

SSAISD BOARD AGENDA - ITEM SUMMARY

MEETING DATE:	May 21, 2014
MEETING TYPE:	<input checked="" type="checkbox"/> REGULAR <input type="checkbox"/> SPECIAL
ITEM TITLE:	Annual School Health Advisory Council (SHAC) Board Report
PURPOSE:	<input type="checkbox"/> RECOGNITION <input checked="" type="checkbox"/> REPORT ONLY <input type="checkbox"/> DISCUSSION <input type="checkbox"/> ACTION
PRESENTER(S):	Sharon Nodine RN, Health Services Coordinator and SHAC Co-Chair
REQUESTED BY:	N/A

I. DESCRIPTION OF ITEM TO INCLUDE YOUR SPECIFIC REQUEST:

Annual SHAC report as required by Education Code 28.004(m) and SSAISD Board Policy BDF Legal

II. BACKGROUND INFORMATION (DOCUMENTATION):

Included

III. ALTERNATIVES CONSIDERED (IF APPLICABLE):

N/A

IV. RECOMMENDATION AND IMPACT:

N/A

V. DISTRICT GOAL AND CORRESPONDING DEPARTMENTAL INITIATIVE:

N/A

VI. FUNDING SOURCE-PROGRAM AND/OR BUDGET CODE:

N/A



**South San Antonio Independent School District
Health Services Department**

5622 Ray Ellison Boulevard. San Antonio, Texas. (210) 977-7090. Fax (210) 623-1832

To: SSAISD School Board President and Trustees

From: Sharon Nodine RN, Health Services Coordinator

Reference: Annual School Health Advisory (SHAC) Board Report

Date: May 21, 2014

President Helen Madla,

Attached is the annual SHAC Board Report as required by Education Code 28.004(m) and SSAISD Board Policy BDF (Legal)

If you have any questions you may contact Sharon Nodine RN, Health Services Coordinator at (210) 977-7090.



**South San Antonio Independent School District
Health Services Department
5622 Ray Ellison Boulevard. San Antonio, Texas. (210) 977-7090. Fax (210) 623-1832**

To: South San Antonio ISD School Board Members
From: Sharon Nodine RN, Health Services Coordinator *SN*
Board of Trustee's Annual School Health Advisory Council Report
Date: May 6, 2014

Our SHAC met a total of 4 times this year. The department reports are as follows:

- Nutrition Services: Jenny Arredondo/Christine Welch reported that we are a Provision 2 district and approximately 16,000-18,000 students are fed breakfast and lunch daily; free of charge. The grains served by the district have changed this year. SSAISD does not limit the fruits and vegetables students can eat. SSAISD Child Nutrition Services was also audited this year and had a successful outcome. They will be audited every 5 years. Ms. Arredondo also stated that there has been a low participation in breakfast this year; about 63%. They are also reviewing their Wellness Policy to make sure it meets the guidelines.
- Health Education: Dyanne Martinez-Munoz helped Bonnie Scott from UTHS Teen Health do a paper and pencil survey for parents on their "perception and opinions about the appropriateness of implementing sex education in middle school as well as specific questions about curriculum content." They also met with the four middle school principals. The SHAC has recommended Draw the Line/Respect the Line, an evidence based program, for SSAISD middle schools. It will be presented to the board on May 21, 2014. Bonnie Scoot said the Reducing the Risk, human sexuality program at the high school is going well. UTHSC Teen Health monitors the program for fidelity. Ms. Munoz also stated that our district participated in the summer Fit Family Challenge.
- Physical Education: Robert Zamora absent from all meetings this year.
- Health Services: Sharon Nodine stated that the state mandated screenings have been completed. The new SHAC brochure she made was passed out to all that were present.
- Staff Wellness and Promotion: Jesse Martinez absent from all meetings this year. Sharon Nodine said that flu shots are available to staff members.
- Counseling and Mental Health: Sherry Moore

- **Health and Safe School Environment:** Luis Marti absent from all meetings this year. Jenny Arredondo said the district is continuing to follow the emergency plans initiated at the campus level.
- **Parent and Community Involvement:** Our SHAC parent-co-chair was absent from all four meetings this year. Dr. Louisa Sandoval said they are beginning GED classes for parents and community members and our Parent and Community Center.

Projected SHAC meetings for 2014-2015 school year will be posted on the district website. All meetings will be held at 10:00 am at the South San Antonio Administration and Support Center. The dates are:

- September 10, 2014
- November 12, 2014
- February 11, 2015
- April 15, 2015

San Antonio Independent School District
School Health Advisory Council (SHAC)
South San Antonio Administration Building
5622 Ray Ellison Drive
San Antonio, Texas 78242
Monday, September 9, 2013
8:30 AM

AGENDA

- 8:30 Welcome Sharon Nodine
- Introductions
 - Reading and approval of minutes
- 8:40 Introduction of members Sharon Nodine
- 8:45 Purpose of SHAC Sharon Nodine
- 8:50 Reports from Components of Coordinated School Health
- Nutrition Services Jenny Arredondo
 - Health Education Dyanne Martinez-Munoz
 - Physical Education Robert Zamora
 - Health Services Sharon Nodine
 - Staff Wellness Promotion Sharon Nodine
 - Counseling and Mental Health Services Sherry Moore
 - Healthy and Safe School Environment Luis Marti
 - Parent and Community Involvement Lisa Puente, SHAC Co-chair
- 9:25 Discussion of topic for next meeting Lisa Puente, SHAC Co-chair
- 9:30 Adjourn

SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
SCHOOL HEALTH ADVISORY COUNCIL (SHAC)

May 13, 2013

South San Antonio Administration Board Room
5622 Ray Ellison Blvd.
San Antonio, Texas 78242

The meeting was called to order at 1:30 PM by SHAC Co-chair Sharon Nodine. Quorum was established and not met. The minutes from the February 11, 2013 meeting were approved.

Members present: Sharon Nodine

Parents, guest, staff: Bonnie Scott, Mandy Taylor, Michele Maxwell, Jenny Arredondo, Celeste Longoria

Mrs. Nodine welcomed everyone to the meeting. The parent Co-chair, Lisa Puente was not present.

Reports from Components of Coordinated School Health:

Nutrition Services: Barbara Castillo: Absent

Health Education: Dyanne Martinez-Munoz: Absent. Jenny Arredondo reported that SSAISD will be participating in the Fit Family Challenge this summer. Bonnie Scott from UTHSC said a new group over 440 students from South San HS were enrolled in the Reducing the Risk curriculum this year.

Physical Education: Robert Zamora: Absent

Health Services: Sharon Nodine: The state mandated screenings and rescreenings (Vision, hearing, spinal, and Type 2 Diabetes) are complete. State mandated reports are being submitted. Health Services is fully staffed.

Staff Wellness Promotion: Sharon Nodine: No report

Counseling and Mental Health Services: Sheila Collazo: Absent

Healthy and Safe School Environment: Luis Marti: Absent – Jenny Arredondo reported that the district is continuing to follow the emergency plans initiated at the campus level.

Parent and Community Involvement: Lisa Puente SHAC Co-chair: Absent, Bonnie Scott announced that the UTHSC Fiesta Medal contest winner was a South San HS student. Michele Maxwell from Metro Health said the applications for Student Ambassador for the Mayor's Fitness Council have been sent to the superintendents. Mandy Tyler from ESC Region 20 brought fliers for the AIDS workshop and also a template for goal setting for SHAC meeting next year.

Discussion of topic for next meeting: None mentioned

The SHAC dates for the 2013-2014 school years are:

September 9, 2013, November 11, 2013, February 10, 2014, and May 12, 2014. The time and place have not been established. The dates will be added to the district Facebook page.

Adjourn: The meeting adjourned at 2:39 PM.

Respectfully submitted,
Sharon Nodine

SHAC Meetings for the Current School Year

The SHAC Committee is required to meet at least four times a year. The SHAC dates for the current school year can be found on the district's website. Go to www.southsanisd.net.

We hope you will be a part of this committee to improve the health habits of our students at South San Antonio ISD.

*I choose
to have
healthy habits.*



South San Antonio I.S.D.

Administration Building
5622 Ray Ellison Boulevard
San Antonio, Texas 78242



South San Antonio I.S.D.

• School Health Advisory Council (SHAC)



Tel: 210-977-7000



What is SHAC



The School Health Advisory Council is a parent/community-run organization. Every school district is required to have a SHAC. The

majority of the members must be parents who are not employed by the school district. The purpose of the SHAC is to establish healthy behaviors during childhood in order to have healthy behaviors as an adult.

There are eight components to SHAC:

- Health instruction
- Healthy school environment
- Health services
- Physical education
- School counseling
- Food service
- School site health promotion for faculty and staff
- Involvement with parents and the community

Who Are Members of SHAC?

- People committed to quality health programs for children
- People who understand the needs of children
- People who understand the culture of the community
- People who have training in youth-related activities or organizations and are employed in human service agencies
- People that want to actively participate in the SHAC by attending meetings and participating in SHAC activities
- People who represent the population of our community
- A person with good character; honest, trustworthy, dependable, committed and ethical



How Can I Join My SHAC?

Some SHACs have volunteers who serve on the SHAC. Volunteer SHACs tend to be more diverse.

Some SHACs have individuals that are appointed by the school board.

Attend one of our meetings and see how you can be involved!



SHAC Sign in Log

Date: September 9, 2013

Time: 8:30 AM

Location: Board Room, Administrative Building

Name	Email address or phone number	SSAISD Employee School & Department	SSAISD Parent School Name	SAISD Student School Name	Business Name	Medical Facility Name	Community member (please check)
Michelle Maxwell	Michelle.Maxwell@santofonia.org				SA Metro Health District		✓
Sharon Nodine		✓ child net					
Jenny Arredondo	jaredon@southsanisd.net						
Griselle Montez	Gmontez@cissa.org	PA to AHU Cissa					
Lori Rodriguez	lori.rodriguez@cissa.org	madla CIS					
Evelyn Leon	e.leon@cissa.org	Kindred CIS					
Vera Cabrera	vcabrera@cissa.org	Five Palms					
IRMA Muñoz	imuno2@cissa.org	Shepard CIS					
Bonnie Scott	scottbm@uthscsa.edu						✓ UT Teen Health
Delia Hauser	dhauser@cissa.org	CIS SSAHS					
Maurette Hodge		Interim Supt. SSAHS					
Celeste Longoria		✓					
Luisa Sandoval		✓					

SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
SCHOOL HEALTH ADVISORY COUNCIL (SHAC)

May 13, 2013

South San Antonio Administration Board Room

5622 Ray Ellison Blvd.

San Antonio, Texas 78242

The meeting was called to order at 1:30 PM by SHAC Co-chair Sharon Nodine. Quorum was established and not met. The minutes from the February 11, 2013 meeting were approved.

Members present: Sharon Nodine

Parents, guest, staff: Bonnie Scott, Mandy Taylor, Michele Maxwell, Jenny Arredondo, Celeste Longoria

Mrs. Nodine welcomed everyone to the meeting. The parent Co-chair, Lisa Puente was not present.

Reports from Components of Coordinated School Health:

Nutrition Services: Barbara Castillo: Absent

Health Education: Dyanne Martinez-Munoz: Absent. Jenny Arredondo reported that SSAISD will be participating in the Fit Family Challenge this summer.

Bonnie Scott from UTHSC said a new group over 440 students from South San HS were enrolled in the Reducing the Risk curriculum this year.

Physical Education: Robert Zamora: Absent

Health Services: Sharon Nodine: The state mandated screenings and rescreenings (Vision, hearing, spinal, and Type 2 Diabetes) are complete. State mandated reports are being submitted. Health Services is fully staffed.

Staff Wellness Promotion: Sharon Nodine: No report

Counseling and Mental Health Services: Sheila Collazo: Absent

Healthy and Safe School Environment: Luis Marti: Absent – Jenny Arredondo reported that the district is continuing to follow the emergency plans initiated at the campus level.

Parent and Community Involvement: Lisa Puente SHAC Co-chair: Absent, Bonnie Scott announced that the UTHSC Fiesta Medal contest winner was a South San HS student. Michele Maxwell from Metro Health said the applications for Student Ambassador for the Mayor's Fitness Council have been sent to the superintendents. Mandy Tyler from ESC Region 20 brought fliers for the AIDS workshop and also a template for goal setting for SHAC meeting next year.

