

# Proclamation 2022 Public Comments

This report lists comments submitted by the public and includes the publishers' responses.

## Publisher: Goodheart-Wilcox Publisher

### Health Education, Grade 6

#### *Texas Health Skills for Middle School - Online Learning Suite*

#### Comment 1

I believe that we should be as open and honest about sexuality as possible. Kiddos need to learn about sex in an honest open and safe environment. They need to know that sexuality and sexual orientation exists from conception. As a Christian, who believes in a creator God, it is incredibly important for all our kids to understand that from conception, a gene present in sperm can determine multiple biological sexual variances. Scientific understanding enhances and does not go against faith. (ie xy, xxy, xyy, x0, are all chromosomal sexual makeups). They need to know that the SRY gene SRY gene (which is on the Y chromosome) can actually be on X chromosome. That xy and xx persons can thus develop sexual genitalia of the opposing sex. While this is deep, understanding that humans are not merely male/female is important to understanding that sexuality is much broader and inclusive of sis gender and LGBTQ+even from biological standpoint from pre-birth. It also helps kids understand that this happens often in the sperm and during conception and growth in the womb. While I understand we can not teach about faith. We can teach our kids openly and honestly about biological makeup without destroying anyone's faith.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

The sexual health topics discussed in *Texas Health Skills for Middle School* align with those topics covered in the TEKS. *Texas Health Skills for Middle School* is inclusive for students of all backgrounds and walks of life.

## Comment 2

I believe that we should be as open and honest about sexuality as possible. Kiddos need to learn about sex in an honest open and safe environment. They need to know that sexuality and sexual orientation exists from conception. As a Christian, who believes in a creator God, it is incredibly important for all our kids to understand that from conception, a gene present in sperm can determine multiple biological sexual variances. Scientific understanding enhances and does not go against faith. (ie xy, xxy, xyy, x0, are all chromosomal sexual makeups). They need to know that the SRY gene (which is on the Y chromosome) can actually be on X chromosome. That xy and xx persons can thus develop sexual genitalia of the opposing sex. While this is deep, understanding that humans are not merely male/female is important to understanding that sexuality is much broader and inclusive of sis gender and LGBTQ+even from biological standpoint from pre-birth. It also helps kids understand that this happens often in the sperm and during conception and growth in the womb.

While I understand we can not teach about faith. We can teach our kids openly and honestly about biological makeup without destroying anyone's faith.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

The sexual health topics discussed in *Texas Health Skills for Middle School* align with those topics covered in the TEKS. *Texas Health Skills for Middle School* is inclusive for students of all backgrounds and walks of life.

## Comment 3

The appropriate materials that do align with the Health TEKS adopted in 2020 are the lessons in Goodheart Wilcox.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Texas Health Skills for Middle School* and the *Companion Text to Accompany Texas Health Skills for Middle School* meet 100% of the TEKS.

#### Comment 4

Standard 13F: identify the current legal consequences of cyberbullying and inappropriate digital and online communication.

(i) identify the current legal consequences of cyberbullying

Activity: Accessing information skills. Working with a partner, watch a video, listen to a podcast, or read an article about one type of violence and its legal consequences in your state. Make sure your source is reliable. Find information about whether the type of violence can lead to arrest, fines, or time in prison. In a presentation, summarize what you learned and share it with your classmates.

\*\*Bullying and cyberbullying are options for this activity, but not required. Unsure how this will guarantee these are covered.

**Component Title:** *Texas Health Skills for Middle School - Online Learning Suite*

**ISBN:** 9781683115298

**Page Number(s):** 545

**Location:** Activity: Accessing information skills.

[Link to Content](#)

**Publisher Response:** **Accept**

Teachers have the ability to assign a specific type of violence in their classroom if they would like to guarantee that students identify legal consequences of cyberbullying. In addition, Goodheart-Willcox will change #4 of the Check Your Knowledge section on page 544 to be "What are the legal consequences of cyberbullying?"

#### Comment 5

Standard 13F: identify the current legal consequences of cyberbullying and inappropriate digital and online communication.

(ii) identify the current legal consequences of inappropriate digital communication

(iii) identify the current legal consequences inappropriate online communication

\*\*Both sections above are about sexting. I was unable to locate anything about cyberbullying or David's Law.

**Component Title:** *Texas Health Skills for Middle School - Online Learning Suite*

**ISBN:** 9781683115298

**Page Number(s):** 423

**Location:** Paragraph beginning with "As young people"

[Link to Content](#)

**Publisher Response:** **Reject**

Legal consequences to sexting are covered on page 426. Legal consequences to cyberbullying are covered on page 524. David's Law is not included in the TEKS, but Goodheart-Willcox will consider this topic for a future content update lesson.

## Comment 6

Standard 13F: identify the current legal consequences of cyberbullying and inappropriate digital and online communication.

(ii) identify the current legal consequences of inappropriate digital communication

(iii) identify the current legal consequences inappropriate online communication

\*\*Both sections above are about sexting. I was unable to locate anything about cyberbullying or David's Law.

**Component Title:** *Texas Health Skills for Middle School - Online Learning Suite*

**ISBN:** 9781683115298

**Page Number(s):** 426

**Location:** Lesson 13.2 Review

[Link to Content](#)

**Publisher Response:** **Reject**

Legal consequences to sexting are covered on page 426. Legal consequences to cyberbullying are covered on page 524. David's Law is not included in the TEKS, but Goodheart-Willcox will consider this topic for a future content update lesson.

## Comment 7

Standard 14B: assess healthy and appropriate ways of responding to and discouraging bullying and cyberbullying, including behavior that takes place at school

(i) assess healthy ways of responding to bullying, including behavior that takes place at school

\*\* This section has thorough coverage of bystander vs upstander.

**Component Title:** *Texas Health Skills for Middle School - Online Learning Suite*

**ISBN:** 9781683115298

**Page Number(s):** 520-521

**Location:** Strategies for Responding to Bullying Section

[Link to Content](#)

**Publisher Response:** **Reject**

Yes, the Goodheart-Willcox strategies for responding to bullying emphasize the importance of overcoming the bystander effect and choosing to be an upstander for the person being bullied.

