

### **CHaSE Notes 2/17/23**

The committee reviewed and approved the notes from the 2/10/23 meeting.

Upon recommendation by the district, members from CHaSE and Safe and Healthy Schools standing committees have agreed that the opt-in Violence Prevention TEKS from SB 9 will be co-taught by Health teachers and counselors in Health class.

Here are the 6<sup>th</sup> grade TEKS related to SB 9: (they are found in two different TEKS strands)

Student expectations under the “Injury and Violence Prevention” strand:

- **13(E)** – identify how technology is used to recruit or manipulate potential victims of sex trafficking.
- **14(A)** – identify how exposure to family violence can influence behavior and the importance of reporting suspected abuse.

Student expectations under the “Reproductive and Sexual Health” strand:

- **21(B)** – identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking.

Here are the Health 1 TEKS related to SB 9:

Student expectations under the “Injury and Violence Prevention” strand:

- **12(A)** – research and analyze how exposure to family violence can influence cyclical behavioral patterns

Student expectations under the “Reproductive and Sexual Health” strand:

- **19(A)** – describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence
- **19(B)** – analyze the characteristics of harmful relationships that can lead to dating violence
- **19(H)** – explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others

Just as a reminder, any instructional materials we decide to recommend will go through full SHAC before recommendation to the Board of Trustees.

A committee member asked if we need to adjust our CHaSE rubric since we are taking on the Violence Prevention TEKS. The committee decided that since there are only 3 additional total TEKS and our rubric is general, we will keep the rubric the same.

A question was raised regarding if CHaSE should consider adding the Violence Prevention TEKS to the 7th and 8th grade HSAE program so that students have more opportunities to learn the material.

### **Meeting with Esteem Publisher:**

Esteem is currently being used in 58 school districts. In terms of being able to customize for NEISD, the publisher explained that they re-evaluate the content every couple of years and get feedback from schools. They are in the process of creating 8-10 page mini- booklets for each lesson with added teacher prompts, speaker points and continuing conversation cues. The publisher stated that the booklet format is useful for separating the opt-in lessons. The publisher is also working with the illustrators to update the pictures based on feedback from students. When asked about writing a teacher script for NEISD, the publisher said she is willing to collaborate with NEISD teachers and specialists to write scripts. The updated materials would possibly be ready for digital viewing (no pictures) on July 1 and hard copies should be ready by July 15.

### **Committee Discussion of Esteem:**

Esteem is a whole program not an HSAE supplement. The timeline for the updated materials is very tight and a lot of work needs to be completed to make it usable for NEISD. The committee decided to table Esteem for now and will review whatever digital content they provide.

Heritage Keepers materials are on the way for review.

It was noted that Level 1 covers grades 6-12 which is a wide range of grade levels in Level 1.

How are topics presented age appropriately?

It was also noted that the Heritage Keepers program is conversation based so it might be difficult to ensure that the specific TEKS are covered.

Heritage Keepers is a non-profit organization and trains other non-profits on their program. A committee member requested data on what the non-profits are doing with the program once trained.

The committee will review the materials once they arrive.

The committee discussed other options for HSAE instructional materials. A suggestion was made to look through the McGraw Hill book in our box as McGraw Hill is customizable for NEISD. The Goodheart Wilcox companion text to the Health adoption is not customizable. The committee would like to exhaust our options of programs.

### **Discussion of Survey Questions**

Our committee brainstormed possible survey questions to fulfill the executive committee's request to poll the parents, guardians and community members on topics our standing committee is discussing.

The committee crafted a statement about the information we are hoping to gain from the survey questions: **From the survey, CHaSE hopes to gain greater insight from the community on**

**issues not specified in the law in order to make recommendations that align to community values.**

The committee discussed informing parents/guardians about the state legislature's updated HSAE requirements and new added requirements for Violence Prevention, informing them what opt in means and what lessons opt in pertains to, asking for input from parents/guardians regarding teaching HSAE, medically accurate information on condoms and contraception, and future Violence Prevention in 7th and 8th grade along with the grade levels in which they are already designated, and asking parents if they know where to find HSAE resources on the district website. A suggestion was made to include a question that would seek input from parents as to the best time for the two new required public preview meetings.

A suggestion was made to add a webpage with the updated HSAE and new Violence Prevention TEKS for transparency.

Jennifer A. and Katie S. will work on creating an FAQ on the website for parents.

**Next Steps:**

Dianna P. will type up survey questions for the committee to review and edit. The committee would like to have a final copy to the research department by 2/22/23.

Full SHAC meeting Wednesday, 2/22/23 at 11:45am

CHaSE Standing Committee Meeting Friday, 2/24/23 at 11:30am