Discussion of topic for next meeting: None mentioned

The SHAC dates for the 2013-2014 school years are:

September 9, 2013, November 11, 2013, February 10, 2014, and May 12, 2014. The time and place have not been established. The dates will be added to the district Facebook page.

Adjourn: The meeting adjourned at 2:39 PM.

Respectfully submitted,
Sharon Nodine

San Antonio Independent School District
School Health Advisory Council (SHAC)
South San Antonio Administration Building
5622 Ray Ellison Drive
San Antonio, Texas 78242
Monday, November 11, 2013
8:30 AM

AGENDA

- 8:30 Welcome Sharon Nodine
- Introductions
 - Reading and approval of minutes
- 8:40 Introduction of members Sharon Nodine
- 8:45 Purpose of SHAC Sharon Nodine
- 8:50 Reports from Components of Coordinated School Health
- Nutrition Services Jenny Arredondo
 - Health Education Dyanne Martinez-Munoz
 - Physical Education Robert Zamora
 - Health Services Sharon Nodine
 - Staff Wellness Promotion Sharon Nodine
 - Counseling and Mental Health Services Sherry Moore
 - Healthy and Safe School Environment Luis Marti
 - Parent and Community Involvement Lisa Puente, SHAC Co-chair
- 9:25 Discussion of topic for next meeting Lisa Puente, SHAC Co-chair
- 9:30 Adjourn

**SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
SCHOOL HEALTH ADVISORY COUNCIL (SHAC)**

September 9, 2013
South San Antonio Administration Board Room
5622 Ray Ellison Blvd.
San Antonio, Texas 78242

The meeting was called to order at 8:34 AM by SHAC Co-chair Sharon Nodine. Quorum was established and not met. The minutes from the May 13, 2013 meeting were approved.

Members present: Sharon Nodine-Health Services Coordinator, Jenny Arredondo-Director of Child Nutrition
Parents, guest, staff: Mourette Hodge, Interim Superintendent, Luisa Sandoval, Executive Director of School and Community Support Services, Bonnie Scott-UT Teen Health, Michele Maxwell-SA Metro Health, Celeste Longoria-Health Services Secretary, Griselle Montez-CIS, Lori Rodriguez-CIS, Evelyn Leon-CIS, Vera Cabrera-CIS, Irma Munoz-CIS, Delia Hauser-CIS

Ms. Hodge, Dr. Sandoval, and Mrs. Nodine welcomed everyone to the meeting. The parent Co-chair, Lisa Puente was not present.

Reports from Components of Coordinated School Health:

Nutrition Services: Jenny Arredondo: SSAISD is a Provision 2 district and approximately 16-18,000 students are fed breakfast and lunch daily; free of charge. The grains that are served by the district have changed this school year. All breads must be 51% whole grain. SSAISD does not limit the fruits and vegetables students can eat.

Health Education: Dyanne Martinez-Munoz: Absent.

Bonnie Scott from UTHSC Teen Health said they will be training four new teachers on the Reducing the Risk curriculum this year. She also suggested that the SHAC begin looking at an evidenced based sexuality curriculum for the SSAISD middle schools.

Michele Maxwell from Metro Health announced that Cyclovia will have an event this month. There is a new health campaign for people to take the stairs. SSAISD needs a student ambassador from the district for the Mayor's Fitness Council.

Physical Education: Robert Zamora: Absent

Health Services: Sharon Nodine: The state mandated screenings (Vision, hearing, spinal, and Type 2 Diabetes) will begin September 23. The new SHAC brochure was passed out to those in attendance.

Staff Wellness Promotion: Sharon Nodine: No report

Counseling and Mental Health Services: Sherry Moore: Absent

Healthy and Safe School Environment: Luis Marti: Absent

Parent and Community Involvement: Lisa Puente SHAC Co-chair: Absent

Dr. Luisa Sandoval said that ESL classes will start in Oct. at the SSAISD Parent and Community Center. Zumba classes will begin in September.

Discussion of topic for next meeting: None mentioned

The next SHAC meeting will take place on November 11, 2013.

Adjourn: The meeting adjourned at 9:29 PM.

Respectfully submitted,
Sharon Nodine

SHAC Sign in Log

Date: November 11, 2013

Time: 8:30 AM

Location: Board Room, Administrative Building

[illegible]

San Antonio Independent School District
School Health Advisory Council (SHAC)
South San Antonio Administration Building
5622 Ray Ellison Drive
San Antonio, Texas 78242
Monday, February 10, 2014
8:30 AM

AGENDA

- 8:30 Welcome Sharon Nodine
- Introductions
 - Reading and approval of minutes
- 8:40 Introduction of members Sharon Nodine
- 8:45 Purpose of SHAC Sharon Nodine
- 8:50 Reports from Components of Coordinated School Health
- Nutrition Services Jenny Arredondo
 - Health Education Dyanne Martinez-Munoz
 - Physical Education Robert Zamora
 - Health Services Sharon Nodine
 - Staff Wellness Promotion Sharon Nodine
 - Counseling and Mental Health Services Sherry Moore
 - Healthy and Safe School Environment Luis Marti
 - Parent and Community Involvement Lisa Puente, SHAC Co-chair
- 9:25 Discussion of topic for next meeting Lisa Puente, SHAC Co-chair
- 9:30 Adjourn

**SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
SCHOOL HEALTH ADVISORY COUNCIL (SHAC)**

November 11, 2013

**South San Antonio Administration Board Room
5622 Ray Ellison Blvd.
San Antonio, Texas 78242**

The meeting was called to order at 8:32 AM by SHAC Co-chair Sharon Nodine. Quorum was established and not met. The minutes from the Sept. 9, 2013 meeting were approved.

Members present: Sharon Nodine-Health Services Coordinator

Parents, guest, staff: Bonnie Scott-UT Teen Health, Celeste Longoria-Health Services Secretary, Lori Rodriguez-CIS

Mrs. Nodine welcomed everyone to the meeting. The parent Co-chair, Lisa Puente was not present.

Reports from Components of Coordinated School Health:

Nutrition Services: Jenny Arredondo: Absent Nutrition Services is revisiting their Wellness Policy to make sure it is current and the guidelines are met.

Health Education: Dyanne Martinez-Munoz: Absent.

Bonnie Scott from UTHSC Teen Health said there are 90 students in the Reducing the Risk class. They will be done the week before Thanksgiving. She will be observing tomorrow. She will bring information on evidence based sex education programs for middle school to our next SHAC meeting.

Physical Education: Robert Zamora: Absent

Health Services: Sharon Nodine: The state mandated screenings (Vision, hearing, spinal, and Type 2 Diabetes) are complete and re-screenings have begun. We have contracted with an audiologist for students that have failed their hearing test.

Staff Wellness Promotion: Sharon Nodine: Flu shots will be available to employees.

Counseling and Mental Health Services: Sherry Moore: Absent

Healthy and Safe School Environment: Luis Marti: Absent

Parent and Community Involvement: Lisa Puente SHAC Co-chair: Absent

Dr. Luisa Sandoval will begin GED classes in January at the Parent and Community Center.

Discussion of topic for next meeting: Evidenced based sex education program for middle school students.

The next SHAC meeting will take place on February 10, 2014.

Adjourn: The meeting adjourned at 8:50 PM.

Respectfully submitted,
Sharon Nodine



UT Teen Health
Department of Obstetrics and Gynecology

The University of Texas Health Science Center at San Antonio UT Teen Health has entered into a cooperative agreement with the Centers for Disease Control and Prevention. The program will provide a community-wide initiative in South San Antonio to focus on decreasing teen births. The project goals include decreasing the teen birth rate, decreasing the repeat teen birth rate, and mobilizing the community to sustain teen pregnancy prevention.

UT Teen Health will be working within the 5 school district boundaries of Harlandale ISD, Southwest ISD, South San Antonio ISD, Southside ISD, Somerset ISD, including Community Based Youth-Serving Organizations (CBYOs), and Clinical Service Providers on five main components. The five components include:

- **Community Mobilization:** establish community teams (Core Partner Leadership Team, Community Action Team, and Youth Leadership Team) to mobilize South San Antonio around teen pregnancy prevention and work to provide education events to South San Antonio.
- **Evidence Based Programs:** work with each school and local CBYO to build their capacity to select, implement and evaluate a medically accurate, age-appropriate, evidence based/informed program to meet the individual needs of their target population.
- **Clinical Linkages:** work to link schools and CBYOs to clinical service providers in the community by developing and implementing individualized plans for each clinical service partner and provide training and technical assistance to clinics and their staff to increase the clinics' ability to provide youth friendly services.
- **Educating Stakeholders:** work closely with communities to identify non-legislative policies and protocol solutions for replication of the community model.
- **Working with Diverse Communities:** work with each school, CBYO, and clinical service provider to increase their own organizational capacity to provide culturally competent teen pregnancy prevention services.

The Program Director, Program Coordinator and Health Educators will continue to collaborate with School Districts, CBYOs, Clinical Service Providers, Stakeholders, and Diverse Communities to provide continuous feedback.

Outcomes of this project are to decrease teen pregnancy by 10%, decrease repeat teen births by 10% and to mobilize the community to ensure sustainability of the teen pregnancy prevention project.

Does this bill contain a new reporting requirement for TEA/school districts? No

Does this bill require the agency or ISD to post information to their website? No

HB 1018

Amends Section 28.004, Education Code

Summary: The local school health advisory council (SHAC) of each school district is required to establish a physical activity and fitness planning subcommittee. This subcommittee is charged with considering issues relating to student physical activity and fitness and making policy recommendations to increase physical activity and improve fitness among students. The local SHAC is also required to include in its annual written report to the local board of trustees any recommendations made by the physical activity and fitness planning subcommittee.

If feasible, the local SHAC must recommend joint use agreements or strategies for collaboration between the school district and community organizations or agencies. Any joint use agreement into which a school district and community organization or agency enter on the basis of a recommendation of the local SHAC must address liability for the school district and community organization or agency.

Change from current law: Current law does not require a physical activity and fitness planning subcommittee as part of a local SHAC, nor does it address the recommendation of joint use agreements or strategies for collaboration between school districts and community organizations or agencies.

Effective Date: September 1, 2013

Action required for 2013-14 School Year: School districts will need to ensure that the local school health advisory committee establishes a physical activity and fitness planning subcommittee and, if feasible, recommends joint use agreements or strategies for collaboration with community organizations or agencies.

Outstanding Issues: None

For further information, please contact:
Curriculum Division, (512) 463-9581

Rulemaking Authority: None

Does this expressly apply to charters? No

Does this bill contain a new reporting requirement for TEA/school districts? No

Does this bill require the agency or ISD to post information to their website? No

SB 172

Amends Section 28.006(b), Education Code

Summary: This bill requires the commissioner to approve at least two multidimensional assessment tools for kindergarten. A multidimensional tool would include reading and at least three developmental skills, or a separate developmental assessment used in conjunction with a reading assessment.

Change from current law: This adds at least two multidimensional assessment tools.

Effective Date: June 14, 2013

Action required for 2013-14 School Year: The Commissioner is to include at least two multidimensional assessment tools on the Commissioners List of Reading Instruments.

Outstanding Issues: The 2013-2014 Commissioner's List is already under review.

For further information, please contact:
Federal and State Education Policy,
(512)463-9414

Rulemaking Authority: Commissioner

Does this expressly apply to charters? Yes, any charter school that has a kindergarten program.

Does this bill contain a new reporting requirement for TEA/school districts? No

Does this bill require the agency or ISD to post information to their website? No, however, the new multidimensional assessments will be added to the Commissioners list, which is posted to TEA's webpage.

HB 2549

Amends Section 28.008, Education Code

Summary: Vertical teams established under TEC §28.008 will be required to periodically review and revise the college readiness standards and recommend revised standards for approval by the Commissioner of Education and the Texas Higher Education Coordinating Board (THECB).

The Commissioner of Education and the THECB are required to establish a schedule for the periodic review, giving consideration to the revision cycle of the Texas Essential Knowledge and Skills (TEKS).

SHAC Sign in Log

Date: February 10, 2014

Time: 8:30 AM

Location: Board Room, Administrative Building

[illegible]

6

Promoting Health Among Teens! Abstinence-Only Intervention

Summary: *Promoting Health Among Teens!* Abstinence- Only Intervention is labeled an abstinence-only curriculum because it focuses entirely on knowledge, attitudes, and skills which encourage and assist young people in implementing abstinence in their relationships.

