

March 3 CHaSE Notes

The 2/24 notes were reviewed and approved. Jennifer A. will add the skyward link to the CQ3 question on the notes.

Q&A with Heritage Keepers Publisher

The publisher shared that this sexual risk avoidance program was developed from the perspective of affecting behavior rather than addressing the consequences. The publisher stated that it is evidence based and takes a methodological approach.

The publisher stated that all students deserve to hear a strong abstinence message and the intent of the program is for every student to believe in his/her intrinsic value and worth. The publisher stated that this program has a high rate of opt-in participation and that a Spanish version of the program is available. The program includes take-home sheets to facilitate parent-child conversation. There is also a parent book available on Amazon: [Sex, Lies and Hook Ups](#). Heritage Keepers was reviewed for medical accuracy in 2022. The main study was federally funded and completed in 2011 and the publisher stated that the federal government does not give funding for further evaluation. This program is being used in many schools in South Carolina but the publisher could not tell us how many schools were using this program in 6th grade because the program is structured differently among the grades in South Carolina. The publisher provided a TEKS correlation document and stated that Heritage Keepers covers the majority of TEKS.

How customizable is this program for NEISD? Can portions be removed or changed? Is there a digital accompaniment?

The publisher said this is a discussion that we could have. They are always seeking feedback which leads to small changes. This is a small, non-profit publisher and all content is copyrighted. Large portions of the program cannot be removed or changed. There is no digital content. The publisher stated that Heritage Keepers Life Skills lessons might be a better fit for our district.

What does the training involve?

The certification training is three full days of extensive training. This training is only done by Heritage Keepers representatives. Day one- presentation of the program, day two - trainers demonstrate how to deliver content, day three- supervised trainees' demonstration of content delivery. The program takes more of a counseling approach than an educational approach therefore teachers are difficult to train. Due to their backgrounds, counselors are easier to train.

Discussion of Heritage Keepers

Committee members liked the clear definition of and emphasis on abstinence throughout the level 1 materials as well as the emphasis on how families and generations are formed.

Some committee members expressed concerns that the content in the level 1 materials go beyond the scope of the TEKS and may not be age appropriate for 6th graders. Another concern is that the program relies mainly on students reading the information and does not incorporate higher level TEKS like analysis skills.

Concerns included the mention of rape as a category of sexual experience, the inclusion of statutory rape and links to the age of consent, the presentation of STDs in the dice game before the lesson teaching about STDs, and the potential exclusion of students who come from divorced families, unmarried parents, or non-traditional families.

Also, the explanation of the name “Heritage Keepers” felt like branding and could be potentially exclusive of students who don’t opt in to the lessons. The majority of the studies and statistics appear outdated. There were also questions about verifying names of the people that reviewed the materials. While the program is somewhat scripted, the program relies on teachers taking more of a counseling role in delivery of the content.

Heritage Keepers requires extensive training which could be challenging for the district in terms of feasibility on a yearly basis. Committee members felt that a lot of work would be needed to make Heritage Keepers workable for the district.

SHAC Public Meeting

The committee discussed the upcoming public meeting on March 30th. We will present the process and the curricula that have been reviewed so far and provide access to the instructional materials.

We will have time allotted for parents and community members to sign up to give input and feedback with a three minute time limit. A suggestion was made to post a QR code at the meeting so people can ask questions in a google form. Publishers can respond to the questions on the google form. Jennifer A. will create the google form.

The committee decided to record the public meeting.

The committee agreed that the CHaSE parents and community members will collaborate on a slide show presentation for this meeting.

Next Steps:

Brainstorm ideas for the slide show. We will meet at the Community Learning Center 217 at 11:30am on March 10th.