



TYPE: Regular Board Meeting

DATE: 8/10/2023 **TIME:** 6:00 PM **CODE:**

LOCATION: Assembly Hall 1935 Bohemian Highway, Occidental, CA 95465

Closed session begins at 6 pm; open session begins at 7 pm. All documents relating to the following agenda items are available for public review in the Administrative Office of the Harmony Union School District during office hours at least 72 hours prior to the scheduled Board meeting. The Harmony District Board of Education meetings are open to the public, except for certain subjects that are addressed in closed session in accordance with the Ralph M. Brown Act. If anyone wishes to attend and requires special accommodations due to a handicapping condition, as outlined in the Americans with Disabilities Act, please contact the superintendent at least two working days prior to the meeting.

1.0 Call to Order

2.0 Pledge of Allegiance

3.0 Approval of the Agenda

4.0 Public Comment

- 4.1 For Closed Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting. Info

5.0 Closed Session

- 5.1 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6 - Personnel Info
- 5.2 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: CSEA Info/Action
- 5.3 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: HUTA Info/Action

6.0 Reconvene to Open Session

- 6.1 Report out on any action taken during closed session Info

7.0 Communication

- 7.1 Public Hearing: The public will have the opportunity to comment on The California School Employees Association and its Chapter 70 (CSEA Chapter 70) sunshine openers for a successor contract for 2023-2026. Info

A) Reports

7.2 HUTA Report

7.3 SHARK Report

7.4 Student Report

7.5 Board Member Reports

7.6 Superintendent/Principal's Report

7.7 Pathways Director Report

B) Public Comment

7.8 For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

C) Correspondence

8.0 Consent Agenda

Action

8.1 Vendor Warrants

Action

8.2 5th Grade Overnight Field Trip to Monterey for Ocean Study

Action

8.3 Minutes from special meeting held 7/25/2023

Action

8.4 Minutes from special meeting held 6/16/2023

Action

8.5 Minutes from regular meeting held 6/15/2023

Action

8.6 Approve the Consent Agenda

Action

9.0 Information/Correspondence/Discussion

9.1 Enrollment Report

Info

9.2 Discussion and future action regarding new Health and Sex Education Curriculum Adoption

Info/Action

9.3 Business Office updates

Info

A) Board Member Development

10.0 Action Items

10.1 Consideration of increasing the TK in district enrollment cap to 16 students

Action

- | | | |
|------|---|--------|
| 10.2 | Consideration of AB 1200 report. | Action |
| 10.3 | Consideration of appointment of new staff: temporary CSI position | Action |
| 10.4 | Consideration of appointment of new staff: temporary 3rd grade teacher | Action |
| 10.5 | Consideration of appointment of new staff: paraeducators | Action |
| 10.6 | Consideration of appointment of new staff: Cafeteria and Garden Assistant | Action |

11.0 Next Board Meeting

- | | | |
|------|--|------|
| 11.1 | Next regular board meeting is September 14, 2023 | Info |
|------|--|------|

12.0 Adjournment

Agendas have been posted at the Harmony School public bulletin board and the Harmony Union School District Website at www.harmonyusd.org.



Meeting Date: 8/10/2023 - 6:00 PM

Category: Public Comment

Type: Info

Subject:

4.1 For Closed Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures.

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Strategic Plans:

Policy:

Enclosure

File Attachment:

Description:

Background Information:

Fiscal Implications:

Recommendation:

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Harmony Union School District

AGENDA ITEM

Meeting Date:	8/10/2023 - 6:00 PM
Category:	Closed Session
Type:	Info
Subject:	5.1 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6 - Personnel
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Harmony Union School District

AGENDA ITEM

Meeting Date:	8/10/2023 - 6:00 PM
Category:	Closed Session
Type:	Info/Action
Subject:	5.2 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: CSEA
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	-
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal



Harmony Union School District

AGENDA ITEM

Meeting Date:	8/10/2023 - 6:00 PM
Category:	Closed Session
Type:	Info/Action
Subject:	5.3 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: HUTA
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	-
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal



Meeting Date:	8/10/2023 - 6:00 PM
Category:	Reconvene to Open Session
Type:	Info
Subject:	6.1 Report out on any action taken during closed session
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	none- information only

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Harmony Union School District

AGENDA ITEM

Meeting Date:	8/10/2023 - 6:00 PM
Category:	Communication
Type:	Info
Subject:	7.1 Public Hearing: The public will have the opportunity to comment on The California School Employees Association and its Chapter 70 (CSEA Chapter 70) sunshine openers for a successor contract for 2023-2026.
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 CSEA Openers.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	none- public hearing
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal

June 16, 2023

Matthew Morgan, Superintendent
Harmony Union School District
1935 Bohemian Highway
Occidental, CA 95465

Dear Superintendent Morgan:

The California School Employees Association and its Chapter 70 are interested in reopening the following for the next successor contract, with a term of November 1, 2023 through October 31, 2026.

CSEA's Initial Proposal:

Article 9: Salary

- CSEA seeks to settle salary negotiations for 2023-2024* via "me too" language.
- CSEA seeks to expand "The Me Too Clause" to include stipends.

Article 11: Holidays

- CSEA seeks to update the holidays list to include Juneteenth.

Article 19: Duration

- CSEA seeks to update dates to reflect those of the new term.
- CSEA seeks to update the negotiations cycle.

Sincerely,



Karen Lincoln
CSEA Chapter 70 President



Harmony Union School District

AGENDA ITEM

Meeting Date:	8/10/2023 - 6:00 PM
Category:	Reports
Type:	Info
Subject:	7.2 HUTA Report
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	
Approvals:	



Harmony Union School District

AGENDA ITEM

Meeting Date: 8/10/2023 - 6:00 PM

Category: Reports

Type: Info

Subject: 7.3 SHARK Report

Strategic Plans:

Policy:

Enclosure

File Attachment:

Description:

**Background
Information:**

Fiscal Implications:

Recommendation:

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Harmony Union School District

AGENDA ITEM

Meeting Date: 8/10/2023 - 6:00 PM

Category: Reports

Type: Info

Subject: 7.4 Student Report

Strategic Plans:

Policy:

Enclosure

File Attachment:

Description:

**Background
Information:**

Fiscal Implications:

Recommendation:

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Harmony Union School District

AGENDA ITEM

Meeting Date:	8/10/2023 - 6:00 PM
Category:	Reports
Type:	Info
Subject:	7.5 Board Member Reports
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Meeting Date:	8/10/2023 - 6:00 PM
Category:	Reports
Type:	Info
Subject:	7.6 Superintendent/Principal's Report
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	

Approvals:

Recommended
By:

A handwritten signature in black ink that reads "Matthew Morgan".

Matthew Morgan - Superintendent/Principal



Harmony Union School District

AGENDA ITEM

Meeting Date:	8/10/2023 - 6:00 PM
Category:	Reports
Type:	Info
Subject:	7.7 Pathways Director Report
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	
Approvals:	



Meeting Date: 8/10/2023 - 6:00 PM

Category: Public Comment

Type: Info

Subject:

7.8 For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures.

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Strategic Plans:

Policy:

Enclosure

File Attachment:

Description:

Background Information:

Fiscal Implications:

Recommendation:

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Harmony Union School District

AGENDA ITEM

Meeting Date:	8/10/2023 - 6:00 PM
Category:	Consent Agenda
Type:	Action
Subject:	8.1 Vendor Warrants
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	Approve through the consent agenda

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Harmony Union School District

AGENDA ITEM

Meeting Date:	8/10/2023 - 6:00 PM
Category:	Consent Agenda
Type:	Action
Subject:	8.2 5th Grade Overnight Field Trip to Monterey for Ocean Study
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 FT 5th Monterey 1003052023.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	Approve through the consent agenda
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal

FIELD TRIP PLANNING/APPROVAL FORM

Teacher: Susan McGovern

Class or Group: 5th

Objective of Field Trip: Ocean study (part of fall science)

Date(s) of Trip: Oct. 3-5 (subject to reservations + parent help)

Time Leaving: 9:00 - Tues 10/3 Time Returning: 4:00^{10/5} Thurs. *extended day*

Destination: Monterey - Veterans Memorial Park - camping
Monterey Bay Aquarium

Other places you may go during the Field Trip: Point Lobos *Tues. Thurs. kyaking with Monterey Bay kyaks*

Bus Required? Yes No # of students/staff _____

Parent Chaperones? Yes No

If yes: Please submit list to office for verification of volunteer status

Parent Drivers? Yes No

If yes: Please submit list of drivers to the office for verification of insurance.

School Lunches? (please notify kitchen at least 7 days prior to trip)

Yes No # _____

Staff Attending Field Trip (subject to prior approval):

Susan + Allie Rogers

Requested by: Susan McGovern Date: 7/31/23

Approved by: _____ Date: _____

Board Approved: _____ Date: _____

Important information:

1. Form must be completed by teacher and have final approval at least 10 days before the Field Trip
2. Field Trips requiring Board Approval:
 - ~Overnight
 - ~ In, on or near water***Please check with office for deadline for board agenda*



Meeting Date:	8/10/2023 - 6:00 PM
Category:	Consent Agenda
Type:	Action
Subject:	8.3 Minutes from special meeting held 7/25/2023
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 DRAFT minutes 07252023.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	Approve through consent agenda

Approvals:

Recommended
By:



Matthew Morgan - Superintendent/Principal

Tuesday, July 25, 2023 (6:00 PM)

ROLL CALL

Charlie Laird
Mariah Lander
Andrew Cone

Yuri Koslen and Amanda Solter were absent.

1.0 Call to Order

Meeting called to order at 6 pm.

2.0 Pledge of Allegiance

3.0 Approval of the Agenda

Motion to approve the agenda made by Andrew Cone and seconded by Charlie Laird. All voted in favor, motion carried.

4.0 Public Comment

No public comment for closed session items not on the agenda.

5.0 Closed Session

**5.1 With respect to every item of business to be discussed in closed session
Gov. Code Section 54957.6 - Personnel**

Recommendation:

6.0 Reconvene to Open Session

A) Report on any action taken in closed session

Reconvened to open session at 7:03 pm. Nothing to report out from closed session.

7.0 Consent Agenda

7.1 Minutes from meeting held May 9, 2023

Recommendation: Approve through consent agenda
ORIGINAL - Motion

Member (**Charlie Laird**) Moved, Member (**Andrew Cone**) Seconded to approve the **ORIGINAL** motion 'Approve through consent agenda'. Upon a roll call vote being taken, the vote was: Aye: **3** Nay: **0**. The motion **Carried. 3 - 0**

Charlie Laird Yes
Mariah Lander Yes
Andrew Cone Yes

8.0 Communication

A) Public Comment

No public comment on items not on the agenda

9.0 Information/Correspondence/Discussion

9.1 Discussion of class sizes for 23-24 school year

Recommendation: Discussion only

Discussion about class sizes- enrollment history from 19/20 thru present. Audit for 5th grade to see if we need to hire another teacher in some capacity. 3rd grade teacher hiring is happening soon. As soon as the district knows what is happening we will let families know so they can prepare their children. It could be a hybrid model so all students have access to McGovern and bring in another teacher to support her.

10.0 Action Items

10.1 Consideration of transfer of \$1.1 million in funds from General Fund to Fund 40

Recommendation: That the board approve transfer of \$1.1 million in funds from General Fund to Fund 40

CBO Stacy Kalember presented this item for approval. This internal transfer will close out the bond and cover the cost overrun from the mistakes made by the architect. This is the amount the district will use when legal remedy is taken.

ORIGINAL - Motion

Member (**Andrew Cone**) Moved, Member (**Charlie Laird**) Seconded to approve the **ORIGINAL** motion 'That the board approve transfer of \$1.1 million in funds from General Fund to Fund 40'. Upon a roll call vote being taken, the vote was: Aye: **3** Nay: **0**. The motion . **3 - 0**

Charlie Laird Yes
Mariah Lander Yes
Andrew Cone Yes

11.0 Next Board Meeting

August 10, 2023

12.0 Adjournment

Meeting adjourned at 7:12 pm.

suzi heron



Meeting Date:	8/10/2023 - 6:00 PM
Category:	Consent Agenda
Type:	Action
Subject:	8.4 Minutes from special meeting held 6/16/2023
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 DRAFT Minutes 06162023.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	Approve through consent agenda

Approvals:

Recommended
By:



Matthew Morgan - Superintendent/Principal

Friday, June 16, 2023 (9:00 AM)

ROLL CALL

Charlie Laird
Mariah Lander
Amanda Solter
Andrew Cone

1.0 Call to Order

Meeting called to order at 9:03 am.

2.0 Approval of the Agenda

Motion to approve the agenda made by Charlie Laird and seconded by Amanda Solter. All voted in favor and motion carried.

3.0 Pledge of Allegiance

4.0 Public Comment

Intervention Specialist Elizabeth Weiss thanked to board for approving the raise for HUTA.

5.0 Action Items

5.1 Consideration of the Harmony Union School District Local Control Assessment Plan [LCAP] for the 2023-24 school year

Recommendation: That the Board approves the Harmony Union School District Local Control Assessment Plan for the 2023-24 school year

ORIGINAL - Motion

Member **(Charlie Laird)** Moved, Member **(Andrew Cone)** Seconded to approve the **ORIGINAL** motion 'That the Board approves the Harmony Union School District Local Control Assessment Plan for the 2023-24 school year'. Upon a roll call vote being taken, the vote was: Aye: **4** Nay: **0**. The motion **Carried. 4 - 0**

Charlie Laird Yes
Mariah Lander Yes
Amanda Solter Yes
Andrew Cone Yes

5.2 Approval of the Harmony Union School District Budget for the 2023-2024 school year

Recommendation: That the board considers for approval of the Harmony Union School District Budget for the 2023-24 school year

Amanda Solter thanked CBO Stacy Kalember for the clarity in the budget and making it easy to understand.

ORIGINAL - Motion

Member **(Amanda Solter)** Moved, Member **(Charlie Laird)** Seconded to approve the **ORIGINAL** motion 'That the board considers for approval of the Harmony Union School District Budget for the 2023-24 school year'. Upon a roll call vote being taken, the vote was: Aye: **4** Nay: **0**. The motion **Carried. 4 - 0**

Charlie Laird Yes

Mariah Lander Yes

Amanda Solter Yes

Andrew Cone Yes

6.0 Next Board Meeting

Next regular board meeting will be held on August 10, 2023. Amanda Solter and Mariah Lander notified the board that they will not be in attendance.

suzi heron



Meeting Date:	8/10/2023 - 6:00 PM
Category:	Consent Agenda
Type:	Action
Subject:	8.5 Minutes from regular meeting held 6/15/2023
Strategic Plans:	
Policy:	
Enclosure	

File Attachment:  DRAFT 06152023.pdf

Description:

Background Information:

Fiscal Implications:

Recommendation: Approve through consent agenda

Approvals:

Recommended
By:

A handwritten signature in black ink that reads "Matthew Morgan".

Matthew Morgan - Superintendent/Principal

Thursday, June 15, 2023 (6:00 PM)

ROLL CALL

Charlie Laird
Mariah Lander
Amanda Solter
Andrew Cone

Yuri Koslen arrived at 8:30 pm

1.0 Call to Order

Meeting called to order at 6:05 pm

2.0 Pledge of Allegiance

3.0 Approval of the Agenda

4.0 Public Comment

4.1 For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

Recommendation:

5.0 Closed Session

**5.3 With respect to every item of business to be discussed in closed session
Gov. Code Section 54957.6 - Personnel**

Recommendation:

6.0 Reconvene to Open Session

6.1 Report out on any action taken during closed session

Recommendation: none- information only

Nothing to report out from closed session

7.0 Communication

A) Public Comment

7.1 For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

Recommendation:

No public comment at this time.

7.2 The public will have the opportunity to comment on Harmony Union School District Board's plan to adopt the Local Control Assessment Plans (LCAP) and budget, including Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves, for 2023-24. The LCAP and the budget are to be presented at the June 16, 2023 special meeting for approval. The LCAP for Harmony Union School District is now one document inclusive of Harmony Elementary and Salmon Creek Charter. In addition, the LCAP for Pathways Charter grades K-12.

Recommendation: -

Entered into public hearing at 7:10 pm and exited at 7:12 pm. There was no public comment.

B) Reports

none

7.3 HUTA Report

No HUTA report this meeting.

7.4 shARK Report

None

7.5 Student Report

None

7.6 Board Member Reports

Mariah Lander reported on attending graduation. No other board member reports.

7.7 Superintendent/Principal's Report

Superintendent Morgan reported out on the last days of school and the recent break in at the garden. Thieves stole hand tools, weed whackers and other garden items.

7.8 Pathways Director Report

None

8.0 Consent Agenda

8.2 Approve the Consent Agenda

The Consent Agenda, sometimes called the Consent Calendar, is for routine items that require Board action. Board members may request that any consent item be removed for purposes of discussion, and then acted upon as a separate item.

Recommendation: That Board approves the consent agenda as shown.

CL/As all passed

ORIGINAL - Motion

Member **(Amanda Solter)** Moved, Member **(Charlie Laird)** Seconded to approve the **ORIGINAL** motion 'That Board approves the consent agenda as shown'. Upon a roll call vote being taken, the vote was: Aye: **4** Nay: **0**. The motion carried. **4 - 0**

Charlie Laird Yes
Mariah Lander Yes
Amanda Solter Yes
Andrew Cone Yes

9.0 Information/Correspondence/Discussion

9.1 Enrollment Report

Recommendation:

A) Board Member Development

none

10.0 Action Items

10.2 Educational Protection Account (EPA)

Recommendation: For the to Board consider approval of the Education Protection Account, which authorizes the district to determine spending of the Educational Protection Account funds.

ORIGINAL - Motion

Member **(Amanda Solter)** Moved, Member **(Andrew Cone)** Seconded to approve the **ORIGINAL** motion 'For the to Board consider approval of the Education Protection Account, which authorizes the district to determine spending of the Educational Protection Account funds'. Upon a roll call vote being taken, the vote was: Aye: **4** Nay: **0**. The motion **Carried. 4 - 0**

Charlie Laird Yes
Mariah Lander Yes

Amanda Solter Yes
Andrew Cone Yes

10.3 Presentation of the Harmony Union School District Local Control Assessment Plan [LCAP] for the 2023-2024 school year

Recommendation: Information only- the Board will consider for approval the Harmony Union School District Local Control Assessment Plan for the 2023-2024 school year at the meeting to be held on June at 9 am

Matthew presented the LCAP for 23-24. Vote to adopt tomorrow 6/16

10.4 Consideration of Memorandum of Understanding Between HUSD and SCOE for the North Coast Teacher Induction Program

Recommendation: For the board to consider approval the Memorandum of Understanding Between HUSD and SCOE for the North Coast Teacher Induction Program.

