

SEXUAL HEALTH EDUCATION IMPLEMENTATION GUIDANCE

As of December 16, 2020, CPS adopted the **Sexual Health Education Policy**. Sexual Health Education (SHE) is required annually for all students in CPS in grades PreK-12. All SHE curriculum is aligned with the National Sexuality Education Standards, Second Edition (**NSES**), and meets **Erin's Law** requirements.

The purpose of this document is to provide guidance for school staff such as Principals, trained Sexual Health Education Instructors, Counselors, Social Workers, and Nurses, regarding this updated policy. Experts recommend policies like CPS's that are medically accurate, age-appropriate, and comprehensive. The CPS curriculum is designed to equip students of all ages with the relevant knowledge and skills to help protect themselves and make critical decisions about their bodies and their social, emotional, and physical health. The implementation of this policy is overseen by The Office of Student Health and Wellness (OSHW). The information below breaks down aspects of the policy and provides tips and best practices to meet all policy requirements.

TABLE OF CONTENTS

- 2 Annual Instruction
- 3 Diverse Learners
- 4 Parent and Guardian
- 5 Opt-Out
- 6 Staff/Training
- 8 Use of Approved Community Based Organizations
- 9 LGBTQ+ Inclusion
- 10 Sexual Health Services (SHS)
- 12 Healing-Centered Education
- 13 Student Participation
- 13 Classroom Management
- 14 Principals' Role

ANNUAL INSTRUCTION

As stated in section I-B of the policy, “All lessons outlined in CPS curriculum must be provided to students in grades Pre-K-12 every school year addressing all topic areas outlined in Section A of this Policy.”

Below outlines tips and best practices for meeting that requirement:

- Previous CPS policy stated a required number of minutes be taught in each grade level. New policy indicates students must be taught every single lesson and topic outlined in the CPS Scope & Sequence. The lessons in grades PreK-4 provide foundational knowledge that builds upon each other throughout the years, therefore, instructors should prioritize all lessons and all topics in the curriculum rather than prioritizing minutes taught.
- Students must be taught all together in a standard classroom environment and should not be separated by gender or assigned sex.
- Keeping all students in the same classroom environment ensures the same comprehensive SHE is taught to all students, provides an inclusive space for all identities, and reinforces positive communication around SHE.
- Resources are available for classrooms interested in teaching in Spanish.
- School administration and sexual health education instructors should have a planning meeting to strategize when these lessons will be implemented and who is responsible for reporting the completion of lessons on the Healthy CPS survey. SHE Implementation is a **Healthy CPS requirement**.
 - Schools can split the lessons between a few trained instructors (example: PE instructor teaches some lessons and advisory instructor teaches some.)

DIVERSE LEARNERS

As stated in section I-C of the policy, “Students who are designated as Diverse Learners must be provided medically accurate, developmentally-appropriate sexual health education. Instruction shall be individualized as it relates to each student’s disability and their IEP specifically in the areas of method of Communication, Modifications, and Accommodations.”

Below outlines tips and best practices for meeting that requirement:

- It is required that at least one Special Education (SPED) instructor be a trained Sexual Health Education instructor.
 - We highly recommend training all SPED instructors.
- **Ensure all Diverse Learners**, including those who are 18 and older and enrolled in continuing education services, receive every single lesson and topic outlined in the **CPS Scope & Sequence**.
- Based on the needs of the individual learners, SPED instructors and others involved in the IEP process should ensure that appropriate accommodations are being met.
- SPED instructors trained in SHE should view the curriculum adaptations for Diverse Learners.
- All other aspects of the implementation guidance should be applied to Diverse Learners.

PARENT AND GUARDIAN

As stated in section I-D-1 of the policy, “Parents/guardians must receive three (3) notifications, at least one (1) in writing, prior to lesson implementation...”

Below outlines tips and best practices for meeting that requirement:

Send notification letters at least 2 weeks prior to instruction. Written notification should be on school letterhead signed by the school’s administrator.

