

## 3 Year Strategic Plan Draft

### Area 1: Unify the Lincoln Community under the PCBL School Model

Year 1 Elementary - Do a thorough unpacking of the new ELA standards. Meet as grade level teams working with either Jodi, Kristine, Nicole, or Kristi to make sure that the process of unpacking standards is completed and that all members of the team have a working understanding of what is expected inside of each standard.

Needs: Common format for unpacking the standards

PD time to train teachers in "how" to unpack standards

Common planning time for teachers to meet inside of this process

### ESTABLISH CLEAR PATHWAYS TO DEMONSTRATE COMPETENCY:

Time Frame	Level	Task	Needs
Year 1 Before May 20, 2025	Elementary	Do a brief unpacking of the new ELA standards. Meet as grade level teams working with either Jodi, Kristine, or Kristi to make sure that the process of unpacking standards is completed and that all members of the team have a working understanding of what is expected inside of each standard.	Common format for unpacking the standards  Brief PD time to train teachers on "how" to unpack standards
Year 1 Before August 14, 2025	Elementary	Unpack the Nebo (and/or other districts) choices aligned to the CKLA curriculum and decide on a Lincoln scope and sequence (this could mirror Nebo's exactly) and agrees on delivery for year 1	Common planning time for teachers to meet inside of this process
Year 1 Before May 20, 2026	Elementary	Agree as grade level teams on which standards/curriculum pieces will be essential to the ELA curriculum in the coming year (for year 2)	Common PLC time for teachers to come to consensus.
Year 1 Before Nov. 1, 2025	Elementary	Revise standards-based report cards to reflect the newly adopted standards (PAC responsible for this?)	

Year 1  Prior to summer?	Secondary	Do a thorough unpacking of your standards. Meet as departments or schedule meeting times with Mrs. Ungerman, Mrs. Petersen, or Mr. Hunt to go through the process of unpacking using a school adopted format.	
Year 1  Prior to summer	Secondary	Narrow your standards to decide what will be essential for success at the next level.	
Year 1  Over the summer	Secondary	Revise your curriculum map using the adopted essential standards.	
Year 1  Must be completed by Dec. 15	Secondary	Write clear learning targets for each "unit" or essential standard that not only delineate what students will be able to do, but connect to daily life [SWBAT ...., so that .....]	
Year 1  Must be completed by April 15	Secondary	Revise graded assignments to be related to the learning targets you have established.	
Year 1  Over the summer 2026	Secondary	Begin the process of establishing success criteria for each of the chosen essential standards.	
Year 2 ELA	Elementary	Massage curriculum inside of CKLA [revise for things that need to be added or deleted for year 2]	
Year 2 ELA	Elementary	Ensure that every grade level has the manipulatives and PD teachers on how to use manipulatives in daily lessons (math)	
Year 2 ALL	Secondary	Develop clear success criteria for	

		all learning targets (done by Christmas) Success Criteria and Rubrics in place for all summative experiences and common assessments	
Year 2	Secondary	Report essential standards in a hybrid with letter grade on report cards	
Year 2 - MATH	Elementary	Provide spiral review for all elem teachers (math)	
	Elementary	Unpack the new state math standards	
Year 3	Secondary	Revise all rubrics to fit standards	
Year 3	Secondary	Implement Standards-based grading	
Year 3	Elementary	Vertical Alignment of success criteria and common assessments	

## **2. Foster a unified and connected campus community.**

Develop a Lincoln Portrait of a Graduate:

Teacher committee year 1; Then involve parents and students to refine year 2

Pull a small committee from the school and then put it out to all parents for feedback

PD: Elementary visits to other schools who are using standards-based with CKLA  
Secondary visits to other schools who are using rubric grading

Book study process to improve academic delivery

### **3. Develop prioritized operational timelines with structured support.**

#### Operations HR:

Implemented HR System: Refine the hiring and onboarding process (2 yr. process)

- Timelines for application, review, interview, hiring
- Refine notification processes for changes in employment
- Course that goes over all essential policies, trainings, etc. for new employees
- Further implement Paycom capabilities
- System generated

Refine evaluation processes and standardize professional development plans for all employees

- All evaluations inside of Paycom
- Get the new state drop ins in Paycom
- Get the short and long teacher evaluations in Paycom
- Establish a timeline for regular teacher evaluations

#### Physical Plant

- Rotation on rooftop units established
- Lighting replaced in rotation
- Rotation for carpet, paint, countertops
- Jr High Gym - strip and polish
- Elementary Gym - redo flooring (possibly down to base)
- Breakout rooms, library, 6th [year 1]
- Jr. High [year 2]
- Lower elementary [year 3]
- Insulate elementary gym ceiling
- Upgrade sound in elementary
- Playground to the fence
- Build out the kindergarten area
- Replacing tables and chairs in classrooms
- Cycle through elementary desks
- Standardizing furniture
- School safety
  - Secure vestibule
  - Teacher panic buttons
  - Security film on all ground levels
  - CPR and bleed kits

#### Finance

- Finalize and simplify utilization of Tyler Tech
- Process for delivery and distribution

- Reinstate regular meetings with department heads to discuss budgets
- Define budget building processes by line item and/or program
- Develop a dashboard that gives a snapshot of where we are financially

#### Administrative

- Create a system for grant application processes (including finance)
- Create an administrative regulations manual
- Simplify systems
- Clarify administrative roles (supervision of individuals, programs, processes)
- Establish a clear administrative evaluation instrument
- Create a review process to evaluate effectiveness of programs
- Refine the PLC process

#### Board

- Establish financial priorities
- Redo the policy manual (with a quick link and automatically updated table of contents)

#### IT

- Upgrade the network (replacing servers and access points throughout the school)
- Insure full coverage for intercom system (safety priority)
- Continue 4 year rotation for 1-to-1 chromebook and i-pad rotation
- Transition to Infinite Campus from Aspire (moving On-Call; Educator's Handbook)

### 3rd Term Data Report for Secondary

After having completed the IXL data review for 3rd Term, this is where secondary is relative to the 80% on grade level goal:

#### ELA DATA 3rd Term

Grade Level	Students	Percent on Grade Level	Within 1 year of Grade Level
6	82/107	76.64%	11/107 or 10.3%
7	74/116	63.8%	18/116 or 15.5%
8	81/120	67.5%	15/120 or 12.5%
9	57/96	59.4%	11/106 or 10.37%

Grade Level	Beginning of Year on Grade Level	3rd Term on Grade Level
6	52.7%	76.64%
7	42.7%	63.8%
8	55.3%	67.5%
9	54.6%	59.4%
Within 1 year	Beginning of Year	3rd Term
6	16.7%	10.3%
7	14.6%	15.5%
8	14.9%	12.5%
9	7.1%	10.37%

### MATH DATA 3rd Term

Grade Level	Students	Percent on Grade Level	Within 1 year of Grade Level
6	N/A		
7	70/116	60.3%	27/166 or 23.3%
8	67/120	55.8%	28/120 or 23.3%
9	33/96	34.4%	16/96 or 17.2%

Grade Level	Beginning of Year on Grade Level	3rd Term on Grade Level
6	N/A	
7	35.1%	60.3%
8	25.6%	55.8%
9	34.4%	34.4%
Within 1 year	Beginning of Year	3rd Term
6	N/A	
7	24.8%	23.3%
8	38%	23.3%
9	17.2%	16.6%

As an update on current testing, UA+ students (9th grade) are 68% proficient on state testing with 100% of students completed. This is a significant improvement over last year's scores (55%). State is currently at 47% proficiency.

Our 7th and 8th grade students are currently at 60% proficiency on RISE science testing which is also a 5% improvement over last year. The state for 7th is at 43% proficiency and the state for 8th is at 46% proficiency.

# Alpine School District

Fiscal Year 2023-24

---

## **Schedule C - Extracurricular Addendas**

Junior High Schools / Middle Schools

Use Account Number YR.23.LOC.0000.3310.0134.000000.00 (same as High School)

<b>Points</b>			
<b>Men's Basketball</b>			
HEAD	16.5	\$	2,616
Asst.		\$	1,753

<b>Points</b>			
<b>Women's Basketball</b>			
HEAD	16.5	\$	2,616
Asst.		\$	1,753

<b>Men's Track</b>			
HEAD	13	\$	2,061
Asst.		\$	1,381

<b>Women's Track</b>			
HEAD	13	\$	2,061
Asst.		\$	1,381

<b>Cross Country</b>			
Men's HEAD	10	\$	1,586
Women's HEAD	10	\$	1,586

<b>Non-Athletic Addendas</b>			
Newspaper*	3	\$	476
Yearbook	8	\$	1,268
Drama - General**	6.5	\$	1,031
Drama - Musical**	8.5	\$	1,348
Student Council***	5	\$	793
Orchestra	4	\$	634
Choir	5	\$	793
Band	5	\$	793
Dance Team	4	\$	634

<b>Discretionary Fund</b>			
1 Point =	\$ 158.56		

23.622 \$ 3,746

\* If a monthly newspaper/If bi-monthly 1/2 pay

\*\* Single one-act play, if practices are after school

\*\*\* If requires after school responsibilities

For the fiscal year 2023-24, the point base was increased by 2% over the prior year.

If an assistant coach is listed above, they will receive 67% of the head coach addenda.

**Longevity Steps** - All coaches will receive the following longevity steps. The time must be continuous years in Alpine School District and be in that sport. **Starting in FY2019-20: years in the sport will be given both in and out of the district (even if there is a break in years). This is going forward (not retroactive).**

1-2 years = base amount

3-5 years = base amount plus 25%

6-10 years = base amount plus 50%

11-15 years = base amount plus 100%

16 or more years = base amount plus 125%

**BUSINESS PLAN** Lincoln Academy**Future Focus****CORE VALUES**

1. Student Focused
2. Growth Mindset
3. Automatic Optimism
4. Loyalty
5. Own It!

**FOCUS**

**Purpose/Cause/Passion** Produce students that are capable of fully contributing to society and work. Do this by getting over 80% of students to be learning at grade level, improving retention rates to 90%+ and expanding this success to a high school model.

**Niche** Low educator to student ratio (12 to 1) in a protected & supportive community

**BHAG**

Be the #1 School in Utah: Grade Level Learning, Student & Faculty Retention, & Parent Satisfaction

**3-YEAR VISION****Marketing Strategy 1****Target Market:**

Families invested in their children's education

**Differentiators:**

1. Low Educator to Student Ratio
2. High caliber Educators
3. Lincoln Community

**Proven Process:**

High Quality Tier 2 Intervention

**Future Date:** 08-19-2024

**Fundraising:** build out

**Students at Grade Level:** 75%

**Parent Satisfaction:** Find national norms

**Student Retention:** 90%

**FT Employee Retention:** 90%

**What does it look like?**

1. Improve Educator ratio to 12 to 1 in Secondary. 9 more than current.
2. Increased hourly rate and benefits to TA's
3. Opening High School
4. Increase Teacher Salaries

**BUSINESS PLAN****Short-Term Focus****1-YEAR GOALS**

**Future Date:** 08-19-2024  
**Fundraising:** need more info  
**Students at Grade Level:** 65%  
**Parent Satisfaction:** need more info  
**Student Retention:** 85%  
**FT Employee Retention:** 85%

**QUARTERLY GOALS**

**Future Date:** 08-19-2024  
**Revenue:**  
**Profit:**  
**Measurables:**

**Quarterly Goals:**

1.	Do 1 school visit and pull actionable step
2.	Identify 3 curriculums to review
3.	Administer 1 benchmark for each core subject and evaluate data

**Goals for the year:**

1.	Structuring a PCBL rollout plan
2.	Adopting new student information system
3.	Implement new Financial system
4.	Adopting Reading Curriculum
5.	Determine Expansion or no expansion
6.	Create Uniform Benchmark & Grading systems

## LONG-TERM ISSUES

*No Long-Term Issues.*

;

# Lincoln Academy Incorporated

## Board P&L For the Period 04/01/2025 through 04/30/2025

Fiscal Year: 2024-2025

	04/01/2025 - 04/30/2025	Year To Date
<b>INCOME</b>		
Income		
1000 Local Funds (+)	\$61,281.96	\$715,911.81
3000 State Funds (+)	\$764,094.82	\$8,271,941.22
4000 Federal Funds (+)	\$14,834.09	\$263,781.17
Sub-total : Income	<hr/> \$840,210.87	<hr/> \$9,251,634.20
<b>Total : INCOME</b>	<hr/> \$840,210.87	<hr/> \$9,251,634.20
<b>EXPENSES</b>		
Expenses (Objects)		
100 Salaries (-)	\$485,577.51	\$4,932,979.36
200 Benefits (-)	\$132,142.01	\$1,325,142.54
300 Purch/Prof Services (-)	\$50,186.34	\$282,467.40
400 Purch Property Services (-)	\$19,396.39	\$409,840.27
500 Other Purchased Services (-)	\$5,308.49	\$111,466.76
600 Supplies & Materials (-)	\$173,635.83	\$840,320.63
700 Property (-)	\$75,840.77	\$107,859.84
800 Debt & Miscellaneous (-)	\$679,272.17	\$977,475.06
Sub-total : Expenses (Objects)	<hr/> (\$1,621,359.51)	<hr/> (\$8,987,551.86)
<b>Total : EXPENSES</b>	<hr/> (\$1,621,359.51)	<hr/> (\$8,987,551.86)
<b>NET ADDITION/(DEFICIT)</b>	<hr/> (\$781,148.64)	<hr/> \$264,082.34

End of Report

## **Lincoln Core Values**

**Lincoln Student Focused-** Student growth, well-being, and achievement are paramount. All decisions are based on what is in the best interest of Lincoln students. All Lincoln employees strive to get to know all students, build meaningful relationships, and develop instructional delivery models that reach the individual student. Employees have shared responsibility for all students at the school.

**Growth Mindset-** Collaboration is the key to our success. Employees continually seek out ways to improve their practice and develop their skill sets both individually and as a team. All employees can learn new skills and are willing to implement new initiatives that are asked of them. Employees understand the power of yet. Discussion and disagreement are a healthy part of the growth mindset; however, if you see a problem, bring a potential solution and be willing to support the final outcome.

**Automatic Optimism-** Always look for the bright side of any situation. Employees assume positive intent in all interactions. Look for reasons why something will work out instead of the reasons it won't. Maintaining an "I Can" attitude will drive progress.

**Loyalty-** Professional interactions create a safe environment for all stakeholders. Employees are loyal to the goals of the school, co-workers, students and families. Employees support the school in conversation with community members and each other. Concerns about co-workers, school practices, or other issues are addressed directly and vertically, not horizontally. The names and issues of students and families are protected by Lincoln employees. FERPA is not optional—it is the law!

**Own it-** Integrity means prioritizing doing the right thing over personal gain. Without integrity, Lincoln Academy will fail to SOAR. If it is your job, do it. Mistakes are a part of growth and learning. Taking responsibility for mistakes accelerates growth. Self-reflection is an essential part of resolution.

## Dress Code REVISIONS

### **3016 DRESS CODE SYSTEM AND STANDARDS**

**PURPOSE:** The purpose of the dress code and uniform standards is to:

1. Create a safe learning environment for students and staff.
2. Limit distractions in the learning environment.
3. Cultivate a united learning environment for students.

**POLICY:**

#### **Standard Uniform**

##### *Elementary (K-6 grades)*

Permitted Colors – **Grades K - 6<sup>th</sup>** white, navy, and red (not maroon or burgundy) collared shirts and khaki and navy bottoms. Khaki and navy bottoms are either shorts or long pants. Cargo Pants and cargo shorts ([loose-fitting](#) casual [slacks](#) with large patch pockets on the [thighs](#)) are not allowed. Long sleeve and short sleeve white undershirts are permitted to be worn under the regular shirt.

##### *All Grades*

Skirts, skorts and dresses for girls – Girls are permitted to wear skirts, collared navy blue and red uniform dresses, and skorts that follow school color guidelines. All skirts, skorts, or dresses must be no shorter than 3 inches above the knee. Girls may also wear “French Toast Blue/Red Plaid” skirts and skorts that meet the length requirement. On special occasions, girls are permitted to wear other dresses (best dress day) as announced by administration. All dresses must follow the coverage guidelines (no bare shoulders; no bare midriffs; no shorter than 3 inches above the knee).

~~Skirts, skorts, and shorts must be below fingertip length when the student is standing up straight with arms to the sides.~~

Ties and suits for boys – Boys are permitted to wear ties, white shirts, suits, and dress shoes on special occasions, as announced or approved by the school administration.

Shorts for boys may not be cargo or gym shorts, and must extend beyond mid-thigh.

### **Junior High (7-9 grades)**

Permitted Colors - white, navy, Lincoln red (not maroon or burgundy), heather grey, and hunter green collared shirts, and khaki and navy bottoms. [Please note: beige, cream, and tawny are not approved Lincoln colors.] Khaki and navy bottoms are either shorts or long pants. Cargo Pants and cargo shorts ([loose-fitting casual slacks](#) with large patch pockets on the [thighs](#)) are not allowed. Sweat pants, yoga pants, and leggings are not allowed. White undershirts are permitted to be worn under the regular shirt.

Fridays -- Students may wear a Lincoln t-shirt on Fridays. All other dress code guidelines must still be adhered to. On Wednesdays, students in grades seven through nine may wear their house shirt, but all other dress code guidelines must be adhered to.

~~Skirts, skirts and dresses for girls~~ — Girls are permitted to wear ~~skirts, collared navy blue and red uniform dresses, and skirts that follow the coverage school color guidelines~~. Girls may also wear ~~“French Toast Blue/Red Plaid” skirts and shorts~~. On special occasions, girls are permitted to wear ~~other dresses to special events as announced by administration~~. All dresses must follow the ~~coverage guidelines~~.

PE – Families are not required to purchase Lincoln issue apparel. PE shirts must be a solid navy blue, black or gray t-shirt. Shorts MAY NOT be compression gear. Crop tops or shorts that do not extend below the t-shirt are not acceptable for PE wear.

### **Hair Guidelines**

All students' hair must be kept clean and well-groomed for school. Acceptable hair color should be natural human hair color (red, black, brown, gray and blonde). Hairstyles should not distract students from learning. Hairstyles should not obstruct any student's vision. Distractions to the learning environment will be handled on a case-by-case basis by the school administration.

### **Footwear**

All footwear must be close-toed and close-heeled. Boots, flats or shoes are acceptable. Footwear may have logos, but must follow all other rules pertaining to logos, emblems and writing. All colors are approved for footwear but no lights, sequins, or rollie shoes are allowed. Socks up to mid-calf are allowed in any color, but must still follow rules for logos, emblems, and writing. Ugg type slide in shoes, Crocs, or other shoes without a closed-heel are not allowed.

### **Hoodies/Jackets Inside the School Building**

Winter coats will not be worn in the classroom or inside the school once it has begun and until school ends for the day. Lincoln Academy has specific, approved Lincoln jackets available for purchase. Plain navy blue, Lincoln red, or white hoodies and navy blue, Lincoln red, or white zip hoodies are also approved. Blankets are not allowed and may not be worn as jackets.

### **Sweaters/Sweatshirts Inside the School Building**

For elementary students, a plain red, white, or navy blue sweatshirt/sweater with no logos may be worn over a collared shirt. For secondary, a plain red, navy, hunter green, gray, or white (no logos, graphics, etc.) cardigans or sweater vests may be worn over a collared shirt.

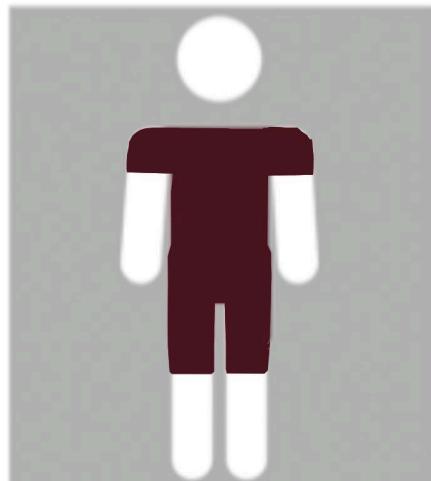
### **Logos, Emblems, and Writing on Apparel**

Logos and emblems are not allowed on any articles of clothing. Logos are permitted on foot apparel. No profanity, offensive symbols, or derogatory wording is permitted. No handwritten words are allowed on apparel. Any exceptions regarding logos, emblems, or words must be approved by the Lincoln Academy administration. See *Free Dress Days* for any exceptions.

Vulgar words, profane or obscene slogans, pictures or advertisements of alcohol, tobacco, and/or drugs, or those that promote violence or sexual harassment on clothing are not acceptable.

### **Clothing Coverage**

All students should wear clothing that covers all skin from starting below the neck, including shoulders, back, midriff, and thighs. Arms and hands may be bare. Any shorts, skirts, skorts, or dresses ~~must extend below fingertip length when hands and arms are extended by the side.~~ be no shorter than 3 inches above the knee.



### **SUCCESS**

--Clothing must cover the shaded area. Skin or undergarments should not be seen in the shaded areas, including through holes, ripped/frayed jeans, lace or other sheer material.

### **Makeup**

Boys are not permitted makeup, unless given an exception by administration. Girls may wear makeup that is not extreme and does not distract others from learning. Animal makeup is not acceptable.

### **Jewelry**

Jewelry must be conservative. Students may wear a necklace. No animal collars or heavy chains are allowed. Earrings are permitted. Jewelry must not be distracting to other students, nor have symbolism that may be distracting to the learning of others. **Gloves, half-finger or other, are not permitted.**

### **Hats, Hair Accessories and Eyewear**

No hats are permitted except for special donation-dress days or free-dress days, specifically announced by the school. Any hairband may be worn that follows above guidelines, so long as it remains flat on the head. Sunglasses are also not permitted **unless specified in an MTSS contract.**

### **Donation Dress Days and Free-Dress Days**

On special occasions, Lincoln Academy will offer free-dress days to families. These exceptions permit students to wear clothing other than the uniform. However, all free-dress attire must still follow rules regarding hair, profanity, offensive symbols, derogatory wording, and clothing coverage ~~still apply~~. Midriff shirts and tank tops are not allowed to be worn ~~underneath zip-up hoodies~~. Free-dress days are not costume days or pajama days (unless specifically approved by administration for that day). Pajama bottoms (flannel or other) are not appropriate for free dress. Body hugging yoga or exercise wear is not appropriate for free dress days. On free dress days, heels worn by girls must be conservative and no higher than three inches. No rips above the knee in jeans or shorts are allowed. The administration reserves the right to allow or disallow dress styles not specifically covered under the free-dress guidelines.

### **PROCEDURES:**

#### **Enforcement:**

All students will be required to sign acknowledgement that they have read and understand the dress code at the beginning of the academic year. The TA Supervisor and classroom teachers may assign consequences related to dress code violations. Lincoln Academy will follow the discipline policy when dress code violations occur. Examples of consequences include but are not limited to: verbal warning, phone call home, parent bringing a change of clothing, removal from the classroom, and temporary removal from the school. Repeated dress code violations may affect a student's ability to attend special functions related to the school or the citizenship grade.

### **Adjustments to Dress code**

The Lincoln Academy Board of Trustees reserves the right to adjust dress code policies and standards at any time. The Board of Trustees will utilize multiple means to communicate changes to all stakeholders.

The Lincoln Academy administration reserves the right to clarify or create additional restrictions or exceptions to **the** dress code policy.

### **Gender Designation Under Dress code**

The Lincoln Academy Board of Trustees has designated that boys and girls clothing standards apply to the biological sex of the child. Any violation of this standard will follow the discipline policy.

### **Failure to Comply with Dress code**

~~Lincoln Academy will follow the discipline policy when dress code violations occur. Examples of consequences include but are not limited to: verbal warning, phone call home, parent bringing a change of clothing, removal from the classroom, and temporary removal from the school.~~

Adopted July 2005

Modified 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016

Modified June 2021, September 2022, November 2023, August 2024

## **1106.8 DATA GOVERNANCE PLAN**

### **PURPOSE**

Data governance is an organizational approach to data and information management that is formalized as a set of policies and procedures that encompass the full life cycle of data; from acquisition, to use, to disposal. The Utah Board of Education takes seriously its moral and legal responsibility to protect student privacy and ensure data security. Utah's Student Data Protection Act (SDPA), U.C.A §53A-1-1401 requires that *Lincoln Academy* adopt a Data Governance Plan.

### **SCOPE AND APPLICABILITY**

This policy is applicable to all employees, temporary employees, and contractors of the Agency. The policy must be used to assess agreements made to disclose data to third-parties. This policy must also be used to assess the risk of conducting business. In accordance with Agency policy and procedures, this policy will be reviewed and adjusted on an annual basis or more frequently, as needed. This policy is designed to ensure only authorized disclosure of confidential information. The following 8 subsections provide data governance policies and processes for *Lincoln Academy*:

1. Data Advisory Groups
2. Non-Disclosure Assurances for Employees
3. Data Security and Privacy Training for Employees
4. Data Disclosure
5. Data Breach
6. Record Retention and Expungement
7. Data Quality
8. Transparency

Furthermore, this *Lincoln Academy* Data Governance Plan works in conjunction with the Agency Information Security Policy, which:

- Designates *Lincoln Academy* as the steward for all confidential information maintained within *Lincoln Academy*.
- Designates Data Stewards access for all confidential information.
- Requires Data Stewards to maintain a record of all confidential information that they are responsible for.
- Requires Data Stewards to manage confidential information according to this policy and all other applicable policies, standards and plans.
- Complies with all legal, regulatory, and contractual obligations regarding privacy of Agency data.
- Where such requirements exceed the specific stipulation of this policy, the legal, regulatory, or contractual obligation shall take precedence.
- Provides the authority to design, implement, and maintain privacy procedures meeting *Lincoln Academy* standards concerning the privacy of data in motion, at rest and processed by related information systems.
- Ensures that all *Lincoln Academy* board members, employees, contractors, and volunteers comply with the policy and undergo annual privacy training.

- Provides policies and process for
  - Systems administration,
  - Network security,
  - Application security,
  - Endpoint, server, and device Security
  - Identity, authentication, and access management,
  - Data protection and cryptography
  - Monitoring, vulnerability, and patch management
  - High availability, disaster recovery, and physical protection
  - Incident Responses
  - Acquisition and asset management, and
  - Policy, audit, e-discovery, and training.

## DATA ADVISORY GROUPS

### **3.1 STRUCTURE**

*Lincoln Academy* has a three-tiered data governance structure to ensure that data is protected at all levels of Utah's educational system.

### **3.2 GROUP MEMBERSHIP**

Membership in the groups require board approval. Group membership is for two years. If individual members exit the group prior to fulfilling their two-year appointment, the board may authorize *Lincoln Academy*'s Chief Officer to appoint a replacement member.

### **3.3 INDIVIDUAL AND GROUP RESPONSIBILITIES**

The following tables outline individual *Lincoln Academy* staff and advisory group responsibilities.

Role	Responsibilities
<b>LEA Student Data Manager</b>	<ol style="list-style-type: none"> <li>1. Authorize and manage the sharing, outside of the education entity, of personally identifiable student data from a cumulative record for the education entity</li> <li>2. Act as the primary local point of contact for the state student data officer.</li> <li>3. A student data manager may share personally identifiable student data that are:           <ol style="list-style-type: none"> <li>a. of a student with the student and the student's parent</li> <li>b. required by state or federal law</li> <li>c. in an aggregate form with appropriate data redaction techniques applied</li> <li>d. for a school official</li> <li>e. for an authorized caseworker or other representative of the Department of Human Services or the Juvenile Court</li> <li>f. in response to a subpoena issued by a court.</li> <li>g. directory information</li> <li>h. submitted data requests from external researchers or</li> </ol> </li> </ol>

	<p>evaluators.</p> <ol style="list-style-type: none"> <li>4. A student data manager may not share personally identifiable student data for the purpose of external research or evaluation.</li> <li>5. Create and maintain a list of all LEA staff that have access to personally identifiable student data.</li> <li>6. Ensure annual LEA level training on data privacy to all staff members, including volunteers. Document all staff names, roles, and training dates, times, locations, and agendas.</li> </ol>
<b>IT Systems Security Manager</b>	<ol style="list-style-type: none"> <li>1. Acts as the primary point of contact for state student data security administration in assisting the board to administer this part;</li> <li>2. Ensures compliance with security systems laws throughout the public education system, including:             <ol style="list-style-type: none"> <li>a. providing training and support to applicable <i>Lincoln Academy</i> employees; and</li> <li>b. producing resource materials, model plans, and model forms for LEA systems security;</li> </ol> </li> <li>3. Investigates complaints of alleged violations of systems breaches;</li> <li>4. Provides an annual report to the board on <i>Lincoln Academy's</i> systems security needs</li> </ol>
<b>Educators</b>	<ol style="list-style-type: none"> <li>1. Receive annual data privacy training.</li> <li>2. Sign annual <i>Lincoln Academy</i> non-disclosure assurances.</li> <li>3. Protect logins, passwords, and all student data as directed in training.</li> </ol>
<b>Other</b>	

**3.3.1 Table 1. Individual *Lincoln Academy* Staff Responsibilities**

### **EMPLOYEE NON-DISCLOSURE ASSURANCES**

Employee non-disclosure assurances are intended to minimize the risk of human error and misuse of information.

#### **4.1 SCOPE**

All *Lincoln Academy* board members, employees, contractors and volunteers must sign and obey the *Lincoln Academy* Employee Non-Disclosure Agreement (See Appendix A), which describes the permissible uses of state technology and information.

#### **4.2 NON-COMPLIANCE**

Non-compliance with the agreements shall result in consequences up to and including removal of access to *Lincoln Academy* network; if this access is required for employment, employees and contractors may be subject to dismissal.

#### **4.3 NON-DISCLOSURE ASSURANCES**

All student data utilized by *Lincoln Academy* is protected as defined by the Family Educational Rights and Privacy Act (FERPA) and Utah statute. This policy outlines the way *Lincoln Academy* staff is to utilize data and protect personally identifiable and confidential information. A signed agreement form is required from all *Lincoln Academy* staff to verify agreement to adhere to/abide by these practices and will be maintained in *Lincoln Academy* Human Resources. All *Lincoln Academy* employees (including contract or temporary) will:

1. Complete a Security and Privacy Fundamentals Training.
2. Complete a Security and Privacy Training for Researchers and Evaluators, if your position is a research analyst or if requested by the Chief Privacy Officer.
3. Consult with *Lincoln Academy* internal data owners when creating or disseminating reports containing data.
4. Use password-protected state-authorized computers when accessing any student-level or staff-level records.
5. NOT share individual passwords for personal computers or data systems with anyone.
6. Log out of any data system/portal and close the browser after each use.
7. Store sensitive data on appropriate-secured locations. Unsecured access and flash drives, DVD, CD-ROM or other removable media, or personally owned computers or devices are not deemed appropriate for storage of sensitive, confidential or student data.
8. Keep printed reports with personally identifiable information in a locked location while unattended and use the secure document destruction service provided at *Lincoln Academy* when disposing of such records.
9. NOT share personally identifying data during public presentations, webinars, etc. If users need to demonstrate child/staff level data, demo records should be used for such presentations.
10. Redact any personally identifiable information when sharing sample reports with general audiences, in accordance with guidance provided by the student data manager, found in Appendix B (Protecting PII in Public Reporting).
11. Take steps to avoid disclosure of personally identifiable information in reports, such as aggregating, data suppression, rounding, recoding, blurring, perturbation, etc.
12. Delete files containing sensitive data after using them on computers, or move them to secured servers or personal folders accessible only by authorized parties.
13. NOT transmit child/staff-level data externally unless expressly authorized in writing by the data owner and then only transmit data via approved methods such as described in item ten.
14. Limit use of individual data to the purposes which have been authorized within the scope of job responsibilities.

## **4.4 DATA SECURITY AND PRIVACY TRAINING**

### **4.4.1 Purpose**

*Lincoln Academy* will provide a range of training opportunities for all *Lincoln Academy* staff, including volunteers, contractors and temporary employees with access to student educational data or confidential educator records in order to minimize the risk of human error and misuse of information.

### **4.4.2 Scope**

All *Lincoln Academy* board members, employees, and contracted partners.

### **4.4.3 Compliance**

New employees that do not comply may not be able to use *Lincoln Academy* networks or technology.

### **4.4.4 Policy**

1. Within the first week of employment, all *Lincoln Academy* board members, employees, and contracted partners must sign and follow the *Lincoln Academy* Employee Acceptable Use Policy, which describes the permissible uses of state technology and information.
2. New employees that do not comply may not be able to use *Lincoln Academy* networks or technology. Within the first week of employment, all *Lincoln Academy* board members, employees, and contracted partners also must sign and obey the *Lincoln Academy* Employee Non-Disclosure Agreement, which describes appropriate uses and the safeguarding of student and educator data.
3. All current *Lincoln Academy* board members, employees, and contracted partners are required to participate in an annual Security and Privacy Fundamentals Training Curriculum within 60 days of the adoption of this rule.
4. *Lincoln Academy* requires a targeted Security and Privacy Training for Data Stewards and IT staff for other specific groups within the agency that collect, store, or disclose data. The Chief Privacy Officer will identify these groups. Data and Statistics Coordinator will determine the annual training topics for these targeted groups based on *Lincoln Academy* training needs.
5. Participation in the training as well as a signed copy of the Employee Non-Disclosure Agreement will be annually monitored by supervisors. Supervisors and the board secretary will annually report all *Lincoln Academy* board members, employees, and contracted partners who do not have these requirements completed to the IT Security Manager.

## **DATA DISCLOSURE**

### **5.1 PURPOSE**

Providing data to persons and entities outside of the *Lincoln Academy* increases transparency, promotes education in Utah, and increases knowledge about Utah public education. This policy establishes the protocols and procedures for sharing data maintained by *Lincoln Academy*. It is intended to be consistent with the disclosure provisions of the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, 34 CFR Part 99 and Utah's Student Data Protection Act (SDPA), U.C.A §53A-1-1401.

### **5.2 POLICY FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION (PII)**

### **5.2.1 Student or Student's Parent/Guardian Access**

Parents are advised that the records maintained by *Lincoln Academy* are provided to *Lincoln Academy* by the school district in which their student is/was enrolled, and access to their student's record can be obtained from the student's school district. In accordance with FERPA regulations 20 U.S.C. § 1232g (a)(1) (A) (B) (C) and (D), LEAs will provide parents with access to their child's education records, or an eligible student access to his or her own education records (excluding information on other students, the financial records of parents, and confidential letters of recommendation if the student has waived the right to access), within 45 days of receiving an official request. LEAs and *Lincoln Academy* are not required to provide data that it does not maintain, nor is *Lincoln Academy* required to create education records in response to an eligible student's request.

### **5.2.2 Third Party Vendor**

Third party vendors may have access to students' personally identifiable information if the vendor is designated as a "school official" as defined in FERPA, 34 CFR §§ 99.31(a)(1) and 99.7(a)(3)(iii). A school official may include parties such as: professors, instructors, administrators, health staff, counselors, attorneys, clerical staff, trustees, members of committees and disciplinary boards, and a contractor, consultant, volunteer or other party to whom the school has outsourced institutional services or functions.

All third-party vendors contracting with *Lincoln Academy* must be compliant with Utah's Student Data Protection Act (SDPA), U.C.A §53A-1-1401. Vendors determined not to be compliant may not be allowed to enter into future contracts with *Lincoln Academy* without third-party verification that they are compliant with federal and state law, and board rule.

### **5.2.3 Internal Partner Requests**

Internal partners to *Lincoln Academy* include LEA and school officials that are determined to have a legitimate educational interest in the information. All requests shall be documented in *Lincoln Academy*'s data request ticketing system.

### **5.2.4 Governmental Agency Requests**

*Lincoln Academy* may not disclose personally identifiable information of students to external persons or organizations to conduct research or evaluation that is not directly related to a state or federal program reporting requirement, audit, or evaluation. The requesting governmental agency must provide evidence the federal or state requirements to share data in order to satisfy FERPA disclosure exceptions to data without consent in the case of a federal or state

- A. reporting requirement
- B. audit
- C. evaluation

The Coordinator of Data and Statistics will ensure the proper data disclosure avoidance are included if necessary. An Interagency Agreement must be reviewed by legal staff and must include "FERPA-Student Level Data Protection Standard Terms and Conditions or Required Attachment Language."

## **5.3 POLICY FOR EXTERNAL DISCLOSURE OF NON-PERSONALLY IDENTIFIABLE INFORMATION (PII)**

### **5.3.1 Scope**

External data requests from individuals or organizations that are not intending on conducting external research or are not fulfilling a state or federal reporting requirement, audit, or evaluation.

### **5.3.2 Student Data Disclosure Risk Levels**

*Lincoln Academy* has determined four levels of data requests with corresponding policies and procedures for appropriately protecting data based on risk: Low, Medium, and High. The Coordinator of Data and Statistics will make final determinations on classification of student data requests risk level.

#### **5.3.2.1 Low-Risk Data Request Process**

Definition: High-level aggregate data

Examples:

- Graduation rate by year for the state
- Percent of third-graders scoring proficient on the SAGE ELA assessment

Process: Requester creates a ticket, Data Request forwarded to appropriate Data Steward. Data Steward fulfills requests and saves the dataset in a secure folder managed by the Coordinator of Data and Statistics. The Data Steward closes the ticket.

#### **5.3.2.2 Medium-Risk Data Request Process**

Definition: Aggregate data, but because of potentially low n-sizes, the data must have disclosure avoidance methods applied.

Examples:

- Graduation rate by year and LEA
- Percent of third-graders scoring proficient on the SAGE ELA assessment by school
- Child Nutrition Program Free or Reduced Lunch percentages by school

Process: Requester creates a ticket, Data Request forwarded to appropriate Data Steward, Data Steward fulfills request, applies appropriate disclosure avoidance techniques, and sends to another Data Steward for Quality Assurance (ensuring student data protection). If it passes QA, data is sent to the requester and saves the dataset in a secure folder managed by the Coordinator of Data and Statistics. Data Steward closes the ticket. If it does not pass QA, the data is sent back to the Data Steward for modification.

#### **5.3.2.3 High-Risk Data Request Process**

Definition: Student-level data that are de-identified.

Examples:

- De-identified student-level graduation data
- De-identified student-level SAGE ELA assessment scores for grades 3-6.

Process: Requester creates a ticket, Data Request forwarded to Data and Statistic Coordinator for

review. If the request is approved, an MOA is drafted and sent to legal, placed on the board consent

calendar, reviewed by the Board and Administration, sent to the Purchasing/Contract Manager, sent

to Coordinator or Data and Statistics, appropriate Data Steward fulfills request, de-identify data as

appropriate, and sends to another Data Steward for Quality Assurance (ensuring student data

protection). If it passes QA, data are sent to requester and saves the dataset in a secure folder

managed by the Coordinator of Data and Statistics. The Data Steward closes the ticket. If it does not

pass QA, the data are sent back to the Data Steward for modification.

#### **5.4 DATA DISCLOSURE TO A REQUESTING EXTERNAL RESEARCHER OR EVALUATOR**

Responsibility: The Coordinator of Data and Statistics will ensure the proper data are shared with external researchers or evaluators to comply with federal, state, and board rules. *Lincoln Academy* may not disclose personally identifiable information of students to external persons or organizations to conduct research or evaluation that is not directly related to a state or federal program audit or evaluation. Data that do not disclose PII may be shared with external researcher or evaluators for projects unrelated to federal or state requirements if:

1. A *Lincoln Academy* Administrator, or board member sponsors an external researcher or evaluator request.
2. Student data are not PII and are de-identified through disclosure avoidance techniques and other pertinent techniques as determined by the Coordinator of Data and Statistics.
3. Researchers and evaluators supply the *Lincoln Academy* a copy of any publication or presentation that uses *Lincoln Academy* data 10 business days prior to any publication or presentation.

Process: Research Proposal must be submitted using this form:

<http://www.schools.utah.gov/data/Data-Request/ResearcherProposal.aspx>. Research proposals are sent directly to the Coordinator of Data and Statistics for review. If the request is approved, an MOA is drafted and sent to legal, placed on the board consent calendar, reviewed by the Superintendent, sent to the Purchasing/Contract Manager, sent to Coordinator or Data and Statistics, appropriate Data Steward fulfills request, de-identify data as appropriate, and sends to another Data Steward for Quality Assurance (ensuring student data protection). If it passes QA, data is sent to the requester and saves the dataset in

a secure folder managed by the Coordinator of Data and Statistics. The Data Steward closes the ticket. If it does not pass QA, the data is sent back to the Data Steward for modification.

## **DATA BREACH**

### **6.1 PURPOSE**

Establishing a plan for responding to a data breach, complete with clearly defined roles and responsibilities, will promote better response coordination and help educational organizations shorten their incident response time. Prompt response is essential for minimizing the risk of any further data loss and, therefore, plays an important role in mitigating any negative consequences of the breach, including potential harm to affected individuals.

### **6.2 POLICY**

*Lincoln Academy* shall follow industry best practices to protect information and data. In the event of a data breach or inadvertent disclosure of personally identifiable information, *Lincoln Academy* staff shall follow industry best practices outlined in the Agency IT Security Policy for responding to the breach.

Further, *Lincoln Academy* shall follow best practices for notifying affected parties, including students, in the case of an adult student, or parents or legal guardians, if the student is not an adult student.

Concerns about security breaches must be reported immediately to the IT security manager who will collaborate with appropriate members of the *Lincoln Academy* executive team to determine whether a security breach has occurred. If the *Lincoln Academy* data breach response team determines that one or more employees or contracted partners have substantially failed to comply with *Lincoln Academy*'s Agency IT Security Policy and relevant privacy policies, they will identify appropriate consequences, which may include termination of employment or a contract and further legal action.

Concerns about security breaches that involve the IT Security Manager must be reported immediately to the Board.

*Lincoln Academy* will provide and periodically update, in keeping with industry best practices, resources for Utah LEAs in preparing for and responding to a security breach.

## **RECORD RETENTION AND EXPUNGEMENT**

### **7.1 PURPOSE**

Records retention and expungement policies promote efficient management of records, preservation of records of enduring value, quality access to public information, and data privacy.

### **7.2 SCOPE**

*Lincoln Academy* board members and staff.

### **7.3 POLICY**

The *Lincoln Academy*, staff, Utah LEAs and schools shall retain and dispose of student records in accordance with Section 63G-2-604, 53A-1-1407, and shall comply with active retention schedules for student records per Utah Division of Archive and Record Services.

In accordance with 53A-1-1407, the *Lincoln Academy* shall expunge student data that is stored upon request of the student if the student is at least 23 years old. The *Lincoln Academy* may expunge medical records and behavioral test assessments. *Lincoln Academy* will not expunge student records of grades, transcripts, a record of the student's enrollment or assessment information. *Lincoln Academy* staff will collaborate with Utah State Archives and Records Services in updating data retention schedules.

*Lincoln Academy* maintained student-level discipline data will be expunged after three years.

## **QUALITY ASSURANCES AND TRANSPARENCY REQUIREMENTS**

### **8.1 PURPOSE**

Data quality is achieved when information is valid for the use to which it is applied, is consistent with other reported data and users of the data have confidence in and rely upon it. Good data quality does not solely exist with the data itself, but is also a function of appropriate data interpretation and use and the perceived quality of the data. Thus, true data quality involves not just those auditing, cleaning and reporting the data, but also data consumers. Data quality is addressed in five areas:

#### **8.1.1 Data Governance Structure**

The *Lincoln Academy* data governance policy is structured to encourage the effective and appropriate use of educational data. The *Lincoln Academy* data governance structure centers on the idea that data is the responsibility of all *Lincoln Academy* sections and that data driven decision making is the goal of all data collection, storage, reporting and analysis. Data driven decision making guides what data is collected, reported and analyzed.

#### **8.1.2 Data Requirements and Definitions**

Clear and consistent data requirements and definitions are necessary for good data quality. On the data collection side, *Lincoln Academy* communicates data requirements and definitions to LEAs through the Data Clearinghouse Update Transactions documentation (see <http://www.schools.utah.gov/computerservices/Data-Clearinghouse.aspx>). *Lincoln Academy* also communicates with LEA IT staff regularly, at monthly Data Warehouse Group meetings and at biannual Data Conferences. Where possible, *Lincoln Academy* program specialists are invited to these meetings and the same guidance is given to the appropriate LEA program directors.

On the data reporting side, the production and presentation layers provide standard data definitions and business rules. Data Stewards coordinate data releases through the Data Stewards Group meetings. All data released includes relevant data definitions, business rules, and are date stamped. Further, Data and Statistics produces documentation, trainings and FAQs on key statistics and reports, such as AYP, graduation rate and class size.

### **8.1.3 Data Collection**

Data elements should be collected only once—no duplicate data collections are permitted. Where possible, data is collected at the lowest level available (i.e. at the student/teacher level). Thus, there are no aggregate data collections if the aggregate data can be derived or calculated from the detailed data. For all new data collections, *Lincoln Academy* provides to LEAs clear guidelines for data collection and the purpose of the data request. *Lincoln Academy* also notifies LEAs as soon as possible about future data collections. Time must be given to LEAs in order for them to begin gathering the data needed.

### **8.1.4 Data Auditing**

Data and Statistics Data Analysts perform regular and ad hoc data auditing. They analyze data in the warehouse for anomalies, investigate the source of the anomalies, and work with IT and/or LEAs in explaining and/or correcting the anomalies. Data Analysts also work with School Finance to address findings from the Auditors.

### **8.1.5 Quality Control Checklist**

Checklists have been proven to increase quality ([See Appendix C](#)). Therefore, before releasing high-risk data, Data Stewards and Data Analysts must successfully complete the data release checklist in three areas: reliability, validity and presentation.

## **DATA TRANSPARENCY**

Annually, *Lincoln Academy* will publicly post:

- *Lincoln Academy* data collections
- Metadata Dictionary as described in Utah's Student Data Protection Act (SDPA), U.C.A §53A-1-1401

## **APPENDIX**

### **Appendix A. *Lincoln Academy* Employee Non-Disclosure Agreement**

#### **As an employee of the *Lincoln Academy*, I hereby affirm that: (Initial)**

I have read the Employee Non-Disclosure Assurances attached to this agreement form and read and reviewed Data Governance Plan *Lincoln Academy* policies. These assurances address general procedures, data use/sharing, and data security.

I will abide by the terms of the *Lincoln Academy*'s policies and its subordinate process and procedures;

I grant permission for the manual and electronic collection and retention of security related information, including but not limited to photographic or videotape images, of your attempts to access the facility and/or workstations.

## **Trainings**

I have completed *Lincoln Academy*'s Data Security and Privacy Fundamentals Training.

I will complete *Lincoln Academy*'s Data Security and Privacy Fundamentals Training within 30 days.

### **Using Lincoln Academy Data and Reporting Systems**

I will use a password-protected computer when accessing data and reporting systems, viewing child/staff records, and downloading reports.

I will not share or exchange individual passwords, for either personal computer(s) or *Lincoln Academy* system user accounts, with *Lincoln Academy* staff or participating program staff.

I will log out of and close the browser after each use of *Lincoln Academy* data and reporting systems.

I will only access data in which I have received explicit written permissions from the data owner.

I will not attempt to identify individuals, except as is required to fulfill job or volunteer duties, or to publicly release confidential data;

### **Handling Sensitive Data**

I will keep sensitive data on password-protected state-authorized computers.

I will keep any printed files containing personally identifiable information in a locked location while unattended.

I will not share child/staff-identifying data during public presentations, webinars, etc. I understand that dummy records should be used for such presentations.

I will delete files containing sensitive data after working with them from my desktop, or move them to a secured *Lincoln Academy* server.

### **Reporting & Data Sharing**

I will not redisclose or share any confidential data analysis except to other authorized personnel without *Lincoln Academy*'s expressed written consent.

I will not publicly publish any data without the approval of the Superintendent.

I will take steps to avoid disclosure of personally identifiable information in state-level reports, such as aggregating, data suppression, rounding, recoding, blurring, perturbation, etc.

I will not use email to send screenshots, text, or attachments that contain personally identifiable or other sensitive information. If I receive an email containing such information, I will delete the screenshots/text when forwarding or replying to these messages.

I will not transmit child/staff-level data externally unless explicitly authorized in writing.

I understand that when sharing child/staff-identifying data with authorized individuals, the only approved methods are phone calls or *Lincoln Academy*'s Secure File Transfer Protocol (SFTP). Also, sharing within secured server folders is appropriate for *Lincoln Academy* internal file transfer.

I will immediately report any data breaches, suspected data breaches, or any other suspicious activity related to data access to my supervisor and the *Lincoln Academy* Information Security Officer. Moreover, I acknowledge my role as a public servant and steward of child/staff information, and affirm that I will handle personal information with care to prevent disclosure.

### **Consequences for Non-Compliance**

I understand that access to the *Lincoln Academy* network and systems can be suspended based

on any violation of this contract or risk of unauthorized disclosure of confidential information;  
 I understand that failure to report violation of confidentiality by others is just as serious as my own violation and may subject me to personnel action, including termination.

#### Termination of Employment

I agree that upon the cessation of my employment from *Lincoln Academy*, I will not disclose or otherwise disseminate any confidential or personally identifiable information to anyone outside of *Lincoln Academy* without the prior written permission of the Student Data Manager of Lincoln Academy.

Print Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

#### **Appendix B. Protecting PII in Public Reporting**

Data Gateway Statistical Reporting Method for Protecting PII Public education reports offer the challenge of meeting transparency requirements while also meeting legal requirements to protect each student's personally identifiable information (PII). Recognizing this, the reporting requirements state that subgroup disaggregation of the data may not be published if the results would yield personally identifiable information about an individual student. While the data used by the *Lincoln Academy* (*Lincoln Academy*) and local education agencies (LEAs) is comprehensive, the data made available to the public is masked to avoid unintended disclosure of personally identifiable information at summary school, LEA, or state-level reports.

This is done by applying the following statistical method for protecting PII.

1. 1. Underlying counts for groups or subgroups totals are not reported.
2. 2. If a reporting group has 1 or more subgroup(s) with 10 or fewer students.
  - a. The results of the subgroup(s) with 10 or fewer students are recoded as "N<10"
  - b. For remaining subgroups within the reporting group
    - i. For subgroups with 300 or more students, apply the following suppression rules.
      1. Values of 99% to 100% are recoded to  $\geq 99\%$
      2. Values of 0% to 1% are recoded to  $\leq 1\%$
    - ii. For subgroups with 100 or more than but less than 300 students, apply the following suppression rules.
      1. Values of 98% to 100% are recoded to  $\geq 98\%$
      2. Values of 0% to 2% are recoded to  $\leq 2\%$
    - iii. For subgroups with 40 or more but less than 100 students, apply the following suppression rules.
      1. Values of 95% to 100% are recoded to  $\geq 95\%$
      2. Values of 0% to 5% are recoded to  $\leq 5\%$
    - iv. For subgroups with 20 or more but less than 40 students, apply the following suppression rules.
      1. Values of 90% to 100% are recoded to  $\geq 90\%$
      2. Values of 0% to 10% are recoded to  $\leq 10\%$

- 3. Recode the percentage in all remaining categories in all groups into intervals as follows (11-19,20-29,...,80-89)
- v. For subgroups with 10 or more but less than 20 students, apply the following suppression rules.
  - 1. Values of 80% to 100% are recoded to  $\geq 80\%$
  - 2. Values of 0% to 20% are recoded to  $\leq 20\%$
  - 3. Recode the percentage in all remaining categories in all groups into intervals as follows (20-29,30-39,...,70-79)

#### **Appendix C. Example Quality Control Checklist**

##### Reliability (results are consistent)

- 1. Same definitions were used for same or similar data previously reported or it is made very clear in answering the request how and why different definitions were used
- 2. Results are consistent with other reported results or conflicting results are identified and an explanation provided in request as to why is different
- 3. All data used to answer this particular request was consistently defined (i.e. if teacher data and student data are reported together, are from the same year/time period)
- 4. Another *Lincoln Academy* data steward could reproduce the results using the information provided in the metadata dictionary

##### Validity (results measure what are supposed to measure, data addresses the request)

- 1. Request was clarified
- 2. Identified and included all data owners that would have a stake in the data used
- 3. Data owners approve of data definitions and business rules used in the request
- 4. All pertinent business rules were applied
- 5. Data answers the intent of the request (intent ascertained from clarifying request)
- 6. Data answers the purpose of the request (audience, use, etc.)
- 7. Limits of the data are clearly stated
- 8. Definitions of terms and business rules are outlined so that a typical person can understand what the data represents

##### Presentation

- 1. Is date-stamped
- 2. Small n-sizes and other privacy issues are appropriately handled
- 3. Wording, spelling and grammar are correct
- 4. Data presentation is well organized and meets the needs of the requester
- 5. Data is provided in a format appropriate to the request
- 6. A typical person could not easily misinterpret the presentation of the data



## 2025-2026 Fee Schedule/Spend Plan

### ELEMENTARY

Yearbook *Optional	\$18-\$20	Play *Optional	\$75
--------------------	-----------	----------------	------

#### 6th Grade (Only) Participation Fees

Optional Fieldtrips 25	\$25	Cross Country (Spring without shirt) *Physical Required	\$35
Basketball (Boys and Girls) *Physical Required	\$185	Soccer (Boys and Girls) *Physical Required	\$145
Cross Country (Fall) *Physical Required	\$70	Volleyball (Boys and Girls) *Physical Required	\$150
Cross Country (Spring with shirt) *Physical Required	\$45		

#### Fines

Lost or Damaged Textbooks, Library Books, School Property	Varies
-----------------------------------------------------------	--------

### JUNIOR HIGH

#### All Student Fees

House Shirt	\$15	Student Planner	\$5
Grade Level Field Trip (7, 8, 9)	Up to \$35	9 <sup>th</sup> Grade Graduation Dinner and Dance	\$20

#### Course Fees (Charged per Semester Unless Designated as a Year Long Course)

##### CTE

Adobe Illustrator	\$7	Interior Design	\$5
Adobe Photoshop	\$7	Photography	\$7
Clothing	\$15	Psychology	\$5
Explorer Tech1,2	\$30	Positive Psychology	\$5
Food & Nutrition I, II	\$30	Robotics	\$25
Foods for Seventh Grade	\$30		

##### Performing Arts

Band I, II (Year Long)	\$25	Guitar	\$5
Chamber Choir (Year Long)	\$25	Music Uniform (as needed)	\$18
Concert Choir (Year Long)	\$25	Orchestra I, II (Year Long)	\$25
Drama I	\$5	Technical Theater	\$20

##### PE



## 2025-2026 Fee Schedule/Spend Plan

Fitness for Life (PE uniform required)	\$15	PE (7 <sup>th</sup> )	\$10
Lifetime Activities (PE uniform required)	\$15	PE Skills (8 <sup>th</sup> -9th)	\$10

### Visual Arts

Art Foundations	\$10	Jewelry Making	\$30
Ceramics I, II	\$25	Painting	\$25
Drawing	\$10	Sculpture	\$25

### World Languages

ASL I,II Year Long)	\$7	Spanish I, II, III (Year Long)	\$35
Japanese (Year Long)	\$5		

### Other

Student Council (Yearlong)	\$150	Yearbook Class (Yearlong)	\$50
----------------------------	-------	---------------------------	------

### Extracurricular Fees

Basketball (Boys and Girls) *Physical Required	\$185	Driver's Ed Behind the Wheel	\$175
Cross Country (Fall) *Physical Required	\$70	Driver's Ed Classroom - Summer	\$75
Cross Country (Spring, with shirt) *Physical Required	\$45	Music Trip	\$1500
Cross Country (Spring, without shirt) *Physical Required	\$35	Play	\$150
Soccer (Boys and Girls) *Physical Required	\$145	Volleyball (Boys and Girls) *Physical Required	\$150

### Miscellaneous Charges

Adobe Illustrator Certification Test - Optional	\$150	Lagoon Day (9 <sup>th</sup> ) *Optional	Up to \$65
Adobe Photoshop Certification Test - Optional	\$150	Fieldtrips (7 <sup>th</sup> -9 <sup>th</sup> ) *Optional	Up to \$25
AP Test - Optional	\$98	Lagoon Day (9 <sup>th</sup> ) *Optional	Up to \$65
Class Change Fee	\$10	Replacement Planner	\$5
Driver's Ed - Retake Driving Test	\$60	Replacement ID card	\$5
Driver's Ed - Late or No Show	\$35	Replacement House Shirt	\$15
Driver's Ed - 1-hour extra drive time	\$40	Yearbook *Optional	\$50-\$60

### Fines

Lost or Damaged Textbooks, Library Books, Technology, Other School Property	Varies
-----------------------------------------------------------------------------	--------



## 2025-2026 Fee Schedule/Spend Plan

# SPEND PLAN

### All Student Fees

House Shirt	Fee covers Wednesday t-shirt for group unity and competitions.
Grade Level Field Trip (7,8,9)	Fee covers grade level field trip admission.
Student Planner	Fee covers student organizational planner.
9 <sup>th</sup> Grade Graduation Dinner and Dance	Fee covers food and graduation activities for 9 <sup>th</sup> grade students.