ORIGINAL - Motion

Member **(Amanda Solter)** Moved, Member **(Charlie Laird)** Seconded to approve the **ORIGINAL** motion 'For the board to consider approval the Memorandum of Understanding Between HUSD and SCOE for the North Coast Teacher Induction Program'. Upon a roll call vote being taken, the vote was: Aye: **4** Nay: **0**. The motion **Carried. 4 - 0**

Charlie Laird Yes
Mariah Lander Yes
Amanda Solter Yes
Andrew Cone Yes

10.5 Discussion and possible approval of new curriculum for grades 6-8 ALEKS Mathematics

ALEKS Math for Grades 6–8 ALEKS is an online math assessment and adaptive learning program for grades 3–12 (6-8 for the HUSD adoption) that helps students review and successfully master the skills needed to meet critical mathematical benchmarks and standards. Using adaptive questioning, ALEKS precisely identifies which math concepts a student knows and doesn't know within a course. Then, through individualized instruction, each student is provided with a personalized learning pathway that focuses on the exact topics they are most ready to learn, allowing ALEKS to effectively target any unfinished learning while minimizing frustration, accelerating momentum, and building confidence. Using an automatic cycle of assessment, ALEKS ensures individualized learning pathways are continually refreshed based on each student's unique needs. These assessments also provide instructors with visibility at a granular level with reports measuring progress by student, topic, or standard. ALEKS course content spans from Grade 3 to Precalculus which allows students to work on lesson-level content at their own pace while still acquiring prerequisite skill support or extending their learning, making it ideal for remediation, intervention, or enrichment settings.

Recommendation: That the Board approve the adoption of new curriculum for grades 6-8 ALEKS Mathematics

ORIGINAL - Motion

Member **(Andrew Cone)** Moved, Member **(Amanda Solter)** Seconded to approve the **ORIGINAL** motion 'That the Board approve the adoption of new curriculum for grades 6-8 ALEKS Mathematics'. Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **Carried. 5 - 0**

Charlie Laird Yes
Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Andrew Cone Yes

10.6 Contract for Services with Counterpoint Construction Services Inc.

Recommendation: For the Board to consider approval of the contract between HUSD and Counterpoint Construction Services Inc. for District wide construction management services.

ORIGINAL - Motion

Member **(Yuri Koslen)** Moved, Member **(Amanda Solter)** Seconded to approve the **ORIGINAL** motion 'For the Board to consider approval of the contract between HUSD and Counterpoint Construction Services Inc. for District wide construction management services'. Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **Carried. 5 - 0**

Charlie Laird Yes
Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Andrew Cone Yes

10.7 Consideration of contract for CBO Assistant

Recommendation: That the board approve the contract for CBO Assistant position Welcome Shell Brandt to the business office. Shell will start at step 7 on the salary schedule. This is a 2 year contract.

ORIGINAL - Motion

Member **(Charlie Laird)** Moved, Member **(Yuri Koslen)** Seconded to approve the **ORIGINAL** motion 'That the board approve the contract for CBO Assistant position'. Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **Carried. 5 - 0**

Charlie Laird Yes
Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Andrew Cone Yes

10.8 Consideration of salary schedule for CBO Assistant

Recommendation: That the Board approves salary schedule for CBO Assistant

ORIGINAL - Motion

Member **(Amanda Solter)** Moved, Member **(Charlie Laird)** Seconded to approve the **ORIGINAL** motion 'That the Board approves salary schedule for CBO Assistant'. Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **Carried. 5 - 0**

Charlie Laird Yes
Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Andrew Cone Yes

10.9 Consideration of "Me Too" for Unrepresented Employees (CBO, Office Manager)

Recommendation: That the Board approves the "Me Too" for Unrepresented Employees (CBO and Office Manager)

ORIGINAL - Motion

Member **(Amanda Solter)** Moved, Member **(Yuri Koslen)** Seconded to approve the **ORIGINAL** motion 'That the Board approves the "Me Too" for Unrepresented Employees (CBO and Office Manager)'. Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **Carried. 5 - 0**

Charlie Laird Yes
Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Andrew Cone Yes

10.10 Consideration of updated salary schedule for Unrepresented Employees (CBO and Office Manager)

Recommendation: That the Board approves updated salary schedule for Unrepresented Employees (CBO and Office Manager)

ORIGINAL - Motion

Member **(Charlie Laird)** Moved, Member **(Andrew Cone)** Seconded to approve the **ORIGINAL** motion 'That the Board approves updated salary schedule for Unrepresented Employees (CBO and Office Manager)'. Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **Carried. 5 - 0**

Charlie Laird Yes
Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Andrew Cone Yes

10.11 Consideration of AB 1200 report for Unrepresented Employees (Office Manager and CBO)

Recommendation: That the Board approves the AB 1200 report for Unrepresented Employees (Office Manager and CBO)

ORIGINAL - Motion

Member **(Charlie Laird)** Moved, Member **(Amanda Solter)** Seconded to approve the **ORIGINAL** motion 'That the Board approves the AB 1200 report for Unrepresented Employees (Office Manager and CBO)'. Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **Carried. 5 - 0**

Charlie Laird Yes
Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Andrew Cone Yes

10.12 Consideration of "Me Too" for Classified Employees

Recommendation: That the Board approves the "Me Too" for Classified Employees

ORIGINAL - Motion

Member (**Amanda Solter**) Moved, Member (**Yuri Koslen**) Seconded to approve the **ORIGINAL** motion 'That the Board approves the "Me Too" for Classified Employees'. Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **Carried. 5 - 0**

Charlie Laird Yes
Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Andrew Cone Yes

10.13 Consideration of updated salary schedule: Classified Employees

Recommendation: That the Board consider for approval the updated salary schedule for: Classified Employees

ORIGINAL - Motion

Member (**Yuri Koslen**) Moved, Member (**Charlie Laird**) Seconded to approve the **ORIGINAL** motion 'That the Board consider for approval the updated salary schedule for: Classified Employees'. Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **Carried. 5 - 0**

Charlie Laird Yes
Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Andrew Cone Yes

10.14 Consideration of AB 1200 report for Classified Employees

Recommendation: That the Board approves the AB 1200 report for Classified Employees

ORIGINAL - Motion

Member (**Andrew Cone**) Moved, Member (**Yuri Koslen**) Seconded to approve the **ORIGINAL** motion 'That the Board approves the AB 1200 report for Classified Employees'. Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **Carried. 5 - 0**

Charlie Laird Yes
Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Andrew Cone Yes

10.15 Consideration of Memorandum of Understanding between the District and CSEA for 2023-2024

Recommendation: That the Board approves the Memorandum of Understanding between the District and CSEA for 2023-2024

ORIGINAL - Motion

Member (**Yuri Koslen**) Moved, Member (**Amanda Solter**) Seconded to approve the **ORIGINAL** motion 'That the Board approves the Memorandum of Understanding between the District and CSEA for 2023-2024'. Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **Carried. 5 - 0**

Charlie Laird Yes

Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Andrew Cone Yes

10.16 Consideration of Memorandum of Understanding with Special Education and Student Services Consortium

Recommendation: That the board approve the Memorandum of Understanding with Special Education and Student Services Consortium

ORIGINAL - Motion

Member **(Yuri Koslen)** Moved, Member **(Andrew Cone)** Seconded to approve the **ORIGINAL** motion 'That the board approve the Memorandum of Understanding with Special Education and Student Services Consortium'. Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **Carried. 5 - 0**

Charlie Laird Yes
Mariah Lander Yes
Yuri Koslen Yes
Amanda Solter Yes
Andrew Cone Yes

11.0 Next Board Meeting

Friday June 16 at 9 am.

12.0 Adjournment

suzi heron



Harmony Union School District

AGENDA ITEM

Meeting Date: 8/10/2023 - 6:00 PM
Category: Consent Agenda
Type: Action
Subject: 8.6 Approve the Consent Agenda

Strategic Plans:

Policy:

Enclosure

File Attachment:

Description:

The Consent Agenda, sometimes called the Consent Calendar, is for routine items that require Board action. Board members may request that any consent item be removed for purposes of discussion, and then acted upon as a separate item.

Background Information:

Fiscal Implications:

Recommendation:

That Board approves the consent agenda as shown.

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Meeting Date:	8/10/2023 - 6:00 PM
Category:	Information/Correspondence/Discussion
Type:	Info
Subject:	9.1 Enrollment Report
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	 Enrollment Report August 2023.pdf
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	Information - No action needed

Approvals:

Recommended
By:

A handwritten signature in black ink that reads "Matthew Morgan".

Matthew Morgan - Superintendent/Principal

As of Friday 08/04/2023

Grade	Target	Impacted	Overage	Ceiling	Matriculating	In District	Out of District	count	22/23	21/22	23-24 OOD Waitlist
TK	20	8	21	22	0	12	2	14	15	5	10
KINDER	20	18	21	25	15	20	4	24	18	19	3
1ST	20	20	21	25	18	13	7	20	18	21	2
2ND	22	22	23	27	18	17	3	20	22	20	6
3RD	22	22	23	27	23	20	4	24	22	29	1
4TH	26	25	27	30	21	19	3	22	31	15	0
5TH	26	25	27	30	29	30	2	32	19	23	3
6TH	26	25	27	30	18	18	6	24	23	20	0
7TH	26	25	27	30	23	20	6	26	19	12	0
8TH	26	25	27	30	19	14	7	21	11	19	0
Totals					186	183	44	227	198	183	25

As of Thursday 08/10/2023

Grade	Target	Impacted	Overage	Ceiling	Matriculating	In District	Out of District	count	22/23	21/22	23-24 OOD Waitlist
TK	20	8	21	22	0	11	2	13	15	5	11
KINDER	20	18	21	25	15	20	4	24	18	19	3
1ST	20	20	21	25	18	13	7	20	18	21	3
2ND	22	22	23	27	18	18	3	21	22	20	8
3RD	22	22	23	27	23	19	4	23	22	29	1
4TH	26	25	27	30	21	19	4	23	31	15	0
5TH	26	25	27	30	29	31	2	33	19	23	3
6TH	26	25	27	30	18	20	5	25	23	20	2
7TH	26	25	27	30	23	19	6	25	19	12	0
8TH	26	25	27	30	19	15	7	22	11	19	0
Totals					184	185	44	229	198	183	31



Meeting Date: 8/10/2023 - 6:00 PM
Category: Information/Correspondence/Discussion
Type: Info/Action
Subject: 9.2 Discussion and future action regarding new Health and Sex Education Curriculum Adoption
Strategic Plans:
Policy:

Enclosure

File Attachment:

-  3Rs Curriculum K 12 Lessons Scope & Sequence.pdf
-  Adolescent Sexual Health Work Group Example Review.pdf
-  ASHWG Resource List.pdf
-  California Healthy Youth Act Powerpoint.pdf
-  CDE Documents Regarding CYHA.pdf
-  Parent Fact Sheet.pdf
-  Parent Puberty & Sex Education Consent Opt Out Form 2022-2023.pdf
-  Relevant Board Policies to Health Curriculum Adoption.pdf

Description:

Background Information:

Fiscal Implications:

Recommendation: Info only at this time

Approvals:

Recommended
By:



Matthew Morgan - Superintendent/Principal

Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum from Advocates for Youth				
Grade	Sequence	Lesson Title	NSES Indicator	Powerpoint
ELEMENTARY SCHOOL				
K	Lesson 1	Different Kinds of Families	HR.2.CC.1/HR.1.IC.1	
K	Lesson 2	Understanding Our Bodies - The Basics	AP.2.CC.1	X
K	Lesson 3	My Space, Your Space	PS.2.CC.1/PS.2.IC.1	
K	Supplement	Star of the Week	NA	
K	Supplement	Paper People	NA	
1				
1	Lesson 1	Friendships	HR.2.CC.2/HR.2.IC.2	
1	Lesson 2	Gender Roles	ID.2.CC.1/ID.2.INF.1	
1	Lesson 3	The Circle of Life	PR.2.CC.1	X
1	Supplement	My Body is MY Body	IV.2.CC.1/IV.2.AI.1	
1	Supplement	Pink, Blue and Purple	GI.2.CC.1/GI.2.CC.2	
2				
2	Lesson 1	Understandings Our Bodies	AP.2.CC.1	X
2	Lesson 2	Bullying is Never OK	PS.2.CC.2/PS.2.CC.3	
2	Lesson 3	Cut it Out! Making Teasing and Bullying Stop	PS.2.AI.2/PS.2.IC.2	X
2	Lesson 4	Feeling SAFE!	CHR.2.CC.2/CHR.2.CC.3/CHR.2.IC.1	
2	Lesson 5	Seeking Help	PS.2.AI.1/PS.2.SM.1	
2	Supplement	R-E-S-P-E-C-T	IV.2.IC.1/GI.2.IC.1	
3				
3	Lesson 1	Respect for All	ID.5.SM.1/ID.5.ADV.1/HR.5.SM.1	
3	Lesson 2	Teasing, Harassment and Bullying	PS.5.CC.1/PS.5.INF.1/PS.5.AI.1/ PS.5.IC.1	
3	Supplement	Personal Timeline	NA	
3	Supplement	If You Don't Have Consent, You Don't Have Consent	CHR.5.CC.2/CHR.5.IC.1	
4				
4	Lesson 1	Making Sense of Puberty	PD.5.CC.1/PD.5.INF.1/PD.5.AI.1/PD.5.SM.1/P D.5.CC.2/PD.5.AI.2	

Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum from Advocates for Youth

Grade	Sequence	Lesson Title	NSES Indicator	Powerpoint
4	Lesson 2	Figuring Out Friendships	HR.5.CC.1/HR.5.INF.1/HR.5.AI.1	
4	Lesson 3	Taking a Stand Against Bullying	PS.5.IC.1/PS.5.SM.1	
5				
5	Lesson 1	Sexual and Reproductive Anatomy	AP.5.CC.1/AP.5.AI.1	X
5	Lesson 2	Puberty and Reproduction	PD.5.CC.1/PD.5.CC.3/PR.5.CC.1	X
5	Lesson 3	Learning about HIV	SH.5.CC.1	
5	Lesson 4	What is Love Anyway?	ID.5.CC.1/ID.5.AI.1	X
5	Lesson 5	Being Clear with Your Friends	HR.5.IC.1/PS.5.IC.2	
5	Lesson 6	Your Body, Your Rights	PS.5.CC.2/PS.5.AI.2	
5	Supplement	So THAT'S How Babies Are Made	SH.5.CC.1/SH.5.CC.2	
5	Supplement	Thinking Outside the (Gender) Box	GI.5.CC.1-4/GI.5.AI.1	
5	Supplement	It's All About Hormones	PD.5.CC.3/PD.5.CC.4	X
MIDDLE SCHOOL				
6	Lesson 1	Change is Good	PD.8.CC.1/PD.8.AI.1	
6	Lesson 2	Gender Roles, Gender Expectations	ID.8.CC.2	
6	Lesson 3	Understanding Boundaries	HR.8.IC.2/PS.8.CC.3/ PS.8.CC.4	
6	Lesson 4	Communicating about a Sensitive Topic	PR.8.IC.1	
6	Lesson 5	More Than Friends: Understanding Romantic Relationships	HR.8.CC.3	
6	Lesson 6	Liking and Loving: Now and When I'm Older	PR.8.CC.1/PR.8.CC.2/HR.8.CC.4	
6	Lesson 7	Being A Sex Ed Sleuth	AP.8.AI.1/PR.8.AI.1/ PR.8.AI.3/SH.AI.1	X
6	Supplement	Consent: It Goes With Everything	SHR.8.CC.4/CHR.8.INF.3	X
6	Supplement	Image Overload	SH.8.CC.12	X
6	Supplement	When Should A Person . . .	SH.8.DM.1	
7				
7	Lesson 1	Everyone's Got Body Parts - Part One	AP.8.CC.1	
7	Lesson 2	Everyone's Got Body Parts - Part Two	AP.8.CC.1	
7	Lesson 3	Reproduction Basics	PR.8.CC.1	X

Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum from Advocates for Youth

Grade	Sequence	Lesson Title	NSES Indicator	Powerpoint
7	Lesson 4	Great Expectations: Signs and Symptoms of Pregnancy	PR.8.CC.5/PR.8.CC.6	X
7	Lesson 5	Protecting Your Health: Understanding and Preventing STDs	SH.8.CC.1/SH.8.CC.2/SH.8.CC.3	
7	Lesson 6	I Am Who I Am	ID.8.CC.1/ID.8.IC.1	X
7	Lesson 7	Blue is for Boys, Pink is for Girls...Or Are They?	ID.8.INF.1	X
7	Lesson 8	Making SMART Choices	PD.8.DM.1/PR.8.DM.1	
7	Lesson 9	Let's Talk about Sex	PR.8.IC.2/SH.8.IC.1	
7	Lesson 10	Being the Change You Want to See in the World	PS.8.SM.1/PS.8.ADV.1	
7	Lesson 11	Being Smart, Staying Safe Online	HR.8.SM.2/HR.8.GS.1	
7	Supplement	Harassment Prevention - The Basics	IV.8.SM/1	
7	Supplement	Pre-Law	SH.8.INF.2/SH.8.CC.10	X
7	Supplement	Preparation is Prevention	SH.8.CC.8/SH.8.CC.9	
7	Supplement	Trafficking	IV.8.CC.3/IV.8.INF.1	
7	Supplement	So Attractive	SO.8.INF.1/SO.8.IC.1	X
7	Supplement	Being Respectful About Gender Identity: Pronouns and Practice!	GI.8.AI.1/GI.8.IC.1	
8	Lesson 1	Creating a Safe School: Celebrating All	ID.8.AI.1/ID.8.ADV.1/ PS.8.SM.2	X
8	Lesson 2	The World Around Me	PD.8.INF.1/PR.8.INF.1/SH.8.INF.1/HR.8.INF.1	
8	Lesson 3	Healthy or Unhealthy Relationships?	HR.8.CC.1/HR.8.SM.1/HR.8.CC.2	
8	Lesson 4	Choose Your Words Carefully	HR.8.IC.1/HR.8.IC.3	
8	Lesson 5	We Need to Talk	PR.8.IC.2/SH.8.IC.1	X
8	Lesson 6	Talking without Speaking: The Role of Texting In Relationships	HR.8.CC.5/HR.8.INF.2	X
8	Lesson 7	Warning Signs: Understanding Sexual Abuse and Assault	PS.8.CC.1/PS.8.AI.1/ PS.8.IC.1/PS.8.CC.2	
8	Lesson 8	Birth Control Basics	PR.8.CC.3/PR.8.CC.4/ PR.8.AI.2	
8	Lesson 9	Using Condoms Effectively	PR.8.SM.1/SH.8.SM.1	
8	Lesson 10	STD Basics: Reducing Your Risks	SH.8.GS.1/SH.8.AI.2	
8	Supplement	Breaking Up is Hard to Do	CHR.8.INF.1/CHR.8.SM.1	
8	Supplement	What's Racism Got to Do with It?	SH.8.CC.11	X

Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum from Advocates for Youth				
Grade	Sequence	Lesson Title	NSES Indicator	Powerpoint
8	Supplement	Pregnancy Basics	SH.8.CC.4/SH.10.CC.4	X
HIGH SCHOOL				
<i>*Supplemental lessons are listed in full at the end of the High School section</i>				
9	Lesson 1	They Love Me . . . They Love Me Not . . .	HR.12.CC.1/PS.12.INF.1	
9	Lesson 2	How Well Do I Communicate with Others?	PR.12.IC.1	
9	Lesson 3	It Wasn't My Fault	PS.12.AI.1/PS.12.IC.1/PS.12.AI.2/PS.12.CC.4	
9	Lesson 4	Sexual Orientation, Behavior & Identity	ID.12.CC.2	X
9	Lesson 5	Understanding Gender	ID.12.CC.1	X
9	Lesson 6	Decisions, Decisions	PD.12.DM.1/PR.12.DM.1/SH.12.DM.1	
9	Lesson 7	Sexual Decision Making	PR.12.INF.1/HR.12.CC.2/HR.12.IC.2/ HR.12.SM.1	
9	Lesson 8	Planning and Protection: Avoiding or Managing STDs	SH.12.INF.1/SH.12.GS.1	
9	Lesson 9	What If . . . ?	PR.12.CC.4/PR.12.CC.5/PR.12.INF.2/PR.12.INF. .3/PR.12.AI.3/PR.12.AI.4	
9	Lesson 10	STD Smarts	SH.12.CC.1/SH.12.CC.2/SH.12.AI.2	X
9	Lesson 11	Creating Condom Confidence	PR.12.SM.1/SH.12.SM.2	
10				
10	Lesson 1	Rights Respect Responsibility	HR.12.CC.3/HR.12.INF.2/PS.12.CC.3	
10	Lesson 2	Know Your Options	PR.12.CC.1/PR.12.CC.2	
10	Lesson 3	We All Have Rights	PR.12.CC.3/SH.12.CC.3	
10	Lesson 4	Let Me Tell You	SH.12.INF.1/SH.12.IC.1	
10	Lesson 5	Using Technology Respectfully and Responsibly	HR.12.CC.4/HR.12.SM.2	X
10	Lesson 6	Our Space, Safe Space	ID.12.SM.1/ID.12.ADV.1/PS.12.ADV.1	X
10	Lesson 7	Trust It or Trash It? Finding Accurate Sex Ed Info	PR.12.AI.1/PR.12.AI.2	X
11				
11	Lesson 1	How Do You See Me?	PD.12.INF.1	
11	Lesson 2	My Boundaries	HR.12.IC.2/HR.12.SM.1	
11	Lesson 3	Is It Abuse If?	HR.12.IC.1/PS.12.CC.1/PS.12.IC.2	

Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum from Advocates for Youth

Grade	Sequence	Lesson Title	NSES Indicator	Powerpoint
11	Lesson 4	Wanted Qualified Parent	PR.12.DM.2	
11	Lesson 5	Gender and Sexual Orientation: Understanding the Difference	ID.12.CC.1/ID.12.INF.1	
12	Lesson 1	What are My Reproductive Rights?	PR.12.CC.6	
12	Lesson 2	My Life, My Decisions	PD.12.CC.1/PR.12.INF.1	X
12	Lesson 3	Sexual Rights: Who Decides?	PS.12.CC.2/PS.12.INF.2	
12	Lesson 4	Getting Savvy about STD Testing	SH.12.SM.1/SH.12.ADV.1	
12	Lesson 5	Fantasy or Reality: How Sexually Explicit Media Affects How We See Relationships IRL	HR.12.INF.1/HR.12.AI.1	X
High School	Supplement	Reproductive Justice: Past, Present and Future	SH.10.CC.6	X
High School	Supplement	Sexual Agency, Right?	SH.12.INF.5	
High School	Supplement	The Impact of Racism and Inequality on Sexual Health	SH.10.INF.1	
High School	Supplement	Unhealthy Relationships - Plan for Safety	CHR.10.DM.1	X
High School	Supplement	Not Made for TV	CHR.12.CC.1	
High School	Supplement	Power and Privilege	CHR.12.INF.3/CHR.12.INF.4	
High School	Supplement	Advocate Graduate	IV.12.ADV.1/	X
High School	Supplement	Influencers for Life	SO.10.INF.1	X
High School	Supplement	Sexual Orientation Facts and Info: Finding and Assessing Credible Sources Online	SO.10.AI.1/SO.12.INF.1	X
High School	Supplement	Showing Kindness & Support to Transgender and Nonbinary People	GI.12.INF.1/GI.10.INF.1	X
High School	Supplement	Sex Trafficking	IV.10.CC.4/IV.10.IC.2/IV.10.AI.2	X
High School	Supplement	Healthy Living: Prevention & Treatment	SH.10.GS.2/SH.12.CC.1/SH.12.CC.2	
High School	Supplement	Consent, Sexting and the Law	SH.10.INF.3/SH.12.INF.4	
High School	Supplement	Sexual Systems I: Parts	AP.12.CC.1	X
High School	Supplement	Sexual Systems II: Processes	AP.10.CC.1	X
High School	Supplement	Making the Unconscious Conscious: Impacts of Stigma & Bias	SH.12.INF.3/SH.12.INF.3/SH.12.GS.1	

Compliance Assessment Tool (CAT) California Healthy Youth Act

NOTES TO THE REVIEWER

- a) This is a fillable PDF version of the CHYA Curriculum Assessment Tool (CAT).
- b) There are two parts to this tool: Part 1: Curriculum/Instructional Material and Part 2: Policies and Procedures for Implementing CHYA.
- c) This is Part 1 of the tool, which is intended for use in assessing compliance of a curriculum and supplemental materials; other instructional materials used for the purpose of teaching sexual health education to students of a publicly funded high school or middle school.
- d) In order to facilitate assessment of a curriculum's compliance, CHYA provisions are divided into sections based on a (column 1) criterion that a certain provision focuses on. The full language describing the requirement (column 2) is also provided with a reference to the Education Code. Questions regarding specific aspects of the requirement or content of the curriculum/ instruction are provided to guide the reviewer in determining whether the criterion is met or not. Finally, a determination of compliance, comments and recommendation (column 4) for any future action or adaptation may be made based on this assessment.
- e) The spaces provided in the column, Compliance Assessment, are rather limited. An efficient use of space would be to note evidence of compliance or non-compliance by identifying the module and activity as such: *M#A#*. For example, to point out that evidence may be found in Module 1, Activity A Step 2 and Module 4 Activity B Step 3, you may simply write: *M1A2; M4B3*. Additional notes or evidence may be included in the "comments" section under column 4.
- f) Under the column, Determination and Recommendations, you will identify whether you deem the curriculum/material in compliance with a particular requirement; and whether it requires an adaptation to meet requirement. A space for additional comments is also provided. Use this comment section to add any other evidence of compliance or non-compliance; strengths or weaknesses; or any other findings.
- g) Depending on the way a curriculum is written modules may alternately be called session, section or lesson. Some CHYA requirements may be addressed in whole modules or activities, while others may be evident in specific paragraphs or statements in the book. List the module & activity or the section and page number, as you might see fit to efficiently direct another reviewer to such evidence.

A. CA Education Code Requirements starting Jan. 2016, CA Healthy Youth Act

Section A provides an overall description of the CA Healthy Youth Act and its purposes. We recommend you complete the rest of the CAT before providing your comments regarding alignment with the purposes of CHYA. Adherence to the purposes of CHYA may be determined by compliance with the provisions detailed in the succeeding sections.



Compliance Assessment Tool (CAT) California Healthy Youth Act

Reviewer: _____ Review Date: _____
 Agency: _____ Email: _____

Part 1. CURRICULUM/ INSTRUCTIONAL MATERIAL

Published Curriculum

Other Instructional Materials and Supplements

Curriculum Title: _____ Title: _____
 Edition/Version: _____ Printing (Year): _____ Source: _____
 Author: _____ Other Information: _____
 Description: _____

Criteria	Description	Compliance Assessment <small>(List modules that evidence compliance or non-compliance/conflict with CHYA requirements)</small>	Determination and Recommendations <small>Action/Curriculum adaptation needed to meet CHYA requirements.</small>
A. CA Education Code Requirements starting Jan. 2016, CA Healthy Youth Act			
Alignment with and Support of CHYA Purposes	<p>All instruction and materials must align with and support the purposes of the California Healthy Youth Act. EC § 51933 (c)</p> <p>All instruction and materials shall align with and support the purposes of this chapter as set forth in paragraphs (1) to (5), inclusive, of subdivision (b) of Section 51930 and may not be in conflict with them.</p>	<p>(1) To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.</p> <p>[Reference: Instruction and Materials]</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>
		<p>(2) To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning (a) adolescent growth and development, (b) body image, (c) gender, (d) sexual orientation, (e) relationships, (f) marriage, and (g) family.</p> <p>[Reference: Instruction and Materials]</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>



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		(3) To promote the understanding of sexuality as a normal part of human development. [Reference: Instruction and Materials]	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
		(4) To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end. [Reference: Instruction and Materials]	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
		(5) To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behavior. [Reference: Instruction and Materials]	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
B. Instruction and Materials			
1	Age Appropriate and Objective Material Instruction and materials shall be age appropriate. EC § 51933(a) “Age appropriate refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on cognitive, emotional, and behavioral capacity typical for the age or age group.” EC § 51933(a)	<ul style="list-style-type: none"> • Grade Level(s): • Age Groups: Curriculum developed for youth is age appropriate: <input type="checkbox"/> Yes <input type="checkbox"/> No. List modules/activities (section & page #) that are not age appropriate:	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

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2	Medically Accurate and Objective Information	<p>All factual information presented shall be medically accurate, up-to-date and objective. EC § 51933(b).</p> <p>“Medically accurate” means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics and the American College of Obstetricians and Gynecologists.”</p> <p>EC § 51931(f)</p>	<p>Factual information presented is medically accurate and objective:</p> <p><input type="checkbox"/> Yes.</p> <p><input type="checkbox"/> No. List modules/activities (section & page #) that provide conflicting messages/ information, if any:</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>
3	Appropriate	<p>Instruction and materials shall be appropriate for use with pupils of all races, genders,sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities and English Learners.</p> <p>EC § 51933(d)(1)</p>	<p>Yes. Curriculum is inclusive and appropriate for use with pupils of all:</p> <ul style="list-style-type: none"> <input type="radio"/> races <input type="radio"/> genders <input type="radio"/> sexual orientations <input type="radio"/> ethnic and cultural backgrounds <input type="radio"/> pupils with disabilities <input type="radio"/> English learners <p>No. List modules/activities (section & page #) that provide conflicting messages/ information, if any:</p> <ul style="list-style-type: none"> <input type="radio"/> races <input type="radio"/> genders <input type="radio"/> sexual orientations 	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>

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		<input type="radio"/> ethnic and cultural backgrounds <input type="radio"/> pupils with disabilities <input type="radio"/> English learners	
4	English Learners Instruction and materials shall be made available on an equal basis to a pupil who is an English learner, consistent with the existing curriculum and alternative options for an English learner pupil as otherwise provided in this code. EC § 51933(d)(2)	Curriculum, materials and supplements are accessible to English learners. <input type="checkbox"/> Yes , curriculum, materials and supplements are designed for English Learners whose primary language is: <input type="checkbox"/> Yes , with modifications and supplemental materials <input type="checkbox"/> No . An alternative material is needed.	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
5	Youth with Disabilities Instruction and materials shall be made accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instructions in alternative formats, and auxiliary aides. EC § 51933(d)(3)	Curriculum, instruction and materials are appropriate for and accessible to pupils with disabilities. <input type="checkbox"/> Yes , curriculum, materials and supplements are designed for youth with disabilities <input type="checkbox"/> No , with modifications and supplemental materials <input type="checkbox"/> No . An alternative material is needed.	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
6	Unbiased Instruction Instruction and materials shall not reflect bias or promote bias against any person on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other any category protected by Section 220.	Yes. Curriculum, instruction and materials do not reflect bias against any person on the basis of: <input type="radio"/> disability <input type="radio"/> gender <input type="radio"/> gender expression	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

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		EC § 51933 (d)(4)	<input type="radio"/> nationality <input type="radio"/> race or ethnicity <input type="radio"/> religion <input type="radio"/> sexual orientation No. List specific modules/activities (section & page #) that provide conflicting messages/information or promote bias against any person on the basis of: <input type="radio"/> disability <input type="radio"/> gender <input type="radio"/> gender expression <input type="radio"/> nationality <input type="radio"/> race or ethnicity <input type="radio"/> religion <input type="radio"/> sexual orientation	
7	Sexual Orientation	Instruction and materials shall affirmatively recognize that people have different sexual orientations and, when discussion or providing examples of relationships and couples, shall be inclusive of same-sex relationships. EC § 51933 (d)(5)	Affirmatively recognize that people have different sexual orientations. <input type="checkbox"/> Yes. List modules/activities. <input type="checkbox"/> No. List modules/activities (section & page) that provide conflicting messages/ information, if any.	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

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		<p>Includes a discussion of relationships and couples that are inclusive of same-sex relationships.</p> <p><input type="checkbox"/> Yes. List modules/activities.</p> <p><input type="checkbox"/> No. List modules/activities (section & page) that provide conflicting messages/ information, if any.</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>
		<p>Provides examples of relationships and couples that are inclusive of same-sex relationships.</p> <p><input type="checkbox"/> Yes. List modules/activities.</p> <p><input type="checkbox"/> No. List modules/activities (section & page) that provide conflicting messages/ information, if any.</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>
8	<p>Gender</p> <p>Instruction and materials shall teach pupils about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.</p> <p>EC § 51933(d)(6)</p>	<p>Teaches about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.</p> <p><input type="checkbox"/> Yes. List modules/activities.</p> <ul style="list-style-type: none"> <input type="radio"/> gender <input type="radio"/> gender expression <input type="radio"/> gender identity <input type="radio"/> harm of negative gender stereotypes <p><input type="checkbox"/> No. List modules/activities (section & page) that provide conflicting messages/ information, if any.</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>

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9	Adolescent Development and Body Image	Instruction provides pupils with the knowledge and skills to develop healthy attitudes concerning adolescent growth and development and body image. EC § 51930(a)(2)	Teaches and promotes healthy attitudes about adolescent development and body image. <input type="checkbox"/> Yes. List modules/activities. <input type="checkbox"/> No. List modules/activities (section & page) that provide conflicting messages/ information, if any.	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
10	Communication with Parents, Guardians, Trusted Adults	Instruction and materials shall encourage a pupil to communicate with his or her parents, guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so. EC § 51933(e)	Encourages communication with parents, guardians or other trusted adults about human sexuality. <input type="checkbox"/> Yes. List modules/activities. <input type="checkbox"/> No. List modules/activities that provide conflicting messages/ information, if any.	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
11	Committed Relationships	Instruction and materials shall teach the value of and prepare pupils to have and maintain committed relationships such as marriage. EC § 51933(f)	Teaches the value and prepares pupils to have and maintain committed relationships, such as marriage. <input type="checkbox"/> Yes. List modules/activities. <input type="checkbox"/> No. List modules/activities (section & page) that provide conflicting messages/ information, if any.	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

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12	Healthy Relationships	<p>Instruction and materials shall provide pupils with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.</p> <p>EC § 51933(g).</p>	<p>Builds knowledge and skills to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.</p> <p><input type="checkbox"/> Yes. List modules/activities.</p> <p><input type="checkbox"/> No. List modules/activities (section & page) that provide conflicting messages/ information, if any.</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>
13	Healthy Decision Making	<p>Instruction and materials shall provide pupils with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist pupils in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.</p> <p>EC § 51933(h)</p>	<p>Provides knowledge and skills for making and implementing healthy decisions about sexuality.</p> <p>Yes. List modules/activities.</p> <p><input type="checkbox"/> Negotiation and refusal skills:</p> <p><input type="checkbox"/> Understanding and responding to peer pressure:</p> <p><input type="checkbox"/> Effective decision-making skills:</p> <p><input type="checkbox"/> Other:</p> <p>No. List modules/activities (section & page #) that provide conflicting messages/ information, if any; and mark those that are not addressed at all.</p> <p><input type="checkbox"/> Negotiation and refusal skills:</p> <p><input type="checkbox"/> Understanding and responding to peer pressure:</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>

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		<input type="checkbox"/> Effective decision-making skills:	
14	Religious Doctrine Instruction and materials may not teach or promote religious doctrine. EC § 51933 (i)	<input type="checkbox"/> Does not promote religion/religious doctrine. <input type="checkbox"/> Promotes religion/religious doctrine. List modules/activities (section & page #).	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Content: Factual and Medically Accurate Information EC § 51934			
15	Nature of HIV Information on the nature of HIV, as well as other sexually transmitted infections and their effects on the human body. EC § 51934 (a)(1)	Provides information on the nature of HIV and its effects on the human body. <input type="checkbox"/> Yes. List modules/activities. <input type="checkbox"/> No. List modules/activities (section & page #) is not medically accurate or does not meet this criterion.	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
		Provides information on the nature of other STIs and its effects on the human body. <input type="checkbox"/> Yes. List modules/activities. <input type="checkbox"/> No. List modules/activities (section & page #) is not medically accurate or does not meet this criterion.	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
16	Transmission of HIV and other STIs Information on the manner in which HIV and other STIs are and are not transmitted, including information on the relative risk of infection according to specific behaviors,	Provides information regarding the transmission of HIV. Yes. List specific modules/activities.	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

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	<p>including sexual activities and injection drug use.</p> <p>EC § 51934 (a)(2)</p>	<p><input type="radio"/> Transmission modes:</p> <p><input type="radio"/> How HIV is <u>not</u> transmitted:</p> <p><input type="radio"/> Risk behaviors and levels of risk:</p> <p><input type="radio"/> Risk and risk reduction (sexual activities):</p> <p><input type="radio"/> Risk and risk reduction (injection drug use):</p> <p>No. List modules/activities (section & page) where information is not medically accurate or does not meet this criterion.</p> <p><input type="radio"/> Transmission modes.</p> <p><input type="radio"/> How HIV/STIs are <u>not</u> transmitted:</p> <p><input type="radio"/> Risk behaviors and levels of risk:</p> <p><input type="radio"/> Risk and risk reduction (sexual activities):</p> <p><input type="radio"/> Risk and risk reduction (injection drug use):</p>	

