

SHAC Meeting Notes 10-30-24

[Meeting recording](#)

Meeting start time: 1:11 PM

Lifeguard Presentation - Human Sexuality Curriculum Changes for 25-26 School Year

- The Source
 - A network of women's health clinics offering a variety of resources including education (two education arms - 1. in-clinic and 2. preventative)
 - Previously known as Lifeguard and developed own curriculum in-house
 - Now, known as "The Source" after merging with two clinics in Houston and outsource curriculum.
- Preventative Education
 - Serving in schools since 1989
 - Taught by certified instructors
 - Serve grades 6-9
 - Funded by Title V (free to schools)
 - Sexual Risk Avoidance Education
- "Choosing the Best" Curriculum
 - Taught to over 5 million students since 1993 and over 1 million in TX since 2001
 - Used in 47 states
 - On the Health and Human Services list of Evidence-Based programs for Teen Pregnancy Prevention (more stringent than "research based")
 - Medically accurate curriculum as certified by US Department of Health and Human Services
 - Information is sourced from peer-reviewed studies and the CDC
 - Takes a "sexual delay" approach to reduce risk of multiple negative health outcomes (evidenced based)
 - Question from SHAC member: what are the time constraints of the statistics presented in the presentation? Presenter will send a list of studies in a follow-up.
 - QR code available in slides to see how the curriculum meets the TEKS
 - Curriculum options: "Choosing the best..."
 - "Way" (6th grade), "Path" (7th), "Life" (8th), "Journey" (9th/10th)
 - No graphic images in the 6th grade curriculum
 - District gets to vote on if they want the graphic images to be shown in the 7th-10th grade (based on district preference).
 - New with updated curriculum:
 - Parent interviews at the end of each lesson to walk through with their students at home
 - Presented in a 3 part format (student guide, leader guide w/ script, slideshow)
 - Lecture based + interactive activities
 - Lesson structure:

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- Video testimony of teens
 - Health educator leads discussions/lecture/games
 - Character application
 - Parent/Guardian interview
- Program Logistics
 - Parent workshops to answer parent questions
 - Curriculum access to parents who request it
 - 6-45 minute lessons (longer than Lifeguard due to interactive components)
 - Optional lesson: anatomy, reproduction, pregnancy, and puberty for MS levels
 - Entry/Exit survey
 - Demographic info collected for HHSC for Title V reporting
- Q&A
 - SHAC member Q: Why did Lifeguard seek a curriculum development provider?
 - A: Moved away from Lifeguard because historically created curriculum in-house. Decided to discontinue in-house curriculum development due to time and resources. Wanted to be able to regularly update the curriculum, so went with a different one so they could focus on teaching.
 - A: The Source chose this curriculum because they liked the interactive components, compelling testimonies, and used in so many places.
 - SHAC member Q: Is The Source a pregnancy resource center? Anti-abortion?
 - A: They are a women's clinic that provides pregnancy resources as part of their overall services. Preventative education is sponsored by grant funding, and they must abide by grant rules (e.g. bi-partisan, focus on medical facts). No propaganda from the clinic in preventative education.
 - SHAC Member Q: How do you include students that do not identify as heterosexual?
 - A: Information and language is designed to include all students. Focus on medical facts - all students (regardless of gender identity, etc.) are at risk.
 - SHAC Member Q: Do you specifically have resources/language included that help include this non-heterosexual population?
 - A: No specific lessons focused on LGBTQ+ community. Beyond the scope of the program. Stick to sexual risk avoidance. Keep everything medically informed.
 - A: All health educators are trained in crisis intervention, and they are sensitive to student situations. If someone asks questions outside of the scope of their lesson, they are trained to divert the questions to their parents.
 - SHAC Member Q: Would your team continue to come in and present rather than have our teachers do it?
 - A: Yes. By selecting "Choosing the Best..." curriculum through The Source, we would be able to tap into their resources (such as grant funding, staff capacity, etc.)

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- SHAC Member Q: How can we learn more about accreditation?
 - A: ACEND website - Look Up: Sexual Risk Avoidance Specialist
- SHAC Member Q: What is the definition of a graphic image?
 - A: Visuals of infections that have happened after an STI is contracted
- SHAC Member Q: Is there a comparison between normal vs. infected visuals?
 - A: Yes
- SHAC Member Q: Often, sexual health curriculums are fear-based (ex: if you have sex, then X bad thing will happen). What do you have to say about that?
 - A: With “Choosing the Best...” curriculum, information is shared so they can make their own decision; present risks, but don’t make a decision for a student.
- SHAC Member Q: How do you ensure scripts are followed?
 - A: The Source Staff complete observations to ensure fidelity to script. Additionally, Teachers are present as well who can speak to what is being said in classroom during the lesson.
- Discussed a SHAC member opinion that compared to the old curriculum, the new curriculum had a lack of pragmatic presentation of definitions, reproductive biology, etc. of how to get pregnant and is more focused on lived experiences.
 - SHAC Member Q: Why is the biology, definitions lesson optional?
 - A: Some districts prefer to leave definitions and foundational knowledge to parents and have curriculum focus on the risks
- SHAC Member Q: If we opt not to complete the optional session would we have to find another supplemental option to meet all the TEKS?
 - A: Yes.
- SHAC Member Q: Are the students' developmental and knowledge levels at each grade sufficient for understanding the risk-related statistics being presented?
 - A: The Source educators are trained to explain statistics based on students' level of understanding (and have supporting activities to support understanding). Reinforcement is reflected in scripts.
- SHAC Member Q: Is this an abstinence focused curriculum?
 - A: the curriculum is abstinence-centric
- SHAC Member Q: Do you cover contraception?
 - A: Contraception is discussed in terms of effectiveness of contraception, types of contraceptives (definitions), but do not demonstrate their used
- SHAC Member Q: Is The Source a Christian Faith-Based organization?
 - A: Yes. But as health educators, this is not part of their messaging.
- SHAC Member Q: How do you separate faith from your operations?
 - A: Funding. Must be neutral due to grant funding requirements.
- SHAC Member Q: Are The Source clinics/resources presented to students as options?
 - A: No, only resources like national hotlines are presented.
- SHAC Member Q: Can we see a list of the grant funding sources?
 - A: They are completely funded by Title V, state-funding.