### Course Fees

Adobe Illustrator	Fee covers classroom/instructional supplies, project supplies.
Adobe Photoshop	Fee covers classroom/instructional supplies, project supplies.
Art Foundations	Fee covers colored pencils, pastels, markers, charcoal, paper, and other art supplies.
ASL I, II	Fee covers classroom/instructional supplies.
Band Classes	Fee covers concert stipends, classroom/instructional supplies, instruments.
Ceramic Classes	Fee covers clay, glaze, tools.
Choir Classes	Fee covers concert stipends, music, classroom/instructional supplies.
Clothing	Fee covers classroom/instructional supplies, instructional equipment.
Drama Classes	Fee covers classroom/instructional supplies, mask, play scenes.
Drawing Classes	Fee covers colored pencils, pastels, markers, charcoal, paper, and other art supplies.
Explorer Tech	Fee covers pen, C02 car, bridge, 3D prints, metal ring and other shop supplies.
Fitness for Life	Fee covers classroom/instructional supplies, instructional equipment.
Food Classes	Fee covers classroom/instructional supplies, instructional equipment, ingredients.
Guitar	Fee covers classroom/instructional supplies.
Interior Design	Fee covers classroom/instructional supplies, and supplies for instructional activities.
Japanese	Fee covers classroom/instructional supplies.
Jewelry Making	Fee covers beads, stones, tools, metals, and other jewelry making supplies
Lifetime Activities	Fee covers classroom/instructional supplies, instructional equipment.
Music Uniform	Fee covers concert polo.
Orchestra Classes	Fee covers concert stipends, classroom/instructional supplies, instruments.
Painting	Fee covers classroom/instructional supplies.
PE Classes	Fee covers classroom/instructional supplies, instructional equipment.
Photography	Fee covers classroom/instructional supplies, instructional equipment.
Positive Psychology	Fee covers classroom/instructional supplies.



## 2025-2026 Fee Schedule/Spend Plan

Psychology	Fee covers classroom/instructional supplies.
Robotics	Fee covers classroom/instructional supplies, robotics supplies, tools, and other supplies.
Sculpture	Fee covers classroom/instructional supplies.
Spanish Classes	Fee covers classroom/instructional supplies, restaurant field trip.
Student Council	Fee covers classroom/instructional supplies, retreat, clothing.
Technical Theater	Fee covers classroom/instructional supplies, shirt., field trip, project supplies
Yearbook Class	Fee covers classroom/instructional supplies, team events, and clothing.

### Extracurricular Fees

Junior High Music Trip	Fee covers hotel, bus, meals, venue, ceremony, supplies, shirt.
Junior High School Play	Fee covers shirt, stipends, venue, costume, makeup, props, set.
Elementary School Play	Fee covers costumes, directors, supplies.
Basketball	Fee covers uniform use, league fee, stipend, equipment.
Cross Country	Fee covers shirt, league fee, stipend.
Soccer	Fee covers uniform use, league fee, stipend, equipment.
Volleyball	Fee covers uniform use, league fee, stipend, equipment.
Driver's Ed (Online or in Person)	Fee covers classroom/instructional supplies, instructional equipment.
Driver's Ed Behind the Wheel	Fee covers Driving instruction, driving time, one road test.

### Miscellaneous Charges

Adobe Illustrator Test	Optional - Fee covers cost of certification test.
Adobe Photoshop Test	Optional - Fee covers cost of certification test.
AP Test	Optional - Fee covers cost of test.
Class Change	Fee covers administrative time.
Driver's Ed	Late, no show, extra hour drive, driving test retake.
House Shirt	Fee covers the cost of additional shirt and printing.
ID replacement card	Fee covers card, ink.
Planner replacement	Fee covers planner.
Junior High Yearbook	Optional
Elementary Yearbook	Optional
6th-9th Grade Field Trips	Optional-Fee covers transportation, entrance.
9th Grade Lagoon Day	Optional- Fee covers transportation, entrance.
Lincoln Merchandise	Varies



## 2025-2026 Fee Schedule/Spend Plan

### Fines

Lost or damaged books, technology, school property      Fee covers replacement, repair.

### Disclosures

Fee Waiver	Fee waivers are available based on eligibility. Print and complete application from the website. If a student is denied, they have the right to appeal.
Aggregate Fee	\$3,000 (You will not pay more than \$3,000 per child/year).
Class Changes	Class changes can be made at any time during the year. Students may receive one class change free per semester. After that, a class change fee in the amount of \$10.00 will be billed to the student per occasion. In addition, any remaining balance will be billed or refunded where applicable. Classes dropped two weeks after the class change period are not eligible for a refund. If a class is a yearlong class and dropped at the semester, that class is not eligible for a refund. If the student has a negative lunch balance, the refund will be applied there.
Late Enrollment	Students enrolling late in the semester will qualify for a prorated fee schedule.
Withdrawals	Students who withdraw from Lincoln Academy within two weeks of the start of a new semester are eligible to receive a full refund for fees in that semester. After this time has passed, a refund will not be issued.
Refunds	Refunds will be mailed to the address listed in the student information system. Parents are responsible for keeping that information up to date. If the check is returned to sender, two phone calls will be made in attempt to get correct address.
Extracurricular activities	Students are not eligible for extracurricular activities if they have outstanding fees. Extracurricular fees must be paid in full before the student participates.
Late Fees	A late fee of \$25 will be assessed for all unpaid balances twenty days after being invoiced.
Unpaid Fees	After 90 days from invoicing, all unpaid balances may be sent to collections. Parents/guardians are responsible for their student's fees and are responsible for all collection and legal fees.

If you have questions, or if you are having trouble paying your student's fees, please stop by or email the Finance Office at [finance@lincoln-academy.org](mailto:finance@lincoln-academy.org) as soon as possible so we can make payment arrangements.

Thank you!

Board Approved

# ELA

K-5 (meets 3 out of the 4 indicators below) Current: 65%

- On Grade Level or higher on EOY iReady Diagnostic
- At Benchmark or Above Benchmark on Acadience Reading
- Proficient or Above Proficient on RISE
- 80% or higher on 80% of grade level benchmark assessments

6-9 (meets 3 out of the 5 indicators below) Current: 60%

- On Grade Level or higher on iXL EOY Diagnostic
- Proficient or Above Proficient on RISE
- 80% or higher on 80% of grade level benchmark assessments
- Earned a B or higher in Language Arts class
- Meets proficiency on CommonLit Reading Comprehension

# MATH

K-2 (meets 2 out of the 3 indicators below) Current: 70%

- On Grade Level or higher on EOY iReady Diagnostic
- At Benchmark or Above Benchmark on Acadience Math
- 80% or higher on 80% of grade level benchmark assessments

3-5 (meets 2 out of the 3 indicators below) Current: 60%

- On Grade Level or higher on EOY iReady Diagnostic
- Proficient or Above Proficient on RISE
- 80% or higher on 80% of grade level benchmark assessments

6-9 (meets 3 out of the 4 indicators below) Current: 55%

- On Grade Level or higher on iXL EOY Diagnostic
- Proficient or Above Proficient on RISE
- 80% or higher on 80% of grade level benchmark assessments
- Earned a B or higher in Math class

# ELA

K-5 (meets 3 out of the 4 indicators below) Current: 65%

- On Grade Level or higher on EOY iReady Diagnostic
- At Benchmark or Above Benchmark on Acadience Reading
- Proficient or Above Proficient on RISE
- 80% or higher on 80% of grade level benchmark assessments

6-9 (meets 3 out of the 5 indicators below) Current: 60%

- On Grade Level or higher on iXL EOY Diagnostic
- Proficient or Above Proficient on RISE
- 80% or higher on 80% of grade level benchmark assessments
- Earned a B or higher in Language Arts class
- Meets proficiency on CommonLit Reading Comprehension

# MATH

K-2 (meets 2 out of the 3 indicators below) Current: 70%

- On Grade Level or higher on EOY iReady Diagnostic
- At Benchmark or Above Benchmark on Acadience Math
- 80% or higher on 80% of grade level benchmark assessments

3-5 (meets 2 out of the 3 indicators below) Current: 60%

- On Grade Level or higher on EOY iReady Diagnostic
- Proficient or Above Proficient on RISE
- 80% or higher on 80% of grade level benchmark assessments

6-9 (meets 3 out of the 4 indicators below) Current: 55%

- On Grade Level or higher on iXL EOY Diagnostic
- Proficient or Above Proficient on RISE
- 80% or higher on 80% of grade level benchmark assessments
- Earned a B or higher in Math class

Grade	<u>iReady MOY</u>	<u>Acadience MOY</u>	<u>Benchmark T1</u>	<u>Benchmark T2</u>	<u>RISE</u>
Kindergarten	89%	90%	87%	89%	NA
1st	62%	68%	87%	86%	NA
2nd	71%	85%	66%	69%	NA
3rd	81%	73%	Re-Eval Test	56%	NA
4th	63%	78%	58%	43%	Completed in May- Results in October
5th	72%	74%	Didn't Administer		Completed in May- Results in October
	<u>iXL MOY</u>	<u>Benchmarks</u>	<u>Averaged 2.5 or higher</u>	<u>Common Lit</u>	<u>RISE</u>
6th	56.6% on grade level	RISE Benchmarks not available this year	62%	62.80%	Completed in May- Results in October
	<u>iXL MOY</u>	<u>Benchmarks</u>	<u>B or Higher</u>	<u>Common Lit</u>	<u>RISE</u>
7th	52.1% on grade level	RISE Benchmarks not available this year	66%	57.40%	Completed in May- Results in October
8th	52.9% on grade level	RISE Benchmarks not available this year	80%	56.60%	Completed in May- Results in October
9th	54.6% on grade level	RISE Benchmarks not available this year	79%	52.60%	Completed in May- Results in October

# Lincoln Academy Data Governance Plan

## 1. Governing Principles

Lincoln Academy (referred to as the LEA throughout) takes its responsibility toward student data seriously. This governance plan incorporates the following Generally Accepted Information Principles (GAIP):

- **Risk:** There is risk associated with data and content. The risk must be formally recognized, either as a liability or through incurring costs to manage and reduce the inherent risk.
- **Due Diligence:** If a risk is known, it must be reported. If a risk is possible, it must be confirmed.
- **Audit:** The accuracy of data and content is subject to periodic audit by an independent body.
- **Accountability:** An organization must identify parties which are ultimately responsible for data and content assets.
- **Liability:** The risks in information means there is a financial liability inherent in all data or content that is based on regulatory and ethical misuse or mismanagement.

## 2. Data Maintenance and Protection Policy

The LEA recognizes that there is risk and liability in maintaining student data and other education-related data and will incorporate reasonable data industry best practices to mitigate this risk.

### 2.1 Process

In accordance with [R277-487](#), the LEA shall do the following:

- Designate an individual as an Information Security Officer
- Adopt the [K12 SIX Essential Protections](#) or comparable
- Report to the USBE by October 1 each year regarding the status of the adoption of the K12 SIX essential protections or comparable and future plans for improvement.

## 3. Roles and Responsibilities Policy

The LEA acknowledges the need to identify parties who are ultimately responsible and accountable for data and content assets. These individuals and their responsibilities are as follows:

### 3.1 Data Manager roles and responsibilities

- authorize and manage the sharing, outside of the student data manager's education entity, of personally identifiable student data for the education entity as described in this section
- provide for necessary technical assistance, training, and support
- act as the primary local point of contact for the state student data officer
- ensure that the following notices are available to parents:
  - annual FERPA notice (see [34 CFR 99.7](#)),
  - directory information policy (see [34 CFR 99.37](#)),
  - survey policy and notice (see [20 USC 1232h](#) and [53E-9-203](#)),
  - data collection notice (see [53E-9-305](#))

### 3.2 Information Security Officer

- Oversee adoption of the K12 SIX essential protections or comparable
- Provide for necessary technical assistance, training, and support as it relates to IT security

## 4. Training and Support Policy

The LEA recognizes that training and supporting educators and staff regarding federal and state data privacy laws is a necessary control to ensure legal compliance.

### 4.1 Procedure

1. The data manager will ensure that educators who have access to student records will receive an annual training on confidentiality of student data to all employees with access to student data.
2. The data manager shall keep a list of all employees who are authorized to access student education records after having completed a training that meets the requirements of [53E-9-204](#).  
The LEA will rely on the the Utah State Board of Education (USBE) re-licensure course for teacher training.

## 5. Audit Policy

In accordance with the risk management priorities of the LEA, the LEA will conduct an audit of:

- The effectiveness of the controls used to follow this data governance plan; and
- Third-party contractors, as permitted by the contract described in [53E-9-309\(2\)](#).

## 6. Data Sharing Policy

There is a risk of redisclosure whenever student data are shared. The LEA shall follow appropriate controls to mitigate the risk of redisclosure and to ensure compliance with federal and state law.

### 6.1 Procedure

1. The data manager shall approve all data sharing or designate other individuals who have been trained on compliance requirements with FERPA.
2. For external research, the data manager shall ensure that the study follows the requirements of FERPA's study exception described in [34 CFR 99.31\(a\)\(6\)](#).
3. After sharing from student records, the data manager shall ensure that an entry is made in the LEA Metadata Dictionary to record that the exchange happened.
4. After sharing from student records, the data manager shall make a note in the student record of the exchange in accordance with [34 CFR 99.32](#).

## 7. Expungement Request Policy

The LEA recognizes the risk associated with data following a student year after year that could be used to mistreat the student. The LEA shall review all requests for records expungement from parents and make a determination based on the following procedure.

### 7.1 Procedure

The following records may not be expunged: grades, transcripts, a record of the student's enrollment, assessment information.

The procedure for expungement shall match the record amendment procedure found in [34 CFR 99, Subpart C](#) of FERPA.

1. If a parent believes that a record is misleading, inaccurate, or in violation of the student's privacy, they may request that the record be expunged.
2. The LEA shall decide whether to expunge the data within a reasonable time after the request.
3. If the LEA decides not to expunge the record, they will inform the parent of their decision as well as the right to an appeal hearing.
4. The LEA shall hold the hearing within a reasonable time after receiving the request for a hearing.
5. The LEA shall provide the parent notice of the date, time, and place in advance of the hearing.
6. The hearing shall be conducted by any individual that does not have a direct interest in the outcome of the hearing.
7. The LEA shall give the parent a full and fair opportunity to present relevant evidence. At the parents' expense and choice, they may be represented by an individual of their choice, including an attorney.
8. The LEA shall make its decision in writing within a reasonable time following the hearing.
9. The decision must be based exclusively on evidence presented at the hearing and include a summary of the evidence and reasons for the decision.
10. If the decision is to expunge the record, the LEA will seal it or make it otherwise unavailable to other staff and educators.

## 8. Data Breach Response Policy

The LEA shall follow industry best practices to protect information and data. In the event of a data breach or inadvertent disclosure of personally identifiable information, the LEA staff shall follow industry best practices for responding to the breach.

### 8.1 Procedures

1. The director will work with the information security officer to designate individuals to be members of the cyber incident response team (CIRT)
2. At the beginning of an investigation, the information security officer will begin tracking the incident and log all information and evidence related to the investigation.
3. The information security officer will call the CIRT into action once there is reasonable evidence that an incident or breach has occurred.
4. The information security officer will coordinate with other IT staff to determine the root cause of the breach and close the breach.

5. The CIRT will coordinate with legal counsel to determine if the incident meets the legal definition of a significant breach as defined in [R277-487](#) and determine which entities and individuals need to be notified.
6. If law enforcement is notified and begins an investigation, the CIRT will consult with them before notifying parents or the public so as to not interfere with the law enforcement investigation.

## 9. Publication Policy

The LEA recognizes the importance of transparency and will post this policy on the LEA website.



# Utah Charter Access Point

## Utah State Charter School Board

Search UCAP...



Actions

[LOG OUT](#)

## Submit SCSB Annual Certifications

The SCSB Annual Certifications are collected through UCAP and submitted in May. The certifications are no longer required, but can be submitted as a verification that your LEA is meeting these annual certifications. If your LEA is not authorized by the SCSB, you will not be able to submit.

The director should go through each certification and certify whether the LEA has completed it. A note must be entered if any of the certifications were not met.

Then, the director can check the acknowledgement box and type in their full name as it is saved in UCAP. You can check what your name is in UCAP by looking at the Utah Charter Directory. To get to the directory use the main menu and select Utah Charter Directory.

After the director submits the board chair will receive a notification email letting them know it is their turn. The email is sent to the email address that is saved in UCAP for the board chair's user account. Now, the board chair must log into UCAP using their own username. The board chair reviews the certifications and if they approve, they sign their full name and submit. If they do not approve, they can contact their director to have them make changes.

The director can submit as many times as needed during the month of May. If the board chair approved a previous version, the board chair's signature will be erased and the board chair must approve the new version.

# ≡ SCSB Annual Certifications



**⚠ No data has been saved for the current school year.**

Please continue and submit SCSB Annual Certifications for your school.

Actions



Please check all conditions that the LEA has completed for the 2024 - 2025 school year. Please provide an associated comment for all unmet SCSB Annual Certifications. LEAs should answer each certification honestly so the SCSB staff can provide the LEA with support if needed.

LEA: Lincoln Academy

School Year: 2024 - 2025

## GOVERNANCE

- 1. Charter school goals are evidence and research based, relevant to school's mission and vision, measurable, data is available, appropriate to school's target population and overall academic focused
- 2. School regularly reviews progress on charter goals
- 3. All board members participate in a minimum of 3 board trainings a year including one on the Utah Public Notice Website §52-4-104
- 4. All board members have background checks on file according to §53G-5-408
- 5. Maintain number of board members as specified in charter
- 6. Hold minimum number of meetings as specified in charter
- 7. All meetings are properly noticed according to §52-4-202

- 8. Recordings available for all meetings within 3 days of holding the meeting according to §52-4-203
- 9. Minutes are available for all meetings and are posted within 30 days of the meeting according to §52-4-203
- 10. If meetings are closed, they are done according to §52-4-204 through §52-4-206
- 11. Board receives a monthly financial report according to §53G-7-309
- 12. Director reports to the board at every regularly scheduled board meeting
- 13. Board has written expectations for executive director
- 14. Board conducts an annual evaluation of the executive director
- 15. The school has identified and implemented generally accepted financial internal controls
- 16. State-accepted procurement practices are implemented and adhered to

 Actions 

## OPERATIONAL

- 17. Governing Board members meet the legal requirements for board membership under Utah Code 53G-11-402.
- 18. The Governing Board is free from actual and perceived conflicts of interest.
- 19. The school and its governing board establish, approve, and monitor the annual budget and safeguard the financial health of a school.

- 20. The Governing Board has adopted Rules of Order and Procedure, per Section 4(d) of the Charter Contract and Utah Code 53G-5-413.
  
- 21. The Board holds its meetings in compliance with the Open and Public Meetings Act.
  
- 22. The Governing Board timely submits reports required by state and federal law, the Charter Contract, and as requested by the SCSB, per Charter Contract Section 4(h).
  
- 23. The insurance policies of the school are complete and meet minimum coverage requirements as designated in Utah Code 53G-404 and the charter contract.
  
- 24. The school has not received complaints that have resulted in a violation of law or the charter contract, including violations of FERPA and laws surrounding public record requests, that have resulted in the Corrective Action plan with USBE Departments.
  
- 25. The School does not discriminate in its enrollment and lottery practices, including discrimination against students with disabilities, English Language Learners, race, gender, ethnicity, or any other basis that would be illegal if used by a school district.
  
- 26. The employees of the school have met the legally required minimum standards for background checks and certification.
  
- 27. The school and Board meet the requirements of Utah Code 53G-5-404(13)(b) and (c) regarding the approval and publication of instructional materials. •Note that this standard is looking at the process of approval and publication to ensure statutory obligations have been met, and it is not a judgement on the substance of the materials.
  
- 28. The website of the school is up-to-date with current information, per state law, state board rule, and the Charter Contract.

 Actions 

29. The school has a valid anti-bullying and anti-harassment policy on file in compliance with Utah Code 53G-9-601 through 608.

#### SCHOOL ACHIEVEMENT

30. School meets at least 70% of charter goals and shows progress on any goals not met

 Actions

#### Comment (required for unmet SCSB Annual Certifications)

Type any comments here...

#### Previous Comments:

SCSB Annual Certifications must be approved by both the Board Chair and the Director of the LEA. To submit please type your first and last name that is saved in UCAP.

I acknowledge and accept the SCSB Annual Certifications for the LEA that I have marked as completed. If a SCSB Annual Certification was not met, I have given an explanation in the comment section.

#### ABOUT

- [About Charters](#)
- [About SCSB](#)
- [About UCAP](#)
- [Contact Us](#)
- [FAQs](#)
- [USBE Hotline](#)

#### ASSOCIATIONS

- [UAPCS](#)
- [UCN](#)

#### CHARTERS

- [Charter Operations](#)
- [Charter Directory](#)
- [Charter Insights](#)
- [Charter News & Events](#)
- [Documents](#)
- [Employee of the Month](#)
- [School Profiles](#)
- [Rule Making Process](#)
- [School Performance](#)
- [School Remediation](#)
- [Schools Near Location](#)

[School Support](#)[Start A School](#)**DATA**

[Annual Certifications](#)  
[Enrollment](#)  
[Financial](#)  
[Projections](#)  
[SCSB Annual Reports](#)

**SCSB**

[Annual BM Schedules](#)  
[Board Meetings](#)  
[Meet the Board](#)  
[Meet the Staff](#)  
[Minutes Directory](#)  
[Newsletters](#)  
[Policies and Procedures](#)  
[Utah Public Meeting Website](#)

**SUPPORT**

[Grants](#)  
Actions X ▲  
[Upcoming Trainings](#)

**OVERSIGHT**

[Charter School Accountability Framework](#)  
[Annual Reviews](#)  
[Letter Of Awareness](#)  
[Notice Of Concerns](#)  
[Probations](#)  
[Warnings](#)

**MANAGE**

[Annual Certifications](#)  
[Charter Insights](#)  
[UCAP Users](#)

Utah Charter Access Point (UCAP)

1.2.9 © 2015 - 2025

Utah State Charter School Board (SCSB)



10008 Creek Run Way  
Sandy, UT 84070  
801-538-7671



# Top 10 Reasons for Choosing Abstinence

10.

9.

8.

7.

6.

5.

**SEX IS A BIG DEAL**

4.

No emotion - even love -  
is worth losing your life over -  
HIV is fatal !

3.

2.



1.

Name: \_\_\_\_\_

Per: \_\_\_\_\_

<u>% Effective in order: 100% - down to 15%</u>	<u>Method:</u>	<u>How it Works:</u>	<u>List 2 Risks/Disadvantages:</u>
1. 100%	Abstinence	No Sex	1. Must be committed 2. You need self control
2. 99%			
3. 99%			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17. 15%	No Method	15% chance you won't get pregnant	1.S.T.I.s 2. pregnancy

Birth Control Conclusions:

1. How many of the 17 methods is a guy completely responsible for?
2. List which of the 17 methods give at least some protection against STI/HIV?
3. Considering the risks of pregnancy and STI/AIDS , if a teen were going to have sex and could only choose 1 method, which of the 17 methods would you conclude is the best one to use?
4. What number was condoms in the list of 17?
5. Would you conclude that condoms make sex “SAFE” or “SAFER”? Choose one and explain your answer.
6. List at least 3 ways you could still get an STI, even using a condom?

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

7. The % of effectiveness for condoms is lower for teens than for adults. List 4 contraceptives that less effective than using a condom.

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

8. What other hurts and consequences besides the physical consequences of STI/AIDS and pregnancy can affect a teen if he/she chooses to have sex?

- \_\_\_\_\_

- \_\_\_\_\_



# Utah State Board of Education

## Parent/Guardian Consent Form Sex Education Instruction

***Parents must receive this form no later than two weeks prior to the beginning of instruction***

Date of Planned Instruction: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Course: Health Teacher(s): Mr. Corless

School: Lincoln Academy Telephone Number: (801) 756-2039

Dear Parents/Guardian:

As part of your child's education, he/she has enrolled in a course that includes instruction on topics related to sex education. You are receiving this consent form because instruction and/or discussion of sex education topics are controlled by state law and Utah State Board of Education rule. Please read the form carefully, select **one option**, sign, and return to the teacher above. Your student will not be allowed to participate in class activities without this completed and signed form on file. Thank you.

### **Information**

All instruction related to human sexuality or sexual activity will take place within the context of Utah State Law (53G-10-402) and Utah State Board of Education rule (R277-474) as follows:

- The public schools will teach sexual abstinence before marriage and fidelity after marriage.
- There will be prior parental consent before teaching any aspect of contraception or condoms.
- Students will learn about communicable diseases, including those transmitted sexually, and HIV/AIDS.

Program materials and guest speakers supporting instruction on these topics have been reviewed and approved by the local district or charter curriculum materials review committee.

The following are NOT approved by the State Board of Education for instruction and may not be taught:

- The intricacies of intercourse, sexual stimulation, or erotic behavior;
- The advocacy of premarital or extramarital sexual activity;
- The advocacy or encouragement of the use of contraceptive methods or devices.

In accordance with Utah State Board of Education Rule R277-474-7-4, teachers may answer spontaneous student questions to provide accurate data, correct inaccurate or misleading information, or respond to comments made by students in class regarding human sexuality.

Curriculum for this course includes instruction or discussion about the topics checked below. Pre-checked items are required for instruction in health education 53G-10-402 (*For Teacher Use Only*):

<input checked="" type="checkbox"/> sexual abstinence	<input checked="" type="checkbox"/> childbirth
<input checked="" type="checkbox"/> human sexuality	<input checked="" type="checkbox"/> parenthood
<input checked="" type="checkbox"/> human reproduction	<input checked="" type="checkbox"/> contraception
<input checked="" type="checkbox"/> reproductive anatomy	<input checked="" type="checkbox"/> HIV and AIDS (including modes of transmission)
<input checked="" type="checkbox"/> physiology	<input checked="" type="checkbox"/> sexually transmitted diseases
<input checked="" type="checkbox"/> pregnancy	<input checked="" type="checkbox"/> refusal skills
<input checked="" type="checkbox"/> marriage	

\*Factual, unbiased information about contraception and condoms may be presented as part of this course as a spring board to support **ABSTINENCE** (only if the box above is checked). Discussion about contraception is **NOT** to advocate the use of, or how to use, but strengthen the decision for **ABSTINENCE**. Demonstrations on how to use condoms or any contraceptive means, methods, or devices are prohibited and are **NOT** authorized.

**Options: Please read and check only one of the following:**

Name of Student: \_\_\_\_\_

**Option 1**

I grant permission for my child to participate in the discussions as described above.

**Option 2**

I grant permission for my child to participate in the discussions as described above, with the exception of \_\_\_\_\_ . I understand that my child will receive an alternative assignment of equal value and will not attend the regularly scheduled class on the day of this instruction. I understand my child will be provided a safe, supervised place within the school during this class. It will be his/her responsibility to report to the pre-arranged location, check in with the teacher or supervisor, and submit the completed assignment to the appropriate person.

**Option 3**

Prior to deciding, I will contact you at the school within the next two weeks to arrange a time to discuss the planned curriculum and review the materials

**Option 4**

I DENY permission for my child to participate in any of the discussions as checked in the box above. I understand my child is not involved in the exempted portion of the curriculum, he/she will instead be provided a safe, supervised place within the school during the class, and will receive an alternate assignment related to other elements of the course.

This consent form must be sent to parents not less than two weeks prior to instruction of the identified topics. Under state law, your child cannot participate in the scheduled instructional activity specified above unless and until this signed letter of permission is returned to the teacher identified on this form. Signed forms will be kept on file at the school for a minimum of one year.

Please sign and return form to verify you reviewed it and have chosen one option from the preceding list.

Parent/Guardian Signature: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Date: \_\_\_\_\_

# Love Languages Survey

## Love Languages Survey: Give yourself:

- 2 points if it's always true
- 1 point if it's sometimes true
- 0 points if it's never true



### GIFTS

- 1. An unexpected present can keep me walking on air for days
- 2. I'd rather get a small, thoughtful gift than an extravagant compliment
- 3. I just *love* getting presents—or even freebies
- 4. I would rather get a reward than a standing ovation
- 5. Remembering birthdays is very important to me
- 6. I put a lot of effort and into getting just the right gift for people I care about
- 7. I get a big buzz out of organizing parties and special events for others
- 8. It has a big impact on me when someone goes to a lot of effort to make/find the perfect gift for me
- 9. I keep trinkets because special people gave them to me
- 10. I find it very depressing when I don't get presents at holidays and on my birthday

**Total Score:** \_\_\_\_\_ / 20

### QUALITY TIME

- 1. I enjoy sharing hobbies or fun activities with others
- 1. I like spending time with people—one on one or in a group
- 1. I get lonely if I can't spend time with the people I care about
- 1. I enjoy working as part of a team
- 1. I'm a 'people person' - I like company
- 1. I enjoy getting together with people to play or watch sport
- 1. I feel hurt when others exclude me or don't involve me in activities
- 1. I show people I care by being with them
- 1. I'm quite comfortable just to be with others in silence
- 1. In times of trouble, just being there is what matters

**Total Score:** \_\_\_\_\_ / 20

### PRAISE (ENCOURAGING WORDS)

- 1. A kind word can keep me going for a long time
- 1. Honesty is very important to me - but not 'brutal' honesty
- 1. When people criticize my best efforts I am wounded
- 1. I feel like "a million bucks" when I get sincere praise
- 1. I get a buzz out of motivating and encouraging people
- 1. I am quite sensitive to other people's moods and feelings
- 1. I don't mind doing things for others but it helps to hear a 'thank you' at the end
- 1. I like it when people compliment my achievements
- 1. I value praise and try to avoid criticism
- 1. I'd rather a standing ovation than an expensive present

**Total Score:** \_\_\_\_\_ / 20

### TALK (QUALITY TIME)

- 1. I appreciate it when others listen patiently and don't interrupt me
- 1. I enjoy late-night gab sessions with my family or close friends
- 1. I feel appreciated when others take time to understand my feelings
- 1. I get a buzz out of having my opinion or ideas valued
- 1. I like to understand what other people are thinking and feeling
- 1. I feel appreciated and enthusiastic when people want to hear about my stories
- 1. I'm interested in hearing other people's stories

1. I enjoy it when other people come to me with their problems or I can be used as a 'sounding board'  
 1. I like it when people listen to me sympathetically  
 1. I spend a lot of time chatting on the phone or online to others

**Total Score:** \_\_\_\_/ 20

#### ACTS OF SERVICE / HELPING

1. Actions speak louder than words  
 1. I like doing favors for people  
 1. I find it frustrating when people wait to be asked rather than noticing what needs to be done  
 1. True friends are the ones I know I can rely on for help in times of trouble  
 1. Getting assistance with the housework or on a project at work makes me happy  
 1. I feel significant and useful when I have done a really good job  
 1. I think punctuality (being on time) and diligence (not giving up) are very important character traits  
 1. I appreciate it when people do things for others that they don't enjoy doing  
 1. I am goal orientated and like to do my best  
 1. I like it when others pitch in and help—especially without having to be asked

**Total Score:** \_\_\_\_/ 20

#### TOUCH

1. A touch can speak volumes  
 1. A hug from a loved one can brighten the darkest day  
 1. I feel very hurt when people I care about pull away from me physically  
 1. I enjoy giving and receiving hugs, backrubs, or playful nudges  
 1. I have a fairly close personal space (I don't mind others to be physically close to me)  
 1. I think you can tell a lot about a person from their handshake  
 1. I dislike it when people I'm interacting with avoid eye contact  
 1. I get a buzz out of giving and receiving genuine smiles  
 1. I like rough housing with my friends and family  
 1. I enjoy giving and receiving massages

**Total Score:** \_\_\_\_/ 20

#### **Final Scores:**

<b>GIFTS =</b>	_____ points
<b>QUALITY TIME =</b>	_____ points
<b>PRAISE =</b>	_____ points
<b>TALK =</b>	_____ points
<b>ACTS OF SERVICE/HELPING =</b>	_____ points
<b>TOUCH =</b>	_____ points



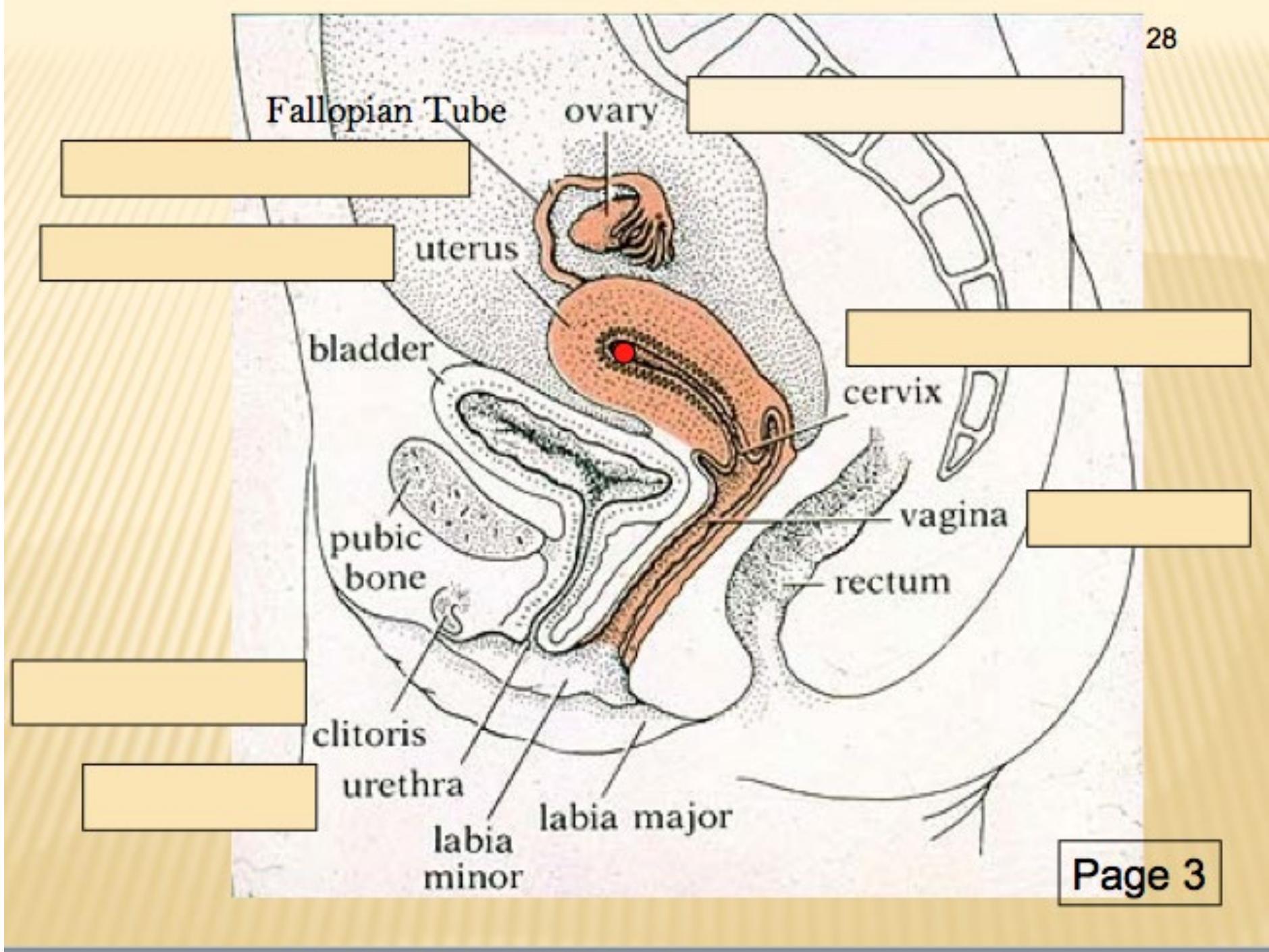
*"I acknowledge the work of Dr. Gary Chapman and also Mrs. Susan Smith in the development of this survey which I have customized and used in family and community development programs."*

Steve Wickham is a safety and health professional (BSc) and a qualified lay Christian minister (GradDipDiv). His passion in vocation is facilitation and coaching; encouraging people to soar to a higher value of their potential. Steve's key passion is work / life balance and re-creating value for living, and an exploration of the person within us."

Article Source: [http://EzineArticles.com/?expert=Steve\\_Wickham](http://EzineArticles.com/?expert=Steve_Wickham)  
<http://ezinearticles.com/?The-Love-Languages-Unofficial-Survey&id=1267311>

Article Source: <http://EzineArticles.com/1267311>

Photos by <https://pixabay.com>



erection can be involuntary...



bladder

pubic bone

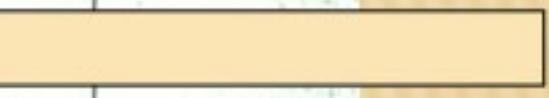
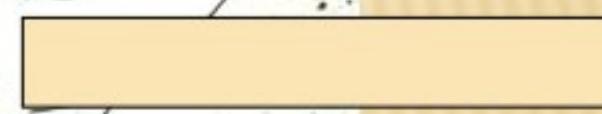
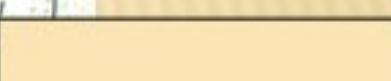


seminal vesicle

prostate

rectum

Cowper's gland

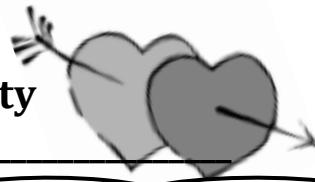
glans  
penis

scrotum

Page 4

Male sperm (unlike female eggs) are constantly replenished every 30-60 days. There are over 360,000,000 sperm in one ejaculation and it only takes 1 to get a woman pregnant!

## Unit: Sexuality



Name: \_\_\_\_\_ Per: \_\_\_\_\_

"The average 13 year old in America has witnessed sex on T.V. and in the movies over 1,500 times!"<sup>1</sup>

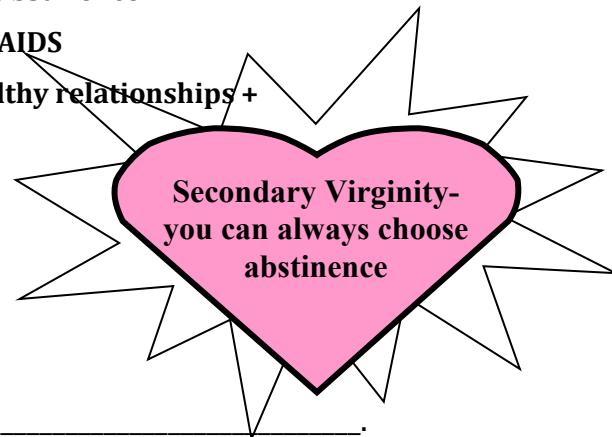
The decision to have sex is presented as if it's "no big deal," but this couldn't be further from the truth. Today, more than ever, teens need to know about:

- ✓ Sexual decisions, healthy relationships, + the importance of abstinence
- ✓ How to protect themselves from getting STIs, including HIV/AIDS
- ✓ The complexity of relationships, including the pain of unhealthy relationships + domestic violence
- ✓ The risks of sexual assault and sexual abuse

### 1. Abstinence: the best gift...



1. Abstinence means you are not having \_\_\_\_\_.  
(intercourse can be defined as vaginal, oral, or anal)



2. There are many reasons for a teenager to choose abstinence. Some are:

---



---

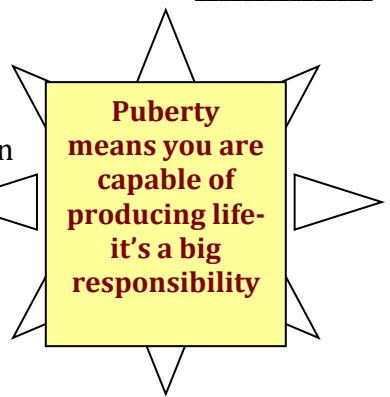


---

### 2. Reproduction-making a baby: The incredible reproductive system is made to work!

- \_\_\_\_\_ out of \_\_\_\_\_ girls who have sex without protection will get pregnant<sup>2</sup>
- In one ejaculation, there are over \_\_\_\_\_ sperm, and it only takes 1 to make a baby.<sup>21</sup>
- A girl is highly likely to get pregnant 7 days per month (more about this later in our unit). If she starts her period at age 12 and has it until age 52, in those 40 years, she will have \_\_\_\_\_ chances to get pregnant!

3. Puberty: Puberty is a normal part of being a teenager, but it can be stressful! Be aware that everyone is different, you may not notice the changes in yourself, and all the changes don't happen all at once. Don't stress out if your maturity doesn't match your peers. You can't rush it, so just relax, and enjoy growing up! During puberty the pituitary gland signals the body to release hormones, which stimulate these physical and emotional changes:



### **Females—usually starts between \_\_\_\_\_, and up to 16 years of age**

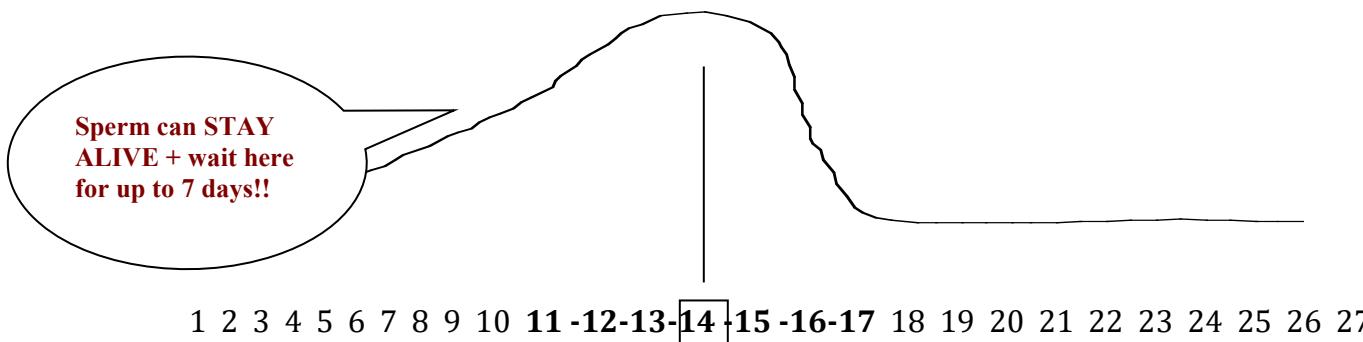
1. Growth and filling out of breasts; larger rounder hips and buttocks
2. Growth of hair
3. Oilier skin and hair + appearance of pimples or acne
4. Begins to have \_\_\_\_\_.
5. Becomes more conscious of appearance

There are emotional changes during puberty too. But, it will pass. Suddenly at about age 15, it all evens out and everybody's back at the same stage of life again! <sup>3</sup>

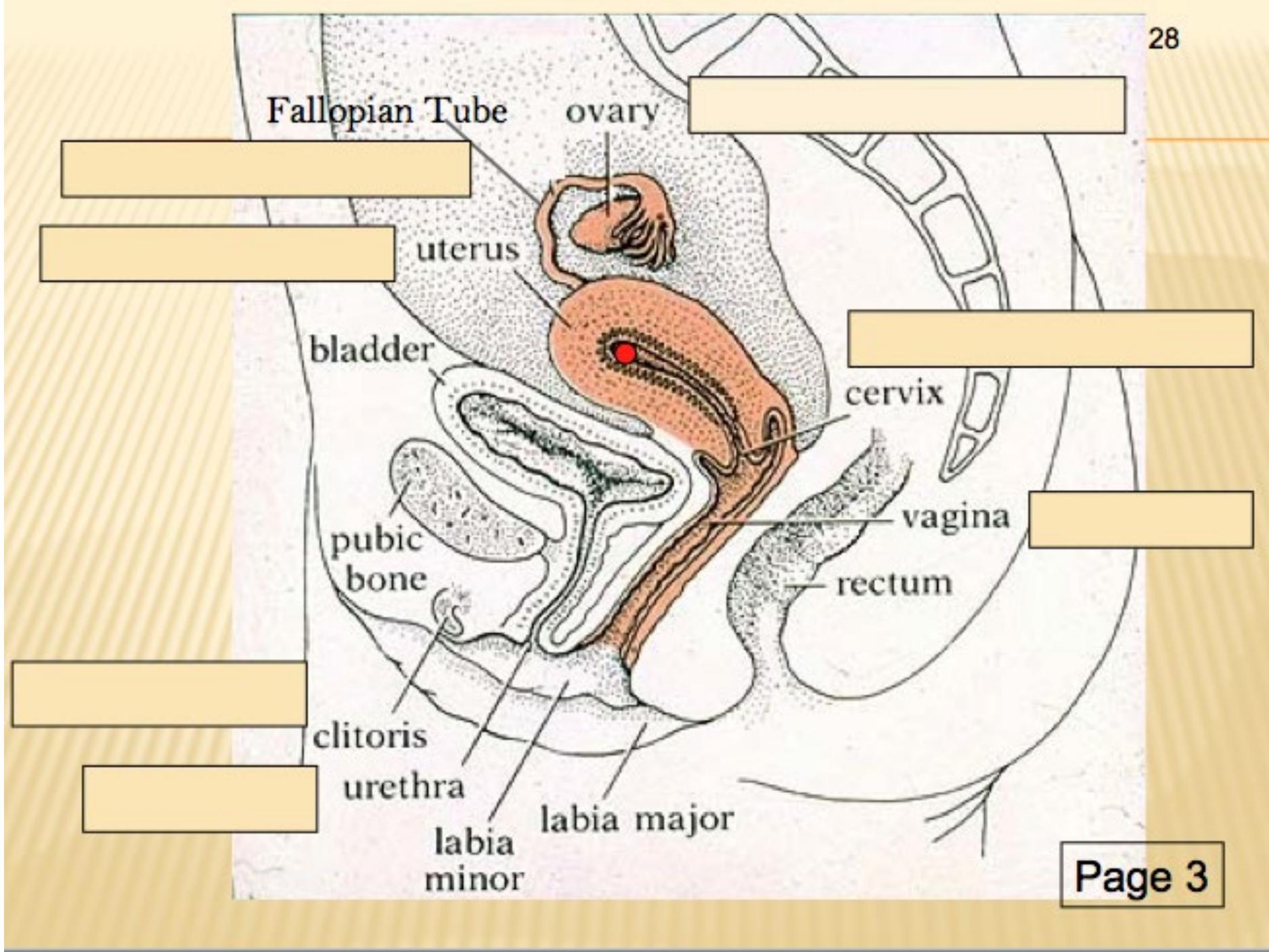
### **4. Female Anatomy Highlights and Issues:<sup>4</sup>**

It is important for both boys and girls to know both of the male and female anatomies. Whether it is a father, mother, sister, brother, or other extended family member, most of us will live in a house with, or work with those of the opposite sex, and understanding how the male and female body works, what illnesses can affect the reproductive system, how hormones influence the system, and what issues the opposite sex must deal with \_\_\_\_\_ to one another.

- ✓ The vulva is the term for the female external genitalia or organs. These consist of the labia majora, the labia minora (which protect the vagina), the clitoris, and hymen. It used to be thought that you could tell if a woman was a virgin by whether or not her hymen was intact, but especially today with women as active as they are and with tampon use, an intact hymen is not a good indicator of virginity. The hymen often must be stretched or opened during a woman's first sexual intercourse, and thus there may be some bleeding or pain during this first sexual intercourse.
- ✓ It is richly supplied with blood vessels and nerve endings. It does not play a role in conception.
- ✓ The uterus can stretch 200x its size during pregnancy! If the egg is not fertilized, the lining must shed and a woman will have her period. The vagina is the female sex organ and it's made of rings of muscle made to stretch.
- ✓ Certain times of the month a woman is \_\_\_\_\_ to get pregnant, and other times she is not as likely to conceive. This information is not intended to be used as a method of birth control, rather it is to show you just how effective the reproductive system is.
- ✓ On the \_\_\_\_\_th day of her monthly cycle, a woman ovulates (releases an egg). It only takes 1 egg and 1 sperm for conception. Most women don't know when they are ovulating, their periods often are not regular because it's a 28-day cycle, not a 30 day one. Although it is not as likely, a woman can get pregnant during her period.
- ✓ 3 days before a woman ovulates and 3 days after she ovulates are her most fertile days - the time she is most likely to get pregnant. Sperm can stay alive approximately \_\_\_\_\_ days inside a woman's body! (12) It takes 3 days for the egg to travel the fallopian tube making at least 7 high fertility days



Having period.....Ovulates-very likely to get pregnant.....period again



erection can be involuntary...



bladder

pubic bone

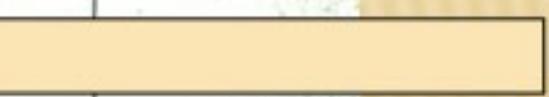
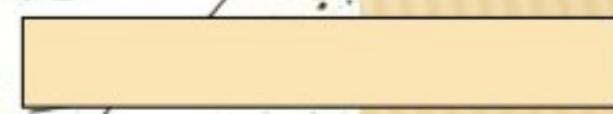
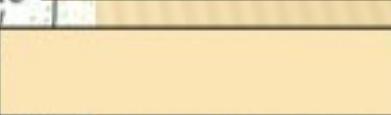


seminal vesicle

prostate

rectum

Cowper's gland



urethra

vas deferens

epididymis

testis

glans  
penis

scrotum

Page 4

Male sperm (unlike female eggs) are constantly replenished every 30-60 days. There are over 360,000,000 sperm in one ejaculation and it only takes 1 to get a woman pregnant!

- ✓ Cramps during a girl's period can be caused by the uterus lining needing to shed. It is a muscle and the uterus sheds the lining by muscular contractions and these contractions can cause cramps. Three suggestions for women who experience cramps:

1) Eat and drink less \_\_\_\_\_. 2) Eat less \_\_\_\_\_. 3) Get regular \_\_\_\_\_.

- ✓ PMS: Premenstrual Syndrome - physical and emotional symptoms that affect a woman about a week before her period begins. She may get moody, depressed, have headaches, or even crave certain foods. Suggestions to reduce PMS are the same as the above suggestions to reduce cramps.

- ✓ TSS: Toxic Shock Syndrome is a severe illness resulting from infection. Bacteria in the vagina secrete a toxin that gets into the blood stream. It is usually associated with tampon use. A high fever, diarrhea, dizziness, fainting, and a rash are symptoms. Women should be careful to change tampons every 4 hours, and wear a pad at night.

- ✓ \*\*\*Breast Cancer and its prevention: Lumps in the breast are very \_\_\_\_\_ because the breasts have ducts for breast-feeding and they may get clogged. That's why it's critical for a woman to know the difference between a clogged duct and a cancerous lump if she were to feel something suspicious. (see "girls only" handout for how to do a breast self-exam)

12.6% of all women will get breast cancer in her lifetime<sup>23</sup>

-Benign tumors are not cancerous, malignant tumors are cancerous.

-Breast cancer does run in \_\_\_\_\_ so it's important to ask your mother, grandmothers, and any aunts if they have ever had breast cancer.

-Breast cancer is PREVENTABLE! Girls should do a \_\_\_\_\_ once a month after her period.