## Comment 8

Standard 14B: assess healthy and appropriate ways of responding to and discouraging bullying and cyberbullying, including behavior that takes place at school

(iv) assess healthy ways of discouraging cyberbullying, including behavior that takes place at school

\*\*This same exercise is used for "healthy ways of responding to cyberbullying". It does not seem to cover "discouraging" cyberbullying. It would make sense to have the exercises clarify the difference between "healthy ways to respond" and "discouraging".

**Component Title:** *Texas Health Skills for Middle School - Online Learning Suite*

**ISBN:** 9781683115298

**Page Number(s):** 526

**Location:** Lesson 6.1 Review

[Link to Content](#)

**Publisher Response: Accept**

In addition to the Critical Thinking question on page 526, teachers can also assign the Develop Your Skills activity #23 on page 545 and ask students to write their role play about cyberbullying specifically. Goodheart-Willcox will add this additional citation to the correlation document in the materials.

## Comment 9

Standard 14C: analyze the impact that bullying has on both victims and bullies

(i) analyze the impact that bullying has on victims

To add (these are covered under “impact on the bully” and IS NOT CURRENTLY BUT should also be covered under “impact on victim”):

- o changes in eating or sleeping behaviors

- o changes in relationships with peers and family

**Component Title:** *Texas Health Skills for Middle School - Online Learning Suite*

**ISBN:** 9781683115298

**Page Number(s):** 520

**Location:** Consequences of Bullying Section

[Link to Content](#)

**Publisher Response: Accept**

To clarify these impacts, on page 520, Goodheart-Willcox will change the copy to read: “Young people who are bullied may experience changes in eating or sleeping behaviors, worry about going to school, or have trouble concentrating on homework. They might experience changes in relationships with peers and family members.”

## Comment 10

Standard 14C: analyze the impact that bullying has on both victims and bullies

(ii) analyze the impact that bullying has on bullies

Question on this stat: "About 20% of students experience bullying" - only 20% total? – or 20% have reported it?

About 30% of students admit to bullying others

- Short-term effects include poor school performance, difficulty maintaining social relationships, and increased risk of substance abuse
- Long-term effects include risk of substance abuse, antisocial behavior, and the continuation or worsening of violent or risky behaviors into adulthood

\*\*It is important to talk about mental health on both the victim and the bully. It appears mental health is covered mostly relating to the bully.

\*\*impact on victims takes you to this page: <https://www.g-wonlinetextbooks.com/texas-health-skills-middle-school/542>

\*\*impact on bullies takes you here (mental health): <https://www.g-wonlinetextbooks.com/texas-health-skills-middle-school/187>

**Component Title:** *Texas Health Skills for Middle School - Online Learning Suite*

**ISBN:** 9781683115298

**Page Number(s):** 165

**Location:** Figure 6.1

[Link to Content](#)

**Publisher Response:** **Reject**

20% of students reported having experienced bullying. This is according to [stopbullying.gov](http://stopbullying.gov), a government website uses federal statistics, including from the National Center for Education Statistics and the Youth Risk Behavior Surveillance.

On page 165, Goodheart-Willcox identifies mental health consequences of bullying on the victim, including low self-esteem, anxiety, poor school performance, and increased risk of developing mental illnesses.

## Comment 11

The Health Instructional Materials are not suitable and not at all acceptable for Texas school children and any school children for that matter. I can not believe and I am stunned with the explicit and egregious sexual content in these text books. Children's innocence is destroyed and is at stake with the content in these text books! This also is undermining in a parents role to what we want to teach our children with morals and values. Our authority is undermined and this sets encouragement for teen sexual activity. Abstinence is not discussed nor even an option. These books can be written by Planned Parenthood and other abortion encouraging providers. The State Board of Education should not allow such explicit content to be taught in schools, this is the parents responsibility and soul right to teach their child this information.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Per the new Texas opt-in laws for sexual health instruction, all students need written permission from their parent or legal guardian to participate in sexual health instruction in the classroom. In addition, the Goodheart-Willcox text, *Texas Health Skills for Middle School*, extensively covers sexual abstinence. See pages 507 and 590-591 in the Student Textbook and pages 611-613, 626-629, and 636 in the Companion Text. The text promotes sexual abstinence as the healthiest decision for young people, identifies the various benefits of making this decision, and provides skills for choosing and practicing abstinence.

## Comment 12

With material in these books and course how is it possible to even think children wouldnt be pushed into sexual situations prior to their time. This is absurd and outrageous! It is ridiculous to have to be writing this as we parents make the decision to put our children in a safe environment to learning in public school. I now understand why so many people are pulling their children out of the school system. It is because of the trash and immoral values being taught and subjected to.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

The sexual health topics discussed in *Texas Health Skills for Middle School* align with those topics covered in the TEKS. Per the new Texas opt-in laws for sexual health instruction, all students need written permission from their parent or legal guardian to participate in sexual health-related instruction in the classroom.

### Comment 13

The content from this publisher is generally consistent with the standards embodied in the TEKS for reproductive and sexual health and TEC 28.004.

With the new opt-in laws for sexuality instruction (HB 1525), all students will need written permission from their parents to participate. Suggest including that information and sample communications in the Lesson Plan. The publisher will also need to be able to separate the human sexuality content from the remainder of the health curriculum, as it will require the specific written permission of parents.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Texas Health Skills for Middle School* features a Companion Text to help instructors meet opt-in requirements in their classroom. The Instructor Resources also include alternative assignments for students who are not opted in, as well as sample parent letters for district use.

## Health Education, Grades 7–8

### *Texas Health Skills for Middle School - Online Learning Suite*

### Comment 1

The content from this publisher is generally consistent with the standards embodied in the TEKS for reproductive and sexual health and TEC 28.004.

With the new opt-in laws for sexuality instruction (HB 1525), all students will need written permission from their parents to participate. Suggest including that information and sample communications in the Lesson Plan. The publisher will also need to be able to separate the human sexuality content from the remainder of the health curriculum, as it will require the specific written permission of parents.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Texas Health Skills for Middle School* features a Companion Text to help instructors meet opt-in requirements in their classroom. The Instructor Resources also include alternative assignments for students who are not opted in, as well as sample parent letters for district use.