Curriculum Objectives:

At the completion of the *Promoting Health Among Teens!* Abstinence-Only Intervention curriculum youth will have:

- Increased knowledge about prevention of HIV, STDs and pregnancy.
- More positive attitudes/beliefs about abstinence.
- Increased confidence in their ability to negotiate abstinence.
- Increased negotiation skills.
- Stronger intentions to abstain from sex.
- A lower incidence of HIV/STD risk-associated sexual behavior.
- A stronger sense of pride and responsibility in making a difference in their lives.

Class and Length	Goals	Positives (Green Flags)	Potential Red Flags	Adaptations
Module 1 – Getting to Know You and Steps to Making Your Dreams Come True (60 minutes)	<ul style="list-style-type: none"> • Provide participants with an overview of the program. • Increase participants’ personal investment in the program. • Introduce group members to each other. • Establish group rules. • Build group cohesion, comfort, and feelings of safety and trust. • Increase participants’ confidence about making proud and responsible decisions to protect themselves and their community from HIV. 	<p>Activity C – Group rules help provide structure to the classroom discussions.</p> <p>Activity D – The emphasis on being proud and responsible provides motivation for engaging in health protective behavior.</p> <p>Activity E – Teens brainstorm the consequences of having sex.</p> <p>Activity F – Teens think about their future goals and dreams.</p>	N/A	N/A
Module 2 – Puberty and Adolescent Sexuality (60 minutes)	<ul style="list-style-type: none"> • Increase participants’ knowledge about physical, emotional, and sexual development associated with puberty. • Increase participants’ awareness of the benefits of abstinence. 	<p>Activity A – Participants review the male and female reproductive anatomy.</p> <p>Activity D – Participants list the benefits of abstinence versus the benefits of sex to allow them to see that the benefits of abstinence outweigh the benefits of sex.</p>	N/A	N/A
Module 3 – Making Abstinence Work for Me (60 minutes)	<ul style="list-style-type: none"> • Examine attitudes about abstinence. • Help participants identify ways to negotiate abstinence. • Teach participants strategies they can use when faced with sexual decisions. • Increase participants’ awareness of partner pressure to become sexually active. 	<p>Activity C – Participants will learn about the Stop, Think, and Act problem-solving model.</p> <p>Activity D – Participants will learn how to resist peer pressure by understanding how it works.</p> <p>Activity E – Participants practice refusal skills.</p>	N/A	N/A

Module 4 – The Consequences of Sex: HIV/AIDS (60 minutes)	<ul style="list-style-type: none"> • Increase participants' knowledge about HIV/AIDS and HIV risk-associated behavior. 	<p>Activity B – Teaches participants about HIV/AIDS and ways to prevent it.</p> <p>Activity C – Interactive game for participants.</p> <p>Activity D – Homework assignment that encourages participants to go home and engage their parents/guardians in a conversation about abstinence, STDs, HIV and unplanned pregnancy.</p> <p>Activity E – Provides participants with an opportunity to get comfortable with the idea of talking with their parent or guardian.</p>	N/A	N/A
Module 5 – Consequences of Sex: STDs Infections (60 minutes)	<ul style="list-style-type: none"> • Increase participants' knowledge about sexually transmitted diseases. • Help participants identify behaviors that place people at risk for contracting sexually transmitted diseases, including HIV infection. • Increase participants' perceived vulnerability to STDs. 	<p>Activity B – Participants identify and share any difficulties they had while talking to their parent/guardian in a conversation about sexual health.</p> <p>Activity C – Gives participants the necessary information they need to prevent the spread of STDs and discuss why STDs should be avoided.</p> <p>Activity D – Interactive game for participants demonstrates how easily STDs are spread.</p>	N/A	N/A
Module 6 – Consequences of Sex: Pregnancy (60 minutes)	<ul style="list-style-type: none"> • Increase participants' understanding of pregnancy as a consequence of sex. • Increase participants' perception that they are vulnerable to getting pregnant or getting someone pregnant. • Increase participants' understanding of the consequences of teen pregnancy. 	<p>Activity A – Teaches participants myths and facts about pregnancy.</p> <p>Activity C – Allows participants to create their own reasons why it is important to wait to have sex.</p> <p>Activity D – Encourages participants to consider how they would respond to peer pressure to have sex.</p>	N/A	N/A
Module 7 – Improving Sexual Choices and Negotiation (65 minutes)	<ul style="list-style-type: none"> • Increase participants' awareness of the characteristics of peer pressure. • Increase participants' ability to resolve peer-pressure situations. • Help participants identify personal limitations and boundaries regarding sexual physical contact. • Increase participants' refusal and negotiation skills regarding abstinence. 	<p>Activity B – Participants practice how to get out of sexual risky situations.</p> <p>Activity C – Allows participants to be an advocate for abstinence.</p> <p>Activity D – Allows participants to practice negotiation and refusal skills.</p>	N/A	N/A
Module 8 – Role-Plays: Refusal and Negotiation Skills (60 minutes)	<ul style="list-style-type: none"> • Increase the participants' communication, negotiation, and refusal skills regarding abstinence. • Enhance participants' ability to resist situations that place them at risk for STD/HIV infection and pregnancy. • Increase participants' sense of pride and responsibility in negotiating abstinence. 	<p>Activity A – Participants are introduced to the S.T.O.P. technique which is used when saying "No" to unwanted behavior.</p> <p>Activity B & C – Participants practice and observe each other's negotiation skills.</p>	N/A	N/A

It's Your Game...Keep it Real! Level I

4-6 Lesson

5th Lesson

Summary: *It's Your Game...Keep it Real!* is classroom and computer-based HIV, STI and pregnancy prevention program for middle school students. *It's Your Game...Keep it Real!* integrates group-based classroom activities (role-plays, group discussion, and small group activities) with personalized journaling and individually tailored activities that are computer based.

Curriculum objectives:

At the completion of the *It's Your Game...Keep it Real!* Curriculum youth will have:

- Increased knowledge about prevention of pregnancy, STDs and HIV.
- More positive attitudes/beliefs about abstinence.
- Increased confidence in their ability to negotiate abstinence.
- Increased negotiation skills.
- Stronger intentions to abstain from sex.
- A stronger sense of pride and responsibility in making a difference in their lives.

Class and Length	Goals	Positives (Green Flags)	Potential Red Flags	Adaptations
Module 1 – It's Your Game...Pre-Game Show 52 minutes	<ul style="list-style-type: none"> • Provide participants with an overview of the program. • Participants make agreements for classroom discussion. • Increase participants' understanding of the purpose of keeping a journal. 	Activity II – Allows teens to understand how their life is like a game and how to be true to themselves. Activity III – Allows teens to discuss agreements for classroom discussion. Activity IV – Teens are introduced to journals as a way to keep track of thoughts or ideas.	N/A	N/A
Module 2 – Keeping It Real...Among Friends 50 minutes	<ul style="list-style-type: none"> • Increase participants' knowledge about qualities of real friends. • Increase participants' awareness qualities that are personally important in friendships. • Increase participants' ability to evaluate friendships. 	Activity I – Participants are asked to list the important players in their game of life and what it means to be true to yourself and others. Activity II- Participants are asked to role play a scripted skit about friendship. Activity V- Participants are asked to take home a Real Friends hand out to discuss with their parents/caregiver.	N/A	N/A
Module 3 (computer) – Keeping It	<ul style="list-style-type: none"> • Increase participants' ability to evaluate friendships. • Increase participants' confidence in the ability to 	Activity II- Participants are asked to classify friendships through a computer game; watch a drama about friendship and importance of having.	N/A	N/A

Real...Among Friends 53 minutes	<ul style="list-style-type: none"> have healthy friendships. Recognize that peers can have healthy friendships. Increase participants' ability to resist social pressure to have an unhealthy friendship. 	social support; and take a quiz about how they treat their friends.		
Module 4 – It's Your Game...Playing By Your Rules 47 minutes	<ul style="list-style-type: none"> Increase participants' ability to play by their rules regarding general risk behaviors. Increase participants' ability to select, detect, and protect in order to play by participants' rules. Participants are able to identify situations that may challenge personal rules. Participants are able to identify actions to help stick with personal rules. Participants will establish their own personal rules. 	<p>Activity II – Teaches participants to know their personal rules ahead of time, watch for signs that challenge their rules, and avoid risky situations or refusal skills.</p> <p>Activity III – Participants role play a scripted skit about friendship.</p>	N/A	N/A
Module 5 (Computer) – It's Your Game...Playing By Your Rules 46 minutes	<ul style="list-style-type: none"> Increase participants' understanding of a personal rule. Participants will detect situations that may challenge personal rules. 	Activity II – Allows participants to select, detect, protect personal rules; watch a drama about personal rules that are challenged; identify situations as high risk or low risk for challenging personal rules.	N/A	N/A
Module 6 – Protecting Your Rules...Clear No 49 minutes	<ul style="list-style-type: none"> Increase participants' ability to select, detect, and protect in order to play by participants' rules. Participants will list the characteristics of clear NO statements. Participants can distinguish between ineffective and effective approaches to using clear NO statements. Participants will use clear NO statements effectively. 	<p>Activity I – Encourages participants to avoid or use refusal skills to get out of a risky situation where their rules are being challenged.</p> <p>Activity V- Participants take home a Parent Student Activity (role play) with discussion questions.</p>	N/A	N/A
Module 7 – Protecting Your Rules...Alternative Actions 43 minutes	<ul style="list-style-type: none"> Help participants list ways to protect their rules using clear NO and alternative actions. Participants will demonstrate how to use alternative actions in different situations. Help participants distinguish between ineffective and effective ways to use alternative actions. Help participants personalize ways to use clear 	Activity IV – Participants will build the skills needed to use clear No and alternative actions through a partially scripted role play.	N/A	N/A

	NO and alternative actions.			
Module 8 – (Computer) Knowing Your Body 45 minutes	<ul style="list-style-type: none"> Participants are able to describe changes in male and female anatomy and physiology during puberty. Participants identify parts of male and female reproductive systems and understand the function of each. Increase participants' understanding of the consequences of sex. 	Activity II – Participants see animated changes that occur in the male and female body during puberty. An video is used to discuss the definition of vaginal, oral, and anal sex and the consequences of having sex- pregnancy, HIV and other STDs.	N/A	N/A
Module 9- Keeping It Real...For Yourself 53 minutes	<ul style="list-style-type: none"> Participants are able to state the emotional, physical, and social consequences of having sex and not having sex. Participants understand that most teens their age are not having sex. Participants personalize reasons for not having sex. 	Activity III- Participants discuss the emotional, physical, and social consequences of sex through a large group discussion.	N/A	N/A
Module 10- (Computer) Playing By Your Rules...Regarding Sex 47 minutes	<ul style="list-style-type: none"> Increase participants' ability to select, detect, and protect in order to play by participants' rules to make decisions regarding sex. Participants identify the social, emotional, and physical consequences of having sex. Participants identify reasons for choosing to wait to have sex. Participants understand the different ways to reduce the risk of getting pregnant, HIV, or other STIs 	<p>Activity II- Participants are able to learn from video drama and game activities the importance of selecting personal rules about choosing to wait to have sex.</p> <p>Activity IV- Participants take home a Parent Student handout to talk to their parent or care giver about selecting and protecting personal rules about sex.</p>	Activity II- Through a self-guided computer scenario, participants click on decisions regarding sex. Based on their responses, the participant is reinforced to abstain from sexual activity OR if they are sexually active, they learn basic information about	N/A

			condoms and other contraceptive methods, including human use reality rates.	
Module 11- Protecting Your Rules...Regarding Sex 50 minutes	<ul style="list-style-type: none"> • Increase participants' ability to select, detect, and protect in order to play by participants' rules to make decisions regarding sex. • Increase participants' ability to identify refusal skills. • Participants are able to identify signs that may challenge the rules they set regarding sex. • Participants are able to demonstrate the use refusal skills to protect their rules regarding sex. 	Activity III- Participants are able to demonstrate refusal skills by participating in partially scripted role plays.		
Module 12- It's Your Game...Post Game Show 50 minutes	<ul style="list-style-type: none"> • Participants are able to describe what they learned from the program. • Participants describe how they will use what they have learned in the future. 	Activity III- Participants are able to recall what they have learned from the program through Bingo and able to find support from other students that have similar answers.		

