7 (d) This Section may be referred to as Erin's Law.

8 (Source: P.A. 102-610, eff. 8-27-21.)

9 Section 10. The Critical Health Problems and Comprehensive  
10 Health Education Act is amended by changing Section 3 as  
11 follows:

12 (105 ILCS 110/3)

13 Sec. 3. Comprehensive Health Education Program.

14 (a) The program established under this Act shall include,  
15 but not be limited to, the following major educational areas  
16 as a basis for curricula in all elementary and secondary  
17 schools in this State: human ecology and health; human growth  
18 and development; the emotional, psychological, physiological,  
19 hygienic, and social responsibilities of family life,  
20 including sexual abstinence until marriage; the prevention and  
21 control of disease, including instruction in grades 6 through  
22 12 on the prevention, transmission, and spread of AIDS;  
23 age-appropriate sexual abuse and assault, physical abuse, or  
24 neglect awareness and prevention education in grades

1 pre-kindergarten through 12; public and environmental health;  
2 consumer health; safety education and disaster preparedness;  
3 mental health and illness; personal health habits; alcohol and  
4 drug use and abuse, including the use and abuse of fentanyl,  
5 and the medical and legal ramifications of alcohol, drug, and  
6 tobacco use; abuse during pregnancy; evidence-based and  
7 medically accurate information regarding sexual abstinence;  
8 tobacco and e-cigarettes and other vapor devices; nutrition;  
9 and dental health. The instruction on mental health and  
10 illness must evaluate the multiple dimensions of health by  
11 reviewing the relationship between physical and mental health  
12 to enhance student understanding, attitudes, and behaviors  
13 that promote health, well-being, and human dignity and must  
14 include how and where to find mental health resources and  
15 specialized treatment in the State. The program shall also  
16 provide course material and instruction to advise pupils of  
17 the Abandoned Newborn Infant Protection Act. The program shall  
18 include information about cancer, including, without  
19 limitation, types of cancer, signs and symptoms, risk factors,  
20 the importance of early prevention and detection, and  
21 information on where to go for help. Notwithstanding the above  
22 educational areas, the following areas may also be included as  
23 a basis for curricula in all elementary and secondary schools  
24 in this State: basic first aid (including, but not limited to,  
25 cardiopulmonary resuscitation and the Heimlich maneuver),  
26 heart disease, diabetes, stroke, ~~the prevention of child~~

1 ~~abuse,~~ neglect, and suicide, and teen dating violence in  
2 grades 7 through 12. Beginning with the 2014-2015 school year,  
3 training on how to properly administer cardiopulmonary  
4 resuscitation (which training must be in accordance with  
5 standards of the American Red Cross, the American Heart  
6 Association, or another nationally recognized certifying  
7 organization) and how to use an automated external  
8 defibrillator shall be included as a basis for curricula in  
9 all secondary schools in this State.

10 (b) Beginning with the 2024-2025 school year in grades 9  
11 through 12, the program shall include instruction, study, and  
12 discussion on the dangers of allergies. Information for the  
13 instruction, study, and discussion shall come from information  
14 provided by the Department of Public Health and the federal  
15 Centers for Disease Control and Prevention. This instruction,  
16 study, and discussion shall include, at a minimum:

17 (1) recognizing the signs and symptoms of an allergic  
18 reaction, including anaphylaxis;

19 (2) the steps to take to prevent exposure to  
20 allergens; and

21 (3) safe emergency epinephrine administration.

22 (c) No later than 30 days after the first day of each  
23 school year, the school board of each public elementary and  
24 secondary school in the State shall provide all teachers,  
25 administrators, and other school personnel, as determined by  
26 school officials, with information regarding emergency

1 procedures and life-saving techniques, including, without  
2 limitation, the Heimlich maneuver, hands-only cardiopulmonary  
3 resuscitation, and use of the school district's automated  
4 external defibrillator. The information shall be in accordance  
5 with standards of the American Red Cross, the American Heart  
6 Association, or another nationally recognized certifying  
7 organization. A school board may use the services of  
8 non-governmental entities whose personnel have expertise in  
9 life-saving techniques to instruct teachers, administrators,  
10 and other school personnel in these techniques. Each school  
11 board is encouraged to have in its employ, or on its volunteer  
12 staff, at least one person who is certified, by the American  
13 Red Cross or by another qualified certifying agency, as  
14 qualified to administer first aid and cardiopulmonary  
15 resuscitation. In addition, each school board is authorized to  
16 allocate appropriate portions of its institute or inservice  
17 days to conduct training programs for teachers and other  
18 school personnel who have expressed an interest in becoming  
19 certified to administer emergency first aid or cardiopulmonary  
20 resuscitation. School boards are urged to encourage their  
21 teachers and other school personnel who coach school athletic  
22 programs and other extracurricular school activities to  
23 acquire, develop, and maintain the knowledge and skills  
24 necessary to properly administer first aid and cardiopulmonary  
25 resuscitation in accordance with standards and requirements  
26 established by the American Red Cross or another qualified

1 certifying agency. Subject to appropriation, the State Board  
2 of Education shall establish and administer a matching grant  
3 program to pay for half of the cost that a school district  
4 incurs in training those teachers and other school personnel  
5 who express an interest in becoming qualified to administer  
6 first aid or cardiopulmonary resuscitation (which training  
7 must be in accordance with standards of the American Red  
8 Cross, the American Heart Association, or another nationally  
9 recognized certifying organization). A school district that  
10 applies for a grant must demonstrate that it has funds to pay  
11 half of the cost of the training for which matching grant money  
12 is sought. The State Board of Education shall award the grants  
13 on a first-come, first-serve basis.

