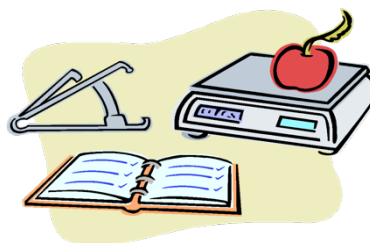


***HEALTH-RELATED
PROGRAMS & SERVICES
SPECIFIC INFORMATION
SESSION***



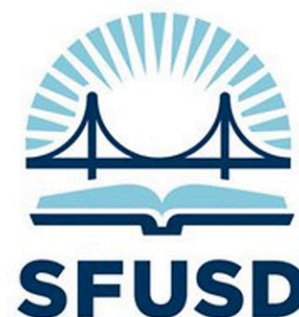
SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

Office of School Health Programs



Introductions

- Erica Lingrell, Program Administrator
- Martha Adriasola, TSA
- Cheryl Nelson, TSA
- CBO Representatives



Review of important topics related to Community Based Organization responsibilities

- Child Abuse Reporting
- Policies
- Standards/Curriculum
- Curriculum and Materials Review/Lessons Format
- Guidelines About Family Life and Sexuality
- Classroom/Group Management
- Scenarios
- Contact

CHILD ABUSE REPORTING CONSIDERATIONS

- The provisions of California's Child Abuse Reporting Law are found in California Penal Code Sections 11165 through 11174.
- Child Abuse is defined by the Penal Code as any act of omission or commission that endangers or impairs a child's physical or emotional health and development.

WHEN TO REPORT

All known and suspected cases of child abuse must be reported to a "child protective agency" by telephone immediately and in writing within 36 hours. Mandated reporters are not legally required to tell involved individuals that a report is being made. The identity of all reporters is considered confidential.

To file a report, phone:

San Francisco Human Services Agency

Child Protective Services

415-558-2650 or 1-800-856-5553

Things to Consider:

If you suspect an incident of child abuse and you are a mandated reporter you must file a report. If you are not a mandated reporter you may still report suspected child abuse. Child Abuse Reporting Forms are available on each school site.

It is highly recommended that your concerns and actions are communicated with the school site principal and/or classroom teacher when filing a suspected or known case of child abuse report.



Health Related Policies

- **Anti Slur:** (District #510-22A3) Prohibits the use of verbal slurs on the base of race, color, creed, national origin, ancestry, age, sex, sexual orientation, gender identity, or disability.
- **Condom Availability Program:** (District #19-24-Sp1) Requires Condom Availability Program at all SFUSD High Schools and Middle Schools; delineates guidelines, parent/caregiver notification, exclusions, education component, and abstinence message. Creates alliance with schools and community health care providers.

- **Confidentiality:** (Ed. Code #49602) Any information of a personal nature disclosed by a pupil 12 years of age or older by the parent or guardian of such a pupil, in the process of receiving counseling from a school counselor, is confidential. Such information will not become part of the student's school record without the written consent of the person that disclosed the information. This information will not be revealed, released, discussed or referred to except in limited circumstances defined by the law. The student may discuss these circumstances with the counselor before seeking counseling.
- **Comprehensive Sexuality:** (California Education Code 51933 and California Bill AB 329) Comprehensive Sexual Health Education must be age appropriate, factual, medically accurate, and objective. Lessons must be inclusive and accepting of all sexual orientations, include information about all available birth control methods, and teach about STI and HIV prevention, sexual harassment, sex trafficking, intimate partner violence, and many other topics

- **Hate Violence:** (SFUSD Student and Parent/Guardian Handbook) Hate violence is any act or attempted act designed to cause personal injury, emotional suffering, or property damage which is or appears to be motivated either by prejudice based on race, religion, ethnicity, national origin, disability, sex, sexual orientation, or gender identity. Any student participating in hate violence will be suspended or referred for expulsion.
- **Health Education:** (District #19-24Sp1) Mandates Health Education as follows:
 - Elementary School - 20 lessons/year
 - Middle School - 30 lessons/year
 - High School - One semester graduation requirementHealth Education policy requires use of district adopted materials (research based curriculum), skills base, content focus, and professional development.

