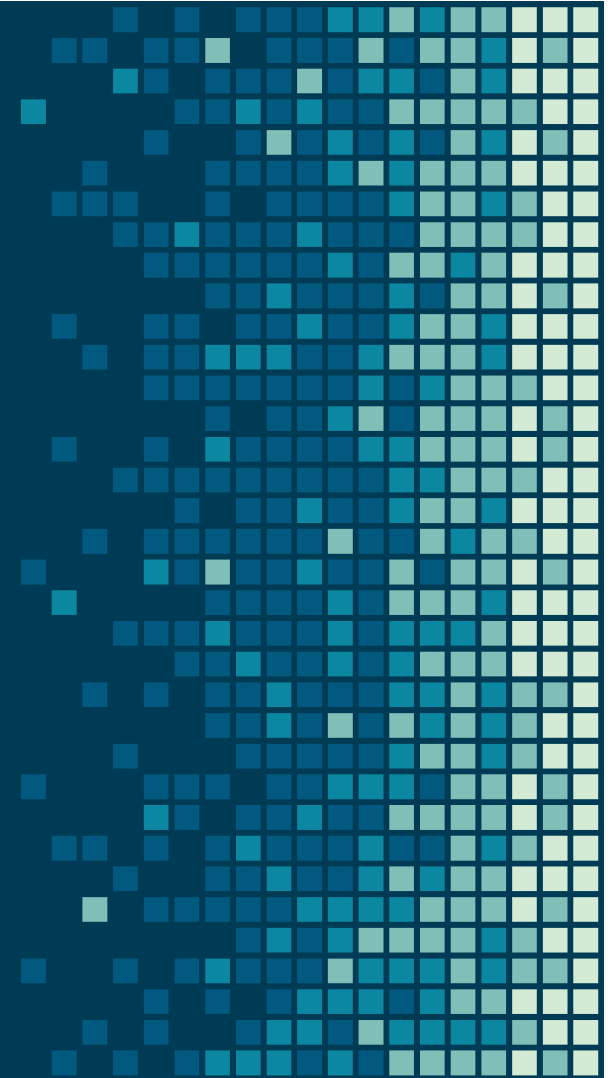


Human Growth and Development

February 10, 2019





Why we teach?

- AIDS Omnibus Act
In 1988, the Washington State Legislature passed the AIDS Omnibus Act. This act mandates HIV/AIDS prevention education beginning no later than Grade 5 and continuing through Grade 12.
- Healthy Youth Act
medically and scientifically accurate;
age appropriate;
appropriate for students regardless of gender, race, sexual orientation, and disability status; and
consistent with the Guidelines for Sexual Health and Disease Prevention.
Instruction must be comprehensive (Abstinence and FDA approved contraceptives and other disease prevention methods)
- National Standards adopted by Washington State 2016
- 2020 Legislation under consideration



What: Washington State Standards

Sexual Health Outcomes - Elementary

- Anatomy and Physiology
- Growth and Development
- Reproduction
- HIV Prevention
- Self-Identity
- Healthy Relationships

Sexual Health Outcomes - Secondary

- Anatomy, Reproduction and Pregnancy
- Puberty and Development
- Washington State Laws
- Prevention
- Self-Identity
- Healthy Relationships



Definitions

Personal Safety

Focus on internet safety. Good touch, bad touch. How to make healthy decisions. Knowing how to identify a trusted adult.

HIV/AIDS

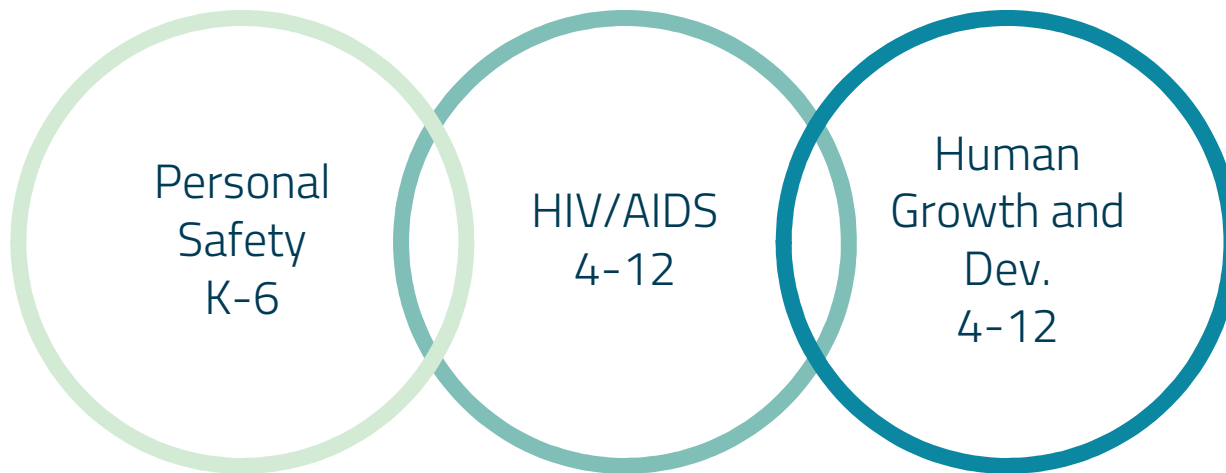
Focus on prevention education including: dangers, transmission and prevention.