## 5. Male Anatomy Highlights and Issues (4):

***Males—usually starts between \_\_\_\_\_, and up to 16 years of age:***

1. Grows taller and more muscular
2. Growth of \_\_\_\_\_
3. Oilier skin and hair + appearance of pimples or acne
4. Perspires a great deal
5. Change in \_\_\_\_\_—lower and deeper (cracking or breaking)
6. Becomes more conscious of appearance

96% of women who find and treat breast cancer early will be cancer-free

- ✓ The prostate gland is a common place for men to get cancer. This kind of cancer \_\_\_\_\_, so it is very important for a boy to ask his dad, grandpas + uncles if any ever had it. The check for prostate cancer is a simple blood test for a man during his yearly physical.

✓ Testicular cancer is the rarest kind of cancer a man can get, but the age of those who are most at risk is \_\_\_\_\_. Symptoms are any lumps in the testes. (Whereas lumps in the breast are normal because of milk ducts, lumps in testes are \_\_\_\_\_.) A self-exam should be done monthly, feeling for lumps. It does run in families, so family history should be known.

Copyright © Health Education Today 2016

✓ Getting an erection can be a voluntary or an involuntary action. Seeing or thinking about something can cause an erection, even if it's not wanted. It's normal to get an erection during sleep, and he may even ejaculate semen called a "wet dream").

✓ Impotence is when a man can't get or maintain an erection. Impotence drugs like Viagra work by enlarging the blood vessels of the penis so they will more easily fill with blood. Teens who smoke 2 packs of cigarettes a day could be impotent by age 30!!! Impotence is a normal part of aging for an older man, but you are twice as likely to be impotent if you are a smoker. (10)

✓ one other important gland that makes semen for the sperm is the Cowper's gland. This little gland is the closest gland to the end of the penis and some semen may drip out of the end of the penis before ejaculation. This little drip contains hundreds of thousands of sperm + can cause pregnancy.

**6. Sexual Pressures:** YOU are the one who needs to decide what your beliefs are about what is sexually right or wrong for you and whether you are ready to be sexually active. It's key to establish your boundaries, respect yourself, and respect others. It's your body and you're the one who needs to look at yourself in the mirror every day and say, "this is who I am and I'm proud of it."

**Many teens choose to have sex for the wrong reasons. 3 wrong reasons are:**

-Think he/she will \_\_\_\_\_ you more / -Think they won't \_\_\_\_\_ / -Think \_\_\_\_\_ is doing it

**Tips for handling sexual pressure:**

1. Set your own _____ and take control!	4. Don't date someone who doesn't respect your _____.
2. _____ those boundaries w/ your partner (if you're embarrassed to talk about it, you shouldn't be doing it!)	5. Remember, it's never too late to say "stop." Even if you're in the middle of something you thought you'd be O.K. with, you
3. _____ alcohol + drugs + partners who use Know your limits and be assertive if something is making you uncomfortable. Be ready for these	

1. If you loved me you'd have sex with me:

2. Everybody's doing it:

3. If you won't have sex with me, I won't see you anymore:

4. If you get pregnant, I'll marry you:

5. Don't you want to try it?:

7. You've had sex before: \_\_\_\_\_

8. No one will find out: \_\_\_\_\_

6. We're going to get married someday anyway:

14. It takes \_\_\_\_\_ to do something about sexual assault. If you have ever been sexually abused/raped know that it is not your \_\_\_\_\_ and be sure to get \_\_\_\_\_.

## 11. Healthy Relationships:

# Healthy-vs-Unhealthy Relationships

A. Make a list of **10** qualities (physical traits and personality traits) that you want in a future spouse.

1	6
2	7
3	8
4	9
5	10

**Keep your expectations in mind as you date and look for your future spouse + don't compromise!!**

## Unhealthy Relationships:<sup>37</sup>

### SCHOOL:

1. Have my \_\_\_\_\_ dropped since I've been with this person? \_\_\_\_\_
2. Does this person pressure me to \_\_\_\_\_? \_\_\_\_\_
3. Have I ever missed or been late to school/class because of a fight with this person?
4. have I ever \_\_\_\_\_ a school group or club so I could spend time with this person?

### WORK:

5. have I ever missed or been late to work because of a fight with this person?
6. Does this person pressure me to miss work?
7. Has this person ever shown up at my job to check up on me?
8. Do I talk to this person on the phone so much from work it interferes with my job?

### PHYSICAL HEALTH:

9. Have I ever \_\_\_\_\_ myself, or given myself other injuries after a fight with this person?
10. Have I gained or lost a lot of weight since I've been in this relationship?
11. Have I ever been so upset about a fight with this person that I was physically \_\_\_\_\_?
12. Does this person ever \_\_\_\_\_ me physically or do dangerous things like driving too fast?

### EMOTIONAL HEALTH:

13. Do I feel \_\_\_\_\_ about myself since I've been in this relationship?
14. Do I ever think "I'm \_\_\_\_\_ without this person"? or that I couldn't go on without them?

15. Do I feel more stressed, depressed, or cry more frequently since I've been in this relationship?

16. Do I have more trouble sleeping or sleep more than usual since I've been with this person?

**USE OF DRUGS/ALCOHOL:**

17. Have I \_\_\_\_\_ or increased drinking alcohol or using drugs since I've been with this person?

18. Does this person \_\_\_\_\_ me to drink alcohol or use drugs?

19. Do I ever use alcohol or drugs to help myself \_\_\_\_\_ down or feel better after a fight with this person?

20. Do I ever use drugs or alcohol because it will "loosen me up" around this person or his/her friends?

**MY FAMILY AND FRIENDS:**

21. Have I grown \_\_\_\_\_ from family and/or friends since I've been in a relationship with this person?

22. Does this person ever act \_\_\_\_\_ of my friends/family + try to keep me away from them?

23. Do I find myself lying to my friends and family to \_\_\_\_\_ for this person?

24. Does my family/friends disapprove of this person?

**(the more "yes" answers, the more unhealthy this relationship is...)**

Abusive Relationships:

**Emotional Abuse:**

- \_\_\_\_\_, calling names
- Saying you're not good enough or that no one will ever \_\_\_\_\_ you
- Threatening, intimidating
- Making you feel \_\_\_\_\_
- Humiliating you, embarrassing you
- \_\_\_\_\_ what you wear, what you do, who you're with
- Guilt trips, jealousy
- Keep you away from family/friends

**Physical Abuse:**

- *Pushing, shoving, pinching*
- *Grabbing, \_\_\_\_\_, kicking*
- *Pulling hair*
- \_\_\_\_\_
- *Slapping, biting*
- *Arm twisting*
- *Following, \_\_\_\_\_*
- *Trapping, blocking your way*
- *Burning you, -holding you down*

Nearly 80% of girls who have been physically abused continue to date their abuser! <sup>38</sup>

**14 Warning Signs of an Abusive Person:** (they may not hit you at first, but is he/she:

1. Pushing for quick involvement: comes on strong, wants you exclusively
2. Jealous: possessive, calls all the time, \_\_\_\_\_
3. Controlling: asks you where you were, who were you with
4. Isolating: tries to \_\_\_\_\_ from family and friends
5. Blaming you for everything: nothing is their fault
6. Hypersensitive: is easily insulted and hurt, life is unjust for them
7. Cruel to animals and children: expects a child to do more than they can
8. Verbally abusive: criticizes you, says \_\_\_\_\_ things, degrades you
9. Suddenly moody: switches from sweet to violent in minutes
10. Admitting a history of battering: admits to hitting a partner in the past
11. \_\_\_\_\_ violence: "I'll break your neck" "I'll kill you"
12. From an abusive home: either the victim of abuse or watched it happen
13. Abusing drugs and/or alcohol
14. Is intimidating: punches walls, holds you down, keeps you from walking

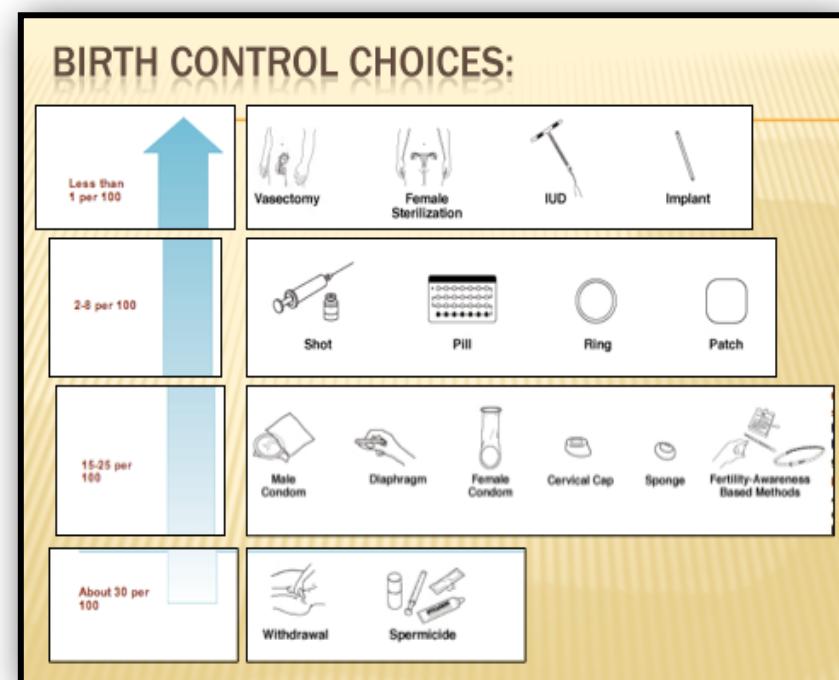
### Unhealthy “Addictive” Love:

1. A person thinks he/she can't live without the other
2. Less and less of the couples' time is happy, interesting or satisfying. More time is spent arguing, apologizing, promising, angry...
3. Lowered feelings of self-esteem and self-control
4. Person is unable to enjoy free time away from partner, and is always counting the minutes until they are together again
5. A person makes a breaks promises to see partner less, “I won’t call him,” etc.
6. A feeling of never being able to get enough of the other
7. Increasing efforts to control the other person

**Resource #1:**

**Resource #2:**

**Resource #3:**



- 1 [www.relationshipstuff.com](http://www.relationshipstuff.com)
- 2 estimates of the percent of women likely to become pregnant while using a particular contraceptive method for one year.  
<http://www.fda.gov/Fdac/features/1997/conceptbl.html>
- 3 [www.yale.edu/ynhti/curriculum/units/1981/3/81.03.09.x.html](http://www.yale.edu/ynhti/curriculum/units/1981/3/81.03.09.x.html)
- 4: [www.advocatesforyouth.org](http://www.advocatesforyouth.org)
- 5 [www.moapp.org/Documents/Parent/FactsShareYourTeensAbout.pdf](http://www.moapp.org/Documents/Parent/FactsShareYourTeensAbout.pdf)
- 6 [www.worldaidsday.org](http://www.worldaidsday.org) / [www.healthinitiative.org/html/hiv/FAQS/general/index2.htm](http://www.healthinitiative.org/html/hiv/FAQS/general/index2.htm)  
[www.news.bbc.co.uk/1/hi/world/middle\\_east/3278241.stm](http://www.news.bbc.co.uk/1/hi/world/middle_east/3278241.stm) / [www.worldaidsday.org/safe.asp](http://www.worldaidsday.org/safe.asp)
- 7 <http://www.fda.gov/Fdac/features/1997/conceptbl.html>
- 8 <http://www.globalchange.com/ttaa/ttaa%206.htm>
- 9 <http://www.psi.org/resources/pubs/issue-brief-4.pdf>
- 10 [tobaccofreekids.org](http://tobaccofreekids.org)
- 11 [www.quickcare.org/skin/lice.html](http://www.quickcare.org/skin/lice.html)
- 12 <http://in.answers.yahoo.com/question/index?qid=20071106040614AABeqki>
- 13 <http://www.avert.org/aidsorphans.htm>
- 14 KNOW Curriculum Pg. 34 – 48
- 15 <http://www.nytimes.com/1991/11/08/sports/basketball-magic-johnson-ends-his-career-saying-he-has-aids-infection.html?pagewanted=all>
- 16 Seventeen Magazine Oct. 2003
- 17 <http://www.realchoices.com/girlfriend.html>
- 18 [www.campusoutreachservices.com/programs-sexual-assault.html](http://www.campusoutreachservices.com/programs-sexual-assault.html)
- 19 <http://womenshealth.about.com/cs/breastcancer/a/breastcancfacts.htm>
- 23 "Breast Cancer Facts." <<http://womenshealth.about.com/cs/breastcancer/a/breastcancfacts.htm>> July 17, 2009
28. Lecture 25 Images. Human Reproduction

[http://www.ansci.wisc.edu/jjp1/ansci\\_repro/lec/lec\\_25/lec25\\_images.html](http://www.ansci.wisc.edu/jjp1/ansci_repro/lec/lec_25/lec25_images.html)

32 "Triangular Theory of Love."[http://www.hofstra.edu/pdf/community/slzctr/stdcsl/stdcsl\\_triangular.pdf](http://www.hofstra.edu/pdf/community/slzctr/stdcsl/stdcsl_triangular.pdf) 1/7/12.

37 Unhealthy Relationships...

38 Lowen, Linda. "10 Facts About Teen Dating Violence." Teen Dating Abuse Statistics"

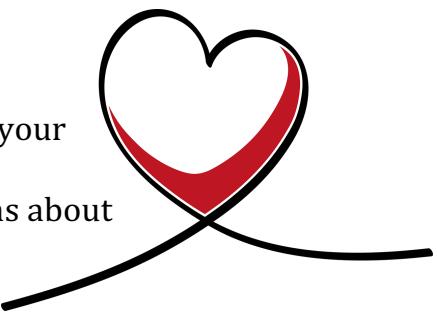
<http://womensissues.about.com/od/datingandsex/a/TeenDatingAbuse.htm> 1/7/12.

Copyright © Health Education Today 2016

# Parent-Teen Communicator

Dear Parents or Guardians:

This month's Parent-Teen Communicator deals with the area of human sexuality. My hope is to allow you an opportunity to reinforce your values and communicate on this very important topic. You will have a chance to share with one another some of your beliefs and expectations about dating, relationships, marriage, sexual limits, and birth control. I hope these questions will give you the opportunity to discuss this sensitive topic in any way you feel comfortable.



**Please ask these questions to each other.\* If the question is too personal, you are welcome to say "Let's skip that one," but it's important to try the exercise anyway.**

**\*Remember nothing discussed needs to be written down, only the confirmation sheet is turned in.**

1. **Teen Ask:** What kind of sexuality education did you have when you were in school? What kind of sexuality education did you have from your own parents? How did you respond to that information?
2. **Parent Ask:** What kinds of things are you learning in your sexuality unit at school? Do you think the information is any different now than it was when I learned it?
3. **Teen Ask:** Do you remember anything about going through puberty? What was difficult? How did you handle it?
4. **Parent Ask:** How are you handling puberty? Are you feeling any of the same things I mentioned?
5. **Teen Ask:** What 3 things do you know now that you wish you had known about romantic relationships when you were my age?
6. **Parent Ask:** Have you thought about what kind of person you would want to make a life-long commitment to? If so, what traits will you want that person to possess?
7. **Teen Ask:** When was the first time you thought you were in love? What was it like? How did you know it was or wasn't love?

8. Parent Ask: What “ingredients” do you think make up love?

9. Parent and Teen Ask Each Other: Why is abstinence a positive choice for me as a teenager?

10. Parent and Teen Ask Each Other: What are your beliefs about birth control?

11. Parent and Teen Ask Each Other: Where do you think a teenager who is in a relationship should set his/her sexual limits?

12. Parent and Teen: Breast cancer and testicular cancer are two diseases that run in families, but can be detected early with self-checks (feeling for lumps) and yearly screening by a doctor. Teen-tell your parent what you learned about early detection of breast or testicular cancer. Parent-tell the teen if there is a history of this cancer in your family.

13. Discuss **the HPV vaccine**. “About 80% of people will get an HPV infection in their lifetime. **HPV vaccination** for all 11–12 year-olds can protect them long before they are ever exposed. **CDC recommends two doses of HPV vaccine for all adolescents at age 11 or 12 years.**” If you would like to know more: <https://www.cdc.gov/hpv/hcp/schedules-recommendations.html>

-----cut here-----

#### **PARENT-TEEN COMMUNICATOR CONFIRMATION SLIP**

We completed the Sexuality “Parent-Teen Communicator” assignment together.

→ **What parts of this activity did you feel were important?:**

\_\_\_\_\_  
Period:\_\_\_\_\_

Student Name (please print)

\_\_\_\_\_  
Date:\_\_\_\_\_

Parent Signature



# Welcome to the Sex Ed. Unit

Copyright © Health Education Today 2016



Sex Ed. Unit  
Day 1:  
Reproduction

# Language Levels for topics:

1. Childish “#1, #2”

2. Gutter :(

3. Social

4. Medical



# **Social:      Medical:**

**“making love or doing it”**

**“sex” or “sexual intercourse”**

**“her time of the month”**

**“period”**

**“boobs”**

**“breasts”**

**“balls”**

**“testicles”**

The difference: There's nothing inappropriate about the social level, but I prefer the class to attempt to learn and use the medical terms.

***“The average 13 year old in America has witnessed sex on T.V. and in the movies over 1,500 times!”*** <sup>1</sup>

The decision to have sex is presented as if it's “no big deal,” but this couldn't be further from the truth.

See *magazine messages*

IT'S ONE OF THE MOST IMPORTANT HEALTH DECISIONS YOU CAN MAKE

**SEX IS A BIG  
DEAL**



Over 25  
articles or  
references  
to sex in 1  
**fashion**  
magazine!

## IT CAN AFFECT YOU:

- PHYSICALLY- Pregnancy, S.T.I., HIV (and each of these could affect you for life!)
- MENTALLY /EMOTIONALLY-It's one of the most emotion-filled things humans do, it's one of the most intimate and private acts and it is a big deal!
- SOCIALLY -Imagine being pregnant or having an S.T.I.
- SPIRITUALLY - If you had made a spiritual commitment to abstinence and broke that vow.

**SEX IS A BIG  
DEAL**

1.

# Abstinence: the best gift...



- **Abstinence means you are not having sexual intercourse.**

*(Intercourse can be defined as vaginal, oral, or anal)*

- There are many reasons for a teenager to choose abstinence.

**Some are:**

---

---

---

---

---

Page 1

# Pair / Share:

Discuss with your partner:

**Why might a teen want to choose abstinence?**



1.

# Abstinence: the best gift...



- **Abstinence means you are not having sexual intercourse.**  
*(Intercourse can be defined as vaginal, oral, or anal)*
- There are many reasons for a teenager to choose abstinence.

**Some are:**

---

---

---

---

---

---

---

---

---

Page 1

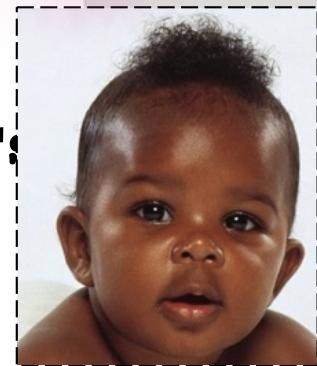
-It's not just about pleasure, or expressing your feelings for someone, or being in love, or even curiosity, or that you didn't know how to say "No"....

-When you hit puberty you take on a huge responsibility:

Girls-start period  
Boys-sperm can produce

**YOU ARE CAPABLE OF PRODUCING HUMAN LIFE!!!**

**You will have sexual decisions to make and this unit's goal is to show you some of the consequences of your choices - we'll start today, and the beginning of this unit, with one of the biggest consequences...**



**SEX IS VERY  
LIKELY TO  
MAKE A  
BABY!...**



2.

## **Reproduction - making a baby**

**The incredible reproductive system  
is made to work!**

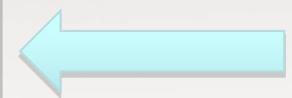
85 out of 100 girls who have sex without protection will get pregnant<sup>2</sup>

In one ejaculation, there are over 360,000,000 sperm, and it only takes 1 to make a baby<sup>21</sup>

A girl is highly likely to get pregnant 7 days per month (more about this later). If she starts her period at age 12 and has it until age 52, in those 40 years, she will have 3,360 chances to get pregnant!

Page 1

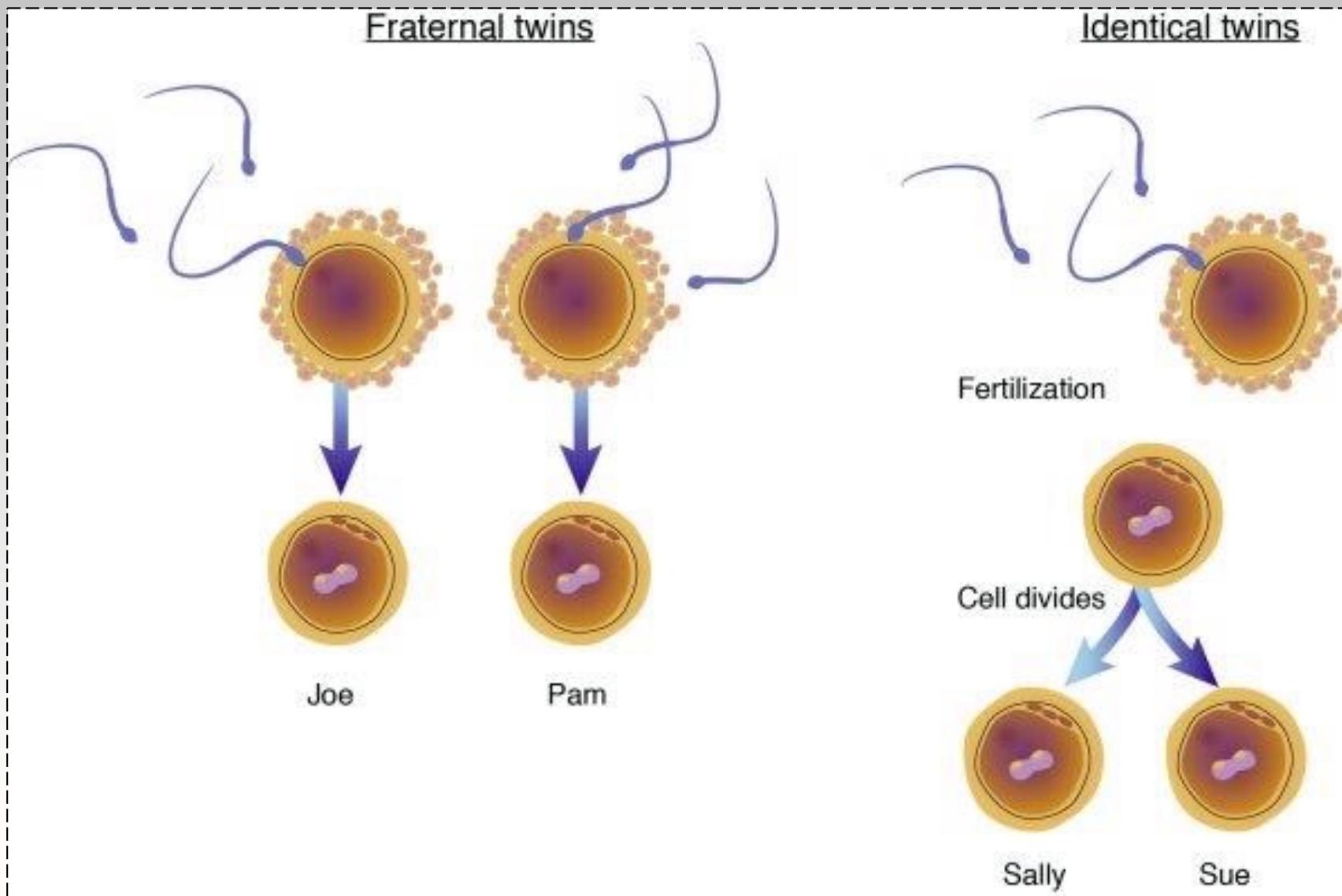
# Preemies



2.5 lbs.

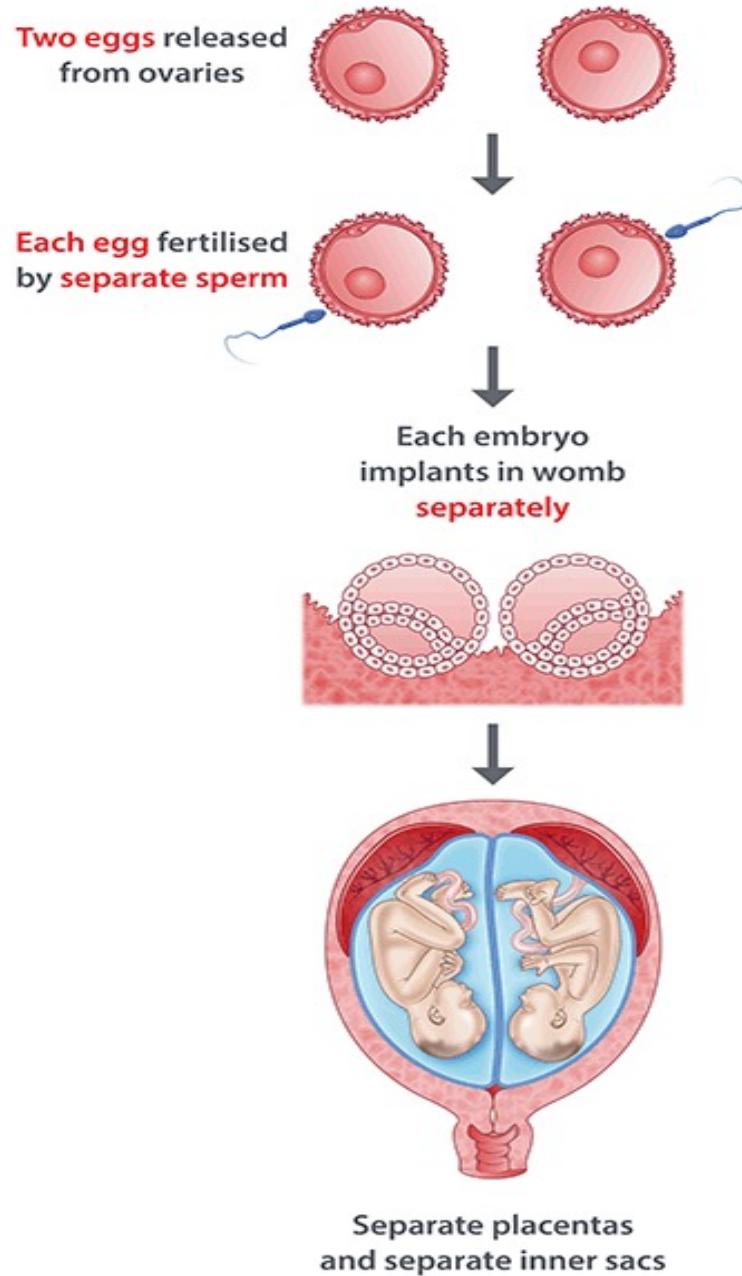
Up to 45 percent of infants weighing less than 3 1/4 pounds at birth have one or more abnormalities on testing at school age.

# Twins:



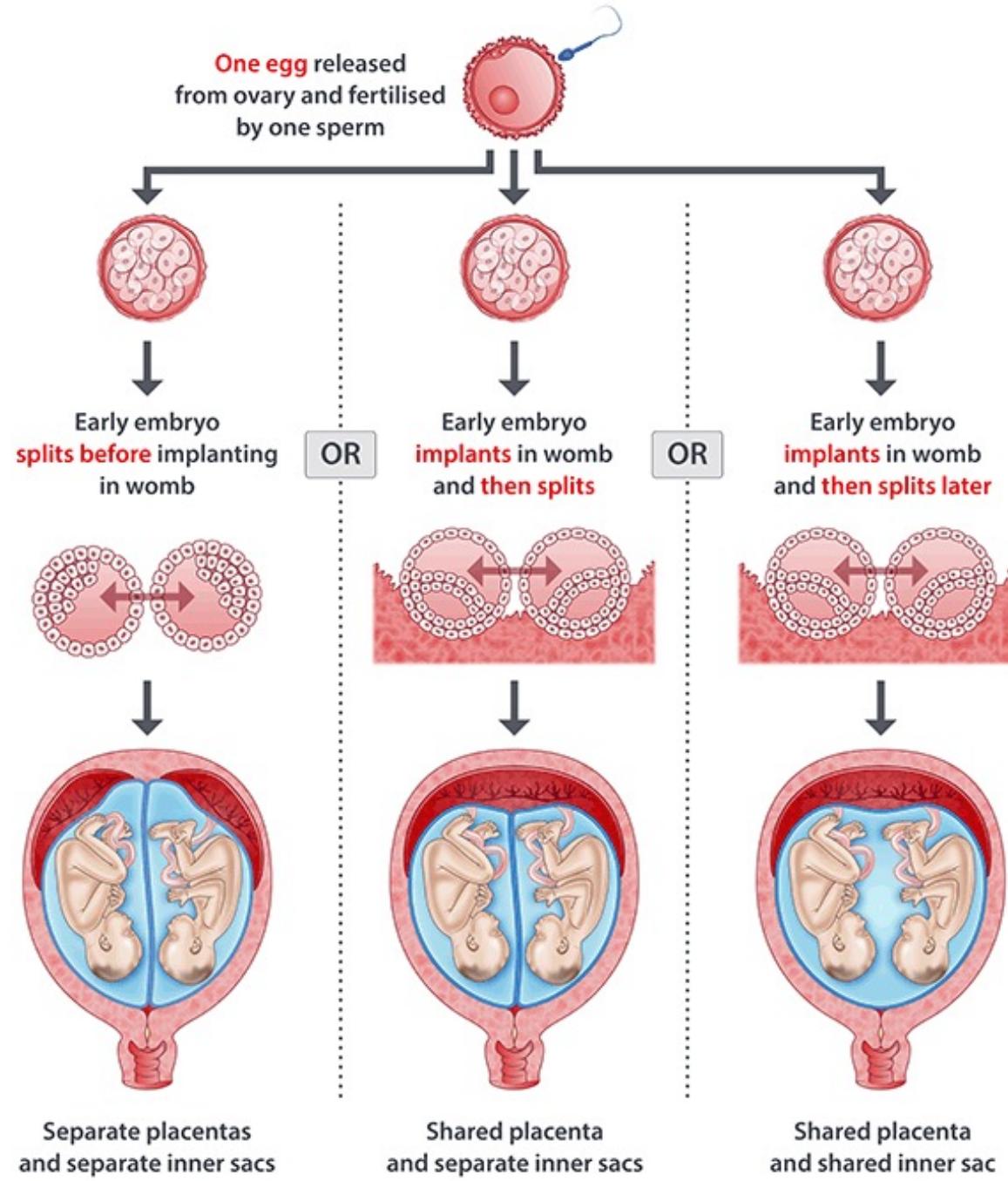
# Fraternal Twins:

## Fraternal (dizygotic) twins

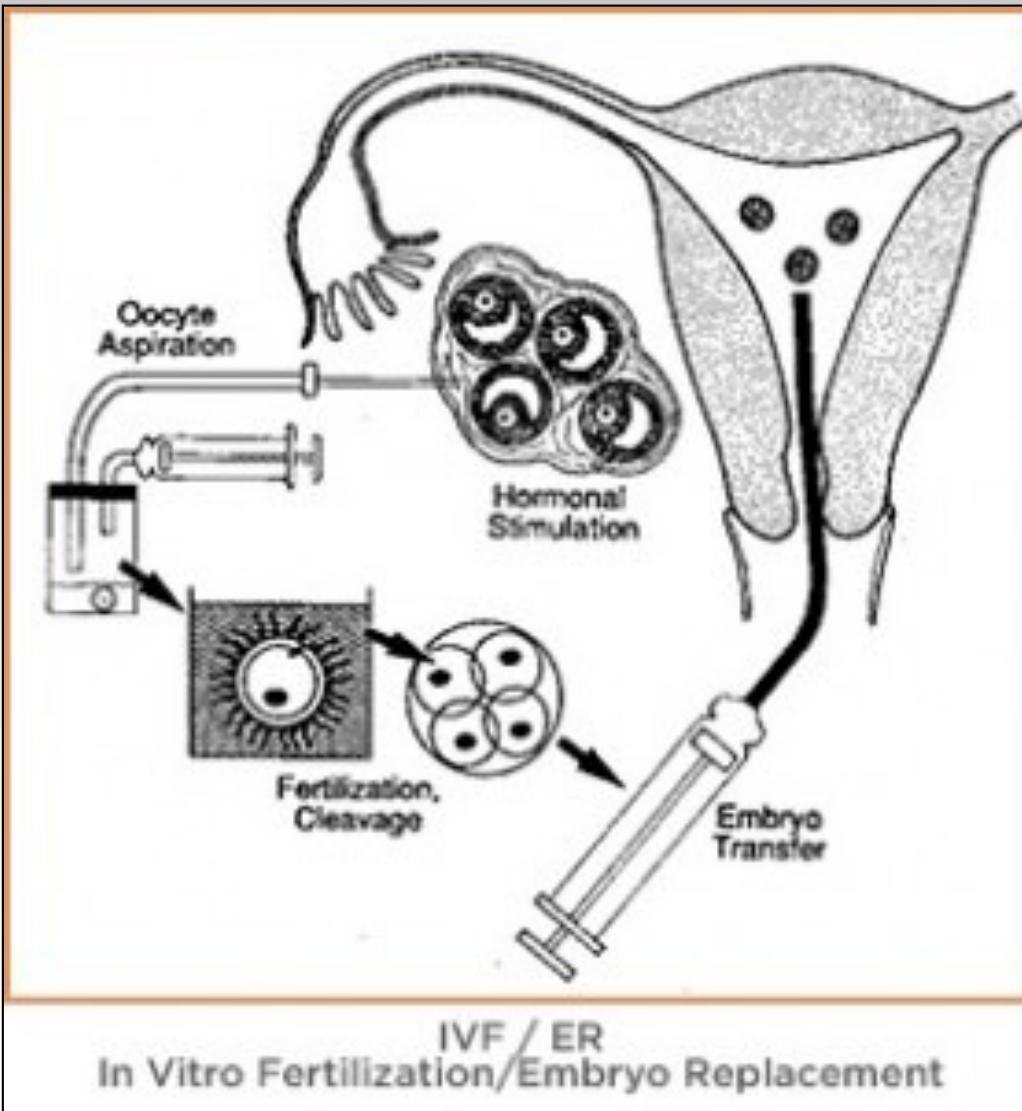


# Identical Twins:

## Identical (monozygotic) twins



# Multiple births- can be in vitro fertilization



# Abstinence Handout and Worksheet

**Top 10 Reasons for Choosing Abstinence Handout**

To keep your reputation

So you can know the person likes you for you

So your parents won't be disappointed

THINK ABOUT THIS: What regrets might you have if you wait  
-versus- what regrets might you have if you have sex as a teen????  
WHAT'S THE HARM IN WAITING?

Because you want to uphold your religious or moral values

Because you don't want a sexually transmitted disease/infection

**SEX IS A BIG DEAL**



Sex Ed. Unit  
Day 2:  
Female  
Anatomy

3.

## Puberty for a girl <sup>3</sup>

**Females—Puberty usually starts between  
11 - 13 and up to 16 years of age**

1. growth and filling out of breasts;  
larger rounder hips and buttocks
2. growth of hair
3. oilier skin and hair + appearance of pimples  
or acne
4. begins to have her period.
5. becomes more conscious of appearance



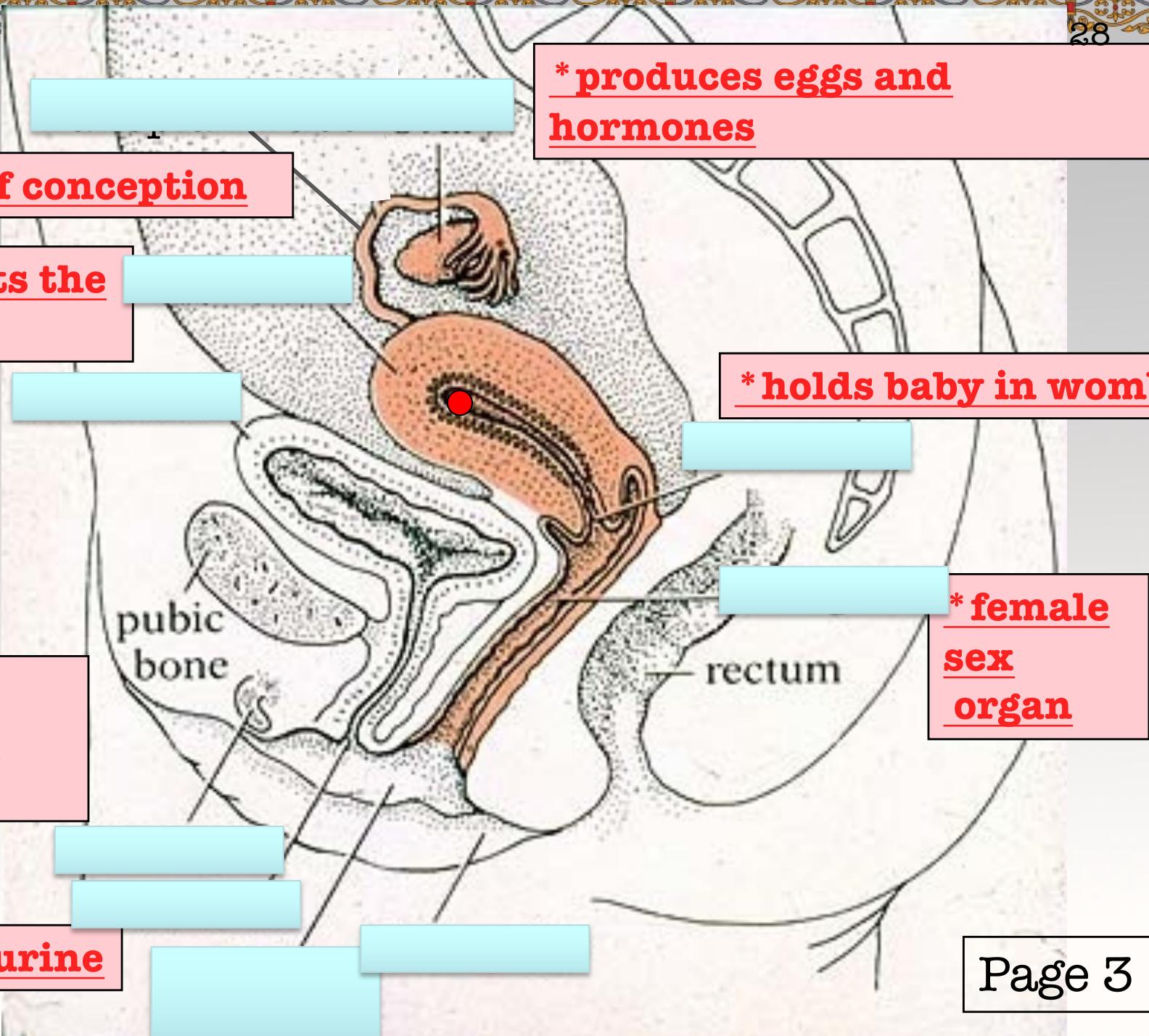
But, puberty will pass. Suddenly at about age 15, it all evens out and everybody's back at the same stage of life again!

Page 2

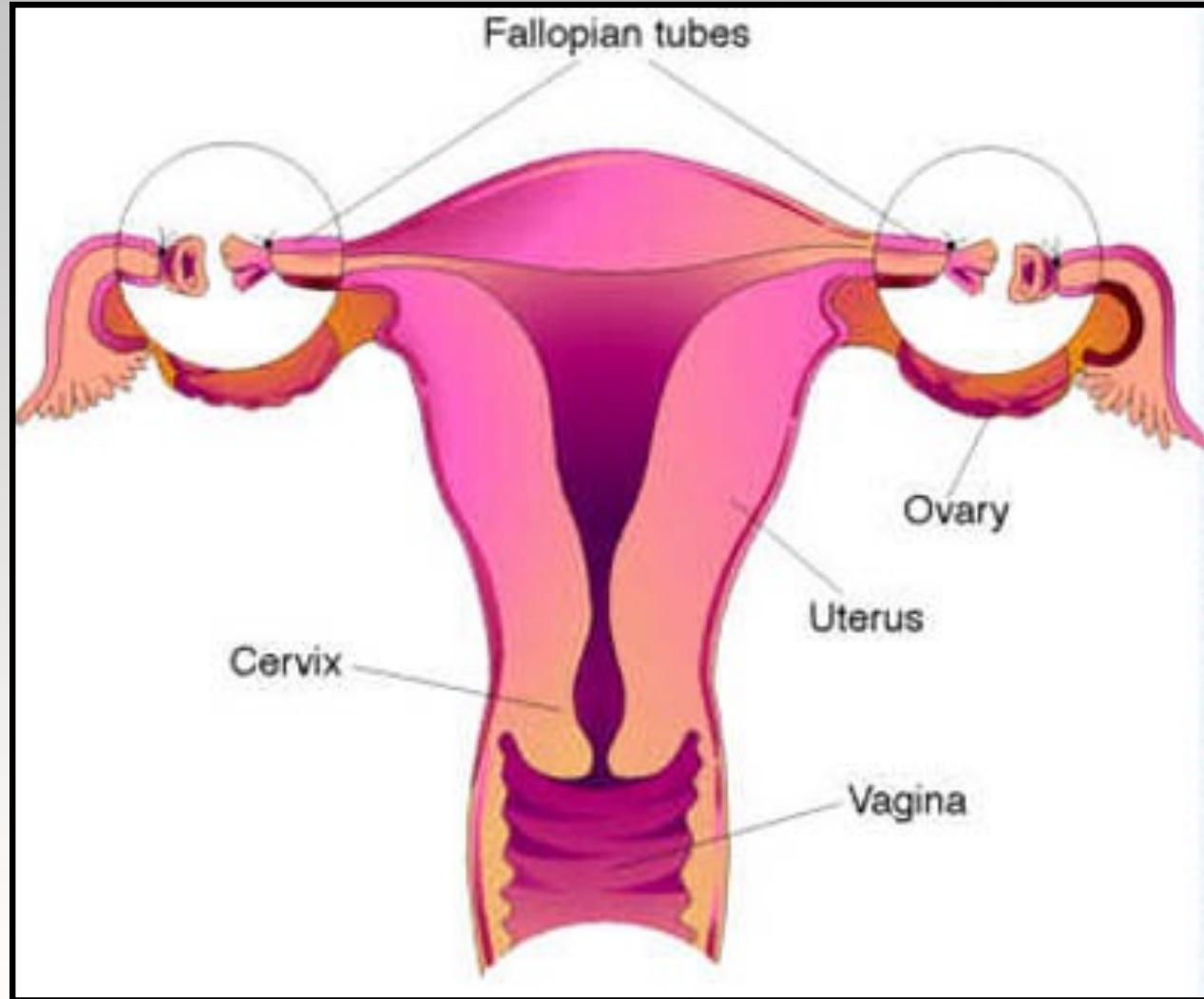
#### 4.

## Female Anatomy and Issues:

It is important for both boys and girls to know both of the male and female anatomies. Whether it is a father, mother, sister, brother, or other extended family member, most of us will live in a house with, or work with those of the opposite sex, and understanding how the male and female body works, what illnesses can affect the reproductive system, how hormones influence the system, and what issues the opposite sex must deal with helps us relate to one another.



# Tubal Ligation-Permanent Birth Control : 48



# Female Hormones:

## **Estrogen:**

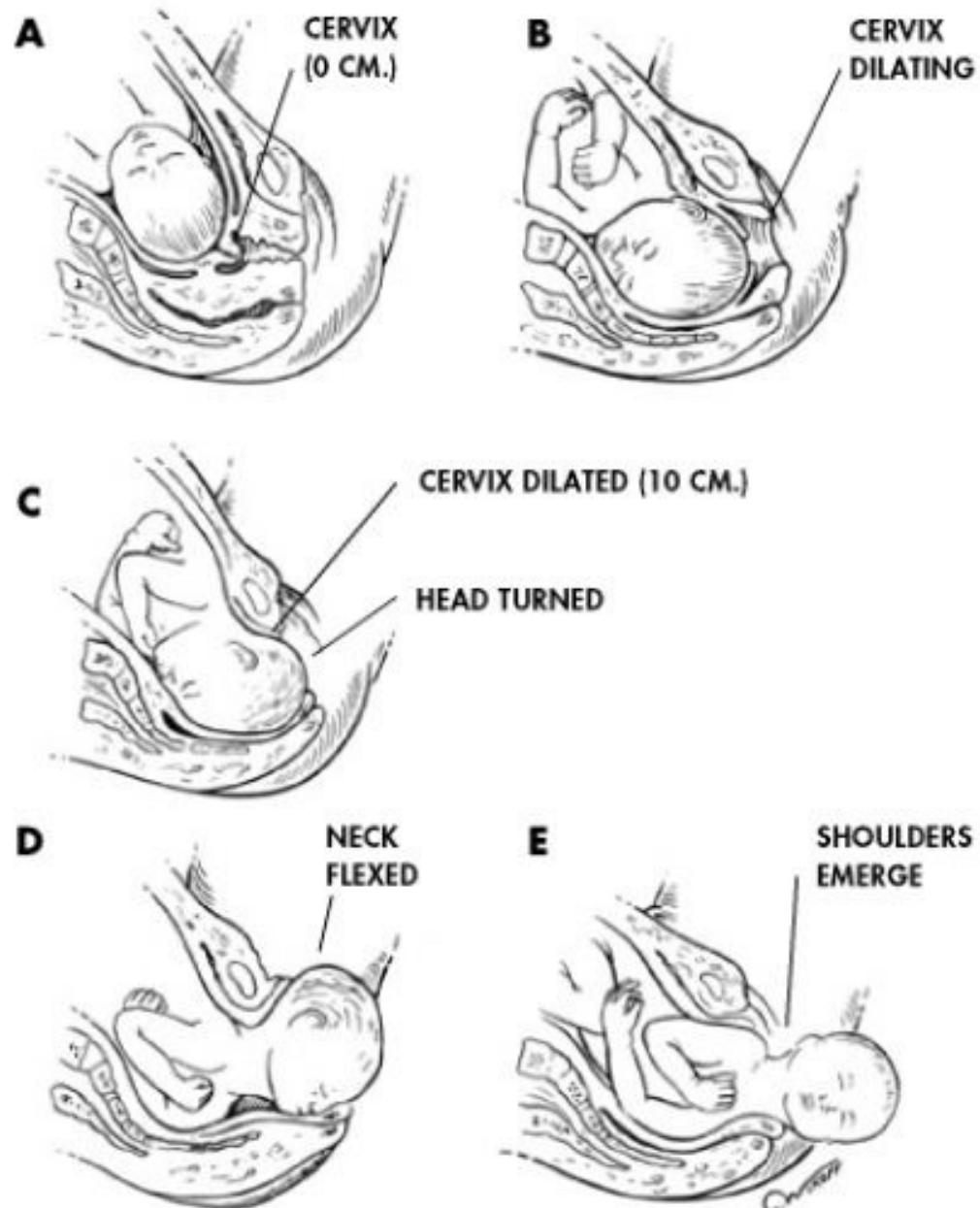
- regulates menstrual cycle
- skin and hair
- sweat glands
- mood / depression
- weight
- sleep
- sense of well-being
- immune system
- blood fat, clogged arteries

## **Progesterone:**

- periods
- ovulation
- body temperature
- bones
- sleep
- skin
- bladder
- blood pressure
- arteries
- mood
- depression

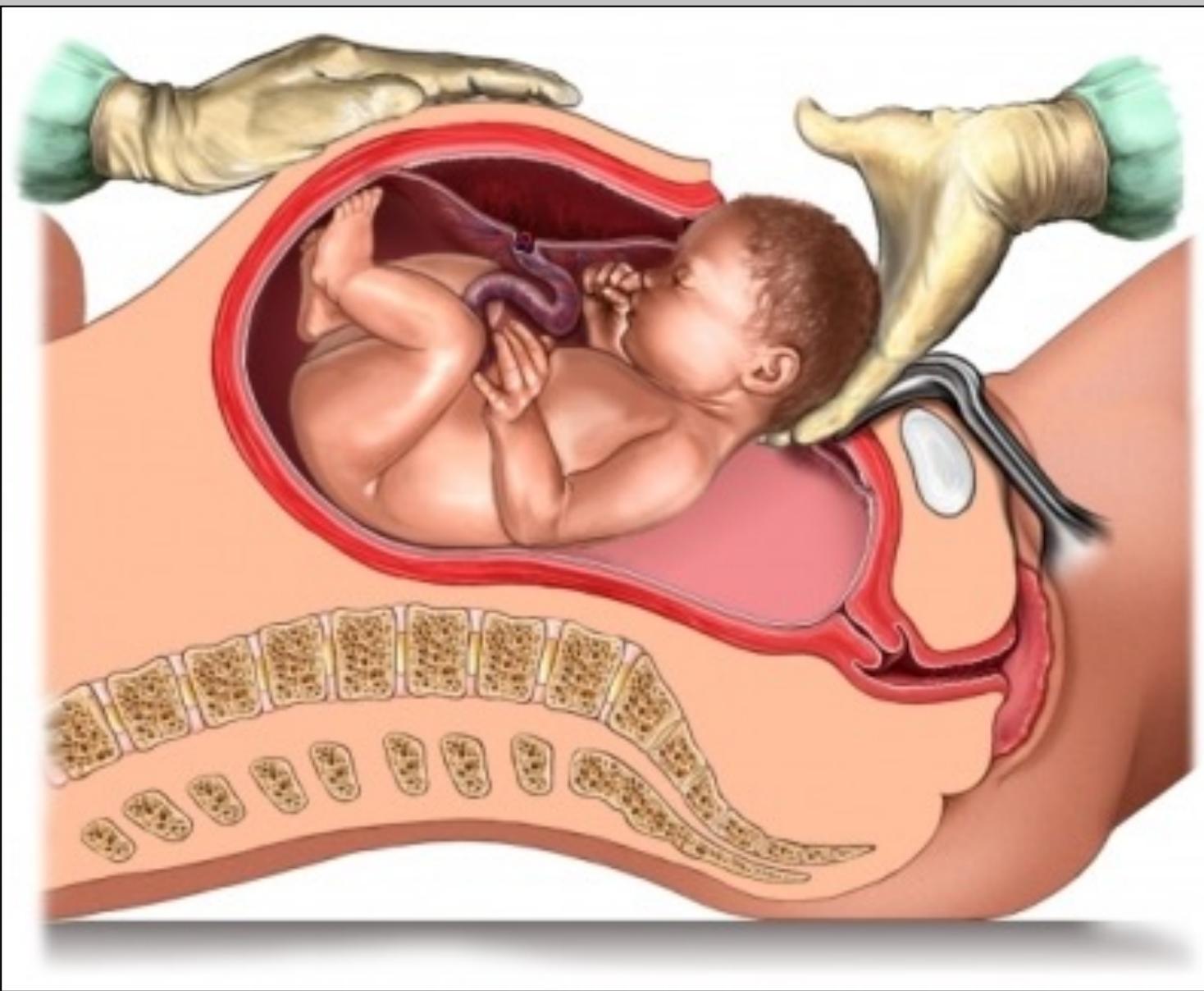
# Childbirth stages

45



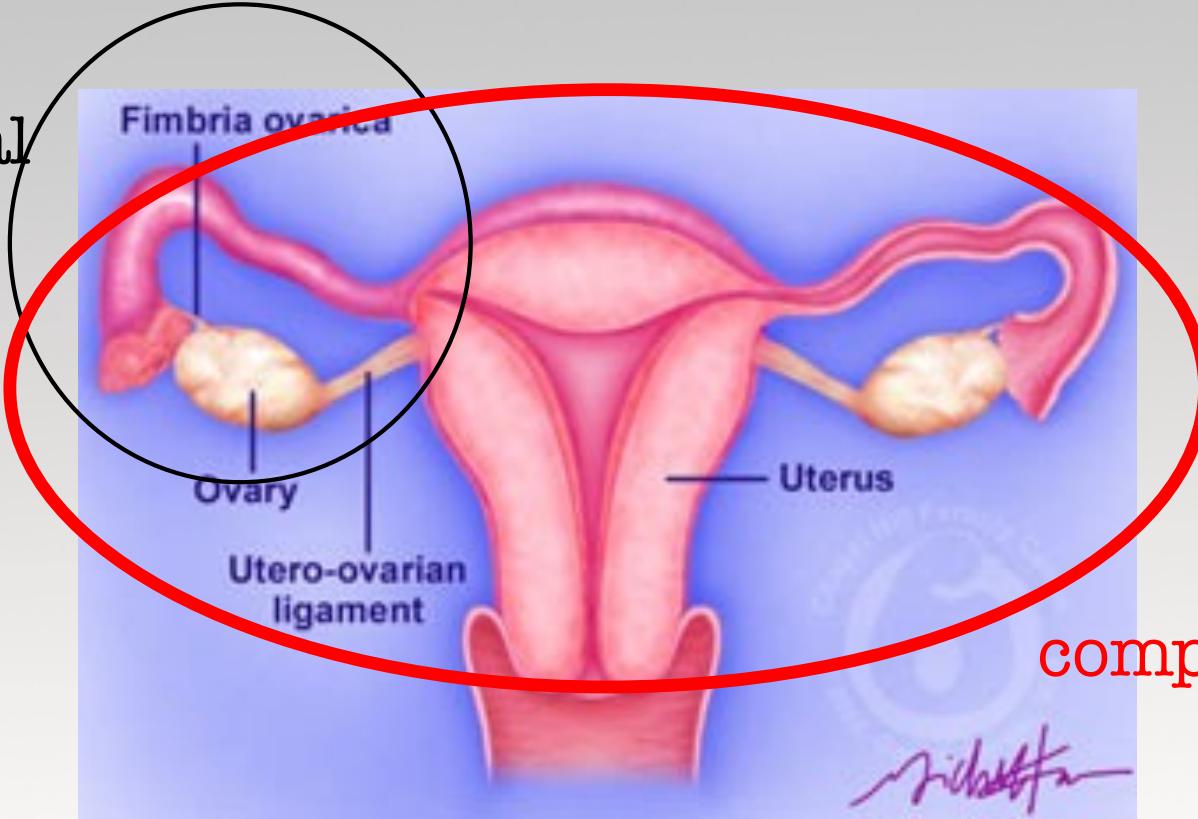
# Cesarean Section

16

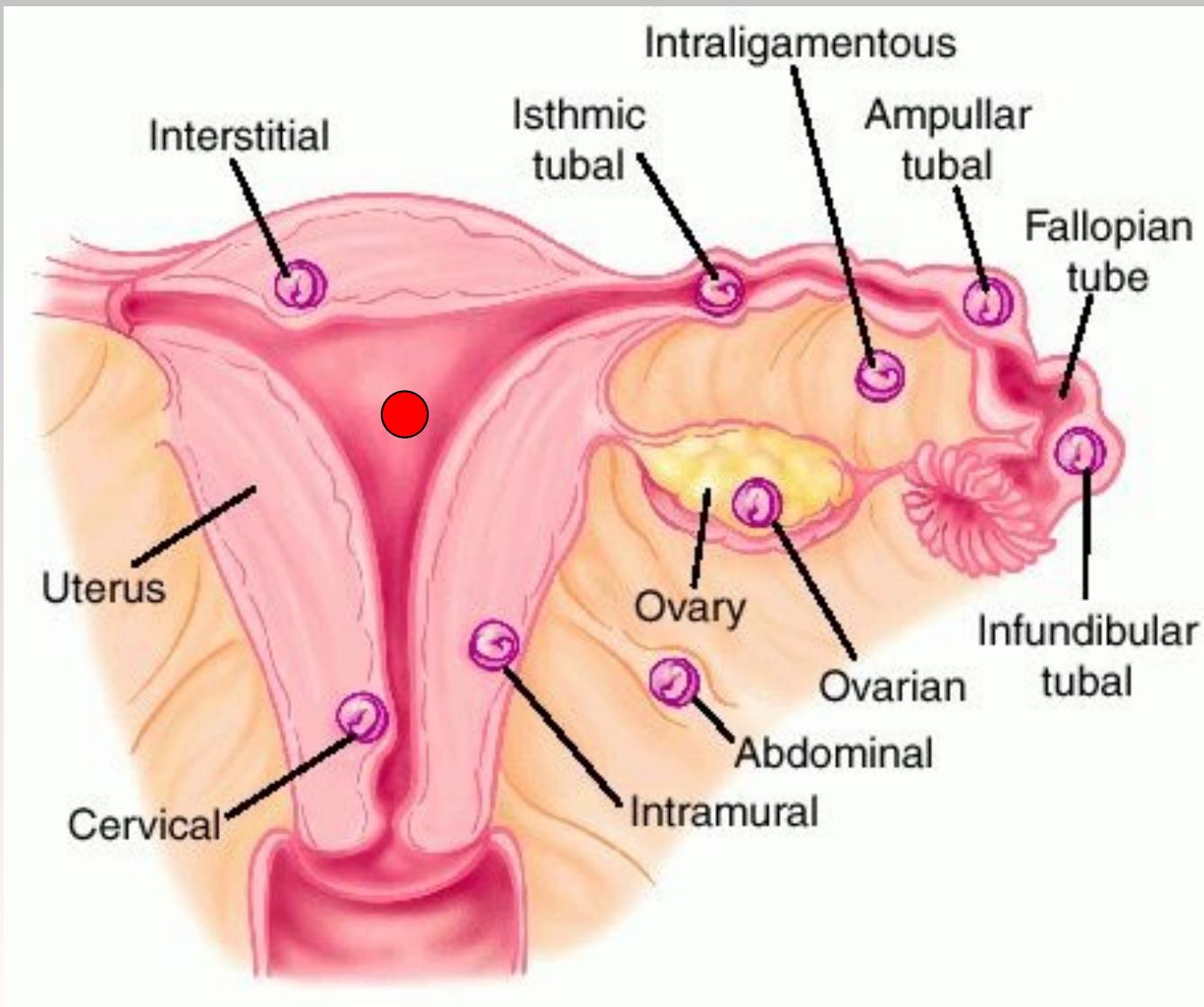


# Hysterectomy:

partial



## Ectopic Pregnancy: can be caused by S.T.I.s



**The chance is about 1 in 70 pregnancies<sup>22</sup>**

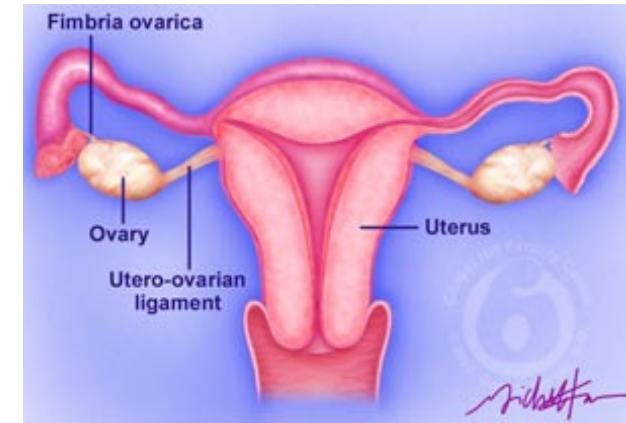
During certain times of the month a woman is **very likely** to get pregnant, and other times she is not as likely to conceive. This information is not intended to be used as a method of birth control, rather it is to show you just how effective the reproductive system



Why shouldn't this information be used as birth control?:

- 1) Because most woman don't know when they are ovulating.
- 2) Most girls' periods often are not regular
- 3) It's a 28 day cycle, not a 30 day one.

