

# Teen Talk Adapted for All Abilities (2019) California Healthy Youth Act Compliance Review

Based on California Education Code Sections 51930–51939

**Note to Instructor:** Implementing this curriculum as written (including *Extra* activities) ensures full compliance with the California Healthy Youth Act as adopted into California law on January 1, 2016. The chart below provides a summary of the most recent legal compliance review conducted in 2020–2021 by the California Healthy Kids Resource Center (CHKRC). For more information, visit: [www.health-connected.org/curriculum-review](http://www.health-connected.org/curriculum-review)

| Criteria   | Description<br>(CA Education Code)   | Teen Talk AAA<br>Compliance  | Reviewer Determination<br>& Recommendations   | Publisher<br>Response |
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| <b><i>If providing any health education in any grade, all public and charter schools/districts in California must follow these guidelines:</i></b> |  |  |   |                       |
| Age<br>Appropriate   | <p>Instruction and materials shall be age appropriate.</p> <p><b>EC § 51933(a)</b></p> <p>“Age appropriate” refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.</p> <p><b>EC § 51931(a)</b></p>  | <p>Health Connected's curriculum series is carefully scaffolded to build critical knowledge and skills at age appropriate levels. Activities in Teen Talk AAA are designed for students in <b>grades 7-12</b> with special learning needs.</p>         | <p><b>Compliant</b></p>    |                       |
| Medically<br>Accurate and<br>Objective   | <p>All factual information presented shall be medically accurate and objective.</p> <p><b>EC § 51933(b)</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 (CDC), the American Public Health Association (APHA), the American Academy of Pediatrics (AAP), and the American College of Obstetricians and Gynecologists (ACOG).</p> <p><b>EC § 51931(f)</b></p> | <p>Scientific facts and medical information in Teen Talk AAA have been properly <b>cited</b> and thoroughly <b>reviewed</b> for accuracy by a team of expert medical professionals, including OB/GYNs, pediatricians, and public health directors.</p> | <p><b>Compliant</b></p>  |                       |

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| Appropriate for Diverse Pupils | <p>Instruction and materials shall be appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.</p> <p><b>EC § 51933(d)(1)</b></p>   | <p>Activities are designed with a trauma-informed lens to be <b>LGBTQ+ inclusive</b>, <b>culturally sensitive</b>, and <b>flexible</b> for diverse learning needs.</p>   | <p><b>Compliant</b></p>    |  |
| English Learners               | <p>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.</p> <p><b>EC § 51933(d)(2)</b></p>                                    | <p>All student-facing and family-facing documents and presentations have been adapted into <b>Spanish</b>.</p> <p>The trusted adult interview assignments may also be available in other languages upon request.</p> | <p><b>Compliant</b></p>    |  |
| Youth with Disabilities        | <p>Instruction and materials shall be accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.</p> <p><b>EC § 51933(d)(3)</b></p>   | <p>Teen Talk AAA is specifically designed for students with various developmental and/or learning challenges.</p>  | <p><b>Compliant</b></p>    |  |
| Unbiased Instruction           | <p>Instruction and materials shall not reflect bias 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 other any category protected by Section 220.</p> <p><b>EC § 51933(d)(4)</b></p> | <p>Teen Talk AAA encourages self-reflection and personal values clarification, while promoting <b>respect</b> and <b>dignity for all</b>.</p>  | <p><b>Compliant</b></p>  |  |