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17	Transmission of other STIs	<p>Information on the manner in which other STIs are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.</p> <p>EC § 51934 (a)(2)</p>	<p>Provides information regarding the transmission of other STIs.</p> <p>Yes. List modules/activities (section & page).</p> <ul style="list-style-type: none"> <input type="radio"/> Transmission modes: <input type="radio"/> How STIs are <u>not</u> transmitted: <input type="radio"/> Risk behaviors and levels of risk: <input type="radio"/> Risk and risk reduction (sexual activities): <input type="radio"/> Risk and risk reduction (injection drug use): <p>No. List modules/activities (section & page) where information is not medically accurate or does not meet this criterion.</p> <ul style="list-style-type: none"> <input type="radio"/> Transmission modes. <input type="radio"/> How STIs are <u>not</u> transmitted: <input type="radio"/> Risk behaviors and levels of risk: <input type="radio"/> Risk/risk reduction (sexual activities): <input type="radio"/> Risk/risk reduction (injection drug use): 	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>

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18	Abstinence from Sexual Activity and Drug Use	<p>Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. Instruction shall provide information on the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy</p> <p>EC § 51934(a)(3)</p>	<p>Provides information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other STIs.</p> <p>Yes. List modules/activities.</p> <ul style="list-style-type: none"> <input type="radio"/> Abstinence from sexual activity <input type="radio"/> Abstinence from drug use <input type="radio"/> Value of delaying sexual activity <input type="radio"/> Provides medically accurate information on other methods of preventing HIV <input type="radio"/> Provides medically accurate information on other methods of preventing STIs <input type="radio"/> Provides medically accurate information on other methods of preventing pregnancy <p>No. List modules/activities (section & page) where information is not medically accurate or does not meet this criterion.</p> <ul style="list-style-type: none"> <input type="radio"/> Abstinence from sexual activity: <input type="radio"/> Abstinence from drug use: <input type="radio"/> Value of delaying sexual activity: <input type="radio"/> Provides medically accurate information on 	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>

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		<p>other methods of preventing HIV:</p> <p><input type="radio"/> Provides medically accurate information on other methods of preventing STIs:</p>		
		<p>Provides information regarding abstinence from sexual activity being the only certain way to prevent pregnancy as well as provide information about the value of delaying sexual activity?</p> <p><input type="checkbox"/> Yes. List specific modules/activities:</p> <p><input type="checkbox"/> No. List modules/activities (section & page) where information is not medically accurate or does not meet this criterion.</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>	
19	<p>Methods of Protection, HIV and STIs</p>	<p>Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medical, consistent with the federal Centers for Disease Control and Prevention.</p> <p>EC § 51934 (a)(4)</p>	<p>Provides information about the effectiveness and safety of the FDA approved antiretroviral medical intervention consistent with the U.S. Centers for Disease Control and Prevention.</p> <p><input type="checkbox"/> Yes. List specific modules/activities:</p> <p><input type="checkbox"/> No. List modules/activities (section & page) where information is not medically accurate or does not meet this criterion.</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>

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		<p>Provides information about the effectiveness and safety of the FDA approved methods that prevent or reduce the risk of contracting HIV.</p> <p><input type="checkbox"/> Yes. List specific modules/activities:</p> <p><input type="checkbox"/> No. List modules/activities (section & page) where information is not medically accurate or does not meet this criterion.</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>
		<p>Provides information about the effectiveness and safety of all FDA approved methods that prevent or reduce the risk of contracting other STIs.</p> <p><input type="checkbox"/> Yes. List specific modules/activities:</p> <p><input type="checkbox"/> No. List modules/activities (section & page) where information is not medically accurate or does not meet this criterion.</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>
20	<p>HIV Risk Reduction</p> <p>Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.</p> <p>EC § 51934 (a)(5)</p>	<p>Provides information about the effectiveness and safety of reducing HIV transmission by decreasing needle use and needle sharing.</p> <p><input type="checkbox"/> Yes. List specific modules/activities:</p> <p><input type="checkbox"/> No. List modules/activities (section & page)</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>

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			where information is not medically accurate or does not meet this criterion.	
21	Treatment of HIV and STIs	<p>Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.</p> <p>EC § 51934 (a)(6)</p>	<p>Provides information about treatment of HIV and other STIs, which could also reduce the risk of transmission.</p> <p><input type="checkbox"/> Yes. List specific modules/activities:</p> <p><input type="checkbox"/> No. List modules/activities (section & page) where information is not medically accurate or does not meet this criterion.</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>
			<p>Provides information how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.</p> <p><input type="checkbox"/> Yes. List specific modules/activities:</p> <p><input type="checkbox"/> No. List specific modules/activities (section & page #) where information provided is not medically accurate or does not meet this criteria:</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>

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22	Social Views About HIV and AIDS	<p>Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.</p> <p>EC § 51934 (a)(7)</p>	<p>Provides opportunities for discussion on social views and addresses myths and stereotypes about HIV and AIDS, and people living with HIV.</p> <p><input type="checkbox"/> Yes. List specific modules/activities:</p> <p><input type="checkbox"/> No. List modules/activities (section & page) where information is not medically accurate or does not meet this criterion.</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>
			<p>Emphasizes the following required CHYA instruction.</p> <p>Yes. List specific modules/activities:</p> <p><input type="radio"/> That successfully treated HIV-positive individuals have a normal life expectancy:</p> <p><input type="radio"/> All people are at risk for contracting HIV:</p> <p><input type="radio"/> The only way to know if someone has HIV is to get tested:</p> <p>No. List modules/activities (section & page) where information is not medically accurate or does not meet this criterion.</p> <p><input type="radio"/> That successfully treated HIV-positive individuals have a normal life expectancy:</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>

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	Criteria	Description	Compliance Assessment (List modules that evidence compliance or non-compliance/conflict with CHYA requirements)	Determination and Recommendations Action/Curriculum adaptation needed to meet CHYA requirements.
			<ul style="list-style-type: none"> <input type="radio"/> All people are at risk for contracting HIV: <input type="radio"/> The only way to know if someone has HIV is to get tested: 	
23	Resources and Rights to Sexual and Reproductive Health Care Access	<p>Information about local resources, how to access local resources, and pupils' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.</p> <p>EC § 51934 (a)(8)</p>	<p>Provides information about local resources, how to access local resources, and youth's legal rights to access local resources for sexual and reproductive health.</p> <p>Yes, List modules/activities:</p> <ul style="list-style-type: none"> <input type="radio"/> Pupils legal rights to access local resources for sexual and reproductive health care: <input type="radio"/> How to access sexual and reproductive health care services: <input type="radio"/> Pregnancy prevention and care: <input type="radio"/> Testing and treatment for HIV and other STIs: <input type="radio"/> Assistance for sexual assault and intimate partner violence: <p>No. List modules/activities (section & page) where information is not medically accurate or does not</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>

Compliance Assessment Tool (CAT) California Healthy Youth Act

	Criteria	Description	Compliance Assessment (List modules that evidence compliance or non-compliance/conflict with CHYA requirements)	Determination and Recommendations Action/Curriculum adaptation needed to meet CHYA requirements.
			meet this criterion. <ul style="list-style-type: none"> <input type="radio"/> Pupils legal rights to access local resources for sexual and reproductive health care: <input type="radio"/> How to access sexual and reproductive health care services <input type="radio"/> Pregnancy prevention and care <input type="radio"/> Testing and treatment for HIV and other STIs <input type="radio"/> Assistance for sexual assault and intimate partner violence 	
24	FDA Approved Contraceptive Methods	Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. EC § 51934(a)(9)	Provides information on all FDA-approved contraceptive methods: Yes. List modules/activities: <ul style="list-style-type: none"> <input type="radio"/> Sterilization Surgery <input type="radio"/> Sterilization Implant <input type="radio"/> Implantable Rod <input type="radio"/> Intrauterine Devices (IUDs) [Hormonal/Copper] <input type="radio"/> Injection/The Shot <input type="radio"/> Oral Contraceptives (Combined, Mini, 	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

Compliance Assessment Tool (CAT) California Healthy Youth Act

	Criteria	Description	Compliance Assessment (List modules that evidence compliance or non-compliance/conflict with CHYA requirements)	Determination and Recommendations Action/Curriculum adaptation needed to meet CHYA requirements.
			<p>Extended/Continuous Use)</p> <ul style="list-style-type: none"> <input type="radio"/> Contraceptive Patch <input type="radio"/> Vaginal Contraceptive Ring <input type="radio"/> External/Male Condom <input type="radio"/> Insertive/Internal/Female Condom <input type="radio"/> Spermicides <input type="radio"/> Other barrier/combination methods <input type="radio"/> Emergency Contraception <p>No. List modules/activities (section & page) where information is not medically accurate or does not meet this criterion.</p> <ul style="list-style-type: none"> <input type="radio"/> Sterilization Surgery <input type="radio"/> Sterilization Implant <input type="radio"/> Implantable Rod <input type="radio"/> Intrauterine Devices (IUDs) [Hormonal/Copper] 	

Compliance Assessment Tool (CAT) California Healthy Youth Act

	Criteria	Description	Compliance Assessment (List modules that evidence compliance or non-compliance/conflict with CHYA requirements)	Determination and Recommendations Action/Curriculum adaptation needed to meet CHYA requirements.
			<ul style="list-style-type: none"> <input type="radio"/> Injection/The Shot <input type="radio"/> Oral Contraceptives (Combined, Mini, Extended/Continuous Use) <input type="radio"/> Contraceptive Patch <input type="radio"/> Vaginal Contraceptive Ring <input type="radio"/> External/Male Condom <input type="radio"/> Insertive/Internal/Female Condom <input type="radio"/> Spermicides <input type="radio"/> Other barrier/combination methods <input type="radio"/> Emergency Contraception 	

Compliance Assessment Tool (CAT) California Healthy Youth Act

	Criteria	Description	Compliance Assessment <small>(List modules that evidence compliance or non-compliance/conflict with CHYA requirements)</small>	Determination and Recommendations <small>Action/Curriculum adaptation needed to meet CHYA requirements.</small>
25	Legally Available Pregnancy Outcomes	<p>Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following:</p> <p>(A) Parenting, adoption and abortion</p> <p>(B) Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code</p> <p>(C) The importance of pre-natal care</p> <p>EC § 51934(a)(9)</p>	<p>Provides objective discussion on all of the following legally available pregnancy outcomes.</p> <p>Yes. List modules/activities.</p> <p><input type="radio"/> Parenting:</p> <p><input type="radio"/> Adoption:</p> <p><input type="radio"/> Abortion:</p> <p><input type="radio"/> Surrendering physical custody of a minor child 72 hours of age or younger:</p> <p><input type="radio"/> Importance of pre-natal care:</p> <p>No. List modules/activities (section & page) where information provided is not factual, current or medically accurate or does not meet this criterion.</p> <p><input type="radio"/> Parenting:</p> <p><input type="radio"/> Adoption:</p> <p><input type="radio"/> Abortion:</p> <p><input type="radio"/> Surrendering physical custody of a minor child 72 hours of age or younger:</p> <p><input type="radio"/> Importance of pre-natal care:</p>	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>

Compliance Assessment Tool (CAT) California Healthy Youth Act

	Criteria	Description	Compliance Assessment <small>(List modules that evidence compliance or non-compliance/conflict with CHYA requirements)</small>	Determination and Recommendations <small>Action/Curriculum adaptation needed to meet CHYA requirements.</small>
26	Harassment, Abuse, Violence and Trafficking	Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence and sex trafficking. <u>EC § 51934 (a)(10)</u>	<p>Provides information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence and sex trafficking.</p> <p>Yes. List modules/activities.</p> <ul style="list-style-type: none"> <input type="radio"/> Sexual harassment: <input type="radio"/> Sexual assault: <input type="radio"/> Adolescent relationship abuse: <input type="radio"/> Intimate partner violence <input type="radio"/> Sex trafficking: <p>No. List modules/activities (section & page) where information provided is not factual, current or medically accurate or does not meet this criterion.</p> <ul style="list-style-type: none"> <input type="radio"/> Sexual harassment: <input type="radio"/> Sexual assault: <input type="radio"/> Adolescent relationship abuse: <input type="radio"/> Intimate partner violence <input type="radio"/> Sex trafficking: 	<p>Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds</p> <p>Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>

Compliance Assessment Tool (CAT) California Healthy Youth Act

Criteria	Description	Compliance Assessment <small>(List modules that evidence compliance or non-compliance/conflict with CHYA requirements)</small>	Determination and Recommendations <small>Action/Curriculum adaptation needed to meet CHYA requirements.</small>
Additional CA Education Code requirements that allow for implementation of the CA Healthy Youth Act			
27	Right to Obtain Confidential Services Requires school districts to “notify pupils in grades 7-12 inclusive and the parents and guardians of all pupils enrolled in the district, that school authorities may excuse any pupil from school for the purpose of obtaining confidential medical services without the consent of the pupil’s parent or guardian.” EC § 46010.1 <i>[Also refer to Row#23, EC § 51934 (a)(8)]</i>	Provides the knowledge of the right for the pupil to be excused from school to obtain confidential services <input type="checkbox"/> Yes. List modules/activities. <input type="checkbox"/> No. List modules/activities (section & page #) that provide conflicting messages/ information, if any:	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
28	Resources and Rights for LGBTQ pupils Information on existing school site and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) pupils must be provided EC § 234.1(d) <i>[Also refer to Row#23, EC § 51934 (a)(8)]</i>	Provides information about local resources, how to access local resources, and youth’s legal rights to access local resources that support LGBTQ pupils and their families <input type="checkbox"/> Yes. List modules/activities. <input type="checkbox"/> No. List modules/activities (section & page #) where information is medically accurate or does not meet this criterion:	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
29	Affirmative Consent *required only if a health education course is a graduation requirement Comprehensive information for grades 9-12, inclusive, on sexual harassment and violence that includes but is not limited to all of the following: a discussion of the affirmative consent standard, as defined in paragraph (1) of subdivision (a) of Section 67386 EC § 33544(a)(2) <i>[Also refer to Row# 12, EC § 51933(g)]</i>	Provides knowledge of the affirmative consent standard and skills needed to establish boundaries in peer and dating relationships. <input type="checkbox"/> Yes. List modules/activities. <input type="checkbox"/> No. List modules/activities (section & page #) that provide conflicting messages/ information, if any:	Compliant: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Exceeds Needs adaptation: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

End of CAT Part 1



Compliance Assessment Tool (CAT) California Healthy Youth Act

ADDITIONAL COMMENTS:



Compliance Assessment Tool (CAT) California Healthy Youth Act

RECOMMENDED ADAPTATIONS:

Module 1:

Module 2:

Module 3:

Module 4:

Module 5:

Module 6:

Module 7:

Module 8:



Compliance Assessment Tool (CAT) California Healthy Youth Act

Module 9:

Module 10:

Module 11:

Module 12:

Module 13:

Module 14:

Module 15:

Module 16:



Current and Relevant Resources to Support Local Implementation of Comprehensive Sexual Health Education in California (CA) Schools

Adolescent Sexual Health Work Group (ASHWG)

Legislation Provisions, California Healthy Youth Act (CHYA)

CA Education Code, California Healthy Youth Act Provisions. Full text from CA Legislative Information. http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=51930

CA Education Code, California Healthy Youth Act 2016 – Legal Requirements for CA Public Schools. This webinar clarifies all sections of the CA Education Code updated with the passage of CHYA. <https://essentialaccesstraining.org/ets/store/item/?id=20cee10f-e6fd-11e5-a43e-005056a048ff>

CHYA Compliance Assessment Tools

Compliance Evaluation Checklist. A tool for evaluating curricula against compliance with the law. The tool is downloadable in print ready PDF. <https://www.aclunc.org/our-work/know-your-rights/sex-education>

CHYA Compliance Assessment Tool (CAT). This is a checklist of CHYA purposes and provisions that will help anyone in reviewing instructional materials for CHYA compliance and could help them plan adaptations to their instructional materials for compliance. The tool is in fillable PDF. A publication of Education, Training & Research (ETR). <http://www.etr.org/ebi/assets/File/CHYA-CAT-Part-1-Curriculum-Only-ETR.pdf>

School District Policies, Tools, Forms, and Other Materials

DISTRICT POLICIES AND CHYA COMPLIANCE EVALUATION

Downloadable and adaptable templates of district policies around CHYA implementation.