Although it is not as likely,  
a woman can get pregnant  
during her period.



On the **14th** day of her cycle a woman ovulates.

3 days before a woman ovulates and 3 days after she ovulates are her most fertile days...

Sperm can stay alive approximately **5 -7** days  
inside a woman's body!! It takes 3 days for the egg to travel the fallopian tube making at least 7 fertile days...



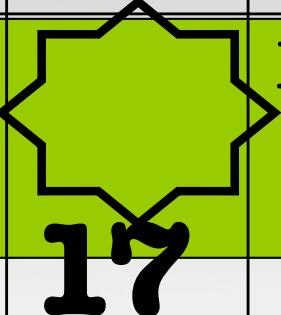
Page 2

1 2 3 4 5 6 7 8 9 10 11 -12 -13 -14 -15 -16 -17 18 19 20 21 22 23 24 25 26 27 28

having period.....ovulates-very likely to get pregnant!!.....period again

# October/November It's a 28 day cycle!!

Sun. Mon. Tues. Wed. Thurs. Fri. Sat.

1	2	3	4	5	6	7
8	9	10	11	12	13	14 <b>x</b>
15 <b>x</b>	16 <b>x</b>	 <b>17</b>		18 <b>x</b>	19 <b>x</b>	20 <b>x</b>
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Cramps: Many women get cramps during their periods. Cramps are often caused by the uterus lining needing to shed. Remember it is a muscle and if there is not a pregnancy, the uterus must shed the lining it made to get ready for a pregnancy. The only way the uterus can shed the lining is *muscular contractions*. These contractions can cause painful cramps.



### **Three suggestions for women who experience cramps:**

**1) Eat and drink less caffeine. 2) Eat less salt.**

**3) Get regular exercise.**

Page 5

PMS: These letters stand for Premenstrual Syndrome.

It is a combination of physical and emotional symptoms that affect a woman about a week before her period begins.

She may get moody, depressed, have headaches, or even crave certain foods.

Suggestions to reduce PMS are the same as the above suggestions to reduce cramps.

P.M.S.

TSS: Toxic Shock Syndrome is a severe illness resulting from infection. **Bacteria** in the vagina secrete a toxin that gets into the blood stream. It is usually associated with tampon use. A high fever, diarrhea, dizziness, fainting, and a rash are symptoms. Women should be careful to change tampons every **4** hours, and wear a pad at night.

Breast Cancer and its prevention\*\*\* Here are some facts to know:

-Lumps in the breast are very **normal** because the breasts have ducts for breast-feeding and they may get clogged. That's why it's critical for a woman to know the difference between a clogged duct and a cancerous lump if she were to feel something suspicious.

Benign tumors are not cancerous, malignant, tumors are cancerous.

-Breast cancer does run in **families** so it's important to ask your mother, grandmothers, and any aunts if they have ever had breast cancer.

-Breast cancer is **DETECTABLE!** Girls should do a **self-exam** once a month after her period.



12.6% of all women will get breast cancer in her lifetime<sup>23</sup> - 96% of women who find and treat breast cancer early will be cancer-free after 5 years!!!<sup>24</sup>



Any QUESTIONS?

Any QUESTIONS?

# LOVE LANGUAGE SURVEY:

## Love Languages Survey

### Love Languages Survey: Give yourself:

- 2 points if it's always true
- 1 point if it's sometimes true
- 0 points if it's never true

### GIFTS

1. An unexpected present can keep me walking on air for days
2. I'd rather get a small, thoughtful gift than an extravagant compliment
3. I just *love* getting presents—or even freebies
4. I would rather get a reward than a standing ovation
5. Remembering birthdays is very important to me
6. I put a lot of effort and into getting just the right gift for people I care about
7. I get a big buzz out of organizing parties and special events for others
8. It has a big impact on me when someone goes to a lot of effort to make/find the perfect gift for me
9. I keep trinkets because special people gave them to me
10. I find it very depressing when I don't get presents at holidays and on my birthday

**Total Score:** \_\_\_\_\_ / 20

### QUALITY TIME

1. I enjoy sharing hobbies or fun activities with others
1. I like spending time with people—one on one or in a group
1. I get lonely if I can't spend time with the people I care about
1. I enjoy working as part of a team
1. I'm a 'people person' - I like company
1. I enjoy getting together with people to play or watch sport
1. I feel hurt when others exclude me or don't involve me in activities
1. I show people I care by being with them
1. I'm quite comfortable just to be with others in silence
1. In times of trouble, just being there is what matters





Sex Ed. Unit  
Day 3:  
Male  
Anatomy

5.

## Puberty for a boy and boy issues: <sup>4</sup>

***Males—Puberty usually starts between 13 - 15, up to 16 years old:***

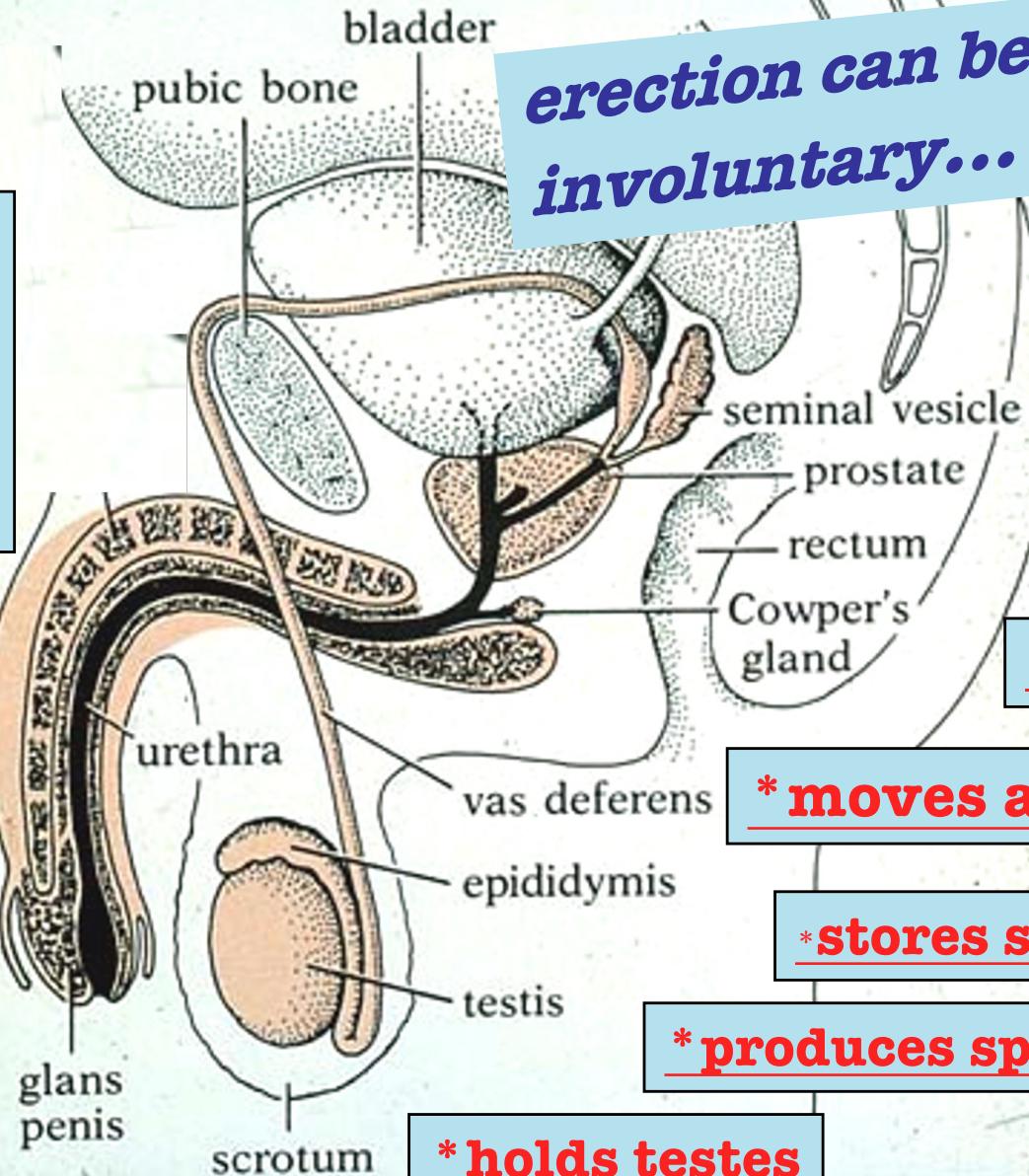
1. grows taller and more muscular
2. growth of body hair
3. oilier skin and hair + appearance of pimples or acne
4. perspires a great deal
5. change in voice—lower and deeper (cracking or breaking)
6. becomes more conscious of appearance

Take  
a  
shower  
daily +  
use  
deod.!!

The Adam's apple is more pronounced in human males because male sex hormone during puberty influences its growth.

Page 5





**\* moves  
urine,  
semen  
and  
sperm**

**\* male sex  
organ:  
most  
sensitive  
area,  
urinating,  
sperm**

**\* fluid for sperm**

**\* alkaline fluid**

**\* fluid for sperm**

**\* moves and stores sperm**

**\* stores sperm**

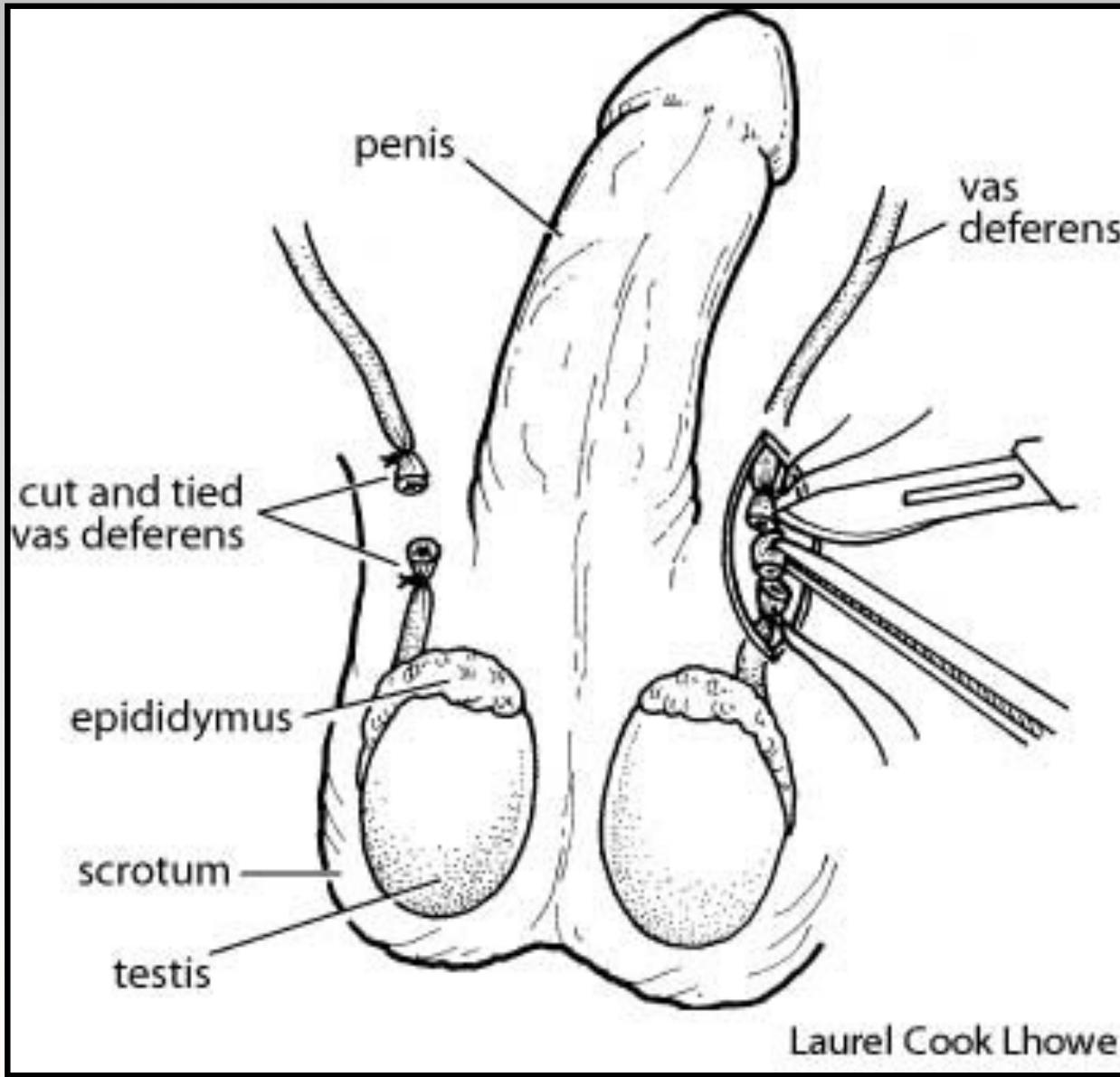
**\* produces sperm and hormones**

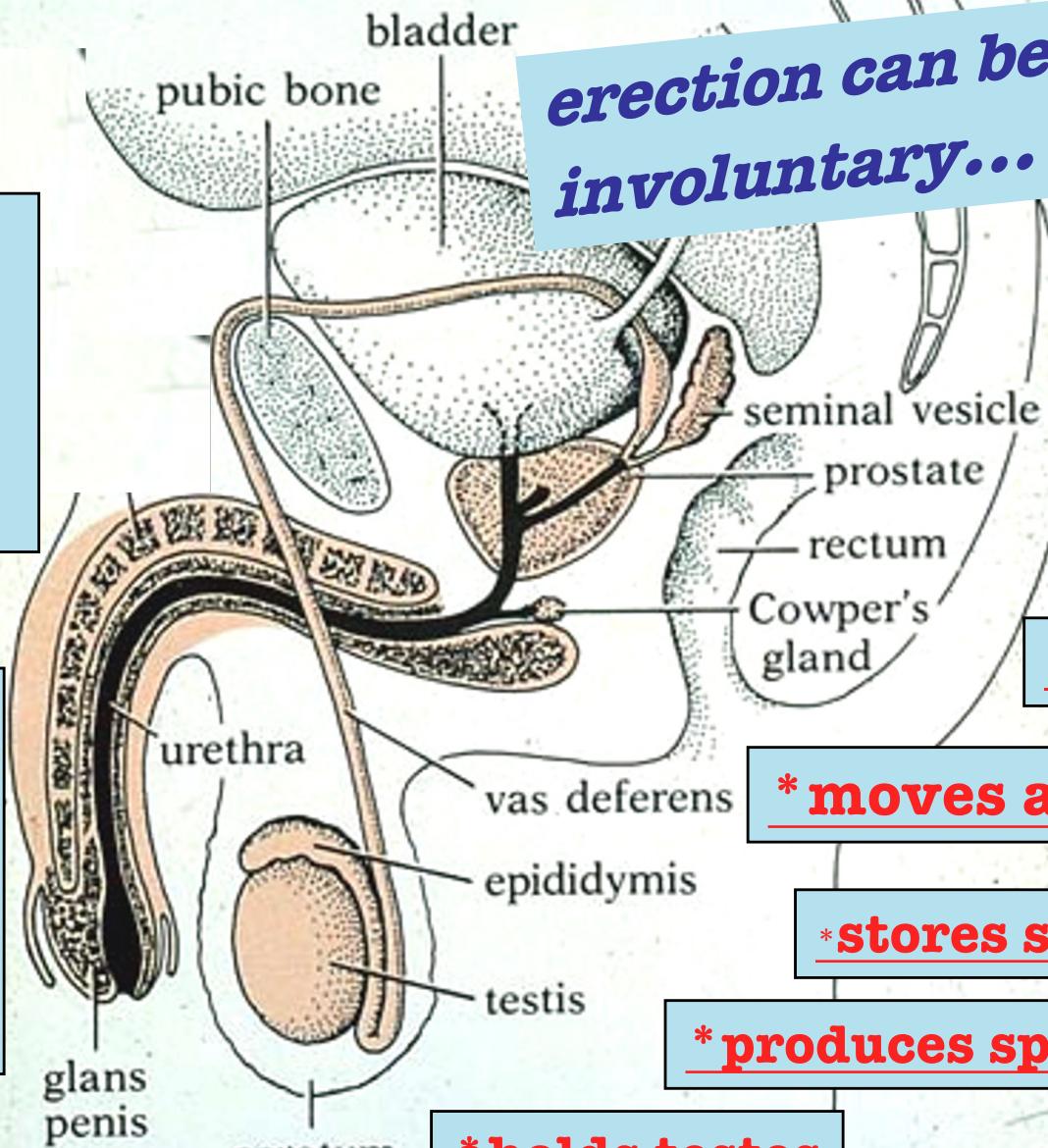
**\* holds testes**

Page 4

Male sperm (unlike female eggs) are constantly replenished every 30-60 days. There are over 360,000,000 sperm in one ejaculation and it only takes 1 to get a woman pregnant!

# Vasectomy:





Page 4

Male sperm (unlike female eggs) are constantly replenished every 30-60 days. There are over 360,000,000 sperm in one ejaculation and it only takes 1 to get a woman pregnant!

The prostate gland is a common place for men to get **cancer**. This kind of cancer **runs in families**, so it is very important for a guy to ask his dad and grandpas and uncles if they have ever had Prostate Cancer. It is very easy to check for prostate cancer- it is a simple blood test a man can get during his yearly physical.

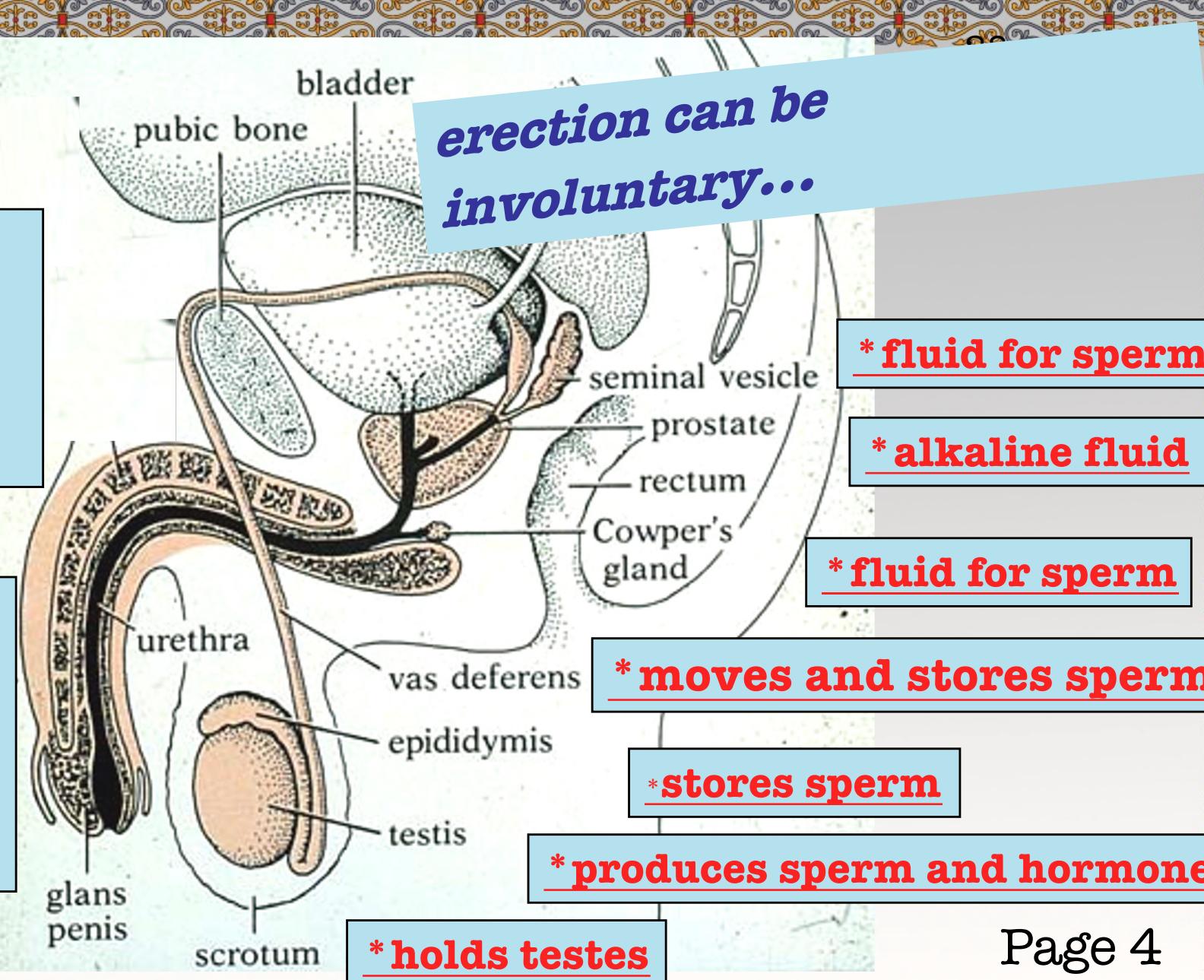
# PROSTATE CANCER

1 in 6 American men  
get prostate cancer.<sup>25</sup>  
(1 in 35 will die from it)

**With one relative his  
chances double!**<sup>26</sup>

# More on Prostate Cancer from the National Cancer Institute<sup>49</sup>:

- A prostate-specific antigen (PSA) test is a test that measures the level of PSA in the blood. PSA is a substance made mostly by the prostate that may be found in an increased amount in the blood of men who have prostate cancer. The level of PSA may also be high in men who have an infection or inflammation of the prostate or benign prostatic hyperplasia (BPH; an enlarged, but noncancerous, prostate).
- If a man has a high PSA level and a biopsy of the prostate does not show cancer, a prostate cancer gene 3 (PCA3) test may be done. This test measures the amount of PCA3 in the urine. If the PCA3 level is high, another biopsy may help diagnose prostate cancer.
- Scientists are studying the combination of PSA testing and digital rectal exam as a way to get more accurate results from the screening tests.



Page 4

Male sperm (unlike female eggs) are constantly replenished every 30-60 days. There are over 360,000,000 sperm in one ejaculation and it only takes 1 to get a woman pregnant!

Testicular cancer is the rarest kind of cancer a man can get, but the age of those who are most at risk is

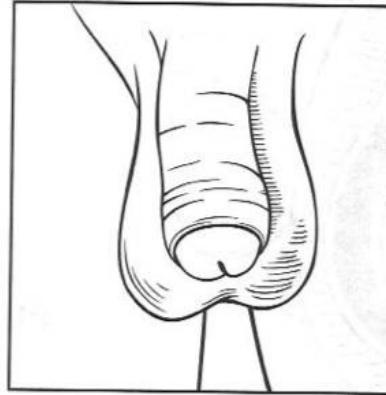
**15 - 34**. Symptoms are any lumps in the testes. (Whereas lumps in the breast are normal because of milk ducts, lumps in testes are usually **not normal**).



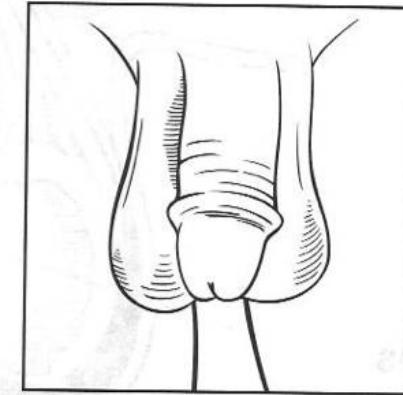
A self-exam should be done monthly, feeling for lumps. It does run in families, so family history should be known. Go to the doctor if you ever feel a lump.

## Circumcision

# To Circumcise or Not...

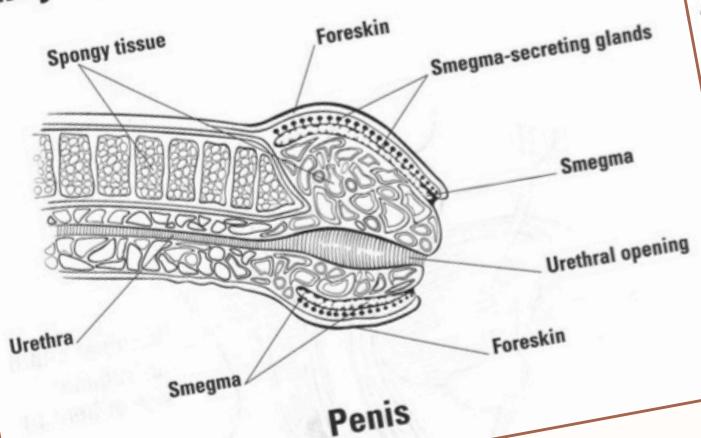


Uncircumcised penis



Circumcised penis

## Smegma, Circumcision/Non-Circumcision



Males who are not circumcised might be at increased risk of infections. The risk of infection might be due to the presence of smegma. **Smegma** is a cheesy substance that forms under the foreskin.

# Additional Male Anatomy

## Facts:

- **Impotence:** when a man cannot get or maintain an erection (1/2 men over age 40 have some type of impotence problem)
- Smoking increases impotence – you are twice as likely to be impotent if you smoke, and teens who smoke 2 packs a day could be impotent by age 30!!!<sup>27</sup>
- It's normal for 1 testicle to hang lower than the other or for them to be different size-they keep growing until age 20
- Mt. Dew will not shrink your testicles...!
- Alcohol and drugs negatively affect sperm production and mobility

The most asked question from boys:

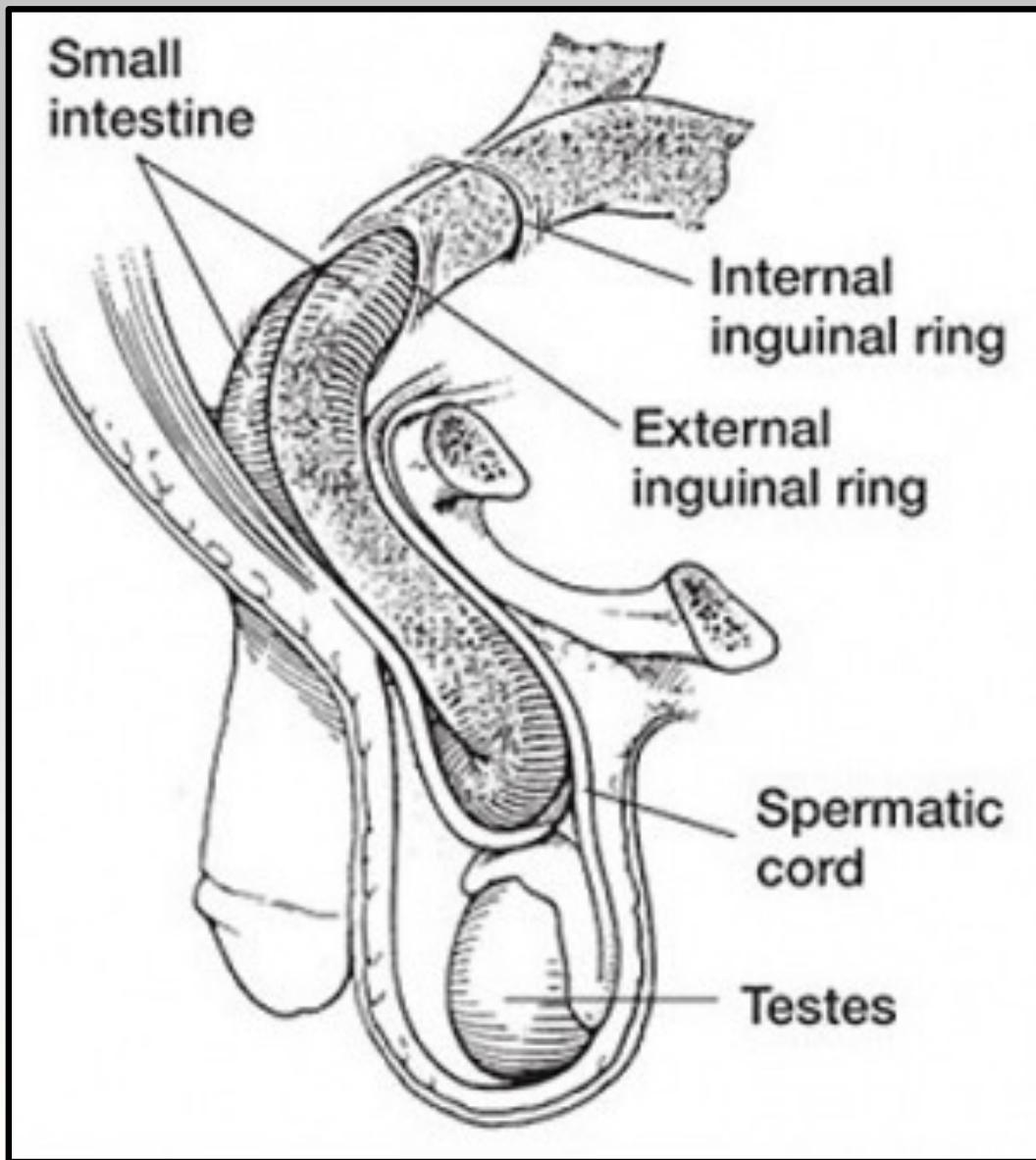
**What is the size of a “normal” penis?**

Answer:

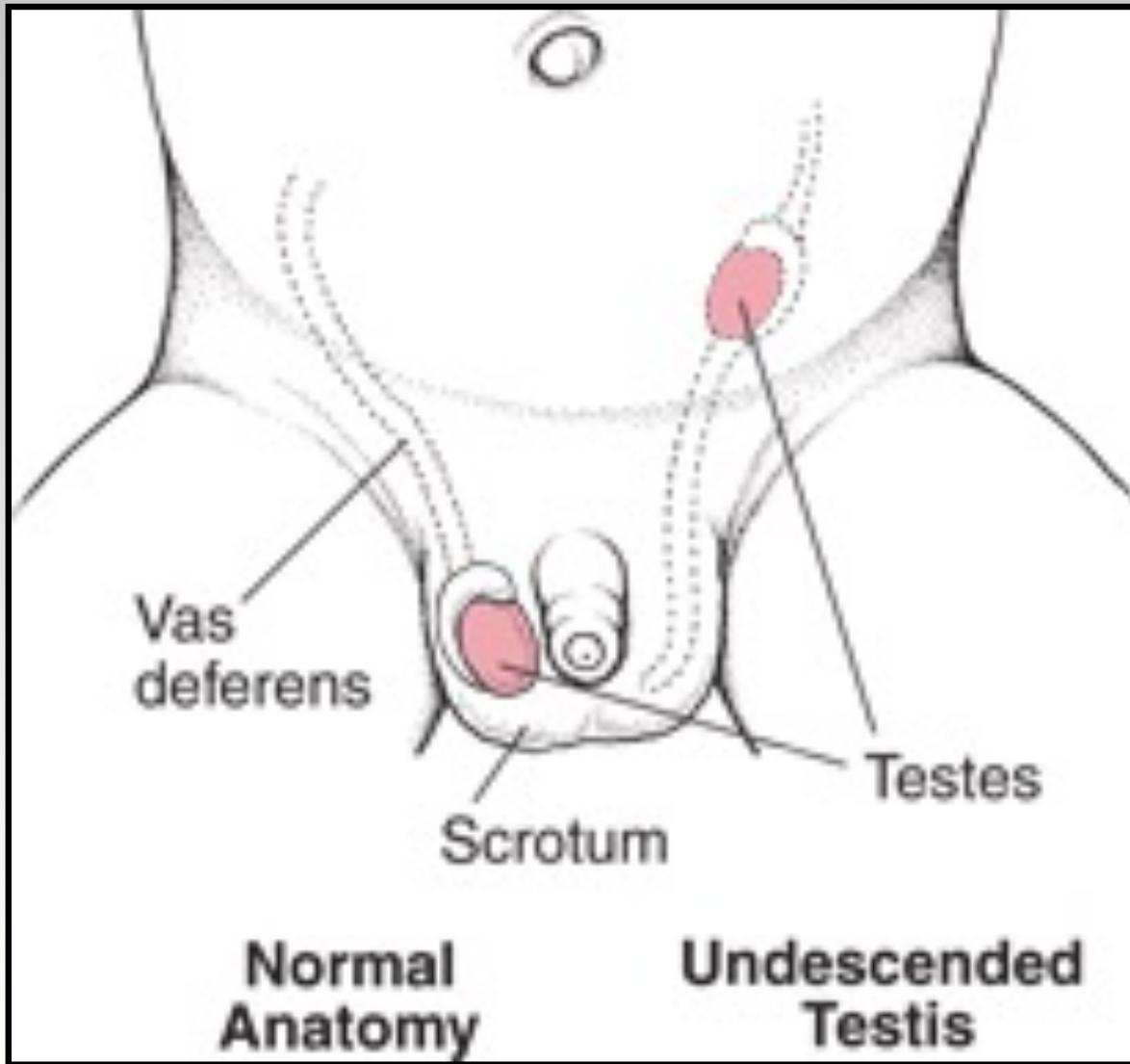
“The non-erect penis is usually 2 1/2 to 4 inches long, and will increase during an erection to about 6 inches long.”<sup>28</sup>

# Inguinal Hernia

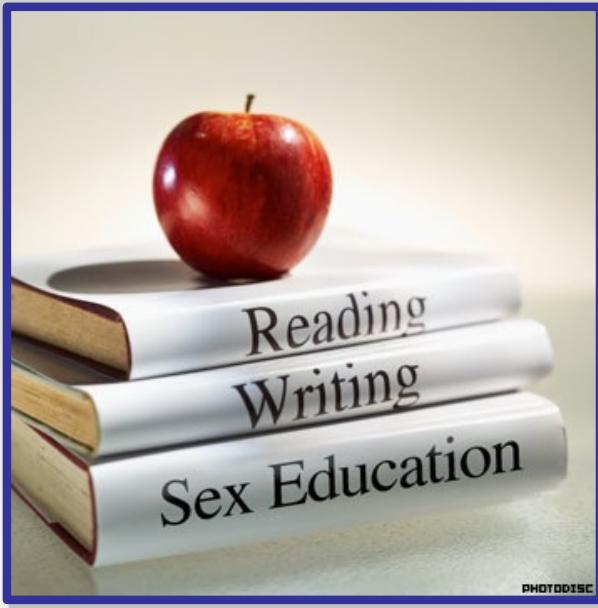
43



## Undescended Testes



Any QUESTIONS?



Any QUESTIONS?

6.

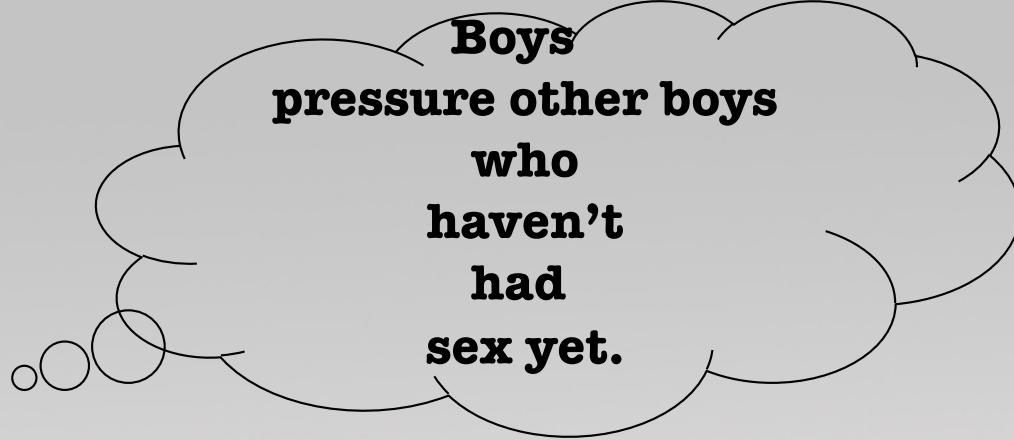
# Sexual Pressures:

**YOU** are the one who needs to decide what your beliefs are about what is sexually right or wrong for you and whether you are ready to be sexually active. It's key to **establish your boundaries, respect yourself, and respect others.** It's your body and you're the one who needs to look at yourself in the mirror every morning and say, "This is who I am and I'm proud of it."

**Know your limits and be assertive  
if those limits are challenged.**



Page 6



**Boys**  
**pressure other boys**  
**who**  
**haven't**  
**had**  
**sex yet.**

**49%** of boys reported feeling pressured by girls to have sex. In contrast, **67%** of boys felt pressured by other boys...<sup>20</sup>

In a 2003 study, **89%** of girls reported feeling pressured by boys to have sex<sup>20</sup> and "Of seniors in high school, **74%** of girls regret sexual experiences they have had.<sup>20</sup>

# **Many teens choose to have sex for the wrong reasons.**

## **3 wrong reasons are:**

- you think he/she will love you more.
- you think they won't wait.
- you think everybody is doing it.



## Tips for handling sexual pressure:

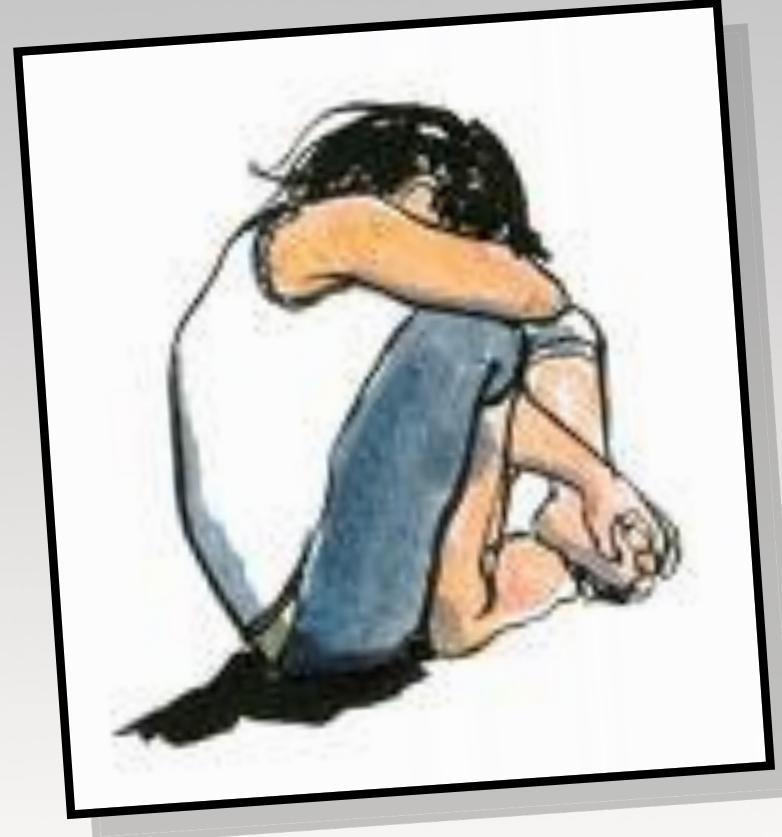
1. Set your own boundaries and take control!
2. Share those boundaries with your partner (If you're too embarrassed to talk about it, you shouldn't be doing it!)
3. Avoid alcohol + drugs + partners who use.
4. Don't date someone who doesn't respect your limits.
5. Remember, it's never too late to say "stop." Even if you're in the middle of something you thought you'd be O.K. with, you have the right to change your mind.

**As I read these true story articles<sup>29</sup>, be thinking:**

***“Why did they give in to the sexual pressure?”***

***-Or-***

***“Why didn’t they say ‘No’ right away?”***



1.

I had a total crush on a senior guy and I was kind of surprised when he asked me to senior prom. Even though he seemed more interested in his friends than me that night at the dance, I still had a blast. After the dance he told me that everyone was going to a hotel to hang out. **I thought it sounded kind of shady since no one else had mentioned it, but I really liked him and I didn't want him to think I wasn't fun so I went.** When we got to the hotel room no one else was there. I hoped the other kids would get there soon, but I also started to get nervous. He started to kiss me and I felt pressured, but I didn't want to say anything **because I thought I could trust him.** He started to try and take my shirt off and then I heard a "beep." I looked up in the corner of the room and saw a red light blinking. He said it was nothing but I said I was uncomfortable and wanted to go home. He wouldn't take me home so I had to call a taxi. The next Monday at school everyone was talking about the videotape he had made in our hotel room. I was so glad that I had stopped what was going to happen in the room, but I also wish I'd listened to my instinct that told me not to go to the hotel...

2.

During the summer of 2005, my best friend Shelby and I were at a 4<sup>th</sup> of July party at her neighbor's house when we heard a car with a lot of base drive up. It was Eric-the cute 17 year old friend of Shelby's neighbor. Eric was cute, but I figured since I was 14 years old he wouldn't give me a second look. Later that night Eric, Shelby, her neighbor and I all got into the hot tub. We were all talking and having a good time. After awhile Eric wanted to turn the jets on. Shelby turned them on, and you couldn't see anything under the water. Eric started splashing me. I grabbed his hand to stop him and held it underwater. We ended up holding hands for awhile, and then he started to play footsies with me. I played back because I did think he was cute. I thought I might have a chance, not thinking at about all the sexual experience he probably had. Shelby and her neighbor were flirting, so they weren't paying attention to Eric and me. Eric then started massaging my stomach. I was thinking, "this is weird" but I was too **embarrassed** to say anything. Then he grabbed my bathing suit top and starting to touch my breasts. I felt really awkward, but I had never been in that situation and **I didn't know how I was supposed to say no.**

When he took his hands off me I felt so relieved, but then he started again. This time he started moving his hands towards my bathing suit bottom. I was feeling really uncomfortable but I knew he was much bigger than me and **I didn't want him to flip out and be mad at me.** I just wanted to get away, but when I got up he acted like I was just playing, and pulled me back down and made me stay. When I realized his hands were not stopping I had had enough. I moved quickly and got out of the hot tub.

3.

This story is from a high school sophomore named David (not his real name). I had always felt that I would wait until marriage to have sex because that is what my parents and my youth pastor have been telling me to do since I was really young. I felt O.K. about that decision, but I got so much pressure from all the guys on my basketball team to have sex. They bugged me constantly that I was the only virgin left on the team. They made me feel so **naïve and embarrassed and uncool**. I hate to say it, but I caved in to their pressure. It didn't help that there was a girl I sort of knew at a party we were all at and she was hanging all over me and we were making out and then she asked me if I wanted to have sex...It was just so right there in front of me, and so easy. I really didn't want to back down on my morals, but I guess the physical desires took over and I caved in. It was so stupid because I didn't even use a condom. I was just lucky she didn't get pregnant. What made me so mad was that later I found out that two other guys on our basketball team had never had sex, so I hadn't been the only one, but it was too late. The crazy thing is that the guys on the team never did find out that I had sex, but I kept it that way. Now I felt embarrassed about what I had done and this feeling felt even worse than the feelings I had when they were making fun of me for what I hadn't done... I had just felt so much pressure, and it made me make a decision I later regretted.

4.

Tom, 16, trusted his girlfriend Katy when she said she'd be monogamous (only being with one partner). She wasn't, and he paid for it.

Last summer I was hanging out with my friend Justin, who suggested I hook up with his cousin Katy. She was cute and friendly and we actually started dating. Before long we were pretty comfortable with each other and at one point she asked me if I was a virgin. I said no, that I had been with two other girls. When I asked her if she was a virgin she said no, but that she had been tested for S.T.D.s after her last boyfriend. I told her I had been tested too, because I had gone to a clinic in August, so I remember thinking at the time that if we did decide to have sex, it would be safe.

After a few weeks, we did have sex. She said she was on birth control and **I didn't want it to seem like I didn't trust her**, so we didn't use a condom. Right after we had sex we talked about not seeing anyone else and only having sex with each other. We both agreed to be monogamous. We got together a few times a week for the next 6 months. Things seemed pretty great until one night in February when she told me she just found out that she had Chlamydia. I knew I had been tested in August and I didn't have Chlamydia, and I hadn't slept with anyone else, so that meant she cheated on me and got some gross disease. Either that, or maybe she never did get tested after her last boyfriend like she said. I was hurt and scared and embarrassed, and mad!. I had to go to a clinic and get retested and had gotten it from her. We broke up and I haven't seen her since.

5.

My girlfriends and I (we're all 16) got together in the basement of one of their parent's house for a birthday party. We were having a great time. A bunch of our guy friends stopped by. One of the guys, who was a friend of mine from my fourth period class at school, started making some moves on me. We were holding hands and flirting, and then we started making out. We went into a back bedroom to keep kissing (at least that's what I thought). He all of a sudden said we should have sex.

I said no, but he said he really liked me and it feels right. I couldn't believe this was happening so fast. I was worried about saying no too forcefully because we were friends **and I didn't want to hurt his feelings**. Before I knew what was happening, he raped me. Not only was it the most horrible thing that has ever happened to me, but someone caught part of it on video camera. I'm just praying that it doesn't get out there for everyone to see.

# Pair / Share:

“Why did they give in to the sexual pressure?

-Or-

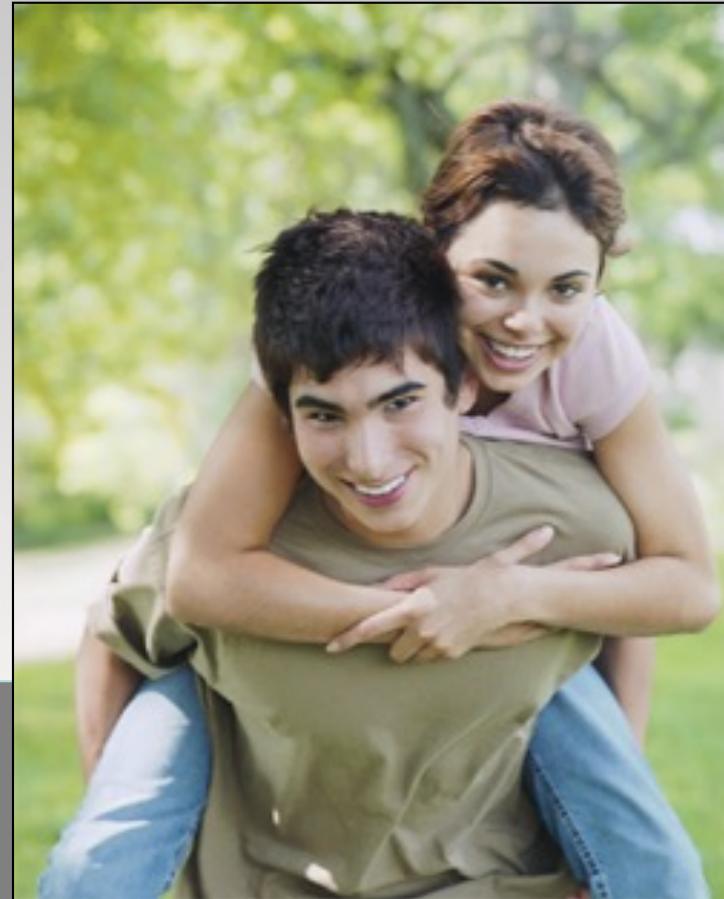
“Why didn’t they say ‘No’ right away?”



All these teens were worried about what others were feeling...

In this area, be selfish about your body and what you are comfortable with- it's your right!