## Comment 2

The instructional materials/text books for the 6-8th grade have unacceptable topics in them. One such topic that needs to be deleted is the Self-harming topic. This should not even be introduced to kids. This would not come into many children's minds at all, but once introduced then can remain in one's thoughts. The specific section on self-harming protection techniques is alarming. This assumes that children will perform these and is almost encouraging them on how to perform them. This is not safe for our children. It is the exact opposite. I implore the Board to delete this from the materials.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Goodheart-Willcox covers the topic of self-harm in accordance with the TEKS and to an extent that is appropriate for the age group. For grades 6-8, it is appropriate to discuss self-harm briefly as a sign to seek professional help with mental illnesses, a risk factor for suicide, or a consequence of cyberbullying. More in-depth coverage of this topic can be found in *Texas Health Skills for High School*.

## Comment 3

I believe that we should be as open and honest about sexuality as possible. Kiddos need to learn about sex in an honest open and safe environment. They need to know that sexuality and sexual orientation exists from conception. As a Christian, who believes in a creator God, it is incredibly important for all our kids to understand that from conception, a gene present in sperm can determine multiple biological sexual variances. Scientific understanding enhances and does not go against faith. (ie xy, xxy, xyy, x0, are all chromosomal sexual makeups). They need to know that the SRY gene (which is on the Y chromosome) can actually be on X chromosome. That xy and xx persons can thus develop sexual genitalia of the opposing sex. While this is deep, understanding that humans are not merely male/female is important to understanding that sexuality is much broader and inclusive of sis gender and LGBTQ+even from biological standpoint from pre-birth. It also helps kids understand that this happens often in the sperm and during conception and growth in the womb.

While I understand we can not teach about faith. We can teach our kids openly and honestly about biological makeup without destroying anyone's faith.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

The sexual health topics discussed in *Texas Health Skills for Middle School* align with those topics covered in the TEKS. *Texas Health Skills for Middle School* is inclusive for students of all backgrounds and walks of life.

#### Comment 4

Standard 13E: research the current legal consequences of cyberbullying and inappropriate digital and online communication. (i) research the current legal consequences of cyberbullying \*\*I was unable to locate anything on: legal consequences for cyberbullying in the text or David’s Law. Will the 7-8 grade students be given a prompt to help guide them on their “research”?

<https://www.g-wonlinetextbooks.com/texas-health-skills-middle-school-teks-health-7-8/25>

<https://www.g-wonlinetextbooks.com/texas-health-skills-middle-school-teks-health-7-8/26>

**Component Title:** *Texas Health Skills for Middle School - Online Learning Suite*

**ISBN:** 9781683115298

**Page Number(s):** 524 and 545

**Location:** Paragraph beginning "Remember that many", and Develop Your Skills #22

[Link to Content](#)

**Publisher Response: Reject**

Legal consequences to sexting are covered on page 426. Legal consequences to cyberbullying are covered on page 524. David’s Law is not included in the TEKS, but Goodheart-Willcox will consider this topic for a future content update lesson.

#### Comment 5

"Standard 14B: describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual

(i) describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual \*\*Is there a reason the word suicide (or suicidal ideation) is not used? I’m not sure softening it to read: “wanting to hurt someone else your one’s self” are the correct words to describe the despair victims of bullying feel.

<https://www.g-wonlinetextbooks.com/texas-health-skills-middle-school-teks-health-7-8/26>

**Component Title:** *Texas Health Skills for Middle School - Online Learning Suite*

**ISBN:** 9781683115298

**Page Number(s):** 520, 522, and 545

**Location:** Consequences of Bullying Section, Consequences of Cyberbullying Section, Think Critically #16

[Link to Content](#)

**Publisher Response: Accept**

The phrasing of “wanting to hurt someone else or one’s self” is not meant to soften the concept of the despair victims feel, but rather to encompass suicidal ideation, self-harm, and interpersonal violence. To clarify, Goodheart-Willcox will change this bullet to say “interpersonal violence, self-harm, or suicidal ideation”

## Comment 6

The appropriate materials that do align with the Health TEKS adopted in 2020 are the lessons in Goodheart Wilcox.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Texas Health Skills for Middle School* and the *Companion Text to Accompany Texas Health Skills for Middle School* meet 100% of the TEKS.

## Comment 7

Standard 14C: explain the responsibility to report bullying behavior, including cyberbullying (i) explain the responsibility to report bullying behavior, including cyberbullying \*\*This section talks about asking the person being bullied how you can help, but it does not cover anonymous reporting tools that are required under law to be available on every TX public school campus and nor does it address how to use the required tools.

<https://www.g-wonlinetextbooks.com/texas-health-skills-middle-school-teks-health-7-8/26>

<https://www.g-wonlinetextbooks.com/texas-health-skills-middle-school-teks-health-7-8/27>

**Component Title:** *Texas Health Skills for Middle School - Online Learning Suite*

**ISBN:** 9781683115298

**Page Number(s):** 524-526 and 545

**Location:** Strategies for Responding to Cyberbullying section and Bullying and Cyberbullying Prevention Section

[Link to Content](#)

**Publisher Response:** Reject

In the textbook, Goodheart-Willcox cites the importance for students to report bullying behavior to a trusted adult. Anonymous reporting procedures are part of David's Law, which is not included in the TEKS, but Goodheart-Willcox will consider this topic for a future content update lesson.

## Comment 8

Way too sexually explicit for a classroom! Not only is this not appropriate for a textbook, it should be illegal to expose minors to such explicit materials. This does not belong in Texas schools!

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

The sexual health topics discussed in *Texas Health Skills for Middle School* align with those topics covered in the TEKS. While birth control is briefly addressed, to ensure that the instruction is age-appropriate, Goodheart-Willcox promotes abstinence as the healthiest choice for adolescents. The sexual health instruction provides students with the skills they need to maintain their health, including refusal skills for sexual activity, decision-making skills regarding abstinence, and more.

In addition, per the new Texas opt-in laws for sexual health instruction, all students need written permission from their parent or legal guardian to participate in sexual health-related instruction in the classroom.

