

Spring Valley CCSD #99 School Board Meeting

Wednesday, September 21, 2022 7:00 PM

John F. Kennedy School, Kennedy Center, 999 N Strong Ave, Spring Valley,
Illinois 61362

1. Budget Hearing

2. Call to Order & Roll Call

3. Pledge of Allegiance

4. Approval of Regular Meeting Agenda

5. Intoduction/Recognition of Special Guests

6. Public Comment, Correspondence, and Announcements

7. Consent Agenda

7.A. Approval of Regular Meeting Minutes from
Previous Meeting

7.B. Approval of the Financial Reports

7.C. Approval of the Treasurer's Report

7.D. Approval of District Bills

8. Reports, Updates & Informational Items

8.A. Investments

8.B. Cash Flow & Budget Watch

8.C. Drama Club

8.D. Assistant Principal's Report

8.E. Principal's Report

8.F. Superintendent's Report

9. Action Items

9.A. Review of Bullying Policy

9.B. Adopt the FY23 Budget as Presented

9.C. Authorize the Posting of FY23 Salaries by
October 1, Public Act 96-0434

9.D. Approve the FY23 Evidence Based Funding Plan

9.E. Approve the Risk Management Plan for FY23

9.F. Authorize the Superintendent to Apply for the
ISBE Matching Maintenance Grant

10. **Executive Session**

11. **Action Items Following
Closed Session**

12. **Adjournment**

SPRING VALLEY COMMUNITY CONSOLIDATED SCHOOL DISTRICT #99

**REGULAR MEETING OF THE BOARD OF EDUCATION
KENNEDY LIBRARY, JOHN F. KENNEDY SCHOOL
999 NORTH STRONG AVENUE, SPRING VALLEY, IL 61362
WEDNESDAY, AUGUST 17, 2022, 7:00 P.M.**



MINUTES

1. CALL TO ORDER & ROLL CALL

7:00 PM

Board of Education Members Present-Ted Urbanski, Lindsay Ferrari, Tina Pienta, Jim Faletti, Trisha Harrison, Scott Coutts, Lisa Ponce-7:28 PM

2. PLEDGE OF ALLEGIANCE

3. APPROVAL OF REGULAR MEETING AGENDA

MOTION by Ferrari seconded by Harrison that the Board of Education approve the Regular Meeting Agenda.

Roll Call: Ferrari, Harrison, Pienta, Faletti, Coutts and Urbanski all voted aye. No nays. Motion carried.

4. INTRODUCTION/RECOGNITION OF SPECIAL GUESTS

5. PUBLIC COMMENT, CORRESPONDENCE, & ANNOUNCEMENTS

Mr. Hermes read the attached letter from the Spring Valley Elementary Teacher's Union. (attached)

6. CONSENT AGENDA

6.1 Approval of June 15, 2022 Regular Meeting Minutes

6.2 Approval of the Financial Reports

6.3 Approval of the Treasurer's Report

6.4 Approval of District Bills

MOTION by Ferrari seconded by Faletti that the Board of Education approve the Consent Agenda.

Roll Call: Ferrari, Faletti, Pienta, Harrison, Coutts and Urbanski all voted aye. No nays. Motion carried.

7. REPORTS, UPDATES & INFORMATIONAL ITEMS

7.1 Cash Flow & Budget Watch-

Jim went over Cash Flow & Budget Watch.

Revenues are at 105% with Expenditures at 108%

7.2 Assistant Principal's Report

August 8th was New Teacher Orientation we have 5 new staff members.

Softball & Baseball started their season

One of our students will be competing in the IESA golf tournament.

We are going to host the IESA speech tournament this year.

Will look into hosting Regional and Sectional basketball tournaments here this year.

7.3 Principal's Report –

We have 63 Kindergarten Students

We had 53 students attend Summer School

33 Adults are registered for ESL classes through IVCC

Meet the Teacher Nights were August 15th for K; August 16 for 1-8

Janet Moore will conduct a Math Workshop

- 7.4 **Superintendent's Report** –Moved our Server to Minnesota
New Firewall installed this summer.
Waiting on new internet connection. It will double our speed; free of charge
Dismissal; two exit points not, Busses will load at the north at the end of the day.
Numerous summer projects were completed; south door project, tiling in 5 classrooms, carpeting etc.

8. ACTION ITEMS

8.1 **Approve Health Insurance Plan for 2022-2023**

MOTION by Ferrari seconded by Pienta that the Board of Education approve the Health Insurance Plan for 2022-2023.

Roll Call: Ferrari, Pienta, Faletti, Harrison, Coutts and Urbanski all voted aye. No nays. Motion carried.

8.2 **Accept the FY23 Tentative Budget as Presented**

MOTION by Faletti seconded by Harrison that the Board of Education accept the FY23 Tentative Budget as presented.

Roll Call: Faletti, Harrison, Ferrari, Pienta, Coutts, Ponce and Urbanski all voted aye. No nays. Motion carried.

8.3 **Set Public Hearing for the FY23 Budget for September 21, 2022**

MOTION by Ferrari seconded by Pienta that the Board of Education set Public Hearing for the FY23 Budget for September 21, 2022.

Roll Call: Ferrari, Pienta, Faletti, Harrison, Coutts, Ponce and Urbanski all voted aye. No nays. Motion carried.

8.4 **Direct the Superintendent to Place the Tentative Budget on Public Display for 30 Days as Required by State Statute**

MOTION by Faletti seconded by Ferrari that the Board of Education direct the Superintendent to place the Tentative Budget on Public Display for 30 days as required by State Statute.

Roll Call: Faletti, Ferrari, Pienta, Harrison, Coutts, Ponce and Urbanski all voted aye. No nays. Motion carried.

8.5 **Adopt Annual District Goals**

MOTION by Pienta seconded by Harrison that the Board of Education adopt Annual District Goals.

Roll Call: Pienta, Harrison, Ferrari, Faletti, Coutts, Ponce and Urbanski all voted aye. No nays. Motion carried.

9. EXECUTIVE SESSION - Reference: 5 ILCS 120 (c) 1, 5, 11 & 14 [Review of closed session minutes, Personnel Matters, Property, Litigation]

7:32 pm

MOTION by Ferrari seconded by Harrison that the Board of Education go into Executive Session.

Roll Call: Ferrari, Harrison, Pienta, Faletti, Coutts, Ponce and Urbanski all voted aye. No nays. Motion carried.

BEGIN CLOSED: 7:33 pm

END CLOSED: 8:17 pm

10. ACTION ITEMS FOLLOWING CLOSED SESSION

10.1 Approve Closed Session Minutes for August

MOTION by Ponce seconded by Harrison that the Board of Education approve Closed Session Minutes for August.

Roll Call: Ponce, Harrison, Ferrari, Pienta, Faletti, Coutts and Urbanski all voted aye. No nays. Motion carried.

10.2 Approve the 4-year Retirement Request for Christy Perra with Regret

MOTION by Harrison seconded by Pienta that the Board of Education approve the 4-year Retirement Request with regret for Christy Perra.

Roll Call: Harrison, Pienta, Ferrari, Faletti, Coutts, Ponce and Urbanski all voted aye. No nays. Motion carried.

10.3 Approve the hiring of Eliel Duran Music Position pending background check.

MOTION by Ponce seconded by Pienta that the Board of Education approve the hiring of Eliel Duran Music Position pending background check.

Roll Call: Ponce, Pienta, Ferrari, Pienta, Faletti, Coutts and Urbanski all voted aye. No nays. Motion carried.

11. ADJOURNMENT

8:25 pm

MOTION by Harrison seconded by Faletti that the Board of Education adjourn the August 17, 2022 Board of Education Meeting.

Roll Call: Harrison, Faletti, Ferrari, Pienta, Coutts, Ponce and Urbanski all voted aye. No nays. Motion carried.

Attest:

Theodore Urbanski, President

Tina Pienta, Secretary

SPRING VALLEY C.C. ELEMENTARY SCHOOLS

ACTIVITY REPORT

August 2022

	BEGINNING BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
BAND	\$13.25	\$0.00	\$0.00	\$13.25
BASKETBALL - BOYS	\$1,785.16	\$0.00	\$0.00	\$1,785.16
BASKETBALL - GIRLS	\$1,502.29	\$0.00	\$0.00	\$1,502.29
CANDY-SODA MACHINES	\$1,205.02	\$0.00	\$0.00	\$1,205.02
CHEER	\$578.00	\$0.00	\$0.00	\$578.00
COUNSELING	\$388.00	\$0.00	\$0.00	\$388.00
FIELD TRIPS	\$799.12	\$0.00	\$0.00	\$799.12
HHP (HELP HERMES PROJECT)	\$269.99	\$0.00	\$0.00	\$269.99
JFK ACTIVITY FUND (PRINC.)	\$3,830.22	\$0.00	\$0.00	\$3,830.22
JFK LIBRARY - MEDIA CENTER	\$774.28	\$0.00	\$0.00	\$774.28
JUMP ROPE FOR HEART	\$0.00	\$0.00	\$0.00	\$0.00
MUSICAL	\$2,387.50	\$0.00	\$0.00	\$2,387.50
PBIS - JFK	\$7,667.38	\$1,750.00	\$0.00	\$9,417.38
RETIREMENT PARTY	\$57.58	\$0.00	\$0.00	\$57.58
SCHOLASTIC BOWL	\$112.44	\$0.00	\$0.00	\$112.44
SPECIAL EDUCATION DONATION	\$0.00	\$0.00	\$0.00	\$0.00
SPEECH	\$1,672.16	\$0.00	\$0.00	\$1,672.16
STARVED ROCK CONFERENCE	\$0.00	\$0.00	\$0.00	\$0.00
STUDENT COUNCIL	\$369.66	\$0.00	\$0.00	\$369.66
SUNSHINE FUND	\$705.44	\$0.00	\$0.00	\$705.44
TRACK	\$613.41	\$0.00	\$0.00	\$613.41
VOLLEYBALL	\$1,211.47	\$0.00	\$0.00	\$1,211.47
Total	\$25,942.37	\$1,750.00	\$0.00	\$27,692.37
CHECKBOOK BALANCE		\$27,692.37		

Spring Valley District 99 Revenue Report

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Education Fund 10							
Source of Revenue	1000	General Levy					
Account Number	Description		Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget
General Levy							
10-111000-1	Local Taxes - Education		0.00	496,361.13	496,361.13	(496,361.13)	0.00
10-113000-1	Local Taxes - Tech Lease		0.00	21,279.57	21,279.57	(21,279.57)	0.00
10-114000-1	Local Taxes - Spec Ed		0.00	8,511.67	8,511.67	(8,511.67)	0.00
10-151000-1	Interest on Investments		0.00	(6.92)	98.65	(98.65)	0.00
10-161100-1	Breakfast & Lunch		0.00	2,169.76	4,378.89	(4,378.89)	0.00
10-161400-1	Milk - Students		0.00	315.01	1,420.01	(1,420.01)	0.00
10-171100-1	Extracurricular Admissions		0.00	0.00	0.00	0.00	0.00
10-172000-1	Extracurricular/Organization Fees		0.00	1,250.00	4,450.00	(4,450.00)	0.00
10-172100-1	Technology Fees		0.00	4,620.00	12,237.50	(12,237.50)	0.00
10-172200-1	iPad Student Insurance		0.00	0.00	0.00	0.00	0.00
10-179000-1	Yearbooks/Cap & Gown		0.00	440.00	3,590.00	(3,590.00)	0.00
10-181100-1	Registration Fees		0.00	4,818.87	20,880.67	(20,880.67)	0.00
10-195000-1	Prior Year Refund		0.00	0.00	0.00	0.00	0.00
10-199900-1	Other Revenue		0.00	51.45	51.45	(51.45)	0.00
10-199901-1	E-Rate Reimbursement		0.00	0.00	0.00	0.00	0.00
10-199904-1	Student Locks		0.00	131.00	131.00	(131.00)	0.00
10-199906-1	Band Rental Fees		0.00	5.00	5.00	(5.00)	0.00
1000	General Levy		0.00	539,946.54	573,395.54	(573,395.54)	0.00
							* Source of Revenue
Revenue From State Sources							
10-300100-1	Evidence Based Funding		0.00	368,768.00	368,768.00	(368,768.00)	0.00
10-310000-1	Spec Ed Private Facility		0.00	0.00	8,918.23	(8,918.23)	0.00
10-336000-1	State Lunch Reimbursement		0.00	0.00	0.00	0.00	0.00
10-370500-16	ECE Grant		0.00	0.00	(2,217.00)	2,217.00	0.00
10-399901-1	Library Per Capita Grant		0.00	0.00	0.00	0.00	0.00
3000	Revenue From State Sources		0.00	368,768.00	375,469.23	(375,469.23)	0.00
							* Source of Revenue
Revenue From Federal Sources							
10-410700-24	Rural Achievement Program		0.00	0.00	971.00	(971.00)	0.00
10-421000-1	Federal Lunch Reimbursement		0.00	0.00	0.00	0.00	0.00
10-422000-1	Federal Breakfast Reimbursement		0.00	539.23	539.23	(539.23)	0.00
10-422500-1	Summer Food Service Program		0.00	0.00	0.00	0.00	0.00
10-430000-26	Title I Grant		0.00	15,703.00	15,703.00	(15,703.00)	0.00
10-440000-25	Title IV SSAE Grant		0.00	9,993.00	9,993.00	(9,993.00)	0.00
10-460000-1	Pre School Flow Through		0.00	0.00	0.00	0.00	0.00
10-462000-1	IDEA Flow Through		0.00	0.00	0.00	0.00	0.00
10-493200-20	Title II Grant		0.00	0.00	2,392.00	(2,392.00)	0.00
10-499100-1	Medicaid Admin Outreach		0.00	2,955.85	2,955.85	(2,955.85)	0.00
10-499200-1	Medicaid Fee for Service		0.00	6,704.34	9,038.90	(9,038.90)	0.00
10-499800-58	ESSER/Digital Equity		0.00	0.00	37,569.00	(37,569.00)	0.00

Spring Valley District 99 Revenue Report

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Education Fund 10								
Source of Revenue		Revenue From Federal Sources						
Account Number	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget		
4000	Revenue From Federal Sources	0.00	35,895.42	79,161.98	(79,161.98)	0.00	*	Source of Revenue
10	Education Fund	0.00	944,609.96	1,028,026.75	(1,028,026.75)	0.00		Fund

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Oper, Build, & Maint Fund 20						
Source of Revenue		1000	General Levy			
Account Number	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget
General Levy						
20-111100-1	Local Taxes - Building	0.00	159,595.99	159,595.99	(159,595.99)	0.00
20-123000-1	Corporate Personal Prop Replace Tax	0.00	4,863.51	47,462.45	(47,462.45)	0.00
20-151000-1	Interest on Investments	0.00	30.89	62.34	(62.34)	0.00
20-196000-1	TIF Funds	0.00	0.00	0.00	0.00	0.00
20-199900-1	Other Revenue	0.00	0.00	0.00	0.00	0.00
20-199901-1	E-Rate Reimbursement	0.00	0.00	0.00	0.00	0.00
1000	General Levy	0.00	164,490.39	207,120.78	(207,120.78)	0.00
Revenue From Federal Sources						
20-440000-25	Title IV SSAE - Building	0.00	0.00	0.00	0.00	0.00
20-499800-58	ESSER/Digital Equity	0.00	0.00	0.00	0.00	0.00
4000	Revenue From Federal Sources	0.00	0.00	0.00	0.00	0.00
20	Oper, Build, & Maint Fund	0.00	164,490.39	207,120.78	(207,120.78)	0.00

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Debt Service Fund or Fund Group 30							
Source of Revenue	1000	General Levy					
Account Number	Description		Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget
General Levy							
30-111200-1	Local Taxes - Debt Service		0.00	300,734.65	300,734.65	(300,734.65)	0.00
30-151000-1	Interest on Investments		0.00	(0.20)	0.97	(0.97)	0.00
1000	General Levy		0.00	300,734.45	300,735.62	(300,735.62)	0.00
							* Source of Revenue
30	Debt Service Fund or Fund Group		0.00	300,734.45	300,735.62	(300,735.62)	0.00
							Fund

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Transportation Fund 40						
Source of Revenue		1000	General Levy			
Account Number	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget
General Levy						
40-111300-1	Local Taxes - Transportation	0.00	51,070.86	51,070.86	(51,070.86)	0.00
40-141100-1	Student Bus Fees	0.00	2,490.00	7,114.08	(7,114.08)	0.00
40-151000-1	Interest on Investments	0.00	(6.46)	(15.96)	15.96	0.00
1000	General Levy	0.00	53,554.40	58,168.98	(58,168.98)	0.00
* Source of Revenue						
Revenue From State Sources						
40-350000-1	Regular State Reimbursement	0.00	0.00	15.17	(15.17)	0.00
40-300100-1	Evidence Based Funding	0.00	0.00	0.00	0.00	0.00
40-351000-1	Spec Ed State Reimbursement	0.00	0.00	22,430.98	(22,430.98)	0.00
40-370500-16	ECE Grant	0.00	0.00	0.00	0.00	0.00
3000	Revenue From State Sources	0.00	0.00	22,446.15	(22,446.15)	0.00
* Source of Revenue						
40	Transportation Fund	0.00	53,554.40	80,615.13	(80,615.13)	0.00
Fund						

Spring Valley District 99 Revenue Report

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I.M.R.F./Soc. Sec. Fund 50						
Source of Revenue		1000	General Levy			
Account Number	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget
General Levy						
50-111400-1	Local Taxes - IMRF	0.00	55,135.34	55,135.34	(55,135.34)	0.00
50-115000-1	Local Taxes - Soc Sec/Med	0.00	59,732.09	59,732.09	(59,732.09)	0.00
50-151000-1	Interest on Investments	0.00	6.75	7.25	(7.25)	0.00
1000	General Levy	0.00	114,874.18	114,874.68	(114,874.68)	0.00
* Source of Revenue						
Revenue From State Sources						
50-300100-1	Evidence Based Funding	0.00	0.00	0.00	0.00	0.00
50-370500-16	ECE Grant	0.00	0.00	0.00	0.00	0.00
3000	Revenue From State Sources	0.00	0.00	0.00	0.00	0.00
* Source of Revenue						
Revenue From Federal Sources						
50-430000-26	Title I Grant	0.00	0.00	0.00	0.00	0.00
50-493200-20	Title II Grant	0.00	0.00	0.00	0.00	0.00
50-499800-58	ESSER/Digital Equity	0.00	0.00	0.00	0.00	0.00
4000	Revenue From Federal Sources	0.00	0.00	0.00	0.00	0.00
* Source of Revenue						
50	I.M.R.F./Soc. Sec. Fund	0.00	114,874.18	114,874.68	(114,874.68)	0.00
Fund						

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Capital Projects Fund or Fund Group 60		Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget	
Source of Revenue	1000 General Levy						
Account Number	Description						
General Levy							
60-151000-1	Interest on Investments	0.00	0.00	0.00	0.00	0.00	
1000	General Levy	0.00	0.00	0.00	0.00	0.00	* Source of Revenue
60	Capital Projects Fund or Fund Group	0.00	0.00	0.00	0.00	0.00	Fund

Spring Valley District 99 Revenue Report

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Working Cash Fund 70						
Source of Revenue		1000	General Levy			
Account Number	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget
General Levy						
70-111500-1	Local Taxes - Working Cash	0.00	21,279.57	21,279.57	(21,279.57)	0.00
70-151000-1	Interest on Investments	0.00	(2.22)	9.30	(9.30)	0.00
1000	General Levy	0.00	21,277.35	21,288.87	(21,288.87)	0.00
70	Working Cash Fund	0.00	21,277.35	21,288.87	(21,288.87)	0.00
						* Source of Revenue
						Fund

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Tort Immunity and Judgment Fund 80						
Source of Revenue		1000	General Levy			
Account Number	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget
General Levy						
80-112000-1	Taxes - Tort Insurance	0.00	117,160.62	117,160.62	(117,160.62)	0.00
80-151000-1	Interest on Investments	0.00	(7.54)	(7.35)	7.35	0.00
80-199900-1	Other Revenue	0.00	0.00	0.00	0.00	0.00
1000	General Levy	<u>0.00</u>	<u>117,153.08</u>	<u>117,153.27</u>	<u>(117,153.27)</u>	<u>0.00</u> *
80	Tort Immunity and Judgment Fund	<u>0.00</u>	<u>117,153.08</u>	<u>117,153.27</u>	<u>(117,153.27)</u>	<u>0.00</u> Fund

Spring Valley District 99 Revenue Report

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Capital Improvement Fund 90						
Source of Revenue		General Levy				
Account Number	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget
General Levy						
90-111800-1	Local Taxes - Fire Prevention/Safety	0.00	21,279.57	21,279.57	(21,279.57)	0.00
90-151000-1	Interest on Investments	0.00	(0.82)	3.62	(3.62)	0.00
1000	General Levy	0.00	21,278.75	21,283.19	(21,283.19)	0.00
90	Capital Improvement Fund	0.00	21,278.75	21,283.19	(21,283.19)	0.00
	Report Total:	0.00	1,737,972.56	1,891,098.29	(1,891,098.29)	0.00

* Source of Revenue
Fund

Spring Valley District 99 Expenditure Repo

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Education Fund 10						
Fund	10	Education Fund				
Function	1110	Regular Programs				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget

Education Fund

Regular Programs

10-1110-1100-1	Regular Salaries	0.00	127,918.95	255,837.89	(255,837.89)	0.00
10-1110-1100-12	Insurance Stipend Salaries	0.00	2,200.00	2,200.00	(2,200.00)	0.00
10-1110-1100-20	Title II Teacher Salary	0.00	0.00	0.00	0.00	0.00
10-1110-1100-58	ESSER Salaries	0.00	26,586.23	35,852.46	(35,852.46)	0.00
10-1110-1500-1	Home Hospital Tutoring Salary	0.00	0.00	0.00	0.00	0.00
10-1110-1700-1	Sick Days - Teachers	0.00	0.00	0.00	0.00	0.00
10-1110-2100-1	Regular TRS	0.00	12,443.95	24,887.90	(24,887.90)	0.00
10-1110-2100-12	Insurance Stipend TRS	0.00	0.00	0.00	0.00	0.00
10-1110-2100-20	Title II TRS	0.00	277.58	555.16	(555.16)	0.00
10-1110-2100-58	ESSER TRS	0.00	2,593.79	3,510.24	(3,510.24)	0.00
10-1110-2101-20	Title II Federal TRS	0.00	317.98	635.96	(635.96)	0.00
10-1110-2101-58	ESSER Federal TRS	0.00	3,004.89	4,054.72	(4,054.72)	0.00
10-1110-2110-1	Regular NEC	0.00	801.94	1,603.88	(1,603.88)	0.00
10-1110-2110-12	Insurance Stipend NEC	0.00	0.00	0.00	0.00	0.00
10-1110-2110-20	Title II NEC	0.00	17.88	35.76	(35.76)	0.00
10-1110-2110-58	ESSER NEC	0.00	167.16	226.20	(226.20)	0.00
10-1110-2120-1	Regular ETHIS/THIS	0.00	2,170.78	4,341.56	(4,341.56)	0.00
10-1110-2120-12	Insurance Stipend EHTIS/THIS	0.00	0.00	0.00	0.00	0.00
10-1110-2120-20	Title II ETHIS/THIS	0.00	48.42	96.84	(96.84)	0.00
10-1110-2120-58	ESSER ETHIS/THIS	0.00	452.40	612.24	(612.24)	0.00
10-1110-2200-1	Regular Vision Insurance	0.00	222.84	445.68	(445.68)	0.00
10-1110-2200-20	Title II Vision Insurance	0.00	6.60	13.20	(13.20)	0.00
10-1110-2200-58	ESSER Vision Insurance	0.00	23.10	46.20	(46.20)	0.00
10-1110-2201-1	Retiree Insurance	0.00	2,202.44	2,202.44	(2,202.44)	0.00
10-1110-2210-1	Regular Life Insurance	0.00	179.40	358.80	(358.80)	0.00
10-1110-2210-20	Title II Life Insurance	0.00	5.20	10.40	(10.40)	0.00
10-1110-2210-58	ESSER Life Insurance	0.00	16.46	32.06	(32.06)	0.00
10-1110-2220-1	Regular Health Insurance	0.00	19,897.96	39,795.92	(39,795.92)	0.00
10-1110-2220-20	Title II Health Insurance	0.00	587.56	1,175.12	(1,175.12)	0.00
10-1110-2220-58	ESSER Health Insurance	0.00	2,070.76	4,141.52	(4,141.52)	0.00
10-1110-2230-1	Regular Dental Insurance	0.00	1,462.92	2,925.84	(2,925.84)	0.00
10-1110-2230-20	Title II Dental Insurance	0.00	40.18	80.36	(80.36)	0.00
10-1110-2230-58	ESSER Dental Insurance	0.00	152.38	304.76	(304.76)	0.00
10-1110-2300-1	Tuition Reimbursement	0.00	8,922.10	9,733.10	(9,733.10)	0.00
10-1110-3100-25	Title IV SSAE Purchased Service	0.00	0.00	0.00	0.00	0.00
10-1110-3100-58	ESSER Purchased Service	0.00	9,897.00	9,897.00	(9,897.00)	0.00
10-1110-3200-1	Regular Purchased Service	0.00	8,483.87	8,483.87	(8,483.87)	0.00
10-1110-3400-1	Postage	0.00	0.00	0.00	0.00	0.00

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Education Fund 10						
Fund	10	Education Fund				
Function	1110	Regular Programs				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
10-1110-4100-1	Regular Supplies	0.00	737.97	6,286.02	(6,286.02)	0.00
10-1110-4100-30	Digital Equity Supplies	0.00	0.00	1,098.95	(1,098.95)	0.00
10-1110-4100-24	Rural Achievement Supplies	0.00	420.00	420.00	(420.00)	0.00
10-1110-4100-58	ESSER Supplies	0.00	835.00	1,734.25	(1,734.25)	0.00
10-1110-4101-1	Supplies - Middle	0.00	0.00	0.00	0.00	0.00
10-1110-4102-1	Supplies - Primary	0.00	262.72	262.72	(262.72)	0.00
10-1110-4200-1	Textbooks	0.00	0.00	0.00	0.00	0.00
10-1110-4300-1	Other Supplies - Teachers	0.00	300.00	300.00	(300.00)	0.00
10-1110-4300-25	Title IV SSAE Supplies	0.00	0.00	2,529.89	(2,529.89)	0.00
10-1110-4400-1	Art Supplies	0.00	0.00	0.00	0.00	0.00
10-1110-4500-1	Vocal Music Supplies	0.00	0.00	0.00	0.00	0.00
10-1110-4600-1	Band Supplies	0.00	0.00	0.00	0.00	0.00
10-1110-4700-1	PE Supplies	0.00	0.00	0.00	0.00	0.00
10-1110-5100-1	Regular Capital Outlay	0.00	0.00	0.00	0.00	0.00
10-1110-5100-58	ESSER Capital Outlay	0.00	0.00	0.00	0.00	0.00
1110 Regular Programs		0.00	235,728.41	426,728.91	(426,728.91)	0.00 ** Function
Function 1111						
10-1111-1200-1	Substitute Salary	0.00	0.00	0.00	0.00	0.00
10-1111-2110-1	Substitute NEC	0.00	0.00	0.00	0.00	0.00
10-1111-2120-1	Substitute ETHIS	0.00	0.00	0.00	0.00	0.00
1111 Function 1111		0.00	0.00	0.00	0.00	0.00 ** Function
Pre-K Programs						
10-1125-1100-16	ECE Salaries	0.00	8,153.38	16,306.76	(16,306.76)	0.00
10-1125-1200-16	ECE Substitutes	0.00	0.00	0.00	0.00	0.00
10-1125-2100-16	ECE TRS	0.00	487.26	974.52	(974.52)	0.00
10-1125-2110-16	ECE NEC	0.00	31.40	62.80	(62.80)	0.00
10-1125-2120-16	ECE ETHIS/THIS	0.00	85.00	170.00	(170.00)	0.00
10-1125-2200-16	ECE Vision Insurance	0.00	16.28	32.56	(32.56)	0.00
10-1125-2210-16	ECE Life Insurance	0.00	15.16	30.76	(30.76)	0.00
10-1125-2220-16	ECE Health Insurance	0.00	1,455.72	2,911.44	(2,911.44)	0.00
10-1125-2230-16	ECE Dental Insurance	0.00	118.56	237.12	(237.12)	0.00
10-1125-3100-16	ECE Purchased Service	0.00	0.00	0.00	0.00	0.00
10-1125-4100-16	ECE Supplies	0.00	0.00	0.00	0.00	0.00
1125 Pre-K Programs		0.00	10,362.76	20,725.96	(20,725.96)	0.00 ** Function
Special Ed Programs K-12						
10-1200-6100-1	Lighted Way Tuition	0.00	0.00	0.00	0.00	0.00
1200 Special Ed Programs K-12		0.00	0.00	0.00	0.00	0.00 ** Function
Infant/Toddler (I/T)						

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Education Fund 10							
Fund	10	Education Fund					
Function	1215	Infant/Toddler (I/T)					
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
10-1215-1100-1		Life Skills Salaries	0.00	13,698.63	26,921.84	(26,921.84)	0.00
10-1215-2100-1		Life Skills TRS	0.00	390.42	780.84	(780.84)	0.00
10-1215-2110-1		Life Skills NEC	0.00	25.16	50.32	(50.32)	0.00
10-1215-2120-1		Life Skills ETHIS/THIS	0.00	68.10	136.20	(136.20)	0.00
10-1215-2200-1		Life Skills Vision Insurance	0.00	0.00	0.00	0.00	0.00
10-1215-2210-1		Life Skills Life Insurance	0.00	23.74	48.83	(48.83)	0.00
10-1215-2220-1		Life Skills Health Insurance	0.00	260.32	520.64	(520.64)	0.00
10-1215-2230-1		Life Skills Dental Insurance	0.00	0.00	0.00	0.00	0.00
10-1215-4100-1		Life Skills Supplies	0.00	0.00	0.00	0.00	0.00
1215 Infant/Toddler (I/T)			0.00	14,466.37	28,458.67	(28,458.67)	0.00
Cross-Categorical (Cc)							
10-1220-1100-1		CC Primary Salaries	0.00	5,369.59	10,571.64	(10,571.64)	0.00
10-1220-2100-1		CC Primary TRS	0.00	265.24	530.48	(530.48)	0.00
10-1220-2110-1		CC Primary NEC	0.00	17.10	34.20	(34.20)	0.00
10-1220-2120-1		CC Primary ETHIS/THIS	0.00	46.26	92.52	(92.52)	0.00
10-1220-2200-1		CC Primary Vision Insurance	0.00	0.00	0.00	0.00	0.00
10-1220-2210-1		CC Primary Life Insurance	0.00	15.60	31.20	(31.20)	0.00
10-1220-2220-1		CC Primary Health Insurance	0.00	0.00	0.00	0.00	0.00
10-1220-2230-1		CC Primary Dental Insurance	0.00	0.00	0.00	0.00	0.00
10-1220-4100-1		CC Primary Supplies	0.00	0.00	0.00	0.00	0.00
1220 Cross-Categorical (Cc)			0.00	5,713.79	11,260.04	(11,260.04)	0.00
Function 1221							
10-1221-1100-1		CC Middle Salaries	0.00	13,437.71	26,209.37	(26,209.37)	0.00
10-1221-2100-1		CC Middle TRS	0.00	746.32	1,492.64	(1,492.64)	0.00
10-1221-2110-1		CC Middle NEC	0.00	48.10	96.20	(96.20)	0.00
10-1221-2120-1		CC Middle ETHIS/THIS	0.00	130.18	260.36	(260.36)	0.00
10-1221-2200-1		CC Middle Vision Insurance	0.00	13.20	26.40	(26.40)	0.00
10-1221-2210-1		CC Middle Life Insurance	0.00	26.00	52.00	(52.00)	0.00
10-1221-2220-1		CC Middle Health Insurance	0.00	1,175.12	2,350.24	(2,350.24)	0.00
10-1221-2230-1		CC Middle Dental Insurance	0.00	80.36	160.72	(160.72)	0.00
10-1221-4100-1		CC Middle Supplies	0.00	0.00	0.00	0.00	0.00
1221 Function 1221			0.00	15,656.99	30,647.93	(30,647.93)	0.00
Function 1222							
10-1222-1100-1		CC JH Salaries	0.00	10,770.56	21,374.65	(21,374.65)	0.00
10-1222-2100-1		CC JH TRS	0.00	852.38	1,704.76	(1,704.76)	0.00
10-1222-2110-1		CC JH NEC	0.00	54.92	109.84	(109.84)	0.00
10-1222-2120-1		CC JH ETHIS/THIS	0.00	148.70	297.40	(297.40)	0.00
10-1222-2200-1		CC JH Vision Insurance	0.00	13.20	26.40	(26.40)	0.00
10-1222-2210-1		CC JH Life Insurance	0.00	15.50	30.93	(30.93)	0.00

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Education Fund 10							
Fund	10	Education Fund					
Function	1222	Function 1222					
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
10-1222-2220-1	CC JH Health Insurance		0.00	1,175.12	2,350.24	(2,350.24)	0.00
10-1222-2230-1	CC JH Dental Insurance		0.00	80.36	160.72	(160.72)	0.00
1222 Function 1222			0.00	13,110.74	26,054.94	(26,054.94)	0.00 ** Function
Special Education Programs Pre-K							
10-1225-1100-1	Pre School Salary		0.00	2,920.63	5,841.26	(5,841.26)	0.00
10-1225-2100-1	Pre School TRS		0.00	138.78	277.56	(277.56)	0.00
10-1225-2110-1	Pre School NEC		0.00	8.94	17.88	(17.88)	0.00
10-1225-2120-1	Pre School ETHIS/THIS		0.00	24.20	48.40	(48.40)	0.00
10-1225-2200-1	Pre School Vision Insurance		0.00	3.30	6.60	(6.60)	0.00
10-1225-2210-1	Pre School Life Insurance		0.00	7.38	15.18	(15.18)	0.00
10-1225-2220-1	Pre School Health Insurance		0.00	293.78	587.56	(587.56)	0.00
10-1225-2230-1	Pre School Dental Insurance		0.00	20.08	40.16	(40.16)	0.00
1225 Special Education Programs Pre-K			0.00	3,417.09	6,834.60	(6,834.60)	0.00 ** Function
Remedial and Supplemental Programs K-12							
10-1250-1100-26	Title I Salary		0.00	8,319.06	16,638.12	(16,638.12)	0.00
10-1250-2100-26	Title I TRS		0.00	822.76	1,645.52	(1,645.52)	0.00
10-1250-2101-26	Title I Federal TRS		0.00	942.52	1,885.04	(1,885.04)	0.00
10-1250-2110-26	Title I NEC		0.00	53.04	106.08	(106.08)	0.00
10-1250-2120-26	Title I ETHIS/THIS		0.00	143.52	287.04	(287.04)	0.00
10-1250-2210-26	Title I Life Insurance		0.00	10.40	20.80	(20.80)	0.00
10-1250-3100-26	Title I Purchased Service		0.00	6,800.00	6,800.00	(6,800.00)	0.00
10-1250-4100-26	Title I Supplies		0.00	0.00	0.00	0.00	0.00
10-1250-5100-26	Title I Capital Outlay		0.00	0.00	0.00	0.00	0.00
1250 Remedial and Supplemental Programs K-12			0.00	17,091.30	27,382.60	(27,382.60)	0.00 ** Function
Interscholastic Programs							
10-1500-1100-1	Extracurricular Salaries		0.00	258.70	517.39	(517.39)	0.00
10-1500-2100-1	Extracurricular TRS		0.00	0.00	0.00	0.00	0.00
10-1500-2110-1	Extracurricular NEC		0.00	0.00	0.00	0.00	0.00
10-1500-2120-1	Extracurricular ETHIS/THIS		0.00	0.00	0.00	0.00	0.00
10-1500-3100-1	Extracurricular Purchased Service		0.00	420.00	420.00	(420.00)	0.00
10-1500-3300-1	Extracurricular Travel		0.00	0.00	0.00	0.00	0.00
10-1500-4100-1	Extracurricular Supplies		0.00	111.98	126.98	(126.98)	0.00
10-1500-6100-1	Extracurricular Fees		0.00	40.00	40.00	(40.00)	0.00
1500 Interscholastic Programs			0.00	830.68	1,104.37	(1,104.37)	0.00 ** Function
Bilingual Programs							
10-1800-1100-38	Bi-Lingual Salaries		0.00	6,328.90	12,657.80	(12,657.80)	0.00
10-1800-2100-38	Bi-Lingual TRS		0.00	411.38	822.76	(822.76)	0.00
10-1800-2110-38	Bi-Lingual NEC		0.00	26.52	53.04	(53.04)	0.00

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Education Fund 10							
Fund	10	Education Fund					
Function	1800	Bilingual Programs					
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
10-1800-2120-38	Bi-Lingual ETHIS/THIS		0.00	71.76	143.52	(143.52)	0.00
10-1800-2200-38	Bi-Lingual Vision Insurance		0.00	9.56	19.12	(19.12)	0.00
10-1800-2210-38	Bi-Lingual Life Insurance		0.00	10.40	20.80	(20.80)	0.00
10-1800-2220-38	Bi-Lingual Health Insurance		0.00	853.86	1,707.72	(1,707.72)	0.00
10-1800-2230-38	Bi-Lingual Dental Insurance		0.00	60.72	121.44	(121.44)	0.00
10-1800-4100-38	Bi-Lingual Supplies		0.00	0.00	0.00	0.00	0.00
1800 Bilingual Programs			0.00	7,773.10	15,546.20	(15,546.20)	0.00 ** Function
Guidance Services							
10-2120-1100-1	Guidance Salary		0.00	11,749.52	23,499.04	(23,499.04)	0.00
10-2120-2100-1	Guidance TRS		0.00	1,162.04	2,324.08	(2,324.08)	0.00
10-2120-2110-1	Guidance NEC		0.00	74.88	149.76	(149.76)	0.00
10-2120-2120-1	Guidance ETHIS/THIS		0.00	202.72	405.44	(405.44)	0.00
10-2120-2200-1	Guidance Vision Insurance		0.00	16.50	33.00	(33.00)	0.00
10-2120-2210-1	Guidance Life Insurance		0.00	10.40	20.80	(20.80)	0.00
10-2120-2220-1	Guidance Health Insurance		0.00	1,483.20	2,966.40	(2,966.40)	0.00
10-2120-2230-1	Guidance Dental Insurance		0.00	112.20	224.40	(224.40)	0.00
2120 Guidance Services			0.00	14,811.46	29,622.92	(29,622.92)	0.00 ** Function
Health Services							
10-2130-1100-1	Nurse Salary		0.00	49.94	305.64	(305.64)	0.00
10-2130-2200-1	Nurse Vision Insurance		0.00	6.60	13.20	(13.20)	0.00
10-2130-2210-1	Nurse Life Insurance		0.00	10.40	20.80	(20.80)	0.00
10-2130-2220-1	Nurse Health Insurance		0.00	587.56	1,175.12	(1,175.12)	0.00
10-2130-2230-1	Nurse Dental Insurance		0.00	40.18	80.36	(80.36)	0.00
10-2130-3100-58	ESSER Grant Purchased Service		0.00	0.00	0.00	0.00	0.00
10-2130-3100-1	Nurse Purchased Service		0.00	400.00	400.00	(400.00)	0.00
10-2130-4100-1	Nurse Supplies		0.00	42.39	42.39	(42.39)	0.00
10-2130-4100-58	ESSER Grant Supplies		0.00	0.00	0.00	0.00	0.00
10-2130-5100-1	Nurse Capital Outlay		0.00	0.00	0.00	0.00	0.00
10-2130-5100-58	ESSER Grant Capital Outlay		0.00	0.00	0.00	0.00	0.00
2130 Health Services			0.00	1,137.07	2,037.51	(2,037.51)	0.00 ** Function
Speech Pathology/Audio Services							
10-2150-1100-1	Speech Salary		0.00	9,428.46	18,536.92	(18,536.92)	0.00
10-2150-2100-1	Speech TRS		0.00	900.84	1,801.68	(1,801.68)	0.00
10-2150-2110-1	Speech NEC		0.00	58.04	116.08	(116.08)	0.00
10-2150-2120-1	Speech ETHIS/THIS		0.00	157.14	314.28	(314.28)	0.00
10-2150-2200-1	Speech Vision Insurance		0.00	9.56	19.12	(19.12)	0.00
10-2150-2210-1	Speech Life Insurance		0.00	10.40	20.80	(20.80)	0.00
10-2150-2220-1	Speech Health Insurance		0.00	853.86	1,707.72	(1,707.72)	0.00
10-2150-2230-1	Speech Dental Insurance		0.00	60.72	121.44	(121.44)	0.00

