_____ Public Schools' Sexual Health Education Guidelines

TEACH ACCURATE INFORMATION. Reliable sources include, for example, government sites and the peer-reviewed journals of major professional associations. Help students analyze the trustworthiness of sources.

TEACH AGE-APPROPRIATE CONTENT. Anticipate developmental need. Trust that students will ignore what they do not yet need.

TEACH IN WAYS THAT INCLUDE EVERY CHILD. Practice conscious regard for diversity among students in terms of developmental stage; physical characteristics and body types; genders and gender identities; races and ethnicities; languages and countries of origin; religious beliefs and faith communities; abilities and disabilities; sexual orientations; sexual experiences and histories of victimization; pregnancy, abortion and parenting experiences.

TEACH IN YOUR USUAL CO-ED SETTING. It is OK to separate genders for one lesson in a unit but, even then, offer the same teaching materials.

PREVIEW VISUAL AIDS. All materials, even those with high scores from the state and approval by our District.

TEACH COMPREHENSIVELY. Express genuine support for abstinence and provide opportunities to practice communicating boundaries. Express genuine support for risk-*reduction;* show and handle contraceptives.

MANAGE SEXUAL HARASSMENT, INTIMIDATION AND BULLYING through climate-setting at the beginning of a unit and consistent, firm, equitable intervention.

PARTNER WITH FAMILIES. Allow at least 30 days' notice. Give them ample opportunity to preview. Invite them to share their own family's structure and values with you. Welcome their observing if they feel the need. Encourage families to communicate at home about the unit. Respect a family's written request to waive a child's participation; excuse the child discreetly, providing meaningful alternative activities.

ANSWER ALL QUESTIONS. Identify and translate slang; when it is crude or disparaging, explain that. When personal questions arise, use good judgment about protecting your own and students' privacy. When value laden questions arise, use the FLASH Value Question Protocol and, especially, encourage students to talk with family and other trusted adults.