- **Meeting the Needs of Lesbian, Gay, Bisexual and Transgender and Questioning Students (LGBTQ):** (District #610-8A6; California AB537) Prescribes a variety of activities, interventions and support to ensure that schools are a safe place for LGBTQ youth. Includes the category of gender identity in district policies as a protected category for SFUSD teachers, administrators, students, staff, and other employees.
- **Non-Discrimination of Cooperating Organizations:** (District #512-10Sp2; 18-13A6, City) All organizations, associates, and independent contractors providing programs, services and activities to SFUSD must have a non-discrimination policy in place.
- **Parent/Caregiver Notification:** (District #19-24Sp1, State, Ed. Code) **All Grades:** Parents/Caregivers must be notified at least 14 days before sexuality lessons, presentations, speakers: curriculum must be available for inspection; parent/caregiver may opt student out in writing. The *Student and Family Handbook* fulfills the notification requirement for lessons. Health Education parent/caregiver notification letters (gr.K-5, 6-8, and HS) as well as Outside Speakers notification letters are on the website.

- **Sexual Harassment:** (District #38-10Sp1, State) Prohibits verbal, sexual, emotional remarks, activity, or behaviors that are suggestive, demeaning or threatening. Applies to students and all school personnel.
- **Tobacco, Alcohol and other Drugs:** (District #39-28Sp1, State, Federal) Maintains a tobacco and drug free environment in all district buildings, grounds, and vehicles including district sponsored events and activities. This includes vaping and e-cigs.
- **Transgender Non-Discrimination:** (District: R5163) This regulation is meant to advise school site staff and administration regarding transgender and gender non-conforming student concerns in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

- **Vigilance Against Hate Crime Toward Lesbian/Gay/Bisexual/Transgender/Questioning Youth:** (District 810-27A1; CA AB537) Designed to protect the students of SF and to send a message to other LGBTQ youth throughout the nation that they are valued and integral components of their education system. Requires investigation and correction of all actions, decisions, and policies that result in the direct or subtle perpetration of hate crimes.
- **SFUSD Wellness Policy - revised/adopted April 2015,** (District #P5167) promotes the health and wellness of students, staff and families; it includes guidelines related to nutrition, nutrition education, food and beverage marketing, physical education physical activity, and staff wellness. The District's nutrition guidelines applies to all foods and beverages sold or served to students, staff and families on every PreK--12 campus and administrative building, including: snacks; rewards; celebrations; school meals; a la carte service in the cafeteria; vending machines; donated food; school stores; snack bars/concession stands; fundraisers on school grounds; classroom--based activities; staff and parent meetings; after school programs. Sweetened Beverages and juice will not be sold or served to SFUSD students, staff or families at any time.

Example of Norms for Youth

- One Mic
- Don't Yuck My Yum
- Vegas Rules
- No Slurs

Use these, create your own, or ask for input when meeting with students!

2008 California K-12 Health Education Content Standards

<http://www.cde.ca.gov>

Essential Health Concepts (EC)	All students will comprehend essential concepts related to enhancing health.
Analyzing Health Influences (INF)	All students will demonstrate the ability to analyze internal and external influences that affect health.
Accessing Valid Health Information (AVI)	All students will demonstrate the ability to access and analyze health information, products, and services.
Interpersonal Communication (IC)	All students will demonstrate the ability to use interpersonal communication skills to enhance health.
Decision Making (DM)	All students will demonstrate the ability to use decision-making skills to enhance health.
Goal Setting (GS)	All students will demonstrate the ability to use goal-setting skills to enhance health.
Practicing Health-Enhancing Behaviors (PB)	All students will demonstrate the ability to practice behaviors that reduce risk and promote health.
Health Promotion (HP)	All students will demonstrate the ability to promote and support personal, family, and community health.

