



Dear Seventh Grade Parents and Guardians,

Three Rivers Charter School is providing you with timely communication regarding your student's participation in health. In two weeks we will start a new unit with sensitive material. An opt out form is attached to this communication. If you decide to opt out of a lesson, we ask that you speak with your child and let him/her know ahead of time that he/she will not be participating in the lesson.

Beginning April 19, your student will begin the topics of sexual abuse, physical abuse, sexual health, STDs & disease, and gender & sexual identity. These topic areas have been identified as containing material that may be sensitive for some families. The state standards are as follows:

- HE.1.7.39, HE.1.7.40, HE.8.7.9, & HE.3.7.14 Define the myths and facts of how STDs are transmitted and not transmitted, and define medically accurate information and prevention methods for HIV and other STDs, such as Hepatitis B & C.
- HE.2.7.21 Analyze external influences that can impact one's beliefs about what constitutes a healthy intimate relationship.
- HE.2.7.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.
- HE.2.7.24 & HE.2.7.24 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors including describing how our values impact our sexual health-related decisions.
- HE.8.7.10 Identify how informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STD/STIs.
- HE.1.7.32 Define situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
- HE.1.7.45 Describe why no one has the right to touch anyone else without giving and receiving consent.
- HE.1.7.26 Describe sexual intercourse and its relationship to human reproduction.
- HE.2.7.22 Compare external influences and societal messages that impact attitudes about sexual, dating, and domestic violence.
- HE.1.7.22, HE.1.7.24, HE.2.7.19 & HE.3.7.9 Define and describe information about biological sex, sexual orientation, and gender identity and expression, as well as gender roles, gender identity, and sexual orientation, including the differences between each and the influences on one's attitude toward these topics.
- HE.1.7.25 Recognize diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression and describe ways to treat yourself and others with dignity and respect.

If you are interested in viewing the curriculum, you may make an appointment with TRCS staff. We are happy to answer any questions that you may have that will help you to make an informed decision about your child's instructional experience.

Sincerely,

TRCS Staff



### Health Curriculum Opt-Out

Name: \_\_\_\_\_ Student Grade: \_\_\_\_\_

Student's Teacher: \_\_\_\_\_

Parent Name(s): \_\_\_\_\_

Parent Phone Number(s): \_\_\_\_\_

Parent Email Address(es): \_\_\_\_\_

Please read below and select all that apply:

- I am choosing to opt out of the health curriculum (standard or material covered) and would like my child to be given an alternate/unrelated activity during the time of instruction for all lessons.
- I have previewed the curriculum associated with this unit.
- I have told my student that they will not be participating.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_