Be ready for these **pressure lines**:



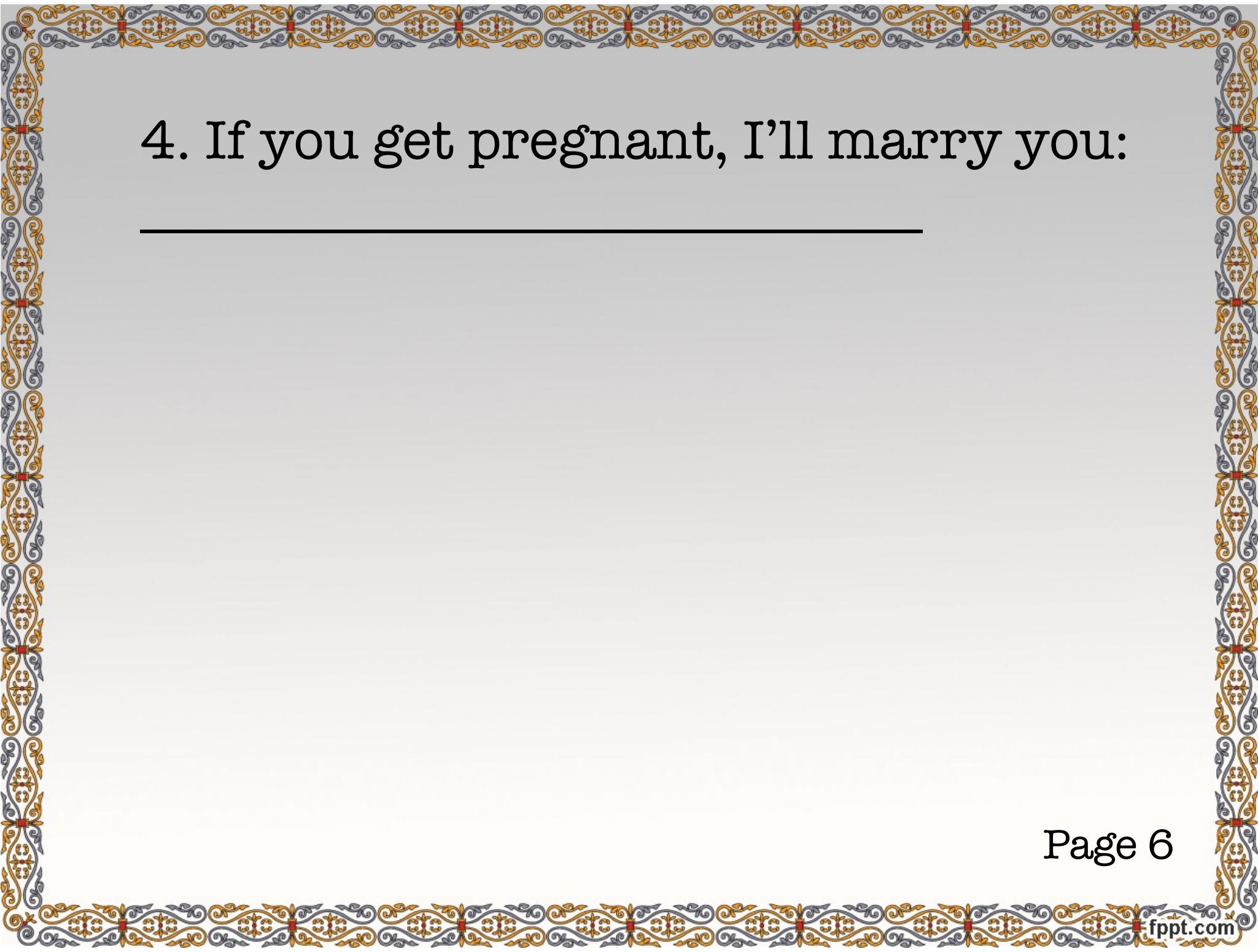
Come up with assertive responses to these pressure lines:

1. If you loved me you'd have sex with me:

---

2. Everybody's doing it: \_\_\_\_\_

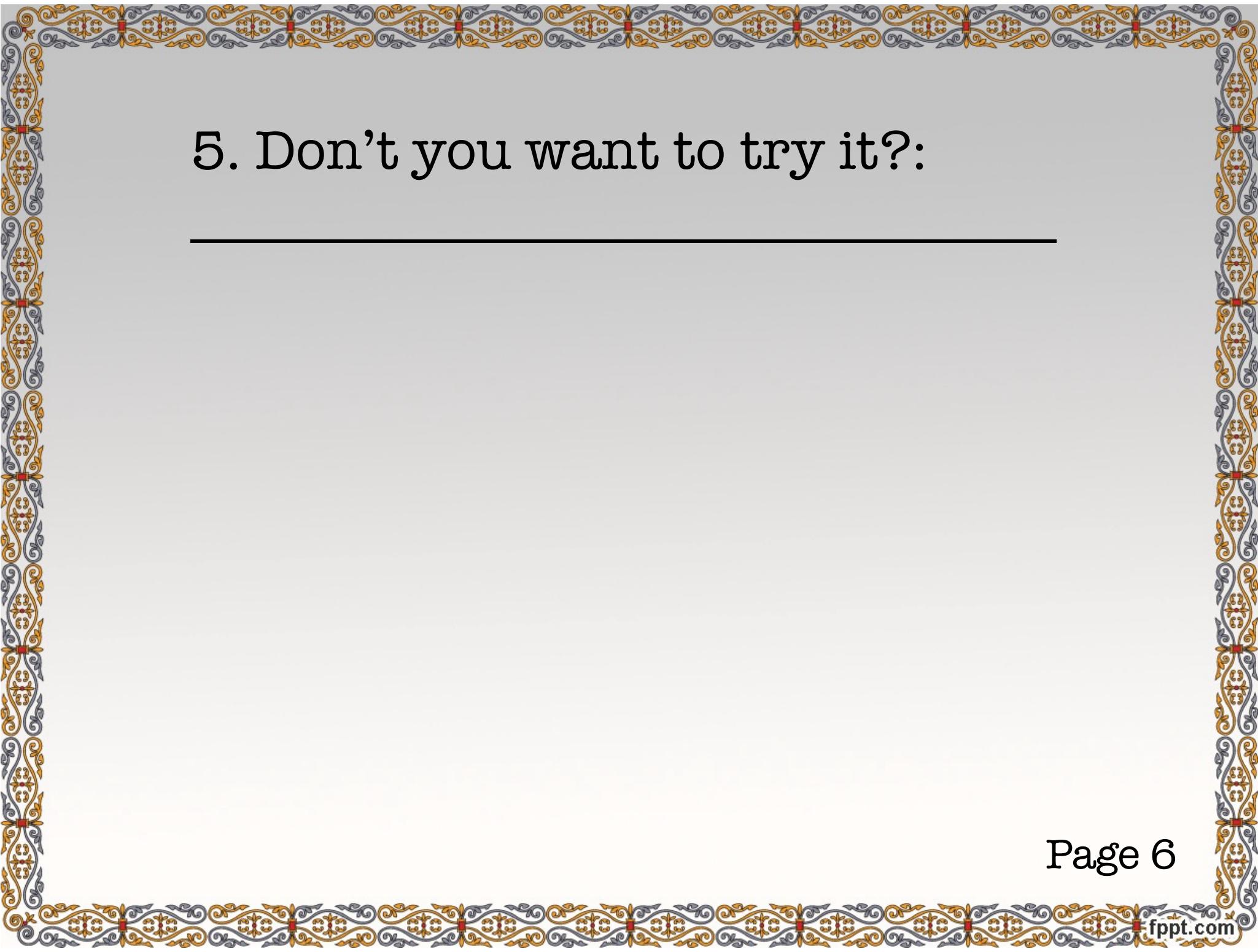
3. If you won't have sex with me, I won't see you anymore: \_\_\_\_\_



4. If you get pregnant, I'll marry you:

---

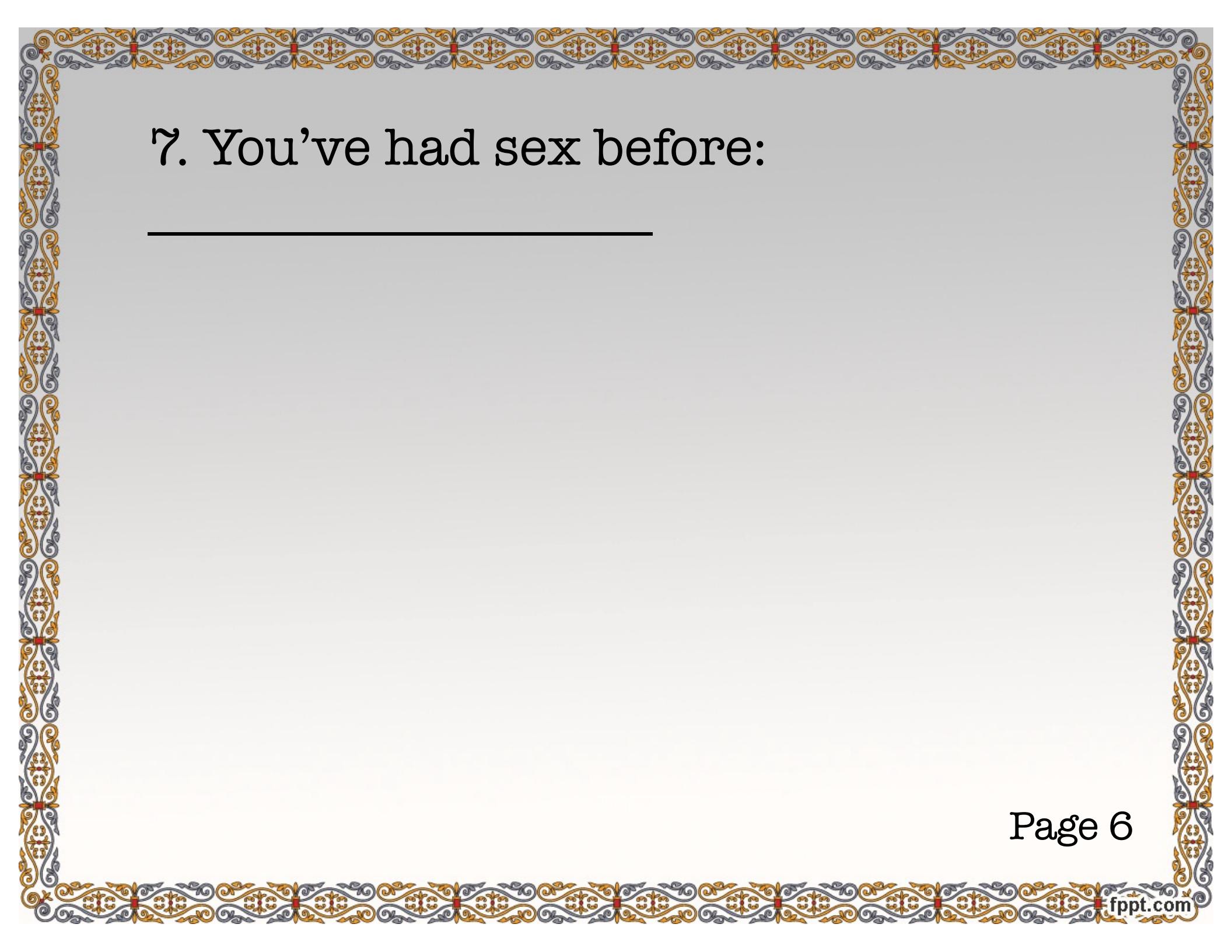
Page 6



5. Don't you want to try it?:

---

6. We're going to get married  
someday anyway: \_\_\_\_\_



7. You've had sex before:

---

Page 6

## 8. No one will find out:

---

# Assertive Answers For Flip Charts:

1. If you loved me you'd have sex with me:

**If you loved me you'd wait!**

2. Everybody's doing it: **Not me.**

3. If you won't have sex with me, I won't see you anymore:

**Good-bye!**

4. If you get pregnant, I'll marry you:

**Why don't you marry me first?**

5. Don't you want to try it?: **Not now.**

6. We're going to get married someday anyway:

**Then let's wait until then.**

7. You've had sex before: **It was a mistake.**

8. No one will find out: **I'll know, so "No."**



# Sex Ed. Unit

## Day 5 & 6:

### S.T.I.S

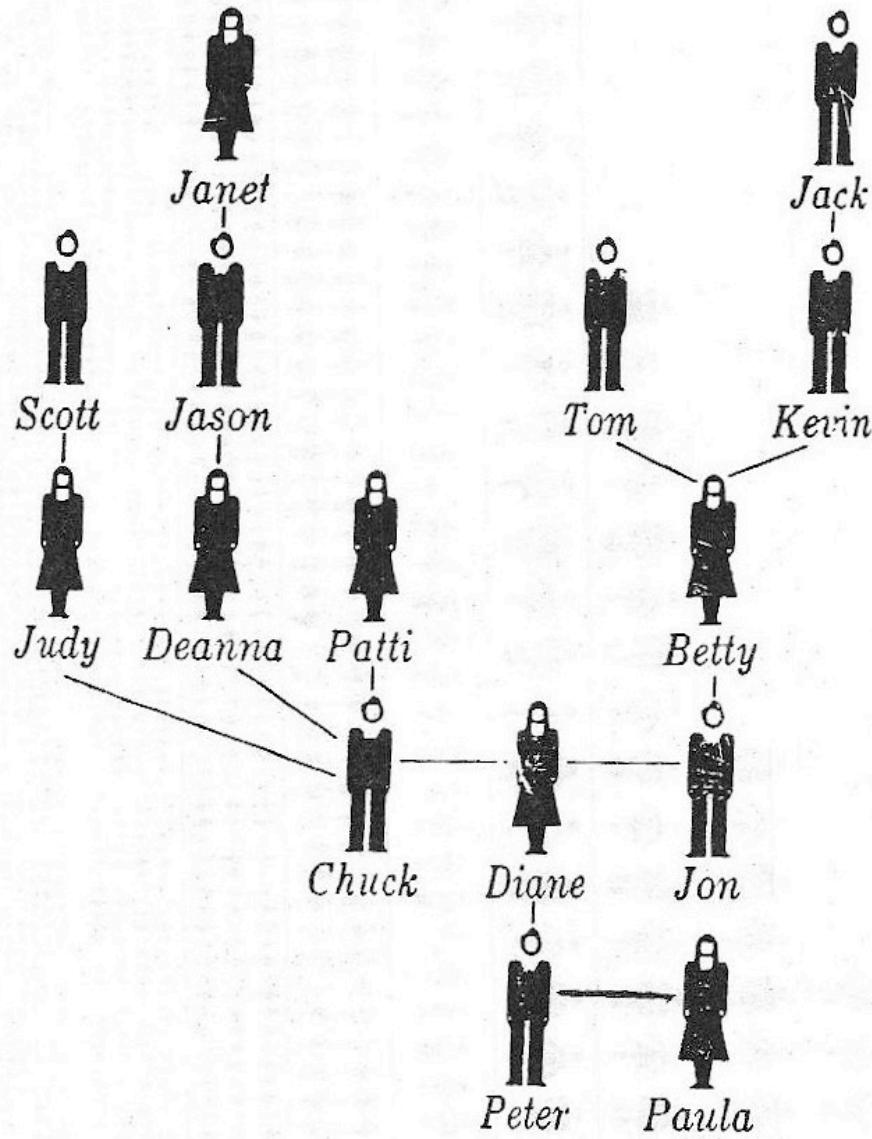
## 7. Sexually Transmitted Infections:

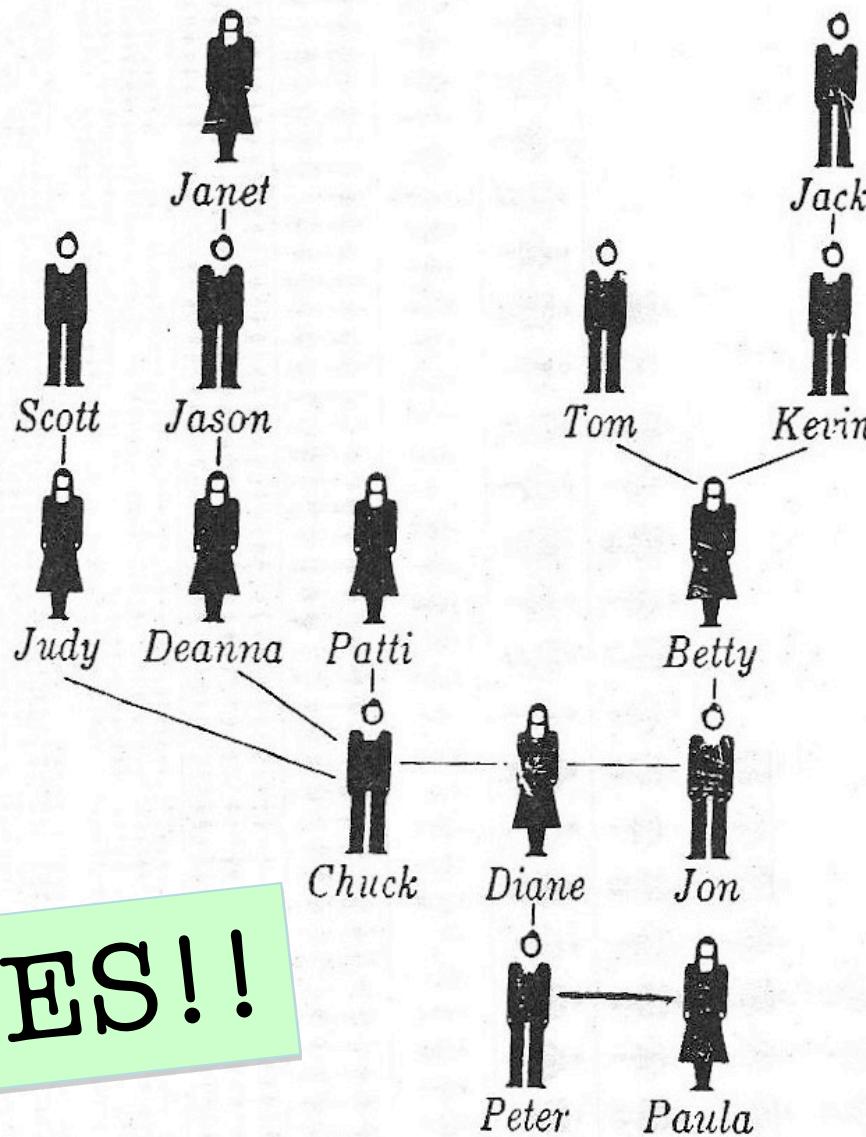
1 in 4 sexually active teens becomes infected with an S.T.I. every year!!!!<sup>5</sup>

**BEST**

S.T.I.s are communicable diseases,-you can get them from someone else.

- A. The surest way to prevent STDs is **abstinence**. However, be aware some STIs can be contracted through the mouth, open sores, needle sharing, blood transfusions, from mother to infant in the womb or during birth, and through contact without sex.
- B. Another good way to prevent STDs is to practice **monogamy**(one partner).



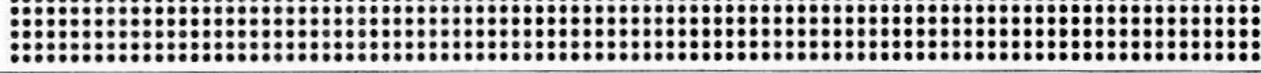
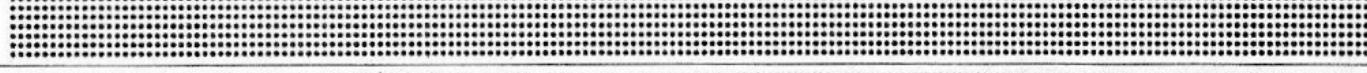


# SEXUAL EXPOSURE CHART

(if every person has only the same number of partners as you)

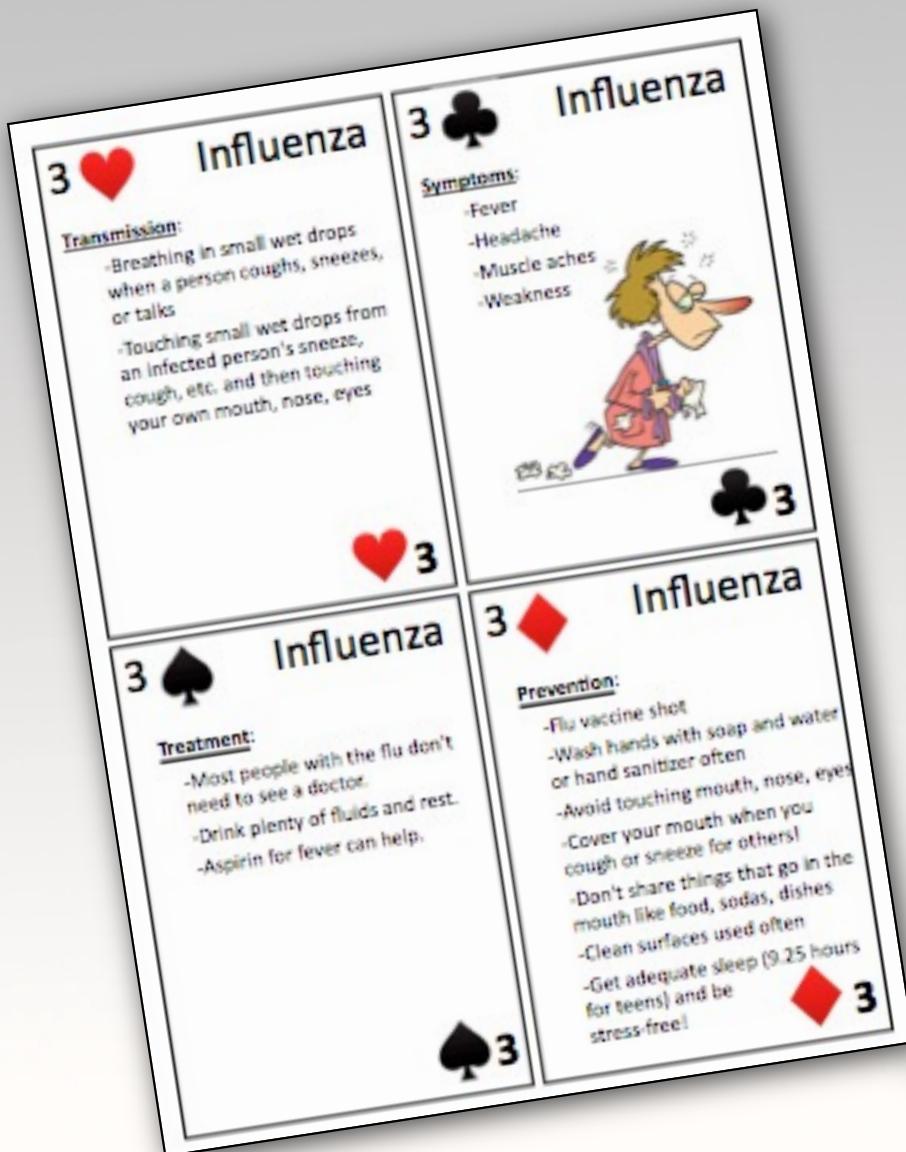
Number of  
Sexual Partners

Number of People  
Exposed to

1		1
2		3
3		7
4		15
5		31
6		63
7		127
8		255
9		511
10		1023
11		2047
12		4095

If you had sex with 12 people and they each had had sex with 12 people,  
you're exposed to over 4,000 possible infections...<sup>40</sup>

# Communicable Diseases Card Game



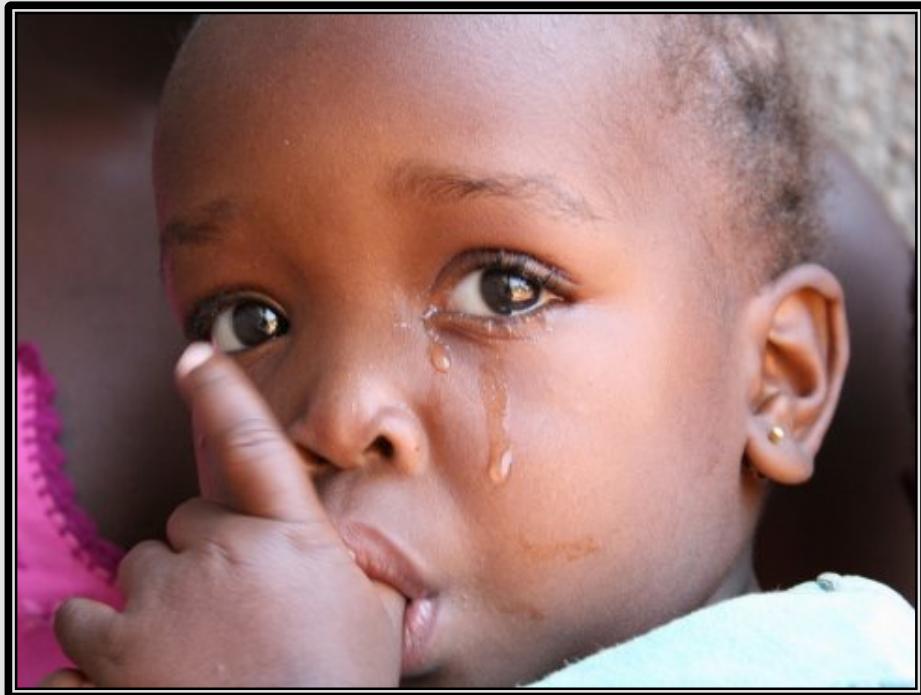
**Disease Facts Worksheet**

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

Write 1 fact about each disease.

1. Hepatitis
2. Ebola
3. Influenza
4. Rabies
5. Chlamydia
6. West Nile Virus
7. Pink Eye
8. Fifth's Disease
9. Common Cold
10. Strep Throat
11. Hantavirus
12. Whooping Cough
13. HIV/AIDS

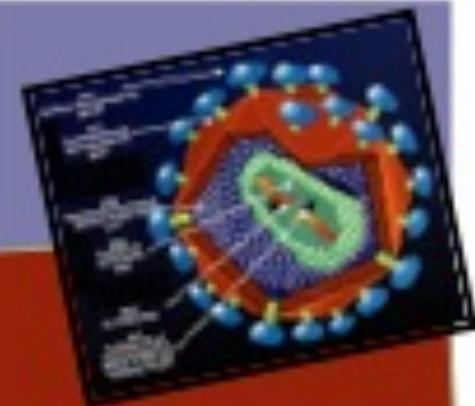
Copyright © Health Education Today, Inc. 2014



Sex Ed. Unit  
Day 7:  
H.I.V.  
A.I.D.S.

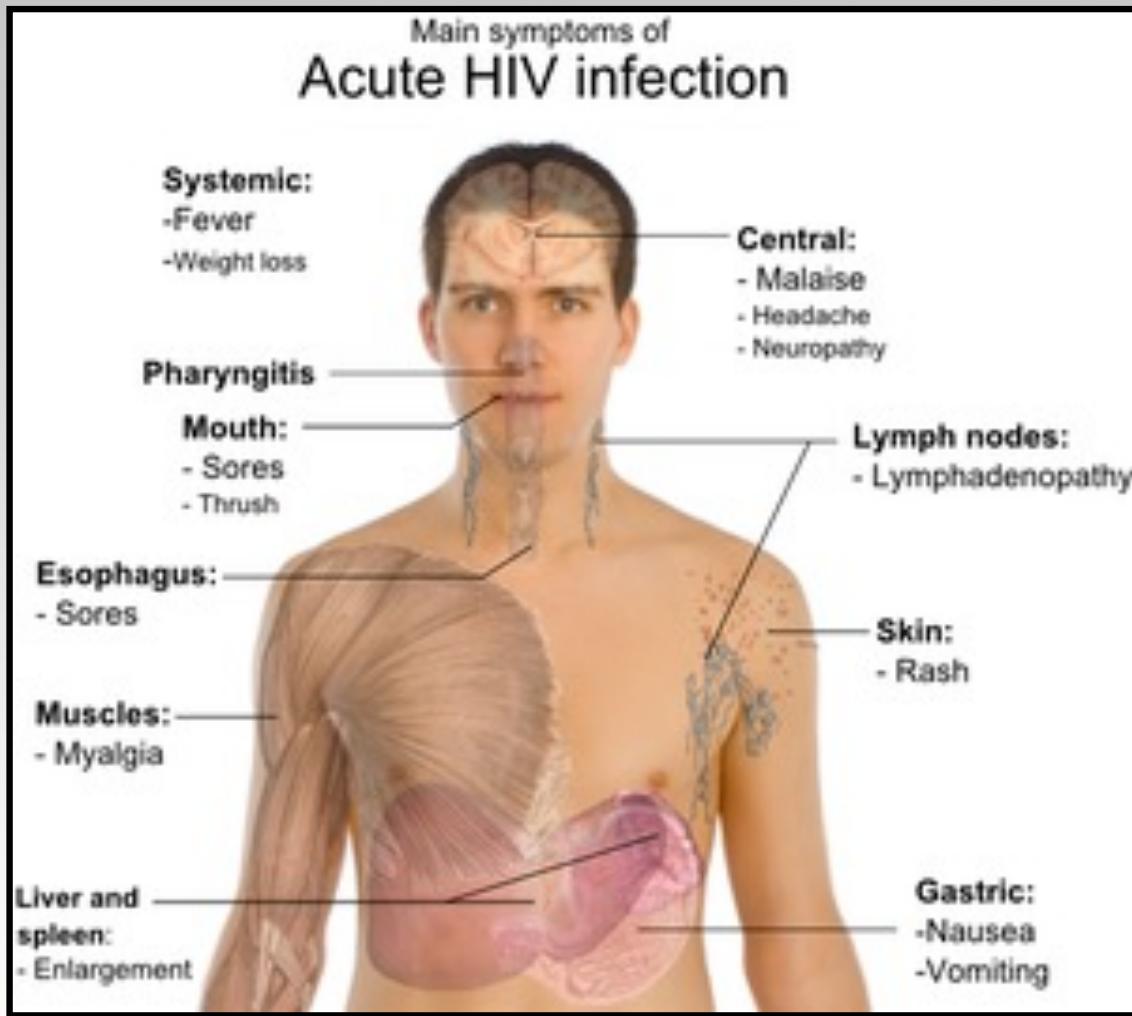


# HIV/AIDS



## 8.

# AIDS QUIZ



# AIDS Quiz:

/20

**+4 1. What does “A.I.D.S.” stand for?**

**A \_\_\_\_\_ I \_\_\_\_\_ D \_\_\_\_\_ S \_\_\_\_\_**

**+3 2. What does “HIV” stand for?**

**H \_\_\_\_\_ I \_\_\_\_\_ V \_\_\_\_\_**

**+1 3. What is the difference between HIV and AIDS?**

+1      **4. When was the first case of AIDS in the U.S.**

+3      **5. Name 3 body fluids where HIV can be passed**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

+4      **6. Name 4 ways YOU CAN GET HIV/AIDS:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



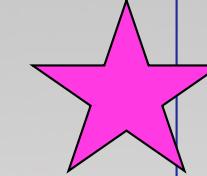
+3

### 7. List 3 ways to protect yourself from getting HIV

1.

2.

3.



+1

### 8. Who can become infected with HIV? (choose 1)

- a. male homosexuals
- b. prostitutes
- c. drug abusers
- d. anyone

## **AIDS QUIZ ANSWERS:**

- +4      1. Acquired Immuno Deficiency Syndrome**
- +3      2. Human Immuno-Deficiency Virus**
- +1      3. HIV is the virus you get infected with, and AIDS is the disease you get (could be years later)**

**A**ttaches  
to "T" cells  
(white blood cells)

A   I   D   S

**S**ick!!

**I**nvader: "B" cells  
(antibodies) come  
to help but can't

**D**oubles  
virus replicates  
itself and destroys  
host "T" cells

+1 4. 1981 (must be within from 1976 - 1985 to get the point)



## **2011 WORLDWIDE:**

**70 million** people have been infected with the HIV virus

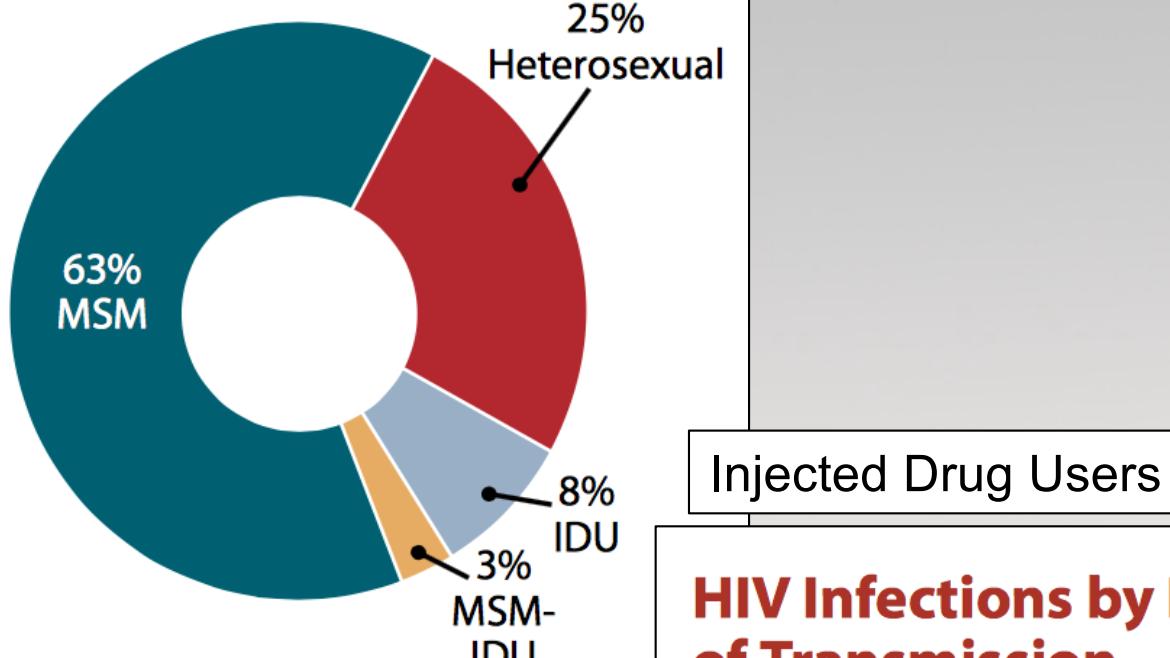
**35 million** people have died of AIDS<sup>30</sup>

## **2011 UNITED STATES:**

More than **1.1 million** are living with AIDS

Over **600,000** have died of AIDS in U.S. <sup>30</sup>

**Figure 2: Estimated New HIV Infections, 2010, by Transmission Category**



## HIV Infections by Route of Transmission

### Men Who Have Sex with Men

Men who have sex with men (MSM) remain the group most heavily affected by HIV in the United States. CDC estimates that MSM represent approximately 4 percent of the male population in the United States<sup>4</sup> but male-to-male sex accounted for more than three-fourths (78 percent) of new HIV infections among men and nearly two-thirds (63 percent) of all new infections in 2010 (29,800). White MSM continue to represent the largest number of new HIV infections among MSM (11,200), followed closely by black MSM (10,600) and Hispanic MSM (6,700).

+1 4. 1981 (must be within from 1976 - 1985 to get the point)

+3 5. Blood / Semen / Vaginal secretions / Breast Milk  
(NOT TEARS, SWEAT, URINE, POOP, OR SALIVA)

+4 6. Blood / Semen / Vaginal Secretions / Mom to Baby  
(or could be specific like sex, oral sex, anal sex,  
needles, tattoos, body piercing, open sores, blood) \*It's  
not just a "gay" thing -Nearly 1/4 of AIDS cases in people  
under age 25 are from **injection drug use!**

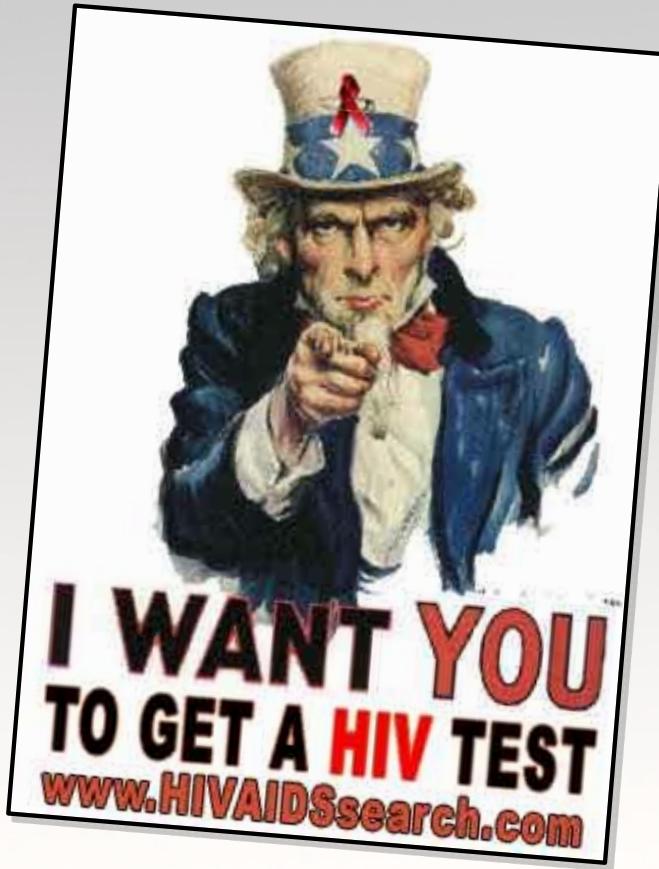
+3 7. Use gloves if around blood, use a condom,  
**ABSTINENCE**, monogamy, don't use drugs or alcohol since  
you  
could make a bad decision, get tested, have your partner  
get tested, no dirty needles.



+1 8. "D" anyone can get AIDS - some groups are more at risk, but anyone can get it.

---

20 possible



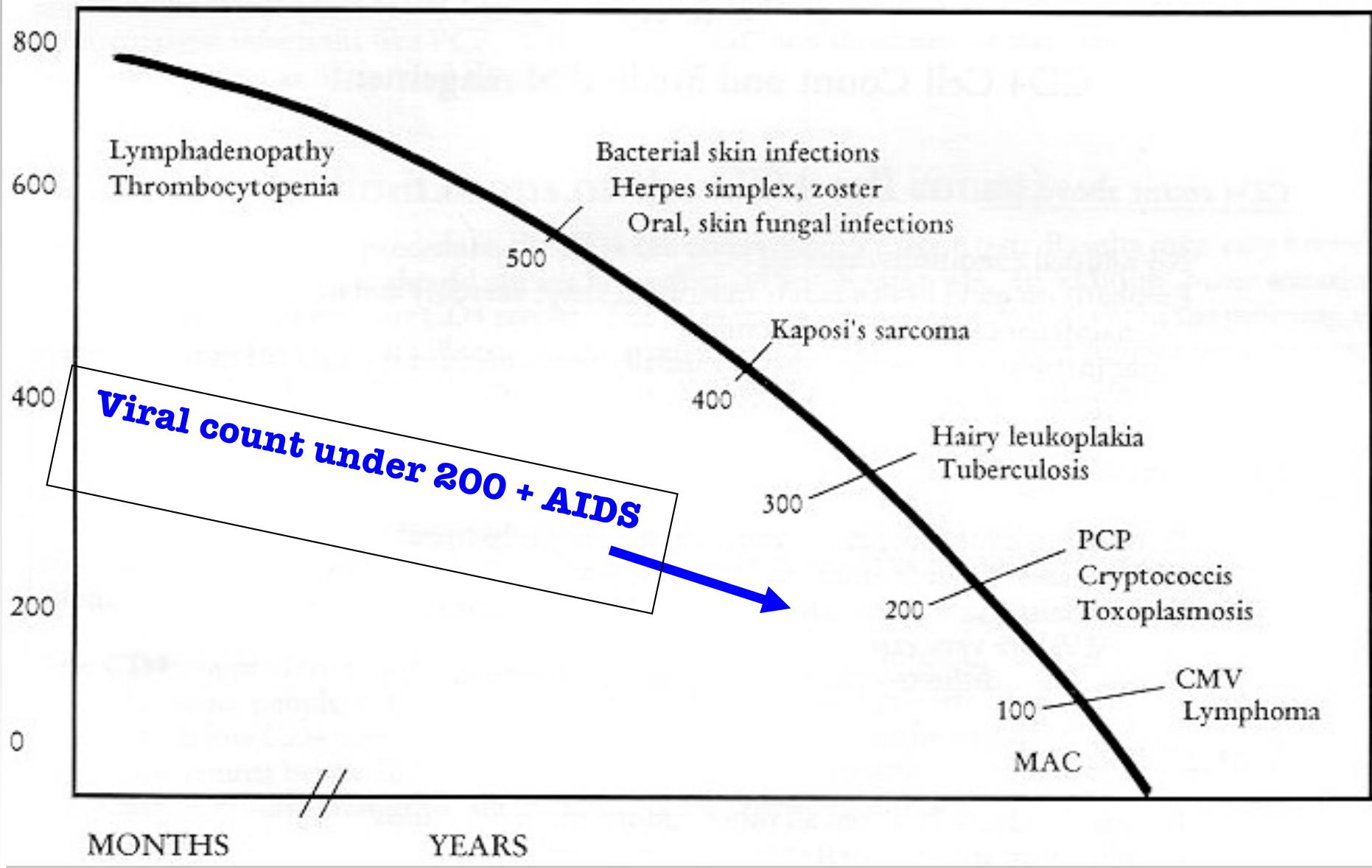
- 20 - A
- 19 - A
- 18 - A-
- 17 - B
- 16 - B-
- 15 - C
- 14 - C-
- 13 - D
- 12 - D-
- 11 - F

**2. HIV / AIDS FACTS (6) (14):** There were 70 million living with HIV worldwide in 2011<sup>13</sup>

**-HIV is a virus that invades the white blood T-4 cells in the immune system. During infection T-4 cells are disabled + killed. The person's body is no longer able to fight off other infections and diseases.**

**An uninfected person's blood has between 800 - 1200 T-4 cells per microliter. If an infected person's viral count goes below 200 he/she is now considered to have AIDS.**

# An uninfected person's viral count is 800-1200



# *Where did HIV/AIDS come from???*

1. The earliest known case of HIV-1 in a human was from a blood sample collected in 1959 from a man in Kinshasa, Democratic Republic of Congo. (How he became infected is not known.)
2. There is some thought that the disease may have been transferred from the African Green Monkey to hunters during butchering but they are unsure if this is true...

3. **Where did S.T. I.s come from???**: *Hepatitis was recorded as far back as Hippocrates in the 4th century BC; gonorrhea was written about by the Egyptians during the reign of the pharaohs. They believe these virus, bacterias, or parasites probably started in animals, mutated, and made the jump to man from handling, butchering, eating, etc....*

-The average time between being infected with HIV and developing AIDS is 10 - 12 years. The average lifespan of someone with full-blown AIDS is 2 years!<sup>31</sup>

There is NO cure!!

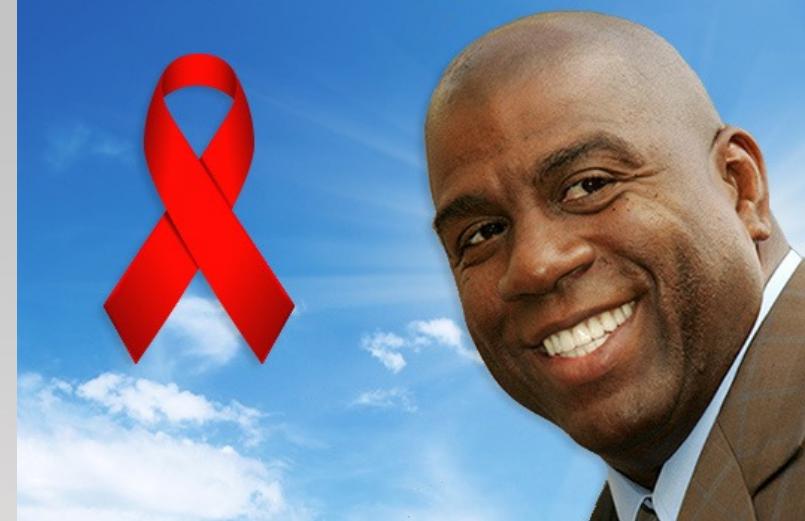
-People are now living longer due to better treatments for HIV. One of the most famous people living with HIV is Magic Johnson, a former pro basketball player. He thought he probably contracted it in 1985 (he announced it in 1991) so he would have had it for over 30 years!<sup>15</sup> (See next slide)

It is a crime in Washington to have AIDS and intentionally spread it by not telling someone you have the disease.

- They would typically be charged with 2nd degree assault - up to 10 yrs.

# Magic Johnson

2013: On Sirius XM, Johnson explained the details of his health, saying that he is not healthy because of his wealth nor because he consumed a specially concocted drug that cured his disease, as many have surmised. In fact, the Hall of Famer explained, he ...takes a cocktail of three (pills)every day after dinner. The 6'9" L.A. Dodgers owner wanted to make clear that he still has the virus but it is in a dormant state, telling the radio show host Renada Romain, “I do have it and have had it for 22 (**25 years as of 2015**) years. It's just laying asleep in my body.”



The purpose of Johnson doing the interview was to let folks know that the virus does not affect everyone in the same way and that he is just one of the lucky few to have survived as long as he has with it, “The virus acts different in everybody ... so just because I’m doing well, you might NOT do well,” he told Romain. Johnson also wanted to point out that he has not sought any magic cures from Kenyan witch doctors or Mexican healers, which is yet another myth that surrounds him.

# Person who has lived with HIV the longest:

- I found an article where this man named Jim Chud has been living with HIV **for 38 years!**
- One 58 year old man thinks he was 20 when he got sick with HIV. By 1989 he had full-blown AIDS -- the most advanced stages of HIV. "I thought I was going to die," he says. "I didn't think I would see 30."
- He started volunteering for drug trials. One, a National Institutes of Health study looking at the combination of drugs AZT and DDC, left him paralyzed for four months. He has had more than 30 surgeries on his spine and neck.

<http://www.cnn.com/2010/HEALTH/07/23/30.years.hiv/>

If you have been sexually active:  
Get tested!

**1 in 8 people with HIV  
don't know they have it.**

**Get the facts. Get Tested. Get involved.**

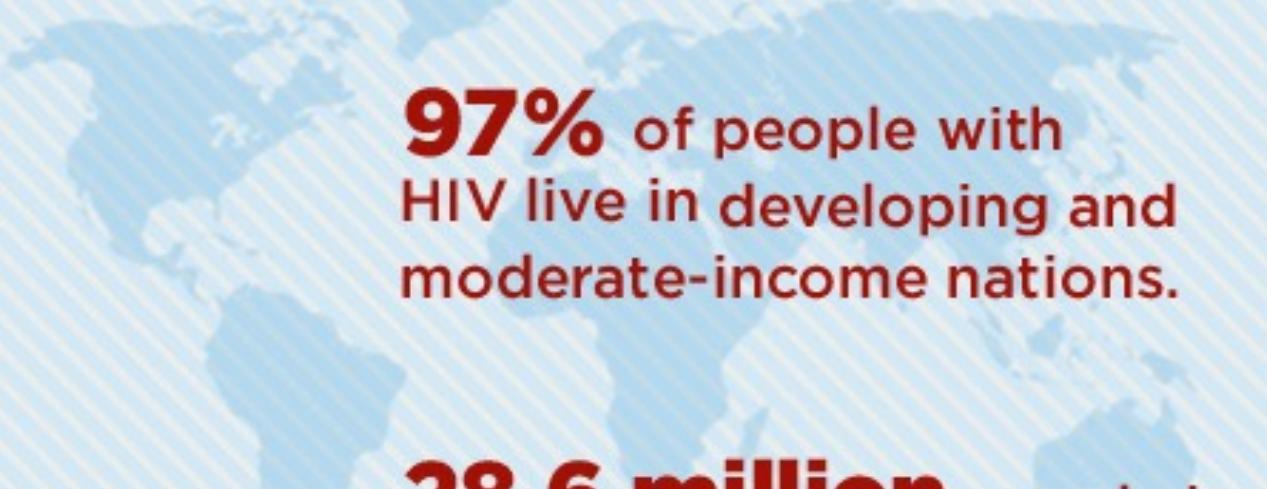
Find out more about HIV, including where to get tested, at [gettested.cdc.gov](http://gettested.cdc.gov)



Globally, **33.4 million** people are living with HIV/AIDS.

(2014)<sup>55</sup>

**25 million** have died since **1981**.



**97%** of people with HIV live in developing and moderate-income nations.



**28.6 million** people in poor and moderate-income countries should be on antiretroviral medication.

Only **1/3** of these people are getting this treatment.

# More than a million Americans Have the HIV Virus (2014)<sup>55</sup>



**180,000** Americans aged 13  
and older don't know they have HIV.

**636,000** Americans diagnosed  
with AIDS have died.

Five states alone make up  
almost half of new diagnoses  
in the U.S. in 2011.  
These five states account for  
23,923 of 49,273 new  
infections, according to the  
CDC:

California  
Florida  
Texas  
New York  
Georgia

<http://www.healthline.com/health/hiv-aids/facts-statistics-infographic#sthash.KZJaZUPZ.dpuf>

# What's New? (2014)

55



37% of people ages 18 to 64 in the U.S. have reported receiving an HIV test.



**HIV education** is mandatory in 33 states and Washington, D.C.



Condom use remains an inexpensive, cost-effective first line of defense against HIV.

**90%**  
Reduced Risk

A new pill known as Truvada, or pre-exposure prophylaxis (PrEP), can reduce the risk of transmission by more than 90%.



Transmission rates have declined in the U.S. since the mid-1980's from **130,000** per year to **50,000**.



Modern-day **antiretroviral therapy** reduces the chances of an HIV-positive person transmitting the virus by **96%**.



Transmission rates increased **12%** from 2008 to 2010 among gay and bisexual men in the U.S.

**78%**

While gay and bisexual men represent only **4%** of the U.S. male population, they comprise **78%** of new HIV infections.

# More Information...



December 1, 2015: Antiretroviral therapies, or ART, have enabled people with HIV and AIDS to live much longer lives, transforming what was considered a death sentence into a chronic condition. Yet concerns for these patients remain. Up to half of people with HIV on these drug regimens have some sort of cognitive impairment, such as memory loss or problems with executive functioning, despite the virus being almost undetectable in their bodies.

57.

December 1, 2015: In a study into the prevention of HIV transmission, people who took the antiretroviral drug Truvada were 86% less likely to contract the disease than those who took a placebo, report the researchers who led the study. "The medication was taken as needed around periods of sexual activity.

People with H.I.V. should be put on antiretroviral drugs as soon as they learn they are infected, federal health officials said Wednesday as they announced that they were halting the largest ever clinical trial of early treatment because its benefits were already so clear.

The study was stopped more than a year early because preliminary data already showed that those who got treatment immediately were 53 percent less likely to die during the trial or develop AIDS or a serious illness than those who waited.

## **June 2015: Genetic changes identified that make HIV elusive to drugs**

Scientists have identified two locations where slight differences in genetic code can change the way human immunodeficiency virus infects cells - a change associated with worsening symptoms and resistance to antiretroviral drugs.

**Nov. 2015: Ultra-sensitive HIV sensor** - scientists from Imperial College London reported in *Nature Nanotechnology* (October 2012 issue) that they have developed an extremely sensitive sensor that detects viral infections, including HIV. They say the sensor is ten times more sensitive at detecting an HIV biomarker than anything else on the market today; it is also extremely cheap. The doctor can see the results by looking at the color change in a liquid solution.

June 2015: The researchers behind the new studies found that an immunogen called eOD-GT8 60mer could be effective as the first in a series of immunizations against HIV. This immunogen produces antibody "precursors" that the scientists explain possess some of the required abilities to recognize and block HIV. The immunogen was designed by a team at The Scripps Research Institute's (TSRI) International AIDS Vaccine Initiative (IAVI). "The results are pretty spectacular," says Dennis Burton, scientific director of the institute.

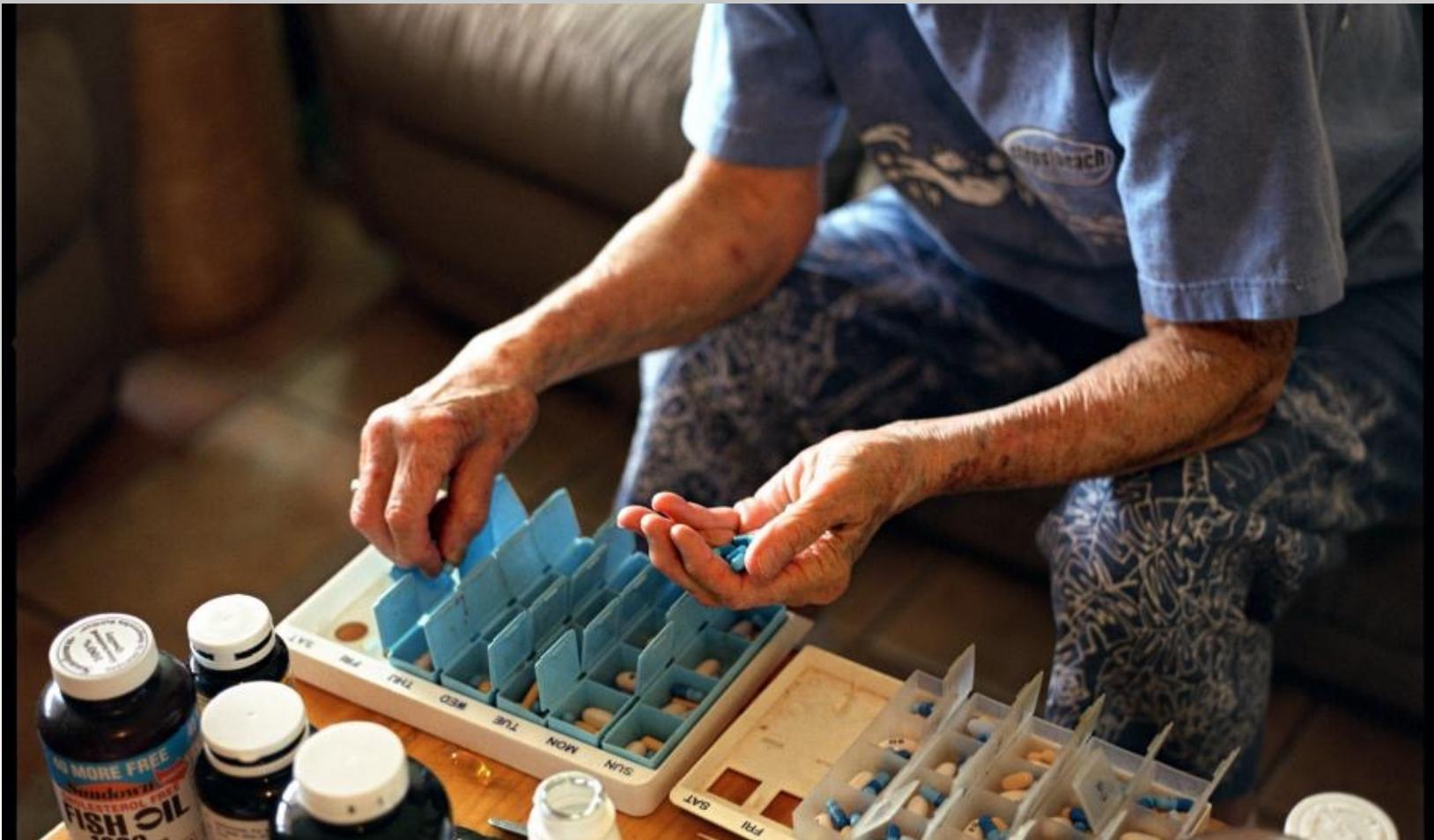
[<http://www.medicalnewstoday.com/articles/295624.php>](http://www.medicalnewstoday.com/articles/295624.php)

# Pills for H.I.V. Treatment



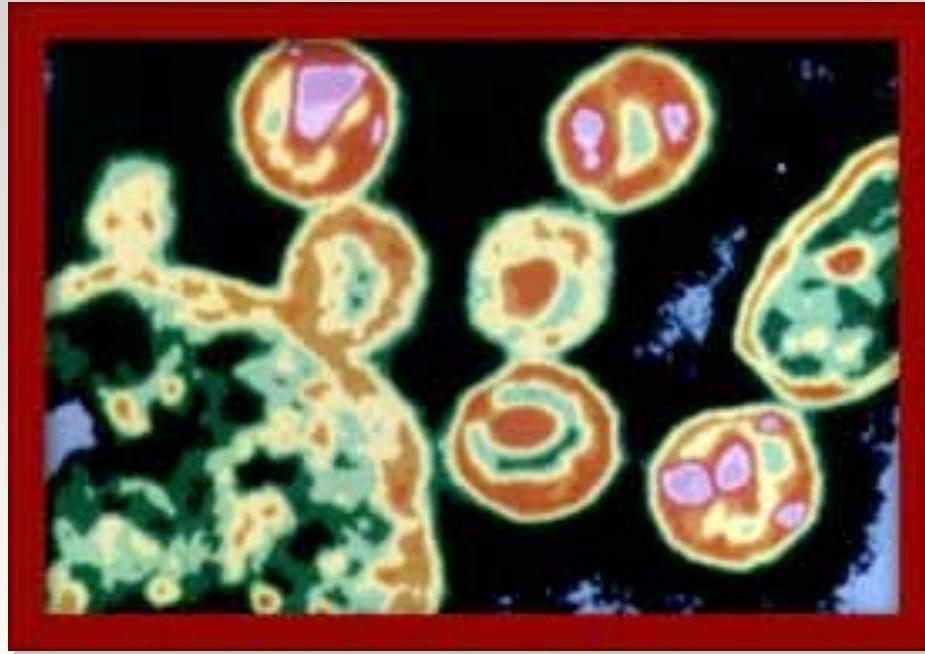
[http://www.nytimes.com/2015/05/28/health/hiv-treatment-should-start-with-diagnosis-us-health-officials-say.html?\\_r=0](http://www.nytimes.com/2015/05/28/health/hiv-treatment-should-start-with-diagnosis-us-health-officials-say.html?_r=0)

# Pills for H.I.V. Treatment



<http://www.newsweek.com/2014/10/03/first-hivaids-generation-reaches-retirement-age-271417.html>

Not all HIV infections are **equal**. They vary in virulence, outcome, +and cell structure.