Health Education Curriculum

Elementary School

Policy: 20 class lessons per grade per year. Recommended implementation:

- 5 lessons on mental, emotional, social health;
- 5 lessons on growth and development (HIV prevention and puberty for 3rd, 4th and 5th grades);
- 3 lessons on alcohol, tobacco, and other drugs;
- 2 lessons on nutrition and physical activity;
- 2 lessons on family diversity;
- 3 lessons on other health content areas and relevant health issues based on students' needs and concerns.

Health Education Curriculum

Middle School

Policy: 30 class lessons per grade per year. Recommended for implementation:

- 6 lessons on mental, emotional, social health;
- 6 lessons on growth and development;
- 6 lessons on alcohol, tobacco, and other drugs;
- 6 lessons on nutrition and physical activity;
- 3 lessons on injury prevention and safety;
- 2 lessons on family diversity and LGBTQ awareness;
- 1 lesson on other health content areas and relevant health issues based on students' needs and concerns.

Health Education Curriculum

High School

Policy: 90 class periods of health education (one semester).

Recommended for implementation (78 lessons, along with projects, speakers, field trips, and exams):

- 21 lessons from “Be Real. Be Ready.” comprehensive sexuality curriculum (which includes social health, growth and development, contraception, infections, sexual healthcare rights and resources, gender, family diversity, and LGBTQ awareness);
- 10 lessons on mental and emotional health;
- 15 lessons on alcohol, tobacco, and other drugs including the 12 lessons from “Towards No Drug Abuse”;
- 15 lessons of nutrition and physical activity;
- 7 lessons on injury, violence prevention, and safety;
- 10 lessons on other health content areas and relevant health issues based on students’ needs and concerns (i.e., consumer health, environmental health, community health,...).

Review of Curriculum and Presentation Materials

All Community Based Organizations and agencies working with schools in SFUSD are required to submit curriculum and presentation materials for review. If curriculum has been updated CBOs need to re-submit curriculum to be reviewed.

REVIEW PROCESS FOR CONTENT THAT ADDRESSES SEXUALITY (growth and development – puberty, reproductive health, sexually transmitted infections, etc.):

Each year, as required by District, State and Federal guidelines, the Curriculum and Materials Review Task Force is convened to review materials addressing curriculum and presentations related to sexuality. The Task Force is composed of teachers, parents, administrators, and community representatives. Materials are submitted for review by district staff, community based organizations (CBOs) and agencies wishing to make classroom presentations. Materials are reviewed for age and developmental appropriateness, cultural inclusion, relevance to curriculum and consistency with community norms.

SAMPLE LESSON PLAN FORMAT

TITLE:

GRADE:

STANDARD(S):

GOALS:

OBJECTIVES:

TIME:

NORMS:

MATERIALS AND EQUIPMENT:

PROCEDURE

- Anticipatory Set (Focus and Review/Set tone/Introduction):
- Previous Knowledge/Scope and Sequence: (What the students need to know before the lesson & connecting to previous experience)
- Body of lesson/Activity:
- Homework/Extension:
- Closure and Wrap Up:
- Assessment/Evaluation:
- Extensions:

ADAPTATIONS AND RESOURCES

Procedures for Classroom Speakers

BEFORE ARRIVAL:

- Call teacher and confirm date/time/topic/directions/room numbers.
- If the presentation topic deals with sexuality, verify with the teacher that parent/guardian notification has taken place at least 14 days prior to scheduled presentation.
- Consult with teacher about educational materials, including videos, charts, models, etc. to be used and copying to be done. Provide an outline of the lesson.
- Reserve AV equipment, flip chart, and any other support materials needed.
- Have copies of the evaluation for teacher (and students if needed).
- If you are working with a partner, connect prior to the presentation to clarify roles and responsibilities.
- Encourage teacher to inform school site administrator and office staff of your visit.

Procedures for Classroom Speakers

At the School site:

- Arrive at school site at least 10 minutes prior to first presentation.
- Check in at main office and sign-in to receive visitors badge.
- Proceed to teacher's classroom and introduce yourself.
- Deliver lesson as planned (under state law teachers must remain in the room to provide support and discipline).
- Distribute evaluations as needed.
- Return to office, sign out, and return badge.

