

# HIV/AIDS AND SEXUAL HEALTH EDUCATION CURRICULUM REVIEW

# Board Work

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“The pervasive instruction goal of the Lake Washington School District is to provide opportunities for all children to achieve their maximum intellectual growth and development. It shall be the responsibility of the Board of Directors to authorize the adoption of instructional materials to meet this goal. Instructional materials selection shall be regarded primarily as the function of the professional staff of the school system.”

# Work/Study Session Purpose



Discussion



Decision



Information



Direction

# Strategic Goals

-  **1 Ensure academic success for every student**
- 2 Provide safe & innovative learning environments**
- 3 Recruit, hire & retain highly effective personnel**
-  **4 Use resources effectively & be fiscally responsible**
-  **5 Engage our communities**

# Session Synopsis/Overview

- Background Information and Current Practice
  - ▣ State Sexual Health Education Requirements
- New Sexual Health Education Standards and Topics
- Committee Work to Date
  - ▣ Data and Research to Inform Direction
- Next Steps in Committee Work

# Key Questions

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1. Why are we reviewing our sexual health curriculum this year?
2. What are the state sexual health education requirements?
3. What is the process for the review of our sexual health curriculum and what information is being considered to inform recommendations?
4. What are the next steps in the review?

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## Background Information and Current Practice

- State Sexual Health Education Requirements

# State Sexual Health Requirements

The decision about whether or not to implement sexual health is made at the district level. Districts that offer sexual health education must meet the requirements of the 2007 Healthy Youth Act, assuring that it:

- Is medically and scientifically accurate
- Is age appropriate
- Is appropriate for students regardless of gender race, disability status, sexual orientation
- Includes information about abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases
- Is consistent with the Office of the Superintendent of Instruction (OSPI) Guidelines
- Is adopted or developed in consultation with stakeholders

In addition, schools must:

- Provide at least one month's notice to parents before teaching sexual health education
- Allow parents/guardians to review the sexual health education curriculum/materials offered in his/her child's school upon written request
- Allow parents to excuse their child from sexual health education upon written request

# Current LWSD Curriculum

| Level         | HIV/AIDS Prevention Curriculum<br>(Adopted 2017)   | Sexual Health Curriculum<br>(Adopted 2009)  |
|---------------|--|---|
| Elementary    | <p><u>KNOW</u></p> <ul style="list-style-type: none"> <li>• <b>5<sup>th</sup> Grade:</b> HIV Overview: Immune System and Abstinence and Refusal Skills (2 lessons)</li> </ul>  | <p><u>The Great Body Shop</u></p> <p><b>4<sup>th</sup> Grade:</b> Hygiene (4 lessons)<br/> <b>5<sup>th</sup> Grade:</b> Growth and Development (4 lessons)</p>  |
| Middle School | <p><u>KNOW</u></p> <ul style="list-style-type: none"> <li>• <b>6<sup>th</sup> Grade:</b> HIV Overview: Transmission and Abstinence and Refusal Skills (2 lesson)</li> <li>• <b>7<sup>th</sup> Grade:</b> HIV and Other STD's, Abstinence and Refusal Skills, and Risk Recognition (3 lessons)</li> <li>• <b>8<sup>th</sup> Grade:</b> Review of HIV and other STD's, Abstinence and Refusal Skills, Condom Overview (3 lessons)</li> </ul> | <p><u>The Great Body Shop</u></p> <p><b>6<sup>th</sup> Grade:</b> Reproductive System (4 lessons)</p> <p><u>Family Live and Sexual Health (FLASH)</u></p> <p><b>8<sup>th</sup> Grade:</b> Puberty, STDs, Reproduction, Birth Control – Decision Making (4 lesson)</p> |
| High School   | <p><u>Family Live and Sexual Health (FLASH)</u></p> <ul style="list-style-type: none"> <li>• <b>Grades 9-12:</b> Preventing HIV and Other STD's, Testing for HIV and Other STD's, Condoms to Prevent Pregnancy HIV and Other STDs, Communication and Decision Making, Abstinence (6 lessons)</li> </ul>  | <p><u>Family Live and Sexual Health (FLASH)</u></p> <p><b>11<sup>th</sup> Grade:</b> Contraception, Individual and Society (1 lesson)</p>   |