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Education Fund 10						
Fund	10	Education Fund				
Function	2150	Speech Pathology/Audio Services				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
10-2150-3100-1	Speech Purchased Service	0.00	0.00	0.00	0.00	0.00
10-2150-3300-1	Speech Travel	0.00	0.00	0.00	0.00	0.00
10-2150-4100-1	Speech Supplies	0.00	0.00	0.00	0.00	0.00
10-2150-4100-26	Title I Speech Supplies	0.00	0.00	0.00	0.00	0.00
10-2150-6100-1	Speech Dues & Fees	0.00	0.00	0.00	0.00	0.00
2150 Speech Pathology/Audio Services		0.00	11,479.02	22,638.04	(22,638.04)	0.00 ** Function
Improvement of Instruction Serv						
10-2210-3100-1	Regular Staff Development	0.00	0.00	31.59	(31.59)	0.00
10-2210-3100-26	Title I Staff Development	0.00	750.00	1,271.92	(1,271.92)	0.00
10-2210-3100-58	ESSER Grant Staff Development	0.00	0.00	0.00	0.00	0.00
10-2210-6100-26	Title I Dues & Fees	0.00	0.00	0.00	0.00	0.00
2210 Improvement of Instruction Serv		0.00	750.00	1,303.51	(1,303.51)	0.00 ** Function
Educational Media Services						
10-2220-1100-1	Library Salaries	0.00	5,756.56	11,269.82	(11,269.82)	0.00
10-2220-1101-1	Summer Library Salaries	0.00	355.02	917.22	(917.22)	0.00
10-2220-2100-1	Library TRS	0.00	356.48	712.96	(712.96)	0.00
10-2220-2110-1	Library NEC	0.00	22.98	45.96	(45.96)	0.00
10-2220-2120-1	Library ETHIS/THIS	0.00	62.18	124.36	(124.36)	0.00
10-2220-2200-1	Library Vision Insurance	0.00	12.98	25.96	(25.96)	0.00
10-2220-2210-1	Library Life Insurance	0.00	10.50	21.07	(21.07)	0.00
10-2220-2220-1	Library Health Insurance	0.00	1,422.26	2,844.52	(2,844.52)	0.00
10-2220-2230-1	Library Dental Insurance	0.00	98.46	196.92	(196.92)	0.00
10-2220-3100-1	Library Software Services	0.00	0.00	0.00	0.00	0.00
10-2220-3100-58	ESSER Grant Purchased Service	0.00	0.00	0.00	0.00	0.00
10-2220-3300-1	Library Travel	0.00	0.00	0.00	0.00	0.00
10-2220-4100-1	Library Supplies	0.00	38.26	211.30	(211.30)	0.00
10-2220-4100-22	Back to Books Grant	0.00	0.00	0.00	0.00	0.00
10-2220-4100-26	Title I Library Supplies	0.00	0.00	0.00	0.00	0.00
10-2220-4100-58	ESSER Grant Library Supplies	0.00	0.00	0.00	0.00	0.00
10-2220-4105-1	Accelerated Reader Supplies	0.00	4,241.25	4,241.25	(4,241.25)	0.00
10-2220-4200-1	Library Per Capita Grant	0.00	0.00	0.00	0.00	0.00
10-2220-4300-1	Library Audio Visual	0.00	0.00	0.00	0.00	0.00
10-2220-5100-1	Library Capital Outlay	0.00	0.00	0.00	0.00	0.00
10-2220-6100-1	Library Dues & Fees	0.00	0.00	0.00	0.00	0.00
2220 Educational Media Services		0.00	12,376.93	20,611.34	(20,611.34)	0.00 ** Function
Service Area Direction						
10-2221-3100-1	Computer Purchased Service	0.00	811.50	3,781.50	(3,781.50)	0.00
10-2221-3250-1	Tech Lease Payment	0.00	0.00	0.00	0.00	0.00
10-2221-4100-1	Computer Supplies	0.00	350.60	3,160.50	(3,160.50)	0.00

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Education Fund 10							
Fund	10	Education Fund					
Function	2221	Service Area Direction					
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
10-2221-4200-1		Computer Software	0.00	250.00	250.00	(250.00)	0.00
10-2221-5100-1		Computer Capital Outlay	0.00	0.00	0.00	0.00	0.00
2221	Service Area Direction		0.00	1,412.10	7,192.00	(7,192.00)	0.00 ** Function
<u>Audio-Visual Services</u>							
10-2223-1100-1		Tech Specialist Salary	0.00	6,801.60	13,603.20	(13,603.20)	0.00
10-2223-2200-1		Tech Specialist Vision Insurance	0.00	12.98	25.96	(25.96)	0.00
10-2223-2210-1		Tech Specialist Life Insurance	0.00	5.20	10.40	(10.40)	0.00
10-2223-2220-1		Tech Specialist Health Insurance	0.00	1,161.94	2,323.88	(2,323.88)	0.00
10-2223-2230-1		Tech Specialist Dental Insurance	0.00	98.46	196.92	(196.92)	0.00
10-2223-4100-1		Tech Specialist Supplies	0.00	0.00	0.00	0.00	0.00
10-2223-5100-1		Tech Specialist Capital Outlay	0.00	0.00	0.00	0.00	0.00
2223	Audio-Visual Services		0.00	8,080.18	16,160.36	(16,160.36)	0.00 ** Function
<u>Computer-Assisted Inst</u>							
10-2225-1100-1		Tech Coordinator Salary	0.00	4,203.20	8,406.40	(8,406.40)	0.00
10-2225-2200-1		Tech Coordinator Vision Insurance	0.00	9.90	19.80	(19.80)	0.00
10-2225-2210-1		Tech Coordinator Life Insurance	0.00	5.20	10.40	(10.40)	0.00
10-2225-2220-1		Tech Coordinator Health Insurance	0.00	895.64	1,791.28	(1,791.28)	0.00
10-2225-2230-1		Tech Coordinator Dental Insurance	0.00	72.02	144.04	(144.04)	0.00
10-2225-4100-1		Tech Coordinator Supplies	0.00	0.00	0.00	0.00	0.00
10-2225-5100-1		Tech Coordinator Capital Outlay	0.00	0.00	0.00	0.00	0.00
2225	Computer-Assisted Inst		0.00	5,185.96	10,371.92	(10,371.92)	0.00 ** Function
<u>Assessment/Testing</u>							
10-2230-3100-26		Title I Testing Purchased Service	0.00	0.00	0.00	0.00	0.00
10-2230-3100-58		ESSER Testing Purchased Service	0.00	2,464.00	2,464.00	(2,464.00)	0.00
10-2230-4100-1		Testing Supplies	0.00	0.00	0.00	0.00	0.00
10-2230-4100-26		Title I Testing Supplies	0.00	0.00	0.00	0.00	0.00
2230	Assessment/Testing		0.00	2,464.00	2,464.00	(2,464.00)	0.00 ** Function
<u>Board of Education Services</u>							
10-2310-1100-1		Board Secretary Salary	0.00	138.46	276.92	(276.92)	0.00
10-2310-1101-1		Board Treasurer Salary	0.00	78.26	78.26	(78.26)	0.00
10-2310-2210-1		Board Secretary Life Insurance	0.00	0.00	0.00	0.00	0.00
10-2310-3170-1		Board Audit Services	0.00	0.00	0.00	0.00	0.00
10-2310-3180-1		Board Legal Services	0.00	0.00	0.00	0.00	0.00
10-2310-3300-1		Board Travel	0.00	0.00	0.00	0.00	0.00
10-2310-3500-1		Board Legal Advertising	0.00	0.00	0.00	0.00	0.00
10-2310-3800-1		Board Bond Insurance	0.00	124.00	124.00	(124.00)	0.00
10-2310-3900-1		Board Other Purchased Service	0.00	716.31	6,168.67	(6,168.67)	0.00
10-2310-4100-1		Board Supplies	0.00	0.00	0.00	0.00	0.00

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Education Fund 10						
Fund	10	Education Fund				
Function	2310	Board of Education Services				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
10-2310-6100-1	Board Dues & Fees	0.00	0.00	2,747.96	(2,747.96)	0.00
2310	Board of Education Services	0.00	1,057.03	9,395.81	(9,395.81)	0.00 ** Function
Executive Admin Services						
10-2320-1100-1	Superintendent Salary	0.00	9,790.79	19,581.59	(19,581.59)	0.00
10-2320-1101-1	Sup` t Secretary Salary	0.00	3,437.54	6,875.08	(6,875.08)	0.00
10-2320-1700-1	Sick Days - Sup` t	0.00	0.00	0.00	0.00	0.00
10-2320-2100-1	Superintendent TRS	0.00	968.32	1,936.64	(1,936.64)	0.00
10-2320-2110-1	Superintendent NEC	0.00	62.40	124.80	(124.80)	0.00
10-2320-2120-1	Superintendent ETHIS/THIS	0.00	168.92	337.84	(337.84)	0.00
10-2320-2200-1	Sup` t & Secretary Vision Insurance	0.00	19.36	38.72	(38.72)	0.00
10-2320-2210-1	Sup` t & Secretary Life Insurance	0.00	20.80	41.60	(41.60)	0.00
10-2320-2220-1	Sup` t & Secretary Health Insurance	0.00	1,736.32	3,472.64	(3,472.64)	0.00
10-2320-2230-1	Sup` t & Secretary Dental Insurance	0.00	156.74	313.48	(313.48)	0.00
10-2320-3100-1	Superintendent Purchased Service	0.00	0.00	0.00	0.00	0.00
10-2320-3300-1	Sup` t & Secretary Travel	0.00	0.00	49.14	(49.14)	0.00
10-2320-4100-1	Superintendent Office Supply	0.00	0.00	102.64	(102.64)	0.00
10-2320-5100-1	Superintendent Capital Outlay	0.00	0.00	0.00	0.00	0.00
10-2320-6100-1	Superintendent Dues & Fees	0.00	0.00	979.08	(979.08)	0.00
2320	Executive Admin Services	0.00	16,361.19	33,853.25	(33,853.25)	0.00 ** Function
Office Of Principal Serv						
10-2410-1100-1	Principal Salary	0.00	12,711.42	23,167.93	(23,167.93)	0.00
10-2410-1101-1	Princ Secretary Salary	0.00	5,159.30	9,755.79	(9,755.79)	0.00
10-2410-1100-58	ESSER Salaries	0.00	960.00	960.00	(960.00)	0.00
10-2410-1700-1	Sick/Pers Day - Principal	0.00	0.00	0.00	0.00	0.00
10-2410-2100-1	Principal TRS	0.00	1,282.78	2,525.02	(2,525.02)	0.00
10-2410-2100-58	ESSER TRS	0.00	94.93	94.93	(94.93)	0.00
10-2410-2101-58	ESSER Federal TRS	0.00	110.66	110.66	(110.66)	0.00
10-2410-2110-1	Principal NEC	0.00	82.66	162.72	(162.72)	0.00
10-2410-2110-58	ESSER NEC	0.00	6.12	6.12	(6.12)	0.00
10-2410-2120-1	Principal ETHIS/THIS	0.00	223.77	440.47	(440.47)	0.00
10-2410-2120-58	ESSER ETHIS/THIS	0.00	16.56	16.56	(16.56)	0.00
10-2410-2200-1	Princ & Secretary Vision Insurance	0.00	36.59	75.31	(75.31)	0.00
10-2410-2200-58	ESSER Salaries (45B)	0.00	2.13	2.13	(2.13)	0.00
10-2410-2210-1	Princ & Secretary Life Insurance	0.00	38.17	79.77	(79.77)	0.00
10-2410-2210-58	ESSER Salaries (40B)	0.00	1.72	1.72	(1.72)	0.00
10-2410-2220-1	Princ & Secretary Health Insurance	0.00	3,281.73	6,754.37	(6,754.37)	0.00
10-2410-2220-58	ESSER Salaries (11B)	0.00	190.91	190.91	(190.91)	0.00
10-2410-2230-1	Princ & Secretary Dental Insurance	0.00	296.25	609.73	(609.73)	0.00
10-2410-2230-58	ESSER Salaries (41B)	0.00	17.23	17.23	(17.23)	0.00

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Education Fund 10							
Fund	10	Education Fund					
Function	2410	Office Of Principal Serv					
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
10-2410-2300-1	Principal Tuition Reimbursement		0.00	0.00	0.00	0.00	0.00
10-2410-3100-1	Principal Purchased Service		0.00	0.00	0.00	0.00	0.00
10-2410-3300-1	Princ & Secretary Travel		0.00	0.00	0.00	0.00	0.00
10-2410-4100-1	Principal Supplies		0.00	0.00	0.00	0.00	0.00
10-2410-5100-1	Principal Capital Outlay		0.00	0.00	0.00	0.00	0.00
10-2410-6100-1	Principal Dues & Fees		0.00	702.07	702.07	(702.07)	0.00
2410	Office Of Principal Serv		0.00	25,215.00	45,673.44	(45,673.44)	0.00 ** Function
Fiscal Services							
10-2520-1100-1	Bookkeeper Salary		0.00	4,395.14	8,790.28	(8,790.28)	0.00
10-2520-2200-1	Bookkeeper Vision Insurance		0.00	6.60	13.20	(13.20)	0.00
10-2520-2210-1	Bookkeeper Life Insurance		0.00	5.20	10.40	(10.40)	0.00
10-2520-2220-1	Bookkeeper Health Insurance		0.00	587.56	1,175.12	(1,175.12)	0.00
10-2520-2230-1	Bookkeeper Dental Insurance		0.00	40.18	80.36	(80.36)	0.00
10-2520-3100-1	Bookkeeper Purchased Service		0.00	0.00	0.00	0.00	0.00
10-2520-4100-1	Bookkeeper Supplies		0.00	0.00	0.00	0.00	0.00
10-2520-5100-1	Bookkeeper Capital Outlay		0.00	0.00	0.00	0.00	0.00
10-2520-6100-1	Bookkeeper Dues & Fees		0.00	0.00	0.00	0.00	0.00
2520	Fiscal Services		0.00	5,034.68	10,069.36	(10,069.36)	0.00 ** Function
Food Services							
10-2560-1100-1	Food Service Salaries		0.00	8,298.60	16,440.41	(16,440.41)	0.00
10-2560-1200-1	Food Service Substitute		0.00	0.00	0.00	0.00	0.00
10-2560-2210-1	Food Service Life Insurance		0.00	15.60	31.20	(31.20)	0.00
10-2560-2220-1	Food Service Health Insurance		0.00	0.00	0.00	0.00	0.00
10-2560-3100-1	Food Service Purchased Service		0.00	0.00	0.00	0.00	0.00
10-2560-4100-1	Food Supplies		0.00	3,135.23	3,135.23	(3,135.23)	0.00
10-2560-4100-16	ECE Supplies		0.00	0.00	0.00	0.00	0.00
10-2560-4100-58	ESSER Grant Supplies		0.00	0.00	0.00	0.00	0.00
10-2560-4200-1	Non-Food Supplies		0.00	463.48	463.48	(463.48)	0.00
10-2560-5100-1	Food Service Capital Outlay		0.00	0.00	0.00	0.00	0.00
2560	Food Services		0.00	11,912.91	20,070.32	(20,070.32)	0.00 ** Function
Internal Services							
10-2570-3250-1	Copy Machine Rental		0.00	1,517.90	2,928.27	(2,928.27)	0.00
10-2570-4100-1	Internal Supplies		0.00	0.00	0.00	0.00	0.00
2570	Internal Services		0.00	1,517.90	2,928.27	(2,928.27)	0.00 ** Function
Other Support Services							
10-2900-3100-1	Investment Fees		0.00	302.89	621.08	(621.08)	0.00
2900	Other Support Services		0.00	302.89	621.08	(621.08)	0.00 ** Function
Community Services							

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Education Fund 10							
Fund	10	Education Fund					
Function	3000	Community Services					
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
10-3000-3100-16	ECE Testing		0.00	0.00	0.00	0.00	0.00
10-3000-4100-26	Title I Reading Night Supplies		0.00	0.00	0.00	0.00	0.00
3000	Community Services		0.00	0.00	0.00	0.00	0.00
							** Function
Nonprogrammed Charges							
10-4000-3100-26	Title I Payment to ROE		0.00	0.00	0.00	0.00	0.00
10-4000-3100-58	ESSER School Improvement		0.00	0.00	0.00	0.00	0.00
4000	Nonprogrammed Charges		0.00	0.00	0.00	0.00	0.00
							** Function
Payments Sp Ed Programs							
10-4120-3100-1	BMP Joint Agreement Assessment		0.00	0.00	97,956.08	(97,956.08)	0.00
10-4120-3400-1	Vision & Hearing Services		0.00	0.00	0.00	0.00	0.00
10-4120-6700-1	Spec Ed Tuition - Other Schools		0.00	2,045.28	6,306.28	(6,306.28)	0.00
4120	Payments Sp Ed Programs		0.00	2,045.28	104,262.36	(104,262.36)	0.00
							** Function
Function 4221							
10-4221-6700-1	Spec Ed Tuition - Private Facility		0.00	0.00	0.00	0.00	0.00
4221	Function 4221		0.00	0.00	0.00	0.00	0.00
							** Function
Other Interest on Short-Term Debt							
10-5150-6100	Interest on Bonds		0.00	0.00	0.00	0.00	0.00
5150	Other Interest on Short-Term Debt		0.00	0.00	0.00	0.00	0.00
							** Function
10	Education Fund		0.00	445,294.83	934,019.71	(934,019.71)	0.00
							* Fund
10	Education Fund		0.00	445,294.83	934,019.71	(934,019.71)	0.00
							Fund

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Oper, Build, & Maint Fund 20							
Fund	20	Oper, Build, & Maint Fund					
Function	2540	Oper and Maint of Plant Services					
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget	
Oper, Build, & Maint Fund							
Oper and Maint of Plant Services							
20-2540-1100-1	Custodian Salaries	0.00	12,024.79	24,049.58	(24,049.58)	0.00	
20-2540-1101-1	Summer Custodian Salaries	0.00	5,489.94	14,470.13	(14,470.13)	0.00	
20-2540-1200-1	Custodian Substitute	0.00	0.00	0.00	0.00	0.00	
20-2540-1300-1	Custodian Overtime	0.00	0.00	0.00	0.00	0.00	
20-2540-2200-1	Custodian Vision Insurance	0.00	6.60	13.20	(13.20)	0.00	
20-2540-2210-1	Custodian Life Insurance	0.00	17.86	34.37	(34.37)	0.00	
20-2540-2220-1	Custodian Health Insurance	0.00	847.88	1,695.76	(1,695.76)	0.00	
20-2540-2230-1	Custodian Dental Insurance	0.00	40.18	80.36	(80.36)	0.00	
20-2540-3100-1	Telephone & Internet	0.00	1,183.02	2,361.32	(2,361.32)	0.00	
20-2540-3200-1	Grounds Upkeep Services	0.00	12,156.83	20,809.50	(20,809.50)	0.00	
20-2540-3200-58	ESSER Purchased Service	0.00	0.00	0.00	0.00	0.00	
20-2540-3201-1	Building Upkeep Services	0.00	13,552.84	153,523.45	(153,523.45)	0.00	
20-2540-3202-1	Equipment Upkeep Services	0.00	2,607.96	3,029.96	(3,029.96)	0.00	
20-2540-3700-1	Water	0.00	349.04	702.92	(702.92)	0.00	
20-2540-4100-1	Building Supply	0.00	3,551.73	4,834.18	(4,834.18)	0.00	
20-2540-4100-16	ECE Supplies	0.00	0.00	0.00	0.00	0.00	
20-2540-4100-25	Title IV SSAE Supplies	0.00	0.00	0.00	0.00	0.00	
20-2540-4100-58	ESSER Grant Supplies	0.00	0.00	0.00	0.00	0.00	
20-2540-4605-1	Gas	0.00	3,675.27	4,537.06	(4,537.06)	0.00	
20-2540-4606-1	Electricity	0.00	5,777.94	8,448.69	(8,448.69)	0.00	
20-2540-5100-58	ESSER Grant Capital Outlay	0.00	0.00	1,788.00	(1,788.00)	0.00	
20-2540-5100-1	Building Capital Outlay	0.00	0.00	0.00	0.00	0.00	
20-2540-5100-25	Title IV SSAE Capital Outlay	0.00	0.00	0.00	0.00	0.00	
2540 Oper and Maint of Plant Services		0.00	61,281.88	240,378.48	(240,378.48)	0.00	** Function
Other Support Services							
20-2900-3100-1	Investment Fees	0.00	47.09	109.50	(109.50)	0.00	
2900 Other Support Services		0.00	47.09	109.50	(109.50)	0.00	** Function
20 Oper, Build, & Maint Fund		0.00	61,328.97	240,487.98	(240,487.98)	0.00	* Fund
20 Oper, Build, & Maint Fund		0.00	61,328.97	240,487.98	(240,487.98)	0.00	Fund

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Debt Service Fund or Fund Group 30							
Fund	30	Debt Service Fund or Fund Group					
Function	5200	Debt Service - Interest on Long-Term Debt					
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget	
Debt Service Fund or Fund Group							
Debt Service - Interest on Long-Term Debt							
30-5200-6000-1	Interest on Bonds	0.00	0.00	0.00	0.00	0.00	
5200	Debt Service - Interest on Long-Term Debt	0.00	0.00	0.00	0.00	0.00	** Function
Teachers/Employees Orders							
30-5300-6000-1	Principal on Bonds	0.00	0.00	0.00	0.00	0.00	
5300	Teachers/Employees Orders	0.00	0.00	0.00	0.00	0.00	** Function
Debt Service Other - Short Term Debt Principal							
30-5400-3000-1	Service Charge on Bonds	0.00	0.00	0.00	0.00	0.00	
5400	Debt Service Other - Short Term Debt Principal	0.00	0.00	0.00	0.00	0.00	** Function
30	Debt Service Fund or Fund Group	0.00	0.00	0.00	0.00	0.00	* Fund
30	Debt Service Fund or Fund Group	0.00	0.00	0.00	0.00	0.00	Fund

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Transportation Fund 40							
Fund	40	Transportation Fund					
Function	2550	Pupil Transportation Services					
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
Transportation Fund							
<u>Pupil Transportation Services</u>							
40-2550-3100-16	ECE Transportation		0.00	0.00	0.00	0.00	0.00
40-2550-3310-1	Spec Ed Transportation		0.00	3,240.00	3,240.00	(3,240.00)	0.00
40-2550-3311-1	Regular Transportation		0.00	0.00	0.00	0.00	0.00
40-2550-3312-1	Extracurricular Transportation		0.00	0.00	0.00	0.00	0.00
40-2550-3313-1	Field Trip Transportation		0.00	0.00	0.00	0.00	0.00
40-2550-4100-1	Transportation Supplies		0.00	679.52	787.52	(787.52)	0.00
2550	Pupil Transportation Services		0.00	3,919.52	4,027.52	(4,027.52)	0.00
							** Function
<u>Other Support Services</u>							
40-2900-3100-1	Investment Fees		0.00	0.09	0.18	(0.18)	0.00
2900	Other Support Services		0.00	0.09	0.18	(0.18)	0.00
							** Function
40	Transportation Fund		0.00	3,919.61	4,027.70	(4,027.70)	0.00
							* Fund
40	Transportation Fund		0.00	3,919.61	4,027.70	(4,027.70)	0.00
							Fund

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I.M.R.F./Soc. Sec. Fund 50						
Fund	50	I.M.R.F./Soc. Sec. Fund				
Function	1110	Regular Programs				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget

I.M.R.F./Soc. Sec. Fund

Regular Programs

50-1110-2120-1	Regular IMRF	0.00	175.08	350.16	(350.16)	0.00
50-1110-2120-58	ESSER Salaries (4B)	0.00	30.06	30.06	(30.06)	0.00
50-1110-2130-1	Regular FICA	0.00	160.42	320.84	(320.84)	0.00
50-1110-2130-58	ESSER Salaries (FR)	0.00	27.54	27.54	(27.54)	0.00
50-1110-2140-1	Regular Medicare	0.00	1,763.24	3,526.48	(3,526.48)	0.00
50-1110-2140-12	Insurance Stipend Medicare	0.00	0.00	0.00	0.00	0.00
50-1110-2140-20	Title II Medicare	0.00	40.70	81.40	(81.40)	0.00
50-1110-2140-58	ESSER Medicare	0.00	368.22	494.70	(494.70)	0.00
1110 Regular Programs		0.00	2,565.26	4,831.18	(4,831.18)	0.00 ** Function

Function 1111

50-1111-2130-1	Substitutue FICA	0.00	0.00	0.00	0.00	0.00
50-1111-2140-1	Substitute Medicare	0.00	0.00	0.00	0.00	0.00
1111 Function 1111		0.00	0.00	0.00	0.00	0.00 ** Function

Pre-K Programs

50-1125-2120-16	ECE IMRF	0.00	269.44	538.88	(538.88)	0.00
50-1125-2130-16	ECE FICA	0.00	246.86	493.72	(493.72)	0.00
50-1125-2140-16	ECE Medicare	0.00	62.18	124.36	(124.36)	0.00
1125 Pre-K Programs		0.00	578.48	1,156.96	(1,156.96)	0.00 ** Function

Infant/Toddler (I/T)

50-1215-2120-1	Life Skills IMRF	0.00	579.86	1,254.11	(1,254.11)	0.00
50-1215-2130-1	Life Skills FICA	0.00	502.65	1,091.78	(1,091.78)	0.00
50-1215-2140-1	Life Skills Medicare	0.00	57.24	114.48	(114.48)	0.00
1215 Infant/Toddler (I/T)		0.00	1,139.75	2,460.37	(2,460.37)	0.00 ** Function

Cross-Categorical (Cc)

50-1220-2120-1	CC Primary IMRF	0.00	224.42	448.84	(448.84)	0.00
50-1220-2130-1	CC Primary FICA	0.00	205.62	411.24	(411.24)	0.00
50-1220-2140-1	CC Primary Medicare	0.00	38.88	77.76	(77.76)	0.00
1220 Cross-Categorical (Cc)		0.00	468.92	937.84	(937.84)	0.00 ** Function

Function 1221

50-1221-2120-1	CC Middle IMRF	0.00	491.94	983.88	(983.88)	0.00
50-1221-2130-1	CC Middle FICE	0.00	450.72	901.44	(901.44)	0.00
50-1221-2140-1	CC Middle Medicare	0.00	109.42	218.84	(218.84)	0.00
1221 Function 1221		0.00	1,052.08	2,104.16	(2,104.16)	0.00 ** Function

Function 1222

50-1222-2120-1	CC JH IMRF	0.00	179.70	359.40	(359.40)	0.00
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Spring Valley District 99 Expenditure Repo

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Spring Valley CCSD 99

I.M.R.F./Soc. Sec. Fund 50							
Fund	50	I.M.R.F./Soc. Sec. Fund					
Function	1222	Function 1222					
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
50-1222-2130-1	CC JH FICA		0.00	164.64	329.28	(329.28)	0.00
50-1222-2140-1	CC JH Medicare		0.00	124.96	249.92	(249.92)	0.00
1222	Function 1222		0.00	469.30	938.60	(938.60)	0.00 ** Function
<u>Special Education Programs Pre-K</u>							
50-1225-2120-1	Pre School IMRF		0.00	126.68	253.36	(253.36)	0.00
50-1225-2130-1	Pre School FICA		0.00	116.06	232.12	(232.12)	0.00
50-1225-2140-1	Pre School Medicare		0.00	20.34	40.68	(40.68)	0.00
1225	Special Education Programs Pre-K		0.00	263.08	526.16	(526.16)	0.00 ** Function
<u>Remedial and Supplemental Programs K-12</u>							
50-1250-2140-26	Title I Medicare		0.00	117.74	235.48	(235.48)	0.00
1250	Remedial and Supplemental Programs K-12		0.00	117.74	235.48	(235.48)	0.00 ** Function
<u>Interscholastic Programs</u>							
50-1500-2120-1	Extracurricular IMRF		0.00	0.00	0.00	0.00	0.00
50-1500-2130-1	Extracurricular FICA		0.00	0.00	0.00	0.00	0.00
50-1500-2140-1	Extracurricular Medicare		0.00	0.00	0.00	0.00	0.00
1500	Interscholastic Programs		0.00	0.00	0.00	0.00	0.00 ** Function
<u>Bilingual Programs</u>							
50-1800-2120-38	Bi-Lingual IMRF		0.00	181.14	362.28	(362.28)	0.00
50-1800-2130-38	Bi-Lingual FICA		0.00	165.96	331.92	(331.92)	0.00
50-1800-2140-38	Bi-Lingual Medicare		0.00	56.12	112.24	(112.24)	0.00
1800	Bilingual Programs		0.00	403.22	806.44	(806.44)	0.00 ** Function
<u>Guidance Services</u>							
50-2120-2140-1	Guidance Medicare		0.00	165.40	330.80	(330.80)	0.00
2120	Guidance Services		0.00	165.40	330.80	(330.80)	0.00 ** Function
<u>Health Services</u>							
50-2130-2120-1	Nurse IMRF		0.00	417.00	851.18	(851.18)	0.00
50-2130-2130-1	Nurse FICA		0.00	378.71	773.16	(773.16)	0.00
2130	Health Services		0.00	795.71	1,624.34	(1,624.34)	0.00 ** Function
<u>Speech Pathology/Audio Services</u>							
50-2150-2140-1	Speech Medicare		0.00	131.92	259.20	(259.20)	0.00
2150	Speech Pathology/Audio Services		0.00	131.92	259.20	(259.20)	0.00 ** Function
<u>Educational Media Services</u>							
50-2220-2120-1	Library IMRF		0.00	209.35	426.84	(426.84)	0.00
50-2220-2130-1	Library FICA		0.00	163.19	342.22	(342.22)	0.00
50-2220-2140-1	Library Medicare		0.00	43.00	86.00	(86.00)	0.00

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I.M.R.F./Soc. Sec. Fund 50						
Fund	50	I.M.R.F./Soc. Sec. Fund				
Function	2220	Educational Media Services				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
2220	Educational Media Services	0.00	415.54	855.06	(855.06)	0.00 ** Function
Audio-Visual Services						
50-2223-2120-1	Tech Specialist IMRF	0.00	567.94	1,135.88	(1,135.88)	0.00
50-2223-2130-1	Tech Specialist FICA	0.00	471.44	942.88	(942.88)	0.00
2223	Audio-Visual Services	0.00	1,039.38	2,078.76	(2,078.76)	0.00 ** Function
Computer-Assisted Inst						
50-2225-2120-1	Tech Coordinator IMRF	0.00	350.96	701.92	(701.92)	0.00
50-2225-2130-1	Tech Coordinator FICA	0.00	295.28	590.56	(590.56)	0.00
2225	Computer-Assisted Inst	0.00	646.24	1,292.48	(1,292.48)	0.00 ** Function
Board of Education Services						
50-2310-2120-1	Board IMRF	0.00	0.00	0.00	0.00	0.00
50-2310-2130-1	Board FICA	0.00	5.99	5.99	(5.99)	0.00
2310	Board of Education Services	0.00	5.99	5.99	(5.99)	0.00 ** Function
Executive Admin Services						
50-2320-2120-1	Sup` t Secretary IMRF	0.00	298.60	597.20	(597.20)	0.00
50-2320-2130-1	Sup` t Secretary FICA	0.00	273.56	547.12	(547.12)	0.00
50-2320-2140-1	Superintendent Medicare	0.00	140.76	281.52	(281.52)	0.00
2320	Executive Admin Services	0.00	712.92	1,425.84	(1,425.84)	0.00 ** Function
Office Of Principal Serv						
50-2410-2120-1	Princ Secretary IMRF	0.00	430.80	845.72	(845.72)	0.00
50-2410-2130-1	Princ Secretary FICA	0.00	394.68	774.82	(774.82)	0.00
50-2410-2140-1	Principal Medicare	0.00	188.06	370.18	(370.18)	0.00
50-2410-2140-58	ESSER Medicare	0.00	13.92	13.92	(13.92)	0.00
2410	Office Of Principal Serv	0.00	1,027.46	2,004.64	(2,004.64)	0.00 ** Function
Fiscal Services						
50-2520-2120-1	Bookkeeper IMRF	0.00	367.00	734.00	(734.00)	0.00
50-2520-2130-1	Bookkeeper FICA	0.00	336.22	672.44	(672.44)	0.00
2520	Fiscal Services	0.00	703.22	1,406.44	(1,406.44)	0.00 ** Function
Oper and Maint of Plant Services						
50-2540-2120-1	Custodian IMRF	0.00	1,181.34	2,437.24	(2,437.24)	0.00
50-2540-2130-1	Custodian FICA	0.00	1,311.27	2,803.08	(2,803.08)	0.00
2540	Oper and Maint of Plant Services	0.00	2,492.61	5,240.32	(5,240.32)	0.00 ** Function
Food Services						
50-2560-2120-1	Food Service IMRF	0.00	692.92	1,385.84	(1,385.84)	0.00
50-2560-2130-1	Food Service FICA	0.00	634.83	1,269.66	(1,269.66)	0.00

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I.M.R.F./Soc. Sec. Fund 50						
Fund	50	I.M.R.F./Soc. Sec. Fund				
Function	2560	Food Services				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
2560	Food Services	0.00	1,327.75	2,655.50	(2,655.50)	0.00
						** Function
Other Support Services						
50-2900-3100-1	Investment Fees	0.00	7.54	18.83	(18.83)	0.00
2900	Other Support Services	0.00	7.54	18.83	(18.83)	0.00
						** Function
50	I.M.R.F./Soc. Sec. Fund	0.00	16,529.51	33,195.39	(33,195.39)	0.00
						* Fund
50	I.M.R.F./Soc. Sec. Fund	0.00	16,529.51	33,195.39	(33,195.39)	0.00
						Fund

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Capital Projects Fund or Fund Group 60							
Fund	60	Capital Projects Fund or Fund Group					
Function	2530	Facilities Acqu Const Services					
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
Capital Projects Fund or Fund Group							
Facilities Acqu Const Services							
60-2530-3100-1	Construction Services		0.00	0.00	0.00	0.00	0.00
2530	Facilities Acqu Const Services		0.00	0.00	0.00	0.00	0.00 ** Function
Other Support Services							
60-2900-3100-1	Investment Fees		0.00	0.00	0.00	0.00	0.00
2900	Other Support Services		0.00	0.00	0.00	0.00	0.00 ** Function
Debt Service-Interest on Short-Term Debt							
60-5100-6200-1	Debt Certificate Interest		0.00	0.00	0.00	0.00	0.00
5100	Debt Service-Interest on Short-Term Debt		0.00	0.00	0.00	0.00	0.00 ** Function
Debt Service - Interest on Long-Term Debt							
60-5200-6100-1	Debt Certificate Principal		0.00	0.00	0.00	0.00	0.00
5200	Debt Service - Interest on Long-Term Debt		0.00	0.00	0.00	0.00	0.00 ** Function
60	Capital Projects Fund or Fund Group		0.00	0.00	0.00	0.00	0.00 * Fund
60	Capital Projects Fund or Fund Group		0.00	0.00	0.00	0.00	0.00 Fund

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Working Cash Fund 70						
Fund	70	Working Cash Fund				
Function	8990	Function 8990				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget

Working Cash Fund

Function 8990

70-8990-6600-1	Permanent Transfer to Fund 40	0.00	0.00	0.00	0.00	0.00	
70-8990-6601-1	Permanent Transfer to Fund 50	0.00	0.00	0.00	0.00	0.00	
8990	Function 8990	0.00	0.00	0.00	0.00	0.00	** Function
70	Working Cash Fund	0.00	0.00	0.00	0.00	0.00	* Fund
70	Working Cash Fund	0.00	0.00	0.00	0.00	0.00	Fund

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Tort Immunity and Judgment Fund 80						
Fund	80	Tort Immunity and Judgment Fund				
Function						
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
Tort Immunity and Judgment Fund						
80-1222-1100-1	CC JH Salaries	0.00	0.00	166.47	(166.47)	0.00
80-1225-1100-1	Pre School Salaries	0.00	0.00	0.00	0.00	0.00
80-2130-1100-1	Nurse Salary	0.00	4,943.88	9,887.76	(9,887.76)	0.00
80-2220-1100-1	Library Salary	0.00	0.00	243.30	(243.30)	0.00
80-2320-1100-1	Superintendent Salary	0.00	0.00	0.00	0.00	0.00
80-2320-1101-1	Sup` t Secretary Salary	0.00	0.00	0.00	0.00	0.00
80-2361-3800-1	Unemployment Insurance	0.00	0.00	0.00	0.00	0.00
80-2361-3801-1	Liability Insurance	0.00	0.00	13,398.00	(13,398.00)	0.00
80-2361-3802-1	Property Insurance	0.00	0.00	34,247.00	(34,247.00)	0.00
Regular Programs						
80-1110-1100-1	Regular Salaries	0.00	0.00	0.00	0.00	0.00
1110 Regular Programs		0.00	0.00	0.00	0.00	0.00 ** Function
Infant/Toddler (I/T)						
80-1215-1100-1	Life Skills Salaries	0.00	0.00	475.42	(475.42)	0.00
1215 Infant/Toddler (I/T)		0.00	0.00	475.42	(475.42)	0.00 ** Function
Cross-Categorical (Cc)						
80-1220-1100-1	CC Primary Salaries	0.00	0.00	167.54	(167.54)	0.00
1220 Cross-Categorical (Cc)		0.00	0.00	167.54	(167.54)	0.00 ** Function
Function 1221						
80-1221-1100-1	CC Middle Salaries	0.00	0.00	666.05	(666.05)	0.00
1221 Function 1221		0.00	0.00	666.05	(666.05)	0.00 ** Function
Health Services						
80-2130-5100-1	Nurse Capital Outlay	0.00	0.00	0.00	0.00	0.00
2130 Health Services		0.00	0.00	0.00	0.00	0.00 ** Function
Risk Management and Claims Services Payments						
80-2365-3100-1	Tort Purchased Service	0.00	0.00	0.00	0.00	0.00
80-2365-3900-1	Risk Management Purchased Service	0.00	0.00	0.00	0.00	0.00
2365 Risk Management and Claims Services Payments		0.00	0.00	0.00	0.00	0.00 ** Function
Educational, Inspectional, Sup Serv due to loss						
80-2367-4100-1	Tort Supplies	0.00	0.00	0.00	0.00	0.00
2367 Educational, Inspectional, Sup Serv due to loss		0.00	0.00	0.00	0.00	0.00 ** Function
Legal Services						
80-2369-3180-1	Legal Services	0.00	0.00	0.00	0.00	0.00
2369 Legal Services		0.00	0.00	0.00	0.00	0.00 ** Function
Office Of Principal Serv						

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Tort Immunity and Judgment Fund 80							
Fund	80	Tort Immunity and Judgment Fund					
Function	2410	Office Of Principal Serv					
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget	
80-2410-1100-1	Principal Salary	0.00	0.00	1,845.27	(1,845.27)	0.00	
80-2410-1101-1	Princ Secretary Salaries	0.00	0.00	372.68	(372.68)	0.00	
2410	Office Of Principal Serv	0.00	0.00	2,217.95	(2,217.95)	0.00	** Function
<u>Fiscal Services</u>							
80-2520-1100-1	Bookkeeper Salary	0.00	0.00	0.00	0.00	0.00	
2520	Fiscal Services	0.00	0.00	0.00	0.00	0.00	** Function
<u>Oper and Maint of Plant Services</u>							
80-2540-1100-1	Custodian Salary	0.00	0.00	0.00	0.00	0.00	
2540	Oper and Maint of Plant Services	0.00	0.00	0.00	0.00	0.00	** Function
<u>Food Services</u>							
80-2560-1100-1	Food Service Salary	0.00	0.00	156.79	(156.79)	0.00	
2560	Food Services	0.00	0.00	156.79	(156.79)	0.00	** Function
<u>Other Support Services</u>							
80-2900-3100-1	Investment Fees	0.00	0.08	6.41	(6.41)	0.00	
80-2900-3800-1	Worker's Compensation Insurance	0.00	0.00	26,231.00	(26,231.00)	0.00	
2900	Other Support Services	0.00	0.08	26,237.41	(26,237.41)	0.00	** Function
80	Tort Immunity and Judgment Fund	0.00	4,943.96	87,863.69	(87,863.69)	0.00	* Fund
80	Tort Immunity and Judgment Fund	0.00	4,943.96	87,863.69	(87,863.69)	0.00	Fund

Spring Valley District 99 Expenditure Repo

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Capital Improvement Fund 90							
Fund	90	Capital Improvement Fund					
Function	2530	Facilities Acqu Const Services					
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget	
Capital Improvement Fund							
Facilities Acqu Const Services							
90-2530-3100-1	Life Safety Purchased Service	0.00	0.00	0.00	0.00	0.00	
90-2530-3600-1	Life Safety Architect	0.00	0.00	0.00	0.00	0.00	
2530	Facilities Acqu Const Services	0.00	0.00	0.00	0.00	0.00	** Function
Other Support Services							
90-2900-3100-1	Investment Fees	0.00	22.74	45.48	(45.48)	0.00	
2900	Other Support Services	0.00	22.74	45.48	(45.48)	0.00	** Function
90	Capital Improvement Fund	0.00	22.74	45.48	(45.48)	0.00	* Fund
90	Capital Improvement Fund	0.00	22.74	45.48	(45.48)	0.00	Fund
	Report Total:	0.00	532,039.62	1,299,639.95	(1,299,639.95)	0.00	