No condom: (or birth control): **86%** chance you will get pregnant <sup>7</sup>

**86%** chance you will get HIV/AIDS <sup>8</sup>

Using a condom:

**14%** chance you will get pregnant <sup>7</sup>

**5-20%** chance you will get HIV/AIDS <sup>9</sup>



**SEX IS A BIG DEAL**

**CONDOMS ARE SAFER, BUT WOULD YOU BET YOUR LIFE ON THESE ODDS?**

Page 9

## **Ways you cannot get HIV:**

- hugging**
- closed-mouth kissing**
- touching, holding hands**
- sharing food, utensils, water**
- being bitten by insects**
- sharing towels, combs**
- swimming in a pool**
- donating blood**
- using gym and sport equip.**



### **3. To protect yourself from getting S.T.I.s and H.I.V.:**

**a) Choose abstinence** - this is the only 100% surest way to prevent S.T.I.s. Be aware that to keep from getting an S.T.I. you must abstain from any intimate sexual contact, including touching the genitals where some S.T.I.s may be present. Take other precautions such as refraining from intense open mouth kissing with anyone who has blisters, sores, or chancres in the mouth; and coming into contact with infected linens, damp towels, clothing, or public toilet seats. \*<sup>10</sup>

\*There are S.T.I.s you can get from a **toilet seat**. One is Scabies (a parasite that lays its eggs under your skin) and another is Pubic Lice.\* Rule of thumb for public toilet seats: **COVER or HOVER** !! Use the tissue to cover the seat, or **hover** and don't actually touch

-Often times teens think, “Gross, I would never touch someone who had a sore.” But often intimate sexual contact is in the dark, or under blankets. Also, many S.T.I.s are on the inside of the body and **cannot be seen**. Someone really may not know he/she is infected.

**Again, abstinence is the surest way to prevent an S.T.I.!!!**



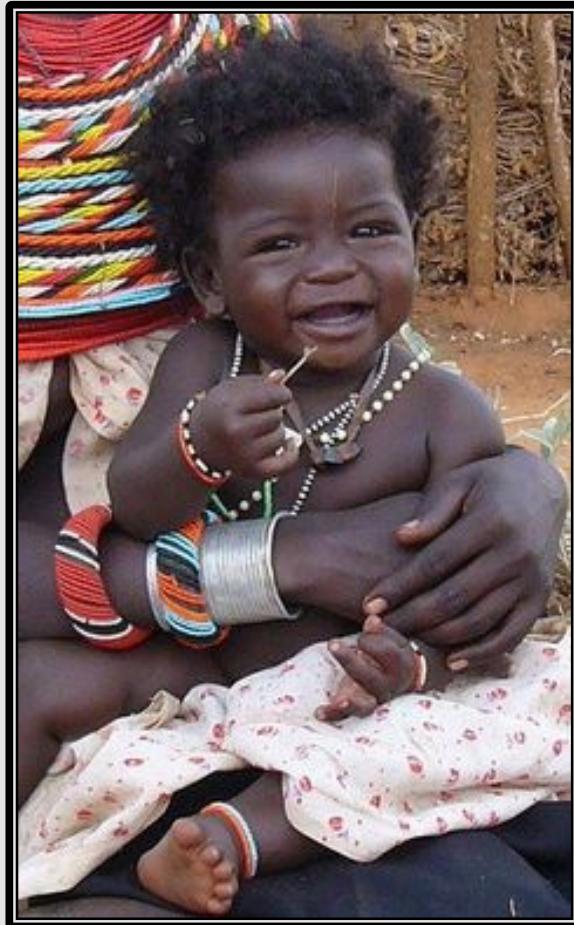
**SEX IS A BIG DEAL**

c) **Choose monogamy** (only one partner) such as in marriage.

d) **Choose a drug-free** lifestyle so your decisions aren't impaired.

e) **Do not share needles of any kind.** If you have a tattoo or body piercing, make sure the needle is sterile.

f) **Follow universal precautions when around blood** such as a barrier like latex gloves.



# Sex Ed. Unit

## Day 8:

### Abstinence

### Sexual Limits

# THE TRUTH ABOUT SEX

SEX  
IS THE  
BIGGEST  
ISSUE



## 9.

## More on A.I.D.S., Abstinence + Sexual Limits:

1. A woman in the AIDS video stated that “Sex should not be **tooken** lightly.” Although her grammar was wrong, her message was right on! **THE DECISION TO HAVE SEX IS A BIG DEAL!!** ...in a marriage...
2. Another woman who had AIDS in the video didn’t encourage kids to “Just wear a condom,” instead she encouraged the kids visiting her to make a pact to “**hold off**.”



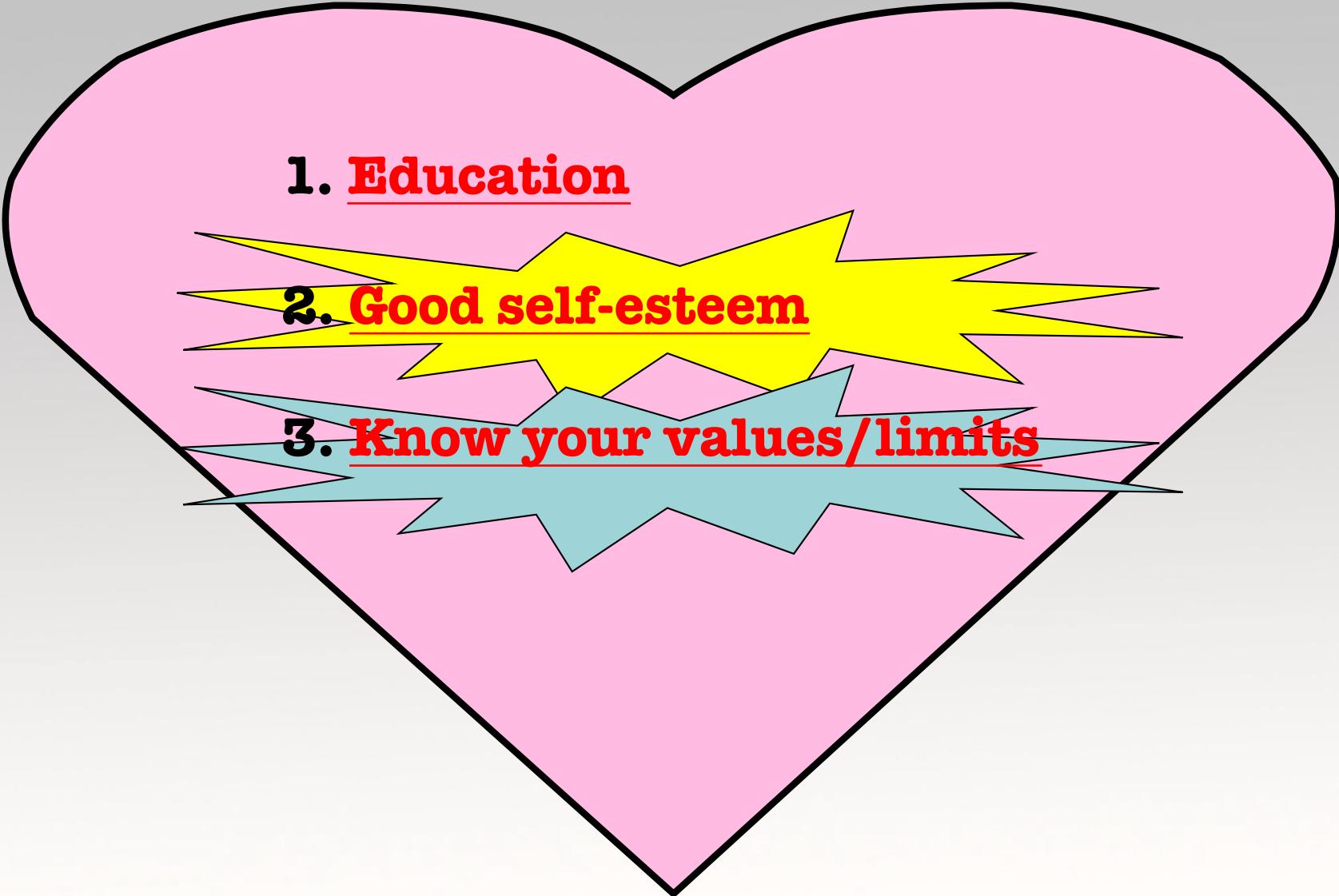
Raise your hand if you want to get married someday in the future...



### **3. If you want to make the commitment to abstinence, here are 6 important ingredients:**

**Vows can be difficult to keep!**





**1. Education**

**2. Good self-esteem**

**3. Know your values/limits**

#### **4. Communicate**

#### **5. Self control**

#### **6. Have good judgment**

Don't put yourself in situations that will put your abstinence to the test anymore than teenage hormones already will!!!

...and choose a partner who has the same values as you!

4. It's important to set your **sexual limits** before you get into a relationship where emotions



and reproductive system **hormones** may make it more difficult to decide on limits. Discuss this with your partner!

A good rule if you want to choose  
abstinence is:

**Nothing below the neck!!**



What        % of teens (ages 13 – 18) in the state of Washington have had sexual intercourse.<sup>14</sup> Take a guess...



Page 10

50 % of teens (ages 13 – 18) in the state of Washington have had sexual intercourse. Utah has no Stats.<sup>14</sup>

\* Nationally, about 47% of American teens have had sex, including 30 percent of those in grade 9. In 2013, 15% of teens said they had had sex with four or more partners, according to the report. <sup>14</sup>

1/3 of American teens overestimated how many of their peers were sexually active. <sup>16</sup>

More than 60 % of those teens also said that peer pressure in the form of what they thought their friend's sexual activity has influenced their decision to have sex.

AND



$\frac{1}{2}$  of the teens who had been sexually active wished they had waited until they were older to have sex and 1 in 4 would change their first sexual partner if they could!! It's called **regret**. <sup>16</sup>

**“Sex is no shortcut to romance. There's nothing to be gained from doing it too soon in a relationship or too soon in life.”**

...but what about the emotional consequences...

We've talked about all the physical consequences...

**“I'll just use a condom”**

This regret has more to do than just the physical consequences of sex. Besides the pregnancies, and S.T.I.s and A.I.D.S. there are

### **emotional consequences**

**The Emotional “Baggage”  
that can come  
with a teenage sexual decision**



This regret has more to do than just the physical consequences of sex. Besides the pregnancies, and S.T.I.s and A.I.D.S. there are:

## **emotional consequences**

**The Emotional “Baggage”  
that can come  
with a teenage sexual decision**

angry

regretful

hurt

sad

mad

unhappy



jealous

embarrassed

devastated

scared

doubting

disappointed

It's an  
investment  
in your  
future marriage

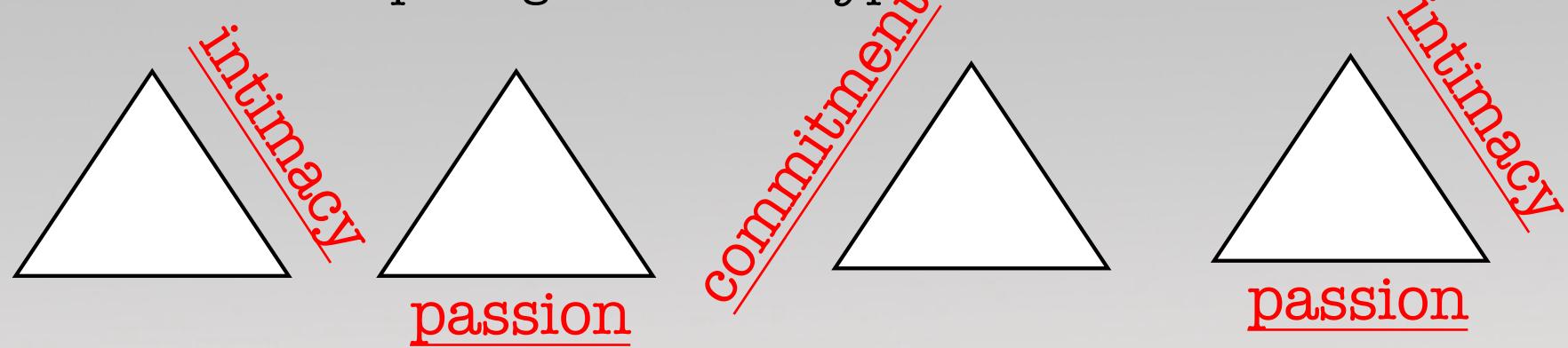
**...It'll be worth the wait!!**



Sex Ed. Unit  
Day 9:  
Self-Esteem &  
Romance

# What is “TRUE LOVE”?????????????????

One author’s definition shows what true love is by comparing it to other types of affection<sup>32</sup>:



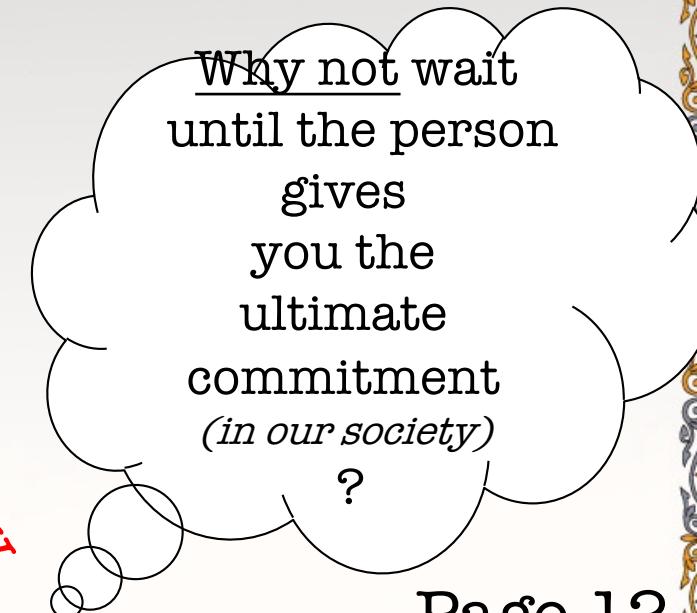
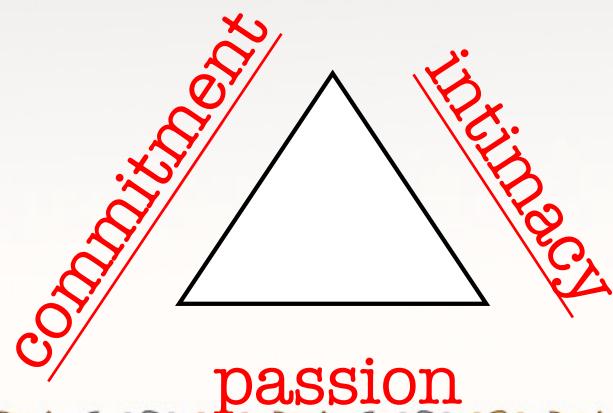
liking  
love

infatuation

empty love

romantic

## TRUE LOVE



# “True Love” & “Safe Sex”:

“Condoms are said to have at least a 10 percent failure rate in preventing pregnancy,” **Dr. Jane Orient, executive director of the Association of American Physicians and Surgeons** (AAPS), tells Breitbart News.

It seems logical that the failure rate for preventing all STDs is much higher—viruses and bacteria are much smaller than sperm, and skin-to-skin transmission also occurs.

Orient says she is alarmed by the rate of STDs among college women.

“If you don’t take a detailed sexual history on your date, you don’t know him well enough to have sex,” she warns.<sup>52</sup>

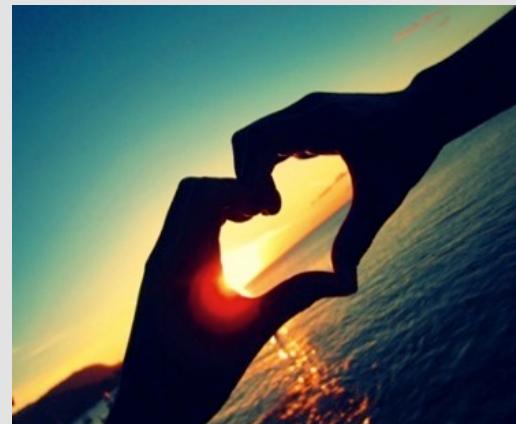


**“Safe sex is sex with your faithful spouse.”**

# Goal Setting:

I will set  
my sexual  
limits and try  
to follow them.

Behavioral 68



Goal Topic:

Goal I set:

**Sex**

**I have set my sexual limits and will hold to those limits.**





[www.dulcephelps.com](http://www.dulcephelps.com)

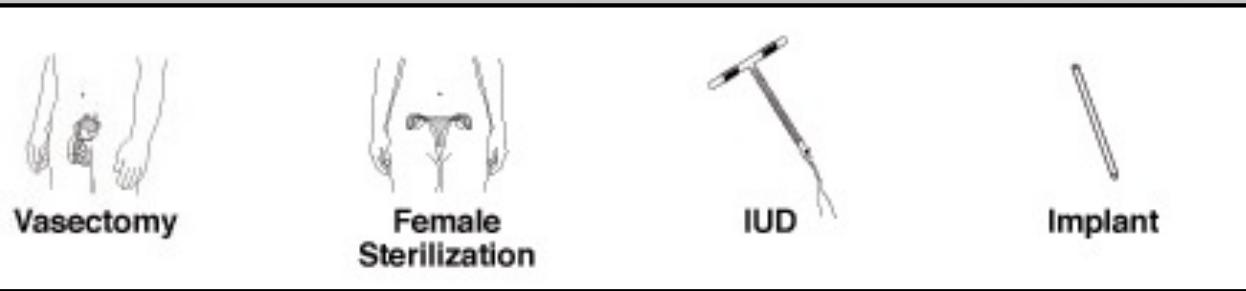
# Sex Ed. Unit

## Day 10:

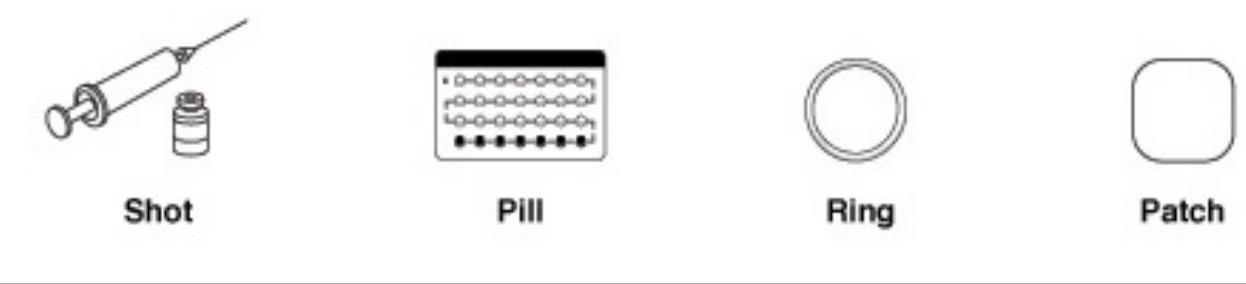
# Birth Control

# Birth Control Choices: The following are from: <sup>33</sup>

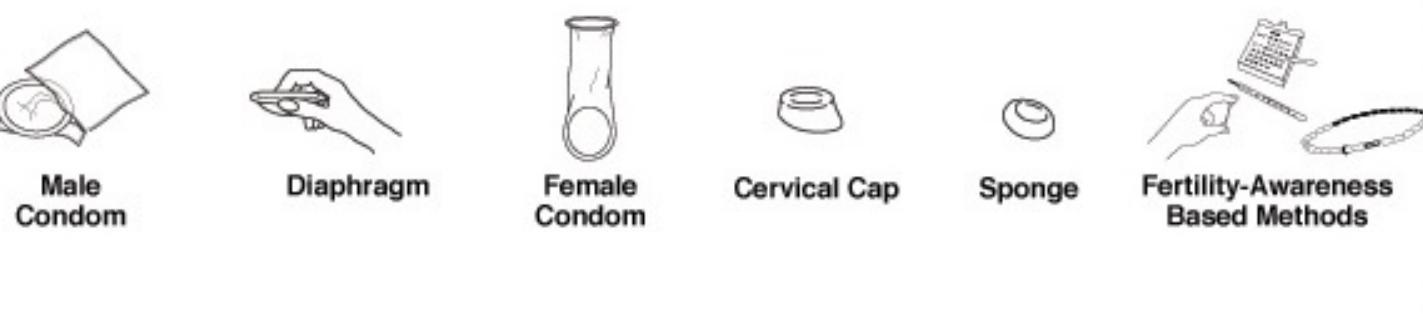
Less than 1 per 100



2-8 per 100



15-25 per 100



About 30 per 100



# METHODS THAT HAVE PROVEN TO BE 100% EFFECTIVE...

*abstinence*

Only 1 method:

\* \* \* *abstinence* \* \* \*

100% effective

*abstinence*

# \* THE PILL \*



- one pill is taken every day.
- first 21 pills have a combination of synthetic estrogen and/or progesterone hormones.
- stops ovulation, preventing the ovaries from releasing eggs, and thus preventing fertilization
- changes uterus lining so won't accept fertilized egg
- thickens cervical mucus, harder for sperm to enter uterus.

**No protection against STIs!**

# Pill Options:

## Progestin-only pill

**What it's called:** Micronor, Nora-BE, Nor-QD, Ovrette   **What it does:** Known as the mini pill, progestin-only meds don't contain estrogen. They're safer for smokers, diabetics, and heart disease patients, as well as those at risk for blood clots. They also won't reduce the milk supply for women who are breast-feeding.   **Who should avoid it:** If you have trouble remembering to take your pill at the same time every day, progestin-only pills might not be your best bet. They need to be taken at exactly the same time every day; if you're more than three hours late, plan on using a backup method.

## Extended-cycle pill

**What it's called:** Lybrel, Seasonale, Seasonique   **What it does:** These pills prevent pregnancy and allow you to have a period only every three months. (Note: Lybrel stops your period for a year, but you must take a pill every day, year-round.)   **Who should avoid it:** There's no evidence proving it's dangerous not to have periods, but there is still no long-term research to show that it is safe.

## Combination pill

**What it's called:** Estrostep Fe, LoEstrin 1/20, Ortho-Novum 7/7/7, Ortho Tri-Cyclen Lo, Yasmin, Yaz   **What it does:** This birth control mainstay is still 99% effective against pregnancy when taken around the same time every day. It's also known for easing hot flashes and restoring regular periods.   **Who should avoid it:** Smokers and those 35 or older. The estrogen may cause dangerous blood clots. If you suffer from migraines, you should also pass because it may trigger the painful headaches.

# \* DEPO-PROVERA SHOT \*



- a **hormone injection** - lasts for 3 months to prevent pregnancy
- **contains synthetic progesterone** and no estrogen
- ***stops the ovaries from releasing eggs***
- causes the **cervical mucus to thicken** and **changes the uterine lining**, making it harder for sperm to enter or survive in the uterus and for egg to implant

**No protection against STIs!**

# \* THE PATCH \*

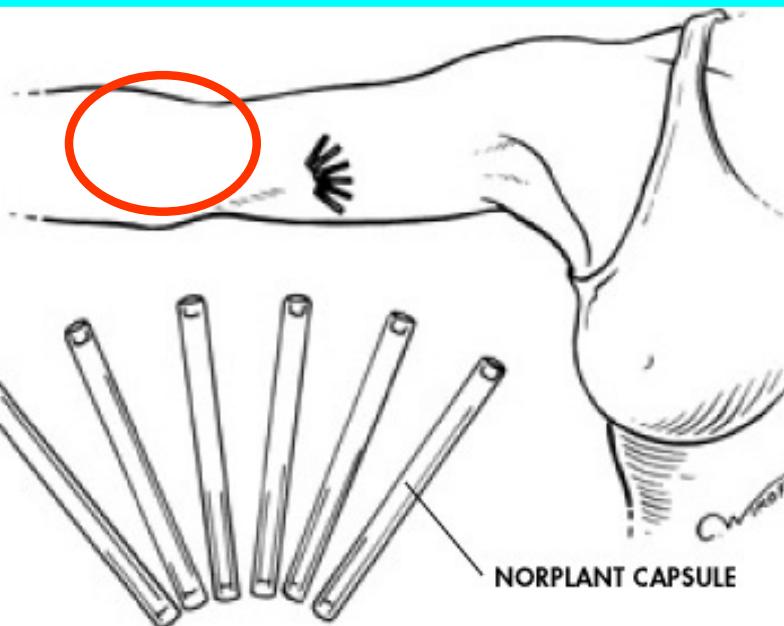


- applied to the abdomen, buttocks, upper arm, or upper torso
- is changed each week (3 weeks on, 1 week off)
- stops ovulation, prevents ovaries from releasing eggs, and thus preventing fertilization.
- thickens cervical mucus, makes it harder for sperm to enter the uterus and for egg to implant

**No protection against STIs!**

# \* IMPLANTS \*

99% effective



- *tiny capsules of artificial hormones **put under the skin of arm** by a clinician.*
- slowly release hormones into the bloodstream.
- stops ovulation, preventing the ovaries from releasing eggs, and thus preventing fertilization.
- thickens cervical mucus, making it harder for sperm to enter the uterus and for egg to implant.

No protection against STIs!

# \* NUVA RING \*

No protection against STIs!



99% effective

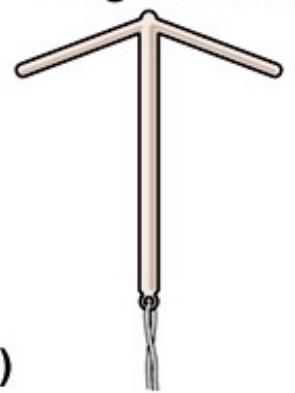
- a soft flexible ring
- worn in the vagina for 3 weeks - removed for 1 week to allow menstrual period to occur
- prevents ovary from releasing an egg (ovulation)
- uterine lining becomes thinner - inhibits implantation of a fertilized egg
- cervical mucus becomes thicker - prevents sperm from entering the uterus and egg to implant

# \* IUD \* (OR IUC) (INTRAUTERINE DEVICE)

Copper T 380A

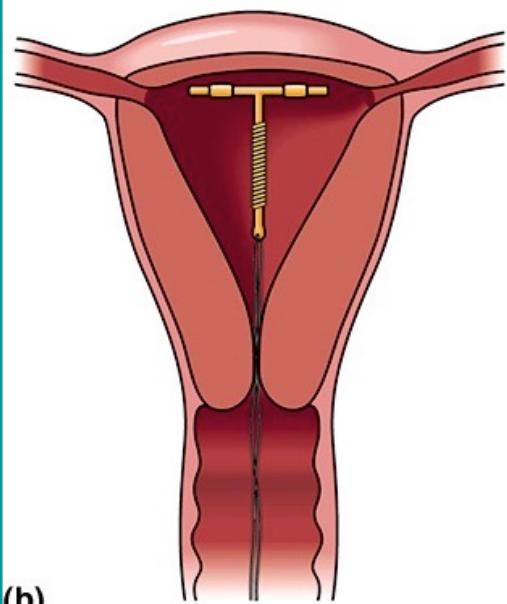


Progestasert



a)

99% effective



(b)

No protection against STIs!

- made from plastic or copper - previously known as 'the coil'
- placed quite easily into the uterus (womb) by a trained doctor or nurse
- stops the egg and sperm from meeting
- may also prevent the fertilized egg from attaching to the lining of the uterus - copper also kills sperm

# \* DIAPHRAGM/CERVICAL

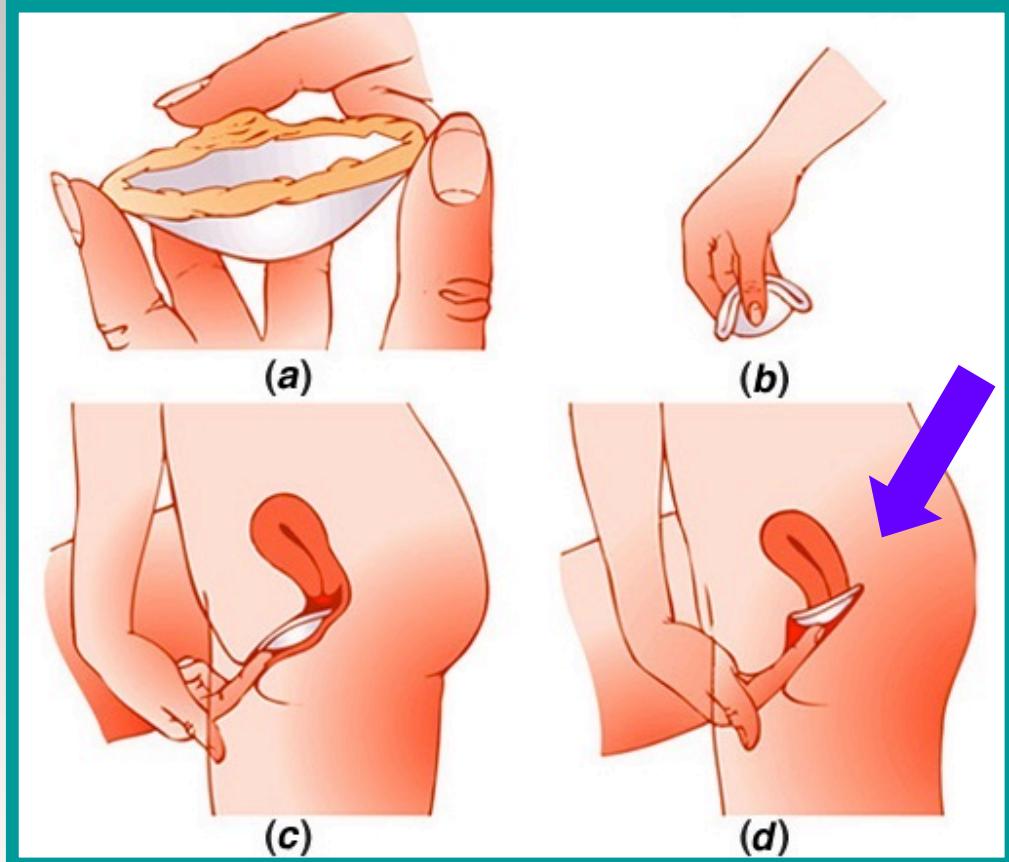
## CAP \*

- Thin rubber dome with a springy and flexible rim

- inserted into the vagina, **fits over the cervix** and is held in place by vaginal muscles

- A diaphragm holds **spermicide** in place over the cervix - kills sperm, preventing fertilization

- After intercourse, it should be left in place for 6-8 hours



80% - 94% effective

No protection against STIs!

# \* MORNING AFTER PILL \*



No protection against STIs!

1. **ovulation is inhibited** - the egg not released; or
2. **normal menstrual cycle is altered, delaying ovulation**; or
3. **can irritate the lining of the uterus** so that if the first and second actions fail, and the woman does become pregnant, the **fertilized egg cannot attach to the lining of the uterus**.

75% effective

# \* MALE CONDOM \*



• 86 (for teens) - 98% effective

• shaped like a penis and is usually made of latex; prevents sharing of bodily fluids like semen, blood, or saliva



Best protection against STIs  
besides abstinence!

# \* FEMALE CONDOM \*

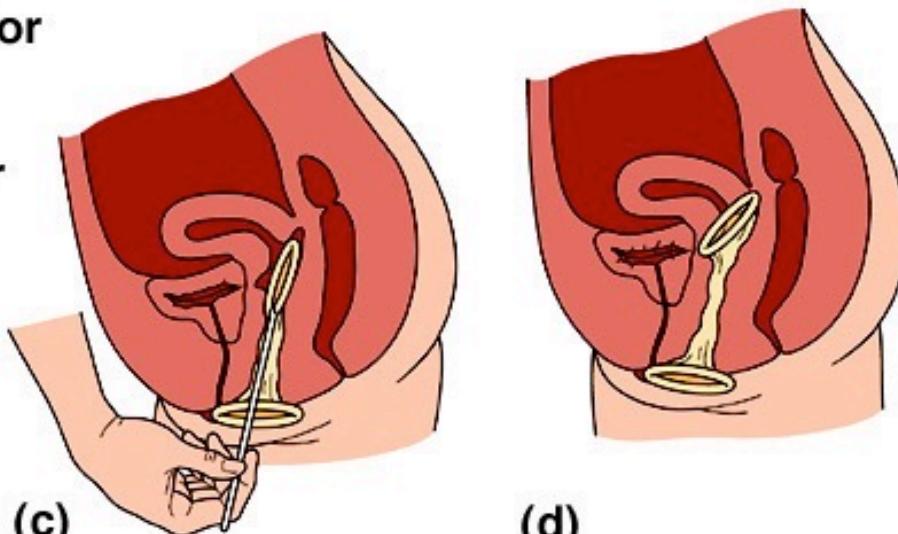
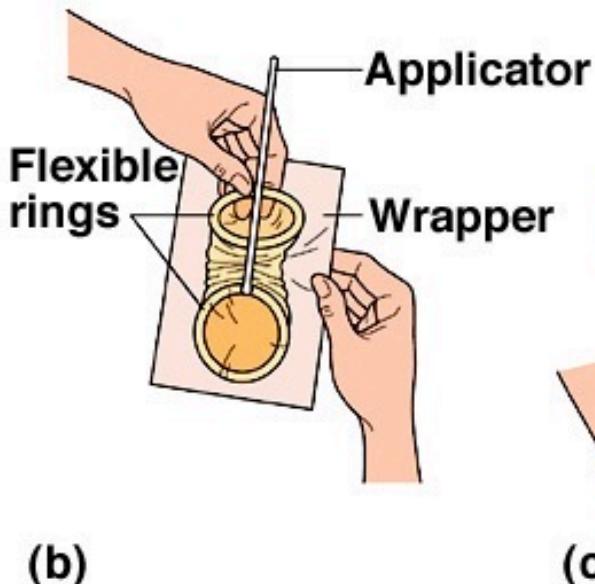
**2<sup>nd</sup> best protection against STIs besides abstinence!**

**79-95% effective**

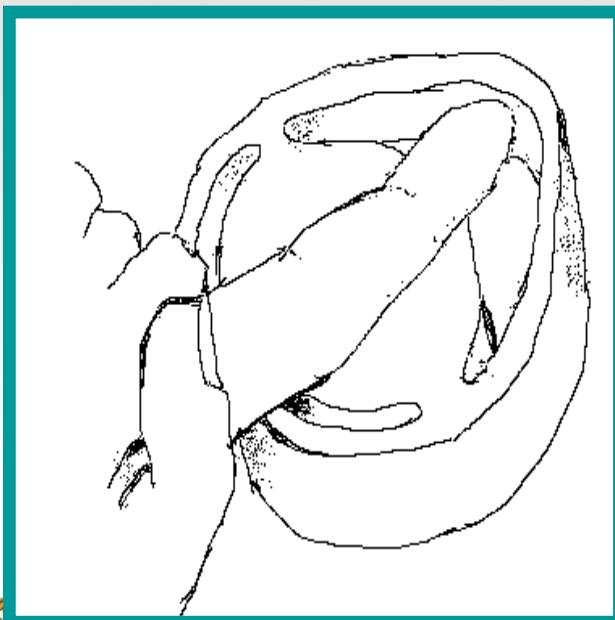
- a thin, loose-fitting **and flexible plastic tube** worn inside the vagina; prevents sharing of bodily fluids like semen, blood, or saliva



## Using the Condom for Women



# \* SPONGE \*

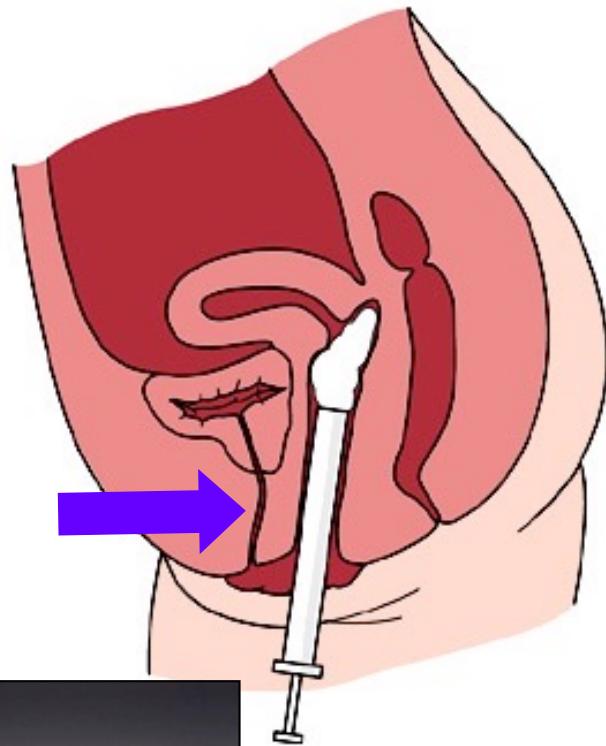


- soft, disk-shaped device made from polyurethane foam
- fits over the opening of a woman's uterus (cervix) to block and absorb semen
- contains spermicide – kills sperm

80% effective

No protection against STIs!

# \* CONTRACEPTIVE FOAM \*



- ***vaginal spermicide***

- *placed into the woman's vagina using an **applicator***

- ***kills or destroys sperm***

***and***

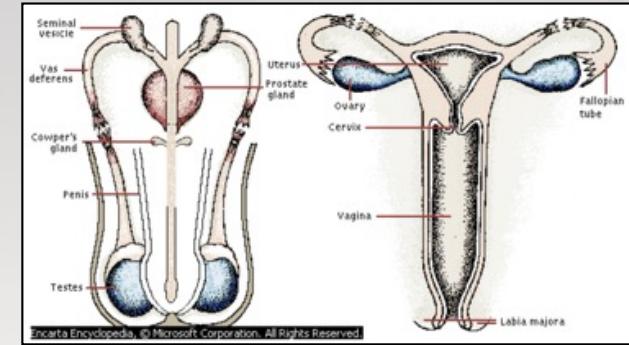
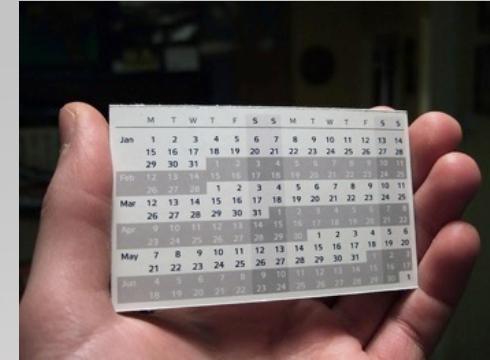
- *prevents sperm from reaching the egg by **blocking the opening to the cervical canal***

**74% effective**

**No protection against STIs!**

# Other Methods:

- \* Family Planning/Fertility Awareness (74%)
- \* Withdrawal (pull out before ejaculation- (69%)
- \* Vasectomy and Tubal Ligation (99%)
- \* No method (15%) ☹



# 2014 Birth control Updates:

## Are IUDs safe?



A new study published in the May issue of *Obstetrics & Gynecology* found that the intrauterine device—a quarter-size, T-shaped contraption that sits inside the uterus—is a safe birth control method for women of any age, including teenagers.

## What's up-coming?

Millennial women may soon have a new high-tech birth control option: a small remote-operated implant that lasts up to 16 years and can be turned on and off over a wireless connection. The wireless “pill” is set to hit the market by 2018 with pre-clinical trials starting next year. Women would get the chip implanted under the skin on the upper arm, abdomen or buttocks.

<<http://www.womenshealthmag.com/health/iud-safety>>

# 2014 Birth control updates:

## Biodegradable Condoms?

L. is trying to reinvent the traditional condom from the start, by changing the way we manufacture and market it. The B corp's condoms are made from sustainably tapped, locally sourced, biodegradable latex – without irritating additives often associated with typical latex – and they're packaged in discreet, 100% recycled boxes. For every condom sold, one is donated to a developing country battling the HIV/AIDS epidemic – making L. kind of like the TOMS of safe sex.

## Plan B Update:

<http://www.womenshealthmag.com/health/iud-safety>

In May, 2013, the Department of Justice appealed the decision to make all forms of levonorgestral-based emergency contraception available over the counter for women of all ages. This happened just one day after the FDA approved Plan B One-Step for sale on store shelves to women 15 and older.

# Male Birth Control?

## Origami Condoms?!

One new product to receive early praise in the challenge came from California-based company Origami Condoms, which redesigned the prophylactic so the wearer feels it *even more*. *However, the inside of the condom mimics natural sensation and, as a result, is designed to increase pleasure. The condom is also non-rolled, and therefore easier to apply. It isn't available commercially yet, but pending regulatory approvals, the Origami Male Condom is expected to reach the market in early 2015.*

### RISUG (Vasalgel)

Reversible inhibition of sperm under guidance (RISUG), commonly known by its more recent, (hopefully soon) commercial version, Vasalgel, is a revolutionary type of birth control. Why? It's a form of *male birth control, reducing the onus on women to take care of contraception before sex. All it takes is one shot of polymer, or gel, into the vas deferens, creating a semi-solid plug that blocks sperm in a 15-minute procedure. Not only that, it's 100% effective, low-cost, reversible, and can last between 10 and 15 years. The only issue – it's taking a while to hit the market. Many reports cite money as its primary obstacle; big pharma probably isn't interested in an inexpensive contraceptive intended to be used only once.*

<<http://mashable.com/2014/09/10/new-birth-control/>>

# New Diaphragm

The contoured diaphragm was approved by the U.S. Food and Drug Administration on Sept. 9, 2014. Many attribute the diaphragm's unpopularity to discomfort and difficulty in applying it. However, the Caya-brand contoured diaphragm, previously called the SILCS diaphragm during design and testing stages, improves those drawbacks. Developed by PATH, CONRAD and other partners, the redesigned, single-size diaphragm ensures increased comfort and ease of use.



## Sino-implant (II)

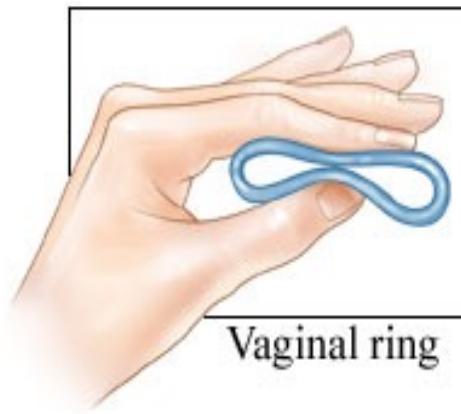
The Sino-implant (II) is an affordable, subdermal implant made of two thin, flexible rods containing levonorgestrel (the same hormone in the microchip reservoir, mentioned above). Hormonal contraceptive implants aren't new – they were introduced more than 30 years ago – but the Sino-implant (II) is one of the latest iterations designed for "resource-limited settings," according to FHI360, ideal for women in developing countries.

# Birth Control Worksheet

Name: _____	% Effective in order: 100% - down to 15%	Method:	How it Works:	Per: _____
1.	100%	Abstinence	No Sex	List 2 Risks/Disadvantages: 1. Must be committed 2. You need self control
2.	99%			
3.	99%			
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17. 15%	No Method	15% chance you won't get pregnant	1.S.T.I.s 2. pregnancy	



<u>% Effective in order:</u>	<u>Method:</u>
1. 100%	Abstinence
2. 99%	Birth Control Pill
3. 99%	Implants
4. 99%	Depo Provera Shot
5. 99%	Vasectomy and Tubal Ligation
6. 99%	Nuva Ring
7. 99%	IUD
8. 99%	Patch
9. 86%	Condom
10. 80%	Diaphragm
11. 80%	Sponge
12. 79%	Female condom
13. 75%	Fertility Awareness



Vaginal ring



Birth  
control  
pills



Birth  
control  
patch

© Healthwise, Incorporated

# ARE YOU SATISFIED WITH 99.9% EFFECTIVENESS?

**What 99.9% means (Nationally):**

- **1 of every 1,000 school buses would have a fatal accident each month**
- **380,000 students would get food poisoning each year from school lunches**
- **20,000 wrong drug prescriptions would go out each year**
- **500 incorrect surgical operations would happen each week**
- **The post office would lose 2,000 pieces of mail each hour**
- **15,000 newborn babies would accidentally be dropped by doctors each year**

# Birth Control Conclusions

- 1) How many of the 18 methods is a man a part of being responsible for?
- 2) So, how many does that leave the woman responsible for?
- 3) How many of the 18 methods give some protection against STI's?
- 4) Considering the risks of pregnancy and STI, if a teen were going to have sex, which of the 18 methods besides abstinence would you conclude is the best form of birth control to use?

# Birth Control Conclusions

- 5) What number was condoms on the list of 18?
- 6) Would you conclude that condoms make sex “SAFE” or “SAFER”? Choose one.
- 7) List 3 ways you could still get an STI, even using a condom?
- 8) List 4 things teens could do wrong in using a condom.



Sex Ed. Unit  
Day 11:  
Sexual  
Assault

10. **Sexual Assault:** 1 out of 4 women have been a victim of sexual assault, and 1 out of 6 men have been the victim of sexual assault in the United States. <sup>18</sup>



# Sexual Harassment

There is a BIG difference between flirting, or just goofing around with a friend (these are **mutual**) and sexual harassment, which is not mutual. It has to do with **how the victim feels**. If the attention is unwanted, then it shouldn't be happening, and it's definitely not mutual.

1. Sexual harassment is: **unwanted verbal** or **physical** sexual advances or requests for sexual favors.
2. **Verbal** sexual advances take the form of insults, suggestions, **comments**, or leering.
3. **Physical** sexual advances include rubbing, **touching** and **pinching**

4. Harassment at work interferes with a person's **responsibilities** and makes them extremely **uncomfortable**.

5. Why the victim of sexual harassment worries about telling others is because they fear they won't be **believed**, or that they will be **blamed**, or they'll lose their **job**.

Read 16 year old story  
on next page



# Sexual Abuse

6. Sexual abuse involves: Inappropriate sexual behavior between an **adult** and a **child** (child is under 18).
7. The most frequent type of sexual abuse is **incest**.  
This is any form of sexual activity that occurs between **a blood relatives** as well as between **step parents** and **step children**.

Read “Families Don’t Always Act in Interest of Children.”



8. Children, including teenagers who have been sexually abused, face many **stresses**.

### **3 others things a victim of sexual abuse might feel:**

- 1) **confused, not loved**
- 2) **guilty**
- 3) **afraid to tell**

9. Sexual abuse, including incest, is against the **law**.  
No one deserves to be **sexually abused**.



List 4 steps to use if you or someone you know is a sexual abuse victim:

**1) document everything**

**3) if they don't do anything, tell another adult**

**2) tell an adult**

**4) refuse unwanted sex if possible**



# Rape

10. Another type of sexual assault is rape:

Rape is a **violent** or **forceful** act of sexual penetration  
(of sex organs, mouth or anus)

11. THE BOTTOMLINE ON WHETHER IT IS RAPE OR  
NOT IS DID THE VICTIM GIVE **consent**.



- Utah Rape of a Child: (formerly called “statutory rape”) <sup>36</sup>

If the victim is:

And the offender is:

(even if they consent!)

- 1st: 16 - 18 10 years older or more
- 
- 2nd: under 14 Any Age
- 3rd: 14 or 15 4 years (48 mos) older or more

**Age of consent:**  
**Women – 16**  
**Men – 18**

## If both parties are older than 16:

- 1st degree: use of a deadly weapon (gun, knife)
- 2nd degree: physical force like hands tied, or if you are unable to say “no”
- 3rd degree: date rape - victim’s lack of consent must be proved...
- **All of these are against the law and are felonies**
- **It is also “sexual misconduct with a minor” in the first degree if one person is 16 or 17, and the other person is 5 years older or more and in authority over the teen - like a teacher, youth pastor, coach,...**

**It's a felony**

# IS IT RAPE IF...:

- ✖ she is wearing sexy clothes or is being flirtatious?
- ✖ she has had sex before?
- ✖ the couple has been dating for over a year?
- ✖ At first she wanted to have sex, but she changes her mind right before it happens?

Did she deserve  
To be raped?

## **Name 4 different safety tips to avoid a rape:**

- 1) Avoid unsafe places
- 2) **Know someone well before being alone with them.**
- 3) Be cautious at night or walking by yourself
- 4) **Avoid drugs and alcohol**



13. If a rape should occur, follow these procedures:

- 1) **call 911 or get to hospital**
- 2) **don't bathe or shower**
- 3) **don't change clothes**
- 4) **get counseling**



14. It takes **courage** to do something about sexual assault. If you have ever been sexually abused/raped know that it is not your **fault** and be sure to get **counseling**.

# Sex Ed. Parent-Teen Communicator



## Parent-Teen Communicator

Dear Parents or Guardians:

This month's Parent-Teen Communicator deals with the area of human sexuality. My hope is to allow you an opportunity to reinforce your values and communicate on this very important topic. You will have a chance to share with one another some of your beliefs and expectations about dating, relationships, marriage, sexual limits, and birth control. I hope these questions will give you the opportunity to discuss this sensitive topic in any way you feel comfortable.

Please ask these questions to each other.\* If the question is too personal, you are welcome to say "Let's skip that one," but it's important to try the exercise anyway.

*\*Remember that nothing discussed needs to be written down, only the confirmation sheet needs to be turned in.*

1. **Teen Ask:** What kind of sexuality education did you have when you were in school? What kind of sexuality education did you have from your own parents? How did you respond to that information?

Learning in your sexuality unit at school? Do you think I learned it?

But going through puberty? What was difficult? How

? Are you feeling any of the same things I



Sex Ed. Unit  
Day 12:  
Healthy -vs-  
Unhealthy  
Relationships  
(*+ Test Review*)

# How to have a healthy relationship



# **Pair / Share:**

Discuss with your partner:

"What does a  
healthy  
relationship  
look like???"

**List some traits.**



Respect Smiles  
Compromise Laughter Intimacy  
Compassion Great communication  
Remembering birthdays Empathy  
Respecting boundaries Love Understanding  
Thoughtfulness Trust Friendship  
Fun Honesty Happiness  
Joy

# 10 TIPS

## Successful Relationships

1. Be honest
2. Choose your partner carefully
3. Ensure your values match your partner's values
4. Know what makes a relationship work and go with the flow
5. Know what you want: communicate & compromise
6. Love yourself
7. Respect each other
8. Practice appreciation with one another
9. Have no expectations
10. Have fun and be positive



- Respects your opinion
- E
- L
- A
- T
- I
- O
- Never resorts to violence
- S
- H
- I
- P

Example:

3. Use each letter as the start of a word or phrase that describes one component of a healthy relationship.



# Poster Examples:



11.

## **Healthy Relationships:**

What are the **10 most important qualities** for **you** to have in a future spouse? Make a list of your top **10** qualities (physical traits and personality traits).

1  
2  
3  
4  
5

6  
7  
8  
9  
10



**Keep your expectations in mind as you date and look for your future spouse + don't compromise!!**

**Caring**  
**beautiful**  
**Funny**  
**Tall**  
**Kind**  
**Smart**  
**Big muscles**  
**Cool**  
**Good smile**  
**Nice teeth**  
**Good looks**  
**Healthy eating**  
**No Facial Hair**  
**good communicator**  
**In shape body**  
**Athletic**  
**Friendly**  
**Out-going**  
**Assertive**  
**Confident**  
**Good self-esteem**

**Good personality**  
**happy**  
**Lots of friends**  
**Nice eyes**  
**positive outlook**  
**Religious/of your faith**  
**trustworthy**  
**strong values**  
**values abstinence**  
**dependable**  
**honest**  
**not a jealous person**  
**Opposite of Mr. Corless**  
**Handle anger**  
**not an alcohol or drug user**  
**a person of their word**  
**good cook**  
**Educated**  
**Rich \$\$\$\$\$**  
**family is important**

# Unhealthy relationships

If you are in a relationship right now, you can take this quiz while we go over it

## **MY RELATIONSHIP IS AFFECTING MY LIFE:**<sup>37</sup>

Take out a piece of scratch paper and anonymously take this quiz if you are in a dating relationship

### **AT SCHOOL:**

- Have my **grades** dropped since I've been with this person?
- Does this person pressure me to **skip school** ?
- Have I ever missed or been late to school/class because of a fight with this person?
- Have I ever **quit** a school group or club so I could spend time with this person?