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## New Sexual Health Education Standards and Topics

# Sexual Health Education Standards

- In 2016, Washington adopted new health and physical education standards. These include sexual health education standards
- Districts are not required to offer sexual health education. If a district offers sexual health education, the curriculum must:
  - align with the state's Healthy Youth Act
  - be medically and scientifically accurate, age appropriate
  - be inclusive of students regardless of gender, race, disability status, or sexual orientation
- Adoption of the new standards did not change the fact that sexual health education is optional for districts in Washington State
- No core idea (i.e. sexual health) or outcome is required to be taught
- State law requires the teaching of three topics: HIV prevention and instructions on performing CPR and using automated external defibrillators
  - Each district can choose which, if any, of the other 33 topics it wants to teach

# Health Education Standards: Core Ideas

## Health Education K–12 Learning Standards

The Washington State Office of Superintendent of Public Instruction (OSPI) is responsible for developing and periodically revising the Essential Academic Learning Requirements (EALRs), which identify the knowledge and skills all public school students need to know and be able to do. OSPI is committed to helping educators provide high-quality instruction. In an effort to stay current to state and national language, research, and information, changes have been made to the structure, format, and vocabulary of the 2016 Health Education K–12 Learning Standards. The table below provides explanations and examples of the changes.

Health education was previously embedded in the Health and Fitness EALRs. However, because health education and physical education are different content areas, they have been separated into two distinct sets of standards. Additionally, to be consistent with state and national goals and vocabulary, the EALRs have been replaced with standards. The format of the standards reflect scope and sequencing from one grade level to the next by topics and by one or more specific grade-level outcomes. The 2016 Washington state standards and outcomes aim to improve clarity, coherence, inclusivity, and manageability.

| 2008 Health and Fitness EALRs  | 2016 Health Education Standards  |
|--|--|
| To increase understanding and strengthen instructions, the content of the standards has been simplified from five layers to three. Professional development, technical assistance, peer mentoring, college preparation, and OSPI website resources will provide more information and specific examples.  |  |
| K–12 EALR Statement<br>K–12 Component<br>Grade Level Expectation (GLE)<br>Evidence of Learning (EOL)<br>Example  | Standard<br>Topic<br>Outcome<br>(Organized by Core Idea)   |
| <p>Example of a grade 5 EALR (Sexual Health)</p> <ul style="list-style-type: none"> <li>EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life.               <ul style="list-style-type: none"> <li>Component 2.2: Understands stages of growth and development.                   <ul style="list-style-type: none"> <li>GLE 2.2.2: Understands how to maintain sexual health throughout life.                       <ul style="list-style-type: none"> <li>EOL: The Healthy Youth Act (RCW 28A.300.475) provides a</li> </ul> </li> </ul> </li> </ul> </li> </ul> | <p>Example of a grade 5 standard (Sexual Health)</p> <ul style="list-style-type: none"> <li>Core Idea: Sexual Health               <ul style="list-style-type: none"> <li>Topic: Anatomy and Physiology                   <ul style="list-style-type: none"> <li>Outcome: Understand functions of reproductive systems. H1.Se1.5 (standard 1)</li> </ul> </li> </ul> </li> </ul> |

- Wellness
- Safety
- Nutrition
- Sexual Health
- Social Emotional Health
- Substance Use and Abuse

# Sexual Health Education Standards: Topics

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| K-5 Sexual Health Topics  | Grades 6-8 Sexual Health Topics   |
|---|---|
| <ul style="list-style-type: none"><li>• Anatomy and Physiology</li><li>• Growth and Development</li><li>• Reproduction</li><li>• HIV Prevention</li><li>• Self-Identity</li><li>• Healthy Relationships</li></ul> | <ul style="list-style-type: none"><li>• Anatomy</li><li>• Reproduction and Pregnancy</li><li>• Puberty and Development</li><li>• Self-Identity</li><li>• Prevention</li><li>• Healthy Relationships</li><li>• Washington State laws</li></ul> |