After the presentation:

- Request and share feedback with teacher or school staff
- Contact SHP offices with any concerns or questions

Guidelines for Classroom Presentations

About Family Life and Sexuality

All classroom presentations related to family life, human growth and development, sexually transmitted diseases or infections, and other sexuality-related topics must comply with California State Education Code and San Francisco Unified School District Board Policies.

- Presentations must be developmentally-appropriate and must be previewed and approved by School Health Programs staff and District's Materials Review Task Force.
- A teacher or designated certificated person must remain in the classroom at all times.
- Parents/caregivers must receive written notification 14 days prior to classroom presentations by community agencies and/or outside speakers. Students excluded based on parent/guardian requests must be given alternate assignments.

- Outside presentations of lessons concerning sexuality are limited to district pre-approved lessons.
- Any student who asks to be excused at any time during the presentation must be allowed to leave. Arrangements for placement of these students should be made before the scheduled presentation.
- Any discussion of sexual behavior must emphasize that “choosing not to have sex” (abstinence) is the only 100% safe and effective method for protection against sexually transmitted disease, HIV infection, and pregnancy.
- When discussing condoms, correct and consistent use, proper storage, potential failure rate should be reviewed.
- Accepted medical and physiological terminology for body parts and physiological processes must be used at all times. Colloquial terms, “street” language, and slang will be acknowledged and immediately corrected to reflect proper terminology.
- Discussion of personal sexual practices is not appropriate under any circumstances.

- Emotional and physiological consequences of preadolescent and adolescent sexual intercourse should be addressed.
- Personal and social skills (decision making, communication, including assertiveness and refusal skills, planning/goal setting, and stress management) that prepare students to make health-promoting choices should be developed and reinforced, whenever possible.
- Personal responsibility for personal lifelong health, including acceptance of the idea that each individual has some control over his/her health and using health-related information to make personal decisions, should be emphasized.
- Consent to medical care for minors (under 18 years of age) is required unless the parent/guardian has agreed *or* the student is emancipated (legally married, on active duty in the armed forces, or has a court declaration of emancipation and is at least 14 years of age); living separate or apart from parent/guardian and 15 years of age and managing their finances.

If you need further clarification of these guidelines or if you have concerns about presentations please call School Health Programs at (415) 242-2615.

Guidelines for Answering Sensitive Questions

A student may ask a sensitive or personal question concerning sexual practices. The student may be genuinely curious, or may want to embarrass the teacher, and shock his or her classmates. It is important to try and understand the intent of the question:

What does the student really want to know? Remember:

There are developmentally appropriate ways to respond to student questions without describing personal sexual practices.

Staff should state when a question is inappropriate for classroom discussion, and refer the student to an adult at home for the information requested.

Determine what is being asked. Remember: **there is always a question behind a question!**

When asked a question, consider the following:

Focus on facts, data, and educational concepts; try to minimize personal bias.

Be sensitive to cultural and family diversity: Student's families might have other answers to the same questions, based on their beliefs and experiences.

Refer to classroom ground rules about asking personal questions.

Ask a question in response to clarify what the student is really asking: "What do you think/know about this?"

In addition, there are several different types of questions to consider:

•Information-Seeking Questions

Students may have questions that are information based. Consider various points of view.

For example: *Why does it hurt to pee?*

An appropriate answer might be: *It shouldn't hurt to urinate. If it does hurt, then there may be an infection or something that should be discussed with your parent/guardian or doctor. (This may also be a sign of an STD; further follow-up might include nurse referral, and /or Child Abuse Report.)*

•**Normalcy Questions**

Sometimes a student might ask a question to be sure what they are experiencing is normal or to know what to expect. It is sometimes appropriate to include resources as part of the response if there is student concern about abnormal behavior, growth and development, relationships, etc.