Human Growth & Development

Age appropriate instruction aligned to new sexual health standards.



What does that look like?

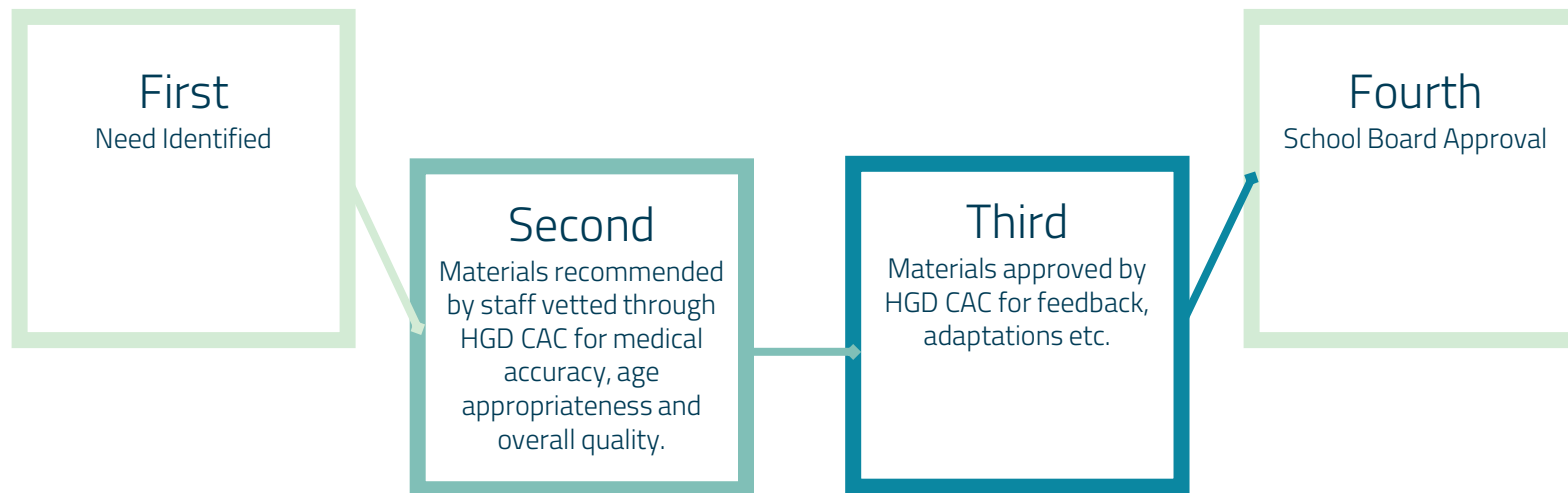


Classroom Delivery

	K-3	4-6	7-12
Personal Safety	4-5 days	3-5 days	embedded
HIV/AIDS	0	4-5 days	embedded
Human Growth and Dev.	0	4-5 days	6-16 days



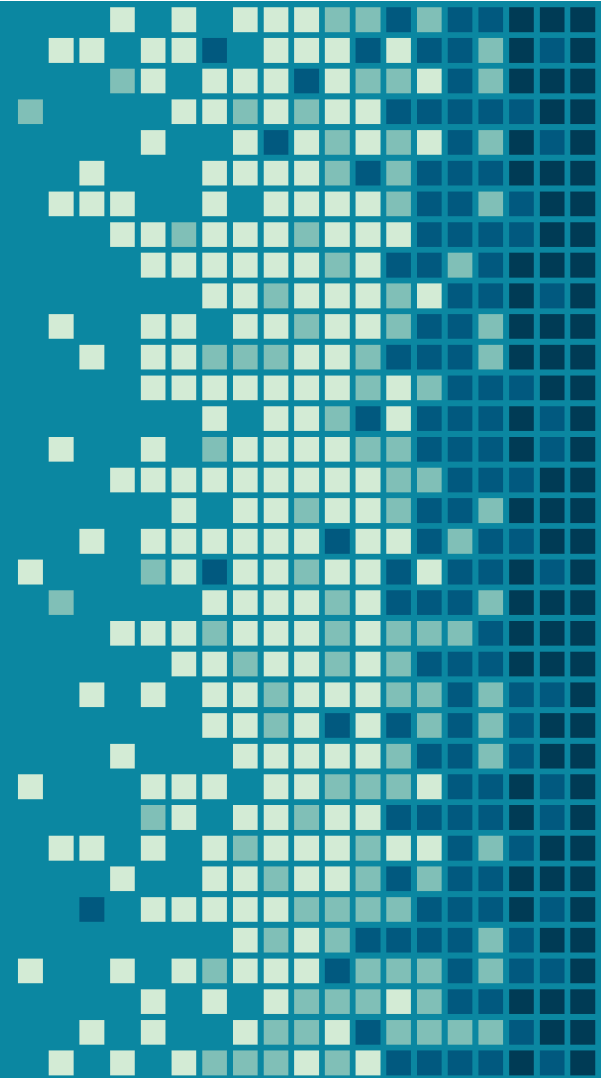
OUR PROCESS





NEW MATERIALS: 3Rs: Rights, Respect and Responsibility

- What: Open-resource K-12 curriculum
- Who: Advocates for Youth
- When: Published in 2017
- Why: Written with the option for districts to adapt materials to match/fit each unique community. Creates a common language and flow but allows for adjustments (additions as well as subtractions).