SPRING VALLEY C.C.S.D. #99

IMPREST FUND

September 2022

	Date	Check #	Account #	Amount	
Brandy Baele-Yerly	8/15/22	13335		\$50.00	should have been from Activity
Ed Derix	8/16/22	13336		\$70.00	Umpire
Todd Ryan	8/16/22	13337		\$70.00	Umpire
Michael Jackson	8/16/22	13338		\$70.00	Umpire
John McCauley	8/16/22	13339		\$70.00	Umpire
Michael Jackson	8/23/22	13340		\$70.00	Umpire
John McCauley	8/23/22	13341		\$70.00	Umpire
Kristin Wrobleski	8/25/22	13342		\$212.45	Life Skills
IESA	8/25/22	13343		\$120.00	Speech workshop
Theresa Craig	8/29/22	13344		\$17.40	refund lunch
Andrea Bodine	9/6/22	13345		\$20.00	refund yearbook
Putnam Co. Jr.High	9/6/22	13346		\$160.00	Softball Tournament
Wenona Fieldcrest	9/6/22	13347		\$60.00	IESA tournament umpires
Lincoln Jr. High School	9/12/22	13348		\$550.00	IESA dues and dinner
Larry Laio	9/13/22	13349		\$70.00	Referee
Lynetter Olson	9/13/22	13350		\$70.00	Referee
Mike Jackson	9/14/22	13351		\$60.00	Umpire
			TOTAL	\$1,809.85	
			check #13251	\$50.00	reimburse from Activity
				\$1,759.85	

SPRING VALLEY ELEMENTARY SCHOOL DISTRICT No. 99
TREASURER'S REPORT - DISTRICT CHECKING ACCOUNT 0000961450
AUGUST 31, 2022

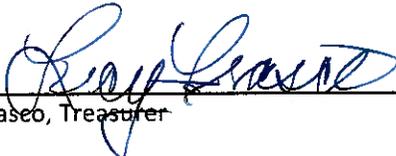
BEGINNING BALANCE - BOOKS	08/01/2022		\$ 145,435.28
ADD: CASH RECEIPTS			426,128.29
TRANSFER FROM INVESTMENT ACCOUNT			100,000.00
SUBTRACT: CASH DISBURSEMENTS			(506,274.65)
TRANSFER TO INVESTMENT ACCOUNT			-
ADJUSTMENTS: EFT correction			(39.17)
Voided check			1,400.00
			<u>1,400.00</u>
ENDING BALANCE - BOOKS	08/31/2022		<u>\$ 166,649.75</u>

RECONCILIATION OF CHECKING ACCOUNT

BALANCE PER 8/31/2022 BANK STATEMENT			\$ 175,208.65
ADD: DEPOSITS IN TRANSIT			-
SUBTRACT: OUTSTANDING CHECKS			(8,558.90)
ADJUSTMENTS:			-
			<u>-</u>
RECONCILED BALANCE			<u>\$ 166,649.75</u>

DETAIL OF RECONCILED CHECKING ACCOUNT BALANCE PER FUND

10 EDUCATIONAL			\$ 109,714.21
20 OPERATIONS & MAINTENANCE			116,096.32
30 DEBT SERVICES			157.61
40 TRANSPORTATION			(35,141.27)
50 MUNICIPAL RETIREMENT/SOCIAL SECURITY			20,002.87
60 CAPITAL PROJECTS			-
70 WORKING CASH			52.85
80 TORT			(44,423.01)
90 FIRE PREVENTION & SAFETY			190.17
			<u>190.17</u>
ENDING BALANCE			<u>\$ 166,649.75</u>



 Lucy Fraseo, Treasurer

09/19/2022

SPRING VALLEY ELEMENTARY SCHOOL DISTRICT No. 99
DISTRICT CHECKING - OUTSTANDING CHECKS AND ADDITIONAL RECONCILIATIONS
AUGUST 31, 2022

District Checking - Outstanding Checks

Check Date	Check No.	Amount
Jan 2022	42999	\$ 125.00
May 2022	43280	300.00
June 2022	43354	259.74
June 2022	43370	280.78
Aug 2022	43438	16.00
Aug 2022	43448	105.00
Aug 2022	43458	102.00
Aug 2022	43464	2,464.00
Aug 2022	43476	1,791.18
Aug 2022	43477	100.00
Aug 2022	43490	247.25
Aug 2022	43492	2,520.00
Aug 2022	43494	92.95
Aug 2022	43519	52.50
Aug 2022	43520	52.50
Aug 2022	43521	50.00
		8,558.90

Additional Reconciliations

Flex Plan - Spring Valley City Bank	
Beginning Balance	\$ 16,957.26
Add: Deposits	968.34
Deposit in transit	-
Less: Reimbursements/fees	(273.87)
Ending Balance	\$ 17,651.73
Vezzetti Capital Mgmt., Inc.	
Beginning Balance	\$ 3,043,471.64
Dividends & Interest	5,625.46
Change in market value	(5,639.75)
Property taxes received	1,312,141.06
Realized gain/loss	-
Transfers to/from checking	(100,000.00)
Ending Balance	\$ 4,255,598.41
Regular Checking	\$ 166,649.75
Total All Accounts	\$ 4,439,899.89
Total All Accounts by Fund	
10 EDUCATIONAL	\$ 2,452,853.29
20 O & M (BUILDING)	652,493.60
30 DEBT SERVICES	348,709.58
40 TRANSPORTATION	16,656.31
50 MR/SS	195,189.66
60 CAPITAL PROJECTS	-
70 WORKING CASH	497,250.35
80 TORT	73,380.11
90 FIRE PREVENTION & SAFETY	203,366.99
	\$ 4,439,899.89

Bills Payable List

Printed: 9/21/2022 3:11 PM
 Spring Valley CCSD 99
 Expense on Date: 9/1/2022 to 9/30/2022

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
AMAZON.COM						
		Math Supplies		922	96.28	10-1110-4100-1
		Beanbag		922	40.00	10-1125-4100-16
		Beanbag		922	45.99	10-1125-4100-16
		Play Tent		922	36.99	10-1125-4100-16
		Recess Equipment		922	107.20	10-1110-4100-1
		Supplies - Primary		922	13.98	10-1110-4102-1
		Supplies - Primary		922	40.19	10-1110-4102-1
		ESSER 3 - Headphones, Rolling Whiteboard		922	3,215.84	10-1110-4100-58
		Nurse Supplies		922	15.49	10-2130-4100-1
		Nurse Supplies		922	13.49	10-2130-4100-1
		Art Supplies		922	35.94	10-1110-4400-1
		Art Supplies		922	152.20	10-1110-4400-1
		Library Supplies		922	141.32	10-2220-4100-1
		Library Supplies		922	112.71	10-2220-4100-1
		Computer Supplies		922	245.50	10-2221-4100-1
		Lanyards		922	62.60	10-1110-4100-1
		Lanyards		922	63.56	10-1110-4100-1
		Document Cameras		922	495.00	10-2221-4100-1
		ESSER 3 Room Divider		922	1,273.00	10-1110-4100-58
					\$6,207.28	
BrainPOP LLC						
		ESSER 3		922	4,810.00	10-1110-3100-58
					\$4,810.00	
BUREAU COUNTY REPUBLICAN						
		Tentative Budget		922	82.50	10-2310-3500-1
					\$82.50	
CHASE CARD SERVICES						
		First Grade Field Trip		922	225.00	10-1110-3200-1
		New Teacher Orientation		922	122.48	10-2310-4100-1
		Baseball/Softball		922	63.17	10-1500-4100-1
		ESSER 3 Spalding Ed Phonogram Cards		922	244.94	10-1110-4100-58
		ESSER 3 Heggerty		922	687.96	10-1110-4100-58
		Library Supplies		922	226.02	10-2220-4100-1
		Scholastic Bowl		922	15.00	10-1500-4100-1
		Accessible Literacy iPad App		922	79.99	10-1220-4100-1
		Homeless Grant - Gas Cards		922	265.00	10-1110-4100-1
		Telephone & Internet		922	440.92	20-2540-3100-1
		PTC Scheduling		922	50.00	10-1110-3200-1
		Building Supply		922	340.76	20-2540-4100-1
		Building Supply		922	99.24	20-2540-4100-1
		ESSER 1 Math to Mastery		922	299.00	10-1110-4100-58
		Deep Space Sparkle		922	379.00	10-1110-4100-1
					\$3,538.48	
CINTAS CORP #396						
		Building Upkeep Services		922	56.83	20-2540-3201-1
					\$56.83	

Bills Payable List

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 Spring Valley CCSD 99
 Expense on Date: 9/1/2022 to 9/30/2022

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
CITY OF SPRING VALLEY						
		Water South		922	469.54	20-2540-3700-1
		Water North		922	169.68	20-2540-3700-1
					\$639.22	
COMCAST CABLE						
		Telephone & Internet		922	414.91	20-2540-3100-1
					\$414.91	
Comprehensive Psych Services						
		Student Psych Assessment		922	3,125.00	10-1110-3200-1
					\$3,125.00	
CONSTELLATION NEW ENERGY						
		Gas		922	234.35	20-2540-4605-1
		Electricity		922	6,306.05	20-2540-4606-1
					\$6,540.40	
CREATIVE APPAREL						
		First Day Staff Shirts		922	787.84	10-1110-4100-1
					\$787.84	
DIGITAL COPY SYSTEMS						
		Internal Supplies		922	140.00	10-2570-4100-1
		Copy Machine Rental		922	1,868.25	10-2570-3250-1
					\$2,008.25	
DRESBACH DISTRIBUTING CO						
		Building Supply		922	825.10	20-2540-4100-1
		Building Supply		922	199.80	20-2540-4100-1
					\$1,024.90	
EDUCATIONAL LEAGUE OF ILL						
		Superintendent Dues & Fees		922	35.00	10-2320-6100-1
					\$35.00	
Elizabeth Gross						
		Other Supplies - Teachers		922	300.00	10-1110-4300-1
					\$300.00	
FINDAWAY						
		Rural Achievement Supplies		922	398.43	10-1110-4100-24
					\$398.43	
FLEX SOURCE LLC						
		Board Other Purchased Service		922	55.00	10-2310-3900-1
					\$55.00	
Getz Industrial Cleaning						
		Equipment Upkeep Services		922	135.00	20-2540-3202-1
					\$135.00	
Gordon Rees Scully Mansukhani						
		XLSP.1257378		922	5,000.00	10-2310-3180-1
					\$5,000.00	
Guided Readers						
		ESSER I Guided Readers		922	308.76	10-1110-4100-58

Bills Payable List

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 Spring Valley CCSD 99
 Expense on Date: 9/1/2022 to 9/30/2022

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
					<u>\$308.76</u>	
HOMETOWN NATL BANK						
		Investment Fees		922	290.66	10-2900-3100-1
		Investment Fees		922	43.57	10-2900-3100-1
		Investment Fees		922	62.15	10-2900-3100-1
		Investment Fees		922	67.05	20-2900-3100-1
		Investment Fees		922	6.50	40-2900-3100-1
		Investment Fees		922	21.90	50-2900-3100-1
		Investment Fees		922	14.72	80-2900-3100-1
		Investment Fees		922	25.40	90-2900-3100-1
					<u>\$531.95</u>	
Hopkins & Associates						
		Board Audit Services		922	7,800.00	10-2310-3170-1
					<u>\$7,800.00</u>	
HYVEE						
		Regular Supplies		922	846.83	10-1110-4100-1
					<u>\$846.83</u>	
ILLINOIS VALLEY CELLULAR						
		Telephone & Internet		922	6.08	20-2540-3100-1
					<u>\$6.08</u>	
Illuminate Education						
		FastBridge Virtual Training		922	500.00	10-2210-3100-26
					<u>\$500.00</u>	
IMPREST FUND						
		IMPREST FUND EDUCATION		922	1,759.85	10-111-1
					<u>\$1,759.85</u>	
IXL LEARNING						
		ESSER 3 - 3 Year License		922	33,982.00	10-1110-4100-58
					<u>\$33,982.00</u>	
JAMES M. HERMES						
		Sup` t & Secretary Travel		922	66.69	10-2320-3300-1
					<u>\$66.69</u>	
JAMF SOFTWARE LLC						
		Computer Software		922	3,837.76	10-2221-4200-1
					<u>\$3,837.76</u>	
JANET MOORE, ED CONSULT						
		ESSER 1		922	8,680.00	10-2210-3100-58
					<u>\$8,680.00</u>	
JB CONTRACTING						
		Equipment Upkeep Services		922	417.33	20-2540-3202-1
					<u>\$417.33</u>	
JD`s Lock & Key						
		Equipment Upkeep Services		922	100.00	20-2540-3202-1
					<u>\$100.00</u>	
JOHANNES BUS SERVICE						
		Spec Ed Transportation ESY		922	5,005.80	40-2550-3310-1

Bills Payable List

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 Spring Valley CCSD 99
 Expense on Date: 9/1/2022 to 9/30/2022

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
		Transportation Supplies		922	854.88	40-2550-4100-1
		ECE Transportation		922	4,569.74	40-2550-3100-16
		Spec Ed Transportation		922	5,353.43	40-2550-3310-1
		Regular Transportation		922	10,956.44	40-2550-3311-1
		Extracurricular Trasnportation		922	1,212.40	40-2550-3312-1
		Transportation Supplies		922	1,646.22	40-2550-4100-1
					<u>\$29,598.91</u>	
JOHN'S SERVICE & SALES						
		Equipment Upkeep Services		922	1,840.18	20-2540-3202-1
					<u>\$1,840.18</u>	
Kaitlyn Padgett						
		Other Supplies - Teachers		922	300.00	10-1110-4300-1
					<u>\$300.00</u>	
Kimberly Gilbertsen						
		Other Supplies - Teachers		922	300.00	10-1110-4300-1
					<u>\$300.00</u>	
KLEIN THORPE & JENKINS						
		Board Legal Services		922	72.00	10-2310-3180-1
					<u>\$72.00</u>	
KOHL WHOLESALE						
		Food Supplies		922	6,726.08	10-2560-4100-1
		ECE Supplies		922	60.36	10-2560-4100-16
					<u>\$6,786.44</u>	
Kristin Wrobleski						
		Life Skills Supplies		922	46.56	10-1215-4100-1
					<u>\$46.56</u>	
LAKESHORE LEARNING						
		Transition Chair		922	159.85	10-1110-4100-1
		ESSER 3 Supplies		922	419.13	10-1110-4100-58
					<u>\$578.98</u>	
LAMINATOR.COM						
		Regular Supplies		922	1,111.38	10-1110-4100-1
					<u>\$1,111.38</u>	
LESSONPIX INC						
		Title I Purchased Service		922	324.00	10-1250-3100-26
					<u>\$324.00</u>	
Lite Construction						
		Door Replacement Project - Pay Request 4		922	21,942.00	20-2540-3201-1
					<u>\$21,942.00</u>	
LOCKER ROOM						
		Softball		922	18.95	10-1500-4100-1
		Baseball		922	36.00	10-1500-4100-1
		BB/VB Scorebooks		922	48.95	10-1500-4100-1
					<u>\$103.90</u>	
LOIS CROASDALE						
		Other Supplies - Teachers		922	300.00	10-1110-4300-1

Bills Payable List

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 Spring Valley CCSD 99
 Expense on Date: 9/1/2022 to 9/30/2022

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
					<u>\$300.00</u>	
MAUTINO DIST CO INC						
		Regular Supplies		922	84.50	10-1110-4100-1
		Regular Supplies		922	97.50	10-1110-4100-1
					<u>\$182.00</u>	
McGraw Hill LLC						
		ESSER 3 - Connecting Math		922	2,704.93	10-1110-4100-58
		ESSER 3 - Reading Mastery		922	1,651.59	10-1110-4100-58
		ESSER 3 - Reading Mastery		922	95.59	10-1110-4100-58
					<u>\$4,452.11</u>	
MIDWEST PBIS NETWORK						
		PBIS Leadership Forum		922	1,050.00	10-2210-3100-26
					<u>\$1,050.00</u>	
MTCO						
		Telephone & Internet		922	358.87	20-2540-3100-1
					<u>\$358.87</u>	
Nearpod						
		ESSER 3 Flocabulary		922	2,678.00	10-1110-3100-58
					<u>\$2,678.00</u>	
NICKIE ANDERSON						
		Tuition Reimbursement CI5033		922	450.00	10-1110-2300-1
		Tuition Reimbursement CI5103		922	450.00	10-1110-2300-1
					<u>\$900.00</u>	
Pam Buettner						
		Tuition Reimbursement EDUA 5405-IL		922	296.65	10-1110-2300-1
		Other Supplies - Teachers		922	300.00	10-1110-4300-1
					<u>\$596.65</u>	
PERMA BOUND						
		Rural Achievement Supplies		922	1,534.16	10-1110-4100-24
					<u>\$1,534.16</u>	
Quadient Leasing USA						
		Postage		922	235.59	10-1110-3400-1
					<u>\$235.59</u>	
REGIONAL OFFICE OF						
		Job Bank Services FY23		922	150.00	10-2310-3900-1
					<u>\$150.00</u>	
Republic Services						
		Grounds Upkeep Services		922	307.67	20-2540-3200-1
					<u>\$307.67</u>	
Scholastic Inc						
		ESSER 1 - Peterson Sch News		922	130.90	10-1110-4100-58
		ESSER 1 - Ritchie Sch News		922	161.80	10-1110-4100-58
					<u>\$292.70</u>	
SCHOOL NURSE SUPPLY, INC						
		Nurse Supplies		922	124.99	10-2130-4100-1

Bills Payable List

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 Spring Valley CCSD 99
 Expense on Date: 9/1/2022 to 9/30/2022

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
					<u>\$124.99</u>	
SCHOOL SPECIALTY INC.						
		Bulletin Board		922	632.92	10-1110-4100-1
		Classroom Rug		922	584.21	10-1110-4100-1
		ESSER 3 - Dry Erase Board		922	296.52	10-1110-4100-58
					<u>\$1,513.65</u>	
SHERWIN WILLIAMS CO						
		Building Supply		922	63.08	20-2540-4100-1
					<u>\$63.08</u>	
Specialized Education of Illinois						
		High Roads Peoria June ESY		922	1,363.52	10-4120-6700-1
		High Roads Bloomington - August		922	2,294.80	10-4120-6700-1
		High Roads Peoria - August		922	1,704.40	10-4120-6700-1
					<u>\$5,362.72</u>	
SPRING VALLEY SUPERMARKET						
		Regular Supplies		922	12.36	10-1110-4100-1
					<u>\$12.36</u>	
STAPLES						
		Regular Supplies		922	3,284.97	10-1110-4100-1
					<u>\$3,284.97</u>	
SUNRISE SUPPLY						
		Building Supply		922	400.02	20-2540-4100-1
		ESSER Grant Supplies		922	596.26	20-2540-4100-58
					<u>\$996.28</u>	
TEACHER DIRECT						
		ESSER 3 - Mini Dry Erase Boards		922	87.18	10-1110-4100-58
					<u>\$87.18</u>	
TECHNOLOGY MADE EASY						
		MacBook Air Screen		922	400.00	10-2221-4100-1
					<u>\$400.00</u>	
The Home Depot Pro						
		Building Supply		922	43.65	20-2540-4100-1
					<u>\$43.65</u>	
THE MUSIC SHOPPE, INC.						
		Band Supplies		922	141.44	10-1110-4600-1
					<u>\$141.44</u>	
THOMPSON ELECTRONICS CO						
		Bells		922	395.00	10-1110-3200-1
		Fire Alarm Inspection		922	1,660.00	20-2540-3202-1
					<u>\$2,055.00</u>	
TNT LAWN & SNOW, LLC						
		Grounds Upkeep Services		922	9,235.00	20-2540-3200-1
					<u>\$9,235.00</u>	
VERIZON WIRELESS						
		Telephone & Internet		922	256.84	20-2540-3100-1

Bills Payable List

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 Spring Valley CCSD 99
 Expense on Date: 9/1/2022 to 9/30/2022

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
					<u>\$256.84</u>	
VOYAGER SOPRIS LEARNING		ESSER 3 - Passport		922	643.50	10-1110-3100-58
					<u>\$643.50</u>	
Walz Label and Mailing Services		Warranty - Postage Machine		922	293.99	10-1110-3200-1
					<u>\$293.99</u>	
Woodburn Press		ESSER 1 - McDonald Mental Health Supplies		922	1,141.07	10-1110-4100-58
					<u>\$1,141.07</u>	
ZANER BLOSER		Handwriting Books		922	3,338.40	10-1110-4100-1
					<u>\$3,338.40</u>	
Zenith Insurance Company		Worker's Compensation Insurance		922	660.00	80-2900-380-1
					<u>\$660.00</u>	
				Report Total	<u><u>\$199,692.51</u></u>	

Spring Valley CCSD #99
Account #27540002561
August 31, 2022

<u>Category</u>	<u>Cost Basis</u>	<u>Market Value</u>	<u>%</u>	<u>Estimated Annual Income</u>	<u>Current Yield</u>
Cash & Cash Equivalents	\$1,467,715	\$1,467,715	34.49%	\$25,391	1.73%
Certificates of Deposit	\$875,000	\$871,005	20.47%	\$15,873	1.82%
T-Bills	\$248,334	\$248,873	5.85%	\$5,153	2.07%
Commercial Paper	\$0	\$0	0.00%	\$0	0.00%
Pass-Thru Securities	\$0	\$0	0.00%	\$0	0.00%
Taxable Municipal Bonds	\$1,314,832	\$1,280,343	30.09%	\$26,572	2.08%
U.S. Government Obligations	<u>\$395,121</u>	<u>\$387,664</u>	<u>9.11%</u>	<u>\$4,150</u>	<u>1.07%</u>
TOTAL ASSETS	\$4,301,002	\$4,255,598	100.01%	\$77,139	1.81%

<u>Sales/Maturities/Calls</u>	<u>Coupon</u>	<u>Maturity</u>	<u>Par</u>
US T-Bill	0.00%	08/16/22	\$100,000

<u>Purchases</u>	<u>Coupon</u>	<u>Maturity</u>	<u>Par</u>
Discover Bank	3.05%	08/07/23	\$100,000

Assets Held 8/31/22

Spring Valley CCSD #99
 Account #27540002561
 Cash Basis Earnings Worksheet
 August 31, 2022

Fiscal Year Ending: 6/30/23
 Fiscal Year Beginning: 7/01/22

MONTHLY INCOME

Aug-22	Prepaid Interest (Accrued)	\$0.00
	CD Interest	\$287.62
	UST/Agencies/Municipals	\$4,811.11
	T-Bills/Commercial Paper	\$303.87
	8/1/22 Money Market	<u>\$222.86</u>
	August Monthly Total	\$5,625.46
	Previous Fiscal YTD Interest	\$1,240.48
	Total Fiscal YTD Interest	<u>\$6,865.94</u>

MONTHLY ACCOUNT CHARACTERISTICS

Yield on Portfolio: 1.81%
 Duration (excluding cash): 0.64

MONTHLY CASH BASIS EARNINGS

Aug-22	August Interest	\$5,625.46
	Realized Gain/Loss	\$0.00
	Fees	<u>-\$380.43</u>
	Monthly Cash Basis Earnings	<u>\$5,245.03</u>

**FISCAL YEAR-TO-DATE
 CASH BASIS EARNINGS**

DIVIDENDS/INTEREST	\$6,865.94
REALIZED GAIN/LOSS	-\$1,445.91
FEES	<u>-\$801.48</u>
YTD CASH BASIS EARNINGS	<u>\$4,618.55</u>

**PRIOR YEAR FISCAL YEAR-TO-DATE
 CASH BASIS EARNINGS**

DIVIDENDS/INTEREST	\$3,223.64
REALIZED GAIN/LOSS	-\$495.00
FEES	<u>-\$690.13</u>
YTD CASH BASIS EARNINGS	<u>\$2,038.51</u>

Spring Valley CCSD #99
Cash Flow 2022 - 2023

	Education	O & M	Debt Svcs	Transport	IMRF/SS	Working Csh	Tort	Fire Pre & Saf
Final FY22 & FY23 July	\$ 2,155,433	\$ 636,848	\$ 48,461	\$ (26,315)	\$ 39,297	\$ 475,862	44,232	\$ 182,126
Beginning Balance								
Revenue	83,417	42,630	1	27,061	1	12	0	4
Expenses	488,725	180,559	0	108	16,666	0	82,920	23
Change	-405,308	-137,929	1	26,953	-16,665	12	-82,920	-19
AUGUST								
Beginning Balance	\$ 1,750,125	\$ 498,919	\$ 48,462	\$ 638	\$ 22,632	\$ 475,874	-38,688	\$ 182,107
Revenue	944,610	164,490	300,735	53,554	114,874	21,277	117,153	21,279
Expenses	445,295	61,329	0	3,920	16,530	0	4,944	23
Change	499,315	103,161	300,735	49,634	98,344	21,277	112,209	21,256
SEPTEMBER								
Beginning Balance	\$ 2,249,440	\$ 602,080	\$ 349,197	\$ 50,272	\$ 120,976	\$ 497,151	73,521	\$ 203,363
Revenue								
Expenses								
Change								
OCTOBER								
Beginning Balance								
Revenue								
Expenses								
Change								
NOVEMBER								
Beginning Balance								
Revenue								
Expenses								
Change								
DECEMBER								
Beginning Balance								
Revenue								
Expenses								
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JANUARY								
Beginning Balance								
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FEBRUARY								
Beginning Balance								
Revenue								
Expenses								
Change								
MARCH								
Beginning Balance								
Revenue								
Expenses								
Change								
APRIL								
Beginning Balance								
Revenue								
Expenses								
Change								
MAY								
Beginning Balance								
Revenue								
Expenses								
Change								
JUNE								
Beginning Balance								
Revenue								
Expenses								
Change								
Final FY23								
Current Balance all Funds:	\$		4,146,000					

Assistant Principal's Report- September 21, 2022

Below you will find a breakdown of the number of minors and majors given since the beginning of the school year. I was able to meet with the 5th-8th grade students to highlight some areas of the handbook that they might need reminded of. Overall it has been a relatively good start to the year. The baseball and softball teams wrapped their seasons up and our girls basketball seasons are just starting. We were able to fill all of our vacant coaching positions with the help of some of our parents. All of our coaches are listed on the next page. The Spring Valley Police department was also here on September 15th to run through our annual active shooter drills with all of our students and staff.

Grade	# of Minors	Yearly total	# of Majors	Yearly Total
K	3	3	1	1
1	0	0	0	0
2	4	4	0	0
3	3	3	0	0
4	2	2	0	0
5	8	8	1	1
6	6	6	0	0
7	23	23	0	0
8	19	19	0	0
Total as of 9/16/22	68	68	2	2

Grade	# of Students	
EC	3	-
Pre-K	53	-
K	63	-
1	74	-
2	58	-
3	63	-
4	60	-
5	55	-
6	68	-
7	55	-
8	55	-
Total	607	-

Extra-curricular positions for the 2022-23 school year:

Baseball: Joe Perez and Craig Olson

Softball: Maty Nowakowski and Amy Ossola

6th Grade Girls Basketball: Marcus Biagioni and Brian Pellegrini

7th Grade Girls Basketball: Shelby Justi

8th Grade Girls Basketball: Amy Ossola

6th Grade Boys Basketball: Adam Falkenhayn

7th Grade Boys Basketball: Bryan Dickinson

8th Grade Boys Basketball: Mark Yanek

6th Grade Volleyball: Teresa Case

7th Grade Volleyball: Amanda Foote

8th Grade Volleyball: Demi Salazar

Track: T.J. Orlandi and Kaitlyn Foley

Cheerleading: Kaitlyn Foley

Speech: Tricia Burkart and Julie McDonald

4/5 Play and Musical: Katie Ritchie and Emily Lesman

Scholastic Bowl: Katie Ritchie

Student Council: Ryan Milus

Yearbook: Lauren Trumpinski

Principal's Report 9/21/2022

- Meet the Teacher Attendance Numbers
 - PK – 91%
 - K – 84%
 - 1st – 83%
 - 2nd – 93%
 - 3rd – 93%
 - 4th – 96%
 - 5th – 83%
 - 6th – 90%
 - 7th – 90%
 - 8th – 93%
- Comprehensive Health Standards
 - We will need to make an informed decision at some point if we are adopting the new standards
- Preschool
 - Compliance visit
 - Rewrite for the grant
 - PFA and possible PFAE
- Illinois Tutoring Initiative
 - Partnering with NIU for after school tutoring for grades 3-8
 - District will need to set the criteria
 - Frees up some of our grant money
- FastBridge
 - After speaking with a representative, there aren't documents to use with the raw data report to show what adequate growth is.
 - The report that is needed is the group growth report. Once they roll over data, we no longer have access to this report.
 - Moving forward, we will have to download all available reports and store them locally to have continued access.
- Upcoming Dates
 - October 28th – Trunk or Treat
 - November 16th – Family Reading Night

NATIONAL SEX EDUCATION STANDARDS

CORE CONTENT AND SKILLS, K-12

SECOND EDITION

National Sex Education Standards

CORE CONTENT AND SKILLS, K-12

SECOND EDITION



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Acknowledgements

The *National Sex Education Standards: Core Content and Skills, K–12 (Second Edition)* were developed by the Future of Sex Education (FoSE) Initiative, a partnership between **Advocates for Youth**, **Answer**, and **SIECUS: Sex Ed for Social Change** that seeks to create a national dialogue about the future of sex education and to promote the institutionalization of quality sex education in public schools. To learn more, please visit www.futureofsexed.org.

Advocates for Youth partners with youth leaders, adult allies, and youth-serving organizations to advocate for policies and champion programs that recognize young people’s rights to honest sexual health information; accessible, confidential, and affordable sexual health services; and the resources and opportunities necessary to create sexual health equity for all youth. Advocates for Youth envisions a society that views sexuality as normal and healthy and treats young people with respect. Advocates’ vision is informed by its core values of Rights. Respect. Responsibility.

Answer provides and promotes unfettered access to comprehensive sexuality education for young people and the adults who teach them. Answer envisions a nation in which sexuality is recognized as a normal, healthy part of development and every young person’s right to high-quality sex education is fulfilled. For nearly 40 years, they have helped adults be the best sexuality educators they can be by providing the latest resources, most current information and best practices for reaching and teaching the young people in their lives. Answer is also dedicated to ensuring young people have access to the information they need to be happy, healthy, and safe well into the future.

SIECUS: Sex Ed for Social Change has served as one of the national voices for sex education for 55 years, asserting that sexuality is a fundamental part of being human, one worthy of dignity and respect. SIECUS works to create a world that ensures social justice is inclusive of sexual and reproductive rights. Through policy, advocacy, education, and strategic communications efforts, SIECUS advances sex education as a vehicle for social change—working toward a world where all people can access and enjoy their own sexual and reproductive freedom.

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Contributors and Reviewers

A diverse group of professionals with expertise in sexuality, public education, public health, child and adolescent medicine, social justice, and psychology provided valuable contributions to and feedback on drafts of the revised National Sex Education Standards. FoSE is grateful to these individuals:

Brittany Batell, MPH, MSW, Program and Engagement Manager, Michigan Organization on Adolescent Sexual Health

Laurie Bechhofer, MPH, HIV/STD Education Consultant, Michigan Department of Education

Jacqueline Bible, MA, Consultant, Future of Sex Education Initiative ♦

Diana K. Bruce, MPA, Director of Health and Wellness, District of Columbia Public Schools ♦

Nicole Cushman, MPH, Executive Director, Answer ♦

Jennifer Driver, Vice President of Policy & Strategic Partnerships, SIECUS

Bonnie J. Edmondson, EdD, Associate Professor, School Health Education Graduate Program Coordinator, Southern Connecticut State University

Jey Ehrenhalt, MEd, School Programs Coordinator, Teaching Tolerance (A Project of the Southern Poverty Law Center)

Mariotta Gary-Smith, MPH, CSE, Founding Member, Women of Color Sexual Health Network

Andrea Gleaves, Strategic Partnerships Manager, DC Coalition Against Domestic Violence

Nora Gelperin, MEd, Director of Sexuality Education and Training, Advocates for Youth

Eva S. Goldfarb, PhD, LHD (hon), Professor, Public Health/Human Sexuality, Montclair State University

Christine Soyong Harley, MPP, President and Chief Executive Officer, SIECUS

Debra Hauser, MPH, President, Advocates for Youth

Jennifer Heitel, MPH, Consultant, Future of Sex Education Initiative

Elis Herman, Health Education Specialist—Sonoma County, Planned Parenthood Northern California

Lisa James, Director of Health, Futures Without Violence

Tonya Katcher, MPH, MD, Program Director for Clinical Services and Contraceptive Access, Advocates for Youth

Niki Khanna, MA, AMFT, Consultant

Joseph Kosciw, PhD, Director, GLSEN Research Institute

Maureen Kenny Winick, PhD, Professor, School of Education and Human Development, Florida International University

Lisa D. Lieberman, PhD, CHES, Professor, Public Health, Montclair State University

Stephanie Morris, MBA, Chief Executive Officer, SHAPE America

Linda Morse, RN, NJ-CSN, MA, RCHES, Retired, NJ Department of Education

Sonya M. Norsworthy, MAOM, National Director of Education, Planned Parenthood Federation of America

Chitra Panjabi, MA, President and Chief Executive Officer, SIECUS ♦

Daniel Rice, MEd, Interim Executive Director, Answer

Deborah Roffman, MS, CSE, Sexuality Educator and Consultant

Emily Rothman, ScD, Professor, Boston University School of Public Health

Elizabeth Schroeder, EdD, MSW, Principal, Elizabeth Schroeder Consulting

Wendy L. Sellers, RN, MA, President and Sexuality Educator, Health 4 Hire

Al Vernacchio, MEd, Sexuality Educator, Friends' Central School, Wynnwood, PA

Caitlin Viccora, Program Coordinator, Supportive & Healthy Schools, Advocates for Youth

Kim Westheimer, MA, Director of Strategic Initiatives, Gender Spectrum

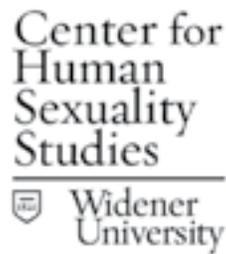
Sandy Wurtele, PhD, Professor of Psychology, University of Colorado at Colorado Springs

Fred Wyand, Director of Communications, American Sexual Health Association

Organizational affiliations are included for identification purposes only.

♦ Individuals represented the organization listed above during creation of the NSES but have since moved on.

Endorsing Organizations



Testimonials

“It is critical for young people to embrace the normal changes of puberty and to ultimately engage in positive and healthy sexual decision-making. The importance of clear, evidence-based guidance for sexuality education cannot be underestimated. These updated standards provide high-quality, evidence-based information with proven strategies to teach young people about sexual and reproductive development in a thoughtful and nonjudgmental manner.”

- Maria Trent, MD, MPH, FAAP, FASHM
Professor of Pediatrics, Public Health, and Nursing, Johns Hopkins University
President, Society for Adolescent Health and Medicine

“The National Sex Education Standards provide much needed content and skills to help children and adolescents grow up to be healthy adults with responsible approaches to sexuality, consent, and sexual behavior. The second edition of the Standards incorporate emerging evidence about how to address unconscious biases, trauma informed care, and gender identity, among others. They provide a clear approach, recognizing that comprehensive school health programs should provide both age-appropriate information about human development and support for the critical role of families in setting values.”

- Jonathan D. Klein, MD, MPH
North American Vice President, International Association for Adolescent Health
Samuel and Savithri Raj, Endowed Professor and Executive Vice Head,
Department of Pediatrics, University of Illinois at Chicago

“Today, about one in five young women and gender non-confirming people report experiencing some kind of sexual assault while in college. It is essential that students learn about consent, bodily autonomy and mutual respect from an early age. The National Sex Education Standards provide guidance to schools on what to teach in each grade level to help reduce sexual harrasment and assault and instead raise a generation of young people committed to a culture of consent.”

- Sage Carson, Manager, Know Your IX

“When followed, these updated standards will help to ensure that youth of all orientations, gender identities and expressions have access to information needed to make informed decisions to support happy and healthy futures for themselves and their peers.”

- Dr. Eli R. Green, Founder & CEO, The Transgender Training Institute, Inc

“SHAPE America envisions a nation where all children are prepared to lead healthy, physically active lives. Providing access to sexual health information is an important part of ensuring young people have the knowledge and skills needed to make informed decisions about their health. These standards are a road map for K-12 administrators and educators who are committed to providing their students with the imperative content they deserve to grow into healthy adults.”

- Stephanie Morris, Executive Director, SHAPE America

“Over the past decade we have seen a reawakening on a number of sexual health issues, including a new dialogue about sexual consent, the emergence of digital technologies shaping sexual health, greater awareness of intersectionality, and fundamental connections among sexual orientation and gender identity and the long-term consequences of stigma and discrimination. We have also seen the emergence of new language about social, racial, and reproductive justice and equity that reflect this reawakening. All of these are reflected in the 2020 National Sex Education Standards.”

- John Santelli, MD, MPH
Professor, Population and Family Health and Pediatrics, Columbia University
Past-President, Society for Adolescent Health and Medicine

Background and Vision

The *National Sexuality Education Standards: Core Content and Skills, K–12* (NSES) were first published in 2012. The development of these standards, and this update, have been the result of an ongoing initiative, the Future of Sex Education (FoSE). For the first edition of these standards, forty individuals from the fields of health education, sex education, public health, public policy, philanthropy, and advocacy convened for a two-day meeting in December 2008 to create a strategic plan for sex education policy and implementation. A key strategic priority that emerged from this work was the creation of national sex education standards to advance the implementation of sex education in United States (US) public schools. In this updated edition, the FoSE partners first conducted an internal review of the NSES, taking into account feedback received through seven years of implementation. In addition, a number of experts in different topic areas conducted external reviews, and FoSE held a daylong in-person expert consultation meeting in January 2018.

Research shows that quality sex education programs can help young people delay the onset of sexual activity, reduce the frequency of sexual activity, reduce their number of sexual partners, and increase condom and contraceptive use.¹ And, by helping young people avoid unintended pregnancy and sexually transmitted diseases/infections (STDs/STIs), these programs can yield additional benefits. During the younger years, education that includes identifying body parts and safe versus unsafe touching, and discusses reporting child sexual abuse increases self-protective knowledge and skills, awareness that child sexual abuse is not the fault of the child, and makes it more likely for a child to say they would tell someone about the abuse.² And for older youth, students who receive sex education, including sexual negotiations skills, before college matriculation are at lower risk of experiencing sexual assault during college.³

These programs have also been found to help young people succeed academically by helping them to stay in school and achieve higher grades.⁴ They also increase acceptance of students who identify as lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ), many of whom are at disproportionate risk for school absenteeism, dropping out, bullying, and detrimental sexual health outcomes such as the human immunodeficiency virus (HIV), other STDs/STIs, and unintended pregnancy.⁵⁻⁶ Academic achievement and the health status of students are interrelated and should be recognized as such. Physical and emotional health-related problems may inhibit young people from learning by reducing their motivation to learn; diminishing their feelings of connectedness to school; and contributing to absenteeism and drop out.⁷⁻⁸

The goal of sex education is to help young people navigate sexual development and grow into sexually healthy adults. To be effective, sex education must include medically accurate information about a broad range of topics such as consent and healthy relationships; puberty and adolescent development; sexual and reproductive anatomy and physiology; gender identity and expression; sexual identity and orientation; interpersonal and sexual violence; contraception, pregnancy, and reproduction; and HIV and other STDs/STIs. Quality sex education goes beyond delivering information. It provides young people with opportunities to explore their own identities and values along with the values and beliefs of their families and communities. It also allows young people to practice the communication, negotiation, decision-making, and assertiveness skills they need to create healthy relationships—both sexual and nonsexual—throughout their lives.

Purpose of the National Sex Education Standards

The goal of the *National Sex Education Standards: Core Content and Skills, K–12* (Second Edition) is:

To provide clear, consistent, and straightforward guidance on the essential, minimum, core content and skills needed for sex education that is age-appropriate for students in grades K–12 to be effective.