## Comment 9

I am appalled at the material I have read. The material is not suitable for Texas Children. It undermines parental oversight and the material encourages underage sexual activity. Children are innocent and should not be encouraged to be sexually active.

I also reviewed a section concerning mental health and that if you are going to hurt yourself here's how you do it safely. That written section is sickening that an adult would offer tips on how to hurt your self.

The state board should reject the books.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

The sexual health topics discussed in *Texas Health Skills for Middle School* align with those topics covered in the TEKS. To ensure that the instruction is age-appropriate, Goodheart-Willcox promotes abstinence as the healthiest choice for adolescents. In addition, per the new Texas opt-in laws for sexual health instruction, all students need written permission from their parent or legal guardian to participate in sexual health-related instruction in the classroom.

Goodheart-Willcox covers the topic of self-harm in accordance with the TEKS and to an extent that is appropriate for the age group. The *Texas Health Skills for Middle School* text does not encourage self-harm or provide strategies for conducting self-harm. The text encourages students, if they see warning signs, to immediately seek help from a parent, other trusted adult, or a mental health professional.

## Comment 10

The Health Instructional Materials are not suitable and not at all acceptable for Texas school children and any school children for that matter. I can not believe and I am stunned with the explicit and egregious sexual content in these text books. Children's innocence is destroyed and is at stake with the content in these text books! This also is undermining in a parents role to what we want to teach our children with morals and values. Our authority is undermined and this sets encouragement for teen sexual activity. Abstinence is not discussed nor even an option. These books can be written by Planned Parenthood and other abortion encouraging providers. The State Board of Education should not allow such explicit content to be taught in schools, this is the parents responsibility and soul right to teach their child this information.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

The sexual health topics discussed in *Texas Health Skills for Middle School* align with those topics covered in the TEKS. Per the new Texas opt-in laws for sexual health instruction, all students need written permission from their parent or legal guardian to participate in sexual health-related instruction in the classroom.

In addition, the Goodheart-Willcox text, *Texas Health Skills for Middle School*, extensively covers sexual abstinence. See pages 507 and 590-591 in the Student Textbook and pages 611-613, 626-629, and 636 in the Companion Text. The text promotes sexual abstinence as the healthiest decision for young people, identifies the various benefits of making this decision, and provides skills for choosing and practicing abstinence.

## Comment 11

With material in these books and course how is it possible to even think children wouldnt be pushed into sexual situations prior to their time. This is absurd and outrageous! It is ridiculous to have to be writing this as we parents make the decision to put our children in a safe environment to learning in public school. I now understand why so many people are pulling their children out of the school system. It is because of the trash and immoral values being taught and subjected to.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

The sexual health topics discussed in *Texas Health Skills for Middle School* align with those topics covered in the TEKS. Per the new Texas opt-in laws for sexual health instruction, all students need written permission from their parent or legal guardian to participate in sexual health-related instruction in the classroom.

## Health I

### *Texas Health Skills for High School - Online Learning Suite HEALTH I*

#### Comment 1

The content from this publisher is generally consistent with the standards embodied in the TEKS for reproductive and sexual health and TEC 28.004.

With the new opt-in laws for sexuality instruction (HB 1525), all students will need written permission from their parents to participate. Suggest including that information and sample communications in the Lesson Plan. The publisher will also need to be able to separate the human sexuality content from the remainder of the health curriculum, as it will require the specific written permission of parents.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Accept

*Texas Health Skills for High School* features a Companion Text to help instructors meet opt-in requirements in their classroom. The Instructor Resources also include alternative assignments for students who are not opted in, as well as sample parent letters for district use.

#### Comment 2

I believe that we should be as open and honest about sexuality as possible. Kiddos need to learn about sex in an honest open and safe environment. They need to know that sexuality and sexual orientation exists from conception. As a Christian, who believes in a creator God, it is incredibly important for all our kids to understand that from conception, a gene present in sperm can determine multiple biological sexual variances. Scientific understanding enhances and does not go against faith. (ie xy, xxy, xyy, x0, are all chromosomal sexual makeups). They need to know that the SRY gene SRY gene (which is on the Y chromosome) can actually be on X chromosome. That xy and xx persons can thus develop sexual genitalia of the opposing sex. While this is deep, understanding that humans are not merely male/female is important to understanding that sexuality is much broader and inclusive of sis gender and LGBTQ+even from biological standpoint from pre-birth. It also helps kids understand that this happens often in the sperm and during conception and growth in the womb.

While I understand we can not teach about faith. We can teach our kids openly and honestly about biological makeup without destroying anyone's faith.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

The sexual health topics discussed in *Texas Health Skills for High School* align with those topics covered in the TEKS. *Texas Health Skills for High School* is inclusive for students of all backgrounds and walks of life.

## Health II

### *Texas Health Skills for High School - Online Learning Suite HEALTH II*

#### Comment 1

The content from this publisher is generally consistent with the standards embodied in the TEKS for reproductive and sexual health and TEC 28.004.

With the new opt-in laws for sexuality instruction (HB 1525), all students will need written permission from their parents to participate. Suggest including that information and sample communications in the Lesson Plan. The publisher will also need to be able to separate the human sexuality content from the remainder of the health curriculum, as it will require the specific written permission of parents.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Accept

*Texas Health Skills for High School* features a Companion Text to help instructors meet opt-in requirements in their classroom. The Instructor Resources also include alternative assignments for students who are not opted in, as well as sample parent letters for district use.

#### Comment 2

\*\*Did not find anything relating to the below TEK, or mention of David's Law:

TOPIC: Legal ramifications and other consequences - 12(B) examine the legal and ethical ramifications of unacceptable behaviors in digital and online environments

**Component Title:** *Texas Health Skills for High School - Online Learning Suite*

**ISBN:** 9781683115328

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Legal and ethical ramifications of unacceptable behaviors in digital and online environment are discussed in Lesson 16.3. See pages 590–591, in particular, and page 591 (Lesson 16.3 Review #10). David's Law is not included in the TEKS, but we will consider this topic for a future content update lesson.