- **Sample District Policies from the CA School Board Association:** www.csba.org. This site requires paid membership for password access, but some policies are available for free and many school districts make their policies available on their local websites.
- **District Policy Gap Analysis Tool.** This is a curated list of school policies related to sexual health education, sexual health services, and safe and supportive school service for CA schools to prioritize these areas for policy updates. Email: STDHealthEd@cdph.ca.gov for copies.
- **Student Safety.** This Office of Educational Equity, West Contra Costa Unified School District resource website lists their district policies, in English and Spanish:
 - **Student Conduct**
 - **Positive School Climate**
 - **Non-Discrimination, Harassment, Intimidation and Bullying**

Current and Relevant Resources to Support Local Implementation of Comprehensive Sexual Health Education in California (CA) Schools

Adolescent Sexual Health Work Group (ASHWG)

- **Sexual and Gender-Based Harassment**
- **Hate Motivated Behavior**
 - Policies developed by the Office of Educational Equity, West Contra Costa Unified School District. <https://www.wccusdoee.net/index.cfm?fuseaction=public.policyInfo>
- **CA Minor Consent and Confidentiality Laws.** Designed to help health care providers understand the many laws that impact their work with adolescents, TeenHealthLaw.org provides information on laws from minor consent and confidentiality to child abuse reporting, insurance regulations, and more. www.teenhealthlaw.org
 - **Summary of laws related to minor rights.** A tool that provides a quick reference for laws regarding California minors rights to confidential sexual health and other services. Published by the National Center for Youth Law. <http://teenhealthlaw.electricense.net/wp-content/uploads/2015/10/CaMinorConsentConfChartFull11-11.pdf>
 - **Confidential Medical Release FAQ.** Provides answers to frequently asked questions about releasing students for confidential medical appointments. Includes examples of policies and forms from school districts that may be adapted by other schools. Published by the National Center for Youth Law. <https://youthlaw.org/wp-content/uploads/2016/01/FAQ-ConfidentialMedicalRelease-11-2015.pdf>
- **Minor Consent and Confidential Information Related to Private Insurance.** Website and resources related to confidential communication requests as a way to prevent confidential information from automatically going to health insurance holders such as parents/guardians. <http://www.myhealthmyinfo.org/>
- **Parent/Guardian Notification Letter.** Sample letter that meets requirements of the law for parental notification and obtaining passive consent for comprehensive sexual health and HIV prevention education. https://www.aclunc.org/docs/sample_parent-guardian_notification_letter_grades_7-12_ca_healthy_youth_act.pdf
- **LGBTQ & Gender Inclusiveness Assessment Tool.** This checklist provides a guide to help determine curriculum and instruction compliance with requirements of the law. CHYA requires unbiased, non-discriminatory instruction on sexual health and HIV prevention education. https://www.aclunc.org/docs/201703-lgbtq_gender_checklist.pdf
- **WISE Toolkit:** Guide to help schools implement sex education in school districts. www.wisetoolkit.org

Information and Materials on CHYA Compliance for the Community

- **Know Your Rights: California Healthy Youth Act.** Provides an overview of the law and youth's rights to sexual health and HIV prevention education, suitable for sharing with youth. A

Current and Relevant Resources to Support Local Implementation of Comprehensive Sexual Health Education in California (CA) Schools

Adolescent Sexual Health Work Group (ASHWG)

publication of ACLU of Northern California. www.aclunc.org/our-work/know-your-rights/know-your-rights-california-healthy-youth-act

- **Fast Facts about California Healthy Youth Act.** Provides an overview of the law, suitable for distribution to parents, staff and community members.
https://www.aclunc.org/docs/fast_facts_about_the_california_healthy_youth_act.pdf
- **Frequently Asked Questions.** Developed by the CA Sexual Health Education Roundtable and answers basic questions, suitable for sharing with parents, teachers, administrators or advocates. https://www.aclunc.org/docs/frequently_asked_questions-california_healthy_youth_act-ca_sexual_health_education_roundtable.pdf
- **Teen Health Law – for youth.** This resource offers opportunities for youth to ask questions about their legal rights and responsibilities regarding sex, pregnancy, parenting and related topics. Teen Health Law’s legal team responds to the questions posted online. www.teenhealthrights.org
- **TeenSource.org – for youth.** TeenSource.org has a webpage for youth outlining what topics they should be learning about in school under the California Healthy Youth Act. It includes a form for youth to contact the ACLU and the California Department of Education indicating whether or not they received comprehensive sex education at school. <http://www.teensource.org/know-your-rights/comprehensive-sex-ed>

Professional Development and Training to Support for CHYA Compliance

TRAINING

General sexual health topics – online and in-person training:

- **Answer.** Online workshops, training & capacity building for professionals, and resources for teens and parents (Sexuality ABCs, STD Basics, LGBTQ Issues, Boys and Sex Ed, Sexual Anatomy, Pregnant and Parenting Teens, Relationship Skills for Teens)
http://answer.rutgers.edu/page/online_workshops/
- **Essential Access Health’s Recommended Courses for Providing Sexuality Education.** Most courses have an online Educators Toolkit with resources and/or interactive activities that can be used when teaching sex education. They are also a great way to supplement your existing sex education curricula to cover all required areas of instruction under CHYA. All courses are discounted for California teachers.
<https://essentialaccesstraining.org/ets/store/?cat=d449d45b-6784-46d9-a91f-b60c71906fe9>
- **Sexual Health Educator (SHE) Training Program.** A program for educators in school, community and clinic settings who want to build their knowledge and skills in providing sexual health and sexuality education developed by the California Department of Public Health, STD Control Branch. Please email STDHealthEd@cdph.ca.gov for current information.

Current and Relevant Resources to Support Local Implementation of Comprehensive Sexual Health Education in California (CA) Schools

Adolescent Sexual Health Work Group (ASHWG)

Curricular and general sexual health training topics:

- **Professional Development and Training from Cardea Services.** Webinars, eLearning courses, job aids for professionals on topics including sexual and reproductive health education, adolescents, LGBTQ awareness, etc. www.cardeaservices.org
- **Professional Development and Training from ETR.** A variety of formats are available to educators and organizations interested in building capacity tailored to help them address specific needs of the communities they serve. Provides training needs assessment and tailored training to support sexual health and sexuality programs using evidence based and evidence informed programs. <http://www.etr.org/solutions/professional-development/>
- **Professional Development and Training from Health Connected.** Training and support for all five Teen Talk and Puberty Talk curricula. <http://www.health-connected.org/training-technical-assistance-c1brw>

Reference and Supplemental Materials & Training to Support CHYA Compliance

HEALTHY RELATIONSHIPS/TEEN DATING VIOLENCE PREVENTION

- **Building Safe Schools: A Guide to Addressing Teen Dating Violence.** Resource manual for school employees on the prevalence, consequences, and context of TDV; and includes a guide to “safety planning” for students who are engaged in a potentially unsafe relationship. <https://www.breakthecycle.org/sites/default/files/pdf/Building-Safe-Schools-A-Resource-Guide-for-School-Employees.pdf>
- **February is Teen Dating Violence (DV) Awareness Month!** A campaign toolkit is provided for your school each year by the California Partnership to End Domestic Violence. <http://www.cpedv.org/campaign/teen-dv-month-2016-california-educators>
- **Lessons from Literature.** An innovative program that enlists English teachers to use the books and material you’re already teaching to facilitate discussion and build awareness about physical, verbal and sexual abuse. <http://www.lessonsfromliterature.org/>
- **List of Local Domestic Violence Organizations.** Connect with your local domestic violence organization on prevention resources related to healthy relationships and teen dating violence. www.cpedv.org/domestic-violence-organizations-california
- **Loveisrespect.org** website is the ultimate resource to empower youth to prevent and end dating abuse. Includes handouts, posters and wallet cards for free. Topics include: abuse, healthy relationships, leaving relationships, LGBTQ relationships, etc. www.loveisrespect.org
 - **Educator Toolkits: Healthy Relationships.** Provides guidance to middle school and high school educators who want to lead these discussions in their schools. These toolkits can be used on their own or as a supplement to a larger curriculum. <http://www.loveisrespect.org/educators-toolkits/>
- **One Love Foundation.** One Love works to prevent and end relationship abuse by providing compelling, relatable film-based curricula and resources that educate and spark a conversation with young people about healthy & unhealthy relationships. www.joinonelove.org

Current and Relevant Resources to Support Local Implementation of Comprehensive Sexual Health Education in California (CA) Schools

Adolescent Sexual Health Work Group (ASHWG)

- **Start Strong: Building Healthy Teen Relationships.** A website that discusses lessons from a four-year, multi-million dollar initiative on promoting healthy relationships and preventing teen dating violence through school and district policies.
<http://startstrong.futureswithoutviolence.org/>
- **Teen Dating Violence.** Teen Dating Violence - Governance briefs and prevention tools published by the California Partnership to End Domestic Violence, providing information on adolescent dating abuse and its connection to multiple forms of violence, how schools can address and effectively intervene in abusive behavior on campus, and recommended prevention strategies for school districts and school boards. <https://www.cpedv.org/prevention>
- **THATSNOTCOOL.COM** website includes tools and resources to support young people as they learn to recognize, avoid, and prevent dating violence in their lives. Includes active engagement on [Facebook](#), [Twitter](#), [Instagram](#), and [Tumblr](#), as well as innovative new apps and games.
<https://thatsnotcool.com/>
- **Trauma-Informed Teen Dating Violence Prevention.** This webinar explores strategies to developing a youth-friendly trauma-informed program, a deeper exploration of how trauma, family violence, and community violence contribute to Teen Dating Violence.
<http://www.cpedv.org/webinar/trauma-informed-teen-dating-violence-prevention>
- **Understanding Teen Dating Violence.** Fact Sheet that defines teen dating violence.
<http://www.cdc.gov/violenceprevention/pdf/teen-dating-violence-factsheet-a.pdf>

SEXUAL VIOLENCE PREVENTION

- **Resources on Local Rape Crisis Centers.** Connect with your local rape crisis center on prevention resources related to healthy relationships and sexual violence. www.calcasa.org/agencies
- **PreventConnect.org.** website includes webinars/e-learning on the primary prevention of sexual assault and domestic violence as part of a national online project.
<http://www.preventconnect.org/>
- **Safe Place to Learn.** Resource package provides a range of materials to support school efforts to prevent and eliminate peer-to-peer sexual harassment and sexual violence. It is designed to help establish and maintain a safe, supportive learning environment and mitigate factors that interfere with learning. It supports school district and school staff efforts to comply with Title IX sex discrimination prohibitions and create a positive school climate.
<https://safesupportivelearning.ed.gov/safe-place-to-learn-k12>
- **What is Sexual Violence?** Fact Sheet that defines sexual violence and addresses frequently asked questions regarding victim response to sexual trauma.
<http://www.nsvrc.org/publications/what-sexual-violence>
- **What is Healthy Sexuality and Consent?** Fact Sheet that defines sexual health and affirmative consent. http://www.nsvrc.org/sites/default/files/saam_2015_what-is-healthy-sexuality-and-consent.pdf
- **Myths and Facts Quiz.** This quiz can be used to test knowledge of sexual assault.
<http://wiki.preventconnect.org/Myths+and+facts+quiz>
- **Consent Exercises.** Webpage provides two exercises that can be used to start a conversation about affirmative consent and its importance for high school students.
<http://wiki.preventconnect.org/Consent+Exercises>

Current and Relevant Resources to Support Local Implementation of Comprehensive Sexual Health Education in California (CA) Schools

Adolescent Sexual Health Work Group (ASHWG)

- **ASK. LISTEN. RESPECT.** Video and facilitator discussion guide to promote healthy relationships by providing concrete examples of how to ask for consent, what enthusiastic, verbal consent looks like, and how to accept “no” as normal boundary-setting in relationships. These can be used in a classroom setting, with a small group of tweens/teens, or one-on-one with an adult who can lead an informed discussion. <http://www.teachconsent.org/facilitators>
- **Using Videos to Model Consent and Communication.** Lessons and videos show what healthy and respectful communication looks like when young people are in sexual situations. Young people will learn what consent is, as well as how to recognize when it is, and is not, present. These videos can be used to supplement in-person, interactive activities, including brainstorming, group discussion, and skills practice about consent. Late high school to college youth (age 17-22).
www.nsvrc.org/sites/default/files/elearning_lessonplan_plannedparenthood_using-consent-videos-to-model-respect-communication.pdf

LGBTQ YOUTH

- **FairClassrooms.com.** This website includes workshops and resources to help teachers and administrators bring LGBTQ history into middle and high school classes.
www.fairclassrooms.com
- **Family Acceptance Project.** Provides training for school-based providers, educators, administrators and parents on helping educate and increase family support for LGBT students. Provides training on using research-based family support approach and educational materials for public, private and religious schools. <http://familyproject.sfsu.edu/training>
- **Supporting LGBTQ Youth: Creating Inclusiveness & Equity in Sexual & Reproductive Health Programs.** Includes a Fact Sheet for educators, a supplemental classroom lesson on sexual and gender identity, resource lists and a discussion guide. Can be used with any sexual health program for youth. <http://pub.etr.org/ProductDetails.aspx?id=100000159&itemno=A230>
- **Gender Spectrum.** Provides trainings and resources to help institutions and organizations understand youth’s evolving conceptions of gender identity. <https://www.genderspectrum.org>
- **Introduction to Gender and Sexuality in a Health Care Setting: Providing Quality Care for Transgender and Gender Nonconforming Patients.** While geared for health care providers, this independent study describes sex and gender continuums, defines terminology used to describe transgender and gender nonconforming people, and identifies health disparities experienced by transgender and gender nonconforming people.
<http://www.cardeaservices.org/resourcecenter/introduction-to-gender-and-sexuality-in-a-health-care-setting>
- **Teaching Transgender Toolkit.** A Facilitator’s Guide to Increasing Knowledge, Decreasing Prejudice & Building Skills. Includes self-assessment tools, handling self-disclosure, understanding transgender terminology, handling common challenges, creating supportive environments and organizing guest speakers.

Current and Relevant Resources to Support Local Implementation of Comprehensive Sexual Health Education in California (CA) Schools

Adolescent Sexual Health Work Group (ASHWG)

<http://pub.etr.org/ProductDetails.aspx?id=100000159&itemno=A535>

- **TransStudent.org.** Materials for the classroom and for educators to support transgender students. <http://www.transstudent.org/>
- **GLSEN.org.** Educator guides to improve school environments for LGBTQ youth. <https://www.glsen.org/educate/resources/guides>

STUDENTS WITH SPECIAL LEARNING NEEDS OR DISABILITIES

- **Healthy Relationships, Sexuality and Disability.** MA Department of Public Health. <http://www.mass.gov/eohhs/docs/dph/com-health/prevention/hrhs-sexuality-and-disability-resource-guide.pdf>
- **Sexual Health and Youth with Disabilities: Sexuality Education for All.** Family and Youth Services Bureau. <https://teenpregnancy.acf.hhs.gov/resources/sexual-health-and-youth-disabilities-sexuality-education-all>
- **Sexuality Education for Students with Disabilities.** Center for Parent Information and Resources. <http://www.parentcenterhub.org/repository/sexed/>
- **Woodbinehouse Publishers.** Books for teaching children with Down's Syndrome about sexuality and boundaries. http://woodbinehouse.com/main.asp?product_id=978-1-890627-33-1&.asp
- **The Arc Newsletter.** Autism Now resources. <http://autismnow.org/articles/resources-for-learning-about-sexuality/>
- **Sexual Health Education for Young People with Disabilities, Research and Resources for Educators.** Advocates for Youth. <http://www.advocatesforyouth.org/publications/publications-a-z/2559>

SEX TRAFFICKING

- **Empowering Students to Battle Exploitation.** A webinar on Learn the "4 Ts of Human Trafficking," understand the process of pushes and pulls that can lead a child into trafficking, and learn how you can begin to build a response protocol to act both preventatively and intervene. <http://empower.iempathize.org/course/webinar-what-is-trafficking-and-how-can-schools-help/>
- **Human Trafficking Awareness for Educators.** A training for educators with resources to help schools build a school-wide response to trafficking. It provides an assessment tool to develop a protocol. <https://humantraffickinghotline.org/resources/human-trafficking-awareness-educators>
- **How to Talk to Your Kids About Human Trafficking.** Resource for parents with signs of trafficking and key messages to share with kids. [https://teachunicef.org/sites/default/files/documents/units-lesson-plans/Talk to Your Kids.pdf](https://teachunicef.org/sites/default/files/documents/units-lesson-plans/Talk%20to%20Your%20Kids.pdf)
- **End Trafficking: An Educator's Guide from Teach UNICEF.** Includes curricula for high school students. <https://humantraffickinghotline.org/sites/default/files/End%20Trafficking%20-%20High%20School%20Educators%20Guide%20-%20UNICEF.pdf>

Current and Relevant Resources to Support Local Implementation of Comprehensive Sexual Health Education in California (CA) Schools

Adolescent Sexual Health Work Group (ASHWG)

- **Human Trafficking in America's Schools.** Report from the National Center of Safe Supportive Learning Environments with resources to help school personnel prevent and intervene on human trafficking. <https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>
- **Human Trafficking Curriculum Comparison Chart.** A resource guide for planning age appropriate curricula addressing human trafficking. <http://nesteducators.org/curriculum-and-resources/curriculum-comparison-chart/>

FAMILY COMMUNICATION

- **Talk With Your Kids.** A website in both English and Spanish from Essential Access Health to support parent communication about healthy sexuality. This resource contains a timeline detailing what to talk about at each developmental stage, tips for having good conversations, a clinic finder, and information about healthy relationships, teen access laws, and the HPV vaccine. www.talkwithyourkids.org
- **Encouraging Family Communication about Healthy Sexuality.** A webinar that discusses how parents and guardians can educate youth and encourage them to make healthy decisions about sex and relationships. It also shares strategies for how youth can bring up conversations with parents, guardians and other family members. <http://www.clafh.org/resources-for-parents/parent-materials/>
- **Bay Area Communities for Health Education (BACHE).** A resource for parents, guardians, allies and community members who wish to promote for the teaching of comprehensive, medically accurate, age-appropriate, and bias-free sexual health education in California public schools. <http://bacheinfo.org/wordpress/>

PROGRAM DEVELOPMENT, MONITORING AND EVALUATION

- **ETR Program Success Center.** A variety of science-based curricula that focus on teen pregnancy and HIV/STD prevention are available for review. An interactive, online EBP needs assessment and selection tool may be accessed. The site also features an EBP comparison chart, detailed information on different EBPs and list of latest editions. www.etr.org/ebi

Curricular Resources

CURRICULA REVIEWED FOR CHYA COMPLIANCE

Review conducted by the Adolescent Sexual Health Workgroup (ASHWG), December 2016

For additional information regarding the ASHWG review process and an up-to-date list of materials reviewed and respective summaries of their findings, refer to:

<http://ashwg.org/2017/01/09/curriculum-review-california-healthy-youth-act/>

Current and Relevant Resources to Support Local Implementation of Comprehensive Sexual Health Education in California (CA) Schools

Adolescent Sexual Health Work Group (ASHWG)

- **FLASH.** A science-based comprehensive sexuality education curriculum developed by Public Health Seattle-King County. FLASH is designed to prevent teen pregnancy, STDs and sexual violence and available for elementary, middle school, high school and special education classrooms. www.etr.org/flash or <http://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH.aspx>
- **Making Proud Choices, California Edition.** An evidence-based curriculum for middle and high school, aimed at providing youth with knowledge, confidence and skills necessary to reduce their risk for pregnancy, STD/HIV while promoting affirmative consent and LGBTQ inclusivity. Includes a community edition (9 modules) and a school edition (14 modules). <http://pub.etr.org/ProductDetails.aspx?id=100000285&itemno=A403CA-16>
- **Positive Prevention Plus.** A comprehensive curriculum for grades 7-12 (middle school and high school editions), including lessons with marginal notes, pre/post-tests, family home assignments, a CD with PowerPoint and images, and other features. The curriculum involves 13 lessons, is available in English and Spanish, and a version for Special Education students. www.positivepreventionplus.com
- **Teen Talk and Puberty Talk Series.** Comprehensive and unbiased curricula designed by professional health educators for use with youth in grades 7-12 (middle school with 12 sessions and high school with 11 sessions), a high school refresher for grades 11-12 with 7 sessions. Puberty Talk is a 5-session curriculum for grades 5-6. All parent/student materials are available in English and Spanish. "Teen Talk Adapted for All Abilities" is available for educators working with special education students. www.health-connected.org/curriculum
- **Rights. Respect. Responsibility.** The 3 R's is a K-12 sexuality education curriculum that covers all 16 topics recommended by the Centers for Disease Control and Prevention as essential components of sexual health education. Inclusive for issues related to gender identity and sexual orientation. <http://www.advocatesforyouth.org>
- **Be Real. Be Ready.** A comprehensive, high school curriculum designed to fit into the context of required health classes in grade 9. It involves 24 lessons and includes pre/post-tests, implementation tools for each lesson and resources. Downloadable at no cost. <http://sfusdhealtheducation.org/be-real-be-ready>