The NSES were originally developed to address the inconsistent implementation of sex education nationwide and the limited time allocated to teaching the topic—and this mission still stands. According to the Centers for Disease Control and Prevention’s (CDC’s) School Health Policies and Practices Study (SHPPS), 41.3% of districts in the US have adopted the NSES.) with: According to the Centers for Disease Control and Prevention’s (CDC’s) School Health Policies and Practices Study (SHPPS), 41.3% of districts in the US follow standards based on the NSES. According to SHPPS, teachers provided an average of 6.2 hours of instruction on human sexuality in high school courses, with an average of less than four hours on HIV, other STDs, and pregnancy prevention. In middle school courses, teachers provided an average of 5.4 total hours of instruction on human sexuality, with just over two hours on HIV, other STDs, and pregnancy prevention. And in elementary schools, teachers provided only 1.9 hours on human sexuality.¹⁰ In addition, a median of only 17.6% of schools taught all 20 specific sexual health topics included in the SHPPS questionnaire in grades 6, 7, or 8, and a median of only 42.8% taught all of these topics in grades 9, 10, 11, or 12. Notably, the median percentages were higher across large urban school districts (41% and 75%, respectively). Of note, HIV prevention topics are losing ground in school health education. Since 2008, the percentage of schools across states that taught HIV prevention topics fell from 93% to 87% in 2018.¹¹

Given these realities, the *National Sex Education Standards* aim to:

- Outline, based on research and extensive professional expertise, the **minimum, essential, core content and skills** for sex education K–12 given student needs.
- Provide guidance for schools when designing and delivering sex education K–12 that is **planned, sequential, and part of a comprehensive school health education approach**.
- Provide a clear rationale for teaching sex education content and skills at different grade levels that is **evidence-informed, age-appropriate, and theory-driven**.
- Support schools in **improving academic performance** by addressing a content area that is both **highly relevant to students and directly related to academic success and high school graduation rates**.
- Present sexual development as a **normal, natural, healthy part of human development** that every school district should address.
- Offer clear, concise **recommendations for school personnel** on what is age-appropriate to teach students at different grade levels.
- Translate an emerging body of **research related to school-based sex education** so that it can be put into practice in the classroom.
- Address the **ever-evolving learning needs of students**, including as it related to emerging topics of sex and sexuality.
- Ground the educational experience in **social justice and equity, honoring the diversity of students** (racial, ethnic, gender, orientation, ability, socio-economic, as well as academic) and promote awareness, understanding, and appreciation of diversity and inclusion.

The NSES outline what all students are expected to know and be able to do at a specific stage of their education, not how teachers should teach or the curricula they should use. The NSES describe education indicators, focusing on what is most essential for students to learn by the end of a grade level or grade span, rather than describe all that can or should be taught. **The NSES are written to identify the key concepts and skills that students broadly need to be sexually healthy during their school-age years and throughout the lifespan.** The NSES can be used to create lessons and/or curricula with learning objectives that will achieve the standards. The NSES are voluntary guidance and do not ascribe or mandate any particular teaching practice, curriculum, or assessment method by an authorizing body. A great deal is left to the discretion of educators, administrators, and curriculum developers.

What's New in this Edition of the *National Sex Education Standards*

It has been nearly 10 years since the first edition of the NSES was created and released. This new edition takes into account lessons learned from implementation by states and school districts around the U.S. and reflects recent developments, research advancements, and current thinking on a number of topics.

As detailed below, the updated NSES have been written with a trauma-informed lens; have been infused with principles of reproductive justice, racial justice, social justice, and equity; address social determinants of health and how these can lead to inequitable health outcomes; and take an intersectional approach. This edition uses less cis- and heteronormative language that reflects a broader range of relationships and identities. It also prioritizes both content and skill-based learning to acknowledge that it is essential to couple functional knowledge with skills to help support healthy decision-making. Increased attention also has been paid to strategically scaffold concepts and skills in order to introduce topics at age-appropriate grade levels, reflecting recent research that supports introducing some topics earlier while preparing students for more complex content and skills as they age.¹²⁻¹⁵

Educators and administrators who have adopted or used the NSES as guidelines for their own standards, curricula, and teaching, asked for more specificity regarding which topics should be taught at which grade level, particularly at the youngest and oldest ages. This updated version now presents core content and skills in more specific grade level bands to better reflect what is age-appropriate. **The updated NSES use the following grade bandwidths: grades K–2, grades 3–5, grades 6–8, grades 9–10, and grades 11–12.**

The updated NSES also include new topics to provide increased guidance to educators on a number of issues previously unaddressed and new indicators and topic strands to better address what is age-appropriate for students. Additions and updates to indicators and topics reflect:

- advancements in medical technologies;
- developments in communications platforms, including social media, and the increasing use and impact of technology within relationships;
- increased focus on bodily autonomy, consent, and sexual agency;
- updated laws and policies on such topics as bullying, sexting, and access to and availability of sexual and reproductive healthcare;
- continual evolution in language related to gender, gender identity, gender expression, sexual orientation, and sexual identity;
- inclusion of power and privilege, conscious and unconscious bias, intersectionality, and covert and overt discrimination, and the principles of reproductive justice, racial justice, social justice, and equity;

- emphasis on prevention, recognition, and intervention related to sex trafficking and sexual exploitation; and
- impact of youth having increased availability and access to sexually explicit media.

In addition, the new NSES is updated with new topic strands as follows.

Original NSES	Revised NSES	What is reflected in this change?
Healthy Relationships (HR)	Topic strand title changed to: Consent and Healthy Relationships (CHR)	Includes all indicators related to relationships, both specific and general. Adds emphasis on the topic of consent and starts to focus on consent and bodily autonomy in early elementary in order to help keep young students safe from child predators and lay the groundwork for an understanding of sexual relationships much later on, as well as ensuring a safer classroom environment in the present.
Anatomy and Physiology (AP)	Topic strand title unchanged: Anatomy and Physiology (AP)	
Puberty and Adolescent Development (PD)	Topic strand title changed to: Puberty and Adolescent Sexual Development (PD)	Better reflects the focus on sexual development in adolescence, rather than all adolescent development.
Identity (ID)	Broken into two topic strands: 1) Gender Identity and Expression (GI) 2) Sexual Orientation and Identity (SI)	Better reflects that these are separate areas of identity that should not be conflated.
Pregnancy and Reproduction (PR) and Sexually Transmitted Diseases and HIV (SH)	Merged into one topic strand: Sexual Health (SH)	Takes a more holistic approach to what it means to be sexually healthy. Better reflects the overlap in knowledge and skills necessary for prevention, care, and treatment of pregnancy and STDs, including HIV.
Personal Safety (PS)	Topic strand title changed to: Interpersonal Violence (IV)	Better reflects all types of violence (e.g., bullying, sexual harassment, sexual abuse, sexual assault, dating violence, domestic violence) that may occur in a variety of relationships (e.g., peer-to-peer, family, romantic, sexual).

Guiding Principles and Values for the *National Sex Education Standards*

High Expectations

The *National Sex Education Standards* ascribe to the educational principle of high expectations, which is premised on the philosophical and pedagogical belief that holding all students to high expectations provides access to a high-quality education, since the educational achievement of students tends to rise or fall in direct relation to the expectations placed upon them. Although recommendations made here are based on grade level, children of the same age often develop at different rates and some content may need to be adapted based on the needs of the students. The NSES do not provide specific guidance on how a topic area should be taught. They also generally do not address varying needs of students with intellectual and/or physical disabilities or who are neuroatypical or students with any other unique attributes who may require adjustments to instruction. All students, regardless of physical or intellectual ability, deserve the opportunity to achieve personal health and wellness, including sexual health. Educators and other school professionals, including administrators, should create and/or provide the additional support materials necessary to ensure that teaching is developmentally appropriate and culturally relevant for those with unique learning needs, including English learners and students with differing abilities.

Each district, school, administrator, and educator knows best the context in which they are teaching and are in the position to best identify the needs of their students and the strategies, materials, time, and resources needed to support students in achieving the NSES. Curriculum planners should implement existing or develop new curricula based on local health needs. It is up to curriculum developers, administrators, and educators to ensure all students have the opportunity to learn and meet the same high standards. Students need multiple opportunities and a variety of assessment strategies to determine whether educators have achieved effective implementation of the sex education standards.

Functional Knowledge and Skills

In revising the NSES, the authors took into account the current evolution of understanding regarding the importance of functional knowledge and skill. Sexuality education experts maintain that skills, such as those outlined in the National Health Education Standards, are essential to the development and maintenance of sexual health throughout the lifespan. These same experts agree there is unique and nuanced content in sexual health that is critical for students to learn in order to lay a strong foundation for the effective application of skills. As such, the NSES include indicators related both to functional knowledge and skills.

Trauma-Informed

The NSES have been written with a trauma-informed lens and the understanding that the experiences of both students and teachers impact what happens in a classroom. Many people have experienced interpersonal or sexual violence or other trauma related to sexual harassment and assault, sexual orientation, gender identity or expression, race, socio-economic status, ability, immigration status, religion, and/or culture. Consequently, some teachers may need additional support when addressing these issues to ensure they approach these topics sensitively and do not inadvertently re-traumatize students. As a guiding principle, educators should always utilize trauma-informed strategies when implementing sex education. This includes, for example, giving trigger warnings before beginning to teach content on sexual violence and allowing students the right to pass as appropriate. **Indicated throughout the NSES with an asterisk (*) are places where educators may want to include a trigger warning before introducing and discussing sensitive material related to interpersonal or sexual violence or other trauma.**

Social, Racial, and Reproductive Justice and Equity

Sex education should avoid cisnormative, heteronormative approaches, aim to strengthen young people's capacity to challenge harmful stereotypes, and be inclusive of a wide range of viewpoints and populations without stigmatizing any group. It should acknowledge the role that structural and contextual factors—personal, interpersonal, social, economic, and cultural—play in shaping adolescents' sexual motivations and behaviors, with the fundamental goal of removing economic-, racial-, ethnic-, gender-, sexual orientation-, and ability-related disparities in adolescent sexual health. Health outcomes are largely influenced by biology and genetics, individual behavior, social environment, physical environment, and availability of health services.¹⁶⁻¹⁷ These factors interact and influence health outcomes for individuals.¹⁸ Given this, **the updated NSES calls attention to overt and covert discrimination, which may be based on biases, including institutional, structural, interpersonal, and internalized racism. The Standards also reflect a focus on conscious and unconscious bias to avoid possibly perpetuating stereotypes. Social determinants of health are also addressed with a focus on how characteristics such as to race, ethnicity, socioeconomic status, sexual orientation, and gender identity and expression are related to inequitable health outcomes.**

All adolescents have a right to comprehensive, developmentally and culturally appropriate, confidential support and sexual health services. And, if pregnant, young people have the right to comprehensive pregnancy options counseling and all related services. **The updated NSES have thoughtfully taken into consideration that young people—including young people who are pregnant or parenting—should have decision-making power in their reproductive health and their decision to determine if, when, and under what circumstances they do or do not want to parent.** Within this, the updated NSES seek to educate users on the institutional and structural barriers that hinder or complicate sexual and reproductive health decisions.

Intersectionality

In addition, the NSES takes an intersectional approach, reflecting the theory conceptualized by Kimberlé Crenshaw, JD, LL.M. Intersectionality describes the way overlapping or intersecting social identities—and particularly minority identities—relate to systems and structures of discrimination. Intersectionality looks at the relationships between these marginalized identities and the way that multiple systems of oppression interact in the lives of those with multiple marginalized identities and how this mixture impacts both our self-perception and how we are viewed and treated by other individuals, groups, institutions, and by society.¹⁹⁻²⁰ **Educators, administrators, and curriculum developers are encouraged to take an intersectional approach as a guiding principle throughout sex education lessons and curricula that align with the NSES, regardless of whether identity or intersectionality is specifically addressed in an indicator.**

Language Inclusivity

Language is constantly evolving; new terms are introduced, while others fade from use or change their meaning over time. This remains true for the terms and definitions included in the NSES. Similarly, gender identity, gender expression, sexual orientation, and sexual identity are often evolving and changing during adolescence. The developmental process for young people often involves experimenting with many different identities, forms of expression, and behaviors, and sexual identity is not exempt from this type of exploration. As sexual development continues to progress, most youth will eventually identify themselves with a gender identity and a sexual orientation, though some may not. **No one else is qualified to label or judge another person's sexual identity, including their sexual orientation or gender identity, and it is important that the language and terms young people use to identify themselves is respected by the adults in their lives.** Adults, including educators and administrators, should respect and use the pronouns each student uses for themselves. (For additional information and definitions of terms used in the NSES, see *Appendix: Glossary: Sex Education Terms*.)

Theoretical Framework

The NSES seek to address both the functional knowledge related to sexuality and the specific skills necessary to adopt healthy behaviors, as well as students' beliefs and attitudes related to sexuality. As such, the NSES reflect the tenets of social learning theory, social cognitive theory, and the social ecological model of prevention. From *social learning theory*, which recognizes that “learning occurs not merely within the learner but also in a particular social context,”²¹ there are several key concepts addressed within the NSES, including:

- **Personalization.** The ability of students to perceive the core content and skills as relevant to their lives increases the likelihood that they will learn and retain them. Ensuring students see themselves represented in the materials and learning activities can further assist in personalization.
- **Susceptibility.** It is widely understood that many young people do not perceive they are susceptible to the risks of certain behaviors, including sexual activity. Learning activities should encourage students to assess the relative risks of various behaviors, without exaggeration, to highlight their susceptibility to the potential negative outcomes of those behaviors.
- **Self-Efficacy.** Even if students believe they are susceptible, they may not believe they can do anything to reduce their level of risk. Helping students overcome misinformation and develop confidence by practicing skills necessary to manage risk are key to a successful sex education curriculum.
- **Social Norms.** Given that middle and high school students are highly influenced by their peers, the perception of what other students are, or are not, doing influences their behavior. Debunking perceptions and highlighting positive behaviors among teens (i.e., the majority of teens are abstinent in middle school and early high school and many use condoms when they first engage in sexual intercourse) can further the adoption of health-enhancing behaviors.
- **Skills.** Mastery of functional knowledge is necessary but not sufficient to influence behaviors. Skill development is critical to a student's ability to apply core content to their lives.²¹

In addition to social learning theory, *social cognitive theory (SCT)* is reflected throughout the NSES. Like social learning theory, SCT emphasizes self-efficacy, but adds in the motivation of the learners and emphasizes the affective or emotional learning domain, an invaluable component of learning about human sexuality.²²

Finally, the *social ecological model of prevention* also informed the development of these standards. This model focuses on individual, interpersonal, community, and society influences and the role of these influences on people over time. For example, developmentally, the core content and skills for kindergarten and early elementary focus on the individual student and their immediate surroundings (e.g., family), while at the middle and high school levels, core content and skills also focus on the expanding world of students (e.g., peers, media, society, culture, and a person's intersecting identities).²³

Characteristics of Effective Comprehensive Sex Education

A growing body of research emphasizes that curricula should teach functional essential knowledge, shape personal values and beliefs that support healthy behaviors, shape group norms that support a healthy lifestyle, and develop the skills necessary to adopt, practice, and maintain health-enhancing behaviors. According to reviews of effective

programs and curricula and experts in the fields of health and sex education, effective comprehensive sex education has the following characteristics, which have been taken into account in the creation of the NSES.²³⁻²⁵

- Is research-based and theory-driven;
- Focuses on clear health goals and specific behavioral outcomes;
- Provides functional knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors;
- Provides opportunities to reinforce essential skills that are necessary to adopt, practice, and maintain positive health behaviors;
- Addresses individual values, attitudes, and beliefs and group norms that support health-enhancing behaviors;
- Focuses on increasing personal perceptions of risk and harmfulness of engaging in specific unhealthy practices and behaviors, as well as reinforcing protective factors;
- Addresses social pressures and influences;
- Builds personal competence, social competence, and self-efficacy by addressing skills;
- Uses strategies designed to personalize information and engage students;
- Provides age- and developmentally appropriate information, learning strategies, teaching methods, and materials;
- Engages in cooperative and active learning strategies;
- Incorporates learning strategies, teaching methods, and materials that are trauma-informed, culturally inclusive, sex positive, and grounded in social justice and equity;
- Provides adequate time for instruction and learning and for students to practice skills relating to sex education;
- Provides opportunities to make connections with other influential persons;
- Encourages the use of technology to access multiple valid sources of information, recognizing the significant role that technology plays in young people's lives; and
- Includes teacher information and a plan for professional development and training to enhance effectiveness of instruction and student learning.

Alignment with Existing Education Standards

The purpose of standards, in general, is to provide clear expectations about what students should know and be able to do by the conclusion of certain grade levels. Other equally important components of the quality of the student learning experience include: pre-service teacher training; professional development and ongoing support and mentoring for teachers; clear school policies that support sex education implementation and the teachers who implement the lessons; and a sequential, age-appropriate curriculum that allows students to practice key skills and assessment tools for all of these elements. Teacher training is the most significant indicator in determining the quality of sex education instruction and confidence and comfort with teaching sex education.²⁶⁻²⁹ Professional preparation—such as that which is outlined in the *National Teacher Preparation Standards for Sex Education and the Professional Learning Standards*

for Sex Education—has a direct impact on sex education and is essential for student achievement. Like any other academic subject, trained and qualified educators should implement sex education.

The *National Health Education Standards* (NHES) heavily influenced the development and update of the NSES. First created in 1995 and updated in 2007, the NHES were developed by the Joint Committee on National Health Education Standards of the American Cancer Society and widely adopted by states and local school districts. The NHES focus on a student’s ability to understand key concepts and learn particular skills for using that content. These standards were developed to serve as the underpinning for health education knowledge and skills students should attain by grades 2, 5, 8, and 12. The NHES do not, however, address any specific health content areas, including sex education.³⁰

The NSES were further informed by the work of the CDC’s *Health Education Curriculum Analysis Tool (HECAT)*,³¹ existing state and international education standards that include sexual health content, the *Social Justice Standards*,³² the *National Standards for Family Consumer Science Standards*,³³ the *American Nurses Association Standards for Excellence*,³⁴ the *Guidelines for Comprehensive Sexuality Education: Kindergarten–12th Grade*,³⁵ and the *Common Core State Standards for English Language Arts and Mathematics*,³⁶ which have been adopted by most states.

The NSES also align with the ***National Teacher Preparation Standards for Sex Education (NTPSSE)***, which were also developed and released by the FoSE Initiative. The NTPSSE are designed to **provide guidance to institutions of higher education tasked with preparing undergraduate students to deliver sex education in K–12 classrooms**. These standards focus on seven basic areas within which teacher-candidates must show competence to effectively teach sex education after graduation. The areas are professional disposition, diversity and equity, content knowledge, legal and professional ethics, planning, implementation, and assessment. The NTPSSE can be used to improve the content of courses related to sex education, and to guide curriculum, instruction, and assessment decisions for undergraduate students on their way to becoming educators who cover sex education.³⁷

The *National Sex Education Standards* are also closely aligned with the ***Professional Learning Standards for Sex Education (PLSSE)***, which were developed and released by the Sex Education Collaborative, a 19-member collaborative whose mission is to ensure that all young people receive quality sex education that is evidence-informed and rights-based, and that schools and communities are fully supported and equipped to deliver quality sex education in grades K–12. The goal of the PLSSE is to **provide guidance to school administrators and classroom educators around the ongoing professional development necessary to developing and maintaining the content, skills, and professional disposition needed to implement sex education effectively**. The PLSSE are divided into four domains: 1) context for sex education; 2) professional disposition; 3) best practices; and 4) key content areas. Together, the domains help educators to: recognize the positive impact quality sex education can have on young people; examine their personal values and biases, and the impact these may have on their ability to teach the subject effectively; identify strategies to foster a safe and engaging learning environment for all students; and demonstrate proficient knowledge and skills related to the subject matter.³⁸

These additional resources are meant to provide guidance for administrators and educators as they design and implement curriculum, instruction, assessment, and professional development plans that align with the NSES. These resources are meant to reflect best practices as they are known now, but are not meant to define a curriculum or dictate instructional practices.

Organization and Design of the Revised NSES

Seven topics were chosen as the minimum, essential content and skills for K–12 sex education.

- ***Consent and Healthy Relationships (CHR)***. Outlines the functional knowledge and essential skills students need to successfully navigate changing relationships among family, peers, and partners.

Special emphasis is given to personal boundaries, bodily autonomy, sexual agency and consent, and the increasing use and impact of technology within relationships.

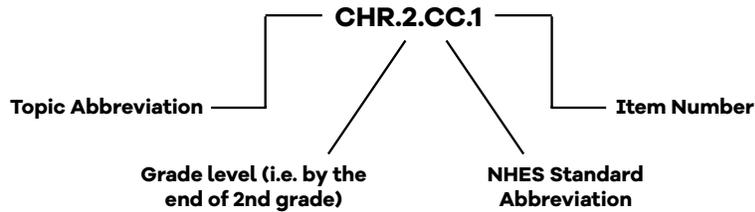
- **Anatomy and Physiology (AP).** Outlines the functional knowledge students need to understand basic human functioning.
- **Puberty and Adolescent Sexual Development (PD).** Outlines the functional knowledge and essentials skills students need to understand pivotal milestones for every person that impact physical, social, and emotional development, and that sexual development is normal and healthy.
- **Gender Identity and Expression (GI).** Outlines the functional knowledge and essentials skills students need to address fundamental aspects of people’s understanding of who they are as it relates to gender, gender identity, gender roles, and gender expression as well as how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations, and the importance of advocating for safety and equity.
- **Sexual Orientation and Identity (SO).** Outlines the functional knowledge and essentials skills students need to address fundamental aspects of people’s understanding of who they are as it relates to sexual orientation and identity as well as how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations and the importance of advocating for safety and equity.
- **Sexual Health (SH).** Outlines the functional knowledge and essentials skills students need to understand STDs and HIV, including how they are prevented and transmitted, their signs and symptoms, and testing and treatment; how pregnancy happens, decision-making to avoid a pregnancy, and pregnancy prevention and options; and the personal and societal factors that influence sexual health decision-making and outcomes.
- **Interpersonal Violence (IV).** Outlines the functional knowledge and essentials skills students need to understand interpersonal and sexual violence, including prevention, intervention, resources, and local services; emphasizes the need for a growing awareness, creation, and maintenance of safe school and community environments for all students.

These seven strands are organized following the eight *National Health Education Standards*. There are notations within each indicator in the NSES showing the indicator’s alignment with the NHES.

- **Core Concept (CC).** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- **Analyzing Influences (INF).** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- **Accessing Information (AI).** Students will demonstrate the ability to access valid information, products, and services to enhance health.
- **Interpersonal Communication (IC).** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- **Decision-Making (DM).** Students will demonstrate the ability to use decision-making skills to enhance health.
- **Goal-Setting (GS).** Students will demonstrate the ability to use goal-setting skills to enhance health.
- **Self-Management (SM).** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- **Advocacy (ADV).** Students will demonstrate the ability to advocate for personal, family, and community health.

The standards are first presented by grade span as follows: grades K–2, grades 3–5, grades 6–8, grades 9–10, and grades 11–12. The standards should be considered learning goals that can and should be achieved by the end of each grade span. Within each grade span, the standards are grouped first by topic and then by NHES type.

Key to Indicators



From early elementary grades through high school, the standards build over time so that students have the foundations necessary for successful engagement with standards in later grades. As such, indicators are not repeated across grade spans. This progression has been attended to across grade spans for each topic. It is important to note that curriculum and instruction is not limited to the standard as written; e.g., lists included in indicators should be treated as such and not be seen as exhaustive; and curriculum developers and educators should know that within each grade, the order in which the standards are presented build upon one another. The standards are the content and skills students should be able to demonstrate as a result of that instruction.

The standards are also presented by topic strand as follows:

- Consent and Healthy Relationships (CHR);
- Anatomy and Physiology (AP);
- Puberty and Adolescent Sexual Development (PD);
- Gender Identity and Expression (GI);
- Sexual Orientation and Identity (SO);
- Sexual Health (SH); and
- Interpersonal Violence (IV).

In this format, the standards should be considered learning goals that can and should be achieved within each topic strand by the end of each grade span. Within each topic strand, the standards are grouped first by grade and then by NHES type. Each standard has a unique identifying code. Each code indicates the topic, grade span, NHES type, and standard number, as indicated in the examples shown below.

GRADES K–2

Consent and Healthy Relationships

CHR.2.CC.1 Describe characteristics of a friend

The following pages detail the Standards by **grade level** strand and by **topic** strand.

Standards by Grade Level Strand

- K–2
- 3–5
- 6–8
- 9–10
- 11–12

Standards by Topic Strand

- Consent and Healthy Relationships (CHR)**
- Anatomy and Physiology (AP)**
- Puberty and Adolescent Sexual Development (PD)**
- Gender Identity and Expression (GI)**
- Sexual Orientation and Identity (SO)**
- Sexual Health (SH)**
- Interpersonal Violence (IV)**

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Standards by Grade Level

GRADES K–2

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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CONSENT & HEALTHY RELATIONSHIPS

<p>By the end of the 2nd grade, students should be able to:</p> <p>Describe characteristics of a friend CHR.2.CC.1</p>			<p>Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries CHR.2.IC.1</p>			<p>Identify healthy ways for friends to express feelings, both physically and verbally CHR.2.SM.1</p>	
<p>Define bodily autonomy and personal boundaries CHR.2.CC.2</p>			<p>Explain why it is important to show respect for different kinds of families (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial) CHR.2.IC.2</p>				
<p>Define consent CHR.2.CC.3</p>							
<p>Identify different kinds of families (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial) CHR.2.CC.4</p>							

ANATOMY & PHYSIOLOGY

<p>By the end of the 2nd grade, students should be able to:</p> <p>List medically accurate names for body parts, including the genitals AP.2.CC.1</p>							
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PUBERTY & ADOLESCENT SEXUAL DEVELOPMENT

No items

GRADES K-2 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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GENDER IDENTITY & EXPRESSION

By the end of the 2nd grade, students should be able to: Define gender, gender identity, and gender-role stereotypes GI.2.CC.1							
Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior GI.2.CC.2							

SEXUAL ORIENTATION & IDENTITY

No items							
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SEXUAL HEALTH

By the end of the 2nd grade, students should be able to: Define reproduction and explain that all living things may have the capacity to reproduce SH.2.CC.1							
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INTERPERSONAL VIOLENCE

By the end of the 2nd grade, students should be able to: Define child sexual abuse and identify behaviors that would be considered child sexual abuse* IV.2.CC.1	Identify situations that may be dangerous (e.g., bullying, teasing, child sexual abuse)* IV.2.AI.1	Demonstrate ways to treat all people with dignity and respect (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration) IV.2.IC.1	Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g., bullying, teasing, child sexual abuse)* IV.2.DM.1				
	Identify trusted adults, including parents and caregivers, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)* IV.2.AI.2						

*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 3–5

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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CONSENT & HEALTHY RELATIONSHIPS

<p>By the end of the 5th grade, students should be able to:</p> <p>Describe the characteristics of healthy versus unhealthy relationships among friends and with family CHR.5.CC.1</p>	<p>Identify trusted adults, including parents and caregivers, that students can talk to about relationships CHR.5.AI.1</p>	<p>Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries CHR.5.IC.1</p>					
<p>Explain the relationship between consent, personal boundaries, and bodily autonomy CHR.5.CC.2</p>							

ANATOMY & PHYSIOLOGY

<p>By the end of the 5th grade, students should be able to:</p> <p>Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies AP.5.CC.1</p>							
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PUBERTY & ADOLESCENT SEXUAL DEVELOPMENT

<p>By the end of the 5th grade, students should be able to:</p> <p>Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary PD.5.CC.1</p>	<p>Identify credible sources of information about puberty and personal hygiene PD.5.AI.1</p>				<p>Make a plan for maintaining personal hygiene during puberty PD.5.GS.1</p>		
<p>Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce PD.5.CC.2</p>	<p>Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health PD.5.AI.2</p>						
<p>Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset) PD.5.CC.3</p>							

GRADES 3–5 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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PUBERTY & ADOLESCENT SEXUAL DEVELOPMENT (CONTINUED)

By the end of the 5th grade, students should be able to:
Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential role of hormone blockers on young people who identify as transgender
PD.5.CC.4

GENDER IDENTITY & EXPRESSION

By the end of the 5th grade, students should be able to:
Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ
GI.5.CC.1

Identify trusted adults, including parents and caregivers, whom students can ask questions about gender, gender-role stereotypes, gender identity, and gender expression
GI.5.AI.1

Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community
GI.5.ADV.1

Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identity
GI.5.CC.2

Explain that gender expression and gender identity exist along a spectrum
GI.5.CC.3

Describe gender-role stereotypes and their potential impact on self and others
GI.5.CC.4

GRADES 3–5 (CONTINUED)

Core Concepts **CC** | Analyzing Influences **INF** | Accessing Information **AI** | Interpersonal Communication **IC** | Decision-Making **DM** | Goal Setting **GS** | Self-Management **SM** | Advocacy **ADV**

SEXUAL ORIENTATION & IDENTITY

<p>By the end of the 5th grade, students should be able to:</p> <p>Define sexual orientation SO.5.CC.1</p>	<p>Identify trusted adults, including parents and caregivers, whom students can ask questions about sexual orientation SO.5.AI.1</p>						<p>Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community SO.5.ADV.1</p>
<p>Differentiate between sexual orientation and gender identity SO.5.CC.2</p>							

SEXUAL HEALTH

<p>By the end of the 5th grade, students should be able to:</p> <p>Explain the relationship between sexual intercourse and human reproduction SH.5.CC.1</p>							
<p>Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy) SH.5.CC.2</p>							
<p>Define STDs, including HIV, and clarify common myths about transmission SH.5.CC.3</p>							

INTERPERSONAL VIOLENCE

<p>By the end of the 5th grade, students should be able to:</p> <p>Define child sexual abuse, sexual harassment, and domestic violence and explain why they are harmful and their potential impacts* IV.5.CC.1</p>		<p>Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment IV.5.IC.1</p>			<p>Describe steps a person can take when they are being or have been sexually abused IV.5.SM.1</p>	<p>Demonstrate ways to promote dignity and respect for all people (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration) IV.5.ADV.1</p>
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GRADES 3-5 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
INTERPERSONAL VIOLENCE (CONTINUED)							
By the end of the 5th grade, students should be able to:							
			<p>Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action</p> <p>IV.5.IC.2</p>				

*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 6–8

Core Concepts **CC**

Analyzing Influences **INF**

Accessing Information **AI**

Interpersonal Communication **IC**

Decision-Making **DM**

Goal Setting **GS**

Self-Management **SM**

Advocacy **ADV**

CONSENT & HEALTHY RELATIONSHIPS

By the end of the 8th grade, students should be able to:

Compare and contrast the characteristics of healthy and unhealthy relationships*
CHR.8.CC.1

Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships
CHR.8.INF.1

Demonstrate communication skills that will support healthy relationships
CHR.8.IC.1

Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help*
CHR.8.SM.1

Describe how power differences, such as age, gender, socioeconomic status, immigration status, race, or unequal position (e.g. student/teacher, supervisor/employee) may impact relationships
CHR.8.CC.2

Evaluate the impact of technology (e.g., phones, GPS tracking) and social media on relationships (e.g., consent, communication)
CHR.8.INF.2

Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others
CHR.8.IC.2

Demonstrate strategies to use social media safely, legally, and respectfully
CHR.8.SM.2

Analyze the similarities and differences between friendships, romantic relationships and sexual relationships
CHR.8.CC.3

Identify factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give or perceive consent to sexual activity*
CHR.8.INF.3

Define sexual consent and sexual agency
CHR.8.CC.4

GRADES 6–8 (CONTINUED)

Core Concepts **CC**

Analyzing Influences **INF**

Accessing Information **AI**

Interpersonal Communication **IC**

Decision-Making **DM**

Goal Setting **GS**

Self-Management **SM**

Advocacy **ADV**

ANATOMY & PHYSIOLOGY

By the end of the 8th grade, students should be able to:
Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises)
AP.8.CC.1

PUBERTY & ADOLESCENT SEXUAL DEVELOPMENT

By the end of the 8th grade, students should be able to:

Define medical accuracy and analyze medically accurate sources of information about adolescent development, and sexual health
PD.8.AI.1

GENDER IDENTITY & EXPRESSION

By the end of the 8th grade, students should be able to:

Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression
GI.8.INF.1

Access medically accurate sources of information about gender, gender identity, and gender expression
GI.8.AI.1

Demonstrate ways to communicate respectfully with and about people of all gender identities
GI.8.IC.1

Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, and gender expressions in the school community
GI.8.ADV.1

SEXUAL ORIENTATION & IDENTITY

By the end of the 8th grade, students should be able to:
Recall the definition of sexual orientation and explain that most people have a sexual orientation
SO.8.CC.1

Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation
SO.8.INF.1

Access credible sources of information about sexual orientation
SO.8.AI.1

Demonstrate ways to communicate respectfully with and about people of all sexual orientations
SO.8.IC.1

Develop a plan for the school to promote dignity and respect for people of all sexual orientations in the school community
SO.8.ADV.1

GRADES 6–8 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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SEXUAL ORIENTATION & IDENTITY (CONTINUED)

<p>By the end of the 8th grade, students should be able to:</p> <p>Define sexual identity and explain a range of identities related to sexual orientation (e.g., heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual) SO.8.CC.2</p>							
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SEXUAL HEALTH

<p>By the end of the 8th grade, students should be able to:</p> <p>Define vaginal, oral, and anal sex SH.8.CC.1</p>	<p>Analyze how alcohol and other substances can influence sexual decision-making SH.8.INF.1</p>	<p>Identify medically accurate sources of information about STDs, including HIV, HIV prevention, testing, and treatment resources SH.8.AI.1</p>	<p>Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and how to reduce or eliminate risk for pregnancy and/or STDs (including HIV)* SH.8.IC.1</p>	<p>Identify factors that are important in deciding whether and when to engage in sexual behaviors SH.8.DM.1</p>	<p>Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs (including HIV) SH.8.GS.1</p>	<p>Describe the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams) SH.8.SM.1</p>	
<p>Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them SH.8.CC.2</p>	<p>Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven, and sex trafficking SH.8.INF.2</p>	<p>Define prenatal care and identify medically accurate sources of information about prenatal care SH.8.AI.2</p>					
<p>List at least four methods of contraception that are available without a prescription (e.g., abstinence, condoms, emergency contraception, withdrawal) SH.8.CC.3</p>							

*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 6–8 (CONTINUED)

Core Concepts **CC** | Analyzing Influences **INF** | Accessing Information **AI** | Interpersonal Communication **IC** | Decision-Making **DM** | Goal Setting **GS** | Self-Management **SM** | Advocacy **ADV**

SEXUAL HEALTH (CONTINUED)

By the end of the 8th grade, students should be able to:

<p>Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption SH.8.CC.4</p>	<p>Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted SH.8.CC.5</p>	<p>Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV) SH.8.CC.6</p>	<p>Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STD (including HIV) transmission SH.8.CC.7</p>	<p>Discuss current biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP) SH.8.CC.8</p>
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GRADES 6–8 (CONTINUED)

Core Concepts **CC**

Analyzing Influences **INF**

Accessing Information **AI**

Interpersonal Communication **IC**

Decision-Making **DM**

Goal Setting **GS**

Self-Management **SM**

Advocacy **ADV**

SEXUAL HEALTH (CONTINUED)

By the end of the 8th grade, students should be able to:

Explain medical breakthroughs in HIV prevention and treatment and why HIV can now be considered a chronic condition
SH.8.CC.9

Describe the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STD/HIV prevention, testing, care, and treatment
SH.8.CC.10

Define racism and intersectionality and describe their impacts on sexual health
SH.8.CC.11

Explain the impact that media, including sexually explicit media, can have on one's body image and self-esteem
SH.8.CC.12

INTERPERSONAL VIOLENCE

By the end of the 8th grade, students should be able to:

Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) and describe their impacts on sexual health*
IV.8.CC.1

Describe strategies that sex traffickers/exploiters employ to recruit youth
IV.8.INF.1

Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked
IV.8.AI.1

Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone they know is perpetuating unhealthy or coercive behaviors
IV.8.SM.1

Develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)
IV.8.ADV.1

*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 6–8 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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INTERPERSONAL VIOLENCE (CONTINUED)

<p>Explain why a person who has been sexually harassed, abused, or assaulted, or has been a victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator*</p> <p>IV.8.CC.2</p>							
<p>Define sex trafficking, sexual exploitation, and gender-based violence*</p> <p>IV.8.CC.3</p>							

*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 9–10

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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CONSENT & HEALTHY RELATIONSHIPS

<p>By the end of the 10th grade, students should be able to:</p> <p>Compare and contrast characteristics of healthy and unhealthy romantic and/or sexual relationships* CHR.10.CC.1</p>	<p>Evaluate strategies to end an unhealthy relationship, including when situations may require adult and/or professional support CHR.10.INF.1</p>		<p>Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior* CHR.10.IC.1</p>	<p>Evaluate a variety of characteristics of romantic and/or sexual relationships and determine which ones are personally most important CHR.10.DM.1</p>	<p>Develop a plan to get out of an unsafe or unhealthy relationship* CHR.10.GS.1</p>	<p>Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior CHR.10.SM.1</p>	
<p>Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent* CHR.10.CC.2</p>	<p>Analyze the potentially positive and negative roles of technology and social media on one's sense of self and within relationships CHR.10.INF.2</p>						
<p>Explain the impact media, including sexually explicit media, can have on one's perceptions of, and expectations for, a healthy relationship CHR.10.CC.3</p>	<p>Analyze factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give and receive sexual consent* CHR.10.INF.3</p>						

ANATOMY & PHYSIOLOGY

<p>By the end of the 10th grade, students should be able to:</p> <p>Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex) AP.10.CC.1</p>							
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*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 9–10 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Assessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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PUBERTY & ADOLESCENT SEXUAL DEVELOPMENT

<p>By the end of the 10th grade, students should be able to:</p> <p>Describe the cognitive, social, and emotional changes of adolescence and early adulthood PD.10.CC.1</p>	<p>Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem PD.10.INF.1</p>						
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GENDER IDENTITY & EXPRESSION

<p>By the end of the 10th grade, students should be able to:</p> <p>Differentiate between sex assigned at birth, gender identity, and gender expression GI.10.CC.1</p>	<p>Analyze how media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression GI.10.INF.1</p>						
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SEXUAL ORIENTATION & IDENTITY

<p>By the end of the 10th grade, students should be able to:</p> <p>Differentiate orientation, sexual behavior, and sexual identity SO.10.CC.1</p>	<p>Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity SO.10.INF.1</p>	<p>Access credible sources of information about sexual orientation SO.10.AI.1</p>					
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SEXUAL HEALTH

<p>By the end of the 10th grade, students should be able to:</p> <p>Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception) SH.10.CC.1</p>	<p>Describe the impact of racism and inequality on sexual health SH.10.INF.1</p>	<p>Demonstrate the ability to determine whether a resource or service is medically accurate or credible SH.10.AI.1</p>	<p>Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms and/or contraception, and preventing, getting tested, and seeking treatment for STDs (including HIV)* SH.10.IC.1</p>	<p>Apply a decision-making model to choices about contraceptive use, including abstinence and condoms SH.10.DM.1</p>	<p>Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STDs (including HIV) and identify ways to overcome potential barriers to prevention SH.10.GS.1</p>	<p>Demonstrate the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams) SH.10.SM.1</p>	
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*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 9–10 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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SEXUAL HEALTH

By the end of the 10th grade, students should be able to:

<p>Identify factors that impact the risk of unintended pregnancy and potential transmission of STDs, including HIV, from a variety of sexual behaviors, including vaginal, oral, and anal sex SH.10.CC.2</p>	<p>Analyze state and federal laws and guidelines (e.g., CDC) that address sexual healthcare services for minors (e.g., contraception, emergency contraception, prenatal care, adoption, STD, including HIV, prevention, testing, and treatment)* SH.10.INF.2</p>	<p>Identify medically accurate sources of information about and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, adoption, and prenatal care) SH.10.AI.2</p>			<p>Describe the steps for how a person living with HIV can remain healthy SH.10.GS.2</p>		
<p>Describe common symptoms, or lack thereof, and treatments for STDs, including HIV SH.10.CC.3</p>	<p>Explain the federal and states laws that prohibit the creation, sharing, and viewing of sexually explicit media by minors (e.g., sexting) SH.10.INF.3</p>	<p>Identify medically accurate sources of information about and local services that provide prevention, testing, care, and treatment of STDs, including HIV, including the steps to obtain PrEP and PEP SH.10.AI.3</p>					
<p>List the major milestones of each trimester of fetal development utilizing medically accurate information* SH.10.CC.4</p>							
<p>Explain the state and federal laws related to safe haven, parenting, and sterilization, including their impacts on oppressed communities SH.10.CC.5</p>							
<p>Define reproductive justice and explain its history and how it relates to sexual health SH.10.CC.6</p>							

*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 9–10 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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INTERPERSONAL VIOLENCE

<p>By the end of the 10th grade, students should be able to:</p> <p>Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence) IV:10.CC.1</p>	Demonstrate how to access credible sources of information and resources for survivors of interpersonal violence, including sexual violence IV:10.AI.1	Demonstrate ways to support a fellow student who is being sexually harassed or abused, or is perpetuating unhealthy or coercive behaviors IV:10.IC.1					
<p>Describe the types of abuse (e.g., physical, emotional, psychological, financial, and sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence* IV:10.CC.2</p>	Identify credible resources related to sex trafficking and sexual violence prevention and intervention IV:10.AI.2	Identify ways to reduce risk in physical and digital settings related to sex trafficking and other potentially harmful situations IV:10.IC.2					
<p>Explain why a victim/survivor of interpersonal violence, including sexual violence, is never to blame for the actions of the perpetrator IV:10.CC.3</p>							
<p>Explain sex trafficking, including recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth IV:10.CC.4</p>							

*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 11–12

Core Concepts
CC

Analyzing Influences
INF

Accessing Information
AI

Interpersonal Communication
IC

Decision-Making
DM

Goal Setting
GS

Self-Management
SM

Advocacy
ADV

CONSENT & HEALTHY RELATIONSHIPS

<p>By the end of the 12th grade, students should be able to:</p> <p>Describe the characteristics of unhealthy relationships that media, including sexually explicit media, may perpetuate (e.g., inequality between partners, lack of communication and consent, strict gender stereotypes) CHR.12.CC.1</p>	<p>Analyze how media portrayals of healthy and unhealthy relationships impact societal norms about romantic and/or sexual relationships and pleasure* CHR.12.INF.1</p>			<p>Apply a decision-making model to maintaining a healthy relationship and/or ending an unhealthy relationship CHR.12.DM.1</p>		<p>Evaluate strategies to use social media safely, legally, and respectfully CHR.12.SM.1</p>	
	<p>Analyze cultural and social factors (e.g., sexism, homophobia, transphobia, racism, ableism, classism) that can influence decisions regarding sexual behaviors CHR.12.INF.2</p>						
	<p>Describe the potential impacts of power and privilege within romantic or sexual relationships (e.g., age, race, ethnicity, sexual orientation, gender, gender identity, socio-economic status, immigration status, ability)* CHR.12.INF.3</p>						
	<p>Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship* CHR.12.INF.4</p>						

*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 11–12 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self- Management SM	Advocacy ADV
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ANATOMY & PHYSIOLOGY

By the end of the 12th grade, students should be able to:
Describe the human sexual response cycle, including the role of hormones and pleasure
AP.12.CC.1

PUBERTY & ADOLESCENT SEXUAL DEVELOPMENT

No items

GENDER IDENTITY & EXPRESSION

By the end of the 12th grade, students should be able to:

Explain how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to gender identity and gender expression*
GI.12.INF.1

Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, and gender identities*
GI.12.ADV.1

SEXUAL ORIENTATION & IDENTITY

By the end of the 12th grade, students should be able to:

Explain how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to sexual orientation and sexual identity*
SO.12.INF.1

Advocate for school and community policies and programs that promote dignity and respect for people of all sexual orientations*
SO.12.ADV.1

SEXUAL HEALTH

By the end of the 12th grade, students should be able to:

Evaluate the benefits of biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)
SH.12.CC.1

Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, and adoption*
SH.12.INF.1

Access medically accurate and credible information about pregnancy options, including parenting, abortion, and adoption*
SH.12.AI.1

Analyze societal factors that might inhibit honest sexual and/or romantic partners about their sexual histories, including STDs and HIV status, and identify ways to begin such conversations
SH.12.IC.1

Assess the skills needed to be an effective parent
SH.12.DM.1

Develop a plan to access local resources and services related to reducing the risk of pregnancy and/or STDs (including HIV) transmission, including ways to overcome potential barriers to access
SH.12.GS.1

Assess individuals' responsibility to test for and inform partners about STDs (including HIV) status*
SH.12.SM.1

*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 11–12 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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SEXUAL HEALTH (CONTINUED)

<p>By the end of the 12th grade, students should be able to:</p>	<p>Explain the importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression SH.12.CC.2</p>						
	<p>Analyze factors that can influence condom use and other safer sex decisions (e.g., availability, affordability, perception of risk, pleasure) SH.12.INF.2</p>						
	<p>Analyze the impact of stigma and conscious and unconscious biases on pregnancy and STD, including HIV, prevention, testing, and treatment SH.12.INF.3</p>						
	<p>Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media SH.12.INF.4</p>						
	<p>Analyze ways systemic oppression and intersectionality impact the sexual agency of communities of color and other marginalized communities SH.12.INF.5</p>						

*Please see best practices on trigger warnings on page 10 of the NSES.