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| <p>Sexual Orientation</p> | <p>Instruction and materials shall affirmatively recognize that people have different sexual orientations and, when providing examples of relationships and couples, shall be inclusive of same-sex relationships.</p> <p><b>EC § 51933(d)(5)</b></p> | <p>Sexual orientation is defined and discussed in <b>Lesson 5:</b></p> <ul style="list-style-type: none"> <li>• <b>Genderbread Person Prezi</b></li> <li>• <b>Genderbread Person Labeling</b></li> <li>• <b>What I Know About Gender and Sexual Orientation</b></li> </ul> <p>Examples of various identities and relationships are included in images and scenario-based activities:</p> <ul style="list-style-type: none"> <li>• <b>Relationship Spectrum</b></li> <li>• <b>What Should I Do?</b></li> </ul>         | <p><b>Compliant</b></p>  <p><b>Comments:</b><br/>Genderbread Person used in Session 5. To be consistent we suggest replacing with the gender unicorn as with our review of other Teen Talk curricula.</p> | <p>Next edition of Teen Talk AAA will utilize a proprietary version of the graphic ("SOGIE Blobby") and will fully acknowledge the origins and evolution of this teaching tool commonly used to illustrate the differences between sex, gender, expression, and attraction.</p> |
| <p>Gender</p>             | <p>Instruction and materials shall teach pupils about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.</p> <p><b>EC § 51933(d)(6)</b></p>   | <p>Gender identity and expression are defined and discussed in <b>Lesson 5:</b></p> <ul style="list-style-type: none"> <li>• <b>Genderbread Person Prezi</b></li> <li>• <b>Genderbread Person Labeling</b></li> <li>• <b>What I Know About Gender and Sexual Orientation</b></li> </ul> <p>Messaging about the harm of negative gender stereotypes is included in scenario-based activities:</p> <ul style="list-style-type: none"> <li>• <b>Relationship Spectrum</b></li> <li>• <b>What Should I Do?</b></li> </ul> | <p><b>Compliant</b></p>  <p><b>Comments:</b><br/>Genderbread Person used in Session 5. To be consistent we suggest replacing with the gender unicorn as with our review of other Teen Talk curricula.</p> | <p>Next edition of Teen Talk AAA will utilize a proprietary version of the graphic ("SOGIE Blobby") and will fully acknowledge the origins and evolution of this teaching tool commonly used to illustrate the differences between sex, gender, expression, and attraction.</p> |

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| <p>Adolescent Development and Body Image</p>                 | <p>Instruction and materials shall provide pupils with the knowledge and skills they need to develop healthy attitudes concerning body image, gender, sexual orientation, relationships, marriage, and family.</p> <p><b>EC § 51930(b)(2)</b></p> | <p>Positive messaging around body diversity and puberty are discussed in <b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>• <b>Puberty Changes, Changes, Changes</b></li> <li>• <b>Sexual and Reproductive Anatomy</b></li> <li>• <b>Taking Care of Me</b></li> </ul> <p>Healthy relationship dynamics are identified in <b>Lesson 6:</b></p> <ul style="list-style-type: none"> <li>• <b>Healthy and Unhealthy Relationships</b></li> <li>• <b>Relationship Spectrum</b></li> </ul> <p>Gender and sexual identity, and media literacy are explored in <b>Lessons 5 and 6:</b></p> <ul style="list-style-type: none"> <li>• <b>Genderbread Prezi</b></li> <li>• <b>What I Know About Gender and Sexual Orientation</b></li> <li>• <b>Online Safety &amp; Social Media “Red Flags”</b></li> </ul> <p>Teen Talk AAA promotes respect for all people and celebration of diversity, with special emphasis on <b>self-acceptance.</b></p> | <p><b>Compliant</b></p>    |  |
| <p>Communication with Parents, Guardians, Trusted Adults</p> | <p>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.</p> <p><b>EC § 51933(e)</b></p>   | <p>Trusted adult communication is strongly encouraged throughout Teen Talk AAA and facilitated using the <b>Trusted Adult Interview Homework.</b></p>   | <p><b>Compliant</b></p>  |  |

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| Committed Relationships | <p>Instruction and materials shall teach the value of and prepare pupils to have and maintain committed relationships such as marriage.</p> <p><b>EC § 51933(f)</b></p>  | <p>Information about healthy, committed relationships is provided in <b>Lesson 6</b>.</p> <p>Open communication with partners is emphasized throughout Teen Talk AAA as a protective factor against unintended pregnancy and/or STIs.</p>   | <p><b>Compliant</b></p>   |  |
| Healthy Relationships   | <p>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.</p> <p><b>EC § 51933(g)</b></p>  | <p>Information about healthy, committed relationships is provided in <b>Lesson 6</b>.</p> <p>Affirmative consent is emphasized throughout Teen Talk AAA as a protective factor against sexual crimes and intimate partner violence.</p>   | <p><b>Compliant</b></p>  <p><b>Comments:</b><br/>LOVED the “Heart of the Matter” video about Nico and LaToya. It was so touching and inspirational. (In curriculum it says Nico and Jolly but Jolly is LaToya’s last name.) Also, link to “rejection” Amaze video is broken. Reviewers found it through a search.</p> | <p>Next edition of Teen Talk AAA will correct the names and links for all videos referenced.</p> |
| Healthy Decision Making | <p>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 skills to avoid high-risk activities.</p> <p><b>EC § 51933(h)</b></p> | <p>Communication and decision-making skills are practiced in <b>Lesson 6</b>:</p> <ul style="list-style-type: none"> <li>• <b>What Would You Say?</b></li> </ul> <p>Information needed to make informed decisions about sexual health and relationships is provided throughout Teen Talk AAA.</p> | <p><b>Compliant</b></p>   |  |