It's Your Game...Keep It Real! Level II

Summary: *It's Your Game...Keep It Real!* is a classroom and computer-based HIV, STI and pregnancy prevention program for middle school students. It's Your Game...Keep It Real! integrates group-based classroom activities (role-plays, group discussion, and small group activities) with personalized journaling and individually tailored activities that are computer based.

Curriculum objectives:

The themes for It's Your Game...Keep It Real! include:

- Game = Life
- Real= Being true to yourself
- Keeping your game real = Respecting yourself and others and playing by your rules
- Steps to playing by your rules
 - Select- Know your personal rules ahead of time
 - Detect- Watch for signs and/or situations that challenge your personal rules
 - Protect- Avoid risky situations or use refusal skills (using a clear no or alternative actions) to get out of the situation

At the completion of the *It's Your Game...Keep It Real!* curriculum youth will have:

- Increased knowledge about prevention of pregnancy, STDs and HIV.
- More positive attitudes/beliefs about abstinence.
- Increased confidence in their ability to negotiate abstinence.
- Increased negotiation skills.
- Stronger intentions to abstain from sex.
- A stronger sense of pride and responsibility in making a difference in their lives.

Class and Length	Goals	Positives (Green Flags)	Potential Red Flags	Adaptations
Lesson 1: It's Your Game...Pre-Game Show 37 minutes	<ul style="list-style-type: none"> • Participants will be able to explain the goal of the curriculum. • Participants will get comfortable with other students in class. • Participants will be able to list agreements for classroom discussion. • Participants will be able to explain the purpose of keeping a journal during the program. 	Activity III – Participants create agreements for classroom discussions. Activity IV – Participants will create an action plan to achieve their goals. Activity V – Participants will think about the person/people who have the most important role in their life.	N/A	N/A
Lesson 2: Keeping It Real...Consequences of Pregnancy 45 minutes	<ul style="list-style-type: none"> • Participants will be able to recognize the risk of getting pregnant. • Participants will be able to identify the social, emotional, and physical consequences of getting 	Activity II – Participants learn that the choices people make in their lives about having sex can affect their risk of getting pregnant. Activity III – Participants learn, through a role play,	N/A	N/A

	<p>pregnant.</p> <ul style="list-style-type: none"> • Increase participants' ability to describe the impact of pregnancy on a teen's life and future. • Participants will be able state that using a condom and another contraceptive method will help reduce the risk of getting pregnant. • Participants will be able to state the only 100% effective way not to get pregnant is by choosing not to have sex. 	that if a couple gets pregnant, there are social, emotional, and physical consequences.		
Lesson 3: Keeping It Real... Consequences of HIV and other STIs (Computer) 46 minutes	<ul style="list-style-type: none"> • Participants will be able to examine the impact of HIV and other STIs may have on their lives and future. • Participants will be able to describe HIV and a person's risk of being infected with HIV if they choose to have sex or not. • Participants will be able to explain the physical, social, and emotional consequences of being infected with HIV or other STIs. • Participants will be able to recognize the importance of seeing a healthcare provider and getting tested for HIV, other STIs and pregnancy if they have been sexually active. 	Activity II – Participants are given an opportunity to review the consequences of getting HIV or another STI. They learn more about how HIV is transmitted, as well as the importance of getting tested if they have been sexually active.	N/A	N/A
Lesson 4: Keeping It Real...About Sexually Transmitted Infections 42 minutes	<ul style="list-style-type: none"> • Participants will be able to describe the types, modes of transmission, and symptoms of sexually transmitted infections. • Participants will be able to identify the social, emotional, and physical consequences of getting a sexually transmitted infection. • Participants will be able to recognize that the best way for teens to avoid getting a sexually transmitted infection is not to have sex. • Participants will be able to recognize the importance of seeing a healthcare provider and getting tested for HIV, other STIs, and pregnancy, if they have been sexually active. 	Activity II – Participants will be given an opportunity to "act out" being guests on a talk show and to "act out" being a part of the audience. The talk show will teach participants about sexually transmitted infections. Activity III – Participants learn more about the consequences of getting and STI through an interactive game of STI Jeopardy.	N/A	N/A
Lesson 5: Keeping It Real...Risk Reduction	<ul style="list-style-type: none"> • Participants will be able to state that abstinence is the only 100% effective way to avoid HIV, other STIs and pregnancy. 	Activity II – Participants learn how to reduce their risk of getting HIV and other STIs or becoming pregnant. Participants learn about abstinence,	Activity II - Students watch videos	N/A

Strategies (Computer) 43 minutes	<ul style="list-style-type: none"> • Participants will be able to describe the importance of using latex (or polyurethane if allergic to latex) condoms to reduce the risk of getting HIV and other STIs or becoming pregnant, if having sex. • Participants will be able to identify the correct steps for condom use. • Participants will be able to describe contraceptive methods and their failure rates. 	condoms and contraceptive methods.	in which an expert demonstrates how to use a condom.	
Lesson 6: Playing By Your Rules... A Review 47 minutes	<ul style="list-style-type: none"> • Participants will be able to identify personal rules related to sexual behavior. (SELECT) • Participants will be able to identify challenges to their personal rules about sex. (DETECT) • Participants will be able to list ways to protect their rules: Clear NO and Alternative Actions. • Participants will be able to demonstrate how to PROTECT (Clear NO, Alternative Action) their personal rules about sex in different situations. • Participants will be able to select their own personal rules about sex. 	<p>Activity I – Participants are introduced to the idea that they need to come up with their own personal rules regarding sex. They also learn more about refusals skill.</p> <p>Activity II – Through a story, participants learn how to identify the red flags in a relationship that challenge rules that have been set up about sex.</p> <p>Activity III – Participants put everything they have learned so far into practice with a half scripted role play.</p>	N/A	N/A
Lesson 7: Playing By Your Rules... A Review (Computer) 42 minutes	<ul style="list-style-type: none"> • Participants will be able to identify personal rules related to sexual behavior. • Participants will be able to DETECT risky situations that challenge personal rules. • Participants will be able to demonstrate how to use a clear NO and alternative actions in different situations. 	<p>Activity II – Participants are given the opportunity to review how to use the three steps (SELECT, DETECT, PROTECT) to play by their rules to make healthy decisions regarding sex. Participants are taken through several scenarios in which they need to select ways to refuse unwanted behavior.</p>	<p>Activity II 3 – Teen Self-Assessment about intentions to have sex or wait. If teens are sexually active they will watch a video that delivers a message about using condoms to reduce their risk of getting HIV/STIs.</p>	N/A

Lesson 8: Keeping It Real...Healthy Dating Relationships 37 minutes	<ul style="list-style-type: none"> • Participants will be able to list characteristics of healthy and unhealthy relationships. • Participants will be able to evaluate dating relationships as healthy or unhealthy. • Participants will be able to identify their own expectations for dating relationships. 	<p>Activity III – Participants brainstorm positive qualities or characteristics of a “real” or healthy dating relationship.</p> <p>Activity V – The parent – student homework activity gives participants an opportunity to talk to their parent, guardian or trusted adult about healthy relationships.</p>	N/A	N/A
Lesson 9: Keeping It Real...Healthy Dating Relationships (Computer) 42 minutes	<ul style="list-style-type: none"> • Participants will be able to demonstrate the ability to evaluate dating relationships. • Participants will be able to recognize that teens their age can be in healthy dating relationships. • Participants will be able to recognize the importance of respecting other people’s rules in dating relationships. • Participants will be able to resist pressure to have an unhealthy dating relationship. 	<p>Activity II – Participants are given an opportunity to further understand the qualities of a healthy relationship. They also learn how to recognize and empathize when they are not respecting their partner’s rules.</p>	N/A	N/A
Lesson 10: Playing By Your Rules...Regarding Sex 44 minutes	<ul style="list-style-type: none"> • Participants will be able to review the steps necessary to play by their rules: DETECT, PROTECT. • Participants will be able to respond to pressure lines using refusal skills (clear NO and alternative actions). • Participants will be able to demonstrate effective use of refusal skills in role-plays. 	<p>Activity II – Participants review refusal skills which they will practice in the upcoming activities.</p> <p>Activity III – Participants practice how to respond to typical pressure lines in a dating or non-dating relationship. Participants practice and discuss how to protect personal rules.</p> <p>Activity IV – Participants role-play how to avoid a situation.</p> <p>Activity V – Participants role-play how to get out of a situation.</p>	N/A	N/A
Lesson 11: (computer) It’s Your Game...Free Time 41 minutes	<ul style="list-style-type: none"> • Participants will be able to review past computer program activities. • Participants will be able to describe what they have learned from the computer activities. 	<p>Activity II – Participants are given the opportunity to review what they have learned in past computer activities.</p> <p>Activity V – Participants are sent home with the last homework assignment which is used to start a conversation between the student and the parent/guardian about the information that the participant learned in the program.</p>	N/A	N/A

Lesson 12: It's Your Game...Post Game Show 35 minutes	<ul style="list-style-type: none"> • Participants will be able to describe what they learned from the program. • Participants will be able to describe how they will use what they learned in the future. • Participants will be able to personalize their commitment to make responsible decisions to reduce their risk of getting HIV, getting other STIs, or becoming pregnant. 	Activity III – Participants conclude the program with a journaling activity. They reflect on what activities in the program were most helpful to them and how they have used or intend to use what they have learned.	N/A	N/A
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Draw the Line/Respect the Line

Summary: *Draw the Line/Respect the Line* helps students develop personal sexual limits and practice the skills needed to maintain those limits when challenged. Healthy sexual limits will keep youth safer from HIV, other STDs and unplanned pregnancy.

Curriculum objectives:

Grade 6: The 5 lessons emphasize limit setting and refusal skills in a nonsexual context. Emphasis is on situations in which youth may be pressured to steal, use alcohol or smoke.

- *Draw the Line/Respect the Line* was evaluated in ethnically diverse districts and taught in bilingual and monolingual Spanish classes.

6 th Grade Curriculum Class and Length	Goals	Positives (Green Flags)	Potential Red Flags	Adaptations
Lesson 1: Draw the Line/Respect the Line 52 minutes	<ul style="list-style-type: none"> • Recognize that they have the right to draw the line. • Explain how pressure from others can make it hard to draw the line. • Personalize where they draw the line in several areas of their lives. 	Activity 1.1—Group rules help provide structure to the classroom discussions. Activity 1.3—Demonstrates how important it is to stick to your personal limit no matter who is pressuring you to cross it. Activity 1.5—Helps students identify where they draw the line in typical sixth grade pressure situations. Activity 1.6—Review what they learned and complete homework assignment with an adult.	N/A	N/A
Lesson 2: Steps for Drawing the Line—Part 1 55 minutes	<ul style="list-style-type: none"> • Describe the Steps for Drawing the Line. • Distinguish between effective and ineffective communication. • Demonstrate Steps for Drawing the Line. 	Activity 2.3—Allows students to identify steps for effectively communicating where they draw the line. Activity 2.5—Demonstrates 2 of the Steps for Drawing the Line through teacher-led role play. Activity 2.6—Allows student to practice using the first 2 steps for Drawing the Line.	N/A	N/A
Lesson 3: Steps for Drawing the Line—Part 2 46 minutes	<ul style="list-style-type: none"> • Describe the Steps for Drawing the Line. • Demonstrate the first 2 steps for communicating effectively where they draw the line. 	Activity 3.3—Students work in pairs to practice using the approaches and monitor whether their partners used the steps effectively. Activity 3.4—Review and summarize learning. Prepare to complete homework assignment with family member or another adult.	N/A	N/A

Lesson 4: The Role-Play Challenge 59 minutes	<ul style="list-style-type: none"> Describe the skill steps of “changing the subject” and “walking away” and how these can be used. Demonstrate the use of “changing the subject” when communicating where they draw the line. Demonstrate using a convincing voice and strong body language when drawing the line. Demonstrate telling someone their limit, repeating their limit, changing the subject, and walking away if necessary. 	<p>Activity 4.3—Students learn about characteristics of changing the subject and practice using the step of walking away.</p> <p>Activity 4.4—Students practice the Steps for Drawing the Line through roleplaying.</p>	N/A	N/A
Lesson 5: Friends Respect the Line 48 minutes	<ul style="list-style-type: none"> Understand that pressuring behaviors may damage their friendships. Demonstrate social behaviors for respecting where a friend draws the line. Feel able to show respect for where a friend draws the line. 	<p>Activity 5.4—Students personalize the experience of being pressured and consider the impact which being pressured has on a friendship.</p> <p>Activity 5.6—Students compose ways to show respect for another person’s limits. Practice respecting the line in pairs.</p>	N/A	N/A

Draw the Line/Respect the Line

Summary: *Draw the Line/Respect the Line* helps students develop personal sexual limits and practice the skills needed to maintain those limits when challenged. Healthy sexual limits will keep youth safer from HIV, other STDs, and unplanned pregnancy.