Other Comprehensive Sexual Health Education & Related Curricula

- **iMatter.** A puberty curriculum developed for grades 4-6, offers an integrated approach to teaching younger adolescents about gender, puberty and rights. Designed to foster student's social and emotional learning and to promote their connectedness to school. iMatter comprise 8 60-minute lessons, aligned to US Common Core. www.popcouncil.org/research/imatter-teaching-about-puberty-gender-and-fairness

Current and Relevant Resources to Support Local Implementation of Comprehensive Sexual Health Education in California (CA) Schools

Adolescent Sexual Health Work Group (ASHWG)

- **Puberty: The Wonder Years.** A curriculum designed to teach students the knowledge and skills needed to lay a foundation for choosing to delay the initiation of sexual activity. Developed for grades 4, 5 and 6, the curriculum includes lessons are recommended to be taught at each grade level. <http://www.pubertycurriculum.com>
- **RIGHTS.** An evidence-informed curriculum from Planned Parenthood Los Angeles that teaches critical thinking skills about gender norms, power dynamics and their impacts on sexual health. RIGHTS includes videos created by and for Los Angeles teens that offer opportunities for skill-building around consent, advocacy and healthy relationships. <https://www.plannedparenthood.org/planned-parenthood-los-angeles/local-education-training/classroom-education> email: highschooler@pp-la.org
- **Safe Dates.** An evidence-based curriculum that prevents dating abuse for middle and high school students (grades 7-12). www.hazelden.org/web/go/safedates
- **Relationship Smarts Plus, 3.0.** An evidence-based curriculum created to help teens learn, often for the first time, how to make wise choices about relationships, dating, partners, sex, and more for grades 8-12. www.dibbleinstitute.org/love-u2-relationship-smarts-plus-new
- **Dating Matters.** A comprehensive teen dating violence prevention initiative for 11 to 14 year olds that includes strategies for individuals, peers, families, schools, and neighborhoods. A free 60-minute, training is available to help educators understand the risk factors and warning signs associated with teen dating violence. www.cdc.gov/violenceprevention/datingmatters
- **Expect Respect.** A multi-component, school-based program for Preventing Teen Dating Violence and Promoting Safe and Healthy Relationships for middle and high school students (grades 6-12). www.expectrespectaustin.org
- **In Touch With Teens.** An evidence-informed curriculum which empowers youth (ages 12-19) to have healthy relationships by providing information about power and control, elements of healthy relationships and healthy sexuality, and media literacy as well as education on sexual harassment, sexual assault, and dating violence. www.peaceoverviolence.org/education/in-touch-with-teens-curriculum
- **Fourth R.** An evidence-based program to target multiple forms of violence, including bullying, dating violence, peer violence, and group violence (ages 12-18). <https://youthrelationships.org/fourth-r-programs>

California Healthy Youth Act

Comprehensive Sexual Health Education and
Human Immunodeficiency Virus Prevention Education

California *Education Code* sections
51930–51939

<http://leginfo.legislature.ca.gov/>

This presentation cites California *Education Code* directly



EC Section DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

1

1

California *Education Codes* sections 51930–51939

Article 1 General Provisions

Article 2 Required Comprehensive Sexual
Health Education and Human
Immunodeficiency Virus (HIV)
Prevention Education

Article 3 In-service Training

Article 4 Notice and Parental Excuse



2

Purpose of the California Healthy Youth Act (1)

- (1) To provide pupils with the **knowledge** and **skills** necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.
- (2) To provide pupils with the **knowledge** and **skills** they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.



California Education Code (EC) Section 51930

3

Purpose of the California Healthy Youth Act (2)

- (3) To promote understanding of sexuality as a normal part of human development
- (4) To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end
- (5) To provide pupils with the **knowledge** and **skills** necessary to have healthy, positive, and safe relationships and behaviors



EC Section 51930

4

Comprehensive Sexual Health Education
AND
HIV Prevention Education
are mandated
for pupils in grades seven through twelfth grade

Instruction shall be provided **at least once** in junior high/middle school and **at least once** in high school



5

Terminology (1)

- (a) "Age appropriate"
- (b) "Comprehensive sexual health education"
- (c) "English learner"
- (d) "HIV prevention education"
- (e) "Instructors trained in the appropriate courses"
- (f) "Medically accurate"
- (g) "School district"



EC Section 51931

6

Terminology (2)

- (b) “Comprehensive sexual health education”
means education regarding human development and sexuality, including education on pregnancy, contraception, and sexuality transmitted infections.
- (d) “HIV prevention education”
means instruction on the nature of HIV and Acquired immunodeficiency syndrome (AIDS), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS.



EC Section 51931

7

Terminology (3)

- (f) “Medically accurate”
means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations ...
- Centers for Disease Control and Prevention
 - The American Public Health Association
 - The American Academy of Pediatrics
 - The American College of Obstetricians and Gynecologists



EC Section 51931

8

Terminology (4)

(g)(1) "School district"

includes county boards of education, county superintendents of schools, the California school for the Deaf, and the California School for the Blind.

(2) Commencing with the 2019–20 school year, "school district" also includes charter schools.



(Amended by Statutes 2018, Chapter 495, Section 1 (Assembly Bill 2601 Effective January 1, 2019)

EC Section 51931

9

This Chapter Does Not Apply To:

- (a) ... description or illustration of human reproductive organs that may appear in a textbook ... if the textbook does not include other elements of comprehensive sexual health education or HIV prevention education...
- (b) ... instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions.



EC Section 51932

10

Caveats:

- (i) Instruction and materials may not teach or promote religious doctrine.

- (4) Instruction and materials shall not reflect or promote bias against any person on the basis of any category protected by Section 220.



EC Section 51933

11

California Education Code Section 220

No person shall be subjected to discrimination based on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code Section 422.55...



12

California Penal Code Section 422.55

(a) "Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim:

- (1) Disability
- (2) Gender
- (3) Nationality
- (4) Race or ethnicity
- (5) Religion
- (6) Sexual orientation
- (7) Association with a person or group with one or more of these actual or perceived characteristics



13

Required Criteria For All Instruction (1)

- (a) Instruction and materials shall be age appropriate.
- (b) All factual information presented shall be medically accurate and objective.
- (c) All instruction and materials shall align with and support the purposes of this [act] ... and may not be in conflict with them...



EC Section 51933

14

Required Criteria For All Instruction (2)

- (d)(1) Instruction and materials shall be appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.
- (2) Instruction and materials shall be made available on an equal basis to a pupil who is an English learner, consistent with the existing curriculum and alternative options for an English learner pupil as otherwise provided in this code.



EC Section 51933

15

Required Criteria For All Instruction (3)

- (d)(3) Instruction and materials shall be accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.
- (4) Instruction and materials shall not reflect or promote bias against any person on the basis of any category protected by Section 220.



EC Section 51933

16

Required Criteria For All Instruction (4)

- (d)(5) Instruction and materials shall affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.

- (6) Instruction and materials shall teach pupils about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.



EC Section 51933

17

Required Criteria For All Instruction (5)

- (e) Instruction and materials shall encourage a pupil to communicate with his or her parents, guardians, and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.

- (f) Instruction and materials shall teach the value of and prepare pupils to have and maintain committed relationships such as marriage.



EC Section 51933

18

Required Criteria For All Instruction (6)

- (g) Instruction and materials shall provide pupils with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.
- (h) Instruction and materials shall provide pupils with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist pupils in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.
- (i) Instruction and materials may not teach or promote religious doctrine.



EC Section 51933

19

Required Instruction for Grades Seven Through Twelfth Grade (1)

- (1) Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.
- (2) Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.



EC Section 51934

20

Required Instruction for Grades Seven Through Twelfth Grade (2)

- (3) Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexual transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. This instruction **shall provide** information about the value of delaying sexual activity **while also providing** medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.



EC Section 51934

21

Required Instruction for Grades Seven Through Twelfth Grade (3)

- (4) Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.
- (5) Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.



EC Section 51934

22

Required Instruction for Grades Seven Through Twelfth Grade (4)

- (6) Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
- (7) Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested. *EC Section 51934*



23

Required Instruction for Grades Seven Through Twelfth Grade (5)

- (8) Information about local resources, how to access local resources, and **pupils' legal rights to access local resources** for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.



Regarding students legal right to access local resources:
EC Section 46010.1 Confidential Medical Services

EC Section 51934

24

Required Instruction for Grades Seven Through Twelfth Grade (6)

- (9) Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following:
- (A) Parenting, adoption, and abortion.
 - (B) Information on the law on surrendering physical custody of a minor child 72 hours of age or younger...
 - (C) The importance of prenatal care.



EC Section 51934

25

Required Instruction for Grades Seven Through Twelfth Grade (7)

- (10) Information about sexual harassment, sexual assault, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following:
- (A) Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
 - (B) Information on how social media and mobile device applications are used for human trafficking.



EC Section 51934

26

Required Instruction for Grades Seven Through Twelfth Grade (8)

(11) Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.

Optional Instruction for grades seven through twelfth grade:

- (b) A school district may provide optional instruction, as part of comprehensive sexual health education and HIV prevention education, regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking internet websites, computer networks, or other digital media.



EC Section 51934

27

In-Service Training (1)

- (a) A school district shall cooperatively plan and conduct in-service training for all school district personnel that provide HIV prevention education...
- (b) In developing and providing in-service training, a school district shall cooperate and collaborate with the teachers of the district who provide HIV prevention education and with the department.
- (c) In-service training shall be conducted **periodically** to enable school district personnel to learn new developments in the scientific understanding of HIV...



EC Section 51935

28

In-Service Training (2)

- (d) A school district **may** expand HIV in-service training to cover the topic of comprehensive sexual health education in order for school district personnel who provide comprehensive sexual health education to learn new developments in the scientific understanding of sexual health.



EC Section 51935

29

In-Service Training (3)

School districts may contract with outside consultants or guest speakers ... All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and have knowledge of the most recent medically accurate research on the relevant topic or topics covered in their instruction.



EC Section 51936

30

Notice and Parental Excuse (1)

- (a) A parent or guardian of a pupil has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. A school district **shall not** require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education.



EC Section 51938

31

Notice and Parental Excuse (2)

- (4) Advise the parent or guardian that the parent or guardian has the right to excuse their child from comprehensive sexual health education and HIV prevention education and that in order to excuse their child they **must state their request in writing** to the school district.



EC Section 51938

32

Notice and Parental Excuse (3)

- (b) A pupil may not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent or guardian declines to permit the pupil to receive comprehensive sexual health education or HIV prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on pupil health behaviors and risks.



EC Section 51939

33

Resources (1)

California Law:

<http://leginfo.legislature.ca.gov/>

Curriculum Review: California Healthy Youth Act

<http://ashwg.org/resources/>

Centers for Disease Control and Prevention

- Sexually Transmitted Diseases (STD) Information:
<http://www.cdc.gov/std/dstdp/>
- Human Immunodeficiency Virus Information:
<https://www.cdc.gov/hiv/dhap/about.html>
- STD Fact Sheets for Youth (English, Spanish, and others):
http://www.cdc.gov/std/HealthComm/fact_sheets.htm

California Department of Public Health STD Data

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/STD-Data.aspx>

<https://data.chhs.ca.gov/dataset/stds-in-california-by-disease-county-year-and-sex>



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Resources (2)

Resources To Support Implementation of the California Healthy Youth Act

<http://ashwg.org/resources/>

Comprehensive Sex Education Resources:

Guidelines for Comprehensive Sexuality Education for Grades kindergarten through twelfth grade - includes specific age-appropriate messaging on all sexual health topics:

<https://siecus.org/resources/the-guidelines/>

National Sexuality Education Standards (2020) <https://futureofsexed.org/>

Sample School Board Policies: (membership required)

California School Boards Association

<http://www.csba.org>



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**If you have questions regarding the
California Healthy Youth Act, contact:**

**Sharla E. Smith
HIV/STD Prevention Education Consultant**

shsmith@cde.ca.gov

<http://www.cde.ca.gov/ls/he/se>



36

CDE Documents Regarding California Healthy Youth Act: Comprehensive Sexual Health Education

Letter from State Superintendent

I am writing to inform you about the California Healthy Youth Act 2016 as it pertains to comprehensive sexual health education. Many Californians still have questions regarding this law, and the California Department of Education would like to address these questions in this communication.

The purpose of the California Healthy Youth Act (*California Education Code [EC] sections 51930–51939*) is to provide every student with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy, human immunodeficiency virus (HIV), and sexually transmitted infections (STIs).

Clarification of the law is summarized below:

- The law prohibits active consent for any part of comprehensive sexual health education or HIV prevention education. **Passive** (not active) parent/guardian notification is required for comprehensive sexual health education and HIV prevention education, either at the beginning of the school year or at least 14 days prior to instruction.
- Comprehensive sexual health and HIV prevention education **are both mandated instruction** and shall occur once in middle school and once in high school. The *EC* defines comprehensive sexual health education as “education regarding human development and sexuality, including education on pregnancy, contraception, and STIs” and HIV prevention education as “instruction on the nature of HIV and acquired immune deficiency syndrome (AIDS), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS.”
- Abstinence may not be discussed in isolation. The *EC* requires that instruction and materials include information that abstinence is the only certain way to prevent HIV, other STIs, and unintended pregnancy. However, it also states: “Instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other STIs and pregnancy.” “Abstinence-only” or “Sexual Risk Avoidance Education” sex education, which offers abstinence as the only option for preventing STIs and unintended pregnancy, is not permitted in California public schools or charter schools.
- Instruction shall affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and

couples, must be inclusive of same-sex relationships. It must also teach students about gender, gender expression, and gender identity and explore the harm of negative gender stereotypes. This means that schools must teach about all sexual orientations and what being lesbian, gay, bisexual, transgender, and questioning (LGBTQ) means.

- All instruction and materials must support and align with the purposes of the California Healthy Youth Act and with each other. Instruction and materials may not be in conflict with or undermine each other or any purposes of the law. For example, schools may not use materials that, in promoting abstinence, focus exclusively on the failure rates or perceived disadvantages of condoms or contraception.

As evidenced by data from the Centers for Disease Control and Prevention Youth Risk Behavior Survey, the California Healthy Youth Act is succeeding in providing students with the knowledge and skills to protect their sexual and reproductive health from unintended pregnancy, HIV, and other STIs. According to the most recently published data from 2019, California high school students report significantly lower rates of sexual activity than high school students nationally, and rates have consistently decreased since implementation of the California Healthy Youth Act in 2016. California has the lowest rate of sexual activity for all 50 states. Further, for California high school students who affirmatively report being sexually active, their rates of contraceptive use have also consistently increased since the passage of the California Healthy Youth Act. California high school students also show an increase in contraceptive use well above the national average.

If you have any questions regarding this subject, please contact Sharla E. Smith, School Health Education Consultant, School Health and Safety Office, by phone at 916-319-0914 or by email at shsmith@cde.ca.gov, or visit the California Department of Education Comprehensive Sexual Health and HIV/AIDS web page at <https://www.cde.ca.gov/ls/he/se>.

Sincerely,

Tony Thurmond

Last Reviewed: Monday, April 11, 2022

FAQ for Sexual Education, HIV/AIDS, and STDs

Frequently asked questions (FAQ) and answers regarding comprehensive sexual health education, HIV/AIDS and STD instruction.

The California Healthy Youth Act, which took effect January 1, 2016, requires school districts to provide students with integrated, comprehensive, accurate, and inclusive comprehensive sexual health education and HIV prevention education, at least once in high school and once in middle school. The California Healthy Youth Act made other significant changes to previous Education Code (EC) requirements for both HIV prevention education and comprehensive sexual health education which are summarized below.

[Expand All](#) | [Collapse All](#)

1. [What are the purposes of the California Healthy Youth Act?](#)

To provide students with the knowledge and skills necessary to:

- Protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy;
- Develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
- Have healthy, positive, and safe relationships and behaviors;
- Promote understanding of sexuality as a normal part of human development; and
- To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.

2. [Are schools required to teach comprehensive sexual health education and HIV prevention education?](#)

Yes. The California Healthy Youth Act requires that students in grades 7-12 receive comprehensive sexual health education and HIV prevention education at least once in middle school and once in high school. The Education Code defines comprehensive sexual health education as “education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections” (EC § 51931(b)) and HIV prevention education as “instruction on the nature of human immunodeficiency virus (HIV) and AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS” (EC § 51931(d)).

3. [Does the law permit schools to teach comprehensive sexual health and HIV prevention education in elementary school?](#)

Yes. Comprehensive sexual health and HIV prevention education may be taught in grades K-6, inclusive. All instruction and materials in grades K-6 must meet the instructional criteria or baseline requirements listed below. Content that is required in grades 7-12 may be also be included in an age-appropriate way in earlier grades. (EC §§ 51933, 51934(b).)

4. What are the instructional criteria requirements for all comprehensive sexual health education and HIV prevention Education?

According to the Education Code (EC § 51933), all instruction and materials in all grades must:

- Be age-appropriate;
- Be medically accurate and objective;
- Align with and support the purposes of the California Healthy Youth Act, as described above;
- Be appropriate for use with pupils of all races, genders, sexual orientations, ethnic and cultural backgrounds;
- Be appropriate for and equally available to English language learners;
- Be appropriate for and accessible to pupils with disabilities;
- Affirmatively recognize different sexual orientations and be inclusive of same-sex relationships in discussions and examples;
- Teach about gender, gender expression, gender identity, and the harm of negative gender stereotypes;
- Encourage students to communicate with their parents/guardians and other trusted adults about human sexuality, and provide skills for doing so;
- Teach the value of and prepare students to have and maintain committed relationships such as marriage;
- Provide knowledge and skills for forming healthy relationships that are free from violence; and
- Provide knowledge and skills for making and implementing healthy decisions about sexuality including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.

In addition, the Education Code (EC § 51933) specifies that instruction and materials in all grades may not:

- Teach or promote religious doctrine; or
- Reflect or promote bias against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, race or ethnicity, nationality, religion, or sexual orientation, or any other category

protected by the non-discrimination policy codified in Education Code § 220..

5. [What additional instructional content is required in grades 7-12?](#)

Instruction provided in grades 7-12, in addition to meeting the instructional criteria or baseline requirements above, must include all of the following content (EC § 51934):

- Information on the nature and transmission of HIV and other sexually transmitted infections (STIs);
- Information about all federal Food and Drug Administration (FDA)-approved methods of preventing and reducing the risk of transmission of HIV and other STIs, including antiretroviral treatment, and information about treatment of HIV and STIs;
- Information about reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing;
- Discussion about social views of HIV and AIDS, emphasizing that all people are at some risk of contracting HIV and that the only way to know one's HIV status is by being tested;
- Information about accessing resources for sexual and reproductive health care and assistance with sexual assault and intimate partner violence, as well as students' legal rights to access these resources;
- Information about the effectiveness and safety of all federal FDA-approved contraceptive methods in preventing pregnancy (including emergency contraception);
- Information that abstinence is the only certain way to prevent unintended pregnancy and HIV and other STIs; information about value of delaying sexual activity must be included and must be accompanied by information about other methods for preventing pregnancy, HIV and STIs;
- Information about pregnancy, including 1) the importance of prenatal care; 2) all legally available pregnancy outcomes, including parenting, adoption, and abortion; and 3) California's newborn safe surrender law; and
- Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and human trafficking.