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| Religious Doctrine  | Instruction and materials may not teach or promote religious doctrine.<br><b>EC § 51933(i)</b>  | Religion is mentioned as one of many factors that may influence personal values and decision-making throughout Teen Talk AAA.  | <p align="center"><b>Compliant</b></p>    |   |
| <b>The following content areas must be taught at least once in middle school (grades 7–8) and again at least once in high school (grades 9–12):</b> |   |  |  |   |
| Nature of HIV and other STIs  | Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.<br><b>EC § 51934(a)(1)</b>   | <p>This information is provided in <b>Lesson 9:</b></p> <ul style="list-style-type: none"> <li>• <b>STI Information Sheet</b></li> <li>• <b>STI Prezi or PowerPoint</b></li> <li>• <b>HIV 101</b></li> </ul>   | <p align="center"><b>Needs Minor Adaptations</b></p>  <p align="center"><b>Comments:</b><br/>Missing Hep C information. Also there is no need to capitalize STI names unless at the beginning of a sentence or part of an acronym ("chlamydia" or "HPV").</p>                               | <p>Created extra activity <b>ABCs of Viral Hepatitis</b> (Fact Sheet) to include basic information about hepatitis A, B and C. <b>Available for distribution upon request for any provider using a current edition of this curriculum.</b></p> <p>Next edition of Teen Talk AAA will update names of STIs to be lowercase as indicated.</p> |
| Transmission of HIV and other STIs  | Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.<br><b>EC § 51934(a)(2)</b> | <p>This information is provided in <b>Lesson 9:</b></p> <ul style="list-style-type: none"> <li>• <b>STI Information Sheet</b></li> <li>• <b>STI Prezi or PowerPoint</b></li> <li>• <b>HIV 101</b></li> </ul> <p>It is also mentioned in <b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>• <b>Sexual Behaviors Tree</b></li> <li>• <b>What is Sex?</b></li> </ul> | <p align="center"><b>Compliant</b></p>  <p align="center"><b>Comments:</b><br/>(pg. 289) Chlamydia and gonorrhea testing may also involve a swab, especially gonorrhea. Provider may swab vagina/urethra, throat, or anus, depending on possible site of infection (and type of sex).</p> | <p>Next edition of Teen Talk AAA will clarify this information about STI testing.</p>   |

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| <p>Abstinence from Sexual Activity and Drug Use</p>     | <p>Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other STIs and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. This instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other STIs and pregnancy.</p> <p><b>EC § 51934(a)(3)</b></p> | <p>This information is provided in <b>Lesson 9:</b></p> <ul style="list-style-type: none"> <li>• <b>STI Information Sheet</b></li> <li>• <b>STI Prezi or PowerPoint</b></li> <li>• <b>HIV 101</b></li> </ul> <p>It is also mentioned in <b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>• <b>Sexual Behaviors Tree</b></li> <li>• <b>What is Sex?</b></li> </ul> | <p><b>Compliant</b></p>   |  |
| <p>Methods of Protection Against HIV and other STIs</p> | <p>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 (CDC).</p> <p><b>EC § 51934(a)(4)</b></p>   | <p>This information is provided in <b>Lessons 7 and 9:</b></p> <ul style="list-style-type: none"> <li>• <b>Condom Demonstration</b></li> <li>• <b>Internal Condom Demonstration</b></li> <li>• <b>Condom Steps Matching Game</b></li> <li>• <b>STI Information Sheet</b></li> <li>• <b>STI Prezi or PowerPoint</b></li> <li>• <b>HIV 101</b></li> </ul>                      | <p><b>Compliant</b></p>  <p><b>Comments:</b><br/>         (pg. 291 and 296) HPV vaccine is now a two-dose shot for those receiving it at the recommended age (11-12) and only three doses if getting it late (age 15 or older).<br/><br/>         (pg. 232) Internal condoms are now FDA approved for anal sex.</p> | <p>Next edition of Teen Talk AAA will update these facts using the following references:</p> <p>Centers for Disease Control and Prevention. (2021). Human papillomavirus (HPV) vaccine schedule and dosing. <a href="http://www.cdc.gov/hpv/hcp/schedules-recommendations.html">www.cdc.gov/hpv/hcp/schedules-recommendations.html</a></p> <p>Food and Drug Administration. (2018). Obstetrical and gynecological devices; Reclassification of single-use female condom, to be renamed single-use internal condom. Document 83 FR 48711.</p> |
| <p>HIV Risk Reduction</p>                               | <p>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.</p> <p><b>EC § 51934(a)(5)</b></p>  | <p>This information is provided in <b>Lessons 7 and 9:</b></p> <ul style="list-style-type: none"> <li>• <b>STI Information Sheet</b></li> <li>• <b>HIV 101</b></li> </ul>  | <p><b>Compliant</b></p>   |  |

