

Curriculum Review Summary Report California Healthy Youth Act

Published Curriculum

Curriculum Title: FLASH Middle School
Edition/Version: Third **Printing (Year):** 2016
Author: Seattle and King County Department of Public Health
Website/contact: http://www.etr.org/flash/flash-curriculum/

Grades: Middle School grades 6-8
Number of lessons: 7
Cost: Online license \$49.99/year/teacher. Binders \$89.99-\$99.99 per binder.
Training offered: No

Criteria	Description	Compliance Assessment	Determination and Recommendations Action/Curriculum adaptation needed to meet CHYA requirements.
A. CA Education Code Requirements starting Jan. 2016, CA Healthy Youth Act			
Alignment with and Support of CHYA Purposes	<p>All instruction and materials must align with and support the purposes of the California Healthy Youth Act. EC § 51933 (c)</p> <p>All instruction and materials shall align with and support the purposes of this chapter as set forth in paragraphs (1) to (5), inclusive, of subdivision (b) of Section 51930 and may not be in conflict with them.</p>	<p>(1) To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.</p> <p>[Reference: Instruction and Materials]</p>	Compliant: Yes
		<p>(2) To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.</p> <p>[Reference: Instruction and Materials]</p>	<p>Compliant: Yes</p> <p>Comments: The curriculum minimally addresses adolescent growth and development, body image, long-term relationships, marriage, and family.</p>
		<p>(3) To promote the understanding of sexuality as a normal part of human development.</p> <p>[Reference: Instruction and Materials]</p>	Compliant: Yes
		<p>(4) To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual</p>	Compliant: Yes



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			<p>health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.</p> <p>[Reference: Instruction and Materials]</p>	
			<p>(5) To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behavior.</p> <p>[Reference: Instruction and Materials]</p>	Compliant: Yes
B. Instruction and Materials EC § 51933				
1	Age Appropriate Material	<p>Instruction and materials shall be age appropriate.</p> <p>EC § 51933(a)</p>	<p>“Age appropriate” is refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on cognitive, emotional, and behavioral capacity typical for the age or age group.</p> <p>EC § 51931(a)</p>	Compliant: Yes
2	Medically Accurate and Objective Information	<p>All factual information presented shall be medically accurate and objective.</p> <p>EC § 51933(b).</p>	<p>“Medically accurate” means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics and the American College of Obstetricians and Gynecologists.”</p> <p>EC § 51931(f)</p>	<p>Compliant: No, needs modification.</p> <p>Comments:</p> <p>Full and detailed medical reviews have been given directly to the publisher/author.</p> <p>This curriculum contains one or all of the following: outdated information, inaccurate information, and uncited data.</p> <p>Per Education Code 51931(f), refer to the listed agencies current websites for the most medically accurate and objective information.</p>

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3	Inclusivity Appropriate	Instruction and materials shall be appropriate for use with pupils of all races, genders, sexual orientations, ethnic and cultural backgrounds, pupils with disabilities, and English learners. EC § 51933(d)(1)		Compliant: Yes
4	English Learners	Instruction and materials shall be made available on an equal basis to a pupil who is an English learner, consistent with the existing curriculum and alternative options for an English learner pupil as otherwise provided in this code. EC § 51933(d)(2)		<p>All local educational agencies are required to ensure that curricula, including homework, are available to all student populations in the primary language determined by the previous year's language census data.</p> <p>Comments: Parent materials are available in Spanish, Russian, Chinese, Vietnamese, and Arabic.</p> <p>Although family homework is available in multiple languages other than English, the actual lessons are not available in languages other than English.</p>
5	Youth with Disabilities	Instruction and materials shall be made accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instructions in alternative formats, and auxiliary aides. EC § 51933(d)(3)		<p>All local educational agencies are required to ensure that curricula, including homework, are available to all students in formats and modalities that meet their students' specific instructional needs.</p> <p>Comments: There is a special education version of FLASH that was not reviewed.</p>
6	Unbiased Instruction	Instruction and materials shall not reflect or promote bias against any person on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any category protected by Section 220. EC § 51933(d)(4)		Compliant: Yes