This is a summary of the law. See EC § 51934 for the exact language of these requirements.

Any of these content areas may also be covered in an age-appropriate way prior to grade 7.

6. [Does the law allow abstinence-only education?](#)

No. Abstinence may not be discussed in isolation from other methods of preventing HIV, other STIs, and pregnancy. The Education Code requires that instruction and materials include information that abstinence is the only certain way to prevent HIV, other STIs, and unintended pregnancy. However, it also states: "Instruction shall provide information about the value of delaying sexual activity while also providing

medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.” (emphasis added) (EC § 51934(a)(3).) “Abstinence-only” sex education, which offers abstinence as the only option for preventing STIs and unintended pregnancy, is not permitted in California public schools.

Comprehensive sexual health education in grades 7-12 must include medically accurate, objective information about the effectiveness and safety of all federal FDA-approved methods for preventing HIV, other STIs, and pregnancy. (EC § 51934.)

7. [Why is there a requirement for integrated instruction, and what does it mean?](#)

In order to ensure that students receive instruction that best supports their need for accurate, comprehensive information, the requirement for integrated instruction means that there must be internal consistency within sexual health education and HIV prevention instruction and materials. All instruction and materials must support and align with the purposes of the California Healthy Youth Act and with each other. Instruction and materials may not be in conflict with or undermine each other or any of the purposes of the law. For example, schools may not use materials that, in promoting abstinence, focus exclusively on the failure rates or perceived disadvantages of condoms or contraception. (EC §§ 51930(b)(4), 51933(c).)

8. [How does the law promote healthy relationships for youth?](#)

The California Healthy Youth Act has a strong emphasis on healthy relationships, in both the purposes and the required content. Students must be taught knowledge and skills related to recognizing, building, and maintaining healthy relationships that are based on mutual affection and free from violence, coercion and intimidation. This includes teaching decision-making and communication skills and helping students understand the value of and prepare for committed relationships, such as marriage. It also includes information about unhealthy behaviors and risks to their health, such as sexual harassment, sexual assault, intimate partner violence, and sex trafficking. (EC §§ 51930(b); 51933(f), (g), (h); 51934(a)(10).)

9. [Does the law require instruction about local health resources?](#)

Yes. The California Healthy Youth Act requires that students learn about local resources for sexual and reproductive health care, sexual assault and intimate partner violence. (EC §§ 51934(a)(8)) The law also requires instruction about how students can access those resources and their rights to access them. For example, under California law, minors may consent to confidential medical care related to reproductive health care, including prevention and treatment of pregnancy (under 18 years of age) and prevention and treatment for HIV and STIs (12 years and older). (California Family Code §§ 6925, 6926; EC § 46010.1; *American Academy of Pediatrics v. Lungren*, 16 Cal.4th 307 (1997); 87 Ops. Cal. Atty. Gen. 168, 172 (2004)).

In addition, students also have the right to obtain sensitive services, including reproductive health care, during school hours, and must be allowed to leave campus for the purpose of obtaining these services. (EC § 48205; EC § 46010.1; 87 Ops. Cal. Atty. Gen. 168, 172 (2004)). In these instances, schools are not allowed to require parental consent or notification, and must mark the student's absence as excused and allow the student to make up full credit for assignments or class time missed. (EC § 48205; 87 Ops. Cal. Atty. Gen. 168, 172 (2004).)

10. [Does the law require instruction on California's Affirmative Consent Standard?](#)

Another law, distinct from the California Healthy Youth Act, also took effect in 2016. This law, Education Code § 51225.36, requires that all school districts that have health education as a graduation requirement must include instruction on California's affirmative consent standard (emphasis added). This standard is defined as follows: "Affirmative consent' means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent." (EC § 67386.)

Instruction on the affirmative consent standard is not mandatory for districts that do not require a health education course for graduation. The law also does not require that this instruction be provided within comprehensive sexual health and HIV prevention education. However, the California Healthy Youth Act does require that comprehensive sexual health education and HIV prevention education address healthy relationships and communication, and consent for sexual activity is an important component of this instruction. Therefore, there is natural overlap between the law relating to the affirmative consent standard and the California Healthy Youth Act. (EC § 51933 (g).)

11. [What determines whether the facts taught are medically accurate?](#)

Medically accurate means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists. Instruction is medically accurate if it meets this legal definition. (EC § 51931(f).)

12. [What does the law say about lesbian, gay, bisexual, transgender and questioning \(LGBTQ\) students, sexual orientation and gender/gender identity?](#)

All instruction and materials in grades K-12 must be inclusive of LGBTQ students. Instruction shall affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, must be inclusive of same-sex relationships. (EC § 51933(d)(5).) It must also teach students about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes. (EC § 51933(d)(6).) This means that schools must teach about all sexual orientations and what being LGBTQ means.

The California Healthy Youth Act requires that sexual health education be appropriate for use with students of all genders and sexual orientations (EC § 51933(d)) and clearly states that part of the intent of the law is “to provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.” (EC § 51930(b)(2).)

The California Healthy Youth Act also prohibits sexual health education classes from promoting bias against anyone on the basis of any category protected by Education Code § 220, which includes actual or perceived gender and sexual orientation.

13. [What does the law say about students with disabilities?](#)

Instruction and materials must be appropriate for and accessible to students with disabilities. This includes but is not limited to providing a modified curriculum, materials and instruction in alternative formats, and auxiliary aids. (EC § 51933(d)(1) and (3).)

14. [What does the law say about students who are English learners?](#)

The California Healthy Youth Act requires that instruction be made available on an equal basis to pupils who are English learners, whether they are placed in English immersion classes or alternative bilingual education classes, and must be consistent with the existing sex education curriculum and alternative options for an English learner pupil as otherwise provided in the Education Code. (EC § 51933(d)(2).) In addition, the law requires that instruction be appropriate for use with students of all races and ethnic and cultural backgrounds. (EC § 51933(d)(1).)

15. [Does the law permit the use of outside speakers?](#)

School districts may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health education and HIV prevention education or to provide training for school district personnel. All outside consultants and guest speakers must have expertise in comprehensive sexual health education and HIV prevention education and have knowledge of the most recent medically accurate research on the relevant topic or topics covered in their instruction. (EC § 51936.)

Instruction or materials provided by outside consultants or guest speakers must fulfill the same requirements as instruction provided by employees of the school district. All instruction and materials shall align with and support the purposes of the California Healthy Youth Act and may not be in conflict with them. (EC § 51933 (c).) Any outside organization used for instruction or materials must meet every tenet of the California Healthy Youth Act. If schools use outside consultants or guest speakers, they must provide parents with the name of the provider's organization and the date of instruction at the beginning of the school year or no fewer than 14 days prior to the date of instruction. (EC § 51938 (b)(2).)

16. How does the law support family communication about comprehensive sexual health?

Instruction and materials shall encourage a student "to communicate with his or her parents, guardians, and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so." (EC § 51933(e).) This is an opportunity for parents/guardians to identify and inform their students about whom a trusted adult may be.

17. What does the law say about parent/guardian notification and consent for instruction?

Parents or guardians must be notified by the school or district at the beginning of the school year (or at the time of enrollment) about planned instruction in comprehensive sexual health and HIV prevention education and research on student health behaviors and risks. The notice must advise parents/guardians that the written and audiovisual educational materials used in the comprehensive sexual health education and HIV prevention education course are available for inspection. The school district must also inform parents/guardians about whether the instruction will be provided by district personnel or outside consultants or guest speakers. Further, all instruction and materials from outside consultants or guest speakers must meet all tenets of the law. If instruction will be provided by outside consultants or guest speakers, the notice must include the name and organizational affiliation of the outside consultant or guest speaker and the date of the instruction. The notice must also inform parents/guardians of their right to request copies of Education Code §§ 51933, 51934, and 51938. If arrangements are made after the initial notification is sent out at the beginning of the year, districts must notify parents at least 14 days prior to the instruction via mail or another commonly used method. (EC § 51938(b).)

In this notification, schools must advise parents/guardians that they have the right to excuse their child from comprehensive sexual health education and HIV prevention education and that in order to excuse their child they must state their request in writing to the school district. (EC § 51938(b)(4).) Schools may not require active consent ("opt-in") for participation in comprehensive sexual health and HIV prevention education. Parents/guardians must request in writing that their child not participate in the instruction (passive consent, or "opt-out"). If the parent/guardian does not request in writing that the child be withheld, the child will attend the instruction. (EC § 51938(a).)

18. [What does the law say about parental/guardian consent for surveys?](#)

In order to facilitate the collection of data needed by researchers to evaluate the effectiveness of comprehensive sexual health education and other unintended pregnancy prevention efforts, the law permits schools to administer anonymous, voluntary, confidential, age-appropriate surveys or questionnaires in which students are asked about their sexual activities and attitudes in order to measure their health behaviors and risks. Parents/guardian must be notified of any planned surveys or questionnaires, be given the opportunity to review these surveys or questionnaires and, in grades 7-12, be given the opportunity to request in writing that their child not participate. Schools may not adopt an active consent or “opt-in” policy for these surveys or questionnaires for students in grades 7 to 12. (EC § 51938(c).) Prior to grade 7, parents must give active consent in order for their child to participate.

19. [What does the law say about anti-harassment, bullying prevention or safe schools programs?](#)

The Education Code provides that all pupils enrolled in California public schools have the inalienable right to attend classes on school campuses that are safe, secure and peaceful (Education Code §§ 201, 220, and 32261). Although, the California Healthy Youth Act does not specifically address anti-harassment, bullying prevention or safe school programs, other areas of the California Education Code do. (See Education Code sections 200, 220, and 32261.) This Act, including the “opt-out” provision, does not apply to instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions. (EC § 51932(b).) This is to ensure a positive school climate so that all students feel safe on and off campus knowing that all peers have the same basic understanding on acceptable and unacceptable behaviors.

Also, the CDE has more resources related to this issue on the CDE Web page. Please visit this [CDE Web page](#) for a legal advisory regarding application of California’s antidiscrimination statutes to transgender youth in schools.

And please visit this [CDE Web page for frequently asked questions](#) on fostering an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender expression, and assisting school districts with understanding and implementing policy changes related to AB 1266 and transgender student privacy, facility use, and participation in school athletic competitions.

20. [Does the law require the teachers to be trained?](#)

Comprehensive sexual health and HIV prevention education must be taught by instructors trained in the appropriate courses. (EC §§ 51934(a), (b).) This means that instructors must have knowledge of the most recent medically accurate research on

human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections. (EC § 51931(e).)

In addition, school districts must provide periodic training to all district personnel who provide HIV prevention education to enable them to learn new developments in the scientific understanding of HIV. Teachers with a demonstrated expertise in the field or who have received training from the California Department of Education, their affiliates or Centers for Disease Control and Prevention need not be additionally trained by the district. School districts may expand the training to include the topic of comprehensive sexual health education. (EC § 51935).

21. [Are the health framework for California public schools and the California Health Education Content Standards current with respect to legal requirement for comprehensive sexual health and HIV prevention program?](#)

No. The Health Framework from 2003 is extremely outdated and is inconsistent with the California Healthy Youth Act; it should not be used. The California Health Education Content Standards, adopted in 2008, do not directly conflict with the California Healthy Youth Act but also do not include all required content. Therefore, the health standards should not be independently relied upon for developing or evaluating sexual health curriculum.

However, the California Department of Education, Instructional Quality Commission, and State Board of Education have begun the revision process for the Health Education Framework and expect completion by May 2019.

Questions: School Health Office | 916-319-0914

Last Reviewed: Monday, April 11, 2022

Sexual Health Education Accountability Act

Provides information concerning the Sexual Health Education Accountability Act requirements.

The [Sexual Health Education Accountability Act \(SHEAA\), Health and Safety Code 15100 - 151003](#)  requires any state-funded, community-based sexual health education program that provides education to prevent adolescent or unintended pregnancy or to prevent sexually transmitted infections to meet specific requirements. SHEAA requires state funds for community-based sexual health education programs to be spent on programs that are medically accurate, appropriate for the priority population and comprehensive. This applies to all state-funded community based programs that provide education to prevent teen pregnancy or unintended pregnancy and prevention of sexually transmitted diseases, including HIV/AIDS. This would apply to the Community Challenge Grant (CCG) program because CCG primarily funds comprehensive sexual health education strategies, many of which are conducted in California's public schools.

SHEAA requires programs providing education in public schools to state how their instruction fits into the school's overall plan to comply fully with EC 51930 – 51939.

SHEAA authorizes the funding agency to terminate a grant if the funded program is not in compliance with the legal requirements.

SHEAA sets forth basic standards for community-based sexual health education programs:

- All information must be medically accurate, current and objective.
- Presenters shall know and use the most current scientific data on human sexuality, human development, pregnancy, and sexually transmitted diseases.
- Program must be age appropriate for its priority population's age, culture, and language.
- Program may not teach or promote religious doctrine.
- Program may not promote or reflect bias against any person (as defined in Section 422.56 of the *Penal Code*) on the basis of:
 - Disability
 - Gender
 - Nationality
 - Race or Ethnicity
 - Religion
 - Sexual Orientation

A sexual health education program conducted by an outside agency, such as a community-based organization (CBO) at a publicly funded school, shall comply with the requirements of Section 51934 of the *EC* if the program address HIV/AIDS and shall comply with Section 51933 of the *EC* if the program address pregnancy prevention and sexually transmitted diseases other than HIV/AIDS.

If the sexual health education program is conducted by an outside agency, such as a CBO, at a publicly funded school, the CBO shall indicate in writing how the program fits into the school's plan to comply fully with the California *EC* 51930 - 51939.

Questions: [School Health Office | 916-319-0914](#)

Last Reviewed: Monday, April 11, 2022

Comprehensive Sexual Health Education & the California Healthy Youth Act

PARENT FACT SHEET

What is the California Healthy Youth Act?

The California Healthy Youth Act (CHYA)¹ is our state's sexual health education law, which took effect January 1, 2016. CHYA requires that public schools provide students with medically accurate, age-appropriate, LGBTQ-inclusive² comprehensive sexual health and HIV prevention education, at least once in middle school and once in high school. It ensures that young people have the knowledge and skills they need to make healthy decisions.

What does the California Healthy Youth Act do?

We all want the best education for students, and that means giving students relevant and accurate information about the changes their bodies go through and how to tackle big issues like consent, puberty, and relationships. Luckily, CHYA ensures your student is provided with the high quality sexual health education they need.

- ✓ ***Instruction must be medically accurate*** and provide information about preventing sexually transmitted infections and unintended pregnancy. Without facts, young people often repeat what they hear from friends or find on the internet, which may be inaccurate and cause confusion. Studies show that science-based comprehensive sexual health education, when it supports a diverse range of young people, helps students become healthier and more successful adults. It leads to lower STI rates, fewer unplanned pregnancies, better self-esteem, healthier relationships, and many more benefits.³
- ✓ ***Instruction must be age appropriate***. Human development is a lifelong process. Young people need to receive information at the right time so that they aren't caught off guard by their changing bodies and are prepared for healthy relationships and safe sex when and if they're ready for those steps. Just because young people are learning about sex doesn't mean they're having it. In fact, young people who receive comprehensive sexual health education generally start having sex later in life and have lower rates of unplanned pregnancy.⁴

¹ CAL. EDUC. CODE §§ 51930-51939, *available at*

http://leginfo.legislature.ca.gov/faces/codes_displayexpandedbranch.xhtml?lawCode=EDC&division=4.&title=2.&part=28.&chapter=5.6.&article=1.&golUp=Y.

² Instruction cannot in any way be biased against people who are lesbian, gay, bisexual, transgender, and/or queer (LGBTQ).

³ FUTURE OF SEX EDUCATION (FoSE), *Comprehensive Sex Education: Research and Results* (2009), <http://www.futureofsexed.org/compsexed.html>.

⁴ *Ibid.*

- ✓ ***Instruction must be LGBTQ-inclusive.*** Our schools are diverse, and every student deserves to feel safe, welcome, and acknowledged at school. LGBTQ students thrive when they see themselves reflected in lessons, and LGBTQ-inclusive lessons create a positive effect on all students and help prevent bullying, discrimination, and harassment.⁵
- ✓ ***Instruction must be appropriate for and equally available to English language learners and students with physical and developmental disabilities.*** These students may need materials in their home language and/or modified formats to ensure they can fully participate in and benefit from the instruction.

What is the role of parents and guardians?

Let's face it: talking about sex in school can catch parents off guard, especially when it's a change from their own experiences or new for the school. You play an indispensable role in preparing your student for the future, and the comprehensive sexual health education your student receives will open the door for important conversations. These conversations at home will add to and complement the science-based instruction your student receives in school, just as you might help them with math, biology, or history homework.

As a parent or guardian, you should be notified when your student will receive sexual health education at their school and be allowed to view the curriculum and other instructional materials prior to instruction. You can choose to withdraw your student from instruction, but you should know that the education community – including the California PTA – and the vast majority of California parents support fact-based comprehensive sexual health education because they know it has many benefits for students. With accurate instruction at school, plus guidance from parents and other trusted sources, we can help young people grow into healthier and more successful adults.



⁵ See Joseph G. Kosciw, et al., *The 2015 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation's Schools*, GLSEN, available at <https://www.glsen.org/article/2015-national-school-climate-survey>; and GLSEN, 2015 State Snapshot: School Climate in California, available at <https://www.glsen.org/sites/default/files/California%20State%20Snapshot%20-%20NSCS.pdf>.



Reproductive Health Permission Slip Forestville Teen Clinic Opt-Out Permission Slip

The Harmony Union School District Board of Education and school faculty members understand that a student’s understanding of their health is important for their well-being. Our students benefit from instruction that fosters the development of positive health behaviors and prevention of negative unhealthy behaviors. HUSD’s health, puberty, and sexuality education curriculum focusing on essential information that supports students’ well-being with progressive levels of content as they mature through the grades. This course of study conforms strictly to the guidelines provided by the Health Framework and Standards for California Public Schools, and the California Healthy Youth Act. In addition to fundamentals of reproduction, puberty and healthy relationships presented in grades 4-6, grades 7 and 8 the program includes comprehensive sexual health education and HIV prevention.

State Ed Code allows you to remove your child from Health, Puberty, and Sexuality lessons. Students opting out of lessons will be provided alternate curriculum during the time of presentations. If you do not want your student to participate in the Health, Puberty, and Sexuality education program, please return the opt-out permission form below.

