



District of Columbia
Office of the State Superintendent of Education

CURRICULA GUIDE FOR MEETING DC HEALTH EDUCATION STANDARDS AND SCHOOL SAFETY OMNIBUS AMENDMENT ACT OF 2018 (SSOAA) REQUIREMENTS

January 2020



The School Safety Omnibus Amendment Act of 2018 (SSOAA)¹ requires public and public charter schools to provide age- and developmentally appropriate, evidence-based culturally responsive instruction on the following:

1. Recognizing and reporting sexual misconduct and child abuse;
2. Setting and respecting appropriate personal and body boundaries and privacy rules;
3. Communicating with adults about concerns regarding body boundaries or privacy violations;
4. The meaning of consent;
5. Developing and maintaining healthy relationships; and
6. Other appropriate topics to support the healthy development of students.²

In order to support schools with meeting this requirement, OSSE has developed this curricula guide. The guide begins with the requirements outlined in SSOAA, and maps them to the [DC Health Education Standards](#), which meet those requirements.³ The second section provides a list of curricula along with a description of the program, the SSOAA requirements that the curricula meets, the applicable age group, and associated costs, number of lessons, and training requirements.

OSSE makes no representation as to the quality of the programs listed; nor does OSSE guarantee any particular outcome from these programs.

1 DC Law 22-294. School Safety Omnibus Amendment Act of 2018. Retrieved from: <https://code.dccouncil.us/dc/council/laws/22-294.html#§403>.

2 DC Official Code §38-824.02(b-2). Retrieved from: <https://code.dccouncil.us/dc/council/code/titles/38/chapters/8A/>.

3 For the complete list of standards, please visit: https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2016%20Health%20Education%20Standards_0.pdf.

SSOAA REQUIREMENTS AND CORRESPONDING DC HEALTH EDUCATION STANDARDS

REQUIREMENT 1 - RECOGNIZING AND REPORTING SEXUAL MISCONDUCT AND CHILD ABUSE

Grade	DC Health Education Standards	
K-2	K-2.2.1.5	Recognize the difference between good and bad touch.
	K-2.2.4.13	Demonstrate ways to refuse and report inappropriate touch.
	K-2.2.7.18	Demonstrate safe ways to respond to teasing, harassment, and bullying.
3-5	3-5.1.8.16	Describe how to persuade others to take action when someone else is being teased, harassed, or bullied.
	3-5.2.1.2	Describe situations and behaviors that constitute abuse and bullying.
	3-5.2.1.3	Compare and contrast the characteristics of safe and unsafe situations/activities.
	3-5.3.1.6	Explain that healthy sexual relationships should always be consensual and respectful, and that deceit, threats, and coercion are harmful.
6-8	6-8.2.1.2	Compare and contrast the differences between harassment and flirting.
	6-8.2.1.3	Compare and contrast myths and facts that relate to sexual harassment.
	6-8.2.7.20	Describe when it is necessary to seek help or leave an abusive relationship.
	6-8.3.1.8	Compare/contrast situations and behaviors that may constitute sexual assault and intimate partner violence. Analyze impacts of such violence and relationships.
	6-8.6.5.15	Discuss how the use of alcohol and other drugs, including popular drugs that are marketed to hide their harmful effects, impair decision-making; increase the risk of violence; and place one at risk for sexual assault, pregnancy, and STIs.
9-12	9-12.3.1.2	Compare and contrast sexual behaviors that are healthy from those that are unhealthy.
	9-12.3.4.18	Describe the emotional, psychological, and physical consequences of rape and sexual assault. Explain why a person who has experienced sexual assault is not at fault.
	9-12.3.8.27	Analyze existing laws and policies designed to protect young people from sexual harassment, sexual assault, child abuse, human trafficking, sexual exploitation, bullying, and other types of violence.

REQUIREMENT 2 - SETTING AND RESPECTING APPROPRIATE BOUNDARIES AND PRIVACY RULES

Grade	DC Health Education Standards	
K-2	K-2.2.1.4	Explain the importance of respecting personal boundaries, space, and property.
	K-2.2.4.11	Identify and demonstrate how to communicate to others the importance of respecting personal boundaries, space, and property.
	K-2.6.4.6	Use effective nonverbal and verbal communication skills to express needs, wants, and feelings (e.g., saying “no”).
3-5	3-5.2.4.8	Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say “no,” and using “I” messages to express feelings).
	3-5.3.4.13	Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.
	3-5.3.4.14	Demonstrate the use of refusal and assertiveness skills when responding to peer-pressure, disagreements, and conflicts (particularly in instances of uncomfortable touching).
6-8	6-8.2.4.11	Describe how refusal skills help youth avoid unsafe situations.
	6-8.2.5.15	Demonstrate the ability to use mediation and negotiation skills to resolve conflict.
	6-8.3.4.15	Apply an assertive communication model to demonstrate effective ways to communicate personal boundaries within friendships and romantic relationships.
9-12	9-12.2.4.14	Demonstrate effective communication strategies associated with boundaries in relationships.
	9-12.3.4.15	Demonstrate how effective communication and negotiation skills can be used to set boundaries, gain important sexual health information about your partners, resist pressures to engage in risky behaviors, and ensure that sexual relationships are consensual and self-respecting.