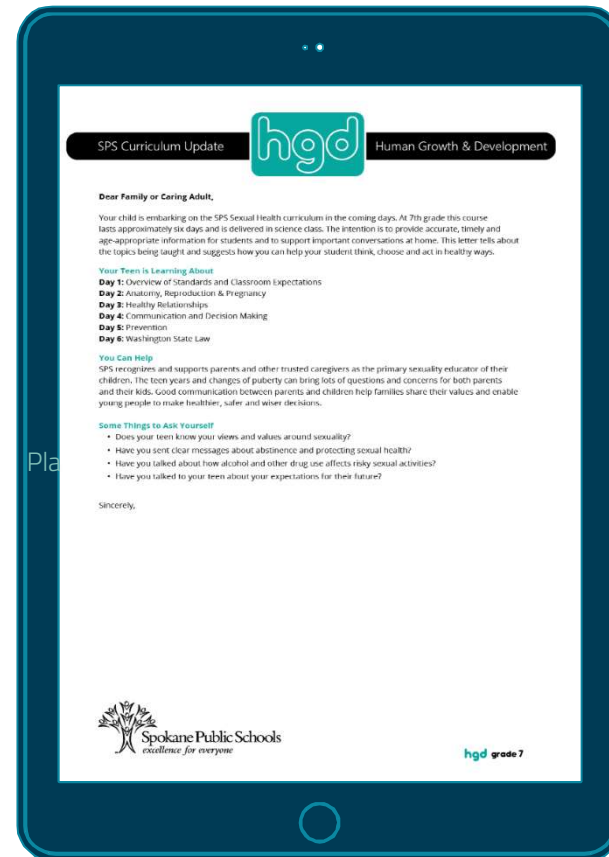
Where we've been

- **2016-** HGD Citizens Advisory Committee adopted new standards aligned to new national health standards.
- **2017** – Reviewed materials from a variety of publishers.
- **2017/2018** – Several sets of 'packaged' materials not approved by HGD CAC.
- **2018/2019-** With approval from HGD CAC, began adapting 3Rs by Advocates for Youth.
- **2019-** MS and HS materials approved by School Board for implementation.
- **2019/2020** – New MS and HS materials delivered in all coinciding classrooms, ie. Health class, 8th grade CCLR and 7th grade Science.
- **2020** – In process to adopt grades 4-6 materials for delivery in the 2020-21 classroom.



District supports for parents/families.

- Centralized Previews
- Consistent Messaging
- Family Connections
- Common Opt Out Options



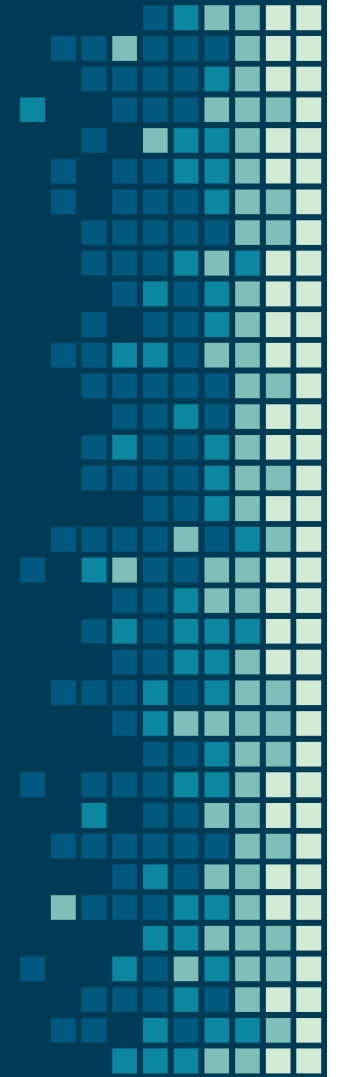


Common supports for Teachers.

- Dedicated Professional Development
- New relevant/engaging materials
- Consistent Messaging
- District Preview sessions
- Common Opt Out Options



QUESTIONS?



Note To Teacher:

- Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays. This is intended to make the curriculum inclusive of all genders and gender identities. It allows for each student/family to attach their own 'world view' and personalize the experience. In each lesson the emphasis is on respecting individual differences. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.
- The terms "boy" and "girl" are used intentionally in this lesson to make it accessible for 5th grade students, who are more concrete learners than students in middle or high school. While we use the terms "male" and "female" when referring to particular anatomy (the "male" or "female" reproductive systems, for example), it is important to remember that someone can have a penis even if they don't identify as a boy or a vulva even if they don't identify as a girl. The use of more inclusive terms related to gender identity and biological sex is introduced in subsequent grade levels