GRADES 11–12 (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Assessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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INTERPERSONAL VIOLENCE

<p>By the end of the 12th grade, students should be able to:</p>	<p>Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes and beliefs about interpersonal and sexual violence* IV.12.INF.1</p>						<p>Advocate for school and community policies that promote safety, respect, and equity for all people (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration) IV.12.ADV.1</p>
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*Please see best practices on trigger warnings on page 10 of the NSES.

Standards by Topic Area

CONSENT & HEALTHY RELATIONSHIPS

Core Concepts **CC** | Analyzing Influences **INF** | Accessing Information **AI** | Interpersonal Communication **IC** | Decision-Making **DM** | Goal Setting **GS** | Self-Management **SM** | Advocacy **ADV**

BY THE END OF THE 2ND GRADE, STUDENTS SHOULD BE ABLE TO:

Describe characteristics of a friend CHR.2.CC.1		Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries CHR.2.IC.1		Identify healthy ways for friends to express feelings, both physically and verbally CHR.2.SM.1
Define bodily autonomy and personal boundaries CHR.2.CC.2		Explain why it is important to show respect for different kinds of families (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial) CHR.2.IC.2		
Define consent CHR.2.CC.3				
Identify different kinds of families (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial) CHR.2.CC.4				

BY THE END OF THE 5TH GRADE, STUDENTS SHOULD BE ABLE TO:

Describe the characteristics of healthy versus unhealthy relationships among friends and with family members CHR.5.CC.1	Identify trusted adults, including parents and caregivers, that students can talk to about relationships CHR.5.AI.1	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries CHR.5.IC.1		
Explain the relationship between consent, personal boundaries, and bodily autonomy CHR.5.CC.2				

CONSENT & HEALTHY RELATIONSHIPS (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Assessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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BY THE END OF THE 8TH GRADE, STUDENTS SHOULD BE ABLE TO:

Compare and contrast the characteristics of healthy and unhealthy relationships* CHR.8.CC.1	Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships CHR.8.INF.1		Demonstrate communication skills that will support healthy relationships CHR.8.IC.1			Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help* CHR.8.SM.1	
Describe how power differences, such as age, gender, socio-economic status, immigration status, race, or unequal position (e.g., student/teacher, supervisor/employee) may impact relationships CHR.8.CC.2	Evaluate the impact of technology (e.g., phones, GPS tracking) and social media on relationships (e.g., consent, communication) CHR.8.INF.2		Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others CHR.8.IC.2			Demonstrate strategies to use social media safely, legally, and respectfully CHR.8.SM.2	
Analyze the similarities and differences between friendships, romantic relationships and sexual relationships CHR.8.CC.3	Identify factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give or perceive consent to sexual activity* CHR.8.INF.3						
Define sexual consent and sexual agency CHR.8.CC.4							

BY THE END OF THE 10TH GRADE, STUDENTS SHOULD BE ABLE TO:

Compare and contrast characteristics of healthy and unhealthy romantic and/or sexual relationships* CHR.10.CC.1	Evaluate strategies to end an unhealthy relationship, including when situations may require adult and/or professional support CHR.10.INF.1		Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior* CHR.10.IC.1	Develop a plan to get out of an unsafe or unhealthy relationship* CHR.10.DM.1	Develop a plan to get out of an unsafe or unhealthy relationship* CHR.10.GS.1	Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior CHR.10.SM.1	
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CONSENT & HEALTHY RELATIONSHIPS (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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BY THE END OF THE 10TH GRADE, STUDENTS SHOULD BE ABLE TO (CONTINUED):

Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent* CHR.10.CC.2	Analyze the potentially positive and negative roles of technology and social media on one's sense of self and within relationships CHR.10.INF.2						
Explain the impact media, including sexually explicit media, can have on one's perceptions of, and expectations for, a healthy relationship CHR.10.CC.3	Analyze factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give and receive sexual consent* CHR.10.INF.3						

BY THE END OF THE 12TH GRADE, STUDENTS SHOULD BE ABLE TO:

Describe the characteristics of unhealthy relationships that media, including sexually explicit media, may perpetuate (e.g., inequality between partners, lack of communication and consent, strict gender stereotypes) CHR.12.CC.1	Analyze how media portrayals of healthy and unhealthy relationships impact societal norms about romantic and/or sexual relationships and pleasure* CHR.12.INF.1	Apply a decision-making model to maintaining a healthy relationship and/or ending an unhealthy relationship CHR.12.DM.1	Evaluate strategies to use social media safely, legally, and respectfully CHR.12.SM.1				
Analyze cultural and social factors (e.g., sexism, homophobia, transphobia, racism, ableism, classism) that can influence decisions regarding sexual behaviors CHR.12.INF.2							

*Please see best practices on trigger warnings on page 10 of the NSES.

CONSENT & HEALTHY RELATIONSHIPS (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Assessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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BY THE END OF THE 12TH GRADE, STUDENTS SHOULD BE ABLE TO (CONTINUED):

	<p>Describe the potential impacts of power and privilege within romantic or sexual relationships (e.g., age, race, ethnicity, sexual orientation, gender, gender identity, socio-economic status, immigration status, ability)* CHR.12.INF.3</p>						
	<p>Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship* CHR.12.INF.4</p>						

*Please see best practices on trigger warnings on page 10 of the NSES.

ANATOMY & PHYSIOLOGY

Core Concepts **CC** Analyzing Influences **INF** Accessing Information **AI** Interpersonal Communication **IC** Decision-Making **DM** Goal Setting **GS** Self-Management **SM** Advocacy **ADV**

BY THE END OF THE 2ND GRADE, STUDENTS SHOULD BE ABLE TO:

List medically accurate names for body parts, including the genitals AP.2.CC.1						
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BY THE END OF THE 5TH GRADE, STUDENTS SHOULD BE ABLE TO:

Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies AP.5.CC.1						
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BY THE END OF THE 8TH GRADE, STUDENTS SHOULD BE ABLE TO:

Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises) AP.8.CC.1						
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BY THE END OF THE 10TH GRADE, STUDENTS SHOULD BE ABLE TO:

Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex) AP.10.CC.1						
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BY THE END OF THE 12TH GRADE, STUDENTS SHOULD BE ABLE TO:

Describe the human sexual response cycle, including the role of hormones and pleasure AP.12.CC.1						
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PUBERTY & ADOLESCENT SEXUAL DEVELOPMENT

Core Concepts **CC** Analyzing Influences **INF** Accessing Information **AI** Interpersonal Communication **IC** Decision-Making **DM** Goal Setting **GS** Self-Management **SM** Advocacy **ADV**

BY THE END OF THE 2ND GRADE, STUDENTS SHOULD BE ABLE TO:

No items

BY THE END OF THE 5TH GRADE, STUDENTS SHOULD BE ABLE TO:

<p>Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary</p> <p>PD.5.CC.1</p>	<p>Identify credible sources of information about puberty and personal hygiene</p> <p>PD.5.AI.1</p>		<p>Make a plan for maintaining personal hygiene during puberty</p> <p>PD.5.GS.1</p>	
<p>Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce</p> <p>PD.5.CC.2</p>	<p>Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health</p> <p>PD.5.AI.2</p>			
<p>Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset)</p> <p>PD.5.CC.3</p>				
<p>Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential role of hormone blockers on young people who identify as transgender</p> <p>PD.5.CC.4</p>				

PUBERTY & ADOLESCENT SEXUAL DEVELOPMENT (CONTINUED)

Core Concepts **CC** |
 Analyzing Influences **INF** |
 Accessing Information **AI** |
 Interpersonal Communication **IC** |
 Decision-Making **DM** |
 Goal Setting **GS** |
 Self-Management **SM** |
 Advocacy **ADV**

BY THE END OF THE 8TH GRADE, STUDENTS SHOULD BE ABLE TO:

	Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health PD.8.AI.1		

BY THE END OF THE 10TH GRADE, STUDENTS SHOULD BE ABLE TO:

Describe the cognitive, social, and emotional changes of adolescence and early adulthood PD.10.CC.1	Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem PD.10.INF.1		
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BY THE END OF THE 12TH GRADE, STUDENTS SHOULD BE ABLE TO:

No items			
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GENDER IDENTITY & EXPRESSION

Core Concepts **CC** Analyzing Influences **INF** Accessing Information **AI** Interpersonal Communication **IC** Decision-Making **DM** Goal Setting **GS** Self-Management **SM** Advocacy **ADV**

BY THE END OF THE 2ND GRADE, STUDENTS SHOULD BE ABLE TO:

Define gender, gender identity, and gender-role stereotypes GI.2.CC.1					
Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior GI.2.CC.2	Demonstrate ways to treat people of all genders, gender expressions, and gender identities with dignity and respect GI.2.IC.1				

BY THE END OF THE 5TH GRADE, STUDENTS SHOULD BE ABLE TO:

Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ GI.5.CC.1	Identify trusted adults, including parents and caregivers, whom students can ask questions about gender, gender-role stereotypes, gender identity, and gender expression GI.5.AI.1				Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community GI.5.ADV.1
Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identity GI.5.CC.2					
Explain that gender expression and gender identity exist along a spectrum GI.5.CC.3					
Describe gender-role stereotypes and their potential impact on self and others GI.5.CC.4					

GENDER IDENTITY & EXPRESSION (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Assessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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BY THE END OF THE 8TH GRADE, STUDENTS SHOULD BE ABLE TO:

Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression GI.8.INF.1	Access medically accurate sources of information about gender, gender identity, and gender expression GI.8.AI.1	Demonstrate ways to communicate respectfully with and about people of all gender identities GI.8.IC.1					Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, and gender expressions in the school community GI.8.ADV.1
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BY THE END OF THE 10TH GRADE, STUDENTS SHOULD BE ABLE TO:

Differentiate between sex assigned at birth, gender identity, and gender expression GI.10.CC.1	Analyze how media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression GI.10.INF.1						
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BY THE END OF THE 12TH GRADE, STUDENTS SHOULD BE ABLE TO:

Explain how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to gender identity and gender expression* GI.12.INF.1							Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, and gender identities* GI.12.ADV.1
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*Please see best practices on trigger warnings on page 10 of the NSES.

SEXUAL ORIENTATION & IDENTITY

Core Concepts CC | **Analyzing Influences INF** | **Accessing Information AI** | **Interpersonal Communication IC** | **Decision-Making DM** | **Goal Setting GS** | **Self-Management SM** | **Advocacy ADV**

BY THE END OF THE 2ND GRADE, STUDENTS SHOULD BE ABLE TO:

No items

BY THE END OF THE 5TH GRADE, STUDENTS SHOULD BE ABLE TO:

Define sexual orientation SO.5.CC.1	Identify trusted adults, including parents and caregivers, whom students can ask questions about sexual orientation SO.5.AI.1				Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community SO.5.ADV.1
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Differentiate between sexual orientation and gender identity
SO.5.CC.2

BY THE END OF THE 8TH GRADE, STUDENTS SHOULD BE ABLE TO:

Recall the definition of sexual orientation and explain that most people have a sexual orientation SO.8.CC.1	Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation SO.8.INF.1	Access credible sources of information about sexual orientation SO.8.AI.1	Demonstrate ways to communicate respectfully with and about people of all sexual orientations SO.8.IC.1		Develop a plan for the school to promote dignity and respect for people of all sexual orientations in the school community SO.8.ADV.1
Define sexual identity and explain a range of identities related to sexual orientation (e.g., heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual) SO.8.CC.2					

SEXUAL ORIENTATION & IDENTITY (CONTINUED)

Core Concepts **CC** | Analyzing Influences **INF** | Accessing Information **AI** | Interpersonal Communication **IC** | Decision-Making **DM** | Goal Setting **GS** | Self-Management **SM** | Advocacy **ADV**

BY THE END OF THE 10TH GRADE, STUDENTS SHOULD BE ABLE TO:

<p>Differentiate between sexual orientation, sexual behavior, and sexual identity SO.10.CC.1</p>	<p>Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity SO.10.INF.1</p>	<p>Access credible sources of information about sexual orientation SO.10.AI.1</p>					
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BY THE END OF THE 12TH GRADE, STUDENTS SHOULD BE ABLE TO:

	<p>Explain how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to sexual orientation and sexual identity* SO.12.INF.1</p>						<p>Advocate for school and community policies and programs that promote dignity and respect for people of all sexual orientations* SO.12.ADV.1</p>
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*Please see best practices on trigger warnings on page 10 of the NSES.

SEXUAL HEALTH

Core Concepts **CC** | Analyzing Influences **INF** | Accessing Information **AI** | Interpersonal Communication **IC** | Decision-Making **DM** | Goal Setting **GS** | Self-Management **SM** | Advocacy **ADV**

BY THE END OF THE 2ND GRADE, STUDENTS SHOULD BE ABLE TO:

Define reproduction and explain that all living things may have the capacity to reproduce SH.2.CC.1						
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BY THE END OF THE 5TH GRADE, STUDENTS SHOULD BE ABLE TO:

Explain the relationship between sexual intercourse and human reproduction SH.5.CC.1						
Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy) SH.5.CC.2						
Define STDs, including HIV, and clarify common myths about transmission SH.5.CC.3						

BY THE END OF THE 8TH GRADE, STUDENTS SHOULD BE ABLE TO:

Define vaginal, oral, and anal sex SH.8.CC.1	Analyze how alcohol and other substances can influence sexual decision-making SH.8.INF.1	Identify medically accurate sources of information about STDs, including HIV, such as local STD/HIV prevention, testing, and treatment resources SH.8.AI.1	Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and how to reduce or eliminate risk for pregnancy and/or STDs (including HIV)* SH.8.IC.1	Identify factors that are important in deciding whether and when to engage in sexual behaviors SH.8.DM.1	Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs (including HIV) SH.8.GS.1	Describe the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams) SH.8.SM.1
Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them SH.8.CC.2	Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven, and sex trafficking SH.8.INF.2	Define prenatal care and identify medically accurate sources of prenatal care information SH.8.AI.2				

*Please see best practices on trigger warnings on page 10 of the NSES.

SEXUAL HEALTH (CONTINUED)

Core Concepts **CC** | Analyzing Influences **INF** | Accessing Information **AI** | Interpersonal Communication **IC** | Decision-Making **DM** | Goal Setting **GS** | Self-Management **SM** | Advocacy **ADV**

BY THE END OF THE 8TH GRADE, STUDENTS SHOULD BE ABLE TO (CONTINUED):

<p>List at least four methods of contraception that are available without a prescription (e.g., abstinence, condoms, emergency contraception, withdrawal) SH.8.CC.3</p>								
<p>Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption SH.8.CC.4</p>								
<p>Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted SH.8.CC.5</p>								
<p>Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV) SH.8.CC.6</p>								
<p>Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STD (including HIV) transmission SH.8.CC.7</p>								

SEXUAL HEALTH (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Assessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
BY THE END OF THE 8TH GRADE, STUDENTS SHOULD BE ABLE TO (CONTINUED):							
Discuss current biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP) SH.8.CC.8							
Explain medical breakthroughs in HIV prevention and treatment and why HIV can now be considered a chronic condition SH.8.CC.9							
Describe the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STD/HIV prevention, testing, care, and treatment SH.8.CC.10							
Define racism and intersectionality and describe their impacts on sexual health SH.8.CC.11							
Explain the impact that media, including sexually explicit media, can have on one's body image and self-esteem SH.8.CC.12							

SEXUAL HEALTH (CONTINUED)

Core Concepts **CC** Analyzing Influences **INF** Accessing Information **AI** Interpersonal Communication **IC** Decision-Making **DM** Goal Setting **GS** Self-Management **SM** Advocacy **ADV**

BY THE END OF THE 10TH GRADE, STUDENTS SHOULD BE ABLE TO:

<p>Compare and contrast the advantages and disadvantages of contraceptive methods (e.g., abstinence, condoms, emergency contraception) SH.10.CC.1</p>	<p>Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception) SH.10.INF.1</p>	<p>Demonstrate the ability to determine whether a resource or service is medically accurate or credible SH.10.AI.1</p>	<p>Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms and/or contraception, and preventing, getting tested, and seeking treatment for STDs (including HIV)* SH.10.IC.1</p>	<p>Apply a decision-making model to choices about contraceptive use, including abstinence and condoms SH.10.DM.1</p>	<p>Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STDs (including HIV) and identify ways to overcome potential barriers to prevention SH.10.GS.1</p>	<p>Demonstrate the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams) SH.10.SM.1</p>
<p>Identify factors that impact the risk of unintended pregnancy and potential transmission of STDs, including HIV, from a variety of sexual behaviors, including vaginal, oral, and anal sex SH.10.CC.2</p>	<p>Analyze state and federal laws and guidelines (e.g., CDC) that address sexual healthcare services for minors (e.g., emergency contraception, prenatal care, abortion, STD, including HIV, prevention, testing, and treatment)* SH.10.INF.2</p>	<p>Identify medically accurate sources of information about and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, adoption, and prenatal care) SH.10.AI.2</p>			<p>Describe the steps for how a person living with HIV can remain healthy SH.10.GS.2</p>	
<p>Describe common symptoms, or lack thereof, and treatments for STDs, including HIV SH.10.CC.3</p>	<p>Explain the federal and states laws that prohibit the creation, sharing, and viewing of sexually explicit media by minors (e.g., sexting) SH.10.INF.3</p>	<p>Identify medically accurate sources of information about and local services that provide prevention, testing, care, and treatment of STDs, including HIV, including the steps to obtain PrEP and PEP SH.10.AI.3</p>				
<p>List the major milestones of each trimester of fetal development utilizing medically accurate information* SH.10.CC.4</p>						

SEXUAL HEALTH (CONTINUED)

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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BY THE END OF THE 10TH GRADE, STUDENTS SHOULD BE ABLE TO (CONTINUED):

<p>Explain the state and federal laws related to safe haven, parenting, and sterilization, including their impacts on oppressed communities</p> <p>SH.10.CC.5</p>							
<p>Define reproductive justice and explain its history and how it relates to sexual health</p> <p>SH.10.CC.6</p>							

BY THE END OF THE 12TH GRADE, STUDENTS SHOULD BE ABLE TO:

<p>Define reproductive justice and explain its history and how it relates to sexual health</p> <p>SH.12.CC.1</p>	<p>Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, and adoption*</p> <p>SH.12.INF.1</p>	<p>Access medically accurate and credible information about pregnancy options, including parenting, abortion, and adoption*</p> <p>SH.12.AI.1</p>	<p>Analyze societal factors that might inhibit honest discussion between sexual and/or romantic partners about their sexual histories, including STDs and HIV status, and identify ways to begin such conversations</p> <p>SH.12.IC.1</p>	<p>Assess the skills needed to be an effective parent</p> <p>SH.12.DM.1</p>	<p>Develop a plan to access local resources and services related to reducing the risk of pregnancy and/or STDs (including HIV) transmission, including ways to overcome potential barriers to access</p> <p>SH.12.GS.1</p>	<p>Assess individuals' responsibility to test for and inform partners about STDs (including HIV) status*</p> <p>SH.12.SM.1</p>	
<p>Explain the importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression</p> <p>SH.12.CC.2</p>	<p>Analyze factors that can influence condom use and other safer sex decisions (e.g., availability, affordability, perception of risk, pleasure)</p> <p>SH.12.INF.2</p>						
<p>Analyze the impact of stigma and unconscious biases on pregnancy and STD, including HIV, prevention, testing, and treatment</p> <p>SH.12.INF.3</p>							

*Please see best practices on trigger warnings on page 10 of the NSES.

SEXUAL HEALTH (CONTINUED)

Core Concepts **CC** | Analyzing Influences **INF** | Accessing Information **AI** | Interpersonal Communication **IC** | Decision-Making **DM** | Goal Setting **GS** | Self-Management **SM** | Advocacy **ADV**

BY THE END OF THE 12TH GRADE, STUDENTS SHOULD BE ABLE TO (CONTINUED):

	<p>Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media</p> <p>SH.12.INF.4</p>						
	<p>Analyze factors that can influence condom use and other safer sex decisions (e.g., availability, affordability, perception of risk, pleasure)</p> <p>SH.12.INF.5</p>						

INTERPERSONAL VIOLENCE

Core Concepts CC	Analyzing Influences INF	Assessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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BY THE END OF THE 2ND GRADE, STUDENTS SHOULD BE ABLE TO (CONTINUED):

Define child sexual abuse and identify behaviors that would be considered child sexual abuse* IV.2.CC.1	Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)* IV.2.AI.1	Demonstrate ways to treat all people with dignity and respect (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration) IV.2.IC.1	Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g., bullying, teasing, child sexual abuse)* IV.2.DM.1				
	Identify trusted adults, including parents and caregivers, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)* IV.2.AI.2						

BY THE END OF THE 5TH GRADE, STUDENTS SHOULD BE ABLE TO (CONTINUED):

Define child sexual abuse, sexual harassment, and domestic violence and explain why they are harmful and their potential impacts* IV.5.CC.1	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment IV.5.IC.1		Describe steps a person can take when they are being sexually abused IV.5.SM.1	Demonstrate ways to promote dignity and respect for all people (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration) IV.5.ADV.1			
	Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action IV.5.IC.2						

*Please see best practices on trigger warnings on page 10 of the NSES.

INTERPERSONAL VIOLENCE (CONTINUED)

Core Concepts **CC** | Analyzing Influences **INF** | Accessing Information **AI** | Interpersonal Communication **IC** | Decision-Making **DM** | Goal Setting **GS** | Self-Management **SM** | Advocacy **ADV**

BY THE END OF THE 8TH GRADE, STUDENTS SHOULD BE ABLE TO:

<p>Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) and describe their impacts on sexual health* IV.8.CC.1</p>	<p>Describe strategies that sex traffickers/exploiters employ to recruit youth IV.8.INF.1</p>	<p>Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked IV.8.AI.1</p>			<p>Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone they know is perpetuating unhealthy or coercive behaviors IV.8.SM.1</p>	<p>Develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration) IV.8.ADV.1</p>
<p>Explain why a person who has been sexually harassed, abused, or assaulted, or has been a victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator* IV.8.CC.2</p>						
<p>Define sex trafficking, sexual exploitation, and gender-based violence* IV.8.CC.3</p>						

BY THE END OF THE 10TH GRADE, STUDENTS SHOULD BE ABLE TO:

<p>Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence) IV.10.CC.1</p>	<p>Demonstrate how to access credible sources of information and resources for survivors of interpersonal violence, including sexual violence IV.10.AI.1</p>	<p>Demonstrate ways to support a fellow student who is being sexually harassed or abused, or is perpetuating unhealthy or coercive behaviors IV.10.IC.1</p>				
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*Please see best practices on trigger warnings on page 10 in the NSES

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision-Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
BY THE END OF THE 10TH GRADE, STUDENTS SHOULD BE ABLE TO (CONTINUED):							
Describe the types of abuse (e.g., physical, emotional, psychological, financial, and sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence* IV:10.CC.2		Identify credible resources related to sex trafficking and sexual violence prevention and intervention IV:10.AI.2	Identify ways to reduce risk in physical and digital settings related to sex trafficking and other potentially harmful situations IV:10.IC.2				
Explain why a victim/survivor of interpersonal violence, including sexual violence, is never to blame for the actions of the perpetrator IV:10.CC.3							
Explain sex trafficking, including recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth IV:10.CC.4							
BY THE END OF THE 12TH GRADE, STUDENTS SHOULD BE ABLE TO:							
Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes and beliefs about interpersonal and sexual violence* IV:12.INF.1							Advocate for school and community policies that promote safety, respect, and equity for all people (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration) IV:12.ADV.1

*Please see best practices on trigger warnings on page 10 in the NSES

Appendix: Glossary: Sex Education Terms

This Glossary is intended to assist those teaching sex education or those involved in designing sex education curricula and lesson plans, not necessarily young people or students of sex education in a K–12 classroom setting. All language is constantly evolving; new terms are introduced, while others fade from use or change their meaning over time. This remains true for the terms and definitions included in this Glossary.

Ableism

The intentional or unintentional individual, cultural, and/or institutional beliefs or practices that systematically devalue, discriminate against, and/or exclude people with physical, intellectual, emotional, and/or psychiatric disabilities.

Abstinence

Choosing to refrain from a behavior. Sexual abstinence refers to refraining from certain sexual behaviors for a period of time. Some people define sexual abstinence as not having penile-vaginal intercourse, while others define it as not engaging in any sexual behaviors.

Abstinence-Only-Until-Marriage Programs

Programs that present abstinence from all sexual behaviors outside of marriage as the only acceptable and morally correct standard for human behavior. They present abstinence as the only completely safe option outside the context of heterosexual marriage and, if contraception or disease-prevention methods are discussed, these programs typically emphasize the methods' failure rates.

Adolescence

A transitional phase of growth and development between childhood and adulthood that generally occurs during the period from puberty to legal adulthood (age of majority). The World Health Organization (WHO) defines an adolescent as any person ages 10 and 19. This age range falls within WHO's definition of young people, which refers to individuals ages 10 and 24.

Adoption

The process by which a legal and permanent parent-child relationship is created through a court process.

Age Appropriate

The age level at which it is suitable to teach concepts, information, and skills based on the social, cognitive, emotional, and experience level of most students in that age range.

Age of Consent

The age a person is legally able to consent to sexual behaviors. It varies from state to state, but ranges from 14 to 18 years of age in the United States.

Agender

A person who does not identify with any gender. (See also Gender.)

AIDS (Acquired Immune Deficiency Syndrome)

A collection of symptoms that results from a person's immune system being severely weakened, making them susceptible to other infections and illnesses. AIDS is caused by the human immunodeficiency virus (HIV) and may occur if HIV is untreated. People do not die from AIDS but from an infection their body acquires as a result of their weakened immune system. (See also HIV.)

All Students

Every student regardless of race/ethnicity, ability, socio-economic status, gender, gender identity, gender expression, sexual orientation, age, size, or religion.

Anal Sex

Sexual behavior involving penetration of the anus by a penis or sex toy.

Androgynous

A person who identifies and/or presents as neither distinguishably masculine nor feminine.

Asexual

A person who does not experience sexual attraction but may experience other forms of attraction (e.g., intellectual and/or emotional).

Biological Sex

The sex of an individual is determined by chromosomes (such as XX or XY), hormones, internal anatomy (such as gonads) hormone levels, hormone receptors, genes, and external anatomy (such as genitalia). Typically, individuals are assigned as male or female at birth. Individuals are assigned as intersex if they present with variations from what is typically expected of genitalia at birth, have gonadal or hormonal variations, and/or are confirmed with genetic testing to have chromosomes different from XX or XY. (See also Intersex and Sex Assigned at Birth.)

Biomedical Approach

A manner of addressing illness that focuses on purely biological factors and excludes psychological, environmental, and/or social influences.

Bisexual

A person who is emotionally, romantically, and/or sexually attracted to more than one gender, though not necessarily simultaneously, in the same way, or to the same degree. A bisexual sexual orientation speaks to the potential for, but not requirement of, involvement with more than one gender. This is different from being attracted to only men or only women.

Bodily Autonomy

An individual's right to make decisions regarding one's own body, including deciding at any point who may or may not touch their body in any way, also referred to as bodily sovereignty.

Body Image

How people physically experience or feel in their own body, including beliefs about their appearance, which is influenced by life experiences, media representations, stereotypes, assumptions, and generalizations. This may or may not match a person's actual appearance.

Bullying

Physically, mentally, and/or emotionally intimidating and/or harming an individual or members of a group. These actions are done repeatedly in-person, through technology, and/or through social exclusion with the intent of being hurtful or threatening.

Child Sexual Abuse

A form of child abuse that includes sexual behaviors with a minor; however, child sexual abuse does not need to include physical contact between a perpetrator and a child. Some forms of child sexual abuse include: exhibitionism or exposing oneself to a minor; fondling; intercourse; masturbation in the presence of a minor or forcing the minor to masturbate; obscene phone calls, text messages, or digital interaction; producing, owning, or sharing pornographic images or movies of children; sex of any kind with a minor, including vaginal, oral, or anal; and sex trafficking.

Cisgender

A person whose gender identity is aligned with their biological sex or sex assigned at birth. (See also Biological Sex, Gender Identity, and Sex Assigned at Birth.)

Classism

The intentional or unintentional institutional, cultural, and/or individual set of beliefs and discrimination that assigns differential value of worth and ability to people according to their real or perceived socio-economic class. Classism is the systematic oppression of subordinated class groups to advantage and strengthen dominant class groups.

Climate Setting

The practice of intentionally creating a space that ensures students are physically and emotionally safe and ready for learning.

Community Violence

Exposure to intentional acts of interpersonal violence committed in public areas by individuals who are not intimately related to the victim. Common types of community violence that affect youth include individual and group conflicts (e.g., bullying, fights among gangs and other groups, shootings in public areas such as schools and communities). Although some types of trauma are accidental, community violence can happen suddenly and without warning, and is an intentional attempt to hurt one or more people and includes homicides, sexual assaults, robberies, and weapons attacks (e.g., bats, knives, guns).

Comprehensive Sex Education/Comprehensive Sexuality Education

Programs that build a foundation of knowledge and skills relating to human development, relationships, decision-making, abstinence, contraception, and disease prevention. Ideally, school-based comprehensive sex education should at least start in kindergarten and continue through 12th grade. At each developmental stage, these programs teach age-appropriate, medically accurate, and culturally responsive information that builds on the knowledge and skills that were taught in the previous stage. (See also Age Appropriate, Culturally Responsive, and Medically Accurate.)

Conscious Bias

The attitudes and beliefs we have about a person or group on a conscious level. This includes being aware of personal prejudice in favor of or against one thing, person, or group compared with another, usually in a way that is considered to be unfair. An individual, group, or institution may hold conscious biases, which are also known as explicit biases.

Consent

Informed, voluntary, and mutual agreement between people to engage in an activity. Consent cannot be given when an individual does not have the capacity or legal ability to consent (e.g., legally considered a minor, intoxicated by alcohol or other substances, other conditions that affect one's ability to understand and/or agree to engage in a behavior). An example of sexual consent is an agreement that occurs between sexual partners about the behaviors they both give permission to engage in during a sexual encounter. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual behavior. This may also be referred to as affirmative consent.

Contraception

Any means used to reduce the risk of pregnancy, including, but not limited to, abstinence, barrier methods (e.g., external condoms and internal condoms), hormonal methods (e.g., pill, patch, injection, implant, IUD, and ring), and other nonhormonal methods (e.g., sterilization and nonhormonal IUDs). Contraceptive methods may also be known as birth control methods, though the former is the preferred term.

Cultural Competence

Teaching that relates to, recognizes, and includes aspects of students' ethnic culture, race, socio-economic status, gender, gender identity, gender expression, sexual orientation, sexual identity, sexual experience, ability, faith, educational status, physical appearance and/or youth popular culture.

Culturally Responsive

Teaching that embraces and actively engages and adjusts to students and their various cultural identities.

Cycle of Violence

A model developed to explain the complexity and coexistence of abusive behaviors with loving behaviors within relationships. There are three phases in the cycle of violence: (1) tension-building phase, (2) acute or crisis phase, and (3) calm or honeymoon phase. Children who witness or experience violence often incorrectly learn that violence is appropriate for conflict resolution in intimate interpersonal settings. These children may replicate the cycle in their own relationships.

Dating Violence

Controlling, abusive, and/or aggressive behavior within the context of a romantic and/or sexual relationship. It can include verbal, physical, sexual, emotional, economic, and/or psychological abuse, be perpetrated against someone of any gender, and happen in any relationship regardless of sexual orientation.

Disclosure

Actively or passively sharing information, generally of a personal nature, that may not have been known previously.

Disproportionate Risk

The phenomena of a person being at higher risk than generally predicted because of the systemic inequities and oppression they face as a result of certain characteristics, especially race, ethnicity, socio-economic status, gender, gender identity, gender expression, sexual orientation, sexual identity, sexual experience, ability, faith, and/or educational status.

Domestic Violence

A pattern of abusive behavior in a relationship by one individual to gain or maintain control over another individual, if those individuals live in the same domestic setting. This may include verbal, physical, sexual, emotional, economic, and/or psychological abuse as well as control, intimidation, threats and/or stalking. It can happen to individuals who are married, living together, dating, or sexual or intimate partners, as well as to children and other family members, regardless of socio-economic background, race, age, sexual orientation, religion, gender, or gender identity.

Emergency Contraception

A safe, legal, and effective way to reduce the risk of pregnancy up to five days (120 hours) after unprotected sex and/or failed contraception. Commonly referred to as “the morning-after pill,” some brands of emergency contraception can be sold over the counter in pharmacies. Emergency contraception may be less effective for individuals with a higher body mass index.

Experiential Learning Cycle

An approach to teaching developed by David A. Kolb that encourages student learning by doing, reflecting, interpreting, and exploring questions of how experiences could be different in the future.

External Condoms

A sheath of latex or polyurethane that is worn on the penis to reduce the risk of pregnancy, and/or sexually transmitted diseases (STDs) when one is engaging in sexual behavior. External condoms are also called male condoms.

Fact

A provable, accurate statement based on scientific, medical, legal, sociological, or psychological research or the opinion of most experts in a field. Hypotheses and theories can count if they are identified as such. The following is an example of a fact relevant to sex education: Youth who receive comprehensive sex education are not more likely to become sexually active or experience negative sexual health outcomes.

Family Structure

The manner in which members of a family are interrelated and linked through blood, affinity, or co-residence. Family structures are diverse and can include but are not limited to: biological parents, single parents, same-gender parents, adoptive parents, grandparent-headed households, stepparents, and foster parents. Families can be created in a number of ways, which include but are not limited to: adoption, birth (including those resulting from assisted reproductive technology), and marriage.

Gay

An umbrella term used for people who are romantically, emotionally, and/or sexually attracted to people of the same gender, although most commonly associated with a person who identifies as a man who is romantically, emotionally, and/or sexually attracted to other men.

Gender

A set of cultural identities, expressions and roles—typically attached to a person’s sex assigned at birth and codified as feminine or masculine—that are assigned to people based upon the interpretation of their bodies and, more specifically, their sexual and reproductive anatomy. Gender is socially constructed, and it is, therefore, possible to reject or modify the assignment made and develop something that feels truer to oneself. (See also Gender Identity, Gender Expression, and Gender Role.) Examples of gender include but are not limited to: male, female, transgender woman, transgender man, agender, gender expansive, genderqueer and nonbinary.” (See also Transgender, Agender, Gender Expansive, Genderqueer and Gender Nonbinary.)

Gender Binary

A socially constructed system of viewing gender as consisting solely of two categories—male and female—in which no other possibilities for gender are believed to exist. The gender binary does not take into account the diversity of gender identities and gender expressions among all people.

Gender Expansive

Refers to a person who broadens their own culture's commonly held definitions of gender, including expectations for its expression, identities, roles, and/or other perceived gender norms. Gender-expansive individuals include those with transgender and nonbinary identities, as well as those whose gender expression is in some way seen to be stretching society's notions of gender. (See also Gender, Gender Nonbinary, and Transgender.)

Gender Expression

The manner in which people outwardly express their gender through, for example, clothing, appearance, or mannerisms.

Gender Identity

How an individual identifies based on their internal understanding of their gender. Gender identities may include male, female, agender, androgynous, genderqueer, nonbinary, transgender, and many others, or a combination thereof. (See also Androgynous, Agender, Genderqueer, Gender Nonbinary, and Transgender.)

Gender Nonbinary

A person who embraces a gender identity along a continuum or spectrum of gender identities and expressions, often based on the rejection of the gender binary's assumption that gender is strictly an either/or option based on sex assigned at birth. (See also Gender Binary and Sex Assigned at Birth.)

Gender Nonconforming

A person whose gender identity and/or gender expression does not conform to the sex they were assigned at birth nor to prevailing cultural and social expectations about what is appropriate for their gender. People who identify as gender nonconforming may or may not also identify as transgender. (See also Sex Assigned at Birth and Transgender.)

Gender Pronouns

The pronoun or set of pronouns a person uses to refer to themselves when they are not being addressed by name (e.g., she/her/hers; he/him/his; and they/them/theirs).

Gender Roles

The cultural or social expectations of how people should act, think, and/or feel based on the gender they are perceived to be.

Genderqueer

A person whose gender identity is neither male nor female, is between or beyond genders, or is some combination of genders.

Gender-Based Violence

Any act that is perpetrated against a person's will and is directed at an individual based on their sex assigned at birth and/or gender identity and is based on gender norms and/or unequal power relationships. It encompasses threats of violence and coercion and can include verbal, physical, sexual, emotional, economic, and/or psychological abuse, threats, coercion, whether occurring in public or private life, and can take the form of a denial of resources or access to services. (See also Gender Identity and Sex Assigned at Birth.)

Harassment

Unwelcome or offensive behavior by one person to another that can be sexual or nonsexual in nature. Examples include making unwanted sexual comments or jokes to another person, sending unwanted sexual texts, sexual gestures, bullying, or intimidation.

Healthy Relationships

A relationship between individuals that consists of mutual respect, trust, honesty, support, fairness/equity, separate identities, physical and emotional safety, and good communication.

Heterosexual

A person who is romantically, emotionally, and/or sexually attracted to people of a gender different from their own.

HIV (Human Immunodeficiency Virus)

A virus that, if left untreated, can weaken a person's immune system so that the person cannot fight off many everyday infections. HIV can be transmitted through exposure to the blood, semen, vaginal fluid, or breast milk of a person living with HIV. HIV medicine (called antiretroviral therapy or ART) can make the viral load of the person living with HIV so low that a test cannot detect it (called an undetectable viral load). When "undetectable status" is achieved and sustained, HIV becomes untransmittable. HIV, if left untreated, may lead to AIDS. (See also AIDS and Undetectable Viral Load.)

Homophobia

Prejudice against individuals who are or are perceived to be gay, lesbian, bisexual, pansexual, or queer.

Incest

Sexual contact between persons who are so closely related that marriage between those two people would be considered illegal (e.g., a parent/stepparent and a child or siblings).