Curriculum objectives:

Grade 7: The 7 lessons feature short-term consequences of unplanned sex, information about sexually transmitted diseases, and applying refusal skills in a party context. Pressures regarding sexual intercourse are considered.

- *Draw the Line/Respect the Line* was evaluated in ethnically diverse districts and taught in bilingual and monolingual Spanish classes.

7 th Grade Curriculum Class and Length	Goals	Positives (Green Flags)	Potential Red Flags	Adaptations
Lesson 1: Welcome 50 minutes	<ul style="list-style-type: none"> Recall what they may already know or have learned about drawing and respecting the line. Understand that sexual pressure becomes increasingly difficult with conflicting feelings. Understand that sexuality and relationships involve thoughts, feelings, the body and others. 	<p>Activity 1.2—Group rules help provide structure to the classroom discussions.</p> <p>Activity 1.5—Students read and identify situations and pressures that could make it hard to say NO to sex.</p> <p>Activity 1.6—Students review the key points of the lesson and write questions anonymously that will go into a question box.</p>	N/A	N/A
Lesson 2: Reasons for Not Having Sex 44 minutes	<ul style="list-style-type: none"> Compare the emotional consequences of having sex with the emotional consequences of not having sex. Personalize the emotional consequences of having or not having sex. 	Activity 2.3—Students will identify, discuss, and personalize immediate and short-term consequences of having sex or not having sex, with an emphasis on emotional consequences.	N/A	N/A
Lesson 3: Handling Risky Situations 41 minutes	<ul style="list-style-type: none"> Use intrapersonal skills by identifying risky situations that can lead to unplanned sex. Use interpersonal skills to get out of risky situations. Strengthen their intrapersonal skills by identifying what makes it difficult to get out of risky situations. 	<p>Activity 3.3—Allows students to identify warning signs that a situation could lead to sex.</p> <p>Activity 3.4—Students identify ways to handle warning signs and problem solve ways out of the situations.</p> <p>Activity 3.5—Summarizes experiences and key points of Lesson 3 and includes family activity.</p>	N/A	N/A

Lesson 4: Drawing the Line in Situations that Could Lead to Sex 45 minutes	<ul style="list-style-type: none"> Describe and give examples of interpersonal skills that will maintain their line. Demonstrate interpersonal skills to maintain their line in a role-play situation. 	Activity 4.3—Reviews interpersonal skills for drawing the line. Activity 4.5—Students are able to practice resisting pressure in situations that could lead to sex through role playing.	N/A	N/A
Lesson 5: STD Facts 57 minutes	<ul style="list-style-type: none"> Define STD and common signs of an STD. Describe when and how to get help for an STD infection. Identify abstinence as the best way to prevent an STD infection. 	Activity 5.3—Students take an STD Quiz to assess how much they know about key STD facts. Activity 5.4—Provides basic information on STDs. Students read a story and obtain the answers to the quiz.	N/A	N/A
Lesson 6: STDs and Relationships 43 minutes	<ul style="list-style-type: none"> Describe interpersonal skills that will help them draw the lines to delay sex. Give advice to friends on how to draw the line to delay sex. 	Activity 6.3—Students will review the information on STDs; identify consequences, including emotional consequences, of having sex; and identify ways to handle sexual pressures without having sex. Students will use what they know about drawing the line to help talk-show guests in the role-play.	N/A	N/A
Lesson 7: Making a Commitment 45 minutes	<ul style="list-style-type: none"> Determine their personal lines in situations that could lead to sex. Use the skills of avoiding risky situations, drawing the line, and respecting someone else's line. 	Activity 7.4—Students continue to practice the skills of identifying and dealing with situations that could lead to sex, and respecting others' limits.	N/A	N/A

Draw the Line/Respect the Line

Summary: *Draw the Line/Respect the Line* helps students develop personal sexual limits and practice the skills needed to maintain those limits when challenged. Healthy sexual limits will keep youth safer from HIV, other STDs, and unplanned pregnancy.

Curriculum objectives:

Grade 8: The **7 lessons** feature an HIV-positive speaker, story, or video, practicing refusal skills in dating contexts, and understanding the steps of putting on a condom. **Note: NO condoms will be in the classroom.**

- *Draw the Line/Respect the Line* was evaluated in ethnically diverse districts and taught in bilingual and monolingual Spanish classes.

8 th Grade Curriculum Class and Length	Goals	Positives (Green Flags)	Potential Red Flags	Adaptations
Lesson 1: HIV and Teens 46 minutes	<ul style="list-style-type: none"> • Describe the impact of living with HIV. • Make personal promises on where they draw the line to stay safe from HIV, other STDs, and unplanned pregnancy. 	Activity 1.1—Group rules help provide structure to the classroom discussions. Activity 1.2—Personalizes the motivation for drawing the line through a story that is read and discussed. Activity 1.3—Students think about, decide and plan what they will do to draw the line to prevent HIV, other STDs, and unplanned pregnancy. Students prepare personal commitment statements.	N/A	N/A
Lesson 2: Draw the Line Challenge 46 minutes	<ul style="list-style-type: none"> • Describe HIV and how it affects the body. • Describe how HIV is and is not transmitted. • Identify common signs of other STDs. • Identify abstinence as the best way to prevent HIV and other STDs. 	Activity 2.3—Students prepare for the game by researching important information about HIV and other STDs from the worksheets provided. Activity 2.4—Students participate in a game to review and learn information about HIV and other STDs, and how they can be prevented.	N/A	N/A
Lesson 3: Difficult Moments 50 minutes	<ul style="list-style-type: none"> • Describe situations in which it may be difficult to stick to a limit. • Recognize that sexual feelings can be controlled. • Recognize which situations are most difficult for them personally. 	Activity 3.3—Students listen to a story and identify thoughts and situations that can make it hard to stick to personal limits. Activity 3.5—Homework is to choose a difficult situation on which to work and describe ways to handle the situation.	N/A	N/A

Lesson 4: Sticking to your Limit 46 minutes	<ul style="list-style-type: none"> Describe strategies that can be used to handle difficult situations. Use communication skills to maintain their lines. 	<p>Activity 4.3—Students review previous homework and share ideas on how to handle the 6 most difficult situations.</p> <p>Activity 4.4—Students practice communicating limits by roleplaying.</p> <p>Activity 4.5—HIV positive speaker is invited for the next session. Students come up with anonymous questions for the speaker.</p>	N/A	N/A
Lesson 5: Talking with a Person Who Has HIV 49 minutes	<ul style="list-style-type: none"> Examine their attitudes and feelings about people with HIV or AIDS. Describe the physical, emotional and social impact of living with HIV or AIDS. Identify behaviors that put them at risk of becoming infected with HIV. 	<p>Activity 5.3—Students will listen to a guest speaker and hear what it is like to live with HIV or AIDS.</p> <p>Activity 5.4—Students reexamine their feelings about people living with HIV or AIDS and prepare for the homework assignment.</p>	N/A	N/A
Lesson 6: Reduce Your Risk 51 minutes	<ul style="list-style-type: none"> Categorize methods of protection according to their effectiveness in reducing the risk of HIV, other STDs, and unplanned pregnancy. Describe “do’s and don’ts” of condom use. Describe the steps for proper use of condoms. Recognize that choosing not to have sex is the best way to prevent HIV, other STDs and unplanned pregnancy. 	<p>Activity 6.3—Students will work in small groups to discuss methods of protection and identify the level of protection each offers against HIV, other STDs and unplanned pregnancy.</p>	- Condom Demonstration	- Condom Lineup
Lesson 7: Staying Safe 51 minutes	<ul style="list-style-type: none"> Identify a mental image or “cold shower” they can use to cool down when they are in a situation where they might cross the line. Describe their most important reason for not crossing the line. Evaluate their personal limit with respect to how much it will protect them against HIV, other STDs, and unplanned pregnancy. 	<p>Activity 7.3—Students evaluate how much their personal limits protect them from HIV. They describe how risky various activities are and compare their personal line to those activities.</p> <p>Activity 7.4—Students decide on the most important reason for sticking with their limits and draw a picture to illustrate it.</p>	N/A	N/A

Making A Difference!

Summary: *Making a Difference!* is labeled an abstinence curriculum because it focuses entirely on knowledge, attitudes, and skills which encourage and assist young people in implementing abstinence in their relationships.

Curriculum objectives:

At the completion of the *Making a Difference!* Curriculum youth will have:

- Increased knowledge about prevention of pregnancy, STDs and HIV.
- More positive attitudes/beliefs about abstinence.
- Increased confidence in their ability to negotiate abstinence.
- Increased negotiation skills.
- Stronger intentions to abstain from sex.
- A lower incidence of STD/HIV risk-associated sexual behavior.
- A stronger sense of pride and responsibility in making a difference in their lives.

Class and Length	Goals	Positives (Green Flags)	Potential Red Flags	Adaptations
Module 1 – Getting to Know You and Steps to Making Your Dreams Come True 60 minutes	<ul style="list-style-type: none"> • Provide participants with an overview of the program. • Increase participants' personal investment and comfort in participating in the program. • Increase participants' ability to identify realistic goals for their future. • Increase participants' confidence about making proud and responsible decisions to protect themselves and their community from STDs including HIV, and unintended pregnancy. 	<p>Activity C – Group rules help provide structure to the classroom discussions.</p> <p>Activity D – The emphasis on being proud and responsible provides motivation for engaging in health protective behavior.</p> <p>Activity E – Allows teens to brainstorm the consequences of having sex.</p> <p>Activity F – Teens begin to think about their future goals and dreams.</p>	N/A	N/A
Module 2 – Understanding Adolescent Sexuality and Abstinence 60 minutes	<ul style="list-style-type: none"> • Review information about why teenagers have sex. • Increase participants' knowledge about physical, emotional, and sexual development associated with puberty. • Increase participants' awareness of the pressures to become involved in sexual activity. • Increase participants' awareness of the benefits 	Activity E – Participants are asked to list the benefits of abstinence versus the benefits of sex to allow them to see that the benefits of abstinence outweigh the benefits of sex.	Activity D – Facilitators prompt questions (page 66).	Created to questions for the facilitators that still kept the core component the same.

	of abstinence.			
Module 3 – The Consequences of Sex: Pregnancy 60 minutes	<ul style="list-style-type: none"> • Increase participants' understanding of pregnancy as a consequence of sex. • Increase participants' perception that they are vulnerable to getting pregnant or getting someone pregnant. • Increase participants' understanding of the consequences of teen pregnancy. 	<p>Activity A – Teaches participants myths and facts about pregnancy.</p> <p>Activity D – Allows participants to create their own reasons why it is important to wait to have sex.</p>	N/A	N/A
Module 4 – The Consequences of Sex: STDs 60 minutes	<ul style="list-style-type: none"> • Increase participants' knowledge about sexually transmitted diseases. • Increase participants' perceived vulnerability to STDs. • Introduce participants to problem-solving steps as a way of thinking through and coping with sexual choices. 	<p>Activity A – Gives participants the necessary information they need to prevent the spread of STDs and discuss why STDs should be avoided.</p> <p>Activity B – Interactive game for participants demonstrates how easily STDs are spread.</p> <p>Activity C – Teaches participants problem solving techniques.</p> <p>Activity D – Teaches participants how to apply problem solving techniques.</p>	N/A	N/A
Module 5 – The Consequences of Sex: HIV Infection 60 minutes	<ul style="list-style-type: none"> • Increase participants' knowledge about HIV/AIDS and HIV risk-associated behavior. • Help participants identify behaviors that place people at risk for contracting sexually transmitted diseases, including HIV infection. 	<p>Activity A – Teaches participants about HIV/AIDS and ways to prevent it.</p> <p>Activity B – Allows participants to identify the risk level for a variety of sexual and non-sexual behaviors.</p> <p>Activity C – Interactive game for participants.</p>	N/A	N/A
Module 6 – Attitudes, Beliefs, and Giving Advice About HIV/STDs and Abstinence 60 minutes	<ul style="list-style-type: none"> • Use information about self-esteem to help participants begin to understand the need to practice abstinence. 	<p>Activity A – Encourages participants to value themselves.</p> <p>Activity B – Strengthens positive attitudes about abstinence.</p> <p>Activity C – Allows participants to be an advocate for abstinence.</p>	N/A	N/A
Module 7 – Responding to Peer Pressure and Partner Pressure 60 minutes	<ul style="list-style-type: none"> • Increase participants' awareness of the characteristics of peer pressure. • Increase participants' refusal and negotiation skills regarding abstinence. • Help participants identify personal limitations and boundaries regarding sexual physical contact. • Increase participants' refusal and negotiation skills regarding abstinence. • Use information about self-esteem and peer 	<p>Activity A & B – Participants will learn how to resist peer pressure by understanding how it works.</p> <p>Activity D – Participants practice refusal skills.</p>	N/A	N/A

	pressure to help participants begin to understand the need to practice abstinence.			
Module 8 – Role-Plays: Refusal and Negotiation Skills 60 minutes	<ul style="list-style-type: none"> • Increase the participants' communication, negotiation, and refusal skills regarding abstinence. • Enhance participants' sense of pride and responsibility in negotiating abstinence. 	Activity A – Participants practice negotiation skills. Activity B – Participants observe each other's negotiation skills.	N/A	N/A

District Name _____

Stage _____

Assessing Level of Readiness for Adoption and Implementation of Evidence-Based Programs

For each of the following questions, indicate whether you have completed the listed tasks by checking the box/star next to each task. It is recommended that you complete each task that is starred within each step before moving on to the next step.