For example: *Is it OK if you like to look at naked pictures?*

An appropriate answer might include addressing the following issues: *Curiosity is a normal part of growing up. It is helpful to determine where the pictures are coming from. If an adult is showing the pictures, and/or taking pictures of children, that is cause for concern and further investigation. If this were the case, a “suspicion of child abuse” form should be filed.*

•**Seeking Help Questions**

A classroom discussion may spur a student to request help through asking a seemingly non-related question. If this should happen, let the student know that you can provide further resources.

For example: *I know someone who thinks about suicide a lot. Does this mean that she wants to kill herself?*

An appropriate answer might be: *Thinking about suicide can mean a number of things; here is the hotline number, and we can talk about other resources for your friend later.*

Of course, another thing to consider in this case is that the student is requesting information for himself or herself, and not for a friend.

•Personal Belief Questions

Students may want to know how a teacher feels about an issue. If sharing a personal opinion, remind students that you are offering only one opinion. They should seek other opinions before making up their minds.

For example: *Do you think people should be married before they have sex?*

An appropriate answer might be: *What's most important is that you are emotionally and physically ready to consider all of the consequences of having sex. And, remember that abstinence is the only guaranteed way to avoid sexually transmitted diseases, including HIV, and unplanned pregnancy.*

- ***Shock Questions***

Sometimes, a student may attempt to shock a teacher with a provocative question. Use correct terminology in responding, and reword the question in appropriate language.

For example: *What do fags do in bed?*

An appropriate answer might be: First, always address that it is not appropriate to use slurs. Then you might say: *Gay, lesbian, and bisexual people express affection the same way that anyone else might.*

Another example: *Can beating off hurt you?*

An appropriate answer might be: *Masturbation is something with which many young people experiment. It has not been proven to cause harm to young people.*

Another example: *What is a dildo?*

An appropriate answer for younger students might be: *Maybe that is something you might want to ask an adult at home.*

An appropriate answer for older students might be: *When entering into a sexual relationship, partners may use other objects for sex. A dildo is one of those objects.*

10 Easy Tips for Managing a Group of Students

1. Most Important Rule: **Catch them being good!!!**
“Johnny, you are sitting in your chair, good job!”
“Everybody sit down on the carpet. I like the way you followed directions and sat down on the carpet.”
2. Be prepared and organized every time.
3. Use a calm voice, if you shout, students will shout over you.
4. Consistently use a “getting attention” signal.
5. Give clear, step-by-step directions both verbally and visually. Do not hand things out until you have finished giving directions.

10 Easy Tips...

6. If a student is being disruptive:
 - a) Walk near them
 - b) Quietly redirect behavior
7. Have consistent rewards and consequences and focus on the positive.
8. Word your directions in the form of a choice. Students can choose their behavior and accept the consequences:
“Ashley, do you want to work on the assignment or sit quietly with your head down?”
9. If the group dynamics are ineffective, consider these options:
 - a) Separate students from each other or the group
 - b) Move on to something else
 - c) Give a timeout
10. Make everything as fun as possible!

Scenario Activity

Policies and Guidelines in Action

Directions:

Turn to people near you to form a team of 4 or 5:

- Read the scenario and discuss possible responses.
- Discuss what would be your initial response and what follow up might be needed.

Reporting back to the whole group:

- Read the scenario out loud
- Share some of the responses your team felt were appropriate.

Scenario One

You and a colleague will speak to a class of students regarding puberty. Your partner is excited about a video on growth and development to share with the class. When you are on the way to the school, how do you explain to your co-worker that the video cannot be shown? What do you say?

Scenario Two

As students are walking into class, you observe three boys looking at an iPhone and laughing. You walk over and see a picture of a naked girl, whom one boy mentions by first name. A minute later the girl in the picture walks into the class, unaware of the three boys. What do you do?

Scenario Three

Your co-presenter brings cupcakes and juice as a reward for the students for an end of unit celebration. As your co-worker enters with the treats, a student says, “This is awesome! We usually aren’t allowed to eat this in school.” What do you say to your colleague? What might the follow-up be? How could this have been prevented?



Feedback and Final Questions



Contact:

School Health Programs Office

(415) 242-2615

www.healthiersf.org

sfusdhealtheducation.org

THANK YOU for your participation!