14 (d) No pupil shall be required to take or participate in  
15 any class or course on AIDS or family life instruction or to  
16 receive training on how to properly administer cardiopulmonary  
17 resuscitation or how to use an automated external  
18 defibrillator if his or her parent or guardian submits written  
19 objection thereto, and refusal to take or participate in the  
20 course or program or the training shall not be reason for  
21 suspension or expulsion of the pupil.

22 (e) Curricula developed under programs established in  
23 accordance with this Act in the major educational area of  
24 alcohol and drug use and abuse shall include classroom  
25 instruction in grades 5 through 12, shall be age and  
26 developmentally appropriate, and may include the information

1 contained in the Substance Use Prevention and Recovery  
2 Instruction Resource Guide under Section 22-81 of the School  
3 Code, as applicable. The instruction, which shall include  
4 matters relating to both the physical and legal effects and  
5 ramifications of drug and substance abuse, shall be integrated  
6 into existing curricula; and the State Board of Education  
7 shall determine how to develop and make available to all  
8 elementary and secondary schools in this State instructional  
9 materials and guidelines that will assist the schools in  
10 incorporating the instruction into their existing curricula.  
11 In addition, school districts may offer, as part of existing  
12 curricula during the school day or as part of an after-school  
13 program, support services and instruction for pupils or pupils  
14 whose parent, parents, or guardians are chemically dependent.

15 Beginning with the 2024-2025 school year, the program  
16 shall include instruction, study, and discussion on the  
17 dangers of fentanyl in grades 6 through 12. Information for  
18 the instruction, study, and discussion on the dangers of  
19 fentanyl shall be age and developmentally appropriate and may  
20 include information contained in the Substance Use Prevention  
21 and Recovery Instruction Resource Guide under Section 22-81 of  
22 the School Code, as applicable. The instruction, study, and  
23 discussion on the dangers of fentanyl in grades 9 through 12  
24 shall include, at a minimum, all of the following:

- 25 (1) Information on fentanyl itself, including an  
26 explanation of the differences between synthetic and

1 nonsynthetic opioids and illicit drugs, the variations of  
2 fentanyl itself, and the differences between the legal and  
3 illegal uses of fentanyl.

4 (2) The side effects and the risk factors of using  
5 fentanyl, along with information comparing the lethal  
6 amounts of fentanyl to other drugs. Information on the  
7 risk factors may include, but is not limited to:

8 (A) the lethal dose of fentanyl;

9 (B) how often fentanyl is placed in drugs without  
10 a person's knowledge;

11 (C) an explanation of what fentanyl does to a  
12 person's body and the severity of fentanyl's addictive  
13 properties; and

14 (D) how the consumption of fentanyl can lead to  
15 hypoxia, as well as an explanation of what hypoxia  
16 precisely does to a person's body.

17 (3) Details about the process of lacing fentanyl in  
18 other drugs and why drugs get laced with fentanyl.

19 (4) Details about how to detect fentanyl in drugs and  
20 how to save someone from an overdose of fentanyl, which  
21 shall include:

22 (A) how to buy and use fentanyl test strips;

23 (B) how to buy and use naloxone, either through a  
24 nasal spray or an injection; and

25 (C) how to detect if someone is overdosing on  
26 fentanyl.

1 Students in grades 9 through 12 shall be assessed on the  
2 instruction, study, and discussion on the dangers of fentanyl.  
3 The assessment may include, but is not limited to:

- 4 (i) the differences between synthetic and nonsynthetic  
5 drugs;  
6 (ii) hypoxia;  
7 (iii) the effects of fentanyl on a person's body;  
8 (iv) the lethal dose of fentanyl; and  
9 (v) how to detect and prevent overdoses.

10 The instruction, study, and discussion on the dangers of  
11 fentanyl may be taught by a licensed educator, school nurse,  
12 school social worker, law enforcement officer, or school  
13 counselor.

14 (Source: P.A. 102-464, eff. 8-20-21; 102-558, eff. 8-20-21;  
15 102-1034, eff. 1-1-23; 103-212, eff. 1-1-24; 103-365, eff.  
16 1-1-24; 103-605, eff. 7-1-24; 103-608, eff. 1-1-25; 103-810,  
17 eff. 8-9-24; revised 11-26-24.)

18 Section 99. Effective date. This Act takes effect upon  
19 becoming law.