Inclusive

Activities, curricula, language, and other practices in the educational environment that ensure every student's entitlement to, access to, and participation in learning is anticipated, acknowledged, and taken into account. This includes all students, regardless of race/ethnicity, ability, socio-economic status, gender, gender identity, gender expression, sexual orientation, age, size, or religion.

Induced Abortion

A medicinal or surgical procedure that ends a pregnancy. Medicinal abortion, also called medication abortion, most often involves the use of a prescription medication called Mifepristone, which is also known as RU-486, and is used in combination with misoprostol. These medications are often called "the abortion pill." Abortion medication should not be confused with Emergency Contraception, a medication that reduces the risk of pregnancy when taken shortly after unprotected sex. Surgical and medication abortion are legal, but subject to various federal and state laws in the United States. (See also Emergency Contraception.)

Institutional Value

A value that is agreed upon and often represented in the policies of a school or organization. The following is an example of an institutional value that is relevant to sex education: All students deserve to learn in a safe and inclusive environment.

Internal Condoms

A polyurethane pouch that is inserted into the vagina when one is engaging in sexual behaviors to reduce the risk of pregnancy and/or sexually transmitted diseases (STDs). Some people also use internal condoms in the anus to protect against STDs during anal sex. Internal condoms are also called female condoms.

Interpersonal Violence

Violence between individuals that is subdivided into domestic and intimate partner violence and community violence. The former category includes child maltreatment; dating violence, intimate partner violence; and elder abuse, while the latter is broken down into acquaintance and stranger violence and includes youth violence; assault by strangers; violence related to property crimes; and violence in workplaces and other institutions. Interpersonal violence includes sexual violence. (See also Dating Violence, Domestic Violence, Intimate Partner Violence, and Sexual Violence.)

Intersectionality

A term coined by law professor Kimberlé Crenshaw, JD, LL.M to describe the way that social categorizations, such as race, class, and gender, do not act independently of one another, but create overlapping and interdependent systems of discrimination or disadvantage; a theoretical approach based on such a premise. Intersectionality looks at the relationships between multiple marginalized identities and the way that multiple systems of oppression interact in the lives of those with multiple marginalized identities.

Intersex

Umbrella term used for a variety of conditions in which a person is born with variations in reproductive and/or sexual anatomy that is different from the typically expected female or male. Intersex variations are not always discernible at birth or the awareness of internal anatomy present at birth may not be known to the person until puberty, if it is known at all. A derogatory term previously used for intersex individuals is hermaphrodite.

Intimate Partner Violence

Physical, sexual, and/or emotional abuse, violence, or aggression that occurs in a close relationship. It includes threats of violence and coercion and can include verbal, physical, sexual, emotional, economic, and/or psychological abuse, and violation of individual rights. Intimate partner violence is defined by abusive behavior and can occur in all types of intimate relationships regardless of gender identity or sexual orientation and does not require sexual intimacy. (See also Intimate Partner Violence and Sexual Violence.)

Lesbian

A person who identifies as a woman who is romantically, emotionally, and/or sexually attracted to other women.

Lived Experiences

A collection of events that have been experienced firsthand by an individual.

Long Acting Reversible Contraception (LARC)

Contraceptive methods that can remain in place for several years. They are the most effective forms of reversible contraception and include, but are not limited to, IUDs and implants.

Masturbation

Touching one's own body for sexual pleasure. This may include stimulation of one's own genitals and commonly results in orgasm.

Medically Accurate

Information relevant to informed decision-making based on the weight of scientific evidence; consistent with generally recognized scientific theory; conducted under accepted scientific methods; published in mainstream peer-reviewed journals; or recognized as accurate, objective and complete by mainstream professional organizations and scientific advisory groups.

Miscarriage

The spontaneous or natural loss of a fetus before the 20th week of pregnancy. (Spontaneous or naturally occurring pregnancy loss after the 20th week is often called a stillbirth). Miscarriage, which may also be called a spontaneous abortion, is a naturally occurring event, unlike an induced abortion, which is also known as a medicinal or surgical abortion. (See also Induced Abortion and Spontaneous Abortion.)

Oral Sex

Sexual behavior that involves a person using their mouth to sexually stimulate the genitals of another person.

Pansexual

A person who has the potential to be romantically, emotionally, and/or sexually attracted to people, regardless of their gender or gender identity though not necessarily simultaneously, in the same way, or to the same degree.

PEP (Post-Exposure Prophylaxis)

Medication prescribed to a person who has been potentially exposed to HIV that may prevent them from acquiring the virus. Treatment must be taken within 72 hours.

Power

Access to resources (social power) that enhance one's chances of living a relatively more comfortable, productive, and safe life. Wealth, whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.

Pregnancy Options

The alternatives a person who is pregnant may select: parenting (giving birth and raising a child), abortion (taking medication or having a medical procedure that ends the pregnancy), or adoption (giving birth and placing your child with another person or family permanently). (See also Abortion and Adoption.)

PrEP (Pre-Exposure Prophylaxis)

Daily medication that people who are HIV negative and at high risk for HIV may take to prevent acquiring the virus.

Privilege

Unearned access to resources (social power) that are only readily available to some people because of their social group membership. Privilege is advantage or immunity accorded by the formal and informal institutions of society (e.g., housing, government, education, media, business, healthcare, criminal justice, religion) to all members of a dominant group above and beyond the common advantage of all other groups. Privilege is often invisible to those who have it.

Professional Boundaries

The limits placed between teaching professionals and students, given that educators are entrusted to care for students, responsible for ensuring student safety, and in a position to exert a measure of authority and control over students.

Puberty

A stage of human biological development during which adolescents become sexually mature and capable of reproduction. This occurs when the pituitary gland triggers production of testosterone, estrogen, and/or progesterone resulting in physical and emotional changes. Physical changes may include hair growth around the genitals, menstruation, sperm production, breast growth, and much more.

Queer

An umbrella term often used by people who do not conform to dominant societal norms to express fluid sexual orientation, gender identity, or sexual identity. While often used as a neutral or even a positive term among many LGBT people today, “queer” was historically used as a derogatory slur.

Questioning

Refers to people who are exploring what their sexual orientation and/or gender identity and gender expression might be.

Racial Justice

The systematic fair treatment of people of all races and the proactive reinforcement of policies, practices, attitudes, and actions that produce equitable power, access, opportunities, treatment, impacts, and outcomes for all.

Racism

The intentional or unintentional individual, cultural, and institutional beliefs or practices that systematically result in the negative treatment and subordination of members of racial or ethnic groups that have a history of targeted discrimination and social subordination.

Rape

A type of sexual assault that involves vaginal, anal, or oral sex using a body part or an object without consent. Rape is a form of sexual assault, but not all sexual assault is rape. (See also Consent and Sexual Assault.)

Reproductive Justice

A term coined by 12 Black women to define the human right to maintain personal bodily autonomy, have children, not have children, and parent the children we have in safe and sustainable communities. In addition, reproductive justice demands sexual autonomy and gender freedom for every human being.

Safe and Affirming Learning Environments

A place where all students feel physically and emotionally safe, welcomed, and cared for. These environments are intentionally created through group norms, role modeling, and other strategies.

Safety Plan

A personalized and practical plan that can help a person in an unsafe relationship know the best way to respond when they are in danger including, but not limited to, how to get out of the relationship.

Self-Concept

An individual's attitudes, beliefs, opinions, and cognitions about who they are as a person.

Self-Esteem

A person's overall opinion of themselves and how they feel about their abilities and limitations. For example, high self-esteem may result in someone feeling good about themselves whereas someone with low self-esteem may place little value on their own opinions and ideas.

Sex Assigned at Birth

The sex that the medical community labels a person when they are born, which is typically based on their external genitalia. Sex Assigned at Birth is also known as natal sex. (See also Biological Sex.)

Sex Positive

Teaching that recognizes that sexuality and sexual development are natural, normal, and healthy parts of our lives and refrains from using shame and fear to motivate students to be abstinent.

Sex Trafficking

The recruitment, transportation, transfer, harboring, provision, or obtaining of an individual who under threat, force, coercion, fraud, deception, or abuse of power is sexually exploited for the financial gain of another. Considered a form of modern-day slavery, it does not have to have some form of travel, transportation, or movement across borders. For minors, consent is irrelevant, and the element of means (e.g., force) is not necessary.

Sexism

Discrimination or prejudice against people based on their sex, gender, and/or perceived characteristics thereof.

Sexual Abuse

Any sort of unwanted sexual contact, including but not limited to, force, threats, or taking advantage of an individual, often over a period of time. A single act of sexual abuse is usually referred to as a "sexual assault." (See also Sexual Assault.)

Sexual Agency

Agency is the ability to act in a way to accomplish your goals. To have agency in an area of life is to have the capability to act in a way to produce desired results. Sexual agency includes: the ability to give consent to participate in and/or decline sexual behaviors; to choose whether or not to engage in sexual behaviors in a specific way, with a specific person, and/or at a specific time and place; the ability to choose safer sex practices, including contraception; and the right to choose to define one's sexuality, sexual orientation, and gender.

Sexual Assault

Any unwanted sex act committed by a person or people against another person. Examples include, but are not limited to: nonconsensual kissing, groping or fondling; attempted rape; forcing someone to perform a sexual act; and rape.

Sexual Behavior

Acts that include, but are not limited to: vaginal sex, oral sex, anal sex, mutual masturbation, genital rubbing, or masturbation. (See also Anal Sex, Masturbation, Oral Sex, and Vaginal Sex.)

Sexual Exploitation

Actual or attempted abuse of a position of vulnerability, power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially, or politically from the sexual misuse of another. Sexual exploitation is a type of sexual abuse and can happen in person or online. (See also Sexual Abuse.)

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other unwanted verbal or physical conduct of a sexual nature.

Sexual Identity

A person's self-identity based on their understanding of and/or ability to outwardly express their sexual orientation and/or gender identity. Sexual identity evolves through a developmental process that varies depending on the individual. Issues such as religion, culture, one's family values, etc. may impact a person's sexual identity. No one else can determine what a person's sexual identity is; only the individual can decide what identity is right for them. (See also Sexual Orientation.)

Sexual Intercourse

Sexual intercourse may mean different things to different people, but could include behaviors such as vaginal sex, oral sex, or anal sex. (See also Anal Sex, Oral Sex, and Vaginal Sex)

Sexual Orientation

A person's romantic, emotional and/or sexual attraction to other people. Sexual orientations include, but are not limited to, asexual, bisexual, gay, heterosexual, lesbian, pansexual, and queer. (See also Asexual, Bisexual, Gay, Heterosexual, Lesbian, Pansexual, and Queer.)

Sexual Response Cycle

The sexual response cycle refers to the sequence of physical and emotional changes that occur as a person becomes sexually aroused and participates in sexually stimulating activities, including intercourse and masturbation. The Masters and Johnson sexual response cycle has four phases: desire (libido), arousal (excitement), orgasm, and resolution. (See also Masturbation, Sexual Behavior, and Sexual Intercourse.)

Sexual Risk Avoidance

A rebranding of abstinence-only-until-marriage programs that emphasize abstinence from all sexual behaviors outside of heterosexual marriage as the only acceptable standard for human behavior. (See also Abstinence-Only-Until-Marriage Programs.)

Sexual Violence

An all-encompassing, non-legal term that refers to any completed or attempted sexual act that occurs when consent is not obtained or not freely given. It includes sexual assault, rape, sexual abuse, domestic violence, dating violence, and intimate partner violence. (See also Dating Violence, Domestic Violence, Intimate Partner Violence, Sexual Abuse, Sexual Assault, and Rape.)

Sexuality

The components of a person that include their biological sex, sexual orientation, gender identity, sexual practices, sexual fantasies, attitudes and values related to sex. Sexuality describes how one experiences and expresses one's self as a sexual being. It begins to develop at birth and continues over the course of one's lifetime. (See also Biological Sex, Gender Identity, and Sexual Orientation.)

Sexually Explicit Material

Any printed, electronic, or computer-generated matter, picture, sculpture, or sound recording which presents sexual content without deliberate obscuring or censoring and can reasonably be construed as being produced for the purpose of stimulating sexual excitement, arousal, or gratification. Also sometimes referred to as pornography.

Sexually Transmitted Diseases (STDs)

Common infections caused by bacteria, viruses, or parasites that are transmitted from one person who has the infection to another during sexual contact that involves exchange of fluids or skin-to-skin contact. STDs are often referred to as sexually transmitted infections or STIs in an effort to clarify that not all sexually transmitted infections turn into a disease.

Social Justice

The view that everyone deserves to enjoy the same economic, political, and social rights and opportunities, regardless of race, sex, gender, gender identity, socio-economic status, sexual identity, ability, or other characteristics.

Socio-economic Status

Social group membership based on a combination of factors including income, educational attainment, occupation, financial security, and subjective perceptions of social status and social class in the community, such as contacts within the community, group associations, and the community's perception of the family or individual. Socio-economic status can encompass quality of life attributes as well as the opportunities and privileges afforded to people within society.

Spontaneous Abortion

A naturally occurring termination of pregnancy before the 20th week of pregnancy. (Naturally occurring pregnancy loss after the 20th week is often called a stillbirth). Spontaneous abortion, which may also be called a miscarriage, is a naturally occurring event, unlike induced abortion, which is also known as medicinal or surgical abortions. (See also Induced Abortion and Miscarriage.)

Student Centered

An approach to teaching that prioritizes the needs and learning styles of students.

Teaching Strategies

The intentional use of different modalities that enable students to learn desired content and skills.

Teasing

A social exchange that can be friendly, neutral, or negative. The perpetrator may assert they do not intend for their actions to be hurtful to the victim. Teasing does not include making fun of someone's ability, ethnicity, faith, or other characteristics that are out of the person's control. Teasing can be meant in good fun, but if repeated over and over again, continuing after a person asks that it stop, or with harmful intent, teasing can become bullying or harassment. (See also Bullying and Harassment.)

Transgender

A person whose gender identity and/or expression is not aligned with the sex they were assigned at birth. Transgender is often used as an umbrella term encompassing a large number of identities related to gender nonconformity. (See also Gender Nonconforming.)

Transphobia

Prejudice against individuals who are or are perceived to be transgender.

Trauma (Individual)

Individual trauma results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening with lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual wellbeing.

Trauma (Systemic)

The contextual features of environments and institutions that give rise to trauma, maintain trauma, and impact posttraumatic responses. This conceptualization of trauma considers the influence of environments such as: schools, religious institutions, the military, workplace settings, hospitals, jails, and prisons; agencies and systems such as incarceration, foster care, immigration, federal assistance, and disaster management; conflicts involving war, torture, terrorism, and refugees; and dynamics of racism, sexism, discrimination, bullying, and homophobia.

Trauma Informed

An approach to teaching that recognizes the influence of individual and systemic trauma on students and assesses the implications on instruction and cognition to ensure a safe and supportive learning environment.

Trusted Adult

A person to whom a student can turn to in a time of need who can offer support and guidance.

Two-Spirit

A contemporary umbrella term used by Native, Indigenous, and/or First Nations people whose gender identity encompasses both male and female energies. Often recognized as a third gender since it falls outside of the two-gender binary, two-spirit people may or may not identify as lesbian, gay, bisexual, transgender, intersex, or gender nonconforming. Please note that most Indigenous communities have their own unique words for describing people who defy gender norms and in many Nations, being Two-Spirit carries both great respect and additional commitments and responsibilities to one's community. (See also Bisexual, Gay, Intersex, Lesbian, Gender Nonconforming.)

Unconscious Bias

Social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing, often as the result of historical context. Unconscious bias is also known as implicit bias.

Undetectable Viral Load

When the amount of HIV in the blood is too low to be detected with a viral load test. A person's viral load is considered "durably undetectable" when it remains undetectable for at least six months after a first undetectable test result. Antiretroviral drugs may reduce a person's viral load to an undetectable level; however, that does not mean the person is cured. Some HIV, in the form of latent HIV reservoirs, remains inside cells and in body tissues. (See also Viral Suppression.)

Universal Values

Values that are agreed to by the consensus of people in a society. The following are examples of universal values relevant to sex education: honesty, trustworthiness, responsibility, respect for self and others, and freedom from coercion/exploitation.

Vaginal Sex

Sexual behavior involving penetration of the vagina by a penis or sex toy.

Value

A belief or opinion about the morals or ethics of an issue—right and wrong, good and bad, and/or the relative importance or what one should or should not do. The following is an example of a value relevant to sex education that a person might hold: Sexual behaviors between two people should be loving, pleasurable, and equitable.

Viral Suppression

When antiretroviral therapy (ART) reduces a person’s viral load to an undetectable level. Viral suppression does not mean a person is cured; HIV still remains in the body. If ART is discontinued, the person’s viral load will likely return to a detectable level.

The FoSE partners would like to thank the following organizations and individuals whose materials and writings were referred to in the creation of this Glossary.

- Advocates for Youth
- Adoption Network Law Center
- American Academy of Family Physicians
- American Psychological Association
- Answer
- Anti-Defamation League
- Center for Disability Rights
- Center for Young Women’s Health, Boston Children’s Hospital
- Centers for Disease Control and Prevention
- Class Action
- Cleveland Clinic
- Conference for Community and Justice
- Crime Victims’ Institute
- DC Coalition Against Domestic Violence
- Diversity, Equity & Inclusion, Brandeis University
- Division of Adolescent and School Health
- Eli Green, PhD
- Gender Spectrum
- GLSEN
- Hall Health Center, University of Washington
- HIV.gov
- Human Rights Campaign
- Intergroup Resources
- Intersex Society of North America
- John Santelli, MD, MPH
- LGBTQIA Resource Center
- Mayo Clinic
- National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention
- National Conference for Community and Justice
- Mayo Clinic
- National Center for Child Traumatic Stress
- Loretta J. Ross
- Luca Maurer, MS
- National Domestic Violence Hotline
- National Eating Disorder Foundation
- Office of Diversity and Outreach,
- University of California, San Francisco
- PFLAG
- Planned Parenthood Federation of America
- Race Forward
- Racial Equity Tools
- RAINN
- Rickie Solinger
- Sexual Violence Research Initiative
- Shelter for Help in Emergency
- SIECUS: Sex Ed for Social Change
- Simply Psychology
- Sister Song
- Society for Adolescent Health and Medicine
- Substance Abuse and Mental Health Services Administration
- The Vanier Institute of the Family
- Trans Student Educational Resources
- Tribal Law and Policy Institute
- United Nations High Commissioner for Refugees
- Women for Women International
- World Health Organization

Comprehensive Personal Health and Safety and Sexual Health Education FAQs

[Public Act 102-0522](#) sets forth criteria for all classes that teach comprehensive personal health and safety and comprehensive sexual health education. The Act requires the Illinois State Board of Education (ISBE) to develop and adopt learning standards to include, but not be 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. A school district may provide age and developmentally appropriate consent education for kindergarten through 12th grades.



1. What is comprehensive personal health and safety education and comprehensive sexual health education?



The Act defines comprehensive personal health and safety education and comprehensive sexual health education as 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.



2. When must schools that elect to require comprehensive sexual health education be required to implement it?



Districts that elect to require comprehensive sexual health education will be required to provide instruction immediately in accordance with the provisions of the Act.



3. How does comprehensive personal health and safety education and comprehensive sexual health education differ?



Comprehensive personal health and safety education refers to the age and developmentally appropriate education learning standards provided to students in kindergarten through the fifth grade, while comprehensive sexual health education refers to the age and developmentally appropriate education learning standards provided to students in Grades 6 through 12.



4. Are school districts required to offer comprehensive personal health and safety education and comprehensive sexual health education?



School districts will continue to have discretion over whether they provide comprehensive personal health and safety education and comprehensive sexual health education to students. All classes in which comprehensive personal health and safety education and comprehensive sexual health education are taught shall satisfy the criteria outlined in the Act.





5. Are students required to participate in a comprehensive personal health and safety education and comprehensive sexual health education course? Can a student be opted out of such course?



No student is required to take or participate in any class or course in comprehensive personal health and safety education and comprehensive sexual health education. A student’s parent or guardian may opt the student out of such a course by submitting the request in writing.



6. Are school districts required to share the instructional materials used in teaching comprehensive personal health and safety education and comprehensive sexual health education with individuals (e.g., parents, guardians) for review?



A school district shall provide individuals, such as parents or guardians, an opportunity to review the scope and sequence of instructional materials that the district is utilizing to teach a class or course in comprehensive personal health and safety education and comprehensive sexual health education.

In addition, a school district shall annually post on its website which curriculum is used to provide comprehensive personal health and safety education and comprehensive sexual health education. Contact information, including email addresses, of school personnel who can respond to inquiries regarding course instruction and materials should also be posted.



7. What are the course material and instruction criteria for teaching comprehensive personal health and safety education and comprehensive sexual health education?



As in all decisions related to the adoption of particular curricular resources at the local level regardless of content area, selected curriculum may be adapted to meet local needs (based on specific demographic, ethnic, linguistic, or cultural groups). Adaptations may not interfere with the course alignment to the comprehensive personal health and safety education and comprehensive sexual health education learning standards. Course material and instruction used in all classes that teach comprehensive personal health and safety and comprehensive sexual health education shall satisfy the following criteria:

- Shall be age and developmentally appropriate, medically accurate, complete, culturally appropriate, inclusive, and trauma informed.
- Shall replicate evidence-based or evidence-informed programs or substantially incorporate elements of evidence-based programs or evidence-informed programs or characteristics of effective programs.
- Shall be inclusive and sensitive to the needs of students based on their status as pregnant or parenting; living with sexually transmitted infections, including HIV; sexually active, asexual, or intersex; or based on their gender, gender identity, gender expression, sexual orientation, sexual behavior, or disability.
- Shall be accessible to students with disabilities, which may include the use of a modified curriculum, materials, instruction in alternative formats, assistive technology, and auxiliary aids.
- Shall help students develop 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.
- Shall provide information to help students develop skills for developing healthy relationships and preventing and dealing with interpersonal violence and sexual violence.
- Shall provide information to help students safely use the internet, including social media, dating, relationship websites or applications, and texting.

- Shall provide information 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.
- Shall include information about state laws related to confidentiality and consent as they pertain to minors, 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.
- May 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.
- May not employ gender stereotypes.
- Shall be inclusive of and may not be insensitive or unresponsive to the needs of survivors of interpersonal violence and sexual violence.
- May not proselytize any religious doctrine.
- May not deliberately withhold health-promoting or life-saving information about culturally appropriate health care and services, including reproductive health services; hormone therapy; and treatments and options approved by the Food and Drug Administration, including, but not limited to, Pre-exposure Prophylaxis (PrEP) and Post-exposure Prophylaxis (PeP).
- May not be inconsistent with the ethical imperatives of medicine and public health.

Per PA 102-0522, schools may choose and adapt the age and developmentally appropriate, medically accurate, complete, culturally appropriate, inclusive, and trauma-informed comprehensive personal health and safety and comprehensive sexual health education curriculum that meets the specific needs of their community. All instruction and materials, including materials provided or presented by outside consultants, community groups, or organizations, may not conflict with the provisions of 105 ILCS 5/27-9.1a.



8. Can school districts seek outside presenters to provide course materials and instruction?



Yes, guest lecturers or resource persons may be utilized to provide instruction or presentations on comprehensive personal health and safety education and comprehensive sexual health education. All instruction and materials, including materials provided or presented by outside consultants, community groups, or organizations, may not conflict with the provisions of 105 ILCS 5/27-9.1a.



9. What information must school districts provide to ISBE?



Each school district must provide the following data to ISBE:

1. If instruction on comprehensive personal health and safety and comprehensive sexual health education is provided;
2. Whether the instruction was provided by a teacher in the school, a consultant, or a community group or organization and the name of the outside 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 is required to report this information to the General Assembly annually for a period of five years beginning August 20, 2022. ISBE collects this information via an electronic survey that is shared with districts in the summer after the completion of each school year, beginning with the 2021-22 school year.



10. What is required of ISBE?



The Act requires that ISBE develop and adopt rigorous learning standards in the area of comprehensive personal health and safety education for students in kindergarten through the fifth grade and comprehensive sexual health education for students in the sixth through 12th grades, including, but not limited to, all of the National Sex Education Standards, on or before August 1, 2022. The National Sex Education Standards are the new Illinois learning standards for sexual health education effective July 13, 2022.



11. Where can school districts find the standards and resources that ISBE will make available?



School districts may locate resources on comprehensive personal health and safety education, comprehensive sexual health education, and consent education at www.isbe.net/sexualhealth.



12. Does ISBE collect information about which districts are opting in or out of sexual health education in the coming school year or publish a list of this data?



No. ISBE will collect data on whether or not instruction was offered in sexual health education in the past school year during the summer (as described in A-9) and report the data to the General Assembly.



13. Can the standards for comprehensive personal health and safety and sexual health education be adapted for grade or community considerations?



No. A district that elects to teach comprehensive personal health and safety and comprehensive sexual health education cannot adapt or change the state-adopted learning standards. A course in comprehensive personal health and safety and comprehensive sexual health education that is offered must incorporate all topic strands in the standards. Districts that elect to teach comprehensive personal health and safety and sexual health education may adapt curriculum as discussed in A-7.



14. What about instructional mandates? If a district is not adopting the standards, does it still teach Erin's Law or health courses?



Topics that fall under a separate instructional mandate must continue to be taught if a district is opting not to adopt the standards.



15. May comprehensive personal health and safety and comprehensive sexual health be taught in some grades but not others?



Yes. The standards cover instruction in Grades K-12. Districts adopting the standards must incorporate them in any grade receiving instruction in comprehensive personal health and safety and sexual health education but may choose which grades receive such instruction.



16. Is there a difference between offering instruction in a course, class, or unit?



No. Instruction in comprehensive personal health and safety and comprehensive sexual health education must incorporate the standards.

If you have other questions, please email SexualHealthEducation@ISBE.net.



Personal Health and Safety Education & Sexual Health Education
Scope and Sequence
Pre-K to Grade 12

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Personal Health & Safety Education

Grades Pre-K to 2

Rationale

Children in grades Pre-K to 2 are curious and impressionable with a desire to explore the world around them. Children become aware of similarities and differences between their own and other people's bodies; this is part of their natural curiosity. They also have a natural curiosity about family structures, gender and gender role stereotypes, and reproduction. Children at this age need guidance to navigate communicating with others, treating others with dignity and respect, understanding bodily autonomy, and seeking support when needed. The Pre-K to 2nd grade lessons were created to provide students with basic human sexuality understandings, as recommended by the National Sex Education Standards and [Erin's Law](#), which is an [Illinois Law](#) requiring that schools offer sexual abuse prevention education for all school-aged children.

Pre-Kindergarten (Unit Plan)

Lesson 1: *Our Healthy and Happy Classroom Community*

Students are introduced to the phrase "Classroom Community" and will create classroom rules/expectations together to foster a healthy learning environment.

Lesson 2: *Different Kinds of Families*

Students read and discuss *The Family Book* by Todd Parr and discuss similarities and differences between families, and learn that all family structures are valid.

Lesson 3: *Understanding Our Bodies – The Basics*

Students learn the medically accurate names for private body parts. Students discuss why it is important for them to know and use the correct names for these parts, including so that they can communicate with helping adults. ***This lesson supports Erin's Law requirements.***

Lesson 4: *My Space, Your Space*

Students learn about 'personal space,' and that they have the right to determine whether and how they are touched. Students will learn what to do if they are touched in a way that makes them uncomfortable, and identify trusted adults. ***This lesson supports Erin's Law requirements.***

Lesson 5: *Surprises vs Tell Secrets*

Students review identifying trusted adults and personal space. This lesson teaches students about inappropriate touches including bullying, physical harm, and child sexual abuse. Students will read the book *Secrets Should Never be Kept* by Craig Smith, and identify the types of secrets that must always be told to a trusted adult. ***This lesson supports Erin's Law requirements.***

Kindergarten (Unit Plan)

Lesson 1: *Our Healthy and Happy Classroom Community*

Students are introduced to the phrase "Classroom Community" and will create classroom rules/expectations together to foster a healthy learning environment.

Lesson 2: *Different Kinds of Families*

Students read and discuss *The Family Book* by Todd Parr and discuss similarities and differences between families, and learn that all family structures are valid.

Lesson 3: *Understanding Our Bodies – The Basics*

Students learn the medically accurate names for private body parts. Students discuss why it is important for them to know and use the correct names for these parts, including so that they can communicate with helping adults. ***This lesson supports Erin’s Law requirements.***

Lesson 4: *My Space, Your Space*

Students learn about ‘personal space,’ and that they have the right to determine whether and how they are touched. Students will learn what to do if they are touched in a way that makes them uncomfortable, and identify trusted adults. ***This lesson supports Erin’s Law requirements.***

Lesson 5: *Surprises vs. Tell Secrets*

Students review identifying trusted adults and personal space. This lesson teaches students about inappropriate touches including bullying, physical harm, and child sexual abuse. Students will read the book *Secrets Should Never be Kept* by Craig Smith, and identify the types of secrets that must always be told to a trusted adult. ***This lesson supports Erin’s Law requirements.***

Grade 1 (Unit Plan)

Lesson 1: *Our Healthy and Happy Classroom Community*

Students are introduced to the phrase "Classroom Community" and will create classroom rules/expectations together to foster a healthy learning environment.

Lesson 2: *Friendships*

Students discuss the importance of friendships and what it takes to be a good friend, as well as why friends count on us and how we can show our friends that we care about them.

Lesson 3: *Families Change*

Students discuss the ways in which families may change and how to talk about these changes with a trusted adult.

Lesson 4: *The Circle of Life*

Students are introduced to the concept of reproduction, as the ability to make something again, or to make a copy of it. Students will understand that all living things can reproduce.

Lesson 5: *My Body is MY Body*

Students learn about sexual abuse and behaviors that a child should bring to the attention of a trusted adult in order to get help. ***This lesson supports Erin’s Law requirements.***

Lesson 6: *Pink, Blue, and Purple*

Students discuss the concept of gender and gender role stereotypes. By the end of the lesson, students will recognize that gender should not be a limiting factor in being themselves.

Grade 2 (Unit Plan)

Lesson 1: *Health & Happy Classroom Community*

Students are introduced to the phrase "Classroom Community" and will create classroom rules/expectations together to foster a healthy learning environment.

Lesson 2: *Understanding Our Bodies*

Students learn about the private body parts through a PowerPoint presentation introducing basic anatomy via age-appropriate images and medically accurate descriptions. ***This lesson supports Erin’s Law requirements.***

Lesson 3: *Feeling SAFE!*

Students discuss the importance of setting and respecting personal boundaries, as well as how to respond if their boundaries are crossed using the SAFE model (**S**top, **G**et **A**way, **F**ind an adult, **E**xplain). ***This lesson supports Erin’s Law requirements.***

Lesson 4: *Seeking Help*

Students discuss the concept that teasing, touching, bullying, or being forced to touch someone else is never ok. By the end of this lesson, students will be able to identify trusted adults they can go to for help. ***This lesson supports Erin’s Law requirements.***

Lesson 5: *What to Do When Words or Actions Hurt*

Students are guided through scenarios to help them identify similarities and differences between bullying and teasing, as well using the “No! Go, Tell” rule to get help from an adult.

Lesson 6: *That’s a (Gender) Stereotype!*

Students explore the concept of gender stereotypes, identify different stereotypes, and discuss why gender stereotypes can be harmful.

Lesson 7: *R-E-S-P-E-C-T*

Students learn about various components of a person’s identity, such as race, ethnicity, gender, age, religion, etc and practice treating others with dignity and respect.



Sexual Health Education

Grades 3 to 5

Rationale

Children in 3rd through 5th grade are curious, impressionable and beginning to become more self-reliant as well as more aware of their peers. Regarding sexuality, children have a natural curiosity of their bodies, as well as the basics of family structures, reproduction, and personal relationships. In addition, they require the understanding of how their behaviors influence others, particularly in bullying situations, that their bodies are private to others, and the skill set to seek out support when needed or wanted. These units/lessons were created to provide students in 3rd-5th grade with basic human sexuality understandings, as noted by the National Sexuality Education Standards, as well as basic effective communication, self-management, and decision making skills (National Health Education Standards 4, 5, & 7).

Grade 3

Lesson 1: *Becoming Upstanders!*

Students establish classroom expectations and learn how to treat others with respect by becoming upstanders in their communities.

Lesson 2: *Health vs Unhealthy Relationships*

Students learn what constitutes a healthy and unhealthy relationship.

Lesson 3: *Being an Upstander to Myself*

Students explore the concepts of self-esteem and self-efficacy.

Lesson 4: *Being an Empathetic Buddy*

Students learn about empathy and sympathy and practice being empathetic in small groups.

Lesson 5: *Being an Upstander Buddy*

Students explore actions that they can take if they see someone being bullied.

Lesson 6: *The Power of Words*

Students learn how words can be hurtful in person and online and how to respond to hurtful words used online.

Lesson 7: *My Body is Mine*

Students review surprises and tell secrets that should be told to a trusted adult. ***This lesson supports Erin's Law requirements.***

Lesson 8: *Reviewing How to be an Upstander for Safety*

Students learn basic safety concepts and revise a story to incorporate safety habits. ***This lesson supports Erin's Law requirements.***

Lesson 9: *Teaching Others to be an Upstander*

Students create a story to teach others what they have learned in previous lessons.

Grade 4

Lesson 1: *Introduction to My Healthy Habits Unit (Family Life/Sexual Health Unit)*

Students establish classroom expectations, evaluate their own healthy habits, and practice breathing exercises.

Lesson 2: *Taking Care of Our Bodies with Basic Hygienic Habits*

Students learn about basic hygienic habits.

Lesson 3: *Puberty – What is Puberty Part 1*

Students learn about the basic physical, mental, emotional and social changes that occur during puberty for most people.

Lesson 4: *Puberty – What is Puberty Part 2*

Students continue to learn about the changes that occur during puberty and how experiences during puberty are different for everyone.

Lesson 5: *Puberty – Changes that Occur to Most Boys and Girls*

Students continue to learn about changes that occur during puberty with a focus on physical changes that occur for most males and most females and healthy hygienic practices during puberty.

Lesson 6: *Standing Up for Our Social Health*

Students identify situations in which someone is being bullied and effective ways to intervene.

Lesson 7: *Talking Safely Online*

Students identify the differences and similarities between in-person and online friends and private information that should not be shared online.

Lesson 8: *The “NO!”, Go, Tell Healthy Habit*

Students review safe and unsafe touches and practice ways to protect themselves in unsafe situations. *This lesson supports Erin’s Law requirements.*

Lesson 9: *My Healthy Habits Now*

Students evaluate habits that affect their health and wellness and practice breathing exercises.

Grade 5

Lesson 1: *Decision Making 101 for Our Pre-Teen Health Unit*

Students establish classroom expectations and review decision making skills.

Lesson 2: *The Basics of Going Through Puberty*

Students explore common changes that most people experience during puberty, regardless of gender.

Lesson 3: *Applying the DECIDE Model to the Basics of Going Through Puberty*

Students review the steps in a decision-making model and apply these steps to a situation pertaining to puberty.

Lesson 4: *Puberty Changes for Most Males and Most Females (+ body parts)*

Students identify the parts and function of the reproductive systems for most males and most females.

Lesson 5: *Applying the DECIDE Decision-Making Steps to Common Puberty Changes*

Students apply the DECIDE decision-making steps to a situation involving puberty through a role-play scenario.

Lesson 6: *The Facts About Germs and HIV*

Students review the transmission of germs, learn about communicable and non-communicable diseases, and are introduced to HIV as a bloodborne virus.

Lesson 7: *Social Changes: Being Clear with Your Friends*

Students learn different types of communication and practice refusal skills in situations where they are experiencing peer pressure.

Lesson 8: *What is LOVE?*

Students explore the difference between “liking” and “loving” someone and discuss sexual orientation.

Lesson 9: *Decisions a 5th Grader Can and Cannot Decide Upon*

Students learn about Illinois laws regarding consent and review safe and unsafe touches. ***This lesson supports Erin’s Law requirements.***



Grade 6 Rationale

As youth age, they continue to make an increasing number of decisions within their lives, including those pertaining to their sexual health. The 6th grade Sexual Health Unit revisits the DECIDE Decision Making Steps introduced in 5th grade to further strengthen students' application of healthy decision making (National Health Education Standard 5). These steps are applied to the variety of age-appropriate and developmentally appropriate sexual health topics for pre-teens, as recommended in the National Sexuality Education Standards. Students are challenged to explore who they are and the decisions they may make as a pre-teen.

Grade 6

Lesson 1: *Decision Making 102: Who Am I?*

Students establish classroom expectations and review steps in the decision-making process.

Lesson 2: *Change is a Natural Occurrence for All of Us (puberty review)*

Students review common changes that occur during puberty and identify websites that contain medically-accurate information about puberty for 6th graders.

Lesson 3: *The Realities of Puberty and Decision-Making*

Students explore common situations that occur for most males and most females during puberty and apply the decision-making steps to a situation pertaining to puberty.

Lesson 4: *Everyone Deserves Acceptance and Respect*

Students distinguish between gender identity, gender expression, and sex assigned at birth. They analyze the Chicago Public Schools Guidelines pertaining to identity.

Lesson 5: *The Realities of Puberty and the Decision Making Required*

Students learn about reproduction, pregnancy, fetal development, and prenatal practices that contribute to a healthy pregnancy.

Lesson 6: *Deciding What to Believe Online... Being a Sexual Sleuth*

Students demonstrate an understanding of how to determine if a website is medically-accurate, age-appropriate, and youth-positive.

Lesson 7: *Chatting Safely Online*

Students reflect on what information is safe to share online and learn to recognize red flag feelings when chatting online and how to respond.

Lesson 8: *Understanding Romantic Relationships*

Students discuss the similarities and differences between friendships and romantic relationships.

Lesson 9: *Liking and Loving – Now and When You are Older*

Students review non-sexual activities to show affection, recall types of sexual contact, and recall the terms abstinence, consent and boundaries.



Grade 7

Rationale

Exposure to influences, including the media and peers, increase as youth age. The 7th grade Sexual Health unit allows students to analyze how a variety of these influences may impact their sexual health and decision making with age appropriate and developmentally appropriate sexual health information, as recommended in the National Sexuality Education Standards. After students analyze the influences of family, peers, culture, media, technology, and other factors (National Health Education Standard 2), they will then be provided the opportunity to share what they have learned, as well as advocate to one another on how to **not be** negatively impacted by unhealthy influences and to be empowered by positive influences.

Grade 7

Lesson 1: *What Influences My Sexual Health? Introduction (Unit Expectations + Analyzing Influences)*

Students establish classroom expectations and are introduced to the concept of analyzing influences.

Lesson 2: *The Social-Ecological Model and Sexual Health (Messages Within and Around Us)*

Students note messages pertaining to sexual health from a variety of sources and decipher what they believe influences them.

Lesson 3: *Review of Anatomy and Physiology – An Intrapersonal Influence*

Students review basic reproductive anatomy and physiology concepts and analyze how their bodies can impact their sexual health.

Lesson 4: *Gender Identity, Gender Expression, and Sexual Orientation*

Students differentiate between gender identity, gender expression, and sexual orientation and identify ways to treat LGBTQ+ individuals with respect.

Lesson 5: *Respecting Myself and Others*

Students discuss how bullying LGBTQ+ individuals can be harmful and identify how an ally can advocate for the respectful treatment of all people, including LGBTQ+ individuals.

Lesson 6: *The Impact People Around Us Have on Our Sexual Health*

Students identify personal influences on their sexual health and discuss statues surrounding consent and age.

Lesson 7: *Being a Positive Influence to Others – Bystander Steps and Realities of Consent*

Students discuss how to act if witnessing inappropriate sexual behaviors and demonstrate an understanding that no one has the right to violate someone else's boundaries. ***This lesson supports Erin's Law requirements.***

Lesson 8: *Our Community – Available Sexual Health Resources*

Students investigate local sexual health resources and create a pamphlet for one resource.

Lesson 9: *Truth in the Media?*



Students define body image and body shape and explore how the media can influence perceptions of body image and shape.

Lesson 10: *Influencing Peers to Use Condoms and Get STI Tested*

Students describe how internal and external condoms are used and practice discussing condom use with a peer.

Lesson 11: *Youth and Sexual Health Public Policy*

Students explore how public policies can impact people's sexual health.

Lesson 12: *Analyzing Influences – Message to Others + Personal Reflection*

Students analyze an influence that may impact a young person's sexual health.

Optional Lesson: *Great Expectations – Signs and Symptoms of Pregnancy*

Students identify signs and symptoms of pregnancy and identify prenatal practices that contribute to a healthy pregnancy.

Grade 8 Rationale

Communication occurs every day in our relationships. There are communication practices that can negatively and positively impact our relationships. The 8th grade Sexual Health unit presents age appropriate and developmentally appropriate sexual health information to youth, as recommended in the National Sexuality Education Standards, while also providing students the opportunity to practice interpersonal communication skills to enhance their health and avoid or reduce health risks (National Health Education Standard 4). Students will have the opportunity to share what they have learned, as well as advocate to one another on how to communicate for one’s sexual health.