Course Description:

Presentations encourage students to communicate with parents, guardians or other trusted adults about human sexuality. Instruction is medically accurate, age-appropriate and inclusive of all students. Topics covered in grades 4-6 include human development, puberty, healthy relationships and boundaries. Topics in grades 7 and 8 include consent, contraception, sexually transmitted infections, and HIV/AIDS.

The dates of presentations by the Forestville Teen Clinic for 2022-2023 school year are: 7th & 8th grade February 20-24, 2023

This permission slip is an opt-out permission slip. It is returned to the school ONLY if you do NOT want your child to participate. If the school does not receive a slip, the child will participate.

Student’s Name: _____

I do not give permission for my child to take part in the reproductive health classes offered by the Forestville Teen Clinic

Parent/Guardian Signature: _____

Date: _____

Please return this form to the school office or via email (sheron@harmonyusd.org) before the dates of the presentation. If you have any questions, please call the school @ (707) 874-1205 or email mmorgan@harmonyusd.org. You may request a copy of the California Healthy Youth Act (California Education Code Sections 51930-51939) by contacting the office.

Relevant Board Policies to Health Curriculum Adoption

Harmony Union ESD

Administrative Regulation

Sexual Health And HIV/AIDS Prevention Instruction

AR 6142.1

Instruction

Definitions

Comprehensive sexual health education means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections. (Education Code 51931)

HIV prevention education means instruction on the nature of human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS. (Education Code 51931)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

Age appropriate refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group. (Education Code 51931)

Medically accurate means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists. (Education Code 51931)

General Criteria for Instruction and Materials

The Superintendent or designee shall ensure that the district's comprehensive sexual health and HIV prevention instruction and materials: (Education Code 51933)

1. Are age appropriate
2. Are medically accurate and objective
3. Are aligned with and support the following purposes as specified in Education Code 51930:
 - a. To provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy
 - b. To provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family
 - c. To promote understanding of sexuality as a normal part of human development
 - d. To ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end
 - e. To provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors
4. Are appropriate for use with English learners, students with disabilities, and students of all races, genders, sexual orientations, and ethnic and cultural backgrounds
(cf. 6174 - Education for English Learners)
5. Are available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner as otherwise provided in the Education Code
6. Are accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials, and instruction in alternative formats and auxiliary aids
(cf. 6159 - Individualized Education Program)
7. Do not reflect or promote bias against any person in protected categories of discrimination pursuant to Education Code 220

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)

8. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships
9. Teach students about gender, gender expression, and gender identity, and explore the harm of negative gender stereotypes
10. Encourage students to communicate with their parents/guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so
11. Teach the value of and prepare students to have and maintain committed relationships such as marriage
12. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection and are free from violence, coercion, harassment, and intimidation

(cf. 5145. 3 - Nondiscrimination/Harassment)

13. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including communication and refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities
14. Do not teach or promote religious doctrine

Components of Sexual Health and HIV Prevention Education

The district's comprehensive sexual health education and HIV prevention education for students in grades 7-12, in addition to complying with the criteria listed above in the section "General Criteria for Instruction and Materials," shall include all of the following: (Education Code 51934)

1. Information on the nature of HIV and other sexually transmitted infections and their effects on the human body
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual behaviors and injection drug use

3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections, and that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy

The instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.

(cf. 5141.25 - Availability of Condoms)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the Centers for Disease Control and Prevention

5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing

6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others

7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV

This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and testing is the only way to know if one is HIV-positive.

8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence

9. Information about the effectiveness and safety of FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to:

a. Parenting, adoption, and abortion

b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Health and Safety Code 1255.7 and Penal Code 271.5

c. The importance of prenatal care

10. Information about sexual harassment, sexual assault, sexual abuse, and human trafficking, including:

a. Information on the prevalence and nature of human trafficking, strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance if there is a suspicion of trafficking

b. Information on how social media and mobile device applications are used for human trafficking

11. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs of each

The district's comprehensive sexual health education and HIV prevention education shall include instruction regarding the potential risks and consequences of creating and sharing suggestive or sexually explicit materials through cell phones, social networking web sites, computer networks, or other digital media. (Education Code 51934)

Professional Development

The district's comprehensive sexual health education and HIV prevention education shall be provided by instructors trained in the appropriate courses who are knowledgeable of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections. (Education Code 51931, 51934)

The Superintendent or designee shall cooperatively plan and conduct in-service training for all district personnel who provide HIV prevention education, through regional planning, joint powers agreements, or contract services. (Education Code 51935)

(cf. 4131 - Staff Development)

In developing and providing in-service training, the Superintendent or designee shall cooperate and collaborate with the teachers who provide HIV prevention education and with the California Department of Education (CDE). (Education Code 51935)

The district shall periodically conduct in-service training to enable district personnel to learn new developments in the scientific understanding of HIV. In-service training shall

be voluntary for personnel who have demonstrated expertise or received in-service training from the CDE or Centers for Disease Control and Prevention. (Education Code 51935)

The Superintendent or designee may expand HIV in-service training to cover the topic of comprehensive sexual health education in order for district personnel teaching comprehensive sexual health education to learn new developments in the scientific understanding of sexual health. (Education Code 51935)

The Superintendent or designee shall periodically provide continuing education that enables district personnel to learn about new developments in the understanding of abuse, including sexual abuse, and human trafficking and current prevention efforts and methods. Such education may include early identification of abuse, including sexual abuse, and human trafficking of students and minors. (Education Code 51950)

Use of Consultants or Guest Speakers

The Superintendent or designee may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health and HIV prevention education or to provide training for district personnel. All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and knowledge of the most recent medically accurate research on the relevant topic(s) covered in the instruction. The Superintendent or designee shall ensure that any instruction provided by an outside speaker or consultant complies with Board policy, administrative regulation, and Education Code 51930-51939. (Education Code 51933, 51934, 51936)

(cf. 6145.8 - Assemblies and Special Events)

Parent/Guardian Notification

At the beginning of each school year or at the time of a student's enrollment, the Superintendent or designee shall notify parents/guardians about instruction in comprehensive sexual health education and HIV prevention education, as well as research on student health behaviors and risks, planned for the coming year. The notice shall advise parents/guardians: (Education Code 48980, 51938)

1. That written and audiovisual educational materials to be used in comprehensive sexual health and HIV prevention education are available for inspection
2. That parents/guardians have a right to excuse their child from comprehensive sexual health or HIV prevention education, or research on student health behaviors and risks, provided they submit their request in writing to the district

3. That parents/guardians have a right to request a copy of Education Code 51930-51939

4. Whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants and, if the district chooses to use outside consultants or guest speakers for this purpose, the following information:

a. The date of the instruction

b. The name of the organization or affiliation of each guest speaker

c. Information stating the right of the parent/guardian to request a copy of Education Code 51933, 51934, and 51938

If the arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the Superintendent or designee shall notify parents/guardians by mail or another commonly used method of notification no fewer than 14 days before the instruction is given.

(cf. 5145.6 - Parental Notifications)

Nonapplicability to Certain Instruction or Materials

The requirements of Education Code 51930-51939 pertaining to instructional content, teacher training, and parental notification and consent shall not apply to the following: (Education Code 51932)

1. A description or illustration of human reproductive organs that may appear in a textbook, adopted pursuant to law, if the textbook does not include other elements of comprehensive sexual health education or HIV prevention education as defined in Education Code 51931

(cf. 6142.93 - Science Instruction)

2. Instruction, materials, presentations, or programming that discusses gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and does not discuss human reproductive organs and their functions

Harmony Union ESD

Administrative Regulation

Selection And Evaluation Of Instructional Materials

AR 6161.1

Instruction

Criteria for Selection and Adoption of Instructional Materials

In recommending textbooks or other instructional materials for adoption by the Board of Trustees, the Superintendent or designee shall ensure that such materials:

1. Are aligned to any applicable academic content standards adopted by the State Board of Education (SBE) pursuant to Education Code 60605 and/or Common Core Standards adopted pursuant to Education Code 60605.8

(cf. 6011 - Academic Standards)

For grades K-8, the Superintendent or designee shall select instructional materials from among the list of materials adopted by the SBE and/or other materials that have not been adopted by the SBE but are aligned with the state academic content standards and/or the Common Core Standards. (Education Code 60200, 60210)

(cf. 6161.11 - Supplementary Instructional Materials)

2. Do not reflect adversely upon persons because of their race or ethnicity, gender, religion, disability, nationality, sexual orientation, occupation, or other characteristic listed in Education Code 220, nor contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 51501, 60044)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

3. To the satisfaction of the Board, are accurate, objective, current, and suited to the needs and comprehension of district students at their respective grade levels (Education Code 60045)

4. With the exception of literature and trade books, use proper grammar and spelling (Education Code 60045)

5. Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60048, 60200)

a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the SBE.

b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.

(cf. 1325 - Advertising and Promotion)

7. If the materials are technology-based materials, are both available and comparable to other, equivalent instructional materials (Education Code 60052)

8. Meet the requirements of Education Code 60040-60043 for specific subject content

9. Support the district's adopted courses of study and curricular goals

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.2 - World/Foreign Language Instruction)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.91 - English/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6142.94 - History-Social Science Instruction)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

10. Contribute to a comprehensive, balanced curriculum

11. Demonstrate reliable quality of scholarship as evidenced by:

a. Accurate, up-to-date, and well-documented information

b. Objective presentation of diverse viewpoints

c. Clear, concise writing and appropriate vocabulary

d. Thorough treatment of subject matter

12. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels

13. Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills
14. Contribute to the proper articulation of instruction through grade levels
15. As appropriate, have corresponding versions available in languages other than English
16. Include high-quality teacher's guides
17. Meet high standards in terms of the quality, durability, and appearance of paper, binding, text, and graphics
18. When available, include options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials

Conflict of Interest

To ensure integrity and impartiality in the evaluation and selection of instructional materials, any district employee who is participating in the evaluation of instructional materials and not otherwise designated in the district's conflict of interest code shall sign a disclosure statement indicating that he/she:

1. Shall not accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

Sample copies of instructional materials are excepted from this prohibition.
(Education Code 60075)

2. Is not employed by nor receives compensation from the publisher or supplier of the instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it
3. Does not have and will not negotiate a contractual relationship with the publisher or supplier of the instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it
4. Does not have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

(cf. 9270 - Conflict of Interest)

Harmony Union ESD

Board Policy

Curriculum Development And Evaluation

BP 6141

Instruction

The Board of Trustees desires to provide a research-based, sequential curriculum which promotes high levels of student achievement and emphasizes the development of basic skills, problem solving, and decision making. Upon recommendation of the Superintendent or designee, the Board shall adopt a written district curriculum which describes, for each subject area and grade level, the content objectives which are to be taught in the school.

- (cf. 6000 - Concepts and Roles)
- (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
- (cf. 6142.3 - Civic Education)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6142.5 - Environmental Education)
- (cf. 6142.6 - Visual and Performing Arts Education)
- (cf. 6142.7 - Physical Education)
- (cf. 6142.8 - Comprehensive Health Education)
- (cf. 6142.91 - Reading/Language Arts Instruction)
- (cf. 6142.92 - Mathematics Instruction)
- (cf. 6142.93 - Science Instruction)
- (cf. 6143 - Courses of Study)
- (cf. 6178 - Career Technical Education)
- (cf. 6178.2 - Regional Occupational Center/Program)
- (cf. 9000 - Role of the Board)

The district's curriculum shall be aligned with the district's vision and goals for student learning, Board policies, academic content standards, state curriculum frameworks, state and district assessments, graduation requirements, school and district improvement plans, and, when necessary, related legal requirements.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)
(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6162.52 - High School Exit Examination)
(cf. 6171 - Title I Programs)
(cf. 9310 - Board Policies)

The Superintendent or designee shall establish a process for curriculum development, selection, and/or adaptation which utilizes the professional expertise of teachers, principals, and district administrators representing various grade levels, disciplines, special programs, and categories of students as appropriate. The process also may provide opportunities for input from students, parents/guardians, representatives of local businesses and postsecondary institutions, and other community members.

(cf. 1220 - Citizen Advisory Committees)
(cf. 1700 - Relations Between Private Industry and the Schools)

The selection and evaluation of instructional materials shall be coordinated with the curriculum development and evaluation process.

(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 - Library Media Centers)

When presenting a recommended curriculum for adoption, the Superintendent or designee shall provide research, data, or other evidence demonstrating the proven effectiveness of the proposed curriculum. He/she also shall present information about the resources that would be necessary to successfully implement the curriculum and describe any modifications or supplementary services that would be needed to make the curriculum accessible to all students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3100 - Budget)
(cf. 4131 - Staff Development)
(cf. 4143/4243 - Negotiations/Consultation)

(cf. 6141.5 - Advanced Placement)
(cf. 6159 - Individualized Education Program)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Language Learners)
(cf. 6179 - Supplemental Instruction)

The Board shall establish a review cycle for regularly evaluating the district's curriculum in order to ensure continued alignment with state and district goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum.

In addition, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or parent/guardians; new research on program effectiveness; or changing student needs.

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

221.5 Equal opportunity

35160 Authority of governing boards

35160.1 Broad authority of school districts

51050-51057 Enforcement of courses of study

51200-51263 Required courses of study

51500-51540 Prohibited instruction

51720-51879.9 Authorized classes and courses of instruction

60000-60424 Instructional materials

GOVERNMENT CODE

3543.2 Scope of representation

CODE OF REGULATIONS, TITLE 5

4000-4091 School improvement programs

4400-4426 Improvement of elementary and secondary education

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Content Standards for California Public Schools: Kindergarten Through Grade 12

Curriculum Frameworks for California Public Schools: Kindergarten Through Grade 12
WEB SITES

CSBA: <http://www.csba.org>

Association for Supervision and Curriculum Development: <http://www.ascd.org>

Association of California School Administrators: <http://www.acsa.org>

California Association for Supervision and Curriculum Development:
<http://www.cascd.org>

California Department of Education, Curriculum and Instruction:
<http://www.cde.ca.gov/ci>

Policy HARMONY UNION SCHOOL DISTRICT
adopted: October 20, 2016 Occidental, California

Opt Out Form



Harmony Union School District

AGENDA ITEM

Meeting Date:	8/10/2023 - 6:00 PM
Category:	Information/Correspondence/Discussion
Type:	Info
Subject:	9.3 Business Office updates
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	Information only

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Meeting Date:	8/10/2023 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	10.1 Consideration of increasing the TK in district enrollment cap to 16 students
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the board approves increasing the TK in district enrollment cap to 16 students.
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal



Meeting Date: 8/10/2023 - 6:00 PM
Category: Action Items
Type: Action
Subject: 10.2 Consideration of AB 1200 report.

Strategic Plans:

Policy:

Enclosure

File Attachment:

Description:

As a requirement of the budget process, when a change is anticipated due to salary changes, the District must submit a report to SCOE (Sonoma County Office of Education) as outlined in AB1200. This report is for the HUTA salary settlement.

Background Information:

Fiscal Implications:

Recommendation: That the board approve the AB 1200 report

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Meeting Date:	8/10/2023 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	10.3 Consideration of appointment of new staff: temporary CSI position
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the Board ratifies and approves contract for temporary CSI position
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal



Meeting Date:	8/10/2023 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	10.4 Consideration of appointment of new staff: temporary 3rd grade teacher
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the Board ratifies and approves contract for Temporary 3rd grade teacher
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal



Meeting Date:	8/10/2023 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	10.5 Consideration of appointment of new staff: paraeducators
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the Board ratifies and approves contracts for 2 paraeducators

Approvals:

Recommended
By:

Matthew Morgan - Superintendent/Principal



Harmony Union School District

AGENDA ITEM

Meeting Date:	8/10/2023 - 6:00 PM
Category:	Action Items
Type:	Action
Subject:	10.6 Consideration of appointment of new staff: Cafeteria and Garden Assistant
Strategic Plans:	
Policy:	
Enclosure	
File Attachment:	
Description:	
Background Information:	
Fiscal Implications:	
Recommendation:	That the Board ratifies and approves contract for Cafeteria and Garden Assistant
Approvals:	Recommended By:  Matthew Morgan - Superintendent/Principal



Meeting Date:	8/10/2023 - 6:00 PM
Category:	Next Board Meeting
Type:	Info
Subject:	11.1 Next regular board meeting is September 14, 2023
Strategic Plans:	
Policy:	
Enclosure	

File Attachment:

 HUSD Board Meeting Calendar
2023-24 (1).pdf

 Board Meeting and Routine
Agenda Items Calendar.pdf

Description:**Background
Information:****Fiscal Implications:**

Recommendation: Info only

Approvals:

Recommended
By:



Matthew Morgan - Superintendent/Principal



Harmony
Union School District

1935 Bohemian Highway
Occidental, California, 95465
Phone (707) 874-1205 • Fax (707) 874-1226
www.harmonyusd.org

Board Meeting Calendar 2023-24

Board meetings are typically held on the second Thursday of the month.

However, due to some calendar issues and deadlines this may change.

July – No meeting

August 10th

September 14th

October 12th

November 9th

December 14th

January 11th

February 8th

March 14th

April 11th

May 9th

June 13th

(Present LCAPs and Budget)

Special Board Meeting June 14th time TBD

(Approve LCAPs and Budget)

Submission Deadline: *Requests for items to be placed on the agenda must be submitted on Thursday the week before the Board meeting by 3:00 p.m.*



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Board Meeting Calendar and Routine Items

July – No meeting

August

Election Year: Resolution certifying election results

September

2nd Thursday for unaudited actuals

Public Hearing: sufficient textbooks

Public Hearing: LCP

Gann Limit Resolution

Resolution: Sufficient Textbooks

October

COI (Cost of Issuance for Bond) Summary

Public Self Insurers Annual Report

Charter Renewal for Pathways- every 5 years- next date: 2023

Local Indicators on the CA School Dashboard

Renewal of services for Electronic School Board

Election Year: if needed- appoint board member

Non Election year and election year- choose org of board date 15 days after election date

November

Annual Developer Fees Report

December

2nd Thursday due to 1st Interim Budget Deadline

Organization of the Board (date chosen in October if needs to change)

*Oath of Office in election years***

January

February

HUSD School Year calendar
SARC (School Accountability Report Card)
Comprehensive Safety Plan
LCAP Mid Year Report

March

2nd Thursday due to 2nd Interim Budget Deadline

April

Declaration of Need for Fully Qualified Educators
HUSD School Board Meeting Calendar
MOU with Pathways- every 2 years
Williams Act

May

School and College Legal Services of California- agreement
Contract for Legal Services Agreement
Classroom Capacity Resolution

June

Present LCAPs and Budget
Approve LCAPs and Budget- separate meeting