## **WORK:**

Have I ever missed or been late to work because of a fight with this person? \_\_\_\_\_

-Does this person pressure me to miss work? \_\_\_\_\_

-Has this person ever shown up at my job to check up on me? \_\_\_\_\_

-Do I talk to this person on the phone so much from work it interferes with my job? \_\_\_\_\_

## **PHYSICAL HEALTH:**

- Have I ever **cut** myself, or given myself other injuries after a fight with this person?
- Have I gained or lost a lot of weight since I've been in this relationship?
- Have I ever been so upset about a fight with this person that I was physically **sick**?
- Has this person ever **threatened** me physically or done dangerous things like driving too fast with me in the car?

## EMOTIONAL HEALTH:

- Do I feel **worse or unsure** about myself since I've been in this relationship?
- Do I ever think "I'm **nothing** without this person" or that I couldn't go on without them?
- Do I feel more stressed, depressed, or cry more frequently since I've been in this relationship?
- Do I have more trouble sleeping or sleep more than usual since I've been with this person?



## **USE OF DRUGS/ALCOHOL:**

- Have I **started** or increased drinking alcohol or using drugs since I've been with this person?
- Does this person **pressure** me to drink alcohol or use drugs?
- Do I ever use alcohol or drugs to help myself **calm** down or feel better after a fight with this person?
- Do I ever use drugs or alcohol because it will “loosen me up” around this person or his/her friends?

## MY FAMILY AND FRIENDS:

- Have I grown **apart** from family and/or friends since I've been in a relationship with this person?
- Does this person ever act **jealous** of friends/family and try to keep me away from them?
- Do I find myself lying to my friends and family to **cover up** for this person?
- Does my family/friends disapprove of this person?



**-The more “yes” answers,  
the more unhealthy this relationship is...**

## What is the difference between a healthy and an unhealthy relationship?



Domestic Abuse happens to many young people and everyone is affected in different ways. It's always best to talk to someone about it than keep it to yourself. You could talk to friends, family, teachers or a support worker at The Lookout.

# Abusive relationships:

It seems to sneak up on people-  
It happens over time and you may  
not recognize it at first...

## Emotional Abuse:

- put-downs**, calling names
- saying you're not good enough or that no one will ever **love** you
- threatening, intimidating
- making you feel **scared**
- humiliating you, embarrassing you
- controlling** what you wear, what you do, who you're with
- keep you away from family and/or friends

## Physical Abuse:

- pushing, shoving,***
- grabbing, hitting***
- pulling hair***
- choking, pinching**
- slapping, biting***
- arm twisting***
- following, stalking***
- trapping, blocking you***
- guilt trips, jealous
- burning you***
- holding you down***

## **14 Warning Signs of an Abusive Person:**

(They may not hit you at first) but is he/she:

1. Pushing for quick involvement: comes on strong, wants you exclusively
2. Jealous: possessive, calls all the time, **checks up on you**
3. Controlling: asks you where you were, who were you with
4. Isolating: tries to **cut you off** from family and friends
5. Blaming you for everything: nothing is their fault
6. Hypersensitive: is easily insulted and hurt, life is unjust for them
7. Cruel to animals and children: expects a child to do more than they can
8. Verbally abusive: criticizes you, says **cruel** things, degrades you

Continued

Page 15

9. Suddenly moody: switches from sweet to violent in minutes
10. Admitting a history of battering: admits to hitting a partner in the past
11. Threatening violence: “I’ll break your neck” “I’ll kill you”
12. From an abusive home: either the victim of abuse or watched it happen
13. Abusing drugs and/or alcohol
14. Is intimidating: punches walls, holds you down, keeps you from walking

**Nearly 80% of girls who have been physically abused continue to date their abuser!<sup>38</sup> Discuss with a partner why you think this is...?????**

# **Pair / Share:**

Discuss with your partner:

Why would a woman  
who is being emotionally  
and physically  
abused stay in  
that  
relationship?

**See if you can  
think of 3  
reasons...**



# Why People Stay in Abusive Relationships by Nora Penia

- **Denial:** She truly may not believe she is being abused. In order to remain in the relationship, she has found ways to explain away the incidents of mistreatment, whether emotional or physical. Or, she may feel that she can “handle” him and avoid serious incidents.
- **Financial:** Sadly, a woman often earns less money than a man, or may not work because of her partner’s objections. She knows if she leaves the relationship, she will have great difficulty supporting herself. Usually, her partner has reinforced these fears,, or tells her that she can never find or keep a job. He may also threaten to make trouble for her on the job, if she is employed. It's compounded when there are children involved.

- **Fear:** Threats are used as an effective technique to keep someone in a relationship, which is the goal of the abuser. A woman may have been told over and over that if she leaves the relationship, terrible things will happen to her. He may have convinced her that no matter where she goes, he will find her and never leave her alone. She may also fear living alone and the prospect of trying to support herself and the children. Or he may have threatened to kill her, the children and himself. (Threatening suicide is quite common in relationships where the abuse is mostly emotional.)
- **Love:** A woman usually wants her relationship to work and is willing to hang in there waiting and hoping things will improve. She may believe the promises and explanations her partner offers and may feel she can't simply give up on the relationship because of a "few problems."

- **Children:** Whether she wants her children to have good relationships with their father, or she feels guilty “breaking up” the family, or because of his threats to keep her away from the children, many times a woman stays in an abusive relationship because of her children. Ironically, she will often leave because she realizes her children are being adversely affected by living in an abusive atmosphere.
- **Religion:** Most religions strongly discourage divorce and the breakup of the family. A woman who has strong religious convictions can feel an enormous guilt if she leaves her marriage. Surprisingly, the family may refuse to believe there is abuse in the relationship. Abusers can appear to be very charming and likable to outsiders. Sometimes, when a woman turns to her church for assistance, she is told she must stay in the marriage, because of her vows. Fortunately, these attitudes are beginning to change with a greater understanding of the horrible effects of abuse.

- **No place to go:** By the time she decides to leave, her abuser may have succeeded in isolating her from her family and friends. She may feel she has nowhere to go
- Men often stay in abusive relationships for the following reasons:

Yes, men can be abused, too, and not because they are “wimps.” Although the situation is somewhat different and usually involves mostly emotional abuse, and even though it is usually easier - financially speaking - for a man to leave the relationship, men often stay for various reasons.
- **Denial:** He may feel her abuse is caused by her emotional personality, PMS, or other hormone fluctuations. He decides to ignore her abuse because he loves her and wants the relationship to continue
- **Love:** In spite of the abuse, he may find enough good in the relationship to “make up” for the abuse.

- **Financial:** He may stay, not because he wouldn't be able to support himself, but because of the prospect of paying child support and alimony or dividing the marital assets. He may choose to stay until the children are grown and then leave.
- **Fear:** While a man may stay out of fear, it is more often fear of what she will do to herself, rather than what she might do to him. Abusive women often threaten suicide if her partner leaves. Additionally, she may have threatened to make trouble for him at his job.
- **Insulation:** It may be easier for a man to avoid or ignore abusive incidents if he has a demanding job, or reasons to be away from home regularly.

## Beware of pornography

1. It may seem innocent enough, especially since it's so accessible, but it can be a gateway to sex crimes...

2. It can also be addicting. It's similar to tolerance to a drug, you need more and more-our brains love habits and patterns and this behavior can INTERFER with relationships! {And it can get more and more perverted}:

*It may start with pictures on internet, then chatrooms/talk, videos, then they begin to share pictures or videos, pictures become younger and younger people, and they're into the world of child porn. It can also lead to strip clubs, prostitutes, child prostitution...*

3. Porn is sometimes used to have a sexual encounter without the emotional attachment and hassles-that's why men often struggle more than women with porn...In this way it can interfere or cause someone to not have healthy relationships.

- **More Pornography warnings: It's not possible to discuss sex crimes and not mention pornography.**
- **Dr. Mary Anny Layden for Pennsylvania Health System said, “I have been treating sexual violence victims and perpetrators for 13 years. I have not treated one single case of sexual violence that did not involve pornography!!!!<sup>39</sup>**

# Healthy -vs- Unhealthy Relationships

## Conclusions:

- Never make plans to meet someone from online, or if you must go, never go alone and meet in a public place
- Never post anything you don't want the whole world to see – consider EVERYTHING public
- Never say anything online that you wouldn't say in person. Nothing should be considered a “secret” because it almost always gets back to the person.
- Never threaten or harass or bully. You can actually get arrested!
- Never give out personal information
- Never open an attachment if you don't know who it is from. Often times it is obscene, sexually explicit pornography
- Don't believe everything you read. (people who say they are 14, can actually be a 64 year old pervert!)
- If something seems too good to be true, it probably is!

## **FACTS/TIPS:**

- Sexual offenders usually start by gaining the child' s and the parent' s trust.**
- Do not allow anyone to expose themselves, touch, fondle, or put their hands or mouth on any part of your body when you don' t want them to!!!**
- Beware of tricks to get you alone such as someone posing as being injured, being a repair person, or as someone sent to help you, or someone acting like they need your help.**

# TECHNOLOGY RULES to FOLLOW:

- **Never make plans to meet someone from online, or if you must go, never go alone and meet in a public place**
- **Never post anything you don't want the whole world to see – consider EVERYTHING public**
- **Don't say anything online that you wouldn't say in person. Nothing should be considered a “secret” because it almost always gets back to the person.**



Sex Ed. Unit:  
Optional  
Teen Pregnancy  
Day 14

CDC STATISTICS: (2014)

<http://www.cdc.gov/vitalsigns/young-teen-pregnancy/>

More than 1 in 4 teens who give birth are ages 15-17.

Hispanic, non-Hispanic black and American Indian/Alaska Native teens have higher rates of teen births.

Only 38% of teens who gave birth at age 17 or younger earned high school diplomas by their 22nd birthday versus 60% of teen who were 18 or older when they gave birth.

Among teens not giving birth, 89% earned high school diplomas.

Sexually active teens need ready access to effective and affordable types of birth control.

Long-acting reversible contraception (LARC) including intrauterine devices (IUDs) and hormonal implants are the most effective reversible methods. These methods do not require taking a pill each day or doing something each time before having sex.

CDC STATISTICS: (2014)

<http://www.cdc.gov/vitalsigns/young-teen-pregnancy/>

Nine in 10 (92%) younger teens ages 15 to 17 used birth control the last time they had sex, but only 1% used LARC. The most common methods used were condoms and birth control pills.

There are effective ways to prevent pregnancy among younger teens ages 15-17.

About 8 in 10 (83%) teens did not receive sex education before they first had sex. Earlier delivery of sex education may enhance prevention efforts.

More than 7 in 10 (76%) spoke to their parents about birth control or about not having sex. Parents play a powerful role in helping teens make healthy decisions about sex, sexuality, and relationships.

More than half (58%) of sexually active younger teens made a reproductive health visit for birth control services in the past year. Doctors and nurses could use this opportunity to discuss advantages and disadvantages of different contraceptive methods and the importance of condom use during every sexual encounter.



Guess the average cost of raising  
a child until the age of 18 for a  
middle income family is the  
U.S...?????????????

[http://www.huffingtonpost.com/2014/08/18/cost-of-raising-a-child\\_n\\_5688179.html](http://www.huffingtonpost.com/2014/08/18/cost-of-raising-a-child_n_5688179.html)



## **This Is How Much It Costs To Raise A Child In The U.S.**

Author Information

**The Huffington Post** | By [Emily Thomas](#)

Posted: 08/18/2014 4:39 pm EDT

The average cost of raising a child born in 2013 until the age of 18 for a middle income family is the U.S. is approximately:

**\$245,340**

# Extra Materials!



## **Works Cited:**

1. <[www.relationshipstuff.com](http://www.relationshipstuff.com)>

**Planned Parenthood in Everett:**  
**425-339-3389**

2. estimates of the percent of women likely to become pregnant while using a particular contraceptive method for one year. <<http://www.fda.gov/Fdac/features/1997/conceptbl.html>>

3. <[www.yale.edu/ynhti/curriculum/units/1981/3/81.03.09.x.html](http://www.yale.edu/ynhti/curriculum/units/1981/3/81.03.09.x.html)>

4. <[www.advocatesforyouth.org](http://www.advocatesforyouth.org)>

5 <[www.moapp.org/Documents/Parent/FactsShareYourTeensAbout.pdf](http://www.moapp.org/Documents/Parent/FactsShareYourTeensAbout.pdf)>

6 <[www.worldaidsday.org](http://www.worldaidsday.org) / [www.healthinitiative.org/html/hiv/FAQS/general/index2.htm](http://www.healthinitiative.org/html/hiv/FAQS/general/index2.htm)>  
<[www.news.bbc.co.uk/1/hi/world/middle\\_east/3278241.stm](http://www.news.bbc.co.uk/1/hi/world/middle_east/3278241.stm) / [www.worldaidsday.org/safe.asp](http://www.worldaidsday.org/safe.asp)>

**Pregnancy Resource Center in Everett:**  
**425-339-2175**

7 <<http://www.fda.gov/Fdac/features/1997/conceptbl.html>>

8 <<http://www.globalchange.com/ttaa/ttaa%206.htm>>

9 <<http://www.psi.org/resources/pubs/issue-brief-4.pdf>>

10 <[tobaccofreekids.org](http://tobaccofreekids.org)>

11 <[www.quickcare.org/skin/lice.html](http://www.quickcare.org/skin/lice.html)>

12

<<http://in.answers.yahoo.com/question/index?qid=20071106040614AABeqk>>i

13 <<http://www.who.int/gho/hiv/en/>>

14 KNOW curriculum Pg. 34 – 48

<[www.campusoutreachservices.com/programs-sexual-assault.html](http://www.campusoutreachservices.com/programs-sexual-assault.html)>

<<http://health.usnews.com/health-news/articles/2015/12/09/cdc-too-few-schools-teach-prevention-of-hiv-stds-pregnancy>>

15 <http://www.nytimes.com/1991/11/08/sports/basketball-magic-johnson-ends-his-career-saying-he-has-aids-infection.html?pagewanted=all>

16 Seventeen Magazine Oct. 2003

17) <<http://www.realchoices.com/girlfriend.html>>

19. <<http://womenshealth.about.com/cs/breastcancer/a/breastcancfacts.htm>>

20. "Adolescent sexuality in the United States." 1/7/12.

<[http://en.wikipedia.org/wiki/Adolescent\\_sexuality\\_in\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Adolescent_sexuality_in_the_United_States)>

21".Fertility Facts." < [http://www.toronto.ca/health/sexualhealth/pdf/sh\\_fertility\\_info.pdf](http://www.toronto.ca/health/sexualhealth/pdf/sh_fertility_info.pdf)>  
1/7/12.

22 "Ectopic Pregnancy." Medline Plus 1/7/12

<<http://www.nlm.nih.gov/medlineplus/ency/article/000895.htm>>

23."Breast Cancer Facts."

<<http://womenshealth.about.com/cs/breastcancer/a/breastcancfacts.htm>> July 17, 2009.

.

24. "About Breast Cancer." The Breast Cancer Site.

<<http://www.thebreastcancersite.com/clickToGive/aboutbreastcancer.faces?siteId=2>> 1/7/12

25. "Prostate Cancer." American Cancer Society

<<http://www.cancer.org/Cancer/ProstateCancer/DetailedGuide/prostate-cancer-key-statistics>>

1/7/12.

26. "Prostate Cancer Overview." AskMen Health and Sports.  
<[http://www.askmen.com/sports/health\\_150/199\\_mens\\_health.html](http://www.askmen.com/sports/health_150/199_mens_health.html)> 1/7/12.

27. "Tobacco Use and Impotence." Campaign for Tobacco Free Kids.  
<<http://www.tobaccofreekids.org/research/factsheets/pdf/0034.pdf>> 1/7/12.

28. Lecture 25 Images. Human Reproduction  
[http://www.ansci.wisc.edu/jjpl/ansci\\_repro/lec/lec\\_25/lec25\\_images.html](http://www.ansci.wisc.edu/jjpl/ansci_repro/lec/lec_25/lec25_images.html)

29. How Much Do You Know About Safe Sex" Seventeen Magazine.  
<<http://www.seventeen.com>>

30. "World Health Organization"  
<<http://www.who.int/gho/hiv/en/>> 12/11/13.

CDC  
<<http://www.cdc.gov/hiv/statistics/basics/ataglance.html>>

31. "HIV/AIDS Treatment."  
<[http://www.nursingceu.com/courses/354/index\\_nceu.html](http://www.nursingceu.com/courses/354/index_nceu.html)> 1/7/12.

32. "Triangular Theory of Love."  
<[http://www.hofstra.edu/pdf/community/slzctr/stdcsl/stdcsl\\_triangular.pdf](http://www.hofstra.edu/pdf/community/slzctr/stdcsl/stdcsl_triangular.pdf)> 1/7/12.

33. [www.fda.gov/Fdac/features/1997/conceptbl.html](http://www.fda.gov/Fdac/features/1997/conceptbl.html)  
[www.4women.gov/FAQ/birthcont.htm](http://www.4women.gov/FAQ/birthcont.htm)  
<[www.canfp.org/artman/publish/article\\_463.shtml](http://www.canfp.org/artman/publish/article_463.shtml)>

34. "Van Buren, Abigail. "16-year old frets about boss who's amorous." Everett Herald.

35. France, Bill. "Families Don't always act in interest of children" Everett Herald 3/10/01.

36. "Washington State Legislature. <<http://ageofconsent.com/washington.htm>> Updated 1-2001

37 Family Shelter Service. <[http://www.familyshelterservice.org/cms/wp-content/uploads/2010/08/abusepdf\\_how\\_relationship\\_affects.pdf](http://www.familyshelterservice.org/cms/wp-content/uploads/2010/08/abusepdf_how_relationship_affects.pdf)>  
<[od/datingandsex/a/TeenDatingAbuse.htm](http://od/datingandsex/a/TeenDatingAbuse.htm)> 1/7/12.

39. Grudem, Wayne A. "Politics - According to the Bible: A Comprehensive Resource for ..." Zondervan. 2010.

40. "How At Risk Are You?" Abstinence Programs. <[www.lifescyclebooks.com](http://www.lifescyclebooks.com)>

41. Your Dictionary. <<http://images.yourdictionary.com/vasectomy>>

42.  
<[fppt.com](http://www.google.com/imgres?q=circumcision+surgery&start=20&num=10&hl=en&gbv=2&biw=1182&bih=579&addh=36&tbo=isch&tbnid=RefG-Osf84maiM:&imgrefurl=http://www.ramsayhealth.co.uk/treatments/circumcision-adult.aspx&docid=-TBOrt4iCzBZjM&imgurl=http://www.ramsayhealth.co.uk/images/circumcision.jpg&w=199&h=223&ei=K_ZkT_asI6KxiQLIh-miDw&zoom=1&iacl=rc&dur=262&sig=101258736747273004219&page=2&tbnh=124&tbnw=111&ndsp=25&ved=1t:429,r:21,s:20&tx=57&ty=96></p></div><div data-bbox=)

43.

<[44.<](http://www.google.com/imgres?q=inguinal+hernia&hl=en&biw=1182&bih=579&gbv=2&tbm=isch&tbnid=1eZtMdhhOLyxCM:&imgrefurl=http://digestive.niddk.nih.gov/ddiseases/pubs/inguinalhernia/&docid=cfeVNMIQWih9-M&imgurl=http://digestive.niddk.nih.gov/ddiseases/pubs/inguinalhernia/images/InguinalHernia.jpg&w=288&h=298&ei=uPdkT--YF9DKiQKQ6ZiiDw&zoom=1&iact=rc&dur=466&sig=101258736747273004219&page=1&tbnh=165&tbnw=172&start=0&ndsp=10&ved=1t:429,r:0,s:0&tx=81&ty=110></a></p></div><div data-bbox=)

[45.](http://www.google.com/imgres?q=ectopic+pregnancy&hl=en&biw=1182&bih=579&gbv=2&tbm=isch&tbnid=68YrHY_02IOWrM:&imgrefurl=http://drkokogyi.wordpress.com/2011/02/28/ectopic-pregnancies-i-encountered/&docid=8ISIMHe4b7lhtM&imgurl=http://drkokogyi.files.wordpress.com/2011/02/ect-1.jpg&w=457&h=376&ei=6PxkT6ycMZPYiQL85pSjDw&zoom=1&iact=rc&dur=279&sig=101258736747273004219&page=1&tbnh=156&tbnw=189&start=0&ndsp=10&ved=1t:429,r:1,s:0&tx=40&ty=81></a></p></div><div data-bbox=)

<[fppt.com](http://www.google.com/imgres?q=childbirth+stages&num=10&hl=en&gbv=2&biw=1182&bih=579&tbm=isch&tbnid=eb-u_9w2r-ulnM:&imgrefurl=http://blessedmom.hubpages.com/hub/Stages-of-Labor---Pregnancy&docid=3kOjOlbgOYn7EM&imgurl=http://s1.hubimg.com/u/790684_f520.jpg&w=520&h=549&ei=A_1kT7_cLKSciQK54qGiDw&zoom=1&iact=rc&dur=348&sig=101258736747273004219&sqi=2&page=1&tbnh=113&tbnw=107&start=0&ndsp=22&ved=1t:429,r:4,s:0&tx=50&ty=50></a></p></div><div data-bbox=)

46. Aurora Health Care.

<<http://www.aurorahealthcare.org/yourhealth/healthgate/getcontent.asp?URLhealthgate=%214798.html%22>>

47.<

[http://www.google.com/imgres?q=undescended+testes&hl=en&biw=1182&bih=579&gbv=2&tbo=isch&tbnid=L2dM6OhXniWO\\_M:&imgrefurl=http://www.merckmanuals.com/home/childrens\\_health\\_issues/problems\\_in\\_infants\\_and\\_very\\_young\\_children/undescended\\_and\\_retractile\\_testes.html&edocid=dXfwrZ7W3TbHOM&imgurl=http://www.merckmanuals.com/media/home/figures/MMHE\\_23\\_267\\_01\\_eps.gif&w=205&h=191&ei=2vpkT5i\\_BIq9iwLtOo2jDw&zoom=1&iact=hc&vpx=590&vpy=171&dur=445&hovh=152&hovw=164&tx=57&ty=85&sig=101258736747273004219&page=1&tbnh=120&tbnw=129&start=0&ndsp=18&ved=1t:429,r:3,s:0](http://www.google.com/imgres?q=undescended+testes&hl=en&biw=1182&bih=579&gbv=2&tbo=isch&tbnid=L2dM6OhXniWO_M:&imgrefurl=http://www.merckmanuals.com/home/childrens_health_issues/problems_in_infants_and_very_young_children/undescended_and_retractile_testes.html&edocid=dXfwrZ7W3TbHOM&imgurl=http://www.merckmanuals.com/media/home/figures/MMHE_23_267_01_eps.gif&w=205&h=191&ei=2vpkT5i_BIq9iwLtOo2jDw&zoom=1&iact=hc&vpx=590&vpy=171&dur=445&hovh=152&hovw=164&tx=57&ty=85&sig=101258736747273004219&page=1&tbnh=120&tbnw=129&start=0&ndsp=18&ved=1t:429,r:3,s:0)

48. "Tubal Ligation Side-Effects. SteadyHealth.com

Tree art ...

<<http://rtist.com/cgi-sys/suspendedpage.cgi>

<https://www.flickr.com/photos/hjmart/5516502666>

<http://theartcolony.ning.com/photo/a-abstract-turquoise-teal-silver-two-birds-in-a-tree-painting-36>

<http://pixgood.com/tree-of-life-art.html>

<http://www.ebay.com/itm/ORIGINAL-CUSTOM-PAINTING-Folk-Art-Black-Birds-Tree-Art-Whimsical-Tree-Of-Life-/172003922697>

49.<[http://www.cancer.gov/types/prostate/patient/prostate-screening-pdq#section/\\_13](http://www.cancer.gov/types/prostate/patient/prostate-screening-pdq#section/_13)

50. <<http://www.breitbart.com/big-government/2015/11/27/cdc-sexually-transmitted-disease-epidemic-increasing-among-young-people/>

51 <<http://www.usatoday.com/story/news/nation-now/2015/11/18/cdc-alarming-increase-stds/75978596/>>

52.

<<http://abcnews.go.com/Health/chlamydia-outbreak-hits-texas-high-school-sex-ed/story?id=30798143>>

53.

<<http://www.breitbart.com/big-government/2015/11/27/cdc-sexually-transmitted-disease-epidemic-increasing-among-young-people/>>

54. <<http://www.cdc.gov/nchhstp/newsroom/docs/2012/HIV-Infections-2007-2010.pdf>>

55. <<http://www.healthline.com/health/hiv-aids/facts-statistics-infographic>>

56. <http://www.healthline.com/health/hiv-aids/home-rapid-test#Accuracy6>

57. <<http://www.sciencedaily.com/releases/2015/12/151201113907.htm>>

**Additional Resources:**

<<http://www.mrepsym.com/mrepsymanil.gif>>

<[http://www.causekeepers.com/Merchant2\\_graphics/00000001/pinkribbon.jpg](http://www.causekeepers.com/Merchant2_graphics/00000001/pinkribbon.jpg)>

<[www.mercysiouxcity.com](http://www.mercysiouxcity.com)>

<<http://www.centralmediaserver.com/WMAR/prostate-cancer.jpg>>

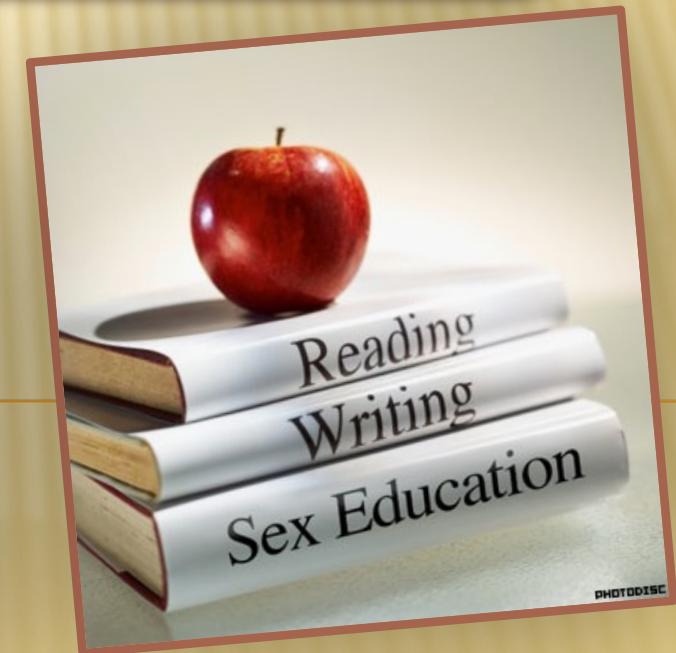
Dear Abby:

<<http://m.kitsapsun.com/news/1999/Feb/04/dear-abby-boss-wandering-hands-pushing-teen-out/>>

Birthcontrol pics: <<http://www.plannedparenthood.org/health-topics/birth-control/birth-control-effectiveness-chart-22710.htm>>

# WELCOME TO THE SEXUALITY UNIT

All images unless otherwise noted are from [googleimages.com](http://googleimages.com)



# Friendships

## Day 1



What Does It Mean to Be a **Friend**?

# Pair / Share:

- Discuss with your partner:

"What does it mean to be a good friend?

List some traits:

## Recipe for Friendship: Activity:

*Original recipe makes 4 dozen*

<i>1 cup butter, softened</i>	<i>1 cup</i>
<i>white sugar</i>	<i>1 cup packed</i>
<i>brown sugar</i>	<i>2 eggs</i>
<i>2 teaspoons vanilla extract</i>	<i>3</i>
<i>cups all-purpose flour</i>	<i>1</i>
<i>teaspoon baking soda</i>	<i>2</i>
<i>2 teaspoons hot water</i>	<i>1/2</i>
<i>teaspoon salt</i>	<i>2 cups</i>
<i>semisweet chocolate chips</i>	<i>1</i>
<i>cup chopped walnuts</i>	

### Directions:

Preheat oven to 350 degrees

Cream together the butter, white sugar, and brown sugar until smooth.

Beat in the eggs one at a time, then stir in the vanilla.

Dissolve baking soda in hot water. Add to batter along with salt.

Stir in flour, chocolate chips, and nuts.

Drop by large spoonfuls onto ungreased pans.

Bake for about 10 minutes in the preheated oven, or until edges are nicely browned.



# Puberty for Girls and Love Language Survey Day 2

## Why are We Co-ed in Here?:

It is important for both boys and girls to know both of the male and female anatomies. Whether it is a father, mother, sister, brother, or other extended family member, most of us will live in a house with those of the opposite sex, and understanding how the male and female body works, what illnesses can affect the reproductive system, how hormones influence the system, and what issues the opposite sex must deal with helps us relate to one another.

## A. Puberty for a girl<sup>3</sup>

*Females – Puberty usually starts between 11 – 13 and up to 16 years of age*

1. growth and filling out of breasts;  
larger rounder hips and buttocks
2. growth of hair
3. oilier skin and hair + appearance of pimples or acne
4. begins to have her period.
5. becomes more conscious of appearance



But, puberty will pass. Suddenly at about age 15, it all evens out and everybody's back at the same stage of life again!

# FEMALE HORMONES:

## Estrogen:

- ✖ regulates menstrual cycle
- ✖ skin and hair
- ✖ sweat glands
- ✖ mood / depression
- ✖ weight
- ✖ sleep
- ✖ sense of well-being
- ✖ immune system
- ✖ blood fat, clogged arteries

## Progesterone:

- periods
- ovulation
- body temperature
- bones
- sleep
- skin
- bladder
- blood pressure
- arteries
- mood
- depression

Cramps: Many women get cramps during their periods. Cramps are often caused by the uterus lining needing to shed. Remember it is a muscle and if there is not a pregnancy, the uterus must shed the lining it made to get ready for a pregnancy. The only way the uterus can shed the lining is muscular contractions. These contractions can cause painful cramps.



Three suggestions for women who experience cramps:

- 1) Eat and drink less caffeine.
- 2) Eat less salt.
- 3) Get regular exercise.

PMS: These letters stand for Premenstrual Syndrome. It is a combination of physical and emotional symptoms that affect a woman about a week before her period begins.

She may get moody, depressed, have headaches, or even crave certain foods.

Suggestions to reduce PMS are the same as the above suggestions to reduce cramps.

P.M.S.

Any QUESTIONS?????

# LOVE LANGUAGE SURVEY:

## Love Languages Survey

### Love Languages Survey: Give yourself:

- 2 points if it's **always true**
- 1 point if it's **sometimes** true
- 0 points if it's never true

### GIFTS

- 1. An unexpected present can keep me walking on air for days
- 2. I'd rather get a small, thoughtful gift than an extravagant compliment
- 3. I just *love* getting presents—or even freebies
- 4. I would rather get a reward than a standing ovation
- 5. Remembering birthdays is very important to me
- 6. I put a lot of effort and into getting just the right gift for people I care about
- 7. I get a big buzz out of organizing parties and special events for others
- 8. It has a big impact on me when someone goes to a lot of effort to make/find the perfect gift for me
- 9. I keep trinkets because special people gave them to me
- 10. I find it very depressing when I don't get presents at holidays and on my birthday

*Total Score:* \_\_\_\_\_ / 20

### QUALITY TIME

- 1. I enjoy sharing hobbies or fun activities with others
- 1. I like spending time with people—one on one or in a group
- 1. I get lonely if I can't spend time with the people I care about
- 1. I enjoy working as part of a team
- 1. I'm a 'people person' - I like company
- 1. I enjoy getting together with people to play or watch sport
- 1. I feel hurt when others exclude me or don't involve me in activities
- 1. I show people I care by being with them
- 1. I'm quite comfortable just to be with others in silence
- 1. In times of trouble, just being there is what matters

# Puberty for Boys and HIV Info Day 3

**B.**

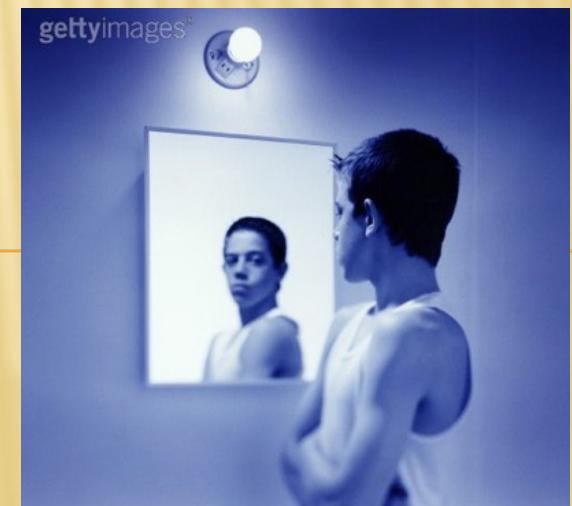
## Puberty for a boy: <sup>4</sup>

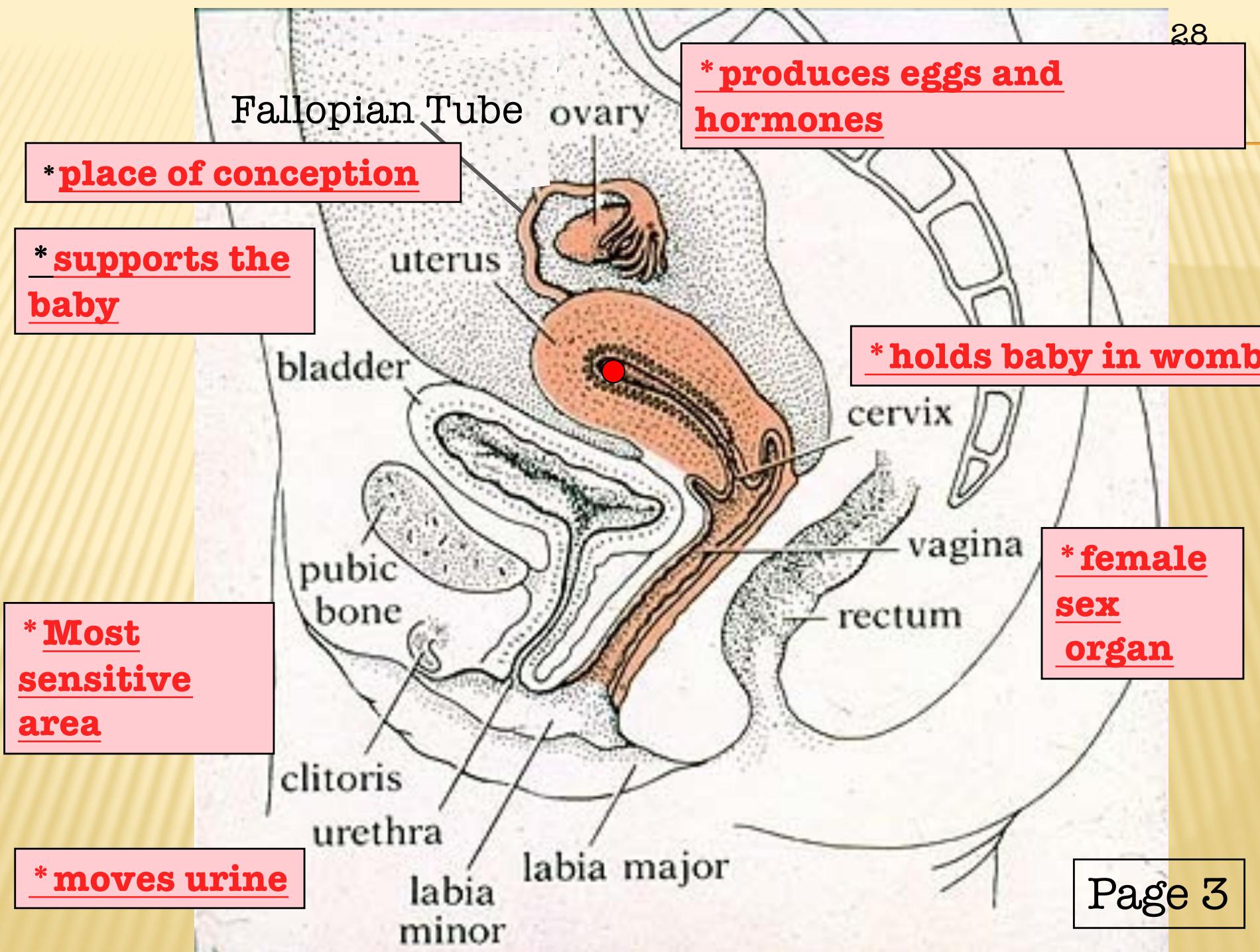
*Males—Puberty usually starts between 13 - 15, up to 16 years old:*

take  
a  
shower  
daily +  
use  
deod.!!

1. grows taller and more muscular
2. growth of body hair
3. oilier skin and hair + appearance of pimples or acne
4. perspires a great deal
5. change in voice—lower and deeper (cracking or breaking)
6. becomes more conscious of appearance

The Adam's apple is more pronounced in human males because male sex hormone during puberty influences its growth.

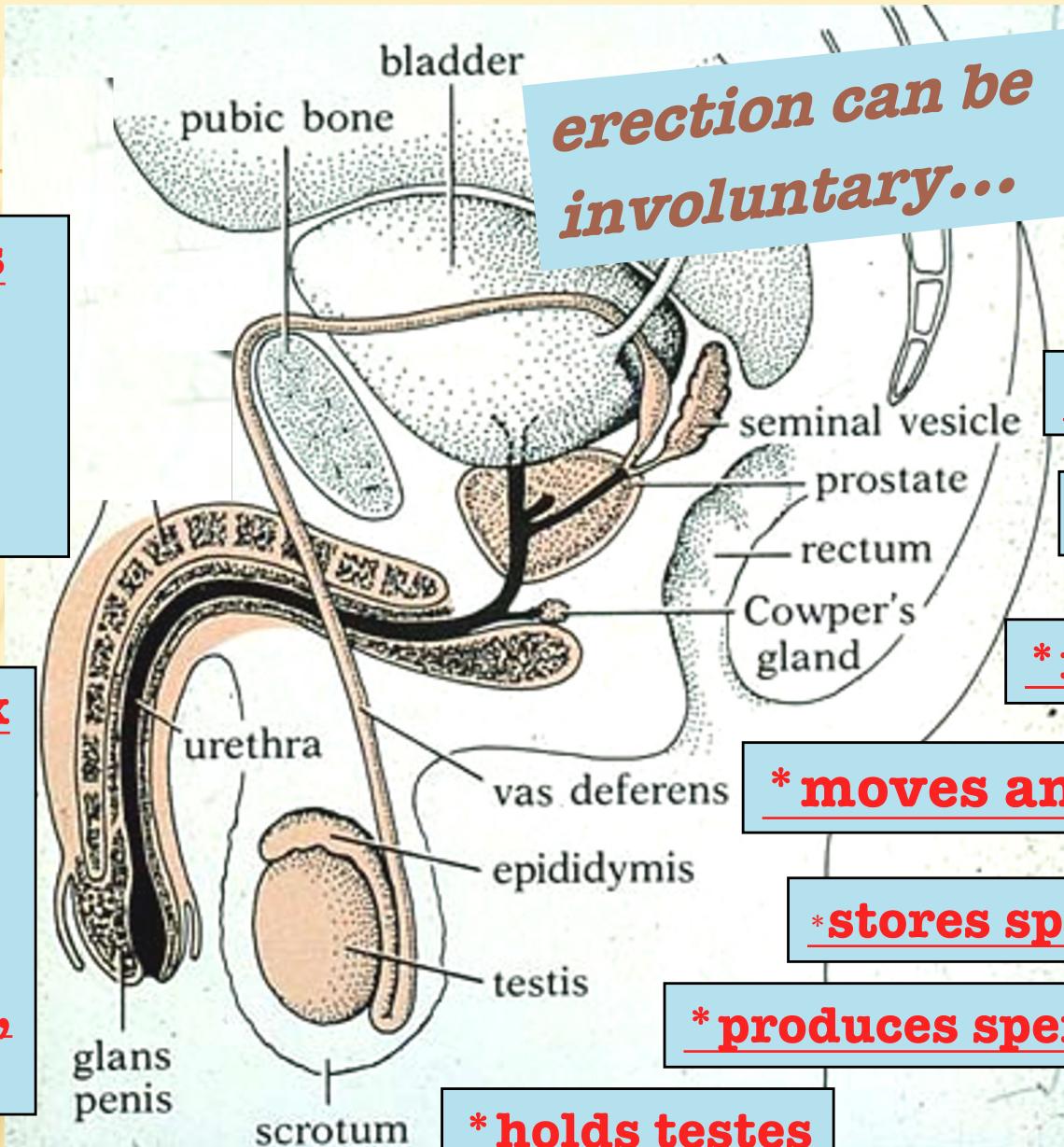




erection can be  
involuntary...

\* moves  
urine,  
semen  
and  
sperm

\* male sex  
organ:  
most  
sensitive  
area,  
urinating,  
sperm



\* fluid for sperm

\* alkaline fluid

\* fluid for sperm

\* moves and stores sperm

\* stores sperm

\* produces sperm and hormones

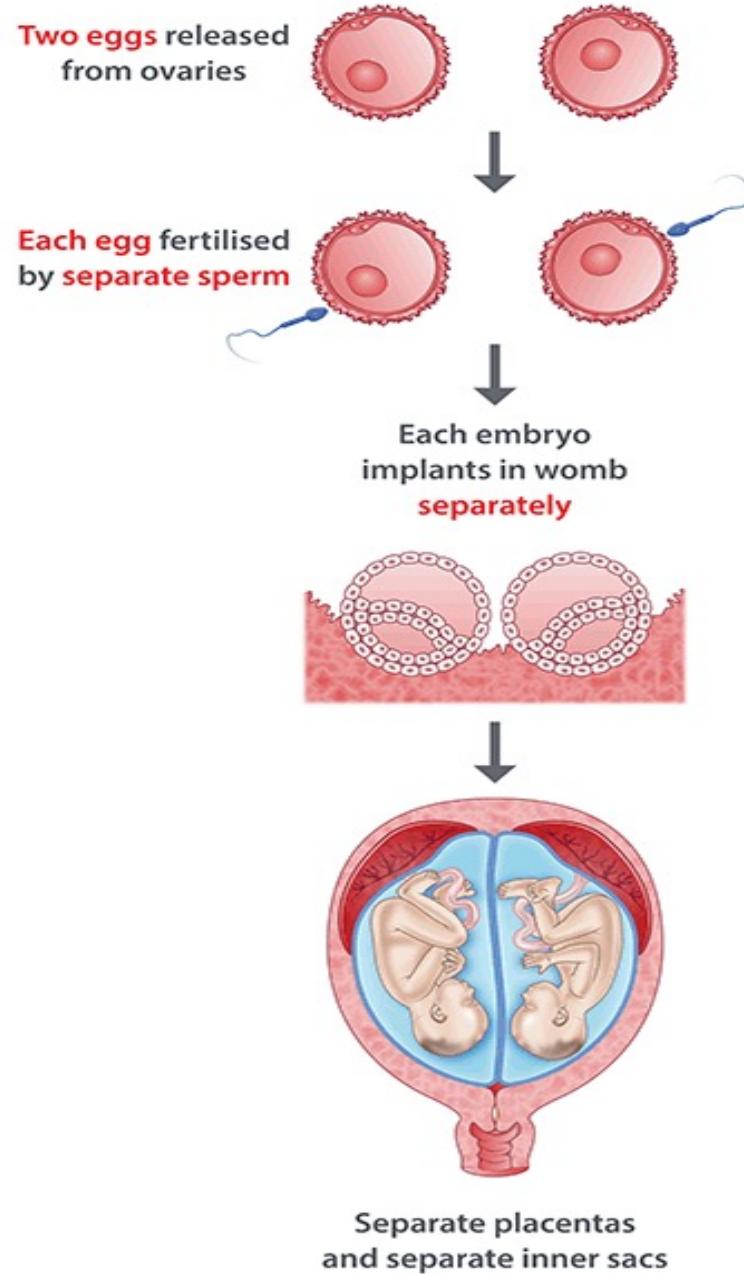
\* holds testes

Page 4

Male sperm (unlike female eggs) are constantly replenished every 30-60 days. There are over 360,000,000 sperm in one ejaculation and it only takes 1 to get a woman pregnant!

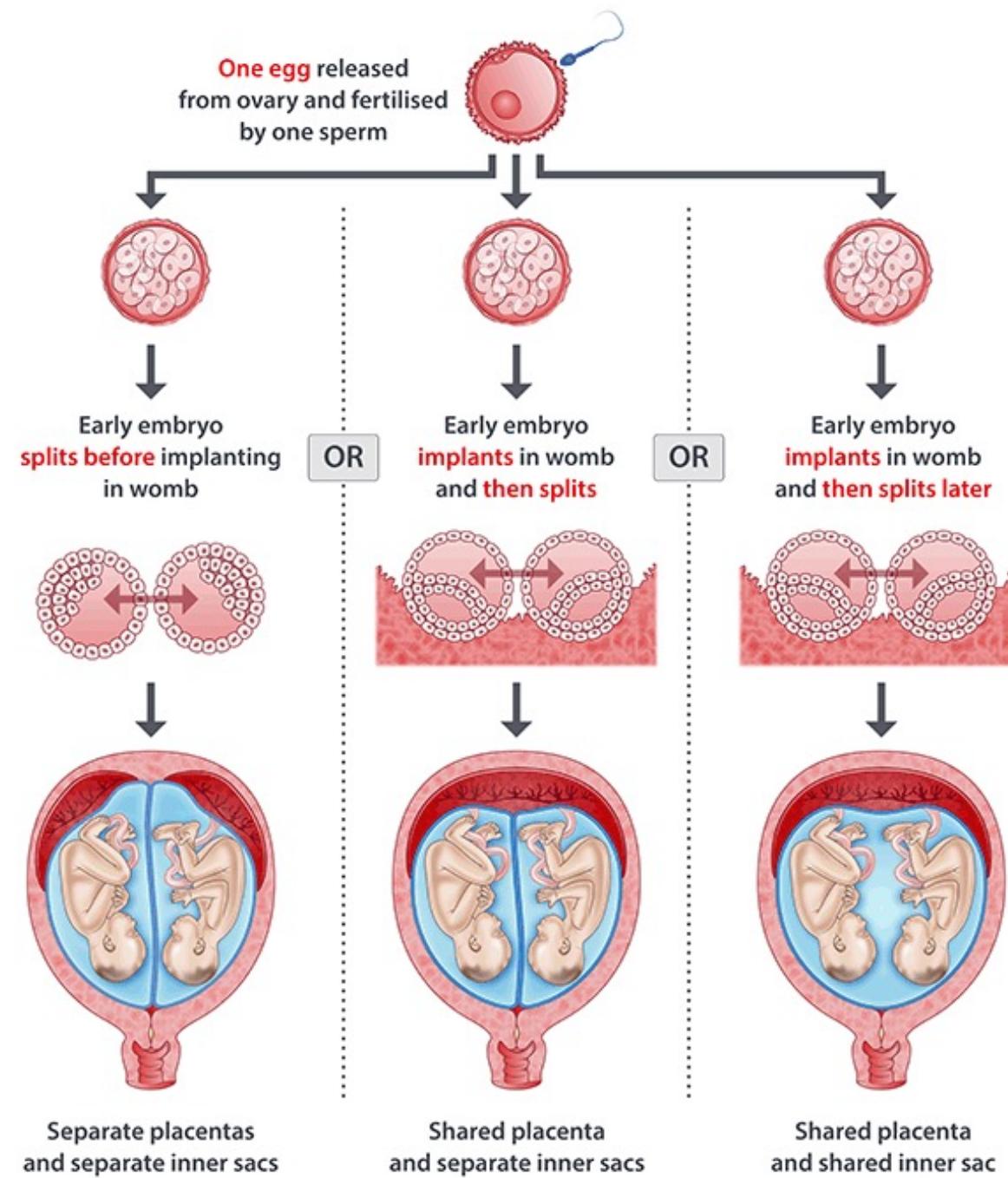
# FRATERNAL TWINS:

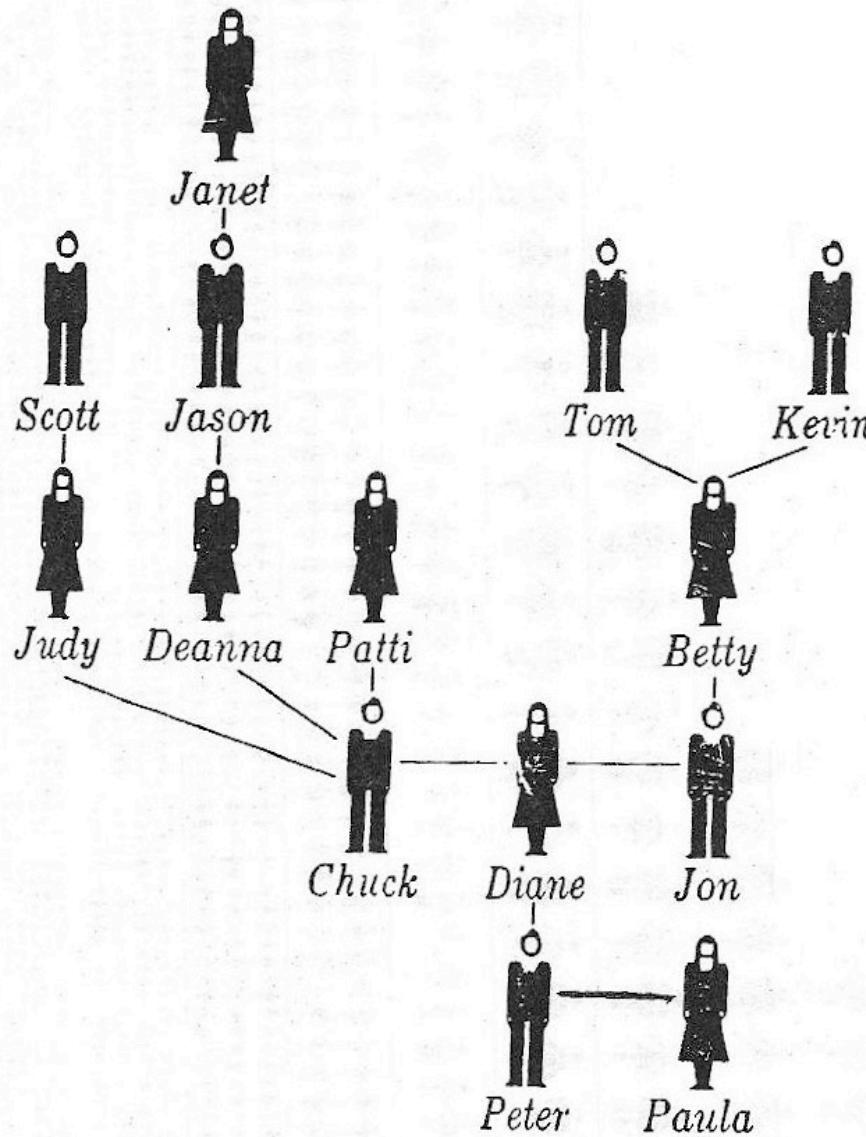
## Fraternal (dizygotic) twins



# IDENTICAL TWINS:

## Identical (monozygotic) twins

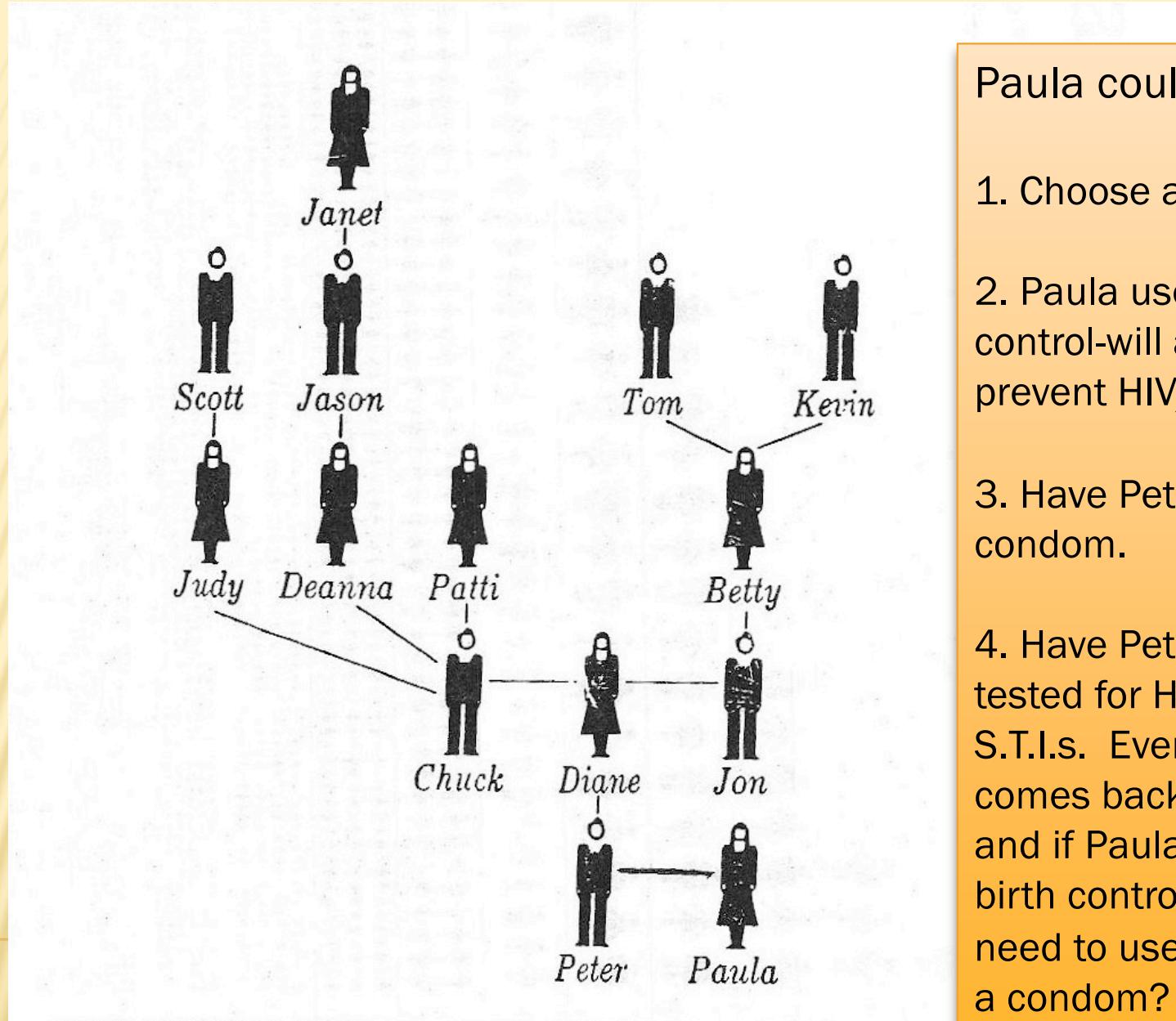




Paula is a virgin. She is thinking about having sex with her boyfriend Peter. He's honest to tell her he's only ever been with 1 girl-Diane. Seem safe???