REQUIREMENT 3 - COMMUNICATING WITH ADULTS REGARDING BOUNDARIES OR PRIVACY VIOLATIONS

Grade	DC Health Education Standards	
K-2	K-2.1.3.6	Identify trusted persons and how to get help if something is bothering you.
	K-2.2.7.16	Demonstrate how to ask for help and express needs in a productive manner
	K-2.2.7.17	Identify a trusted person to talk to about being bullied, teased, or abused in any way.
3-5	3-5.2.3.7	Identify resources for those experiencing abuse, including identifying trusted adults to tell about abuse.
	3-5.3.2.8	Identify ways family, friends, peers, the media and others can impact emotional, social, and physical health, including sexual health.
6-8	6-8.2.4.12	Demonstrate how to report situations that could lead to injury or violence.
	6-8.3.8.30	Demonstrate how to report abuse to a trusted adult or to the Child and Family Services Agency (CFSA).
9-12	9-12.2.3.13	Assess legal channels for addressing partner violence (e.g., Civil Protection Order or a Temporary Protection Order).
	9-12.2.4.15	Demonstrate effective verbal and nonverbal communication skills to enhance safety and to avoid or get out of situations that are unsafe, including how to report situations that could lead to violence or injury.
	9-12.3.5.21	Demonstrate how to report abuse to trusted adults or proper authorities (e.g., MPD or CFSA).

REQUIREMENT 4 - THE MEANING OF CONSENT

Grade	DC Health Education Standards	
K-2	K-2.2.1.5	Recognize the difference between good and bad touch.
	K-2.2.4.13	Demonstrate ways to refuse and report inappropriate touch.
	K-2.2.8.21	Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched.
3-5	3-5.3.1.6	Explain that healthy sexual relationships should always be consensual and respectful and that deceit, threats, and coercion are harmful.
6-8	6-8.3.1.8	Compare/contrast situations and behaviors that may constitute sexual assault and intimate partner violence. Analyze impacts of such violence and relationships.
	6-8.6.5.15	Discuss how the use of alcohol and other drugs, including popular drugs that are marketed to hide their harmful effects, impair decision-making; increase the risk of violence; and place one at risk for sexual assault, pregnancy, and STIs.
9-12	9-12.3.1.6	Analyze factors, including alcohol and other substances that can affect the ability to give or perceive the provision of consent to sexual activity.
	9-12.3.8.28	Research DC minor consent laws, compare and contrast these laws to other states, and describe adolescent sexual health rights generally.

REQUIREMENT 5 - DEVELOPING AND MAINTAINING HEALTHY RELATIONSHIPS

Grade	DC Health Education Standards	
K-2	K-2.2.1.3	Recognize bullying, teasing, and aggressive behaviors as hurtful and potentially harmful.
	K-2.2.4.12	Demonstrate healthy ways to respond to disagreements or conflicts with others.
	K-2.3.2.8	Differentiate between healthy and unhealthy relationships.
3-5	3-5.1.4.11	Demonstrate the ability to use listening skills to support others and understand their feelings.
	3-5.1.4.12	Use appropriate communication skills to express emotions and appreciation for self and others.
	3-5.2.1.1	Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).
	3-5.2.2.5	Describe the consequences of unresolved conflicts (in personal relationships and within communities) and influences thereof.
	3-5.2.7.14	Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verbal abuse).
6-8	6-8.1.4.13	Describe how sharing or posting information electronically about self or others on social media sites (e.g., texting, phone, email, and group-chats) can negatively impact mental and emotional health.
	6-8.2.1.5	Contrast the characteristics of harmful or abusive relationships, including intimate partner violence, to those of healthy relationships.
	6-8.2.6.17	Develop and apply personal conflict resolution strategies to prevent, manage, or resolve interpersonal conflicts.
	6-8.3.7.22	Identify the characteristics of committed relationships (e.g., love, respectfulness, generosity, kindness, and forgiveness).
	6-8.3.7.23	Compare and contrast models of healthy relationships for family, friends, and romantic relationships.
9-12	9-12.2.1.1	Analyze the difference between healthy vs. unhealthy relationships
	9-12.2.2.7	Analyze how interpersonal communication affects relationships.
	9-12.2.6.17	Determine and commit to practicing positive alternatives to violence and form healthy associations with organizations and people.
	9-12.3.2.10	Analyze the contemporary impact of technology and social media on relationships and how technology and media can be used in positive and destructive ways.
	9-12.3.7.24	Demonstrate strategies to use social media safely, legally, and respectfully within different kinds of relationships.