Stage	Step
Adoption	Prioritize: Refers to making sexual health education a priority for your district <input type="checkbox"/> 1. I participate on my district's School Health Advisory Council (SHAC). <input checked="" type="checkbox"/> 2. My district's SHAC has declared that it will focus sexual health education as an important issue.
	Assess: Refers to understanding your district's population, needs, and resources <input checked="" type="checkbox"/> 1. My SHAC is familiar with the statistics for teen pregnancy, teen parenting, sexually transmitted infections, and sexual behavior in my district/area. <input checked="" type="checkbox"/> 2. My SHAC has gauged the level of support for sexual health education there in the district. <input checked="" type="checkbox"/> 3. My SHAC understands the state and district policies governing sexual health education. <input checked="" type="checkbox"/> 4. My SHAC knows what programs my district is currently using, if any. <input checked="" type="checkbox"/> 5. My SHAC has identified resources available in my district for sexual health education.
	Select: Refers to identifying an evidence-based sexual health education program that fits your district's population, needs, and resources <input type="checkbox"/> 1. My SHAC has identified the target grades or campuses for sexual health education. <input type="checkbox"/> 2. My SHAC has identified its goals and objectives for sexual health education. <input checked="" type="checkbox"/> 3. My SHAC has chosen an evidence-based program to recommend to the school board.
	Approve: Refers to getting your school board to approve an evidence-based sexual health education program for use. <input type="checkbox"/> 1. My SHAC has presented its recommendation of an evidence-based sexual health education program at a school board meeting. <input checked="" type="checkbox"/> 2. My school board has approved an evidence-based sexual health education program for use in my school district.
	Prepare: Refers to planning for complete and successful implementation of an approved evidence-based sexual health education program My district has developed an implementation plan that includes: <input checked="" type="checkbox"/> 1. An evaluation plan for the program. <input checked="" type="checkbox"/> 2. Notifications to principals, teachers, and parents about the program. <input checked="" type="checkbox"/> 3. Identification and training of good sexual health educators for the program.

	<input checked="" type="checkbox"/> 4. Consent procedures for parents.
	<p>Implement: Refers to implementing your evidence-based sexual health education program with fidelity</p> <input checked="" type="checkbox"/> 1. My district is currently implementing an evidence-based sexual health education program.
Maintainance	<input type="checkbox"/> 2. My district is monitoring implementation completeness, teacher performance, and student satisfaction.
	<p>Maintain: Refers to improving and sustaining implementation of an evidence-based sexual health education program over time.</p> <input type="checkbox"/> 1. My district has implemented an evidence-based sexual health education program for at least one school year.
	<input type="checkbox"/> 2. My district has identified successes and areas for improvement during the implementation of the program.
	<input checked="" type="checkbox"/> 3. My district has developed a sustainability plan and reported back to the School Health Advisory Council on the program's progress.

WRITE YOUR DISTRICT'S STAGE IN THE UPPER RIGHT CORNER OF THE FIRST PAGE.

Are you interested in taking part in testing of the iCHAMPSS website? If so, please provide your name and contact information:

Name: _____
Title: _____
Phone number: _____
Email: _____

Stakeholder Analysis Worksheet^a

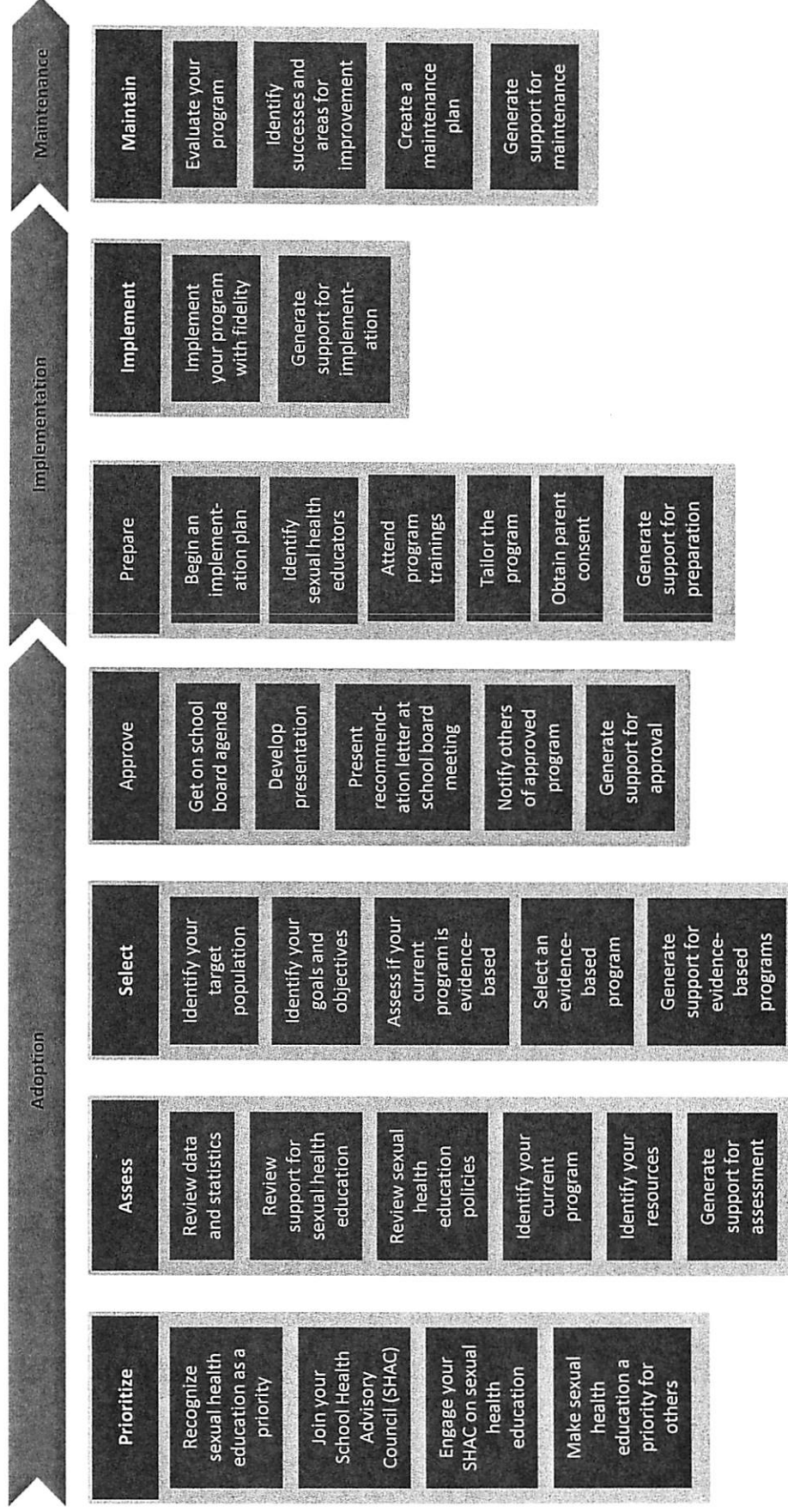
Stakeholder	Primary or secondary role? ^b	Level of knowledge about the issue (High, Low, Unsure)	Degree of agreement with the issue (Supportive, Opposed, Neutral, Unsure)	Potential benefits or risks to the stakeholder if they support the issue	Primary action that you want the stakeholder to take	Alternative actions that you want the stakeholder to take ^c
1.						
2.						
3.						
4.						
5.						

^aAdapted from Family Care International. Mobilizing Communities on Young People's Health and Rights: An Advocacy Training Guide. 2008.

^bPrimary stakeholder: Individuals and/or institutions with the decision-making authority related to the issue. Secondary stakeholder: Individuals and/or institutions that can influence the primary audience.

^cAlternative actions are potential actions you want your stakeholder to take if the primary action is not feasible.

Summary of Steps in the CHAMPSS Model



HARRIS COUNTY PARENT POLL QUESTIONS ON SEXUAL HEALTH EDUCATION

Q1. At what grade level should age appropriate sexual health education begin in schools?

1. Elementary School (ages 6-10)
2. Middle School (ages 11-13)
3. High School (ages 14-17)
4. None of the above
5. Not sure

Q2. Which of the following most closely matches your view on sexual health education in public schools?

1. It should only teach young people to wait to have sex until marriage
2. It should teach young people to wait to have sex but also provide them with medically accurate information on condoms and contraception.
3. It should not be taught in schools at all
4. Not sure

Q3. In addition to teaching students to abstain from sex, at what grade level should sexual health education provide students with medically accurate information on condoms and contraception?

(Choose all that apply)

1. Elementary School (ages 6-10)
2. Middle School Level (ages 11-13)
2. High School Level (ages 14-17)
3. All
4. None of the above
5. Not sure

Q4. Out of the following groups, choose the top 3 that should decide how sexual health education is taught in public schools?

1. Politicians
2. Religious leaders
3. School Administrators
4. Teachers
5. Students
6. Parents
7. Public Health Professionals

Q5. At which grade level do you support surveying students to get a better idea of their sexual activity?

(Choose all that apply)

1. Elementary School (ages 6-10)
2. Middle School Level (ages 11-13)
2. High School Level (ages 14-17)
3. All
4. None of the above
5. Not sure

How much do you agree or disagree with the following statements about sex education in public schools:

Q6.

Whether or not young people are sexually active, they should receive sex education so that they can make responsible choices

Strongly Agree	Agree	Disagree	Strongly Agree	Not Sure	Declined to Answer
----------------	-------	----------	----------------	----------	--------------------

Q7.

Since young people cannot make responsible decisions on their own they need to hear one clear message to remain abstinent until they are married

Strongly Agree	Agree	Disagree	Strongly Agree	Not Sure	Declined to Answer
----------------	-------	----------	----------------	----------	--------------------

Q8.

Giving young people information about both abstinence and birth control in schools sends a mixed message

Strongly Agree	Agree	Disagree	Strongly Agree	Not Sure	Declined to Answer
----------------	-------	----------	----------------	----------	--------------------

Q9. Do you wish students were getting more information about abstinence, more information about birth control or condoms, or more information about both?

1. More information about abstinence
2. More information about birth control and condoms
3. More information about both
4. Already get enough information
5. Not Sure

How much do you agree or disagree with the following statement:

Q10.

Schools should be doing more to help prevent teen pregnancy and sexually transmitted infections among students:

Strongly Agree	Agree	Disagree	Strongly Agree	Not Sure	Declined to Answer
----------------	-------	----------	----------------	----------	--------------------

DEMOGRAPHIC QUESTIONS

1. Are you registered to vote in the United States?

1. Yes

2. No **(end/to X)**

3. Not sure **(Do not read) (end/to X)**

2. How likely are you to vote in **national/state/local** elections?

1. Very likely

2. Somewhat likely

3. Not likely **(end/to X)**

4. Not sure **(Do not read) (end/to X)**

4. In which party are you either registered to vote or do you consider yourself to be a member of –
Democrat, Republican, independent/unaffiliated, or a minor party?