Grade 8

Lesson 1: *Students’ Sexual Health Bill of Rights and Unit Expectations*

Students establish classroom expectations, review the Chicago Public Schools Student Bill of Rights, and identify aspects of effective communication.

Lesson 2: *Common Barriers and Bridges in Communication*

Students brainstorm barriers and bridges used in communication and evaluate their own communication.

Lesson 3: *Choosing Your Words Carefully*

Students review how miscommunication can occur and apply their understanding of healthy communication in a scenario.

Lesson 4: *Talking Without Speaking: The Role of Texting in Relationships*

Students explore how miscommunication can occur when texting and how this can impact their relationships. Students provide an example of texting clearly and respectfully to avoid miscommunication.

Lesson 5: *Communicating About Body Parts: A Review of Systems*

Students review basic reproductive anatomy and physiology and analyze how their bodies impact their sexual health.

Lesson 6: *Supporting Your Health: Identifying Who You Are*

Students described sexual orientation, behavior, and identify and how these are unique but connected concepts.

Lesson 7: *“Green, Yellow, or Red?” – What is Appropriate Behavior?*

Students discuss the differences between appropriate, confusing and inappropriate behaviors by analyzing different scenarios. ***This lesson supports Erin’s Law requirements.***

Lesson 8: *Warning Signs: Understanding Sexual Abuse and Assault*

Students name types of sexual assault and describe the possible impacts of and how to report sexual assault or an abusive relationship. Students demonstrate an understanding of the warning signs of sexual harassment. ***This lesson supports Erin’s Law requirements.***

Lesson 9: *Sexually Transmitted Infections*



Students learn medically-accurate information about sexually transmitted infections and HIV.

Lesson 10: *How to Talk with a Medical Professional About Your Sexual Health*

Students describe the aspects of a medical examination and a pelvic examination. Students practice how to talk with a medical professional about their sexual health.

Lesson 11: *Communicating About Choices*

Students learn the benefits and risks of contraceptive methods, including abstinence, withdrawal, barrier methods, and hormonal methods. Students review what emergency contraception is. Students identify locations to access reproductive health care.

Lesson 12: *Effective Communication to Support Your Values*

Students review the realities of sexual behaviors of Chicago youth. Students analyze a situation in which a person is pressuring another to engage in sexual behaviors and explore effective communication strategies when feeling pressured.

Lesson 13: *Practicing Your Communication Skills for Positive Sexual Health*

Students practice effective communication skills pertaining to a sexual health topic.



Grade 9 Rationale

As youth age, they continue to make an increasing number of decisions within their lives, including those pertaining to their sexual health. The 9th grade Sexual Health Unit revisits the DECIDE Decision Making Steps introduced in the 5th and 6th grade units to further strengthen students' application of healthy decision making (National Health Education Standard 5). These steps are applied to the variety of age appropriate and developmentally appropriate sexual health topics for teenagers, as recommended in the National Sexuality Education Standards.

Grade 9

Lesson 1: *Introduction to the Deciding to Be Healthy in Relationships Unit*

Students establish classroom expectations, review the Chicago Public Schools Student Bill of Rights, and explore the concept of decision making as it applies to sexual health.

Lesson 2: *Whose Relationship is Healthiest?*

Students identify characteristics of healthy and unhealthy relationships.

Lesson 3: *The DECIDE Decision Making Model*

Students explore and apply the DECIDE decision making model.

Lesson 4: *Sexual Health Questions for Teenagers to Consider and Practice Asking*

Students identify reasons why teenagers choose to engage or not engage in sexual behaviors. Students practice asking questions about sexual health decisions that can help them determine if they are ready to engage in sexual health behaviors. ***This lesson supports Erin's Law requirements.***

Lesson 5: *Sexual Orientation, Behavior, and Identity: How I Feel, What I Do, and Who I Am*

Students examine the concepts of sexual orientation, behavior, and identity.

Lesson 6: *Understanding Gender*

Students learn about gender identity and sex assigned at birth. Students explore gender scripts, how people were told to behave based on body parts.

Lesson 7: *Helping Others Make Positive Sexual Health Decisions*

Students practice providing sexual health advice to a fictional teenager. Students review reliable sources pertaining to sexual health. ***This lesson supports Erin's Law requirements.***

Lesson 8: *Options for Protection*

Students explore forms of protection and apply a decision-making model to a scenario pertaining to pregnancy and sexually transmitted infection prevention.

Lesson 9: *Creating Condom Confidence*

Students will describe and/or demonstrate how to correctly use an external and internal condom.

Lesson 10: *What If...*



Students review the symptoms of pregnancy and explore options a person has when they learn they are pregnant. Students discuss prenatal practices for a healthy pregnancy.

Lesson 11: *They Love Me... They Love Me Not*

Students learn the characteristics of unhealthy relationships and what can be done to leave this type of relationship. *This lesson supports Erin's Law requirements.*

Lesson 12: *It Wasn't My Fault*

Students explore the impacts of and their feelings about rape and sexual assault. Students explain why the person who is raped or sexually assaulted is never at fault.

Lesson 13-14: *Helping Others Make Healthy Sexual Health Decisions*

Students apply a decision-making model to a realistic sexual health decision and present their final decision.



Grade 10

Rationale

As youth age, they need to be taught the skills for health-enhancing behaviors and to avoid or reduce health risks. The 10th grade Sexual Health unit presents age appropriate and developmentally appropriate sexual health information to youth, as recommended in the National Sexuality Education Standards, while also promoting students' acceptance of personal responsibility for one's sexual health, as well as the resources to go to when a person's health may be harmed (National Health Education Standard 5). Students will have the opportunity to share what they have learned, as well as advocate to one another on how to be healthy and literate with sexual health resources.

Grade 10

Lesson 1: *Students' Bill of Rights and Unit Expectations*

Students establish classroom expectations and identify their awareness of sexual health behaviors. Students compare the Chicago Public School's Student Bill of Rights and to the Advocates for Youth Students' Bill of Rights regarding Sexual Health.

Lesson 2: *Taking Care of Your Body*

Students review medically accurate terminology and explore reasons why a student would go to a medical professional for sexual health needs. Lesson 3: Our Community Sexual Health Resources – Students investigate and evaluate local sexual health resources.

Lesson 4: *Trust It or Trash It*

Students evaluate the accuracy and reliability of online sexual health resources to determine if they are trustworthy sources.

Lesson 5: *What Does It Mean to Have a Healthy Relationship?*

Students study the traits of healthy, unhealthy, and abusive relationships and identify trusted adults they can go to and resources they can use if in unhealthy or abusive relationships. ***This lesson supports Erin's Law requirements.***

Lesson 6: *Using Technology Respectfully and Responsibly*

Students define sexting and explore the laws and consequences related to sexting when under the age of 18.

Lesson 7: *The Realities of Sexual Assault*

Students demonstrate an understanding that no one has the right to violate someone else's boundaries. They learn how to act if they witness or are informed of inappropriate sexual behaviors. ***This lesson supports Erin's Law requirements.***

Lesson 8: *Sexual Health Questions for Teenagers to Consider and Practice Asking*

Students identify reasons why youth are choosing to engage or not engage in sexual behaviors and will practice communicating about sexual health.

Lesson 9: *Healthy Relationships and Consent*

Students define consent and demonstrate an understanding of giving and getting clear consent in situations. Students differentiate between consent, coercion and incapacitated.

Lesson 10: *Let Me Tell You*

Students acknowledge their own communication style and demonstrate how to communicate with a partner about the risk of sexually transmitted infections (STIs) and how to protect their sexual health. Students learn about how and where to be tested for STIs.

Lesson 11: *Know Your Options*

Students review contraceptive methods and analyze the reasons why students would want to use contraceptives.

Lesson 12: *Sexual Pleasure*

Students explore the history and scientific phases of the sexual response cycle.

Lesson 13: *Advocating for Our Space, Safe Space*

Students identify LGBTQ+ inclusiveness in their school and learn about advocacy and lobbying for change to improve overall inclusiveness.

Lesson 14: *It's Your Turn: Teaching Others About Being a Healthy Sexual Literate Person*

Students practice teaching others about a sexual health topic discussed this term.



Grade 11 Rationale

The 11th grade Sexual Health unit provides a review of sexual health topics taught within previous grades, as well as additional age appropriate and developmentally appropriate information noted in the National Sexuality Education Standards. In addition, students will be taught the skills needed to ensure students access valid sexual health information, products, and services (National Health Education Standard 3). Students will be provided the opportunity to research one side of a relevant and meaningful sexual health issue and then debate their side to their peers.

Grade 11

Lesson 1: *Students' Sexual Health Bill of Rights and Unit Expectations*

Students establish classroom expectations. Students review the Chicago Public School's Student Bill of Rights and to the Advocates for Youth Students' Bill of Rights regarding Sexual Health.

Lesson 2: *Review of What Sexual Health Is About*

Students review sexual health sexual information and begin to contemplate the sexual health topic they will focus on for their group debate.

Lesson 3: *Analyzing Sexual Health Websites for the ACCESS Skill Cues*

Students analyze online health resources using the ACCESS skill cues. ACCESS (accuracy, credibility, current, ease of use and access, situations, support) is an acronym for skills used to access valid and reliable information.

Lesson 4: *My Life, My Decisions*

Students identify messages they receive from people in their lives and other factors regarding sexual health and how these messages can affect their sexual decision-making.

Lesson 5: *How Do You See People?*

Students describe preconceived notions of categories of people and explore ways in which self-images can impact sexual health decision-making. Lesson 6: How Can We Be Supportive and Credible Bystanders? – Students study different types of behaviors and how behaviors can impact relationships. Students demonstrate how to act when witnessing inappropriate sexual behaviors. *This lesson supports Erin's Law requirements.*

Lesson 7: *The ACCESS Skill Cues and Current Research*

Students analyze journal articles pertaining to sexual health using the ACCESS skill cues.

Lesson 8: *My Boundaries*

Students define boundaries and demonstrate an understanding of the need to communicate about boundaries in a relationship.

Lesson 9, 10, and 11: *Research and Preparation for Sexual Health Debates*

Students applying the ACCESS skill cues while researching sexual health issues. Students develop arguments for a variety of sexual health issues.

Lesson 12, 13 and 14: *Students' Sexual Health Debates*



Students debate sides to a sexual health issue to improve understanding of their own thoughts and values regarding sexual health.

Grade 12 Rationale

The 12 Grade Sexual Health unit focuses on an overview of the seven (7) sexual health topics noted in the National Sexuality Education Standards. Students will also learn basic skills needed to be an advocate (National Health Education Standard 8) and be provided the opportunity to research a specific relevant and meaningful sexual health issue. Students will then create presentations for their peers, supporting aspects of the “I CARE” Advocacy acronym within their final presentation.

Grade 12

Lesson 1: *Students’ Sexual Health Bill of Rights and Unit Expectations*

Students establish classroom expectations, explore the Chicago Public Schools Student Bill of Rights, and define advocacy.

Lesson 2: *What is Sexual Health?*

Students review sexual health information relating to the seven sexual health topics of the National Sexuality Education Standards and apply the “I CARE” advocacy acronym to presented sexual health topic.

Lesson 3: *Healthy Relationships and Consent*

Students explore the importance of identifying clear consent and how this is important in a respectful relationship. ***This lesson supports Erin’s Law requirements.***

Lesson 4: *Is It Abuse If...?*

Students describe the characteristics of types of relationship abuse and identify resources they can use if they experience or witness abuse. ***This lesson supports Erin’s Law requirements.***

Lesson 5: *Fantasy or Reality? How Sexually Explicit Material Affects How We See Relationships*

Students discuss sexually explicit content in media and ways in which media representations of sex and sexuality can impact sexual and romantic relationships.

Lesson 6: *Advocating for STI Testing*

Students discuss STI testing, including their rights regarding testing, reasons why choose to or not to get tested, and resources for testing.

Lesson 7: *What Are My Reproductive Rights*

Students describe rights teenagers have related to their sexual and reproductive health and decision-making.

Lesson 8-10: *Research and Preparation for Students’ Sexual Health Advocacy Presentations*

Students research and prepare presentations on specific relevant and meaningful sexual health issues.

Lessons 11-12: *Students’ Sexual Health Advocacy Presentations*

Students will present on their selected sexual health issues and evaluate their peers’ presentations.

Optional Lesson: *HIV Now – Testing and Treatment*



Students learn how to lower their risk of acquiring HIV and explore testing and treatment options.

**FY23
Budget
for
Spring Valley
Community Consolidated
School District #99**

**Presented in Open Session to the
Spring Valley District #99 Board of Education**

Wednesday, September 21, 2022, at 7:00 p.m.

James M. Hermes, Superintendent

Educational Fund (10): The most varied and the largest volume of transactions will be recorded in the Educational Fund. This is due most because the Educational Fund covers transactions that are not specifically covered in another fund. Certain expenditures that must be charged to this fund include the direct costs of instructional, health and attendance services, lunch programs, all costs of administration (even those for buildings and grounds), and related insurance costs. Certain revenues that must be credited to this fund include educational tax levies, tuition and textbook rentals. The salaries of janitors, engineers, and other custodial employees and all costs of fuel, lights, gas, water, telephone service, and custodial supplies and equipment shall be charged to this fund. The school board may approve, by resolution, to charge to the Operations and Maintenance Fund all salaries of janitors, engineers, or other custodial employees and all costs of fuel, lights, gas, water, telephone service, and custodial supplies and equipment or any one or more of these items, per Section 17-7 of the *Illinois School Code* (105 ILCS 17-7).

Operations and Maintenance Fund (20): All costs of maintaining, improving, or repairing school buildings and property, renting buildings and property for school buildings shall be charged to the Operations and Maintenance Fund.

Debt Services (30): Bonds are generally issued to finance the construction of buildings, but may also be issued for other purposes. Taxes are levied to provide cash to retire these bonds and to pay the interest on them. To protect the bondholders, these tax collections must be accounted for in the Debt Services Fund. School districts must maintain a separate bond and interest fund for each bond issue.

Transportation Fund (40): If a school district pays for transporting pupils for any purpose, the Transportation Fund must be created. Costs of transportation, including the purchase of vehicles and insurance on buses, are to be paid from this fund. Moneys received for transportation purposes from any source must be deposited into this fund, except for the portion of state reimbursement applicable to other funds (e.g., utility costs from the Operations and Maintenance Fund) as provided in Section 29-5 of the *Illinois School Code* (105 ILCS 5/29-5).

Municipal Retirement/Social Security Fund (50): This fund is created if a separate tax is levied for the purpose of providing resources for the school district's share of retirement benefits for covered employees or a separate tax is levied for the purpose of providing resources for the district's share of Social Security and Medicare only payments for covered employees. If these two taxes are not levied, the payments shall be charged to the fund where the salaries are charged.

Capital Projects (60): All of the proceeds of each construction bond issue (other than Fire Prevention and Safety) shall be placed in a Site and Construction Fund to separate these special funds from operating funds. These moneys are to be spent for the purpose specified in the bond indenture and on the ballot. Expenditures which would ordinarily be charged to the Educational Fund, but which may be charged to the Capital Projects Fund (unless paid before the Site and Construction Fund is created), include election expenses, fidelity insurance, architect's fees, legal fees for title search on sites, fees for the legal opinion on the bonds, and other such administrative costs directly related to the construction project or issuance of bonds.

Expenditures which would ordinarily be charged to the Operations and Maintenance Fund, but which may be charged to the Capital Projects Fund (unless paid before the Site and Construction Fund is created), include the actual construction costs, builder's risk insurance, purchase of land and other site costs, landscaping, parking lots, sidewalks, utility connections, etc., and other items directly related to the construction project.

A Capital Projects Fund is created when a tax is levied in accordance with Section 17-2 of the *Illinois School Code* (105 ILCS 5/17-2). The moneys received from such levy shall be accumulated until spent for the capital improvements described in the resolution and on the ballot, per Section 17-2.3 of the *Illinois School Code* (105 ILCS 5/17-2.3).

Working Cash Fund (70): If a separate tax is levied for working cash purposes or if bonds are sold for this purpose, this fund shall be created. Cash available in this fund may be loaned to any fund for which taxes are levied.

Tort Fund (80): When a tax is levied to provide revenue for paying rent to the State of Illinois Capital Development Board (CDB) for a state-owned school building, the receipt of taxes shall be recorded in the Tort Fund. The payment of the rent shall be an expenditure of this fund.

Fire Prevention and Safety Fund (90): When a tax is levied or bonds issued for fire prevention, safety, energy conservation and school security purposes, such proceeds shall be deposited and accounted for separately within the Fire Prevention and Safety Fund. The .05% levy is to be made only when there are not sufficient funds available in either the district's Operations and Maintenance Fund or the Fire Prevention and Safety Fund as determined by the district on the basis of regulations adopted by the Illinois State Board of Education to make such alterations, repairs, or reconstruction, or to purchase and install such permanent fixed equipment ordered or determined necessary.

FY23 BUDGET SUMMARY & CASHFLOW HISTORY

PURPOSE

The Illinois School Code mandates the Board of Education to prepare a tentative budget, make the tentative budget available for public inspection for at least 30-days, hold a public hearing each fiscal year & formally adopt the budget prior to the end of the first quarter. The budget maintains nine funds: Education (10), Operations and Maintenance (20), Debt Services (30), Transportation (40), Illinois Municipal Retirement & Social Security (50), Capital Projects (60), Working Cash (70), Tort (80), & Fire Prevention & Safety (90).

FY23 BUDGET FUND SUMMARY

The overall budget summary for FY23 includes actual historical year-end balances with current estimated revenues, expenditures & end-of-year fund balances for FY22.

FUNDS	FY09 BALANCE	FY10 BALANCE	FY11 BALANCE	FY12 BALANCE	FY13 BALANCE	FY14 BALANCE	FY15 BALANCE	FY16 BALANCE	FY17 BALANCE
EDUCATION (10)	941,045	1,192,486	2,115,769	2,377,165	2,795,863	2,962,443	2,846,036	2,762,932	2,334,423
O & M (20)	290,889	306,656	515,843	365,083	333,326	400,011	57,788	263,607	476,768
Debt Services (30)	20,786	147,663	16,076	18,824	20,055	21,053	20,092	23,313	22,883
Transport (40)	79,159	(1,131)	(1,416)	3,383	39,138	33,261	(36,413)	9,944	(11,013)
IMRF/SS (50)	90,085	85,207	62,776	106,254	125,039	84,240	23,080	11,127	(819)
Capital Prjcts (60)	5,100,000	5,095,096	5,105,781	5,100,842	4,236,173	2,304,662	746,361	0	0
WorkingCash (70)	714,398	769,098	745,708	786,036	764,798	743,164	720,122	675,364	669,268
Tort Fund (80)	4,862	18,911	18,146	39,903	41,314	18,819	29,134	75,472	88,320
Fire Pr & Sfty (90)	205,158	234,957	272,431	279,411	101,371	134,474	116,659	149,877	139,439

FUNDS	FY23		EXC/(DEF)	TRANSFER	FY18	FY19	FY20	FY21	FY22	FY23 ESTIMATE
	REVENUES	EXPENSES			BALANCE	BALANCE	BALANCE	BALANCE	BALANCE	
EDUCATION (10)	6,447,268	6,404,220	43,048	0	2,690,430	2,928,110	2,673,867	2,389,357	2,155,433	2,198,481
O & M (20)	620,785	571,453	49,332	0	443,064	455,420	480,925	618,697	636,848	686,180
Debt Services (30)	540,509	492,175	48,334	0	38,006	35,354	52,419	46,824	48,461	96,795
Transport (40)	388,524	337,550	50,974	0	527	18,865	55,714	-37,653	-26,315	24,659
IMRF/SS (50)	219,601	203,127	16,474	0	20,943	48,853	27,446	-5,690	39,297	55,771
Capital Prjcts (60)	915,469	915,469	0	0	4,363,500	3,593,706	389,248	0	0	0
WorkingCash (70)	38,960	0	38,960	0	576,912	530,996	484,795	441,267	475,862	514,822
Tort Fund (80)	210,627	239,200	(28,573)	0	76,909	110,809	155,121	100,520	44,232	15,659
Fire Pr & Sfty (90)	38,710	250	38,460	0	168,994	184,408	222,363	146,518	182,126	220,586

TOTAL BUDGET SUMMARY

Total Balance July 1, 2021	3,555,944
Revenues	9,420,453
Expenditures	9,163,444
Excess/Deficit	257,009
Total Balance June 30, 2023	3,812,953

Account #	Account Description	Year to Date 6/30/22	Proposed FY23	FY22 Budget	FY22 Budget Balance
10-111000-1	Local Taxes Education	852,982.33	886,475.00	847,769.00	(5,213.33)
10-113000-1	Local Taxes Tech Lease	36,766.33	38,210.00	36,542.00	(224.33)
10-114000-1	Local Taxes Spec Ed	14,706.36	15,284.00	14,617.00	(89.36)
10-151000-1	Interest on Investments	(8,305.93)	5,000.00	15,000.00	23,305.93
10-161100-1	Breakfast & Lunch	2,766.13	3,000.00	3,500.00	733.87
10-161400-1	Milk - Students	2,201.05	2,500.00	1,500.00	(701.05)
10-171100-1	Extracurricular Admissions	9,560.00	9,500.00	5,000.00	(4,560.00)
10-172000-1	Extracurricular & Organization Fees	8,556.45	8,500.00	5,000.00	(3,556.45)
10-172100-1	Technology Fees	16,431.39	17,000.00	20,000.00	3,568.61
10-172200-1	iPad Student Insurance			500.00	500.00
10-179000-1	Yearbooks/Cap & Gown	6,583.91	6,500.00	6,000.00	(583.91)
10-181100-1	Registration Fees	25,160.97	26,000.00	25,000.00	(160.97)
10-195000-1	Prior Year Refund	6,115.51		6,150.00	34.49
10-199900-1	Other Revenue	84,266.52	60,000.00	50,000.00	(34,266.52)
10-199901-1	ERATE Reimbursement	3,684.57	3,700.00	3,700.00	15.43
10-199904-1	Student Locks	186.00	250.00	250.00	64.00
10-199906-1	Band Rental Fees	1,643.00	1,500.00	500.00	(1,143.00)
10-300100-1	Evidence Based Funding	3,588,714.72	3,906,458.00	3,588,661.00	(53.72)
10-310000-1	Spec Ed Pricate Facility	37,609.71	50,000.00	50,000.00	12,390.29
10-336000-1	State Lunch Reimbursement	6,628.29	8,000.00		(6,628.29)
10-370500-16	ECE Grant	202,018.00	149,221.00	139,050.00	(62,968.00)
10-399900-22	Back to Books Grant				-
10-399901-1	Libaray Per Capita Grant	950.00		750.00	(200.00)
10-410700-24	RLIS Grant	12,249.65	27,721.00	19,554.00	7,304.35
10-421000-1	Federal Lunch Reimbursement	307,624.27	315,000.00	1,000.00	(306,624.27)
10-422000-1	Federal Breakfast Reimbursement	46,451.15	50,000.00	500.00	(45,951.15)
10-422500-1	Summer Food Serivce Program	561.44	1,000.00	275,000.00	274,438.56
10-430000-26	Title I Grant	226,608.00	160,042.00	178,836.00	(47,772.00)
10-440000-25	Title IV Grant	1,200.00	3,216.00	9,670.00	8,470.00
10-460000-1	Pre School Flow Through	7,615.00	7,050.00	6,851.00	(764.00)
10-462000-22	IDEA Flow Through	164,775.60	149,100.00	162,593.00	(2,182.60)
10-493200-20	Title II Grant	26,478.00	22,246.00	24,852.00	(1,626.00)
10-499100-1	Medicaid Admin Outreach	40,948.49	40,000.00	25,000.00	(15,948.49)
10-499200-1	Medicaid Fee for Service	11,122.24	11,000.00	10,000.00	(1,122.24)
10-499800-30	Digital Equity				-
10-499800-58	ESSER	391,232.00	463,795.00	288,435.00	(102,797.00)
	Total Revenue Education Fund	6,136,091.15	6,447,268.00	5,821,780.00	(314,311.15)
10-1110-1100-1	Regular Salaries	1,641,842.10	1,736,582.00	1,747,992.00	106,149.90
10-1110-1100-12	Insurance Stipend Salary	22,000.00	46,200.00	22,000.00	-
10-1110-1100-20	Title II Teacher Salary	13,525.13	11,775.00	13,525.00	(0.13)
10-1110-1100-58	ESSER Salaries	135,621.84	219,548.00	157,928.00	22,306.16
10-1110-1500-1	Home Hospital Tutoring Salary	250.00			(250.00)
10-1110-2100-1	Regular TRS	167,234.49	168,703.00	171,536.00	4,301.51
10-1110-2100-12	Insurance Stipend TRS	1,740.64	2,176.00	1,741.00	0.36
10-1110-2100-20	Title II TRS	3,250.81	1,165.00	1,337.00	(1,913.81)
10-1110-2100-58	ESSER TRS	14,066.61	22,867.00	15,617.00	1,550.39
10-1110-2101-20	Title II Federal TRS	953.94	1,357.00	1,532.00	578.06
10-1110-2101-58	ESSER Federal TRS	15,554.60	26,652.00	17,892.00	2,337.40
10-1110-2110-1	Regular NEC	10,778.70	10,886.00	11,177.00	398.30
10-1110-2110-12	Insurance Stipend NEC	112.16	140.00	113.00	0.84
10-1110-2110-20	Title II NEC	209.42	75.00	86.00	(123.42)
10-1110-2110-58	ESSER NEC	906.39	1,474.00	1,005.00	98.61
10-1110-2120-1	Regular ETHIS/THIS	30,744.12	29,438.00	29,924.00	(820.12)
10-1110-2120-12	Insurance Stipend ETHIS/THIS	303.68	380.00	305.00	1.32
10-1110-2120-20	Title II ETHIS/THIS	567.06	203.00	234.00	(333.06)
10-1110-2120-58	ESSER ETHIS/THIS	2,499.88	3,989.00	3,681.00	1,181.12
10-1110-2200-1	Regular Vision Insurance	2,628.00	2,816.00	3,000.00	372.00
10-1110-2200-20	Title II Vision Insurance	66.00	79.00	79.00	13.00

10-1110-2200-58	ESSER Vision Insurance	242.73	343.00	158.00	(84.73)
10-1110-2201-1	Retiree Insurance	20,922.55	20,000.00	25,000.00	4,077.45
10-1110-2210-1	Regular Life Insurance	1,903.49	2,267.00	2,035.00	131.51
10-1110-2210-20	Title II Life Insurance	46.56	62.00	55.00	8.44
10-1110-2210-58	ESSER Life Insurance	149.31	291.00	164.00	14.69
10-1110-2220-1	Regular Health Insurance	238,111.92	254,286.00	246,931.00	8,819.08
10-1110-2220-20	Title II Health Insurance	5,918.50	7,045.00	7,566.00	1,647.50
10-1110-2220-58	ESSER Health Insurance	21,943.79	30,936.00	14,660.00	(7,283.79)
10-1110-2230-1	Regular Dental Insurance	16,793.43	19,824.00	18,000.00	1,206.57
10-1110-2230-20	Title II Dental Insurance	398.14	482.00	438.00	39.86
10-1110-2230-58	ESSER Dental Insurance	1,578.49	2,403.00	876.00	(702.49)
10-1110-2300-1	Tuition Reimbursement	25,248.50	20,000.00	10,000.00	(15,248.50)
10-1110-3100-25	Title IV SSAE Purchased Service		342.00	7,057.00	7,057.00
10-1110-3100-58	ESSER Purchased Service	64,058.48	104,253.00	63,892.00	(166.48)
10-1110-3200-1	Regular Purchased Service	3,120.08	5,000.00	2,750.00	(370.08)
10-1110-3200-30	Digital Equity Purchased Service				
10-1110-3400-1	Postage	3,938.44	5,000.00	3,500.00	(438.44)
10-1110-4100-1	Regular Supplies	35,115.37	32,000.00	22,000.00	(13,115.37)
10-1110-4100-30	Digital Equity Supplies	47,928.00		49,056.00	1,128.00
10-1110-4100-24	RLIS Grant	13,220.65	27,721.00	19,554.00	6,333.35
10-1110-4100-58	ESSER Supplies	8,198.76	30,739.00	4,488.00	(3,710.76)
10-1110-4101-1	Supplies - Middle	4,348.28	4,500.00	1,500.00	(2,848.28)
10-1110-4102-1	Supplies - Primary	3,771.79	4,000.00	3,500.00	(271.79)
10-1110-4200-1	Textbooks		75,000.00		
10-1110-4300-1	Other Supplies - Teachers	12,249.52	15,000.00	11,000.00	(1,249.52)
10-1110-4300-25	Title IV SSAE Supplies		2,874.00	2,613.00	2,613.00
10-1110-4400-1	Art Supplies	637.80	600.00	600.00	(37.80)
10-1110-4500-1	Vocal Music Supplies	430.12	400.00	400.00	(30.12)
10-1110-4600-1	Band Supplies	1,457.21	1,500.00	1,500.00	42.79
10-1110-4700-1	PE Supplies	2,037.72	2,000.00	2,000.00	(37.72)
10-1110-5100-1	Regular Capital Outlay				
10-1110-5100-58	ESSER Capital Outlay		10,000.00		
10-1111-1200-1	Substitute Salary	73,079.37	75,000.00	78,000.00	4,920.63
10-1111-2110-1	Substitute NEC	316.81	500.00	350.00	33.19
10-1111-2120-1	Substitute ETHIS	486.46	600.00	600.00	113.54
10-1125-1100-16	ECE Salaries	105,430.88	104,060.00	105,020.00	(410.88)
10-1125-1200-16	ECE Substitutes	1,769.98	1,500.00	1,500.00	(269.98)
10-1125-2100-16	ECE TRS	6,621.51	6,545.00	6,260.00	(361.51)
10-1125-2110-16	ECE NEC	431.68	422.00	403.00	(28.68)
10-1125-2120-16	ECE ETHIS/THIS	1,224.32	1,142.00	1,579.00	354.68
10-1125-2200-16	ECE Vision Insurance	195.00	195.00	195.00	-
10-1125-2210-16	ECE Life Insurance	171.05	187.00	164.00	(7.05)
10-1125-2220-16	ECE Health Insurance	17,733.58	17,653.00	18,660.00	926.42
10-1125-2230-16	ECE Dental Insurance	1,387.98	1,529.00	1,293.00	(94.98)
10-1125-3100-16	ECE Purchased Service	900.50	987.00	987.00	86.50
10-1125-4100-16	ECE Supplies	1,399.32	518.00	1,289.00	(110.32)
10-1200-6100-1	Lighted Way Tuition	6,626.60		6,627.00	0.40
10-1215-1100-1	Life Skills Salaries	149,839.75	162,166.00	139,471.00	(10,368.75)
10-1215-2100-1	Life Skills TRS	5,585.25	7,809.00	8,607.00	3,021.75
10-1215-2110-1	Life Skills NEC	359.91	503.00	555.00	195.09
10-1215-2120-1	Life Skills ETHIS/THIS	1,058.88	1,362.00	1,502.00	443.12
10-1215-2200-1	Life Skills Vision Insurance	13.20	119.00	80.00	66.80
10-1215-2210-1	Life Skills Life Insurance	275.91	312.00	324.00	48.09
10-1215-2220-1	Life Skills Health Insurance	4,453.59	11,591.00	7,735.00	3,281.41
10-1215-2230-1	Life Skills Dental Insurance	73.04	832.00	219.00	145.96
10-1215-4100-1	Life Skills Supplies	1,748.53	1,500.00	2,000.00	251.47
10-1220-1100-1	CC Primary Salaries	70,675.42	91,694.00	45,729.00	(24,946.42)
10-1220-2100-1	CC Primary TRS	4,205.88	8,244.00	3,759.00	(446.88)
10-1220-2110-1	CC Primary NEC	271.12	485.00	243.00	(28.12)
10-1220-2120-1	CC Primary ETHIS/THIS	796.41	1,312.00	1,156.00	359.59
10-1220-2200-1	CC Primary Vision Insurance	25.96	66.00		(25.96)
10-1220-2210-1	CC Primary Life Insurance	166.63	177.00	110.00	(56.63)

10-1220-2220-1	CC Primary Health Insurance	2,479.48	5,952.00	8,000.00	5,520.52
10-1220-2230-1	CC Primary Dental Insurance	178.96	438.00	500.00	321.04
10-1220-4100-1	CC Primary Supplies	1,058.44	1,000.00		(1,058.44)
10-1221-1100-1	CC Middle Salaries	160,800.42	142,914.00	159,287.00	(1,513.42)
10-1221-2100-1	CC Middle TRS	10,086.64	10,025.00	9,700.00	(386.64)
10-1221-2110-1	CC Middle NEC	650.05	646.00	626.00	(24.05)
10-1221-2120-1	CC Middle ETHIS/THIS	1,853.95	1,749.00	1,692.00	(161.95)
10-1221-2200-1	CC Middle Vision Insurance	156.65	218.00	160.00	3.35
10-1221-2210-1	CC Middle Life Insurance	286.87	250.00	219.00	(67.87)
10-1221-2220-1	CC Middle Health Insurance	14,202.88	19,618.00	14,358.00	155.12
10-1221-2230-1	CC Middle Dental Insurance	931.69	1,434.00	850.00	(81.69)
10-1221-4100-1	CC Middle Supplies	858.72	600.00	400.00	(458.72)
10-1222-1100-1	CC JH Salaries	134,465.86	170,901.00	131,651.00	(2,814.86)
10-1222-2100-1	CC JH TRS	11,377.67	11,450.00	10,764.00	(613.67)
10-1222-2110-1	CC JH NEC	733.10	738.00	694.00	(39.10)
10-1222-2120-1	CC JH ETHIS/THIS	2,089.88	1,997.00	1,877.00	(212.88)
10-1222-2200-1	CC JH Vision Insurance	158.40	218.00	160.00	1.60
10-1222-2210-1	CC JH Life Insurance	164.31	250.00	165.00	0.69
10-1222-2220-1	CC JH Health Insurance	14,358.84	19,618.00	14,358.00	(0.84)
10-1222-2230-1	CC JH Dental Insurance	942.36	1,434.00	1,000.00	57.64
10-1225-1100-1	Pre School Salary	34,193.47	40,314.00	29,378.00	(4,815.47)
10-1225-2100-1	Pre School TRS	1,897.53	1,864.00	1,804.00	(93.53)
10-1225-2110-1	Pre School NEC	122.24	120.00	116.00	(6.24)
10-1225-2120-1	Pre School ETHIS/THIS	348.57	325.00	316.00	(32.57)
10-1225-2200-1	Pre School Vision Insurance	39.24	69.00	40.00	0.76
10-1225-2210-1	Pre School Life Insurance	73.34	94.00	55.00	(18.34)
10-1225-2220-1	Pre School Health Insurance	3,557.08	6,376.00	3,590.00	32.92
10-1225-2230-1	Pre School Dental Insurance	233.30	458.00	225.00	(8.30)
10-1250-1100-26	Title I Salary	107,281.03	111,194.00	106,878.00	(403.03)
10-1250-2100-26	Title I TRS	10,610.19	11,052.00	10,570.00	(40.19)
10-1250-2101-26	Title I Federal TRS	12,172.21	12,882.00	12,109.00	(63.21)
10-1250-2110-26	Title I NEC	683.95	712.00	69.00	(614.95)
10-1250-2120-26	Title I ETHIS/THIS	1,955.03	1,928.00	2,666.00	710.97
10-1250-2210-26	Title I Life Insurance	110.55	125.00	110.00	(0.55)
10-1250-3100-26	Title I Purchased Service	16,929.17	14,649.00	14,764.00	(2,165.17)
10-1250-4100-26	Title I Supplies	35,231.66	200.00	8,564.00	(26,667.66)
10-1250-5100-26	Title I Capital Outlay	6,649.00		4,600.00	(2,049.00)
10-1500-1100-1	Extracurricular Salaries	58,835.67	61,000.00	52,000.00	(6,835.67)
10-1500-2100-1	Extracurricular TRS	4,247.71	4,800.00	5,143.00	895.29
10-1500-2110-1	Extracurricular NEC	273.73	350.00	332.00	58.27
10-1500-2120-1	Extracurricular ETHIS/THIS	747.94	1,200.00	897.00	149.06
10-1500-3100-1	Extracurricular Purchased Service	13,415.00	10,000.00	3,500.00	(9,915.00)
10-1500-3300-1	Extracurricular Travel	2,066.18	2,000.00	5,000.00	2,933.82
10-1500-4100-1	Extracurricular Supplies	6,970.33	5,000.00	3,000.00	(3,970.33)
10-1500-6100-1	Extracurricular Fees	2,414.00	2,500.00	2,500.00	86.00
10-1800-1100-38	Bi-Lingual Salaries	81,839.48	113,893.00	82,114.00	274.52
10-1800-2100-38	Bi-Lingual TRS	5,537.62	8,931.00	5,347.00	(190.62)
10-1800-2110-38	Bi-Lingual NEC	356.97	4,324.00	345.00	(11.97)
10-1800-2120-38	Bi-Lingual ETHIS/THIS	1,018.08	1,437.00	933.00	(85.08)
10-1800-2200-38	Bi-Lingual Vision Insurance	103.70	88.00	80.00	(23.70)
10-1800-2210-38	Bi-Lingual Life Insurance	110.20	177.00	110.00	(0.20)
10-1800-2220-38	Bi-Lingual Health Insurance	9,384.86	7,926.00	7,179.00	(2,205.86)
10-1800-2230-38	Bi-Lingual Dental Insurance	642.44	580.00	450.00	(192.44)
10-1800-4100-38	Bi-Lingual Supplies	1,329.00	500.00	400.00	(929.00)
10-2120-1100-1	Guidance Salary	151,165.07	85,610.00	151,622.00	456.93
10-2120-2100-1	Guidance TRS	15,385.56	7,260.00	15,106.00	(279.56)
10-2120-2110-1	Guidance NEC	991.44	468.00	974.00	(17.44)
10-2120-2120-1	Guidance ETHIS/THIS	2,829.35	1,266.00	2,635.00	(194.35)
10-2120-2200-1	Guidance Vision Insurance	198.00	132.00	200.00	2.00
10-2120-2210-1	Guidance Life Insurance	111.36	73.00	110.00	(1.36)
10-2120-2220-1	Guidance Health Insurance	18,112.50	11,905.00	18,112.00	(0.50)
10-2120-2230-1	Guidance Dental Insurance	1,315.74	1,009.00	1,500.00	184.26

