

SSAISD BOARD AGENDA - ITEM SUMMARY

MEETING DATE:	May 21, 2014
MEETING TYPE:	<input checked="" type="checkbox"/> REGULAR <input type="checkbox"/> SPECIAL
ITEM TITLE:	Consideration for implementation of Draw the Line/Respect the Line evidence based human sexuality curriculum for students in grade 6-8.
PURPOSE:	<input type="checkbox"/> RECOGNITION <input type="checkbox"/> REPORT ONLY <input checked="" type="checkbox"/> DISCUSSION <input checked="" type="checkbox"/> ACTION
PRESENTER(S):	Sharon Nodine RN, Health Services Coordinator, Dyanne Martinez-Munoz, Assistant Director /PE Coordinator, Jennifer Todd University of Texas Health Science Center Health Educator UT Teen Health
REQUESTED BY:	Sharon Nodine, Dyanne Martinez-Munoz

I. DESCRIPTION OF ITEM TO INCLUDE YOUR SPECIFIC REQUEST:

Adopt the evidenced based human sexuality program, Draw the Line/Respect the Line for students in grade 6-8.

II. BACKGROUND INFORMATION (DOCUMENTATION):

Our high school human sexuality curriculum was changed to an evidence based program, Reducing the Risk, in 2012. The SHAC has been considering several evidence based programs that meet TEA standards for the middle school students. After parent, student, and principal input, the SHAC would like to recommend Draw the Line/Respect the Line to be adopted as our new evidence based human sexuality program for middle school students beginning school year 2014-2015.

III. ALTERNATIVES CONSIDERED (IF APPLICABLE):

None

IV. RECOMMENDATION AND IMPACT:

Our recommendation is that the SSAISD School Board accept the SHAC recommendation to adopt Draw the Line/Respect the Line as our new evidence based human sexuality program for our middle school students.

V. DISTRICT GOAL AND CORRESPONDING DEPARTMENTAL INITIATIVE:

Goal 1: South San Antonio ISD will ensure the success of all students through rigorous and aligned academic programs and services for all stakeholders.

Objective 1.3 identify and apply multiple sources of timely data to drive curriculum and instruction decision-making and improved accountability outcomes.

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

There will be no cost to the district to implement this program. UTHSC Teen Health will provide all necessary training for our teachers and provide curriculum needed. In addition, UTHSC Teen Health will be monitoring the program for fidelity.

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

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:

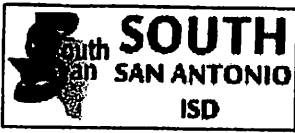
- 1) Draw the Line/Respect the Line
- 2) It's Your Game...Keep It Real! Level I & Level II
- 3) Making a Difference!
- 4) Promoting health Among Teens! Abstinence-Only Intervention (PHAT)

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

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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 STD and unplanned pregnancy.

Curriculum objectives:

Grade 6: The 5 lessons emphasize limit setting and refusal skills in a nonsexual context. The 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 Roleplay 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 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 STD and unplanned pregnancy.

Curriculum objectives:

Grade 7: The **7 lessons** feature short-term consequences of unplanned sex, information about sexually transmitted disease, 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. 	Activity 1.2—Group rules help provide structure to the classroom discussions. Activity 1.5—Students read and identify situations and pressures that could make it hard to say NO to sex. Activity 1.6—Students review the key points of the lesson and write questions anonymously that will go into a question box.	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. 	Activity 3.3—Allows students to identify warning signs that a situation could lead to sex. Activity 3.4—Students identify ways to handle warning signs and problem solve ways out of the situations. Activity 3.5—Summarizes experiences and key points of Lesson 3 and includes family activity.	N/A	N/A