- School administration should keep documentation of when and how notifications were delivered to parents/guardians.
- **CPS Scope & Sequence** should be included with the notification.
 - The CPS Scope & Sequence is available in **English, Spanish, Arabic, Urdu, Polish, Ukrainian, Chinese** (simplified), **Tagalog, Vietnamese**.
- Use the forms of communication that work best for your parents/guardians (email, phone, paper flyer, etc.) We recommend using a variety of formats to reach as many parents/guardians as possible.
- The notification letter is not a permission slip. The letter should not be returned to the instructor. It is a notification for parents/guardians with the option to opt out.
- Use the CPS notification letter template in the Sexual Health Education Curriculum folder.*
- Send notification letters in the appropriate languages for your school.
 - Notification letters are available in **English, Spanish, Arabic, Urdu, Polish, Ukrainian, Chinese (simplified), Tagalog, and Vietnamese**.
- Include an invitation on notification letters for parents/guardians to meet with school administrators and SHE instructors to discuss and answer any questions they have.

Host a parent/guardian open house session on SHE to discuss and view the CPS curriculum, CPS Scope & Sequence, opt-out information, and introduce parents/guardians to who will be teaching SHE (provide interpretation services as needed).

- Share resources provided by the district on SHE designed for parent/guardian support (school-based SHE information session, **FACE parent/caregiver education sessions, Scope & Sequence**, book-lists, etc.)
- Encourage parents/guardians to continue these conversations at home by sending home **suggested readings and other resources**.

*Only instructors who have completed the CPS Sexual Health Education Instructor Training and passed the exam have access to the curriculum folders.

OPT-OUT

As stated in section I-D-2 of the policy, “No student whose parent/guardian provides a written objection must be required to participate in any sexual health education lesson...”

Below outlines tips and best practices for meeting that requirement:

- Notification of SHE instruction must be provided to parents/guardians at least two weeks prior to instruction to give parents/guardians time to opt-out.
- Parents/Guardians may opt-out of individual lessons or the entire curriculum.
- Parents/Guardians are the only ones who can opt a student out of the education unless the student is 18 or older.
- Create a plan for where the opted-out students will go during SHE instruction.
- Instructors should have an assignment ready ahead of time for opted-out students. This assignment cannot be a SHE assignment but can be social and emotional learning (SEL) or general health education.
- Instructors should document when a student has been opted-out.

STAFF/TRAINING

As stated in section I-E of the policy, “To ensure all students at every grade level receive comprehensive sexual health instruction, each principal must annually designate a minimum of two instructors to deliver instruction at their school and ensure these instructors successfully complete the required training. Schools with Diverse Learner populations shall have a minimum of one Special Education instructor trained to deliver annual sexual education.”

Below outlines tips and best practice for meeting that requirement:

Principals must annually designate a minimum of two instructors to deliver instruction at their school. If your school has a Diverse Learner population and SPED teachers on staff, then at least one SPED teacher must also be trained to facilitate SHE.

- Instructors must be re-trained at least every four years.
- Schools should consider sending more staff to be trained in order to ensure all students receive all of the lessons and topic areas.
 - Elementary Schools: we see a lot of success when SHE is taught in each grade by a PE teacher in collaboration with a homeroom teacher.
 - High Schools: we see a lot of success when SHE is taught in advisory periods, health classes, and civic engagement classes.
- Ensure the staff selected to teach SHE have attended and passed all SHE training requirements.
- Instructors must complete all required Office of Student Protections and Title IX training sessions prior to SHE instruction.
- When an approved CPS vendor is teaching SHE in CPS classrooms, the classroom teacher who is in the room for that instruction also must be a trained sexual health education instructor.

STAFF TRAINING CONT.

SHE Instructors should demonstrate the following qualities:

- Confidence in their ability, comfort with the content, and ability to deliver lessons in a safe and affirming way for all students.
- Experience teaching SHE and willingness to teach it.
- Actively inclusive of LGBTQ+ students.
 - Instructors should practice using language and examples that are inclusive of the LGBTQ+ community (e.g. they/them pronouns, diverse family structures) and do not enforce **heteronormativity and cisnormativity**.
 - Instructors should practice using terminology that is uncomfortable for them to say (ex: anatomy terms, phrases related to sexual activity, phrases related to puberty).
- Supportive when teaching about sexual abuse and violence by not reinforcing ideas of victim-blaming or shaming.

Instructors should reflect on personal values and how they may impact instruction.