## Committee Work to Date

- Data and Research to Inform Direction

# 2016-17 Curriculum Review Recommendations

## **HIV/AIDS Prevention Curriculum Update with KNOW (grades 5-8) and FLASH (grades 9-12)**

- ❑ Inaccurate and outdated content in existing HIV/AIDS prevention curriculum
- ❑ Approved by OSPI
- ❑ Available at no cost

## **Sexual Health Education Curriculum Continued Review in 2017-18**

- ❑ New standards include content not included in existing curriculum
- ❑ Current curriculum does not contain the major inaccuracies found in our HIV/AIDS prevention education lessons, though it is dated
- ❑ There are connections between sexual health standards and curriculum and our HIV/AIDS prevention curriculum

# 2017-18 Review Process

Convene curriculum committee to make sexual health curriculum recommendations based on:

- ▣ A review of research on best practices
- ▣ Guidance from OSPI state-wide recommendations
- ▣ An analysis of LWSD data, including Healthy Youth Survey data
- ▣ Student input
- ▣ A review of programs and approaches in neighboring districts
- ▣ Parent input



**K-12 Sexual Health Education Committee  
2017-18**

| <b>Director</b>          |   |
|--------------------------|---|
| Dr. Jen Rose             | Director of Teaching and Learning       |
| <b>Administrators</b>    |   |
| Danielle Warman          | Assoc. Principal <u>Kamiakin Middle</u> |
| <b>Teachers</b>          |   |
| Shahrzad Arfaeizadeh     | Franklin Elem                           |
| Abigail Bien             | Dickinson Elem                          |
| Shannon Bleek            | Inglewood Middle                        |
| Ines Bergman             | Juanita High                            |
| Joni Brand               | WANIC                                   |
| Sara Burdick             | Lake Washington High                    |
| Rachel Christensen       | Evergreen Middle                        |
| Megan Goodwin            | Redmond Elem                            |
| Ashton Griffen           | Lake Washington High                    |
| Jill Johnson             | Lake Washington High                    |
| Mason Kassis             | Rose Hill Elem                          |
| Scott Lowery             | Eastlake High                           |
| Timothy McFaul           | International Community School          |
| Hattie Midboe            | <u>Stella Schola</u>                    |
| Abigail Rogers           | Mead Elem                               |
| Bernadette Schmitt       | Sandburg Elem                           |
| <b>Community Members</b> |   |
| Nicole Hopper            | Community                               |
| Carrie Chalmers          | Community                               |
| <b>Specialists</b>       |   |
| <u>Cae Fawkes</u>        | Nurse/Health Specialist                 |
| Dick Sander              | Curriculum Specialist                   |

# Curriculum Review Committee Tasks

The task of the sexual health committee is to recommend:

- ▣ Modified, updated or new sexual health curriculum for implementation in 2018-19
- ▣ Alignment of the sexual health curriculum to HIV/AIDS prevention curriculum
- ▣ A refined scope and sequence (what's taught and when) based on the standards
- ▣ Courses where lessons are to be delivered in middle and high school
- ▣ Training plans for teachers
- ▣ Family communication

# Effective Practice Research

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- Research shows that effective programs:
  - ▣ Incorporate behavioral goals, teaching methods, and materials that are appropriate to the age, sexual experience, and culture of the students
  - ▣ Include components on skill-building, modeling, and practices that support healthy behaviors in school environments
  - ▣ Are based on theoretical approaches that have been demonstrated to influence other health-related behavior and identify specific important risky behaviors to be targeted
  - ▣ Are delivered by trained instructors who understand the program they are implementing

# OSPI Guidance

- “As youth become more sexually active, the need for comprehensive sexual health education increases, although the availability of this instruction decreases...”
- “...the more health risks students have, the more likely they will not succeed in school. Each health risk that can be removed has the potential to positively influence academic behaviors.”
- “About 18% of students identify as being (LGBQ). Students who identify as being LGBQ are significantly more likely to experience bullying, harassment, and abuse, compared to heterosexual students.”
- “School safety supports student learning by creating and promoting a physically, emotionally, socially, and academically secure climate for students, staff, and visitors.”