1. Democrat

2. Republican

3. Independent/unaffiliated

4. Minor

5. Not sure **(Do not read) (end)**

701. What is your age?_____

702. Which of the following best represents your race or ethnic group?

1. White

2. African American

3. Asian/Pacific

4. Other/mixed

0. Declined **(Do not read)**

703. Do you consider yourself Hispanic or Latino?

1. Yes

2. No

3. Not sure **(Do not read)**

903. Which of the following best describes your highest level of education?

1. Less than h.s. graduate 2. H.S. graduate 3. Some college 4. College graduate or more 0.
Declined (Do not read)

905. Which of the following best represents where you live? **(Read choices)**

1. Large city (100,000 or more)

2. Small city (less than 100,000)

3. Suburbs

4. Rural area

5. Not sure **(Do not read)**

0. Declined

907. Which of the following best represents your religious affiliation?

1. Roman Catholic
2. Christian (for example, Baptist, Episcopal, Lutheran, Methodist, Pentecostal, or Presbyterian)
3. Jewish
4. Muslim
5. Atheist/Realist/Humanist
6. Other/no affiliation
0. Declined (**Do not read**)

913. Which of the following best describes your occupation?

1. Managerial
2. Medical
3. Professional/Technical
4. Sales
5. Clerical
6. Service
7. Blue-Collar/Production
8. Student
9. Homemaker
10. Teacher/education
11. Retired
12. Military
13. Other (please specify _____)
14. Not sure (**do not read**)
0. Declined (**do not read**)

914. Which of the following best describes your marital status?

1. Married
2. Single, never married
3. Divorced/separated
4. Widowed
5. Civil Union
6. Not sure (**Do not read**)
0. Decline (**Do not read**)

940. Are you or is any member of your family a member of the Armed Forces?

1. Yes 2. No 3. Not sure 0. Decline (**Do not read**)

970. How often do you attend church, mosque (**mosk**), synagogue (**SIN-uh-gog**), or other place of worship?

1. More than once a week
2. About once a week

3. Once or twice a month
4. Only on religious holidays
5. Rarely
6. Never
7. Not sure (**do not read**)

921. Which of the following best represents your household income last year before taxes?

1. Less than \$25,000
2. \$25,000-\$34,999
3. \$35,000-\$49,999
4. \$50,000-\$74,999
5. \$75,000-\$99,999
6. \$100,000 or more
0. Decline (**Do not read**)

922. Gender (**Do not ask, simply record.**)

1. Male
2. Female

927. Would you be interested in speaking with a reporter from the _____ about the results of this survey?

1. Yes (**Record name, telephone #, best time to call**)
2. No
3. Not sure (**do not read**)
0. Decline

Thank you for taking time to complete the survey.

Questions Adapted From the Following:

Eisenberg, M., Bernat, D., Bearinger, L., & Resnick, M. (2009). Condom Provision and Education in Minnesota Public Schools: A Telephone Survey of Parents. *Journal of School Health*, 79(9), 416-424. doi:10.1111/j.1746-1561.2009.00429.x

Ito KB, Gizlice Z, Owen-O'Dowd J. Parent opinion of sexuality education in a state with mandated abstinence education: does policy match parental preference? *J Adolesc Health*. 2006;39(5): 634-641.

Bisenberg MB, Bernat DH, Bearinger LH, Resnick MD. Support for comprehensive sexuality education: perspectives from parents of school-age youth. *J Adolesc Health*. 2008;42(4):352-359.

Survey Research Unit, Department of Biostatistics, Gillings School of Public Health, University of North Carolina at Chapel Hill and Adolescent Pregnancy Prevention Campaign of North Carolina. (2009). North Carolina Parent Opinion Survey of Public School Sexuality Education. Bolin Creek Center University of North Carolina, Chapel Hill, NC. Retrieved from <http://www.appcnc.org>

Bleakley A, Hennessy M, Fishbein M. Public opinion on sex education in US schools. *Arch Pediatr Adolesc Med*. 2006;160(11): 1151-1156.

Albert, B. With One Voice: America's Adults and Teens Sound Off About Teen Pregnancy. Washington, DC: National Campaign to Prevent Teen Pregnancy; 2007.

Constantine NA, Jerman P, Huang A. California parents' preferences and beliefs on school-based sexuality education policy. *Perspect Sex Reprod Health*. 2007;39(3): 167-175.

National Campaign – With One Voice --- (need citation)

San Antonio Independent School District
School Health Advisory Council (SHAC)
South San Antonio Administration Building
5622 Ray Ellison Drive
San Antonio, Texas 78242
Monday, April 29, 2014
10:00 AM

AGENDA

- 10:00 Welcome Sharon Nodine
- Introductions
 - Reading and approval of minutes
 - Introduction of SHAC Members
- 10:15 Reports from Components of Coordinated School Health
- Nutrition Services Christina Welch
 - Health Education Dyanne Martinez-Munoz
 - Physical Education Robert Zamora
 - Health Services Sharon Nodine
 - Staff Wellness Promotion Jesse Martinez
 - Counseling and Mental Health Services Sherry Moore
 - Healthy and Safe School Environment Luis Marti
 - Parent and Community Involvement Lisa Puente, SHAC Co-chair
- 10:55 Discussion of topic for next meeting Lisa Puente, SHAC Co-chair
- 11:00 Adjourn

SHAC Sign in Log

Date: April 29, 2014

Time: 10:00 AM

Location: Board Room, Administrative Building

[illegible]

Memorandum

To: Linda Zeigler, Director of Student Services
Cc: Sharon Nodine, Coordinator of Nurses
Gloria Valle, Interim Executive Director of Curriculum and Instruction
From: Sherry Moore, Director of At-Risk & Guidance and Counseling
Date: 2/13/2014
Re: SHAC MEETING: Replacement for Worth the Wait, sex education curriculum

Worth the Wait: Current Middle School Sex Education Curriculum

Ms. Bonnie Scott, our liaison with UT Health Science Center at UT Teen Health, in coordination with Assistant Athletic Director and district coordinator for Health and Physical Education, Ms. Dyanne Munoz, have recommended that the current middle school sexual education program, Worth the Wait, be replaced.

The reason primary reason for this recommendation is to replace Worth the Wait with an evidence based curriculum, which meets one of the five components in this initiative to decrease teen births. The current curriculum is not evidence based and has limited delivery modes.

Ms. Bonnie Scott reviewed several available curriculums that address sexual education at the middle school level and selected the three most commonly used (selected by surrounding districts) that are designed with the fundamental premise of abstinence or abstinence plus. Our current curriculum promotes abstinence.

Three curriculums were discussed for committee consideration:

- 1) Draw the Line/Respect the Line
- 2) It's Your Game... Keep It Real! Level I & Level II
- 3) Making a Difference!
- 4) Promoting health Among Teens! Abstinence-Only Intervention (PHAT)

The SHAC committee members reviewed the outlines for the curriculums being recommended by UT Teen Health. There was a consensus that the curriculum(s) selected should be progressive with regard to content from 6th grade to 7th and 8th grade. The SHAC committee members also recommended that the curriculum selected have diversity with regard to the instructional material. There was a preference for curriculum that was a combination of computer based and teacher driven activities. The parents and teacher present at the meeting reported that the student are becoming bored and restless with the current workbook style, paper- pencil curriculum and are asking for instructional diversity.

The topic will be revisited at the next SHAC meeting.

Sherry Moore





Nodine, Sharon <snodine@southsanisd.net>

Evidenced Based Health Curriculum

1 message

Martinez-Munoz, Dyanne <dmmunoz@southsanisd.net>

Fri, Mar 7, 2014 at 4:11 PM

To: Eusebio Vega <evega@southsanisd.net>, David Abundis <dabundis@southsanisd.net>, Arla Oralia Maldonado-Chapa <amchapa@southsanisd.net>, Patti Annunzio <pannunzio@southsanisd.net>

Cc: "Scott, Bonnie Marie" <Scottbm@uthscsa.edu>, Sherry Moore <smoore@southsanisd.net>, Sharon Nodine <snodine@southsanisd.net>

Good Afternoon Administrators

The SHAC committee, met on February 10, 2014. Bonnie Scott, the UTHSCSA Director of Health shared with the group a number of health curriculum options that can be adopted by our school district. The program will come at no cost to our District. Our existing abstinence based curriculum, "Worth the Wait" will no longer be used.

I, along with Bonnie Scott would like to meet with each campus Administrator for about 30-45 minutes to discuss the options for Evidence Based Programs.

After visiting with each administrator, a decision on the curriculum for SY2014-2015 will be recommended. We will submit documentation of our meeting to the SSAISD Board of Trustees for adoption of a new curriculum.

Set a day that we can come by and meet with each of you.

I would like to visit during the hours of 10:00-11:00 or 2-3:00 pm on the week of April 14-18, 2014

Thank you. Have a restful Spring Break. 🐰

Dyanne Martinez-Muñoz

Assistant Athletic Director/HPE Administrator
South San Antonio I.S.D.

2737 Bobcat Lane, San Antonio, Texas 78224

Telephone: #(210) 977-7390 Fax: #(210) 977-7394

dmmunoz@southsanisd.net

Do not go where the path may lead, go instead where there is no path and leave a trail.

~ Ralph Waldo Emerson

Draw the Line/Respect the Line

Summary: *Draw the Line/Respect the Line* helps students develop personal sexual limits and practice the skills needed to maintain those limits when challenged. Healthy sexual limits will keep youth safer from HIV, other STDs and unplanned pregnancy.

Curriculum objectives:

Grade 6: The 5 lessons emphasize limit setting and refusal skills in a nonsexual context. Emphasis is on situations in which youth may be pressured to steal, use alcohol or smoke.

- *Draw the Line/Respect the Line* was evaluated in ethnically diverse districts and taught in bilingual and monolingual Spanish classes.

6 th Grade Curriculum Class and Length	Goals	Positives (Green Flags)	Potential Red Flags	Adaptations
Lesson 1: Draw the Line/Respect the Line 52 minutes	<ul style="list-style-type: none"> • Recognize that they have the right to draw the line. • Explain how pressure from others can make it hard to draw the line. • Personalize where they draw the line in several areas of their lives. 	Activity 1.1—Group rules help provide structure to the classroom discussions. Activity 1.3—Demonstrates how important it is to stick to your personal limit no matter who is pressuring you to cross it. Activity 1.5—Helps students identify where they draw the line in typical sixth grade pressure situations. Activity 1.6—Review what they learned and complete homework assignment with an adult.	N/A	N/A
Lesson 2: Steps for Drawing the Line—Part 1 55 minutes	<ul style="list-style-type: none"> • Describe the Steps for Drawing the Line. • Distinguish between effective and ineffective communication. • Demonstrate Steps for Drawing the Line. 	Activity 2.3—Allows students to identify steps for effectively communicating where they draw the line. Activity 2.5—Demonstrates 2 of the Steps for Drawing the Line through teacher-led role play. Activity 2.6—Allows student to practice using the first 2 steps for Drawing the Line.	N/A	N/A
Lesson 3: Steps for Drawing the Line—Part 2 46 minutes	<ul style="list-style-type: none"> • Describe the Steps for Drawing the Line. • Demonstrate the first 2 steps for communicating effectively where they draw the line. 	Activity 3.3—Students work in pairs to practice using the approaches and monitor whether their partners used the steps effectively. Activity 3.4—Review and summarize learning. Prepare to complete homework assignment with family member or another adult.	N/A	N/A

Lesson 4: The Role-Play Challenge 59 minutes	<ul style="list-style-type: none"> • Describe the skill steps of “changing the subject” and “walking away” and how these can be used. • Demonstrate the use of “changing the subject” when communicating where they draw the line. • Demonstrate using a convincing voice and strong body language when drawing the line. • Demonstrate telling someone their limit, repeating their limit, changing the subject, and walking away if necessary. 	<p>Activity 4.3—Students learn about characteristics of changing the subject and practice using the step of walking away.</p> <p>Activity 4.4—Students practice the Steps for Drawing the Line through roleplaying.</p>	N/A	N/A
Lesson 5: Friends Respect the Line 48 minutes	<ul style="list-style-type: none"> • Understand that pressuring behaviors may damage their friendships. • Demonstrate social behaviors for respecting where a friend draws the line. • Feel able to show respect for where a friend draws the line. 	<p>Activity 5.4—Students personalize the experience of being pressured and consider the impact which being pressured has on a friendship.</p> <p>Activity 5.6—Students compose ways to show respect for another person’s limits. Practice respecting the line in pairs.</p>	N/A	N/A

Draw the Line/Respect the Line

Summary: *Draw the Line/Respect the Line* helps students develop personal sexual limits and practice the skills needed to maintain those limits when challenged. Healthy sexual limits will keep youth safer from HIV, other STDs, and unplanned pregnancy.