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7	Sexual Orientation	<p>Instruction and materials shall affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.</p> <p>EC § 51933(d)(5)</p>	Affirmatively recognize that people have different sexual orientations.	<p>Compliant: Yes</p> <p>Comments: Very good at addressing sexual orientation and weaving information about sexual orientation throughout the curriculum.</p>
			Provides examples of relationships and couples that are inclusive of same-sex relationships.	Compliant: Yes
			Includes discussion of relationships and couples that are inclusive of same-sex relationships.	Compliant: Yes
8	Gender	<p>Instruction and materials shall teach pupils about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.</p> <p>EC § 51933(d)(6)</p>	Teaches about gender, gender expression, gender identity, and explores the harm of negative gender stereotypes.	<p>Compliant: No, needs minor modification.</p> <p>Comments: Definition and discussion of gender expression should be more explicit (e.g., gender expression can change over time and is not necessarily associated with gender identity). There are missed opportunities in sections on male and female reproductive systems to address transgender people; there is a brief mention but there could be more. There is also a missed opportunity to be explicitly discussing transgender people in the section on gender stereotypes.</p>
9	Adolescent Development and Body Image	<p>Instruction provides pupils with the knowledge and skills to develop healthy attitudes concerning adolescent growth and development and body image.</p> <p>EC § 51930(a)(2)</p>	Teaches and promotes healthy attitudes about adolescent development and body image.	<p>Compliant: No, needs minor modification.</p> <p>Comments: In Lesson 1, the quiz questions explain that not all bodies/reproductive systems look the same. There could be more discussion on healthy body image and puberty occurring at different times for different people. Curriculum</p>

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				should increase content on body image and adolescent development.
10	Communication with Parents, Guardians, Trusted Adults	Instruction and materials shall encourage a pupil to communicate with his or her parents, guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so. EC § 51933(e)	Encourages communication with parents, guardians or other trusted adults about human sexuality.	Compliant: Yes Comments: This area is very strong. Every lesson includes (optional) family homework. Language instructs pupils to talk with their parents, trusted adult, etc. to determine their values.
11	Committed Relationships	Instruction and materials shall teach the value of and prepare pupils to have and maintain committed relationships such as marriage. EC § 51933(f)	Teaches the value and prepares pupils to have and maintain committed relationships, such as marriage.	Compliant: No, needs major modification. Comments: Curriculum makes one reference to long-term relationships in "Rules of Dating" in Lesson 3, but other than that only discusses relationships as short term. The curriculum does not contain any discussion regarding the value of committed relationships and/or marriage. Reviewers appreciate the discussion of how to end a relationship in a healthy and respectful manner.
12	Healthy Relationships	Instruction and materials shall provide pupils with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation. EC § 51933(g).	Builds knowledge and skills to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.	Compliant: Yes Comments: Fairly minimal, this topic could be enhanced.
13	Healthy Decision Making	Instruction and materials shall provide pupils with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist pupils in overcoming peer pressure and using effective decision-making	Provides knowledge and skills for making and implementing healthy decisions about sexuality.	Compliant: Yes Comments: Lesson 4 (Saying No) focuses on refusal skills rather than negotiation skills and decision-making skills. The scenarios hint at negotiation skills but do not fully address or reinforce the concept in the exercise.

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		skills to avoid high-risk activities. EC § 51933(h)		
14	Religious Doctrine	Instruction and materials <u>may not teach or promote</u> religious doctrine. EC § 51933(i)	Does not promote religion/religious doctrine.	Compliant: Yes
Content: Factual and Medically Accurate Information EC § 51934				
15	Nature of HIV and STIs	Information on the nature of HIV, as well as other sexually transmitted infections and their effects on the human body. EC § 51934 (a)(1)	Provides information on the nature of HIV and its effects on the human body.	Compliant: No, needs minor modifications. Comments: The nature and effects of HIV are superficially covered in the “STD Review” activity of Lesson 5. The primary focus on this lesson is preventing STIs, with little attention given to HIV. This lesson, and the curriculum as a whole, lacks a full explanation of the nature of HIV and its effects on the body.
			Provides information on the nature of other STIs and their effects on the human body.	Compliant: No, needs minor modification. Comments: Lesson 5 addresses STIs, however, individual STIs are not discussed or explained, the lesson only refers to STIs in a very general manner. The lesson is missing information about the long-term health consequences of STIs.
16	Transmission of HIV	Information on the manner in which HIV and other STIs are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use. EC § 51934(a)(2)	Provides information regarding the transmission of HIV.	Compliant: No, needs minor modification. Comments: Lesson 5 mentions bodily fluids that transmit HIV but there is very little discussion about the behaviors that can transmit HIV.