### Comment 3

I believe that we should be as open and honest about sexuality as possible. Kiddos need to learn about sex in an honest open and safe environment. They need to know that sexuality and sexual orientation exists from conception. As a Christian, who believes in a creator God, it is incredibly important for all our kids to understand that from conception, a gene present in sperm can determine multiple biological sexual variances. Scientific understanding enhances and does not go against faith. (ie xy, xxy, xyy, x0, are all chromosomal sexual makeups). They need to know that the SRY gene (which is on the Y chromosome) can actually be on X chromosome. That xy and xx persons can thus develop sexual genitalia of the opposing sex. While this is deep, understanding that humans are not merely male/female is important to understanding that sexuality is much broader and inclusive of sis gender and LGBTQ+even from biological standpoint from pre-birth. It also helps kids understand that this happens often in the sperm and during conception and growth in the womb.

While I understand we can not teach about faith. We can teach our kids openly and honestly about biological makeup without destroying anyone's faith.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

The sexual health topics discussed in *Texas Health Skills for High School* align with those topics covered in the TEKS. *Texas Health Skills for High School* is inclusive for students of all backgrounds and walks of life.

## Publisher: Human Kinetics

### Health Education, Grade 6

#### *Live Well Middle School Health Interactive Web Text*

### Comment 1

\*\*I did not find coverage of the following TEKS under Legal ramifications and other consequences

13 (F) identify the current legal consequences of cyberbullying and inappropriate online and digital communication

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Accept

We will add content in Chapter 9, Lesson 9.3, under the heading "Cyberbullying, subsection "Responding to Cyberbullying" that paves the way for a teacher to easily create an assignment for students to research the topic: In the next-to-last bullet point, we will add the sentence, "Cyberbullies are subject to criminal charges in Texas, Louisiana, Illinois, and most other states." With regard to inappropriate online and digital communication, in Chapter 8, Lesson 8.4, in the second paragraph under the heading "Sexting" address legal consequences, the text reads: "Consequences of sharing any sexting image or message may include arrests, jail time, and fines as well as the possibility of being charged with the distribution or possession of child pornography, which can carry the designation of sex offender. This is a very serious offense; each state has different laws around sexting."

## Comment 2

The Human Kinetics Health Instructional Material/Textbook for grades 6th to 8th is unsuitable and unacceptable for the following reasons:

- age-inappropriate content;
- does not focus on abstinence as state law requires;
- does not uphold the expected standard of abstinence for unmarried teens as required by law;
- has quizzes and exercises that violate student and family privacy and violate the federal Pupil Protections Rights Amendment;
- includes controversial topics that the State Board of Education specifically voted to reject in the TEKS;
- does not consider parental authority or state laws when sexuality issues are discussed;
- is not well organized and contains grammatical errors;
- asks students to write about inappropriate and personal topics; and,
- has inadequate definitions of some terms.

Please reject this instructional material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Accept

We do not agree with most of this public comment, but we accept that it would be beneficial to make some minor wording changes for purposes of clarification, and to fix one typo. WITH REGARD TO OUR TREATMENT OF ABSTINENCE, we meet state standards, nonetheless we will revise the wording of the following three passages: (1) In Lesson 3 of the Reproductive and Sexual Health supplemental chapter, the section named “Abstinence,” we’ll change the sentence beginning, “Abstinence is the best choice for many people because being sexually active . . .” so that it instead reads, “Abstinence is the best choice because being sexually active . . .” (2) In Lesson 1 of the Reproductive and Sexual Health supplemental chapter, in the section named “Being Sexually Active,” under “Influences on your Sexual Activity,” we will revise the sentence beginning “Sometimes your kissing and touching can lead to sexual activity . . .” so that it reads, “Sometimes, if you do not practice abstinence (see Lesson 3), your kissing and touching can lead to sexual activity . . .” (3) In Lesson 1 of the Reproductive and Sexual Health supplemental chapter, in the section named “Changes in Adolescence,” under “Being Sexually Active,” we will add the following sentence to the end of the paragraph: “Abstinence from sexual activity is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age.”

WITH REGARD TO THE QUIZZES AND WRITING EXERCISES, we reject this comment. Our response is two-fold: (1) The primary purpose of quizzes and exercises in our instructional materials is to aid the student’s learning and assess their comprehension and retention of the material being taught, as well as to help develop their critical thinking and decision-making skills. (2) Use of the quizzes and exercises in our materials is optional, not required, and districts who adopt our text may decide for themselves whether or not they want to use the worksheets that address sexual behavior and attitudes. If they believe it is necessary in order to comply with provisions of the PPRA, they may ask (not require) students to sign a consent form before assigning such materials.

WITH REGARD TO PARENTAL AUTHORITY AND STATE LAWS, we reject this comment. we made changes to our content as a result of the State Review Panel’s evaluation of our text so that the revised text includes more frequent, specific references to the role of parents in decisions affecting students’ health; and we reference the need to follow state laws, for example in relation to laws governing abortion and sexting.

REGARDING GRAMMATICAL ERRORS, a very small number of such errors, mostly errant spacing issues, were identified during the State Review Panel phase and we have corrected those errors for what will be the final state-adopted version of the text. In reviewing passages relevant to public comments, we discovered a typo where the word “consent” was incorrectly spelled “content,” so we accept the need to address this and we’ve made the necessary correction (Reproductive and Sexual Health supplemental chapter, Introduction, Understanding My Health, last item in opening quiz called “What is My Sexual Knowledge?”).

WITH REGARD TO “UNSUITABLE AND UNACCEPTABLE,” we reject this claim. The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they’d rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

### Comment 3

The Health Education materials in Human Kinetics are concerning because they do not align with the Health TEKS that were adopted by the SBOE in November 2020. The Texas Education Code 28.004 requires that abstinence be the preferred choice of behavior for school aged children and be emphasized in sex education. Instead, the Human Kinetics materials talk about middle schoolers choosing to become sexually active.