# Neighboring Districts

## Sexual Health Standards and Curriculum in Neighboring Districts

| District   | Adopted 2016 Grade Level Topics From Sexual Health Standards  | Curriculum                    |
|------------|---|-------------------------------|
| Bellevue   | <ul style="list-style-type: none"><li>All sexual health topics in grades 5 - 12</li></ul>   | FLASH                         |
| Issaquah   | <ul style="list-style-type: none"><li>Selected topics, including gender identity in grades 5-12</li></ul>   | FLASH                         |
| Northshore | <ul style="list-style-type: none"><li>Gender identity and sexual orientation topics grades K-2</li><li>Self-Identity topics grades 3-4</li><li>Select sexual health topics grade 5</li><li>All sexual health topics grades 6-12</li></ul> | District-developed curriculum |

# Healthy Youth Survey Data 2016

| Questions from 2016 HYS Survey   | 8 <sup>th</sup> grade (n=810)                        | 10 <sup>th</sup> grade (n=610)                        | 12 <sup>th</sup> grade (n=430)                        |
|--|--|---|---|
| Which of the following best describes you?<br>(Transgender is not an answer option on this survey)   | 2% gay or lesbian<br>6.3% bisexual<br>11.4% not sure | 3.2% gay or lesbian<br>8.3% bisexual<br>8.1% not sure | 3.4% gay or lesbian<br>8.2% bisexual<br>5.5% not sure |
| Have you ever had sexual intercourse?  | 4.7% yes   | 15% yes   | 34.8% yes   |
| The last time you had sexual intercourse, did you or your partner use a condom?  | 2.8% no  | 5.3% no   | 14.2% no  |
| During the past 12 months, did someone you were dating or going out with ever limit your activities, threaten you, or make you feel unsafe in any other way? | 3.6% yes   | 4.9% yes  | 10.6% yes   |
| Have you ever been in a situation where someone made you engage in kissing, sexual touch, or intercourse when you did not want to?                           | 8.4% yes   | 13.5% yes   | 21.1 % yes  |
| During the past 30 days, have you received a text or an email with a revealing or sexual photo of someone?   | 8.9% yes   | 17.7% yes   | 17.9% yes   |

# Information Gathered from Student Groups

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- Students from ICS and LWHS provided input through a formal presentation and a panel discussion with the committee
- ICS students gathered data through surveys and interviews and shared findings with the group
- Key take-aways included:
  - Students believe expanded information about sexual health is necessary
  - Including gender identity and sexual orientation as topics is beneficial to students and schools

# Student Comments on Sexual Health

- “It is important to be educated about all types of sex and gender for the safety of everyone.”
- “Adding LGBTQ content would encourage everyone at a young age demographic to be respectful, informed, and supportive of others in their community.”
- “Health curriculum is supposed to allow its students to lead healthy lives and it’s not appropriate to only provide the resources or education for heterosexual or cisgender kids.”



# Next Steps in Committee Work

# 2017-18 Next Steps: Sexual Health Curriculum

Identify Standards, Topics, and Outcomes by Grade

- Use research-based best practices to guide decisions
- Consider LWSD-specific data to determine student and school need in alignment with standards