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- SHAC Member Q: Is there an optional module to show how to use contraceptives?
 - A: No. Discussed that SHAC can recommend a more comprehensive program if they feel this curriculum doesn't meet their needs. Discussed potential pushback from teachers if SHAC recommends a different curriculum due to staff capacity and liability of staying on-script. Discussed other opportunities to present additional information outside of the school day (such as health fairs)
- SHAC Member Q: How do you differentiate yourself from the Good Heart Willcox curriculum?
 - A: The Source has health educators that bring the curriculum and and quicker to roll out because don't need to rely on district teachers to implement.
- Students commented that they have a preference for health educators teaching the curriculum rather than teachers (it went more smoothly, was more professional, etc.). They felt the math statistics were clear for their level of understanding and noted no memory of exclusive language regarding LGBTQ+ in the previous Lifeguard curriculum. While the information on topics like STDs was intense, it wasn't delivered in a way that felt fear-based.
- SHAC Member Q: Have you taught the "Choosing the Best..." Curriculum yet?
 - A: Yes, guest speakers have taught at a camp, but not at schools yet. The information is very similar to Lifeguard, but the delivery is different (more engaging with interactive activities).
- Discussed that some students in the videos looked older than the target audience.
- SHAC Member Q: Is there a way to get less mature videos for better peer-to-peer learning?
 - A: The Source can give this feedback to the curriculum provider about this.
- Student noted that young students often know more than expected and don't feel the need to match the exact ages of teens in the video, as they often feel older than their age.
- SHAC Member noted that visualizing an actual 13 year old being pregnant isn't relatable about what students see every day. Students aren't watching YouTube and watching their own peers, they are watching older influencers. This curriculum is competing with this.
- SHAC Member Q to students: How realistic is an abstinence-centric curriculum in this community?
 - Students shared that decisions about sex are more influenced by environment (friends, home) than by a presentation. Sex is a common and normalized topic in high school.
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- A SHAC member noted that the abstinence requirement is set by the state, so the focus should be on selecting the best approach within our control.
- Discussed that this curriculum provides information about each contraceptive option and effectiveness rates, but not how to use the contraceptives.
- SHAC Member Question: how do you present having healthy relationships in your curriculum?
 - A: Topics include understanding love vs. infatuation, setting and holding boundaries, respecting boundaries in relationships, and identifying healthy vs. unhealthy behaviors.
- SHAC Member Q: Do you teach in large or smaller groups?
 - A: This varies by district. Some prefer large groups, others smaller classroom settings. Two health educators are in each room, and the program is flexible to adapt as needed.

Human Sexuality Curriculum Materials Next Steps

- Members discussed next steps, including adding documents and resources to Google Drive between meetings.
- Optional modules or additional TEKS-aligned methods can be added later if a curriculum is chosen today.
- K. Kellner proposed a vote on whether to proceed with decisions today.
- Only state-approved curriculums are *Goodheart-Willcox* and *Choosing the Best*. Other options require additional documentation.
- TEA funding is available for instructional materials but has been reduced. Estimated cost: \$20 per student + teacher training.
- A presentation on *Goodheart-Willcox* was requested.
- Clarification: *Choosing the Best* is the only curriculum with trained educators provided.
- As a science teacher, R. Soliz noted a preference for external educators, as it reduces burden on teachers and allows for more standardization; students are directed to parents for additional questions.
- Student feedback indicated they remember content better from external educators, finding it more engaging and comfortable.
- S. White shared that teachers feel uncomfortable with the liability of teaching this script-based curriculum.
- Discussion on the possibility of a “choose your own path” option (like Round Rock ISD) that allows parents to provide proof of completion of a curriculum that meets TEKS and aligns with individual family values.
- **Vote:** Majority decided more time is needed; the decision is postponed until December.
- There is interest in a November subcommittee meeting to further discuss the curriculum before the December meeting. Tasha will coordinate.

Subcommittee Work

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Meeting adjourned: 2:31 PM