Curriculum objectives:

Grade 7: The 7 lessons feature short-term consequences of unplanned sex, information about sexually transmitted diseases, and applying refusal skills in a party context. Pressures regarding sexual intercourse are considered.

- *Draw the Line/Respect the Line* was evaluated in ethnically diverse districts and taught in bilingual and monolingual Spanish classes.

7 th Grade Curriculum Class and Length	Goals	Positives (Green Flags)	Potential Red Flags	Adaptations
Lesson 1: Welcome 50 minutes	<ul style="list-style-type: none"> • Recall what they may already know or have learned about drawing and respecting the line. • Understand that sexual pressure becomes increasingly difficult with conflicting feelings. • Understand that sexuality and relationships involve thoughts, feelings, the body and others. 	<p>Activity 1.2—Group rules help provide structure to the classroom discussions.</p> <p>Activity 1.5—Students read and identify situations and pressures that could make it hard to say NO to sex.</p> <p>Activity 1.6—Students review the key points of the lesson and write questions anonymously that will go into a question box.</p>	N/A	N/A
Lesson 2: Reasons for Not Having Sex 44 minutes	<ul style="list-style-type: none"> • Compare the emotional consequences of having sex with the emotional consequences of not having sex. • Personalize the emotional consequences of having or not having sex. 	<p>Activity 2.3—Students will identify, discuss, and personalize immediate and short-term consequences of having sex or not having sex, with an emphasis on emotional consequences.</p>	N/A	N/A
Lesson 3: Handling Risky Situations 41 minutes	<ul style="list-style-type: none"> • Use intrapersonal skills by identifying risky situations that can lead to unplanned sex. • Use interpersonal skills to get out of risky situations. • Strengthen their intrapersonal skills by identifying what makes it difficult to get out of risky situations. 	<p>Activity 3.3—Allows students to identify warning signs that a situation could lead to sex.</p> <p>Activity 3.4—Students identify ways to handle warning signs and problem solve ways out of the situations.</p> <p>Activity 3.5—Summarizes experiences and key points of Lesson 3 and includes family activity.</p>	N/A	N/A

Lesson 4: Drawing the Line in Situations that Could Lead to Sex 45 minutes	<ul style="list-style-type: none"> Describe and give examples of interpersonal skills that will maintain their line. Demonstrate interpersonal skills to maintain their line in a role-play situation. 	Activity 4.3—Reviews interpersonal skills for drawing the line. Activity 4.5—Students are able to practice resisting pressure in situations that could lead to sex through role playing.	N/A	N/A
Lesson 5: STD Facts 57 minutes	<ul style="list-style-type: none"> Define STD and common signs of an STD. Describe when and how to get help for an STD infection. Identify abstinence as the best way to prevent an STD infection. 	Activity 5.3—Students take an STD Quiz to assess how much they know about key STD facts. Activity 5.4—Provides basic information on STDs. Students read a story and obtain the answers to the quiz.	N/A	N/A
Lesson 6: STDs and Relationships 43 minutes	<ul style="list-style-type: none"> Describe interpersonal skills that will help them draw the lines to delay sex. Give advice to friends on how to draw the line to delay sex. 	Activity 6.3—Students will review the information on STDs; identify consequences, including emotional consequences, of having sex; and identify ways to handle sexual pressures without having sex. Students will use what they know about drawing the line to help talk-show guests in the role-play.	N/A	N/A
Lesson 7: Making a Commitment 45 minutes	<ul style="list-style-type: none"> Determine their personal lines in situations that could lead to sex. Use the skills of avoiding risky situations, drawing the line, and respecting someone else's line. 	Activity 7.4—Students continue to practice the skills of identifying and dealing with situations that could lead to sex, and respecting others' limits.	N/A	N/A

Draw the Line/Respect the Line

Summary: *Draw the Line/Respect the Line* helps students develop personal sexual limits and practice the skills needed to maintain those limits when challenged. Healthy sexual limits will keep youth safer from HIV, other STDs, and unplanned pregnancy.

Curriculum objectives:

Grade 8: The 7 lessons feature an HIV-positive speaker, story, or video, practicing refusal skills in dating contexts, and understanding the steps of putting on a condom. **Note: NO condoms will be in the classroom.**

- *Draw the Line/Respect the Line* was evaluated in ethnically diverse districts and taught in bilingual and monolingual Spanish classes.

8 th Grade Curriculum Class and Length	Goals	Positives (Green Flags)	Potential Red Flags	Adaptations
Lesson 1: HIV and Teens 46 minutes	<ul style="list-style-type: none"> • Describe the impact of living with HIV. • Make personal promises on where they draw the line to stay safe from HIV, other STDs, and unplanned pregnancy. 	Activity 1.1—Group rules help provide structure to the classroom discussions. Activity 1.2—Personalizes the motivation for drawing the line through a story that is read and discussed. Activity 1.3—Students think about, decide and plan what they will do to draw the line to prevent HIV, other STDs, and unplanned pregnancy. Students prepare personal commitment statements.	N/A	N/A
Lesson 2: Draw the Line Challenge 46 minutes	<ul style="list-style-type: none"> • Describe HIV and how it affects the body. • Describe how HIV is and is not transmitted. • Identify common signs of other STDs. • Identify abstinence as the best way to prevent HIV and other STDs. 	Activity 2.3—Students prepare for the game by researching important information about HIV and other STDs from the worksheets provided. Activity 2.4—Students participate in a game to review and learn information about HIV and other STDs, and how they can be prevented.	N/A	N/A
Lesson 3: Difficult Moments 50 minutes	<ul style="list-style-type: none"> • Describe situations in which it may be difficult to stick to a limit. • Recognize that sexual feelings can be controlled. • Recognize which situations are most difficult for them personally. 	Activity 3.3—Students listen to a story and identify thoughts and situations that can make it hard to stick to personal limits. Activity 3.5—Homework is to choose a difficult situation on which to work and describe ways to handle the situation.	N/A	N/A

Lesson 4: Sticking to your Limit 46 minutes	<ul style="list-style-type: none"> Describe strategies that can be used to handle difficult situations. Use communication skills to maintain their lines. 	<p>Activity 4.3—Students review previous homework and share ideas on how to handle the 6 most difficult situations.</p> <p>Activity 4.4—Students practice communicating limits by roleplaying.</p> <p>Activity 4.5—HIV positive speaker is invited for the next session. Students come up with anonymous questions for the speaker.</p>	N/A	N/A
Lesson 5: Talking with a Person Who Has HIV 49 minutes	<ul style="list-style-type: none"> Examine their attitudes and feelings about people with HIV or AIDS. Describe the physical, emotional and social impact of living with HIV or AIDS. Identify behaviors that put them at risk of becoming infected with HIV. 	<p>Activity 5.3—Students will listen to a guest speaker and hear what it is like to live with HIV or AIDS.</p> <p>Activity 5.4—Students reexamine their feelings about people living with HIV or AIDS and prepare for the homework assignment.</p>	N/A	N/A
Lesson 6: Reduce Your Risk 51 minutes	<ul style="list-style-type: none"> Categorize methods of protection according to their effectiveness in reducing the risk of HIV, other STDs, and unplanned pregnancy. Describe “do’s and don’ts” of condom use. Describe the steps for proper use of condoms. Recognize that choosing not to have sex is the best way to prevent HIV, other STDs and unplanned pregnancy. 	<p>Activity 6.3—Students will work in small groups to discuss methods of protection and identify the level of protection each offers against HIV, other STDs and unplanned pregnancy.</p>	- Condom Demonstration	- Condom Lineup
Lesson 7: Staying Safe 51 minutes	<ul style="list-style-type: none"> Identify a mental image or “cold shower” they can use to cool down when they are in a situation where they might cross the line. Describe their most important reason for not crossing the line. Evaluate their personal limit with respect to how much it will protect them against HIV, other STDs, and unplanned pregnancy. 	<p>Activity 7.3—Students evaluate how much their personal limits protect them from HIV. They describe how risky various activities are and compare their personal line to those activities.</p> <p>Activity 7.4—Students decide on the most important reason for sticking with their limits and draw a picture to illustrate it.</p>	N/A	N/A

South San Antonio ISD Community Needs Assessment: Parent perceptions of Sex Education content for middle- school- aged youth.

Paper and pencil surveys were distributed on March 19th, 2014 by two Health Educators at the “Get Fit Kids” intramural volleyball held at Dwight MS in South San Antonio ISD to community members residing in the district. The survey consisted of 21 questions soliciting parents’ perceptions and opinions about the appropriateness of implementing sex educations in middle school, as well as specific questions about curriculum content. The survey was provided in Spanish and English. There were a total of 35 surveys completed. Of the surveys completed, (68.6%, N=24) identified as parents of middle school-aged youth.

All most all (90.9%, N= 30) of the parents felt that teen pregnancy was a problem in their community and that youth are engaging in sexual activity at a younger age today than in the past (92.1%, N=31). They thought that youth are *currently* going to a variety of sources for information about sex and relationships such as: internet/social media (62.9%, N=22); peers/siblings (51.4%, N=18); parents (8.6%, N= 3); school nurse/school counselor (5.7%, N=2); and local clinics (2.9%, N=1). But, they thought that *ideally*, youth should go to parents (88.6%, N=31); school nurse/ school counselor (42.9%, N=15); teachers (28.6%, N=28.6); local health clinics (22.9%, N=8); local health clinics (22.9%, N=8); or the internet (2.9%, N=1). The majority of parents agreed that sex education should be taught at a school setting (93.9%, N=31). Most parents felt that sex education should be introduced in middle school (75%, N=24), while some felt it was more appropriate in elementary school (12.5%, N=2). The remainder felt it was more appropriate for high school- aged youth (6.3%, N=2), or did not feel it was appropriate (6.3%, N=2). Regarding sex education content, results of the survey indicate the following topics were approved by parents:

- Helping students understand how to develop healthy relationships (97.1%, N=34)
- Letting teens know that even if they have had sex in the past, they can still benefit from choosing abstinence now (93.8%, N=30)
- Facts about contraception but always promoting delaying sex as the best choice (93.8%, N=30)
- Instruction on the limitations of condoms in preventing specific STDs (93.9%, N=46)
- Discussing how activities such as illicit drugs, underage drinking, and teen sex could make it more difficult for teens to reach their goals (91.2%, N=31)

Parent opinions regarding the appropriateness of teaching condom application skills to students in a school setting were mixed. The survey question informed parents that "some sex education programs offered in schools include a condom demonstration. The demonstration teaches youth how to apply

a condom correctly." Parents were asked if they feel it is appropriate for youth to learn how to apply a condom by providing a condom demonstration. The majority (71.4%, N=25) felt that a condom demonstration was appropriate for youth in school, while some (28.6%, N=10) did not feel it was appropriate. When asked at what age parents felt a condom demonstration was appropriate, responses varied across age groups. The parents were divided into two camps of opinion: ages 12-13 years old (40%, N=14) and 14 - 15 years old (40%, N=14). The remainder felt it was more appropriate for youth aged 16-17 (11.4%, N=4). A small percentage felt that a condom demonstration was not appropriate (8.6%, N=3). When asked what mode of teaching condom applications skills was most appropriate, the majority (65.8%, N=23) selected one of 3 modes, while some did not know (28.6%, N=10), or did not feel that a condom demonstration was appropriate for middle school students (17.1%, N=6). Of the 65.8% of parents who felt it was appropriate, the opinions about preferred teaching method were divided into three camps: Some (28.6%, N=10) felt that it should be taught using a model wooden penis, while others (22.9%, N=8) preferred a video showing how to use a condom by placing it over the instructors fingers, and the remainder (14.3%, N=5) preferred written instructions of the steps to putting on a condom without diagrams or images.