CURRICULA GUIDE

Program	Description	Requirements					Age Group	Parameters		
		R1	R2	R3	R4	R5		Cost	Number of lessons	Training Required
Child Lures	Research and evidenced-based sexual abuse prevention curriculum dedicated to preventing all forms of child and teen victimization by teaching educators, administrators, parents/guardians, students and community members to recognize, interrupt, stop, and report inappropriate behaviors and situations.	☒	☒	☒	☒	☒	PreK-6	\$489.00 This program can be previewed for 30-60 days with no obligation to buy.	Pre-K - K = 7 lessons 1-2 = 7 lessons 3-4 = 11 lessons 5-6 = 12 lessons	Program training modules and presenter's guide included
Teen Lures	The Teen Lures Program provides an excellent opportunity for middle and high school students to actively participate in preventing sexual crimes against teens and youth. The goal of Teen Lures Prevention is to bring about peer-to-peer conversations regarding sexual assault, harassment, dating violence, bullying/cyberbullying, sexting, identity theft, online luring, suicide and human trafficking. By providing a platform to openly discuss these issues and their prevention, Teen Lures Prevention ensures the information teens are sharing about their personal safety is accurate and productive in preventing crimes against them.	☒	☒	☒	☒	☒	7-12	\$489.00 This program can be previewed for 30-60 days with no obligation to buy.	7-12 = 10 lessons	Program training modules included
MBF Child Safety Matters	Evidence-based curriculum for students in grades K-5 that works to educate and empower children and adults with information and strategies to prevent, recognize and respond appropriately to various types of abuse, digital safety, and bullying.	☒	☒	☒	☒	☐	K-5	Prices range from \$200-2,500	2 lessons with 6 sub-lessons each	Online facilitator training, facilitator manual and scripts included
MBF Teen Safety Matters	Evidence-informed prevention education program for middle school students in grades 6-8. The program educates and empowers teens and all relevant adults with information and strategies to prevent, recognize, and respond appropriately to all types of abuse, relationship abuse, sex trafficking, digital dangers and safety, bullying, and cyberbullying.	☒	☒	☒	☒	☒	6-8	Prices range from \$200-1,300	3 lessons with 5+ sub-lessons each	Online facilitator training, facilitator manual and scripts included
Keeping Kids Safe	E-Learning program that teaches students age-appropriate sexual abuse prevention and personal body safety education. Students will learn the difference between safe touches and unsafe touches, safe secrets and unsafe secrets, "Uh-Oh" feelings, when to tell a safe adult about those feelings, safety rules about touching, what parts of their body are private, and how to assertively say no and tell a safe adult if the safety rule about touching is broken. This course emphasizes that students are the bosses of their own body, they have the right to say who touches their body, and that it is never their fault if something bad or hurtful happens	☒	☒	☒	☒	☒	K-2 3-5 6-8	Prices range from \$75-500 This program offers a free trial preview.	K-2 = 7 lessons that are about 15-30min long 3-5 = 6 lessons that are about 15-25 min long 6-8 = 7 lessons that are about 15-40 min long	N/A