<p>Lesson 4: Drawing the Line in Situations that Could Lead to Sex</p> <p>45 minutes</p>	<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 roleplay situation. 	<p>Activity 4.3—Reviews interpersonal skills for drawing the line.</p> <p>Activity 4.5—Students are able to practice resisting pressure in situations that could lead to sex through roleplaying.</p>	N/A	N/A
<p>Lesson 5: STD Facts</p> <p>57 minutes</p>	<ul style="list-style-type: none"> Define STD and common signs of an STD. Describe when and how to get help for STD infection. Identify abstinence as the best way to prevent STD infection. 	<p>Activity 5.3—Students take an STD Quiz to assess how much they know about key STD facts.</p> <p>Activity 5.4—Provides basic information on STD. Students read a story and obtain the answers to the quiz.</p>	N/A	N/A
<p>Lesson 6: STD and Relationships</p> <p>43 minutes</p>	<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. 	<p>Activity 6.3—Students will review the information on STD; 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.</p>	N/A	N/A
<p>Lesson 7: Making a Commitment</p> <p>45 minutes</p>	<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. 	<p>Activity 7.4—Students continue to practice the skills of identifying and dealing with situations that could lead to sex, and respecting others' limits.</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 STD 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 STD 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 STD 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 STD. • Identify abstinence as the best way to prevent HIV and other STD. 	Activity 2.3—Students prepare for the game by researching important information about HIV and other STD from the worksheets provided. Activity 2.4—Students participate in a game to review and learn information about HIV and other STD, and how it 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

<p>Lesson 4: Sticking to your limit</p> <p>46 minutes</p>	<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 speaker.</p>	N/A	N/A
<p>Lesson 5: Talking with a Person Who Has HIV</p> <p>49 minutes</p>	<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
<p>Lesson 6: Reduce Your Risk</p> <p>51 minutes</p>	<ul style="list-style-type: none"> Categorize methods of protection according to their effectiveness in reducing risk for HIV, other STD and 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 STD and 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 STD and pregnancy.</p>	Condom Demonstration	Condom lineup
<p>Lesson 7: Staying Safe</p> <p>51 minutes</p>	<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. Describe how they have changed their promise to avoid crossing the line. 	<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 Results

Paper and pencil surveys were distributed on March 19, 2014 by two UT Teen 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.

Most (90.9%, N= 30) 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); (22.9%, N=8); or the internet (2.9%, N=1). The majority of parents agreed that sex education should be taught in 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 most approved by parents in order of popularity:

- 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 minority 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 listed below, 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.

On April 14, 2014 UT Teen Health met with Principal Eusebio Vega from Shepard Middle School and Dyanne Martinez-Munoz to discuss UT Teen Health, the South San ISD Middle School Parent surveys, and evidence based curricula. After reviewing each of the evidence based curricula, Mr. Vega decided on Draw the Line/Respect the Line, a 6th – 8th grade curriculum, namely for the bilingual handouts and the fact that the curriculum builds on itself for all three years. Possible implementation of the curriculum would occur in Science classes for 6th and 8th grade and in Health for 7th grade. With a total of 8 teachers implementing the curriculum.

On April 14, 2014 UT Teen Health met with Principal Arla Maldonado Chapa from Kazen Middle School, Principal Patti Annuzio from Zamora Middle School and Dyanne Martinez-Munoz to discuss UT Teen Health, the South San ISD Middle School Parent surveys, and evidence based curricula. After reviewing each of the evidence based curricula, both Ms. Maldonado and Ms. Annuzio decided on Draw the Line/Respect the Line, a 6th – 8th grade curriculum, namely for the bilingual handouts and the fact that the curriculum builds on itself for all three years. Possible implementation of the curriculum would occur in Science classes for 6th and 8th grade and in Health for 7th grade for both of these middle schools. With a total of 10 teachers (5 from each campus) implementing the curriculum.

On April 16, 2014 UT Teen Health met with Principal David Abundis from Dwight Middle School and Dyanne Martinez-Munoz to discuss UT Teen Health, the South San ISD Middle School Parent surveys, and evidence based curricula. After reviewing each of the evidence based curricula, Mr. Abundis decided on Draw the Line/Respect the Line, a 6th – 8th grade curriculum, namely for the bilingual handouts and the fact that the curriculum builds on itself for all three years. Possible implementation of the curriculum would occur in Science classes for 6th and 8th grade and in Health for 7th grade. Mr. Abundis was not sure how many teachers would implement the curriculum.

In summary, all four South San middle school principals independently decided on the Draw the Line/Respect the Line curriculum, namely for the bilingual handouts and the fact that the curriculum builds on itself for all three years. We will plan to work with the SHAC and Dyanne Martinez-Munoz to get school board approval for this plan in May and will train teachers in August when they go back for in-service.