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| <p>Treatment of HIV and other STIs</p>                                    | <p>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.</p> <p><b>EC § 51934(a)(6)</b></p>   | <p>This information is provided in <b>Lesson 9:</b></p> <ul style="list-style-type: none"> <li>• <b>STI Information Sheet</b></li> <li>• <b>STI Prezi or PowerPoint</b></li> <li>• <b>HIV 101</b></li> </ul> | <p><b>Compliant</b></p>    |  |
| <p>Social Views About HIV and AIDS</p>                                    | <p>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.</p> <p><b>EC § 51934(a)(7)</b></p> | <p>This information is provided in <b>Lesson 9:</b></p> <ul style="list-style-type: none"> <li>• <b>STI Prezi or PowerPoint</b></li> <li>• <b>HIV 101</b></li> </ul>   | <p><b>Compliant</b></p>    |  |
| <p>Resources and Rights to Sexual and Reproductive Health Care Access</p> | <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><b>EC § 51934(a)(8)</b></p>             | <p>This information is provided in <b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Teen Clinics and Resource Lists</b></li> </ul>   | <p><b>Compliant</b></p>  |  |

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| <p>FDA Approved Contraceptive Methods</p> | <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><b>EC § 51934(a)(9)</b></p> | <p>This information is provided in <b>Lesson 7:</b></p> <ul style="list-style-type: none"> <li>• <b>All About Birth Control</b></li> </ul> | <p><b>Compliant</b></p>  <p><b>Comments:</b></p> <p>Internal condom, if used for anal sex, should remove the ring (pg. 218).</p> <p>Permanent sterilization: would be worth noting it is not accessible to people under 21 in California (pg. 221).</p> <p>(pg. 241) Birth control #6 – suggest rewording “Why should a male care about birth control” to “Why should someone without a uterus care about birth control?”</p> | <p>While some resources (LACDPH, FamilyPACT) say to remove the inner ring, we cannot identify any justification or citation for this recommendation. FC2 (manufacturers of the internal condom) and CDC state that use of the internal condom for anal sex should follow the same steps as for vaginal sex. Some orgs. including ASHA note that removing the inner ring is a personal preference. We will continue to research this before updating the <b>Birth Control Guide</b>.</p> <p>Next edition of Teen Talk AAA will clarify that federally-funded sterilization procedures (e.g. via Medi-Cal) are not available to people under age 21 or with certain cognitive disabilities.</p> <p>American College of Obstetricians and Gynecologists. (2017). Sterilization of women: Ethical issues and considerations. Committee Opinion No. 695.</p> <p>Will also incorporate suggested wording update into <b>It Depends on the Situation – Choosing Birth Control</b>.</p> |
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| <p>Legally Available Pregnancy Outcomes</p>        | <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. <b>HSC § 1255.7</b> [Also refer to <b>PC § 271.5</b>]</p> <p>(C) The importance of prenatal care.</p> <p><b>EC § 51934(a)(9)</b></p> | <p>This information is provided in <b>Lesson 8:</b></p> <ul style="list-style-type: none"> <li>• <b>Pregnancy Options</b></li> <li>• <b>No Easy Decision</b></li> </ul>   | <p><b>Compliant</b></p>    |  |
| <p>Harassment, Assault, Abuse, and Trafficking</p> | <p>Information about sexual harassment, sexual assault, sexual abuse, and human trafficking.</p> <p><b>EC § 51934(a)(10)</b></p>   | <p>Sexual crimes are defined and discussed in <b>Lesson 10:</b></p> <ul style="list-style-type: none"> <li>• <b>Safe vs. Unsafe Touch</b></li> <li>• <b>Public vs. Private Types of Affection</b></li> <li>• <b>Consent and Sexual Crimes</b></li> <li>• <b>What Should I Do?</b></li> </ul>  | <p><b>Compliant</b></p>    |  |
| <p>Human Trafficking</p>                           | <p>Information on human trafficking shall include both of the following:</p> <p>(A) Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.</p> <p>(B) Information on how social media and mobile device applications are used for human trafficking.</p> <p><b>EC § 51934(a)(10)</b></p>  | <p>Human trafficking is defined and discussed in <b>Lesson 10:</b></p> <ul style="list-style-type: none"> <li>• <b>Consent and Sexual Crimes</b></li> <li>• <b>Sexual Safety</b></li> <li>• <b>What Should I Do?</b></li> </ul> <p>Potential indications of sex trafficking are discussed in <b>Lesson 6:</b></p> <ul style="list-style-type: none"> <li>• <b>Online Safety &amp; Social Media “Red Flags”</b></li> </ul> | <p><b>Compliant</b></p>  |  |