- Instruction should be taught with a student-centered lens (example: everyone deserves respect and students know what is best for themselves) and should never push personal values onto students. Allow students to learn the comprehensive information and make the choices that are best for them.

Additional best practices to support SHE instruction.

- Instructors should set Group Agreements and appropriately acknowledge when those agreements have been violated.
- Set aside time for trained instructors to meet to support one another before, after, and during the SHE implementation time period in order to ensure that those teaching it are supported.

USE OF APPROVED COMMUNITY BASED ORGANIZATIONS:

As stated in section I-F of the policy, “Consultants must be approved through OSHW. If an outside consultant is unable to provide a course or program that includes all comprehensive components as described in Section A herein, the school must ensure that students receive supplemental instruction to satisfy the comprehensive requirements of this Policy.”

Below outlines tips and best practices for meeting that requirement:

- Confirm with a partner organization that all facilitators have been approved and background checked through the [CPS vendor process](#).
- Ensure partner organization is implementing a curriculum aligned with the [CPS Scope & Sequence](#) and covers all lessons and topic areas as outlined.
- Consider hiring an [approved partner organization \(open link and click on Sexual Health CBO Locator to view\)](#) to teach individual lessons or the entire curriculum if a school has instructors who feel less comfortable teaching certain topics. Some approved partners provide services at no cost to schools.
- Partner organizations must follow all CPS policies and guidelines around inclusive, comprehensive SHE.
- When an approved CPS vendor is teaching SHE in CPS classrooms, the classroom teacher who is in the room for that instruction also must be a trained sexual health education instructor.
- If an approved CPS vendor is teaching SHE and able to make condoms available as a complement to those lessons, they must be allowed to do so in alignment with CPS policy and this guidance.

LGBTQ+ INCLUSION

As stated in section 2-C of the policy, “All staff must complete annual Safe and Supportive Environments for LGBTQ+ Students training provided by the Office of Student Health and Wellness. All staff must adhere to the protections stipulated in the [CPS Guidelines Regarding the Support of Transgender and Gender Nonconforming Students.](#)”

Below outlines tips and best practices for meeting that requirement:

Instructors teaching SHE should have demonstrated themselves to be inclusive of LGBTQ+ students.

- Students must be taught all together in a standard classroom environment and should not be separated by gender or assigned sex.
- Instructors should not assign gender to anatomy (example: say people with a uterus rather than girls).
- Instructors should review the “Instructor Guide to LGBTQ+ Inclusive Sex Ed” document prior to instruction.
- Instructors should practice using language and examples that are inclusive of the LGBTQ+ community (ex: they/them pronouns, diverse family structures) and do not enforce heteronormativity and cisnormativity.
- Ensure the staff selected to teach SHE have attended and passed all SHE training requirements including the webinar “Supporting Transgender, Nonbinary and Gender Nonconforming Students.”
- All Schools should host a GSA (Gender & Sexuality Alliance) club as stated in the [CPS 5-year vision](#) (page 18).
- Instructors should report all harassment to the [Office of Student Protections and Title IX.](#)
- Instructors should provide students with reporting options and resources through the Office of Student Protections.

SEXUAL HEALTH SERVICES (SHS)

As stated in section 3-A, B, and C of the policy, “Schools must designate a staff member to provide sexual health service resources to students... Schools that teach grade 5th and up must maintain a condom availability program... All schools shall make menstrual hygiene products available, at no cost to students, in at least one bathroom in the school building.”

Below outlines tips and best practices for meeting that requirement:

- Designated staff members referring students to SHS should be a school counselor, school social worker, or school nurse.
- SHS referral designee should be informed of SHE instruction dates.
- Condom demonstrations can be taught in grades 5-12.
 - Principal approval is not necessary.
 - Instructors should notify parents/guardians of condom demonstrations through the notification letters.

Condoms must be made available to students in grades 5-12.