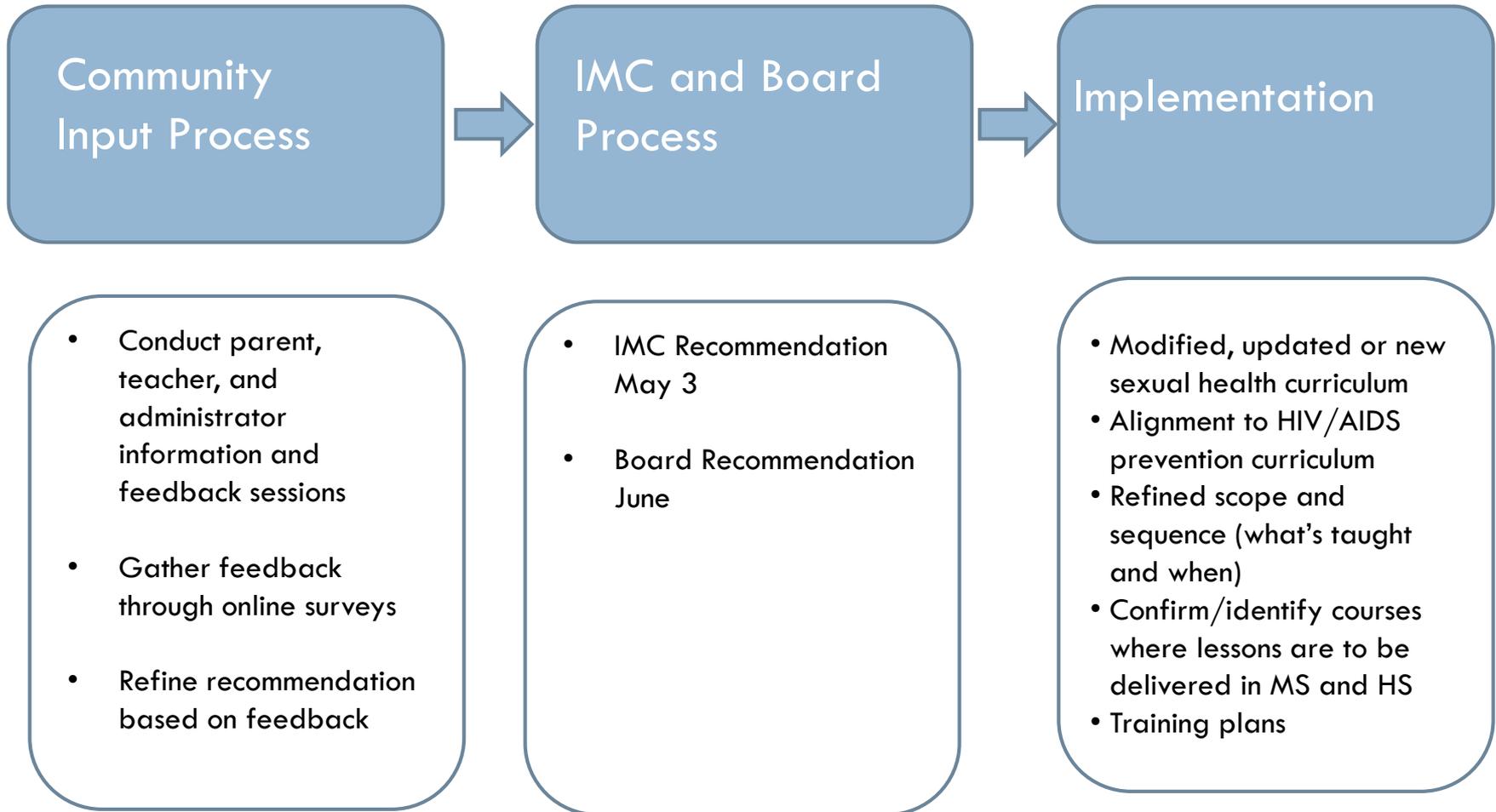
Use Screening Tools to Analyze Curricula

- Use OSPI's Sexual Health Education Curriculum Analysis Tool (Curriculum design, topic alignment, acceptability)
- Use standards alignment rubrics reflecting new state sexual health education standards

Make Initial Recommendation

- Use results of curriculum evaluation
- Use research, OSPI guidance, information from neighboring districts HYS data, and student input to inform decision

# 2017-18 Next Steps: Sexual Health Curriculum



# Programs Under Consideration

## ***FLASH (Family Life and Sexual Health)***

- Published by Public Health – Seattle & King County
- Training and resources are provided by OSPI
- Most commonly used curriculum for new adoptions/alignments in our area.

## ***Rights, Respect, Responsibility***

- Published by Advocates for Youth.
- Extensive resources for online learning and training.

*Both programs rated well and approve by OSPI, align with standards and available at no cost.*