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| Adolescent Relationship Abuse and Intimate Partner Violence | Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.<br><b>EC § 51934(a)(11)</b>  | This information is provided in <b>Lesson 6:</b> <ul style="list-style-type: none"> <li>• <b>Healthy and Unhealthy Relationships</b></li> <li>• <b>Relationship Spectrum</b></li> <li>• <b>Online Safety &amp; Social Media “Red Flags”</b></li> </ul>   | <b>Compliant</b><br>   |   |
| Sharing Sexually Explicit Materials                         | <b>Optional:</b> Instruction regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephone, social networking Internet Web sites, computer networks, or other digital media.<br><b>EC § 51934(b)</b>                                      | This information is provided in: <ul style="list-style-type: none"> <li>• <b>Relationship Spectrum</b></li> <li>• <b>Online Safety &amp; Social Media “Red Flags”</b></li> <li>• <b>What Should I Do?</b></li> </ul>   | <b>Compliant</b><br>   |   |
| Right to Obtain Confidential Services                       | 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.<br><b>EC § 51934(a)(8), EC § 46010.1</b> | This information is provided in the <b>Preface</b> (Minor's Sexual and Reproductive Rights in CA) for instructors to explain to families at an information session.<br><br>It is also mentioned in <b>Lesson 1:</b> <ul style="list-style-type: none"> <li>• <b>Teen Clinics and Resource Lists</b></li> </ul> | <b>Compliant</b><br>  |   |
| 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.<br><b>EC § 51934(a)(8), EC § 234.1(d)</b>  | LGBTQ+ resources are provided in <b>Lesson 1:</b> <ul style="list-style-type: none"> <li>• <b>Teen Clinics and Resource Lists</b></li> </ul>   | <b>Compliant</b><br> | Next edition of Teen Talk AAA will include link to ASHWG Resource Template in <b>Lesson 1</b> . |

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|                     |   |  | <p><b>Comments:</b><br/> The Adolescent Sexual Health Work Group (ASHWG) has a document entitled "Students' Rights and Resources List (template)" that meets this requirement. It is available here:<br/> <a href="http://www.ashwg.org/resources/">www.ashwg.org/resources/</a></p> |  |
| Affirmative Consent | <p>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 <b>EC § 51933(g), EC § 33544(a)(2), EC § 67386(a)(1)</b></p> | <p>Affirmative consent is defined and discussed in:</p> <ul style="list-style-type: none"> <li>• <b>Sexual Behaviors Tree</b></li> <li>• <b>Relationship Spectrum</b></li> <li>• <b>Public vs. Private Types of Affection</b></li> <li>• <b>Consent and Sexual Crimes</b></li> <li>• <b>What Should I Do?</b></li> </ul> | <p><b>Compliant</b></p>   |  |