- Principal approval is not necessary.
- Schools that also teach grades PreK-4 should ensure condoms are only being made available to students in grades 5-12.
- Condoms must be made available for students to freely take if they choose (e.g. in a bowl on a table), but may not be distributed (i.e. passed out to all or select students) by staff.
- If an approved CPS vendor is teaching SHE and able to make condoms available as a complement to those lessons, they must be allowed to do so in alignment with CPS policy and this guidance.
- Condoms should be located somewhere that is accessible (not in a locked drawer or sign-out required) to students in grades 5-12.
- Students are not required to sign out or justify reasons for taking condoms.
- Students are not required to limit the number of condoms they take.
- Staff can ask students to put condoms away (in a pocket or backpack), however, staff cannot take away access to condoms.
- Schools can [contact OSHW to order condoms.](#)

SEXUAL HEALTH SERVICES (SHS) CONT.

Menstrual Hygiene Management (MHM) products must be made available in at least one school bathroom at all schools.

- Ensure facilities and/or maintenance staff are replenishing MHM products.
- MHM products should be made available to all students regardless of their gender identity without question.
- MHM products can be kept in a nurse's office or other safe, accessible places in addition to the required products in bathrooms.

HEALING-CENTERED EDUCATION

In alignment with the District's [Healing-Centered Framework](#), education should be taught with a trauma-informed and culturally responsive lens.

Instructors teaching SHE should have demonstrated themselves to be supportive when teaching about sexual abuse and violence by not reinforcing ideas of victim-blaming or shaming.

- Instructors should set Group Agreements and appropriately acknowledge when those agreements have been violated.
- Communicate with students about what they need to feel safe and supported during SHE.
- Principals and SHE instructors should inform social workers, nurses, and counselors when SHE instruction is taking place so they can plan for additional support.
- Include content warnings when delivering sensitive information.
- Be mindful of when students are displaying behaviors that are atypical for them throughout SHE and connect them with a social worker or counselor.
- Involve a social worker or counselor if a student states that they are or appears triggered during SHE.
- Allow students to practice self-care throughout SHE lessons (ex: put their heads down, pace in the back of the classroom, close their eyes). Instructors can encourage students to focus only on their own participation and not call attention to students practicing self-care.

STUDENT PARTICIPATION

The new policy indicates schools must teach every single lesson and topic outlined in the CPS Scope & Sequence. The previous CPS policy stated a minute requirement. The lessons in grades PreK-4 provide foundational knowledge and build upon each other throughout the years, therefore, instructors should prioritize all lessons and all topics in the curriculum rather than prioritizing minutes taught.

- Students should help create and enforce the classroom group agreements.
- Students should be encouraged and feel safe to ask questions.
- Instructors should provide an option for anonymous questions (example: question box.)



CLASSROOM MANAGEMENT

Instructors should set Group Agreements and appropriately acknowledge when those agreements have been violated.

- Instructors must verbally affirm the diversity of the students in their classrooms and provide a safe and supportive environment for all students.
- Instructors must interrupt harmful language, explain why it is harmful, and follow through with any necessary actions.
- Instructors should allow informal terminology in the classroom however should respond by providing medically accurate terminology.

PRINCIPALS' ROLE

Principals must annually designate a minimum of two instructors, to deliver instruction at their school. If your school has a Diverse Learner population and SPED teachers on staff, then at least one SPED teacher must also be trained to facilitate SHE.

- Principals are responsible for ensuring all SHE topics are taught annually to all students.
- Principals should consider sending more staff to be trained in order to ensure all students receive all of the lessons and topic areas. Roughly 1 instructor per every 100 students is recommended.
 - Principals and sexual health education instructors should have a planning meeting to strategize when these lessons will be implemented and who is responsible for reporting the completion of lessons on the Healthy CPS survey.
- Principals should support condom availability and condom demonstrations for grades 5-12th. Approval is not necessary for condom demonstrations and availability for students in grades 5-12.
- Principals are required to share [Title IX resources](#) with their instructors.
- Principals and SHE instructors should inform social workers, nurses, and counselors when SHE instruction is taking place so they can plan for additional support.
- Principals should keep documentation of when and how the three notifications were delivered to parents/guardians and should ensure notifications are delivered at least 2 weeks prior to instruction.
 - Include an invitation on notification letters for parents/guardians to meet with the school Principal and SHE instructors to discuss and answer any questions they have.

***Only instructors who have completed the CPS Sexual Health Education Instructor Training and passed the exam will have access to the curriculum folders.**