10-2130-1100-1	Nurse Salary				
10-2130-2200-1	Nurse Vision Insurance	79.20	13.00	80.00	0.80
10-2130-2210-1	Nurse Life Insurance	88.56	73.00	55.00	(33.56)
10-2130-2220-1	Nurse Health Insurance	7,179.42	1,175.00	7,179.00	(0.42)
10-2130-2230-1	Nurse Dental Insurance	471.18	80.00	500.00	28.82
10-2130-3100-1	Nurse Purchased Service	230.00	500.00	500.00	270.00
10-2130-4100-1	Nurse Supplies	1,212.93	800.00	800.00	(412.93)
10-2130-4100-58	ESSER Grant Supplies	2,182.89		1,590.00	(592.89)
10-2130-5100-1	Nurse Capital Outlay	899.00			(899.00)
10-2130-5100-58	ESSER Grant Capital Outlay		900.00		
10-2150-1100-1	Speech Salary	117,791.52	121,746.00	118,394.00	602.48
10-2150-2100-1	Speech TRS	12,084.81	12,101.00	11,710.00	(374.81)
10-2150-2110-1	Speech NEC	778.71	780.00	755.00	(23.71)
10-2150-2120-1	Speech ETHIS/THIS	2,222.24	2,111.00	2,043.00	(179.24)
10-2150-2200-1	Speech Vision Insurance	112.62	46.00	80.00	(32.62)
10-2150-2210-1	Speech Life Insurance	109.53	125.00	110.00	0.47
10-2150-2220-1	Speech Health Insurance	10,234.52	7,393.00	10,423.00	188.48
10-2150-2230-1	Speech Dental Insurance	698.68	539.00	500.00	(198.68)
10-2150-3100-1	Speech Purchased Service			200.00	200.00
10-2150-3300-1	Speech Travel				
10-2150-4100-1	Speech Supplies	1,129.88			(1,129.88)
10-2150-4100-26	Title I Speech Supplies	536.39			(536.39)
10-2150-6100-1	Speech Dues & Fees	577.00	500.00	500.00	(77.00)
10-2210-3100-1	Regular Staff Development	300.00		500.00	200.00
10-2210-3100-26	Title I Staff Development	7,520.91		10,370.00	2,849.09
10-2220-1100-1	Library Salaries	69,454.27	73,109.00	68,350.00	(1,104.27)
10-2220-1101-1	Summer Library Salaries	151.50			(151.50)
10-2220-2100-1	Library TRS	4,754.30	4,788.00	4,634.00	(120.30)
10-2220-2110-1	Library NEC	306.48	309.00	299.00	(7.48)
10-2220-2120-1	Library ETHIS/THIS	869.67	835.00	843.00	(26.67)
10-2220-2200-1	Library Vision Insurance	155.76	215.00	175.00	19.24
10-2220-2210-1	Library Life Insurance	111.73	125.00	110.00	(1.73)
10-2220-2220-1	Library Health Insurance	17,380.50	20,235.00	17,380.00	(0.50)
10-2220-2230-1	Library Dental Insurance	1,154.58	1,668.00	1,200.00	45.42
10-2220-3100-1	Library Software Services	756.73	1,000.00	1,000.00	243.27
10-2220-3300-1	Library Travel	10.25		200.00	189.75
10-2220-4100-1	Library Supplies	9,064.38	9,000.00	9,000.00	(64.38)
10-2220-4100-22	Back to Books Grant				
10-2220-4100-26	Title I Library Supplies	1,099.97			(1,099.97)
10-2220-4105-1	Accelerated Reader Supplies		4,241.00		
10-2220-4200-1	Library Per Capita Grant	491.38		750.00	258.62
10-2220-5100-1	Library Capital Outlay				
10-2220-6100-1	Library Dues & Fees	20.00			(20.00)
10-2221-3100-1	Computer Purchased Service	1,010.00	1,500.00	15,000.00	13,990.00
10-2221-3250-1	Tech Lease Payment	61,405.35		61,406.00	0.65
10-2221-4100-1	Computer Supplies	6,367.58	8,000.00	12,000.00	5,632.42
10-2221-4200-1	Computer Software	34,431.10	35,000.00	28,000.00	(6,431.10)
10-2221-5100-1	Computer Capital Outlay	4,571.99	20,000.00	33,000.00	28,428.01
10-2223-1100-1	Tech Specialist Salary	85,696.00	88,421.00	85,696.00	-
10-2223-2200-1	Tech Specialist Vision Insurance	155.76	156.00	156.00	0.24
10-2223-2210-1	Tech Specialist Life Insurance	55.68	62.00	55.00	(0.68)
10-2223-2220-1	Tech Specialist Health Insurance	14,176.68	14,090.00	14,176.00	(0.68)
10-2223-2230-1	Tech Specialist Dental Insurance	1,154.58	1,270.00	1,074.00	(80.58)
10-2223-4100-1	Tech Specialist Supplies			1,000.00	1,000.00
10-2223-5100-1	Tech Specialist Capital Outlay			1,000.00	1,000.00
10-2225-1100-1	Tech Coordinator Salary	52,790.40	50,642.00	52,790.00	(0.40)
10-2225-2200-1	Tech Coordinator Vision Insurance	118.80	119.00	119.00	0.20
10-2225-2210-1	Tech Coordinator Life Insurance	55.68	62.00	55.00	(0.68)
10-2225-2220-1	Tech Coordinator Health Insurance	10,933.08	10,730.00	10,933.00	(0.08)
10-2225-2230-1	Tech Coordinator Dental Insurance	844.56	929.00	786.00	(58.56)
10-2225-4100-1	Tech Coordinator Supplies	111.01		500.00	388.99
10-2225-5100-1	Tech Coordinator Capital Outlay				

10-2230-3100-26	Title I Testing Purchased Service	6,620.00		6,620.00	-
10-2230-3100-58	ESSER Testing Purchased Service		9,400.00		
10-2230-4100-1	Testing Supplies				
10-2230-4100-26	Title I Testing Supplies	131.60			(131.60)
10-2310-1100-1	Board Secretary Salary	1,800.00	1,800.00	1,800.00	-
10-2310-1101-1	Board Treasurer Salary	1,800.00	1,800.00	1,800.00	-
10-2310-3170-1	Board Audit Services	10,800.00	12,000.00	11,000.00	200.00
10-2310-3180-1	Board Legal Services	3,407.00	3,500.00	9,000.00	5,593.00
10-2310-3300-1	Board Travel	12,183.00	8,000.00	6,000.00	(6,183.00)
10-2310-3500-1	Board Legal Advertising	1,408.14	1,500.00	500.00	(908.14)
10-2310-3800-1	Board Bond Insurance	4,462.00	5,000.00	5,000.00	538.00
10-2310-3900-1	Board Other Purchased Service	22,604.27	25,000.00	20,000.00	(2,604.27)
10-2310-4100-1	Board Supplies	7,745.98	8,000.00	1,500.00	(6,245.98)
10-2310-6100-1	Board Dues & Fees		4,000.00	4,000.00	4,000.00
10-2320-1100-1	Superintendent Salary	103,449.80	110,280.00	102,064.00	(1,385.80)
10-2320-1101-1	Sup't Secretary Salary	36,182.24	39,688.00	35,698.00	(484.24)
10-2320-2100-1	Superintendent TRS	12,278.03	12,588.00	13,289.00	1,010.97
10-2320-2110-1	Superintendent NEC	791.38	811.00	856.00	64.62
10-2320-2120-1	Superintendent ETHIS/THIS	2,171.84	2,196.00	2,319.00	147.16
10-2320-2200-1	Sup't & Secretary Vision Insurance	264.96	232.00	232.00	(32.96)
10-2320-2210-1	Sup't & Secretary Life Insurance	224.61	250.00	219.00	(5.61)
10-2320-2220-1	Sup't & Secretary Health Insurance	21,503.94	21,053.00	21,174.00	(329.94)
10-2320-2230-1	Sup't & Secretary Dental Insurance	1,843.67	2,022.00	1,800.00	(43.67)
10-2320-3100-1	Superintendent Purchased Service				
10-2320-3300-1	Sup't & Secretary Travel	1,090.75	750.00	300.00	(790.75)
10-2320-4100-1	Superintendent Office Supply	438.23	500.00	300.00	(138.23)
10-2320-5100-1	Superintendent Capital Outlay				
10-2320-6100-1	Superintendent Dues & Fees	225.00	1,000.00	2,000.00	1,775.00
10-2410-1100-1	Principal Salary	138,962.09	142,839.00	135,518.00	(3,444.09)
10-2410-1100-58	ESSER Salaries	2,400.00		2,400.00	-
10-2410-1101-1	Princ Secretary Salary	55,218.35	58,881.00	54,472.00	(746.35)
10-2410-2100-1	Principal TRS	16,946.01	16,343.00	15,817.00	(1,129.01)
10-2410-2100-58	ESSER TRS	259.55		237.00	(22.55)
10-2410-2101-58	ESSER Federal TRS	271.91		272.00	0.09
10-2410-2110-1	Principal NEC	1,092.10	1,053.00	1,020.00	(72.10)
10-2410-2110-58	ESSER NEC	16.73		15.00	(1.73)
10-2410-2120-1	Principal ETHIS/THIS	3,034.89	2,851.00	1,758.00	(1,276.89)
10-2410-2120-58	ESSER ETHIS/THIS	45.27		60.00	14.73
10-2410-2200-1	Princ & Secretary Vision Insurance	471.10	465.00	500.00	28.90
10-2410-2210-1	Princ & Secretary Life Insurance	444.92	499.00	438.00	(6.92)
10-2410-2220-1	Princ & Secretary Health Insurance	42,883.26	42,106.00	42,348.00	(535.26)
10-2410-2230-1	Princ & Secretary Dental Insurance	3,704.99	4,044.00	3,800.00	95.01
10-2410-2300-1	Principal Tuition Reimbursement	3,200.00	3,600.00	3,200.00	-
10-2410-3100-1	Principal Purchased Service	199.00			(199.00)
10-2410-3300-1	Princ & Secretary Travel	259.74	500.00		(259.74)
10-2410-4100-1	Principal Supplies	3,096.98	2,000.00	1,800.00	(1,296.98)
10-2410-5100-1	Principal Capital Outlay	1,849.00			(1,849.00)
10-2410-6100-1	Principal Dues & Fees	679.67	1,000.00	1,000.00	320.33
10-2520-1100-1	Bookkeeper Salary	47,542.72	50,137.00	46,906.00	(636.72)
10-2520-2200-1	Bookkeeper Vision Insurance	79.20	79.00	80.00	0.80
10-2520-2210-1	Bookkeeper Life Insurance	55.68	62.00	55.00	(0.68)
10-2520-2220-1	Bookkeeper Health Insurance	7,179.42	7,127.00	7,179.00	(0.42)
10-2520-2230-1	Bookkeeper Dental Insurance	471.18	518.00	450.00	(21.18)
10-2520-3100-1	Bookkeeper Purchased Service	8,600.00	9,000.00	9,000.00	400.00
10-2520-4100-1	Bookkeeper Supplies	1,722.56	1,750.00	1,000.00	(722.56)
10-2520-5100-1	Bookkeeper Capital Outlay				
10-2520-6100-1	Bookkeeper Dues & Fees	47.38		100.00	52.62
10-2560-1100-1	Food Service Salaries	100,276.92	97,441.00	99,648.00	(628.92)
10-2560-1200-1	Food Service Substitute	1,181.33	1,500.00	2,500.00	1,318.67
10-2560-2200-1	Food Service Vision Insurance		119.00		
10-2560-2210-1	Food Service Life Insurance	157.92	198.00	214.00	56.08
10-2560-2220-1	Food Service Health Insurance		10,729.00		

10-2560-2230-1	Food Service Dental Insurance		795.00		
10-2560-3100-1	Food Service Purchased Service				
10-2560-4100-1	Food Supplies	741.40	1,000.00	2,500.00	1,758.60
10-2560-4100-16	ECE Supplies	99,735.32	100,000.00	60,000.00	(39,735.32)
10-2560-4200-1	Non-Food Supplies	969.32	3,000.00	3,000.00	2,030.68
10-2560-5100-1	Food Service Capital Outlay	4,950.07	2,500.00	2,000.00	(2,950.07)
10-2570-3250-1	Copy Machine Rental				
10-2570-4100-1	Internal Supplies	19,441.16	20,000.00	21,000.00	1,558.84
10-2900-3100-1	Investment Fees	430.17	1,000.00	1,500.00	1,069.83
10-3000-3100-16	Investment Fees	4,010.59	4,100.00	3,800.00	(210.59)
10-3000-4100-16	ECE Testing	100.00		200.00	100.00
10-3000-4100-26	ECE Supplies		200.00		
10-4000-3100-58	Title I Reading Night Supplies	1,276.14	1,300.00	1,277.00	0.86
10-4120-3100-1	ESSER School Improvement	3,500.00		3,500.00	-
10-4120-3400-1	BMP Joint Agreement Assessment	400,877.84	391,824.00	400,878.00	0.16
10-4120-6700-1	Vision & Hearing Services	10,564.27	12,000.00	15,000.00	4,435.73
10-4221-6700-1	Spec Ed Tuition - Other Schools	63,803.12	75,000.00	60,000.00	(3,803.12)
10-5150-6100-1	Spec Ed Tuition - Private Facility				
	Interest on Bonds	179,277.50	179,278.00	179,278.00	0.50
	Expenditure Total Education Fund	6,056,827.33	6,404,220.00	6,089,485.00	32,657.67
	Net Revenue/Expenditure Education Fund	79,263.82	43,048.00	(267,705.00)	
20-111100-1	Local Taxes O&M	275,748.23	286,576.00	274,063.00	(1,685.23)
20-123000-1	Coporate Personal Property Replace Tax	239,903.69	240,000.00	125,792.00	(114,111.69)
20-151000-1	Interest on Investments	(2,714.05)	1,000.00	1,200.00	3,914.05
20-196000-1	TIF Funds	26,361.56	25,000.00	20,000.00	(6,361.56)
20-199900-1	Other Revenue	57,788.60	30,000.00	8,000.00	(49,788.60)
20-199901-1	ERATE Reimbursement			8,500.00	8,500.00
20-300100-1	Evidence Based Funding				-
20-440000-25	Title IV Building		8,209.00	3,550.00	3,550.00
20-499800-58	ESSER		30,000.00	108,817.00	108,817.00
	Total Revenue O&M Fund	597,088.03	620,785.00	549,922.00	(47,166.03)
20-2540-1100-1	Custodian Salaries	156,827.98	149,680.00	165,256.00	8,428.02
20-2540-1101-1	Summer Custodian Salaries	4,369.27	5,000.00		(4,369.27)
20-2540-1200-1	Custodian Substitute				
20-2540-2200-1	Custodian Vision Insurance	83.34	139.00	80.00	(3.34)
20-2540-2210-1	Custodian Life Insurance	171.35	187.00	164.00	(7.35)
20-2540-2220-1	Custodian Health Insurance	10,759.24	13,272.00	10,383.00	(376.24)
20-2540-2230-1	Custodian Dental Insurance	500.22	916.00	439.00	(61.22)
20-2540-3100-1	Telephone & Internet	15,542.83	16,800.00	14,000.00	(1,542.83)
20-2540-3200-1	Grounds Upkeep Services	25,176.12	33,000.00	27,000.00	1,823.88
20-2540-3200-58	ESSER Purchased Service	90,765.00		102,317.00	11,552.00
20-2540-3201-1	Building Upkeep Services	83,963.67	150,000.00	25,000.00	(58,963.67)
20-2540-3202-1	Equipment Upkeep Services	29,369.59	32,000.00	24,000.00	(5,369.59)
20-2540-3700-1	Water	6,629.52	6,500.00	4,500.00	(2,129.52)
20-2540-4100-1	Building Supply	39,461.00	25,000.00	21,000.00	(18,461.00)
20-2540-4100-25	Title IV SSAE Supplies	11,841.00	8,209.00	3,550.00	(8,291.00)
20-2540-4100-58	ESSER Grant Supplies	1,568.50	30,000.00		(1,568.50)
20-2540-4605-1	Gas	19,416.16	20,000.00	10,000.00	(9,416.16)
20-2540-4606-1	Electricity	78,401.70	80,000.00	81,000.00	2,598.30
20-2540-5100-58	ESSER Grant Capital Outlay	4,617.00		6,500.00	1,883.00
20-2540-5100-1	Building Capital Outlay			20,000.00	20,000.00
20-2900-3100-1	Investment Fees	745.34	750.00	500.00	(245.34)
	Expenditure Total O&M Fund	580,208.83	571,453.00	515,689.00	(64,519.83)
	Net Revenue/Expenditure O&M Fund	16,879.20	49,332.00	34,233.00	
30-111200-1	Local Taxes Debt Service	482,199.14	540,009.00	479,252.00	(2,947.14)
30-151000-1	Interest on Investments	(813.15)	500.00	100.00	913.15
30-199900-1	Other Revenue				-
30-300100-1	Evidence Based Funding				-

	Total Revenue Debt Service Fund	481,385.99	540,509.00	479,352.00	(2,033.99)
30-5200-6000-1	Interest on Bonds	89,250.00	77,175.00	89,250.00	-
30-5300-6000-1	Principal on Bonds	390,000.00	415,000.00	390,000.00	-
30-5400-3000-1	Service Charge on Bonds	500.00			(500.00)
	Total Expenditure Debt Service Fund	479,750.00	492,175.00	479,250.00	(500.00)
	Net Revenue/Expenditure Debt Service Fund	1,635.99	48,334.00	102.00	
40-111300-1	Local Taxes Transportation	88,239.12	91,704.00	87,700.00	(539.12)
40-141100-1	Student Bus Fees	10,323.00	10,000.00	10,000.00	(323.00)
40-151000-1	Interest on Investments	(173.02)	250.00	100.00	273.02
40-199900-1	Other Revenue				-
40-300100-1	Evidence Based Funding	150,000.00	150,000.00	150,000.00	-
40-350000-1	Regular State Reimbursement	10,029.19	15,000.00	35,000.00	24,970.81
40-351000-1	Spec Ed State Reimbursement	78,923.93	80,000.00	45,000.00	(33,923.93)
40-370500-16	ECE Grant	51,622.00	41,570.00	51,622.00	-
40-799000-1	Permanent Transfer from Fund 70				-
	Total Revenue Transportation Fund	388,964.22	388,524.00	379,422.00	(9,542.22)
40-2550-3100-16	ECE Transportation	91,374.00	92,000.00	51,622.00	(39,752.00)
40-2550-3310-1	Spec Ed Transportation	89,131.50	60,000.00	115,000.00	25,868.50
40-2550-3311-1	Regular Transportation	169,525.75	175,000.00	140,000.00	(29,525.75)
40-2550-3312-1	Extracurricular Transportation	2,297.25	3,000.00		(2,297.25)
40-2550-3313-1	Field Trip Transportation	7,289.50	7,500.00	2,900.00	(4,389.50)
40-2550-4100-1	Transportation Supplies	17,983.50			(17,983.50)
40-2900-3100-1	Investment Fees	26.03	50.00	50.00	23.97
	Total Expenditure Transportation Fund	377,627.53	337,550.00	309,572.00	(68,055.53)
	Net Revenue/Expenditure Transportation Fund	11,336.69	50,974.00	69,850.00	
50-111400-1	Local Taxes IMRF	91,769.47	99,002.00	91,208.00	(561.47)
50-115000-1	Local Taxes Soc Sec/Med	101,394.43	107,256.00	100,775.00	(619.43)
50-123000-1	Coporate Presonal Property Replace Tax				-
50-151000-1	Interest on Investments	(812.52)	500.00	150.00	962.52
50-370500-16	ECE Grant	7,854.00	7,735.00	7,854.00	-
50-300100-1	Evidence Based Funding	50,000.00		50,000.00	-
50-430000-26	Title I Grant		1,684.00	1,550.00	1,550.00
50-493200-20	Title II Grant		171.00	196.00	196.00
50-499800-58	ESSER	7,854.00	3,253.00	2,325.00	(5,529.00)
50-799000-1	Permanent Transfer				-
	Total Revenue IMRF Fund	258,059.38	219,601.00	254,058.00	(4,001.38)
50-1110-2120-1	Regular IMRF	2,604.57	3,819.00	3,254.00	649.43
50-1110-2120-58	ESSER IMRF		40.00		-
50-1110-2130-1	Regular FICA	2,150.72	3,900.00	2,713.00	562.28
50-1110-2130-58	ESSER FICA		37.00		-
50-1110-2140-1	Regular Medicare	22,804.42	24,577.00	25,000.00	2,195.58
50-1110-2140-20	Title II Medicare	444.74	171.00	196.00	(248.74)
50-1110-2140-58	ESSER Medicare	1,886.60	3,176.00	2,290.00	403.40
50-1110-2120-12	Insurance Stipend IMRF				
50-1110-2130-12	Insurance Stipend FICA		1,851.00		
50-1110-2140-12	Insurance Stipend Medicare	255.20	319.00	256.00	0.80
50-1111-2130-1	Substitute FICA	1,072.61	1,500.00	500.00	(572.61)
50-1111-2140-1	Substitute Medicare	855.14	1,000.00	1,500.00	644.86
50-1125-2120-16	ECE IMRF	4,033.03	3,299.00	3,744.00	(289.03)
50-1125-2130-16	ECE FICA	3,394.96	3,368.00	3,192.00	(202.96)
50-1125-2140-16	ECE Medicare	827.95	955.00	918.00	90.05
50-1215-2120-1	Life Skills IMRF	8,185.47	6,870.00	7,986.00	(199.47)
50-1215-2130-1	Life Skills FICA	6,435.53	7,012.00	6,632.00	196.47
50-1215-2140-1	Life Skills Medicare	818.88	1,138.00	1,500.00	681.12
50-1220-2120-1	CC Primary IMRF	3,124.70	1,405.00	1,482.00	(1,642.70)

50-1220-2130-1	CC Primary FICA	2,579.02	1,438.00	1,248.00	(1,331.02)
50-1220-2140-1	CC Primary Medicare	597.16	1,100.00	550.00	(47.16)
50-1221-2120-1	CC Middle IMRF	7,228.74	3,751.00	7,043.00	(185.74)
50-1221-2130-1	CC Middle FICA	5,961.00	3,829.00	5,828.00	(133.00)
50-1221-2140-1	CC Middle Medicare	1,406.24	1,463.00	1,450.00	43.76
50-1222-2120-1	CC JH IMRF	2,532.70	4,325.00	2,573.00	40.30
50-1222-2130-1	CC JH FICA	2,092.73	4,491.00	2,129.00	36.27
50-1222-2140-1	CC JH Medicare	1,604.25	1,670.00	1,650.00	45.75
50-1225-2120-1	Pre School IMRF	1,597.61	1,614.00	1,041.00	(556.61)
50-1225-2130-1	Pre School FICA	1,320.37	1,649.00	1,068.00	(252.37)
50-1225-2140-1	Pre School Medicare	263.11	272.00	275.00	11.89
50-1250-2140-26	Title I Medicare	1,522.98	1,612.00	1,550.00	27.02
50-1500-2120-1	Extracurricular IMRF	146.13	300.00		(146.13)
50-1500-2130-1	Extracurricular FICA	391.15	500.00		(391.15)
50-1500-2140-1	Extracurricular Medicare	629.81	850.00	1,000.00	370.19
50-1800-2120-38	Bi-Lingual IMRF	2,593.08	2,527.00	2,594.00	0.92
50-1800-2130-38	Bi-Lingual FICA	2,145.68	2,231.00	2,146.00	0.32
50-1800-2140-38	Bi-Lingual Medicare	743.17	1,229.00	785.00	41.83
50-2120-2140-1	Guidance Medicare	2,131.60	1,241.00	2,215.00	83.40
50-2130-2120-1	Nurse IMRF	4,844.84	2,958.00	3,193.00	(1,651.84)
50-2130-2130-1	Nurse FICA	4,037.79	764.00	2,932.00	(1,105.79)
50-2150-2140-1	Speech Medicare	1,649.51	1,765.00	1,717.00	67.49
50-2220-2120-1	Library IMRF	2,699.09	2,168.00	2,573.00	(126.09)
50-2220-2130-1	Library FICA	1,879.73	2,213.00	2,129.00	249.27
50-2220-2140-1	Library Medicare	552.67	699.00	750.00	197.33
50-2223-2120-1	Tech Specialist IMRF	7,926.87	6,632.00	7,927.00	0.13
50-2223-2130-1	Tech Specialist FICA	5,962.30	6,764.00	6,556.00	593.70
50-2225-2120-1	Tech Coordinator IMRF	4,883.19	4,098.00	4,883.00	(0.19)
50-2225-2130-1	Tech Coordinator FICA	3,719.80	4,180.00	4,038.00	318.20
50-2310-2120-1	Board IMRF	14.06	135.00		(14.06)
50-2310-2130-1	Board FICA	148.40	275.00	276.00	127.60
50-2320-2120-1	Sup't Secretary IMRF	4,037.26	3,352.00	4,235.00	197.74
50-2320-2130-1	Sup't Secretary FICA	3,339.94	3,419.00	3,213.00	(126.94)
50-2320-2140-1	Superintendent Medicare	1,726.54	1,846.00	1,952.00	225.46
50-2410-2120-1	Princ Secretary IMRF	5,931.02	5,014.00	5,902.00	(29.02)
50-2410-2130-1	Princ Secretary FICA	4,908.44	5,116.00	4,909.00	0.56
50-2410-2140-1	Principal Medicare	2,354.39	2,390.00	2,320.00	(34.39)
50-2410-2140-58	ESSER Medicare	38.05		35.00	(3.05)
50-2520-2120-1	Bookkeeper IMRF	5,104.46	4,285.00	5,105.00	0.54
50-2520-2130-1	Bookkeeper FICA	4,221.62	4,371.00	4,222.00	0.38
50-2540-2120-1	Custodian IMRF	15,666.13	12,412.00	15,375.00	(291.13)
50-2540-2130-1	Custodian FICA	13,321.16	12,904.00	14,250.00	928.84
50-2560-2120-1	Food Service IMRF	9,557.15	7,545.00	9,557.00	(0.15)
50-2560-2130-1	Food Service FICA	8,025.34	7,143.00	8,130.00	104.66
50-2900-3100-1	Investment Fees	136.92	150.00	100.00	(36.92)
	Total Expenditure IMRF Fund	213,067.72	203,127.00	212,587.00	(480.72)
	Net Revenue/Expenditure IMRF Fund	44,991.66	16,474.00	41,471.00	
60-151000-1	Interest on Investments				
60-4998-58	ESSER		915,469.00		
	Total Revenue Capital Projects Fund	-	915,469.00	-	
60-2530-3100-1	Construction Services				
60-2530-3100-1	ESSER Construction Services		915,469.00		
60-2900-3100-1	Investment Fees				
60-5100-6200-1	Debt Certificate Interest				
60-5200-6100-1	Debt Certificate Principal				
	Total Expenditure Capital Projects Fund	-	915,469.00	-	
	Net Revenue/Expenditure Capital Projects Fund	-	-	-	

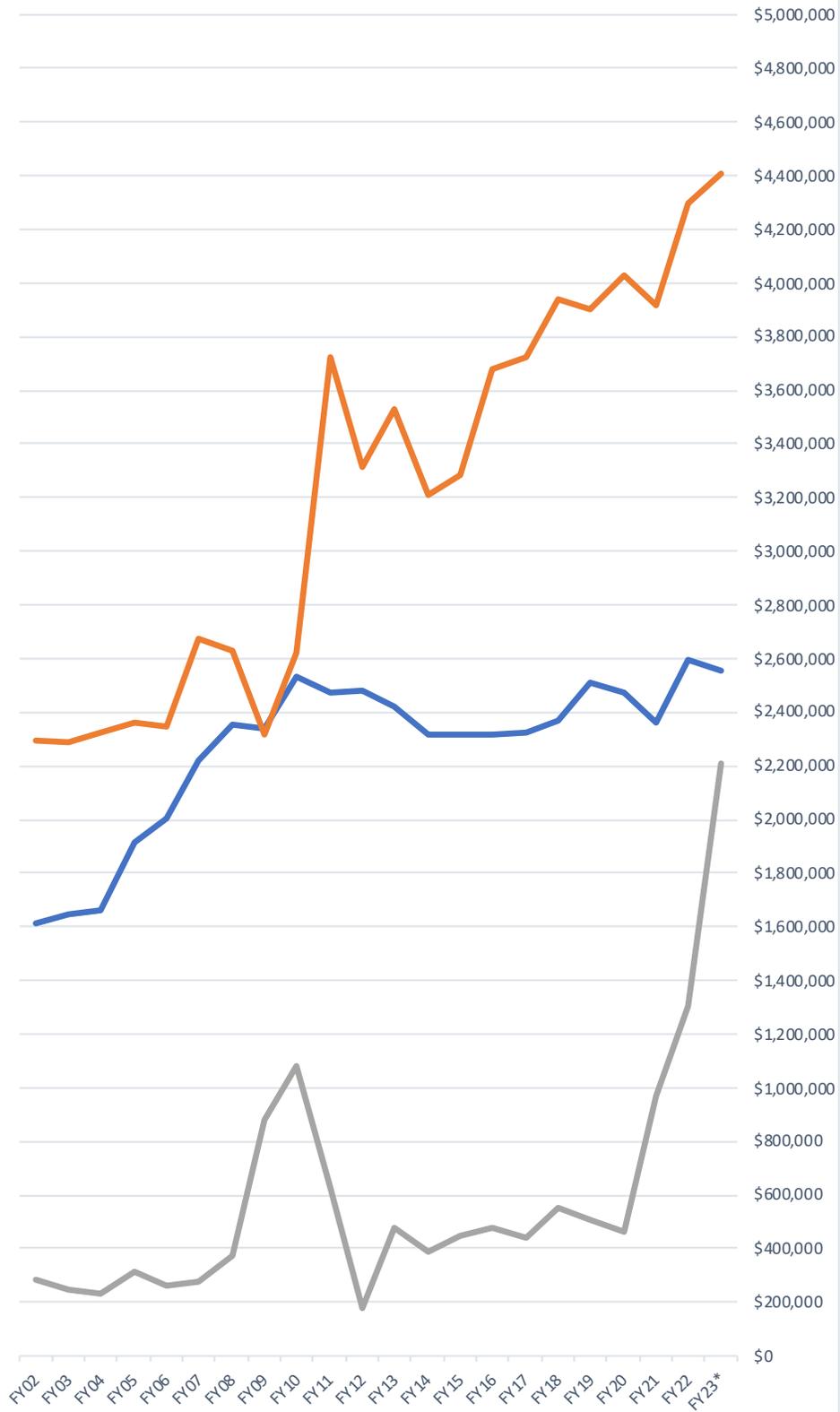
70-111500-1	Local Taxes Working Cash	36,766.33	38,210.00	36,542.00	(224.33)
70-151000-1	Interest on Investments	(2,070.48)	750.00	1,500.00	3,570.48
	Total Revenue Working Cash Fund	34,695.85	38,960.00	38,042.00	3,346.15
70-8990-6600-1	Permanent Transfer to Fund 40				
70-8990-6601-1	Permanent Transfer to Fund 50				
	Total Expenditure Working Cash Fund	-	-	-	
	Net Revenue/Expenditure Working Cash Fund	34,695.85	38,960.00	38,042.00	
80-112000-1	Taxes Tort Insurance	195,384.08	210,377.00	194,190.00	(1,194.08)
80-151000-1	Interest on Investments	(466.53)	250.00	750.00	1,216.53
80-199900-1	Other Revenue	6,598.63			(6,598.63)
	Total Revenue Tort Fund	201,516.18	210,627.00	194,940.00	(6,576.18)
80-1110-1100-1	Regular Salaries		9,396.00		
80-1125-1100-16	ECE Salaries		5,822.00		
80-1215-1100-1	Life Skills Salaries	10,459.24	8,000.00	12,362.00	1,902.76
80-1220-1100-1	CC Primary Salaries	5,585.92	3,000.00	8,574.00	2,988.08
80-1221-1100-1	CC Middle Salaries	14,653.10	8,000.00	14,969.00	315.90
80-1222-1100-1	CC JH Salaries	3,662.34	3,000.00	5,002.00	1,339.66
80-1225-1100-1	Pre School Salaries	3,129.11		2,815.00	(314.11)
80-2130-1100-1	Nurse Salary	53,487.86	38,906.00	38,324.00	(15,163.86)
80-2130-5100-1	Nurse Capital Outlay	3,744.00		4,500.00	756.00
80-2220-1100-1	Library Salary	5,352.60	4,000.00	6,326.00	973.40
80-2225-1100-1	Tech Coordinator Salary		4,000.00		
80-2320-1100-1	Superintendent Salary	16,625.94	17,000.00	18,012.00	1,386.06
80-2320-1101-1	Sup't Secretary Salary	5,814.96	5,000.00	6,300.00	485.04
80-2361-3800-1	Unemployment Insurance	9,827.28		5,000.00	(4,827.28)
80-2361-3801-1	Liability Insurance	9,814.00	13,398.00	9,814.00	-
80-2361-3802-1	Property Insurance	24,721.00	34,247.00	24,721.00	-
80-2365-3100-1	Tort Purchased Service				
80-2365-3900-1	Risk Management Purchased Service			3,500.00	3,500.00
80-2367-4100-1	Tort Supplies				-
80-2369-3180-1	Legal Services				
80-2410-1100-1	Principal Salary	21,190.64	22,000.00	33,679.00	12,488.36
80-2410-1101-1	Princ Secretary Salaries	8,944.32	8,000.00	9,690.00	745.68
80-2520-1100-1	Bookkeeper Salary	7,640.88	7,000.00	8,278.00	637.12
80-2540-1100-1	Custodian Salary	19,765.39	19,000.00	21,028.00	1,262.61
80-2560-1100-1	Food Service Salary	3,449.22	3,000.00	4,077.00	627.78
80-2900-3100-1	Investment Fees	143.53	200.00	200.00	56.47
80-2900-3800-1	Worker's Compensation Insurance	28,698.00	26,231.00	27,330.00	(1,368.00)
	Total Expenditure Tort Fund	256,709.33	239,200.00	264,501.00	7,791.67
	Net Revenue/Expenditure Tort Fund	(55,193.15)	(28,573.00)	(69,561.00)	
90-111800-1	Local Taxes Fire Prevention/Safety	36,766.33	38,210.00	36,542.00	(224.33)
90-151000-1	Interest on Investments	(911.37)	500.00	500.00	1,411.37
	Total Revenue Life Safety Fund	35,854.96	38,710.00	37,042.00	1,187.04
90-2530-3100-1	Life Safety Purchase Service				
90-2530-3600-1	Life Safety Architect				
90-2900-3100-1	Investment Fees	245.38	250.00	150.00	(95.38)
	Total Expenditure Life Safety Fund	245.38	250.00	150.00	(95.38)
	Net Revenue/Expenditure Life Safety Fund	35,609.58	38,460.00	36,892.00	
	Total Revenues	8,133,655.76	9,420,453.00	7,754,558.00	
	Total Expenditures	7,964,436.12	9,163,444.00	7,871,234.00	
	Total Net Revenue/Expenditure All Funds	169,219.64	257,009.00	(116,676.00)	

Spring Valley CCSD #99 Revenue Source History

Fiscal Year	Local Funding:	State Funding History:	Federal Funding History:
FY23*	\$2,554,176	\$4,407,984	\$2,208,956
FY22	\$2,595,229	\$4,293,377	\$1,300,467
FY21	\$2,363,801	\$3,915,223	\$970,387
FY20	\$2,473,310	\$4,029,500	\$462,249
FY19	\$2,513,638	\$3,904,793	\$508,600
FY18	\$2,370,500	\$3,938,516	\$548,652
FY17	\$2,327,592	\$3,725,639	\$440,383
FY16	\$2,313,607	\$3,680,116	\$475,852
FY15	\$2,315,449	\$3,287,245	\$445,156
FY14	\$2,313,925	\$3,211,104	\$388,528
FY13	\$2,424,161	\$3,531,104	\$480,528
FY12	\$2,480,424	\$3,314,012	\$178,160
FY11	\$2,474,270	\$3,724,256	\$628,742
FY10	\$2,534,852	\$2,621,347	\$1,078,485
FY09	\$2,338,807	\$2,313,374	\$881,199
FY08	\$2,351,997	\$2,629,257	\$370,711
FY07	\$2,220,422	\$2,676,727	\$276,423
FY06	\$2,000,257	\$2,348,012	\$261,233
FY05	\$1,914,847	\$2,360,624	\$310,783
FY04	\$1,661,366	\$2,321,413	\$232,723
FY03	\$1,643,629	\$2,288,138	\$246,326
FY02	\$1,612,814	\$2,291,857	\$281,163

Notes: * FY23 is budgeted not final
 * FY14 (\$10,915,570) & FY15 (\$1,322,413) Construction funding not shown

SV99 Revenue History



— Local Funding:
 — State Funding History:
 — Federal Funding History:

FY 23 Tort Immunity Expenditures
 Spring Valley Elementary District 99

Category	Description	Total	Tort %	Tort \$
Insurance & Legal				
80-2361-3802-1	Property	\$ 34,247.00	100.00%	\$ 34,247.00
80-2900-3800-1	Workman's Compensation	\$ 26,231.00	100.00%	\$ 26,231.00
80-2361-3801-1	Liability	\$ 13,398.00	100.00%	\$ 13,398.00
Total				\$ 73,876.00

Morning Supervision

10-1110-1100-1	Heiden	\$ 21,632.25	8.33%	\$ 1,801.97
10-1110-1100-1	Player	\$ 19,923.88	8.33%	\$ 1,659.66
10-1125-1100-1	Shilkuski	\$ 31,899.55	11.11%	\$ 3,544.04
10-1215-1100-1	Bartels	\$ 22,646.09	8.33%	\$ 1,886.42
10-1215-1100-1	Foote	\$ 19,923.88	8.33%	\$ 1,659.66
10-1215-1100-1	Kleinau	\$ 29,168.41	8.33%	\$ 2,429.73
10-1215-1100-1	Zborowski	\$ 19,923.88	8.33%	\$ 1,659.66
10-1220-1100-1	Arellano	\$ 16,388.92	8.33%	\$ 1,365.20
10-1221-1100-1	Lopez	\$ 20,225.90	8.33%	\$ 1,684.82
10-1221-1100-1	Meyer	\$ 29,825.32	8.33%	\$ 2,484.45
10-1222-1100-1	Case	\$ 28,932.48	8.33%	\$ 2,410.08
10-1222-1100-1	Ziebell	\$ 29,772.92	8.33%	\$ 2,480.08
10-1225-1100-1	Adams	\$ 8,194.46	8.33%	\$ 682.60
10-1225-1100-1	Craig	\$ 12,131.83	11.11%	\$ 1,347.85
10-2220-1100-1	Herrmann	\$ 28,932.48	8.33%	\$ 2,410.08
Total				\$ 29,506.28

Lunch/Playground Supervision

10-1110-1100-1	Heiden	\$ 21,632.25	14.28%	\$ 3,089.09
10-1110-1100-1	Player	\$ 19,923.88	14.28%	\$ 2,845.13
10-1125-1100-1	Shilkuski	\$ 31,899.55	7.14%	\$ 2,277.63
10-1215-1100-1	Bartels	\$ 22,646.09	7.14%	\$ 1,616.93
10-1215-1100-1	Foote	\$ 19,923.88	7.14%	\$ 1,422.57
10-1215-1100-1	Kleinau	\$ 29,168.41	7.14%	\$ 2,082.62
10-1215-1100-1	Zborowski	\$ 19,923.88	14.28%	\$ 2,845.13
10-1220-1100-1	Arellano	\$ 16,388.92	14.28%	\$ 2,340.34
10-1221-1100-1	Lopez	\$ 20,225.90	14.28%	\$ 2,888.26
10-1221-1100-1	Meyer	\$ 29,825.32	14.28%	\$ 4,259.06
10-1222-1100-1	Case	\$ 28,932.48	14.28%	\$ 4,131.56
10-1222-1100-1	Ziebell	\$ 29,772.92	14.28%	\$ 4,251.57
10-1225-1100-1	Adams	\$ 8,194.46	7.14%	\$ 585.08
10-1225-1100-1	Craig	\$ 12,131.83	7.14%	\$ 866.21
10-2220-1100-1	Herrmann	\$ 28,932.48	14.28%	\$ 4,131.56
10-2225-1100-1	Richardson	\$ 54,641.60	14.28%	\$ 7,802.82

Total **\$ 47,435.55**

Cooks

10-2560-1100-1	Gaeta	\$ 28,926.55	7.14%	\$ 2,065.36
10-2560-1100-1	Ott	\$ 29,819.69	7.14%	\$ 2,129.13
Total				\$ 4,194.48

School Nurse

10-2130-1100-1	Baird	\$ 33,009.93	100%	\$ 33,009.93
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Administration

10-2320-1100-1	Hermes	\$ 127,280.28	15%	\$ 19,092.04
10-2320-1101-1	Miklavcic	\$ 44,688.00	15%	\$ 6,703.20
10-2410-1100-1	Geist	\$ 76,532.20	15%	\$ 11,479.83
10-2410-1100-1	Nauman	\$ 88,306.62	15%	\$ 13,245.99
10-2410-1101-1	Vasic	\$ 29,487.21	15%	\$ 4,423.08
10-2410-1101-1	Villarreal	\$ 37,393.38	15%	\$ 5,609.01
10-2520-1100-1	Graham	\$ 57,136.80	15%	\$ 8,570.52
Total				\$ 69,123.67

Preventative Maintenance

20-2540-1100-1	Herrmann	\$ 34,577.20	25%	\$ 8,644.30
20-2540-1100-1	Marusich	\$ 56,264.80	15%	\$ 8,439.72
20-2540-1100-1	Nadolski	\$ 32,118.00	15%	\$ 4,817.70
Total				\$ 21,901.72

Total Tort Fund Expenditures **\$ 279,047.63**

		<u>Actual Budget</u>
80-1110-1100-1	Regular Salaries	\$ 9,395.84 \$ 9,396.00
80-1125-1100-16	ECE Salaries	\$ 5,821.67 \$ 5,822.00
80-1215-1100-1	Life Skills Salaries	\$ 15,602.72 \$ 8,000.00
80-1220-1100-1	CC Primary Salaries	\$ 3,705.53 \$ 3,000.00
80-1221-1100-1	CC Middle Salaries	\$ 11,316.58 \$ 8,000.00
80-1222-1100-1	CC JH Salaries	\$ 13,273.29 \$ 3,000.00
80-1225-1100-1	Pre School Salaries	\$ 3,481.74
80-2130-1100-1	Nurse Salary	\$ 33,009.93 \$ 38,906.00
80-2220-1100-1	Library Salaries	\$ 6,541.63 \$ 4,000.00
80-2225-1100-1	Tech Coordinator Salaries	\$ 7,802.82 \$ 4,000.00
80-2320-1100-1	Superintendent Salary	\$ 19,092.04 \$ 17,000.00
80-2320-1101-1	Superintendent Sec Salary	\$ 6,703.20 \$ 5,000.00
80-2361-3802-1	Property	\$ 34,247.00 \$ 34,247.00
80-2361-3801-1	Liability	\$ 13,398.00 \$ 13,398.00
80-2410-1100-1	Principal Salaries	\$ 24,725.82 \$ 22,000.00
80-2410-1101-1	Principal Sec Salaries	\$ 10,032.09 \$ 8,000.00

80-2520-1100-1
80-2540-1100-1
80-2560-1100-1
80-2900-3800-1

Bookkeeper Salary	\$ 8,570.52	\$ 7,000.00
Custodian Salaries	\$ 21,901.72	\$ 19,000.00
Food Service Salaries	\$ 4,194.48	\$ 3,000.00
Workman's Compensation	\$ 26,231.00	\$ 26,231.00

\$ 279,047.63 \$ 239,000.00