What are Paula's options?

**Could Paula get HIV if Janet was HIV positive????**



Paula could:

1. Choose abstinence
2. Paula use birth control-will any b.c. prevent HIV/S.T.I.s?
3. Have Peter use a condom.
4. Have Peter get tested for HIV and S.T.I.s. Even if he comes back clean, and if Paula is on birth control, do they need to use a condom?

**Could Paula get HIV if Janet was HIV positive????**

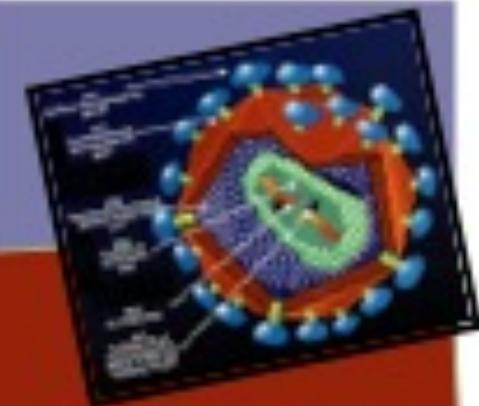
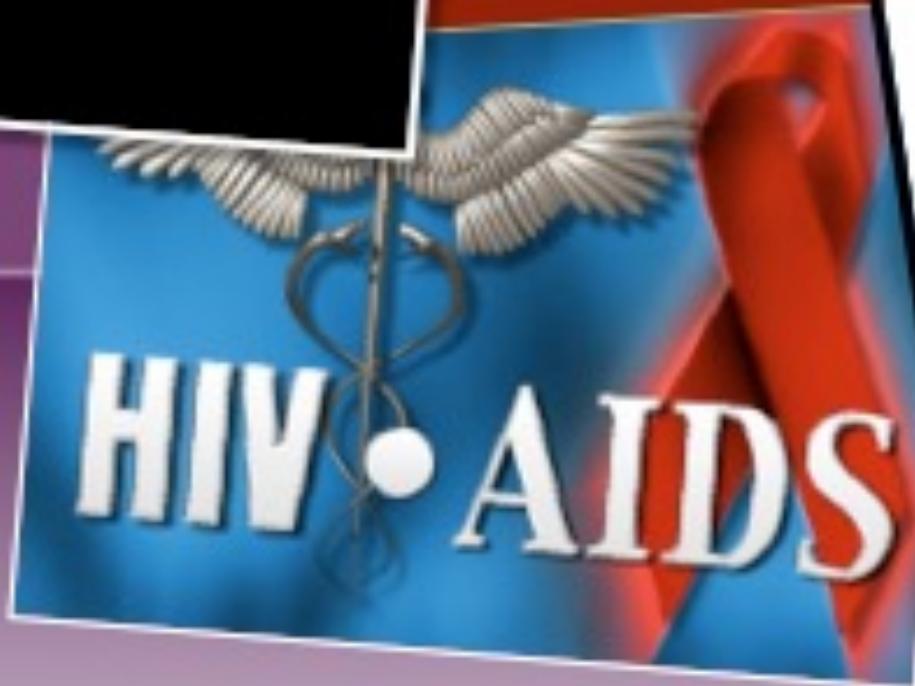
Any QUESTIONS?????

# HIV/AIDS

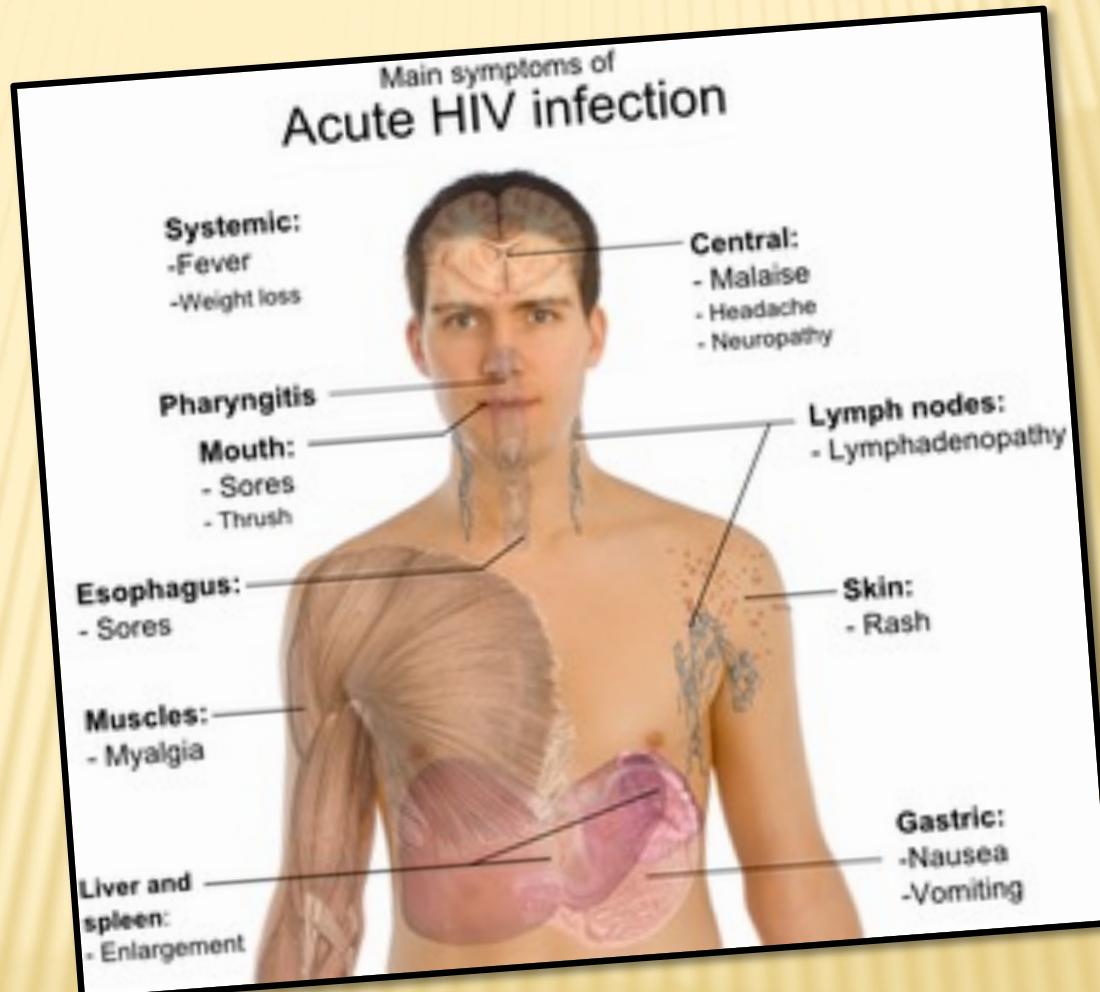
## Day 5



HIV/AIDS



## 2. AIDS QUIZ



## AIDS Quiz:

/20

+4 1. What does “A.I.D.S.” stand for?

A \_\_\_\_\_ I \_\_\_\_\_ D \_\_\_\_\_ S \_\_\_\_\_

+3 2. What does “HIV” stand for?

H \_\_\_\_\_ I \_\_\_\_\_ V \_\_\_\_\_

+1 3. What is the difference between HIV and AIDS?

+1      4. When was the first case of AIDS in the U.S.

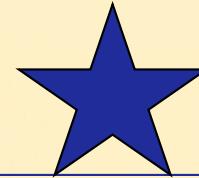
3      5. Name 3 body fluids where HIV can be passed

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

+4      6. Name 4 ways YOU CAN GET HIV/AIDS:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

---



+3

7. List 3 ways to protect yourself from getting HIV

1.

2.

3.



+1

8. Who can become infected with HIV? (choose 1)

- a. male homosexuals
- b. prostitutes
- c. drug abusers
- d. anyone

## AIDS QUIZ ANSWERS:

+4 1. Acquired Immuno Deficiency Syndrome

+3 2. Human Immuno-Deficiency Virus

+1 3. HIV is the virus you get infected with, and AIDS is the disease you get (could be years later)

A   |   D   S

Attaches  
to "T" cells  
(white blood cells)

Invader: "B" cells  
(antibodies) come  
to help but can't

Doubles  
virus replicates  
itself and destroys  
host "T" cells

Sick!!

+1

4. 1981 (must be within from 1976 - 1985 to get the point)



2007 stats:<sup>30</sup>

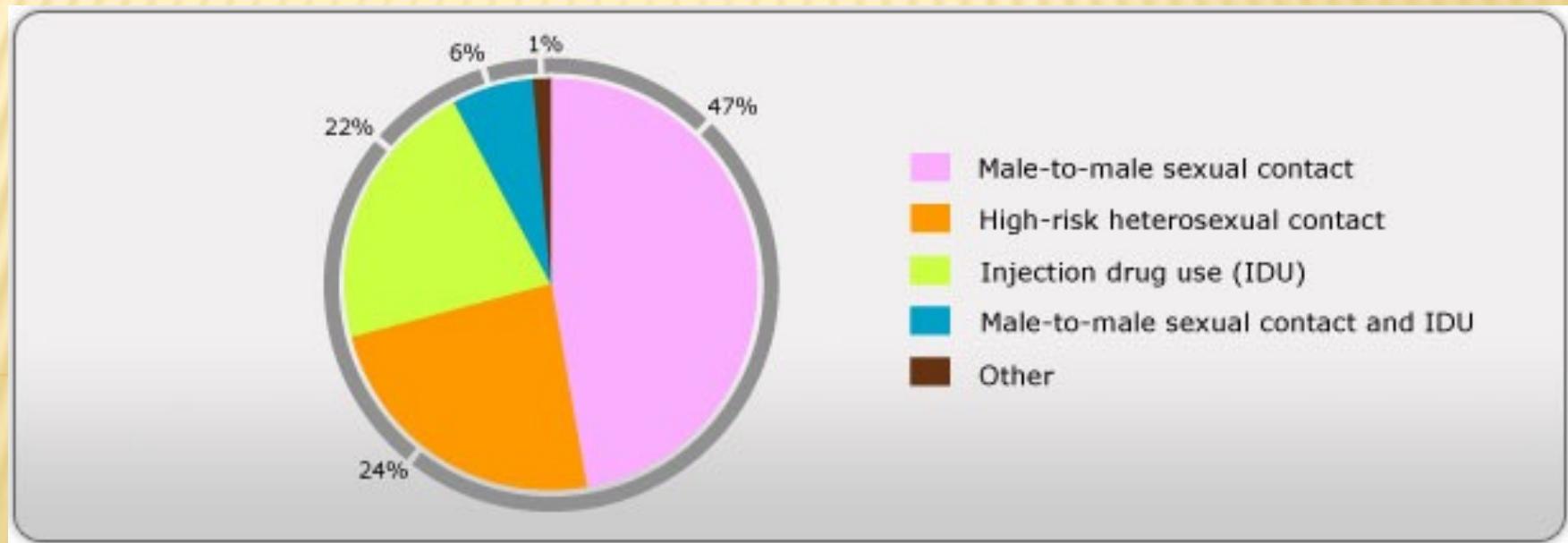
- more than 1 million people in the U.S. are living with AIDS
- more than 1/2 million people in the U.S. have died from AIDS

2005 stat:

- 40.3 million living with HIV worldwide

AIDS was first identified in the USA in 1981. The epidemic has now spread to every part of the USA and to all sectors of society.

It is thought that **more than one million people are living with HIV in the USA and that more than half a million have died after developing AIDS.** <sup>30</sup>



+1 4. 1981 (must be within from 1976 - 1985 to get the point)

+3 5. Blood / Semen / Breast Milk  
(NOT TEARS, SWEAT, URINE, POOP, OR SALIVA)

+4 6. Blood / Semen / Mom to Baby  
(or could be specific sex,  
needles, tattoos, body piercing, open sores,  
blood) \*It's not just a "gay" thing -Nearly 1/4 of  
AIDS cases in people under age 25 are from  
injection drug use!

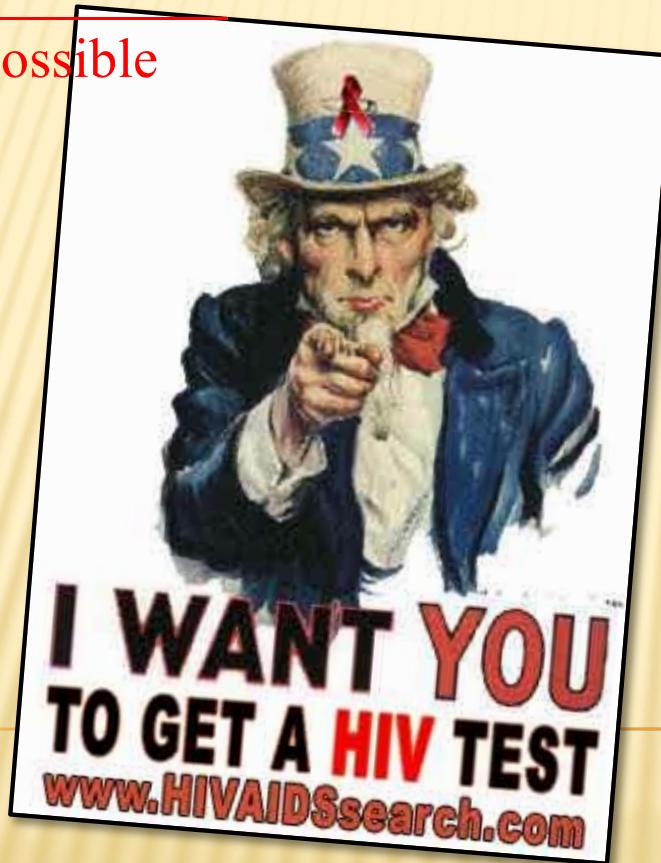
+3 7. Use gloves if around blood, use a condom, **ABSTINENCE**,  
monogamy, don't use drugs or alcohol since you  
could make a bad decision, get tested, have your  
partner get tested, no dirty needles.



+1 8. “D” anyone can get AIDS - some groups are more at risk, but anyone can get it.

---

20 possible



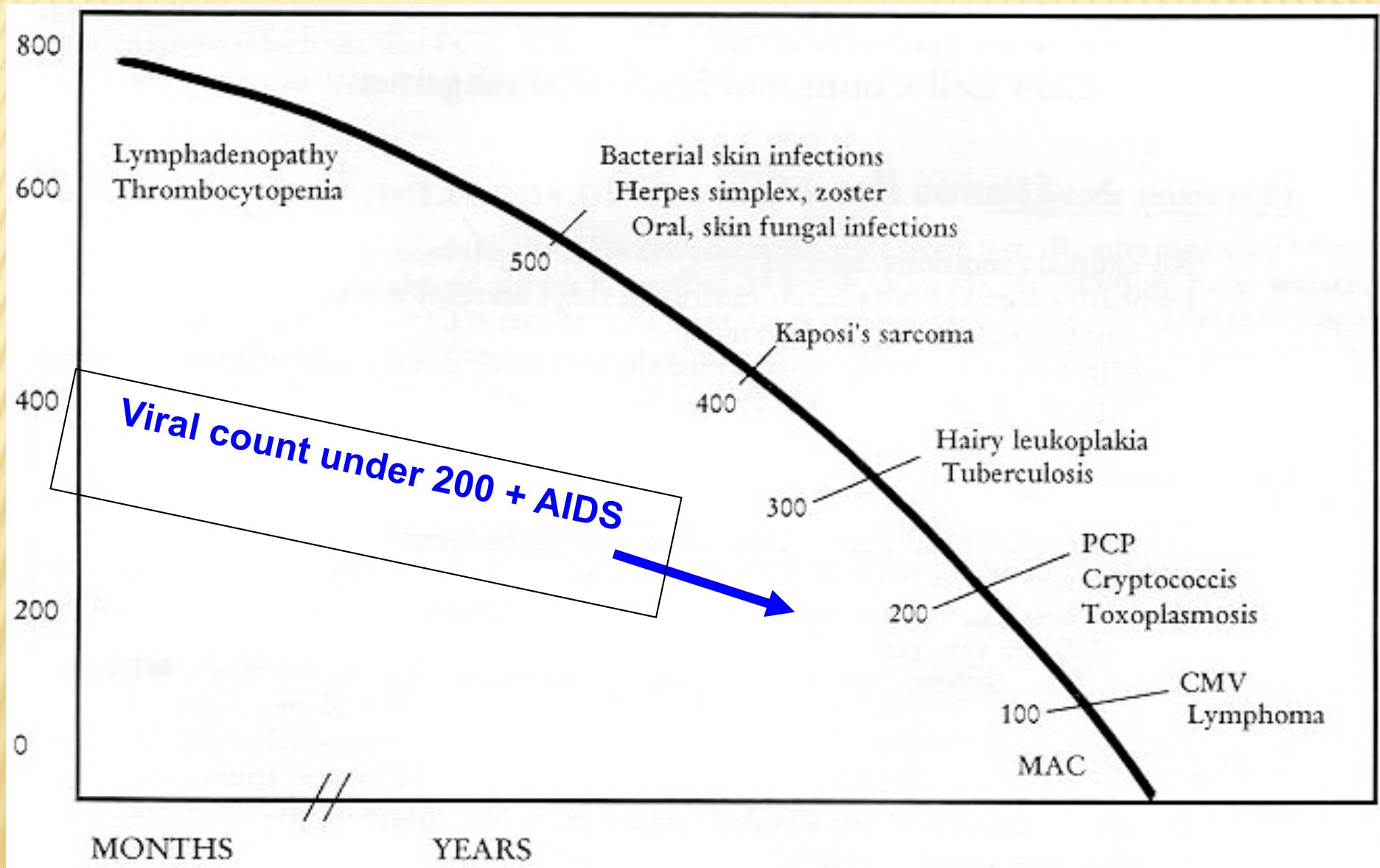
20 - A
19 - A
18 - A-
17 - B
16 - B-
15 - C
14 - C-
13 - D
12 - D-
11 - F

**HIV / AIDS FACTS (6) (14):** There were 40.3 million living with HIV worldwide in 2005 + the total # of AIDS orphans living in Africa as of 2005 was 8.3 million<sup>13</sup>

**-HIV is a virus that invades the white blood T-4 cells in the immune system. During infection T-4 cells are disabled + killed. The person's body is no longer able to fight off other infections and diseases.**

**An uninfected person's blood has between 800 – 1200 T-4 cells per microliter. If an infected person's viral count goes below 200 he/she is now considered to have AIDS.**

An uninfected person's viral count is 800-1200



# *Where did HIV/AIDS come from???*

1. The earliest known case of HIV-1 in a human was from a blood sample collected in 1959 from a man in Kinshasa, Democratic Republic of Congo. (How he became infected is not known.)
2. There is some thought that the disease may have been transferred from the African Green Monkey to hunters during butchering but they are unsure if this is true...
3. Where did S.T. I.s come from???: Hepatitis was recorded as far back as Hippocrates in the 4th century BC; gonorrhea was written about by the Egyptians during the reign of the pharaohs. They believe these viruses, bacteria, or parasites probably started in animals, mutated, and made the jump to man from handling, butchering, eating, etc....

3. The average time between being infected with HIV and developing AIDS is 10 - 12 years. The average lifespan of someone with full-blown AIDS is \_\_\_\_\_2\_\_\_\_ years!<sup>31</sup>

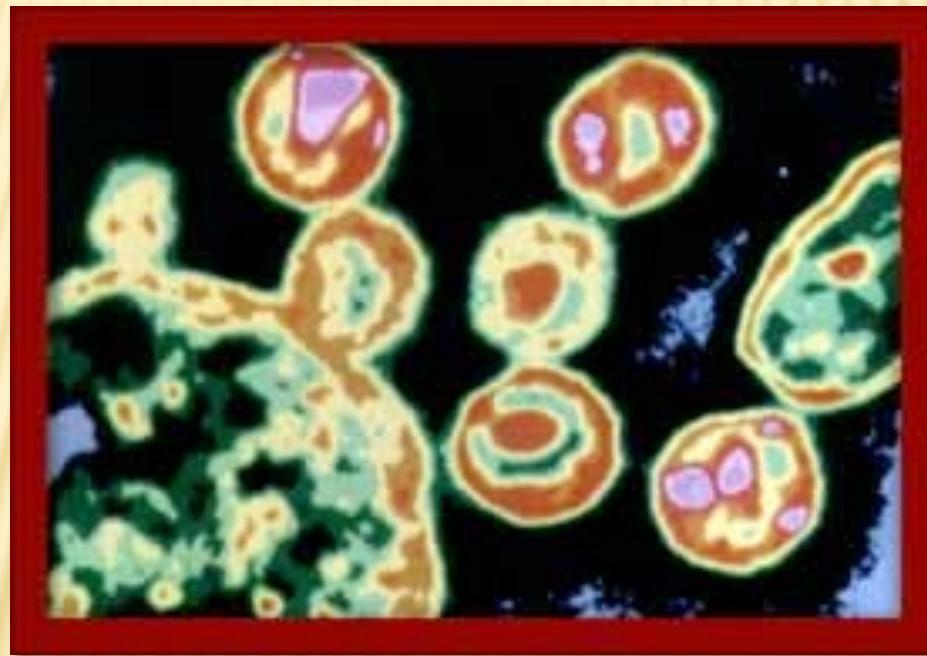
There is NO \_\_\_\_\_cure\_\_\_\_\_!!

-People are now living longer due to better treatments for HIV. One of the most famous people living with HIV is Magic Johnson, a former pro basketball player. He probably contracted it in 1985 (he announced it in 1991) so he would have had it for over 25 years!<sup>15</sup>

It is a crime in Washington to have AIDS and intentionally spread it by not telling someone you have the disease.

- They would typically be charged with 2nd degree assault - up to 10 yrs.

Not all HIV infections are **equal**. They vary in virulence, outcome, +and cell structure.



# Top 10 Reasons for Choosing Abstinence

Day 7

*Abstinence:*



*the best gift...*

- **Abstinence means you are not having sexual intercourse.  
(intercourse can be defined as vaginal, oral, or anal)**
- **There are many reasons for a teenager to choose abstinence.  
Some are:**

---

---

---

---

---

---

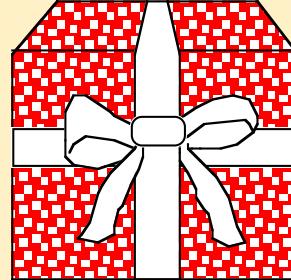
---

---

---

---

## 4. Abstinence: *the best gift...*



- Abstinence means you are not having sexual intercourse.  
(intercourse can be defined as vaginal, oral, or anal)
- There are many reasons for a teenager to choose abstinence.  
Some are:
  - I don't want to get pregnant
  - I don't want to get a disease
  - I'm not ready for sex
  - To follow my religious values
  - I want to wait until I'm older or until marriage
  - I don't want to disappoint my parents
  - So I don't get a bad reputation

# TOP 10 REASONS FOR CHOOSING ABSTINENCE



## **12. Works Cited:**

1. [www.relationshipstuff.com](http://www.relationshipstuff.com)

### **Planned Parenthood in Everett:**

**425-339-3389**

2. estimates of the percent of women likely to become pregnant while using a particular contraceptive method for one year. <http://www.fda.gov/Fdac/features/1997/conceptbl.html>

3. [www.yale.edu/ynhti/curriculum/units/1981/3/81.03.09.x.html](http://www.yale.edu/ynhti/curriculum/units/1981/3/81.03.09.x.html)

4. [www.advocatesforyouth.org](http://www.advocatesforyouth.org))

5 [www.moapp.org/Documents/Parent/FactsShareYourTeensAbout.pdf](http://www.moapp.org/Documents/Parent/FactsShareYourTeensAbout.pdf)

6 [www.worldaidsday.org](http://www.worldaidsday.org) / [www.healthinitiative.org/html/hiv/FAQS/general/index2.htm](http://www.healthinitiative.org/html/hiv/FAQS/general/index2.htm)

[www.news.bbc.co.uk/l/hi/world/middle\\_east/3278241.stm](http://www.news.bbc.co.uk/l/hi/world/middle_east/3278241.stm) / [www.worldaidsday.org/safe.asp](http://www.worldaidsday.org/safe.asp)

### **Pregnancy Resource Center in Everett:**

**425-339-2175**

7 <http://www.fda.gov/Fdac/features/1997/conceptbl.html>

8 <http://www.globalchange.com/ttaa/ttaa%206.htm>

9 <http://www.psi.org/resources/pubs/issue-brief-4.pdf>

10 [tobaccofreekids.org](http://tobaccofreekids.org)

11 [www.quickcare.org/skin/lice.html](http://www.quickcare.org/skin/lice.html)

12 <http://in.answers.yahoo.com/question/index?qid=20071106040614AABeqki>

13 <http://www.avert.org/aidsorphans.htm>

14 KNOW curriculum Pg. 34 – 48

18. [www.campusoutreachservices.com/](http://www.campusoutreachservices.com/)

[programs-sexual-assault.html](http://www.campusoutreachservices.com/programs-sexual-assault.html)

15 <http://www.nytimes.com/1991/11/08/sports/basketball-magic-johnson-ends-his-career-saying-he-has-aids-infection.html?pagewanted=all>

16 Seventeen Magazine Oct. 2003

19. <http://womenshealth.about.com/cs/breastcancer/a/breastcancfacts.htm>

17) <http://www.realchoices.com/girlfriend.html>

20. "Adolescent sexuality in the United States." 1/7/12.  
<[http://en.wikipedia.org/wiki/Adolescent\\_sexuality\\_in\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Adolescent_sexuality_in_the_United_States)>

21".Fertility Facts." < [http://www.toronto.ca/health/sexualhealth/pdf/sh\\_fertility\\_info.pdf](http://www.toronto.ca/health/sexualhealth/pdf/sh_fertility_info.pdf) > 1/7/12.

22 "Ectopic Pregnancy." Medline Plus 1/7/12  
<<http://www.nlm.nih.gov/medlineplus/ency/article/000895.htm>>

23."Breast Cancer Facts." <<http://womenshealth.about.com/cs/breastcancer/a/breastcancfacts.htm>> July 17, 2009.

24. "About Breast Cancer." The Breast Cancer Site.  
<<http://www.thebreastcancersite.com/clickToGive/aboutbreastcancer.faces?siteId=2>> 1/7/12

25. "Prostate Cancer." American Cancer Society  
<<http://www.cancer.org/Cancer/ProstateCancer/DetailedGuide/prostate-cancer-key-statistics>>  
1/7/12.

26. "Prostate Cancer Overview." AskMen Health and Sports.  
<[http://www.askmen.com/sports/health\\_150/199\\_mens\\_health.html](http://www.askmen.com/sports/health_150/199_mens_health.html)> 1/7/12.

27. "Tobacco Use and Impotence." Campaign for Tobacco Free Kids.  
<<http://www.tobaccofreekids.org/research/factsheets/pdf/0034.pdf>> 1/7/12.

28. Lecture 25 Images. Human Reproduction  
[http://www.ansci.wisc.edu/jjp1/ansci\\_repro/lec/lec\\_25/lec25\\_images.html](http://www.ansci.wisc.edu/jjp1/ansci_repro/lec/lec_25/lec25_images.html)

29. How Much Do You Know About Safe Sex" Seventeen Magazine.  
<<http://www.seventeen.com>>

30. "United States HIV & AIDS Statistics Summary"  
<<http://www.avert.org/usa-statistics.htm>> 1/7/12.

31. "HIV/AIDS Treatment."  
<[http://www.nursingceu.com/courses/354/index\\_nceu.html](http://www.nursingceu.com/courses/354/index_nceu.html)> 1/7/12.

32. "Triangular Theory of Love."  
<[http://www.hofstra.edu/pdf/community/slzctr/stdcsl/stdcsl\\_triangular.pdf](http://www.hofstra.edu/pdf/community/slzctr/stdcsl/stdcsl_triangular.pdf)> 1/7/12.

33. [www.fda.gov/Fdac/features/1997/conceptbl.html](http://www.fda.gov/Fdac/features/1997/conceptbl.html)  
[www.4women.gov/FAQ/birthcont.htm](http://www.4women.gov/FAQ/birthcont.htm) \*\*  
[www.canfp.org/artman/publish/article\\_463.shtml](http://www.canfp.org/artman/publish/article_463.shtml)

---

34. "Van Buren, Abigail. "16-year old frets about boss who's amorous." Everett Herald.

35. France, Bill. "Families Don't always act in interest of children" Everett Herald 3/10/01.

36. "Washington State Legislature. <<http://ageofconsent.com/washington.htm>> Updated 1-2001.

37 Family Shelter Service. <[http://www.familyshelterservice.org/cms/wp-content/uploads/2010/08/abusepdf\\_how\\_relationship\\_affects.pdf](http://www.familyshelterservice.org/cms/wp-content/uploads/2010/08/abusepdf_how_relationship_affects.pdf)>  
<<http://www.familyshelterservice.org/od/datingandsex/a/TeenDatingAbuse.htm>> 1/7/12.

39. Grudem, Wayne A. "Politics - According to the Bible: A Comprehensive Resource for ..." Zondervan. 2010.

40. "How At Risk Are You?" Abstinence Programs. <[www.lifescyclebooks.com](http://www.lifescyclebooks.com)>

41. Your Dictionary. <<http://images.yourdictionary.com/vasectomy>>

42.

[http://www.google.com/imgres?q=circumcision+surgery&start=20&num=10&hl=en&gbv=2&biw=1182&bih=579&addh=36&tbm=isch&tbnid=RefG-Osf84maiM:&imgrefurl=http://www.ramsayhealth.co.uk/treatments/circumcision-adult.aspx&docid=TB0rt4iCzBZjM&imgurl=http://www.ramsayhealth.co.uk/images/circumcision.jpg&w=199&h=223&ei=K\\_ZkT\\_asl6KxiQLlh-miDw&zoom=1&iact=rc&dur=262&sig=101258736747273004219&page=2&tbnh=124&tbnw=111&ndsp=25&ved=1t:429,r:21,s:20&tx=57&ty=96](http://www.google.com/imgres?q=circumcision+surgery&start=20&num=10&hl=en&gbv=2&biw=1182&bih=579&addh=36&tbm=isch&tbnid=RefG-Osf84maiM:&imgrefurl=http://www.ramsayhealth.co.uk/treatments/circumcision-adult.aspx&docid=TB0rt4iCzBZjM&imgurl=http://www.ramsayhealth.co.uk/images/circumcision.jpg&w=199&h=223&ei=K_ZkT_asl6KxiQLlh-miDw&zoom=1&iact=rc&dur=262&sig=101258736747273004219&page=2&tbnh=124&tbnw=111&ndsp=25&ved=1t:429,r:21,s:20&tx=57&ty=96)

43.

<http://www.google.com/imgres?q=inguinal+hernia&hl=en&gbv=2&biw=1182&bih=579&addh=36&tbm=isch&tbnid=1eZtMdhh0LyxCM:&imgrefurl=http://digestive.niddk.nih.gov/ddiseases/pubs/inguinalhernia/&docid=cfeVNMIQWih9-M&imgurl=http://digestive.niddk.nih.gov/ddiseases/pubs/inguinalhernia/images/InguinalHernia.jpg&w=288&h=298&ei=uPdkT--YF9DKiQKQ6ZiiDw&zoom=1&iact=rc&dur=466&sig=101258736747273004219&page=1&tbnh=165&tbnw=172&start=0&ndsp=10&ved=1t:429,r:0,s:0&tx=81&ty=110>

44.

[http://www.google.com/imgres?q=ectopic+pregnancy&hl=en&gbv=2&biw=1182&bih=579&addh=36&tbm=isch&tbnid=68YrHY\\_02IOWrM:&imgrefurl=http://drkokogyi.wordpress.com/2011/02/28/ectopic-pregnancies-i-encountered/&docid=8ISIMHe4b7IhtM&imgurl=http://drkokogyi.files.wordpress.com/2011/02/ect-1.jpg&w=457&h=376&ei=6PxkT6ycMZPYiQL85pSjDw&zoom=1&iact=rc&dur=279&sig=101258736747273004219&page=1&tbnh=156&tbnw=189&start=0&ndsp=10&ved=1t:429,r:1,s:0&tx=40&ty=81](http://www.google.com/imgres?q=ectopic+pregnancy&hl=en&gbv=2&biw=1182&bih=579&addh=36&tbm=isch&tbnid=68YrHY_02IOWrM:&imgrefurl=http://drkokogyi.wordpress.com/2011/02/28/ectopic-pregnancies-i-encountered/&docid=8ISIMHe4b7IhtM&imgurl=http://drkokogyi.files.wordpress.com/2011/02/ect-1.jpg&w=457&h=376&ei=6PxkT6ycMZPYiQL85pSjDw&zoom=1&iact=rc&dur=279&sig=101258736747273004219&page=1&tbnh=156&tbnw=189&start=0&ndsp=10&ved=1t:429,r:1,s:0&tx=40&ty=81)

45.

[http://www.google.com/imgres?q=childbirth+stages&num=10&hl=en&gbv=2&biw=1182&bih=579&addh=36&tbm=isch&tbnid=eb-u\\_9w2r-ulnM:&imgrefurl=http://blessedmom.hubpages.com/hub/Stages-of-Labor---Pregnancy&docid=3kOjOlbg0Yn7EM&imgurl=http://s1.hubimg.com/u/790684\\_f520.jpg&w=520&h=549&ei=A\\_1kT7\\_cLKSciQK54qGiDw&zoom=1&iact=rc&dur=348&sig=101258736747273004219&sqi=2&page=1&tbnh=11](http://www.google.com/imgres?q=childbirth+stages&num=10&hl=en&gbv=2&biw=1182&bih=579&addh=36&tbm=isch&tbnid=eb-u_9w2r-ulnM:&imgrefurl=http://blessedmom.hubpages.com/hub/Stages-of-Labor---Pregnancy&docid=3kOjOlbg0Yn7EM&imgurl=http://s1.hubimg.com/u/790684_f520.jpg&w=520&h=549&ei=A_1kT7_cLKSciQK54qGiDw&zoom=1&iact=rc&dur=348&sig=101258736747273004219&sqi=2&page=1&tbnh=11)

46. Aurora Health Care.

<<http://www.aurorahealthcare.org/yourhealth/healthgate/getcontent.asp?URLhealthgate=%2214798.html%22>>

47.<

[http://www.google.com/imgres?q=undescended+testes&hl=en&biw=1182&bih=579&gbv=2&tbs=isch&tbnid=L2dM60hXniW0\\_M:&imgrefurl=http://www.merckmanuals.com/home/childrens\\_health\\_issues/problems\\_in\\_infants\\_and\\_very\\_young\\_children/undescended\\_and\\_retractile\\_testes.html&docid=dXfwrZ7W3TbHOM&imgurl=http://www.merckmanuals.com/media/home/figures/MMHE\\_23\\_267\\_01\\_eps.gif&w=205&h=191&ei=2vpkT5i\\_BIq9iwLt0o2jDw&zoom=1&iact=hc&vpx=590&vpy=171&dur=445&hovh=152&hovw=164&tx=57&ty=85&sig=101258736747273004219&page=1&tbnh=120&tbnw=129&start=0&ndsp=18&ved=1t:429,r:3,s:0](http://www.google.com/imgres?q=undescended+testes&hl=en&biw=1182&bih=579&gbv=2&tbs=isch&tbnid=L2dM60hXniW0_M:&imgrefurl=http://www.merckmanuals.com/home/childrens_health_issues/problems_in_infants_and_very_young_children/undescended_and_retractile_testes.html&docid=dXfwrZ7W3TbHOM&imgurl=http://www.merckmanuals.com/media/home/figures/MMHE_23_267_01_eps.gif&w=205&h=191&ei=2vpkT5i_BIq9iwLt0o2jDw&zoom=1&iact=hc&vpx=590&vpy=171&dur=445&hovh=152&hovw=164&tx=57&ty=85&sig=101258736747273004219&page=1&tbnh=120&tbnw=129&start=0&ndsp=18&ved=1t:429,r:3,s:0)

48. "Tubal Ligation Side-Effects. SteadyHealth.com

## Addictional Resources:

<http://www.mrepsym.com/mrepsymani1.gif>

<http://www.causekeepers.com/Merchant2>  
graphics/00000001/pinkribbon.jpg

[www.mercysiouxcity.com](http://www.mercysiouxcity.com)

<http://www.centralmediaserver.com/WMAR/prostate-cancer.jpg>

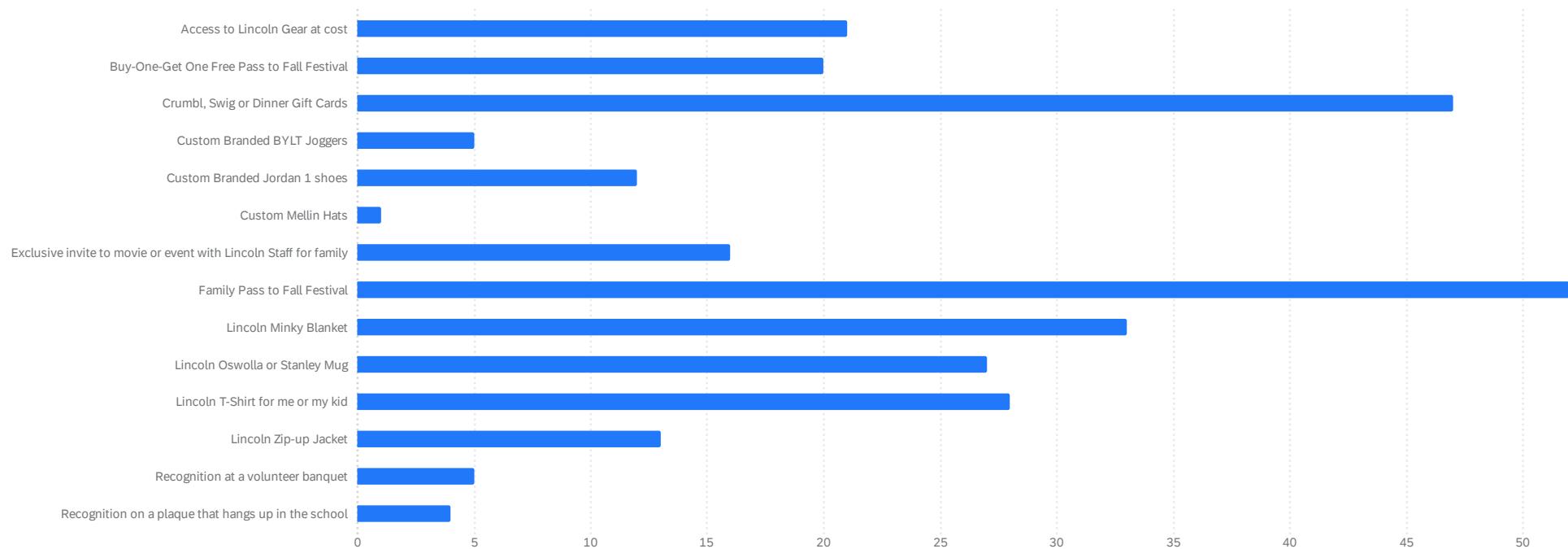
dear abby:

<http://m.kitsapsun.com/news/1999/Feb/04/dear-abby-boss-wandering-hands-pushing-teen-out/>

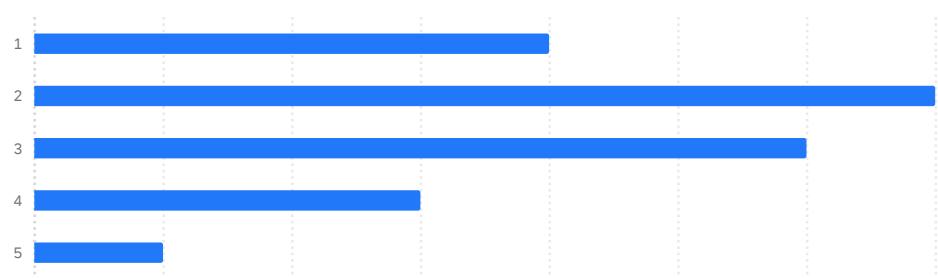
birthcontrol pics: <http://www.plannedparenthood.org/health-topics/birth-control/birth-control-effectiveness-chart-22710.htm>

# Volunteer Input Spring 2025 / Volunteer Input Summary

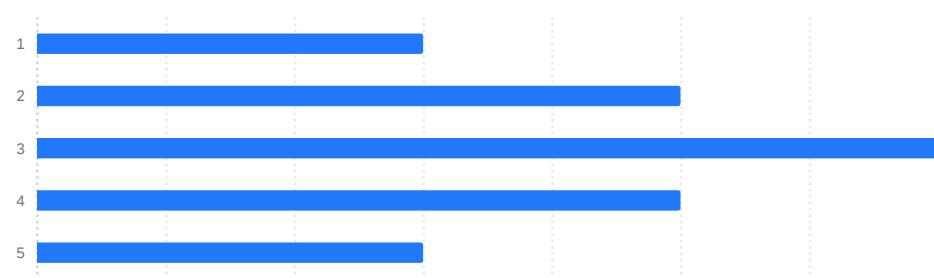
Choose 2-5 of the following items that would motivate or show appreciation for volunteering



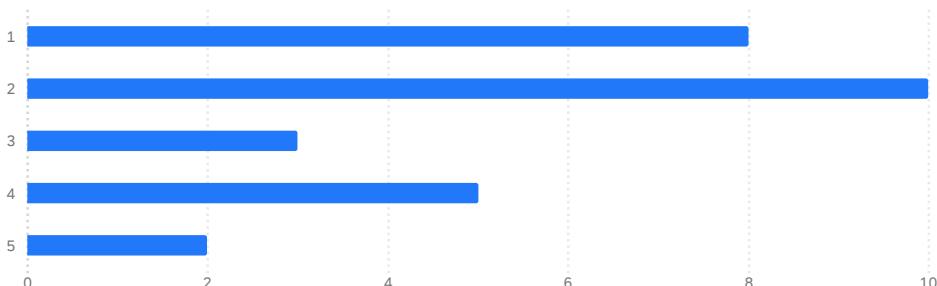
Rank of Oswolla or Stanley Mug



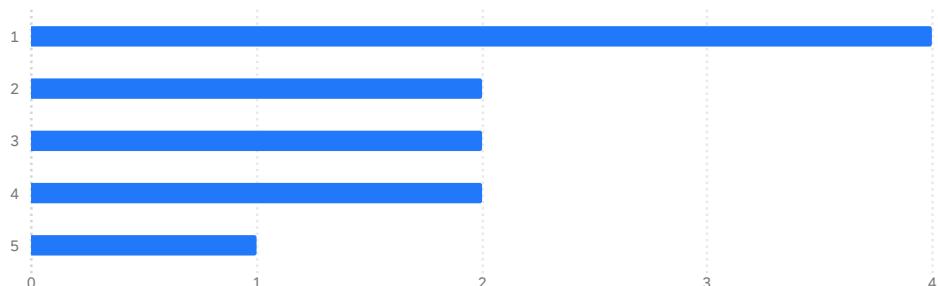
Rank of T shirt



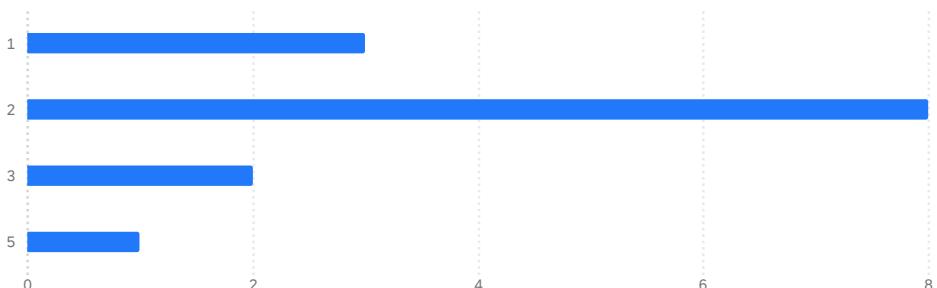
Rank of Minky Blanket



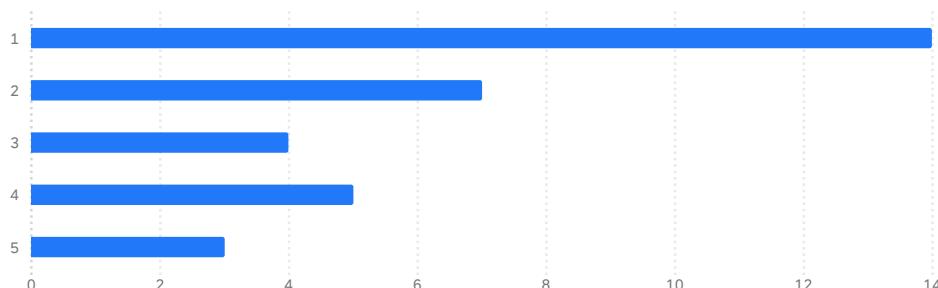
Rank of Jordan Shoes



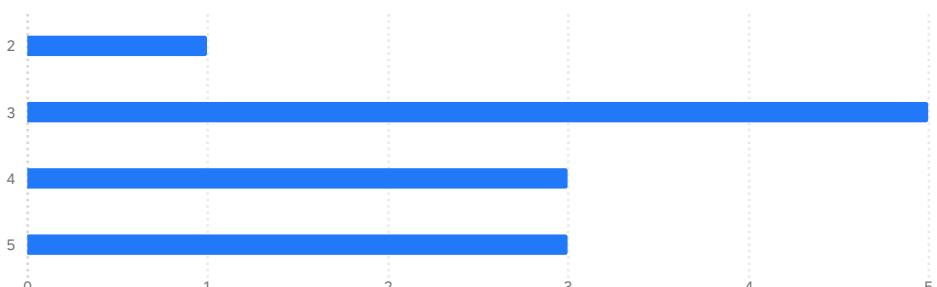
Rank of Buy one Get one Pass to Fall Festival



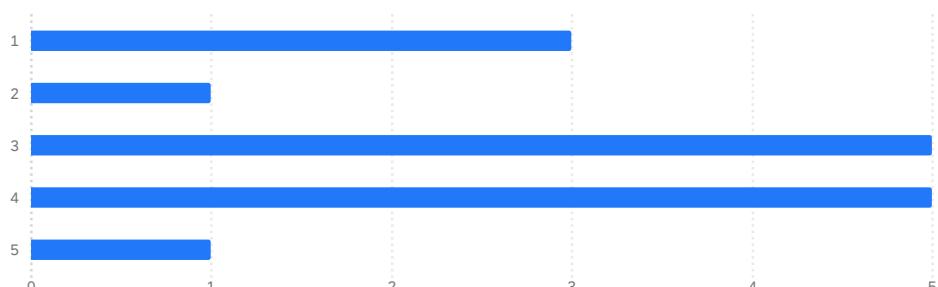
Rank of Family Pass to Fall Festival



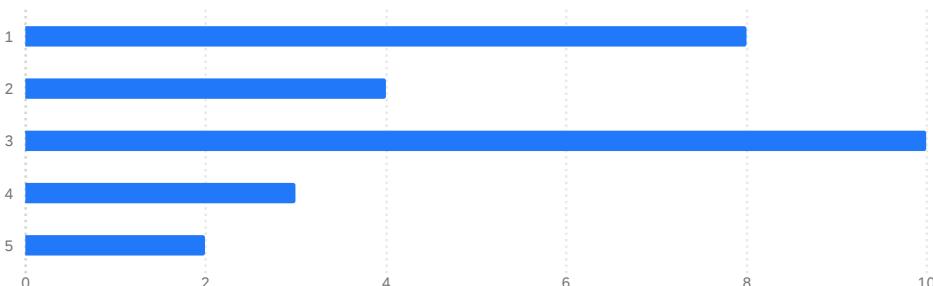
Rank of Lincoln Zip up Jacket



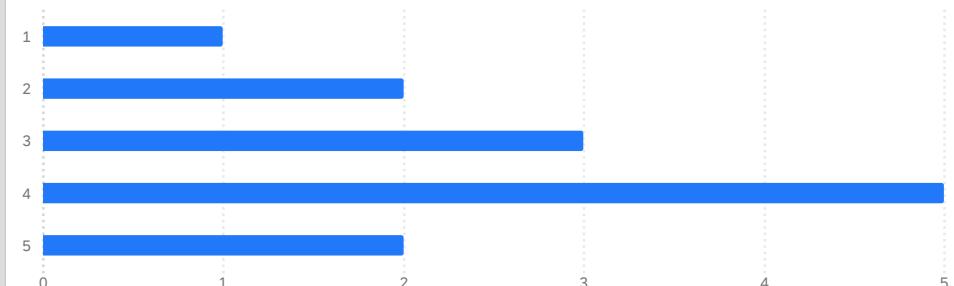
Rank of Access to Lincoln Gear at Cost



### Rank of Crumbl, Swig or Dinner Gift Cards



### Rank of Exclusive Movie Party with Lincoln Staff



What suggestions do you have for other items to motivate or ways to improve volunteerism?

#### Q6 - What suggestions do you have for other incentives or ideas on how we can in...

Have a clear explanation on the school website, newsletter etc about volunteer hours (is it 40 hours total or per kid in the family) complete with ways to plan ahead for upcoming opportunities and a calendar of known big events and number of volunteers needed. Include what dollar equivalent equals hours and what types of things can be used for that. Sign ups currently get sent out so close to the event with frantic pleas that I frankly started paying the \$500 to not have to be jerked around by it all.. Even with that teachers and staff at times act disappointed that I don't jump at volunteering when they say so. I want to help but I need to be able to do it in a planned out way when I have to get a babysitter for any and all of it. I don't say that in a mean way but sincerely it was difficult to know what the expectation was for the first couple of years at the school , and even then I keep learning new things. Like if I donate food for the teachers dinner during conferences, that money could go towards volunteer hours? Who knew! Why is that not broadcast in one easy place to refer to? Also give us a generic schedule (we know it can change) of all these events that will need help and about how many hours they'll need from what number of people. There's tons of opportunities at the start and end of the year and dry spells in between unless you're at liberty to do random half hour or hour classroom stints. I don't need to be incentives to get it done, I need it to not feel sporadic and frantic but planned out without guilt trips. If it's the later, then I'm tempted to just pay not because I really have the money to spare, but because it saves me from the stress.

Messaging, tell people the benefits to the school (when they log hours Lincoln can access(BLANK). messaging regarding the impact of parent involvement in childhood education outcomes. My biggest fear is that many of the ideas suggested take away from fundraising efforts pretty significantly. Whether because we are giving away the source of income or spending the money on things they weren't intended for.

"When you choose Lincoln, you're not just getting an education, your getting a community. We need YOU to volunteer to help our community SOAR!"

LESS IS MORE! I think families would volunteer more if they could. Please respect the efforts of many families to just pay their bills and stay afloat. I think the focus on volunteerism should first and foremost always be on the educational aspects of our community. Additional community building activities, although the intent is right, are more taxing than appreciated by many families right now. Before we organize all the extra extravaganzas, is it fair to ask for volunteers first and foremost to assist with learning in the classrooms? Let's invest time in learning!

My kids get free dress days

What money is being used for volunteering incentives? I'm not sure that I would want school funds to be used for that, nor would I personally want to take items for volunteering. I don't have any other ideas though, I guess I just volunteered because that was expected as being a parent at Lincoln.

Due to my work hours I am unable to volunteer at this time.

When my students went to another school the parents were required to turn in their hours in the middle of the year and then at the end of the year so be able to stay at the school the following year. If they did not complete those hours then they would be on probation.

Another way to motivate them is, if they volunteer they have top priority teacher requests for the following year. If not they then don't get to request a teacher.

#### Q6 - What suggestions do you have for other incentives or ideas on how we can in...

I'm happy to help when I am able, I personally am not motivated by the incentives listed.

#### Average recommendation for Volunteer Redemption

Sources	Average ▼
Q3_x4 - Custom Branded Jordan 1 shoes	61.88
Q3_x8 - Recognition at a volunteer banquet	51.25
Q3_x5 - Custom Branded BYLT Joggers	47.00
Q3_x9 - Recognition on a plaque that hangs up in the school	45.00
Q3_x3 - Lincoln Minky Blanket	37.20
Q3_x1 - Lincoln Oswolla or Stanley Mug	35.26
Q3_x11 - Exclusive invite to movie or event with Lincoln Staff for family	34.55
Q3_x10 - Crumbl, Swig or Dinner Gift Cards	27.50
Q3_x15 - Family Pass to Fall Festival	27.31
Q3_x7 - Access to Lincoln Gear at cost	26.67
Q3_x2 - Lincoln Zip-up Jacket	24.33
Q3_x14 - Buy-One-Get One Free Pass to Fall Festival	21.42
Q3_x13 - Lincoln T-Shirt for me or my kid	16.04
Q3_x6 - Custom Mellin Hats	-

#### Volunteer Area

20-Year Celebration- Lincoln is planning a 20-year celebration next fall. We are need volunteers to help organize and work with ...

Fine Arts Committee- The mission of this committee is to create, support, and drive the fine arts community at Lincoln Academy. ...

Fundraising Committee- Help organize and put on two primary events for Lincoln Academy (Fall Festival, Spring Color Run)

I'm not able to volunteer at this time.

Parent Council- We need volunteers as well as individuals interested leadership positions to lead committees and events.