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17	Transmission of STI's	Information on the manner in which HIV and other STIs are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use. EC § 51934(a)(2)	Provides information regarding the transmission of other STIs.	Compliant: No, needs major modification. Comments: Information regarding relative risks of infection and how STIs are <i>not</i> transmitted need to be added. Lesson 5 need to include information about skin-to-skin (genital or oral) transmission of certain STIs.
18	Abstinence from Sexual Activity and Drug Use	Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. Instruction shall provide information on the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy EC § 51934(a)(3)	Provides information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other STIs.	Compliant: No, needs minor modification. Comments: Curriculum's definition of abstinence needs to be modified to include skin-to-skin (genital or oral) contact.
			Provides information regarding abstinence from sexual activity being the only certain way to prevent pregnancy as well as provide information about the value of delaying sexual activity.	Compliant: No, needs minor modification. Comments: Curriculum should provide more information on the value of delaying sexual activity.
19	Methods of Protection, HIV and STIs	Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention. EC § 51934(a)(4)	Provides information about the effectiveness and safety of the FDA approved antiretroviral medical intervention consistent with the U.S. Centers for Disease Control and Prevention.	Compliant: No, needs major modification. Comments: Curriculum needs to add information regarding PrEP and PEP for HIV prevention.
			Provides information about the effectiveness and safety of all FDA approved methods that prevent or reduce the risk of contracting HIV and other STIs.	Compliant: No, needs minor modification. Comments: There is no mention of vaccination to prevent hepatitis B. Lesson 6 includes a good discussion of external/male condoms but should include basic information about insertive/female condoms.

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20	HIV Risk Reduction	Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing. EC § 51934(a)(5)	Provides information about the effectiveness and safety of reducing HIV transmission by decreasing needle use and needle sharing.	Compliant: Yes Comments: Curriculum should include more information about the effectiveness and safety of reducing HIV transmission decreasing needle use and needle sharing.
21	Treatment of HIV and STIs	Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others. EC § 51934(a)(6)	Provides information about treatment of HIV and other STIs that can reduce the likelihood of transmitting HIV to others.	Compliant: Yes
			Provides information how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.	Compliant: Yes
22	Social Views About HIV and AIDS	Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.	Provides discussion on social views and addresses myths and stereotypes about HIV and AIDS, and people living with HIV.	Compliant: No, needs minor modification. Comments: Curriculum does not address social views or address myths and stereotypes about HIV or people living with HIV.

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		EC § 51934(a)(7)	<p>Emphasizes the following required CHYA instruction.</p> <ul style="list-style-type: none"> • That successfully treated HIV-positive individuals have a normal life expectancy • All people are at risk for contracting HIV • The only way to know if someone has HIV is to get tested 	<p>Compliant: Yes</p> <p>Comments: Curriculum should explicitly state that the only way to know if someone has HIV is to get tested.</p>
23	Resources and Rights to Sexual and Reproductive Health Care Access	<p>Information about local resources, how to access local resources, and pupils' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.</p> <p>EC § 51934(a)(8)</p>	<p>Provides information about local resources, how to access local resources, and youth's legal rights to access local resources for sexual and reproductive health.</p> <ul style="list-style-type: none"> • Pupils legal rights to access local resources for sexual and reproductive health care • How to access sexual and reproductive health care services • Pregnancy prevention and care • Testing and treatment for HIV and other STIs • Assistance for sexual assault and intimate partner violence 	<p>Compliant: No, needs minor modification.</p> <p>Comments: While this Washington state-based curriculum does not provide California specific resources, it does provide some national resources (which include ways to find local resources) and encourages teachers to create their own resource sheets containing all the required resources.</p> <p>LEAs would need to modify with local resources.</p>
24	FDA Approved Contraceptive Methods	<p>Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception.</p> <p>EC § 51934(a)(9)</p>	<p>Provides information on the effectiveness and safety of all FDA-approved contraceptive methods:</p> <ul style="list-style-type: none"> • Implants • Intrauterine devices (IUDs) • The Shot • The Ring • The Patch 	<p>Compliant: No, needs major modification.</p> <p>Comments: Full medical reviews distributed to publishers.</p> <p>Not all FDA-approved contraceptive methods are included in this curriculum, only those most commonly used (according to the curriculum authors). Information is missing some barrier methods and mention of permanent</p>