Program	Description	Requirements					Age Group	Parameters		
		R1	R2	R3	R4	R5		Cost	Number of lessons	Training Required
Kids in the Know	Research and evidence-based program that uses interactive safety education modules. The purpose of this program is to help educators teach children and youth effective personal safety strategies in an engaging, age-appropriate and interactive way that builds resiliency skills and reduces their likelihood of victimization in the online and offline world. Topics include healthy relationships, safe and responsible use of technology, addressing high-risk behavior, picture permanence online, as well as building capacity to handle difficult situations and knowing when to seek help.	☒	☒	☒	☒	☒	K-8	Prices range from \$45-\$245	K-1 = 6 lessons 2 = 4 lessons 3-6 = 5 lessons each grade 7 = 6 lessons 8 = 5 lessons	In person and online trainings available but not required
Safe@Last	Safe@Last is a sexual assault primary prevention curriculum designed for students in kindergarten-grade 6 with age-appropriate, sequential and comprehensive education, presented in an interactive web-based learning environment for both children and educators. Each lesson builds on and reinforces the skills learned in previous lessons with opportunities for students to practice each learned skill. The program includes age-appropriate learning techniques such as role-playing, music, games, stories, and an interactive online workbook to enhance the learning process for each individual student.	☒	☒	☒	☒	☒	K-6	\$150	K = 8 lessons 1 = 9 lessons 2 = 10 lessons 3 = 8 lessons 4-6 = 10 lessons	Online training and technical support included
BE! Be Empowered	BE! is a sexual assault awareness curriculum designed for middle and high school students. It focuses on promoting healthy relationships, while giving teens resources to get help if they experience dating violence or other forms of abuse. BE! was developed to help teens understand their unique value in order to treat themselves and each other with respect. Additionally, the program encourages and empowers teens to make a difference in their community by learning skills to end sexual violence and change social expectations.	☒	☒	☒	☒	☒	7-12	\$150	4 main lessons with 3+ sub-lessons	Online training and technical support included
S.P.I.D.E.R.S.	S.P.I.D.E.R.S. – Safety Playbook for Individual Development and Engagement of Responsible Students is a curriculum designed to inform about safety, abuse and making good decisions without placing you or someone else in uncomfortable situations. The S.P.I.D.E.R.S. Program includes Instructional Resource Kits for teachers of students in grades K-5, and digital lessons for students to complete in grades 6-12. These lessons strive to help students and teachers to navigate through crucial skills necessary to instill in them a sense of pride, confidence, and safety. They are designed to educate students about their feelings regarding self-image, peer pressure, decision-making, and relationships, and help school districts to provide students with age-appropriate education in a caring and conscientious manner.	☒	☒	☒	☒	☒	K-5 6-8 9-12	ES - \$49 per classroom per year MS/HS - \$5 per student per year	K-5 = 19 lessons split up amongst the grades 6-8 = 16 lessons split up amongst the grades 9-12 = 13 lessons	Professional development add-on for program administrators is \$1000 (not required)

Program	Description	Requirements					Age Group	Parameters		
		R1	R2	R3	R4	R5		Cost	Number of lessons	Training Required
Play It Safe	<p>Play it Safe! is an evidence-informed age-appropriate risk reduction program for pre-K through high school-age students. Each grade level's interactive curriculum speaks to children in a way that they can best learn and respond. Play it Safe! is a child abuse awareness and prevention program that incorporates age-appropriate scripts and movies to teach children how to reduce their risk of sexual and physical abuse, and sexual assault. It teaches them to recognize potentially abusive behavior, provides the tools to respond to threatening situations, and encourages them to report abuse to a trusted adult.</p> <p>*To maintain access to online materials, you are required to pay an annual renewal fee of \$25 per program. The renewal fee is due one year after the date of purchase and subsequent years after that date.</p> <p>There is a 10% discount for the purchase of three to eight programs. For nine or more programs, the discount is 15%.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	PreK-6 6-8 9-12	Online + Hardcopy Pk-2 \$329 each 3-HS \$229 each Online Only Pk-2 \$229 each 3-HS \$179 each	Prek-4 = 1 lesson per grade 5-6 = 2 lessons 6-8 = 3 lessons 9-12 = 2 lessons	N/A
Second Step	Second Step Child Protection Unit is an evidence-based multilayered approach to child safety that works to help adults and children be better prepared to recognize, respond to, refuse and report unsafe situations. The program addresses ways to stay safe, identifying trusted adults, safe and unsafe touches, setting boundaries around touch, and keeping secrets and reporting abuse. Program includes parent materials and teacher training modules.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PreK-5	\$209 per grade \$1,129 K-5 bundle \$1,319 Prek-5 bundle	6 lessons per grade w/ supplementary materials for parents	3 staff training modules per grade included
Coaching Boys into Men	Coaching Boys into Men (CBIM) is the only evidence-based prevention program that trains and motivates high school coaches to teach their young male athletes healthy relationship skills. Each week, coaches will spend 15-20 minutes with their players discussing one of the 11 key topics, which include digital disrespect, consent, aggression, communicating boundaries, and other important themes necessary for forming and maintaining healthy relationships. By the end of the program, athletes are given the tools and vocabulary they need to stand up for respect and positively influence their school's culture.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9-12	Free	11 lessons	Coaching Clinic is facilitated by a CBIM advocate to prepare facilitators in administering program. For more information contact Mathias Gesser gessermathias3@gmail.com .