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			<ul style="list-style-type: none"> • The Pill • Condoms: External ("male condom") • Condom: Internal/Insertive ("female condom") • Other barrier methods • Permanent methods • Emergency contraception 	<p>methods.</p> <p>Withdrawal is presented as a birth control method. While not FDA-approved, this may be an important topic to cover to address student concerns and questions. However, the reviewers felt the framing of this topic was insufficient to address the disadvantages and difficulties of the withdrawal method. Recent research suggests that pre-ejaculate contains sperm which makes this method fairly challenging to discuss accurately and appropriately for a middle school population.</p>
25	Legally Available Pregnancy Outcomes	<p>Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following:</p> <p>(A) Parenting, adoption and abortion</p> <p>(B) Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code</p> <p>(C) The importance of pre-natal care</p> <p>EC § 51934(a)(9)</p>	<p>Provides objective discussion on all of the following legally available pregnancy outcomes:</p> <ul style="list-style-type: none"> • Parenting • Adoption • Abortion • Information on surrendering physical custody of a minor child 72 hours of age or younger. • Importance of pre-natal care. 	<p>Compliant: No, needs major modification.</p> <p>Comments: Parenting is not discussed as a pregnancy option.</p> <p>Information about pre-natal care, adoption and abortion is minimal and the curriculum does not provide for an objective discussion on these topics.</p> <p>California LEAs will need to bolster information on the Safe Surrender Law for California.</p>
26	Harassment, Abuse, Violence and Trafficking	<p>Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence and sex trafficking.</p> <p>EC § 51934(a)(10)</p>	<p>Provides information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence and sex trafficking.</p>	<p>Compliant: No, needs major modification.</p> <p>Comments: The curriculum does not include a meaningful discussion on how to identify sexual harassment, assault, intimate partner violence or sex trafficking. There is no discussion of resources for people dealing with these issues.</p>

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Additional CA Education Code requirements that allow for implementation of the CA Healthy Youth Act				
27	Right to Obtain Confidential Services	Requires school districts to “notify pupils in grades 7-12 inclusive and the parents and guardians of all pupils enrolled in the district, that school authorities may excuse any pupil from school for the purpose of obtaining confidential medical services without the consent of the pupil’s parent or guardian.” EC § 46010.1	Provides the knowledge of the right for the pupil to be excused from school to obtain confidential services	Compliant: No, needs major modification. Comments: Needs to be modified to include California law regarding student release.
28	Resources and Rights for LGBTQ pupils	Information on existing school site and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) pupils must be provided EC § 234.1(d)	Provides information about local resources, how to access local resources, and youth’s legal rights to access local resources that support LGBTQ pupils and their families	Compliant: No, needs minor modification. Comments: LEAs will need to develop their own local resource list. This curriculum provides national resources that can be translated into local resources. The Integrated Learning Activities section of Lesson 2 gives some excellent examples of LGBTQ resources including young adult books.
29	Affirmative Consent <i>*required only if a health education course is a graduation requirement</i>	Comprehensive information for grades 9-12, inclusive, on sexual harassment and violence that includes but is not limited to all of the following: a discussion of the affirmative consent standard, as defined in paragraph (1) of subdivision (a) of Section 67386 EC § 33544(a)(2)	Provides knowledge of the affirmative consent standard and skills needed to establish boundaries in peer and dating relationships.	Compliant : N/A. Not required in middle school.

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ADDITIONAL COMMENTS:

The reviewers felt the parent engagement portion of this curriculum was exemplary.

Overall, the website is difficult to use. It does not allow you to download the entire lesson or curriculum, including activities and worksheets together. This is a much-needed feature for teachers.

There were also a few mistakes on the website:

- Warm Up for Lesson 1 takes you to the Warm Up for Lesson 2
- In Lesson 2 you can't open the Sexual Orientation and Gender Identity handouts at the same time (clicking on the second handout opens it up on top of the first one)
- Sexual Orientation and Gender Identity Definitions Visual is a broken link.

Lesson 5 starts with a review of HIV/STDs, however, if schools are starting with the middle school curriculum, this would be their first time seeing the material (i.e., there is too much assumed knowledge).