The Human Kinetics materials also promote LGBT ideology. The Health TEKS currently do not list any reference to sexual orientation or gender identity and any reference to these topics were voted down by the SBOE. Human Kinetics has many extensive lessons on gender identity and transgender activism. Any textbook with these topics should be rejected as not being aligned with the TEKS. Over 17,000 parents contacted the SBOE asking them to not have LGBT ideology taught in the classroom.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Live Well Middle School Health* meets Texas’ requirements for state adoption. The text clearly states the benefits of abstinence (see chapter 8, lesson 8.4, Abstinence section; and lesson 3 in the Reproductive and Sexual Health supplement, Abstinence section). Specifically: “Abstinence is the only method that is 100% effective in preventing pregnancy and sexually transmitted infections (STIs).” The text does NOT advocate for anyone choosing to become sexually active in middle school. We provide a full response to this topic in our publishers response to another public comment; please see our other comment for details.

Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they’d rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

Regarding LGBT content, Human Kinetics provides authoritative information on the topics of sexual orientation and gender identity, such as the factual statements in chapter 8, lesson 8.4 under the heading “Diversity Matters: Public Schools and Sexual Orientation Discrimination” (e.g. “It is against the law to discriminate based on sexual orientation”).

## Comment 4

The Health Instructional Materials proposed by Human Kinetics are unsuitable and unacceptable for Texas school children. I am appalled/shocked with the explicit/egregious sexual content. These materials destroy children's innocence, undermine parental authority and values, and encourage teen sexual activity. They do not focus on abstinence as Texas law requires. They could have been written by Planned Parenthood/abortion providers. The State Board of Education should reject these books.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

The TEKS indicate the need for instructional materials to cover content on the subjects of reproductive and sexual health. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

We reject the comment regarding our treatment of the topic of abstinence. We have provided a detailed response on this topic in our publisher response to another public comment; please see our other response for details. *Live Well Middle School Health* clearly states the benefits of abstinence (see chapter 8, lesson 8.4, Abstinence section; and lesson 3 in the Reproductive and Sexual Health supplement, Abstinence section).

## Comment 5

It is highly offensive that you are considering materials from Human Kinetics to be acceptable teaching material for middle schoolers. The goal of education is to teach them virtue, what is good, true and beautiful. They ought to learn the virtues of justice, temperance, fortitude, courage, caritas. The proposed sex ed material only promotes lust, and in doing so, promotes injustice at every level of school organization system from admin, teachers, to students, and wherever they go outside of school. To teach them about sexual degeneracy is not in our interest as educators in forming students to become good citizens working for the common good. This material, instead, teaches them how to trivialize themselves and others by transforming human relationships into means for sexual gratification.

To teach students about transgender ideology is equally horrifying. Transgender people face very high rates of psychological issues, suicide ideation, suicide attempts, and suicide completion. This age group's second main cause of death is suicide. What if transgender ideology has something to do with this? The teaching material violates good psychology in treating gender dysphoria as something good when in reality it is a mental illness that ought to be treated.

To have a real discussion about abortion, students should read what different people have to say concerning abortion. Abortion should never be presented as an option to these ages as a solution because it is a complex moral dilemma that Americans are still very divided over. There are serious moral questions that need to be addressed first. There are many well-minded people who believe abortion is a right, but also many who believe that the act itself is the murder of a human person. The gravity of this situation is not something to be treated lightly or trivialized.

The implementation of these materials is a disservice and injustice to schools, their students, and the state of Texas.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Live Well Middle School Health* meets Texas's requirements for state adoption. The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

### Comment 6

It is absolutely inappropriate for teachers (government employees) to be discussing sex with students at school. This is something that needs to be handled carefully, completely controlled by the parent. The lessons from Human Kinetics regarding sex, abortion, same-sex relationships, transgender, and gender identity are completely inappropriate for Texas students. Teachers should teach abstinence only, and refer students to the student's parents if they have more questions. This is in no way a subject that schools need to address. The state board of education should reject Human Kinetics – Grades 6 to 8. Thank you.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Live Well Middle School Health* clearly states the benefits of abstinence (see chapter 8, lesson 8.4, Abstinence section; and lesson 3 in the Reproductive and Sexual Health supplement, Abstinence section). The TEKS indicate the need to cover the topic of contraception in grades 7-8 in addition to abstinence.

The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 7

I am a biology and health education major with grandkids in various grades in Texas schools, and I'm familiar with state law regarding instructional materials. The Health IMs from Human Kinetics are totally unsuitable and unacceptable for Texas children. I am appalled that Human Kinetics tells 6th-8th graders ways to more "safely" inflict self-harm, such as "only self-harm when you have someone you trust with you." And be sure to "sterilize self-harm tools." WHO ON THE TEXAS SBOE THINKS THIS IS APPROPRIATE FOR 6th, 7th, and 8th GRADE INSTRUCTIONAL MATERIALS? These IMs destroy children's innocence and undermine parental authority. The State Board of Education should reject these books from Human Kinetics.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

The statements or phrases that this public commenter claims to have found in our text simply do not appear in our instructional materials at all. This allegation is completely false and can only be described as disinformation. Our student text addresses self-harm in Lesson 7.3 under the heading "Understanding Self-Harm," and in lesson review materials in the same chapter.

WITH REGARD TO "UNSUITABLE AND UNACCEPTABLE," we reject this claim. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 8

The Health Instructional Materials are unsuitable and unacceptable for Texas school children. I am appalled/shocked with the explicit/egregious sexual content. These materials destroy children's innocence, undermine parental authority and values, and encourage teen sexual activity. They do not focus on abstinence as Texas law requires. They could have been written by Planned Parenthood/abortion providers. The State Board of Education should reject these books.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Live Well Middle School Health* clearly states the benefits of abstinence (see chapter 8, lesson 8.4, Abstinence section; and lesson 3 in the Reproductive and Sexual Health supplement, Abstinence section).

Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in

keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 9

This health education material is inappropriate for school children. It provides unnecessary details about sexuality, sexual activity, and gender identity information. It undermines parents authority. It undermines traditional family values and traditional family structures. This material needs to be rejected. Texas needs to choose health educational materials that emphasize abstinence and parental authority as well as traditional family structure.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

*Live Well Middle School Health* meets Texas's requirements for state adoption. Previous responses to public comments detail specific changes we have made regarding abstinence.

Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 10

We have gone through this entire book and is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Live Well Middle School Health* meets Texas's requirements for state adoption. The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 11

This content violates my personal beliefs and promotes use of services Planned Parenthood that are in direct contrast to my child and families moral and religious beliefs.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Live Well Middle School Health* clearly states the benefits of abstinence (see chapter 8, lesson 8.4, Abstinence section; and lesson 3 in the Reproductive and Sexual Health supplement, Abstinence section).

Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 12

Information is inappropriate for young people, dangerous material

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

*Live Well Middle School Health* meets Texas's requirements for state adoption. The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

### Comment 13

This is inappropriate and harmful for grades K-12.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Live Well Middle School Health* meets Texas's requirements for state adoption. The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

### Comment 14

We have gone through this entire book and it is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

*Live Well Middle School Health* meets Texas's requirements for state adoption. The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 15

I reviewed the materials labeled "final" versus "preview." In doing so I anticipated that my experience would be the same as a student's who was assigned a lesson... with this as my assumption, my general comments are that I was looking to see how accessible the materials were. I was excited to see that there was a setting/gear that let me select 3 accessibility options! There was also an icon for hearing the text read aloud, but I couldn't get it to work. While I was able to navigate using my tab button through much of the page/field, the screens that popped up were not accessible. The embedded images did not appear to be accessible for a student who struggles with reading or vision. If even this version labeled "final" is not fully performing during a preview window and this is just how this works, please forgive my comments. If this truly is what a student would experience, then I'd say districts should stand firm with their materials funds and use purchasing power and require that publishers make the materials fully accessible.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Accept

Related to accessibility overall, publishers are required to contract with an independent third party to review each electronic student and teacher component for compliance with 508 and W3C accessibility standards. We have already started to make enhancements related to accessibility and will ensure that final materials are fully accessible as per Texas' requirements. We also are required to provide electronic files of our adopted materials to NIMAC (National Instructional Materials Access Center) in a format that allows creation of Braille, large print, and audio versions.

In the version of the interactive web text that is available for review, the speaker icon next to the gear icon adjusts volume for the embedded audio components, such as the English and Spanish audio narration that accompanies each vocabulary term and definition. For a read-aloud option for the full text, a student would use a screen reading software or a browser extension.

## Comment 16

We have gone through the entire book and it is inappropriate for grade 6. It has harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Live Well Middle School Health* meets Texas's requirements for state adoption. The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content until Grades 7-8, or withhold it completely in middle school. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 17

We have gone through this entire book and it is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Live Well Middle School Health* meets Texas's requirements for state adoption. The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 18

Studying the 5 different families including a same-sex family goes directly against my right as a parent being my child's first teacher. I am shocked at the explicit pictures and know this will destroy children's innocence.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Our text lists same-sex families as one type of family as an acknowledgment of current federal law. There are no explicit pictures in our textbook related to types of families; see our responses to other public comments for a more detailed response on the question of "explicit" images.

## Comment 19

This is inappropriate. It pushes ideas and morals that not every family may agree with. The graphics are pornographic. The terms with definitions are unscientific and based on personal opinions that not everyone shares. This would be banned in my home even in high-school. Sex education does not have to be this explicit to be effective.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

The Reproductive and Sexual Health supplemental chapter includes anatomical drawings of male and female reproductive systems in order to meet TEKS in strand 22 for Grades 7-8, but there are no graphics that meet any commonly understood definition of the term “pornographic.” For example, this definition from the Cornell University School of Law website: “Pornography–‘porn’ or ‘porno’ for short–is material that depicts nudity or sexual acts for the purpose of sexual stimulation.”

Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they’d rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 20

The Health Instructional Materials are unsuitable and unacceptable for Texas school children. I am appalled/shocked with the explicit/egregious sexual content. These materials destroy children’s innocence, undermine parental authority and values, and encourage teen sexual activity. They do not focus on abstinence as Texas law requires. They could have been written by Planned Parenthood/abortion providers. The State Board of Education should reject these books.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

The TEKS indicate the need for instructional materials to cover content on the subjects of reproductive and sexual health. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they’d rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

We reject the comment regarding our treatment of the topic of abstinence. We have provided a detailed response on this topic in our publisher response to another public comment; please see our other response for details.

## Comment 21

Inappropriate Harmful material

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Live Well Middle School Health* meets Texas's requirements for state adoption. The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 22

The Health Instructional Materials are unsuitable and unacceptable for Texas school children. I am appalled/shocked with the explicit/egregious sexual content. These materials destroy children's innocence, undermine parental authority and values, and encourage teen sexual activity. They do not focus on abstinence as Texas law requires. They could have been written by Planned Parenthood/abortion providers. The State Board of Education should reject these books.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

The TEKS indicate the need for instructional materials to cover content on the subjects of reproductive and sexual health. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

We reject the comment regarding our treatment of the topic of abstinence. We have provided a detailed response on this topic in our publisher response to another public comment; please see our other response for details.

## Comment 23

We have gone through this entire book and it is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Live Well Middle School Health* meets Texas's requirements for state adoption. The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 24

Given the uncertain outcome of current abortion laws, this content should not be included. "There are two types of abortions: an in-clinic abortion and a medication abortion, known as the abortion pill. Both types of abortions should be completed in the first 12 weeks of the pregnancy, and both types are safe, with limited side effects."

**Component Title:** *Live Well Middle School Health Interactive Web Text*

**ISBN:** 9781718208049

**Page Number(s):** Reproductive and Sexual Health Supplement- Supplemental Lesson 2- "Teens as Parents"

**Location:** Teens as Parents

[Link to Content](#)

**Publisher Response:** Accept

We are changing the wording of the sentences in Lesson 2 of the Reproductive and Sexual Health supplemental chapter, under the heading "Teens as Parents" (third screen), as follows: "Depending on the state, the laws about abortion will have specific requirements regarding getting permission from a parent or guardian before having an abortion, and the conditions under which an abortion may be legally performed. There are two types of abortion: an in-clinic abortion and a medical abortion, also known as the abortion pill. Both types of abortions should be completed in the first 12 weeks of pregnancy (if state law allows), and both types are safe, with limited side effects."

Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 25

We have gone through this entire book and it is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Live Well Middle School Health* meets Texas's requirements for state adoption. The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 26

Not "centralizing" abstinence from sexual activity until marriage: "Abstinence means refraining from any type of sexual activity: vaginal (penis-in-vagina intercourse); oral (mouth-to-genital contact); anal (penis-in-anus intercourse), and naked genital-to-genital rubbing, or outercourse...For some people, being abstinent means not having any kind of sex. For others, it means not having vaginal sex, but other types of sexual activity are allowed."

"Deciding whether you should be abstinent or sexually active is a big consideration, and if you aren't sure about what to do, talking to a trusted adult is a great idea. Trusted adults in your life can help you understand the importance of the choices you make and how they can affect you potentially, now and in the future." (Does not mention parents- Health TEKS call for use of "parents, family members or trusted adults."- this is a concern throughout)

"Safe sex is sex with a male latex condom; female or internal condom; dental dams; gloves or finger sleeves. Having safe sex is about protection, sexual consent, and open communication with your partner." (Safe sex is an outdated, incorrect term- should be "safer sex" and should normalize abstinence until marriage)

See Table 1- Contraceptives- (This chart presents medically inaccurate information and does not present "effectiveness, risks and failure rates as required). Male latex condom- "Is 98% effective against pregnancy, STDs and HIV if used correctly every time". Finger sleeve condom- "Covers one or two fingers and is used for fingering the vagina or anus. Its effectiveness is unknown in preventing STDs, but like a condom it must be used correctly and consistently to be reliable." Withdrawal- "Difficult to do because the penis is being withdrawn near the point of orgasm, which is a feeling of intense sexual pleasure that happens during sexual activity."

**Component Title:** *Live Well Middle School Health Interactive Web Text*

**ISBN:** 9781718208049

**Page Number(s):** Reproductive and Sexual Health Supplement- Lesson 3- Abstinence and Contraception

**Location:** Lesson 3- Abstinence and Contraception

[Link to Content](#)

**Publisher Response:** Accept

We reject some parts of this public comment, but we accept others.

*Proclamation 2022 Public Comments (11/10/2021)*

Regarding the centrality of abstinence: We reject this comment. We provide a detailed response to this allegation in our publisher response to another public comment; please see that response for details, which include some simple wording changes we're making to our instructional materials to clarify our treatment of this topic.

We reject comments related to coverage of parental authority, because we already made changes to our content as a result of the State Review Panel's evaluation of our text so that the revised text includes more frequent, specific references to the role of parents in decisions affecting students' health.

With regard to the term "safe sex." We accept the need to replace this with the term "safer sex" where it appears in our materials, as detailed in our response to another public comment; see that response for details.

With regard to our coverage on the topic of contraceptives, we accept the need to revise some of our content here. Our table listing contraceptives and their effectiveness is found in our Reproductive and Sexual Health supplemental chapter, Lesson 3, Table 1. We are revising this table so that it includes "human use reality rates" (a.k.a. typical use failure rates) for each contraceptive method. For example, our original text about male condoms stated, "Is 98% effective against pregnancy, STDS, and HIV if used correctly every time." We changed this to read, "Typical use failure rate: 13%. 87% effective in preventing pregnancy, STDs, and HIV." We also will move the information about the dental dam and finger sleeve to a separate table so that they are not listed among "contraceptives."

Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 27

We have gone through this entire book and is is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Live Well Middle School Health* meets Texas's requirements for state adoption. The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 28

1. See topics in Lesson 1- “Changes in Adolescence”, including Gender and Gender Expression, Gender Identity and Sexual Orientation, LGBTQ Teens, Sexual Consent, Being Sexually Active

“During adolescence and throughout adulthood, you may explore sex and sexuality through touching your own body and genitals for sexual pleasure, known as masturbation, which is perfectly normal...You and your partner being attracted to each other physically can lead to kissing and touching each other to show your affection. Sometimes kissing and touching can lead to sexual activity, including vaginal, anal, or oral sex.”

“Gender identity is how you see yourself and what you call yourself, which may be the same as your assigned sex or it may be different. Sexual orientation is your emotional, romantic and sexual attraction to other people; you may be attracted to people of the same sex or the opposite sex or to people of the same sex and people of another sex.” (includes multiple images of same-sex couples and ‘pride’ rainbows)

“Sexual consent means you actively agree to participate in a sexual activity.” (includes suggestive picture of teen couple in bed with boy without a shirt)

**Component Title:** *Live Well Middle School Health Interactive Web Text*

**ISBN:** 9781718208049

**Page Number(s):** Reproductive and Sexual Health Supplement- Lesson 1- Changes in Adolescence

**Location:** Lesson 1-Changes in Adolescence

[Link to Content](#)

**Publisher Response: Accept**

We accept part of this comment and reject other parts. There is not a question related to our written content, so we reject any implied issue with the written content mentioned here. The passage quoted in the first paragraph of the comment has been addressed in our publisher response to another comment. However, we accept the comment about the photo that includes a boy without a shirt and we agree to replace this with a different photo in the Reproductive and Sexual Health supplemental chapter, Lesson 1, under the heading “Sexual Consent and Refusal Skills,” on the second screen.

Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they’d rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 29

- Does not align with the intent/direction of the new Health TEKS nor the statutory requirements of TEC 28.004, which “centralize abstinence.”
- Normalizes teen sexual activity, rather than “presenting abstinence as the preferred choice.”
- Provides inaccurate information on contraception and continued emphasis on “safe sex” (which is terminology no longer acceptably used in public health education and prevention).
- Gives extensive content on gender identity and sexual orientation, which the SBOE debated extensively and voted not to include.
- Emphasizes “consent” over refusal skills, another debated and voted-on topic that was not included.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Accept

We accept some of the points in this public comment and reject others. We agree to update our wording to replace “safe sex” with “safer sex” and to revise the wording in a passage related to refusal skills. We reject comments regarding our treatment of abstinence and sexual activity, nonetheless we are making a few simple wording changes to clarify our content and we have detailed those in our publisher responses to other public comments; please read our other responses for details.

Regarding content about contraception, we have updated the information in Reproductive and Sexual Health supplement, lesson 3, table 1 to include “typical use failure rates” for each method of contraception.

Regarding the term “safe sex,” we will replace this term with the term “safer sex” in the following instances where it occurs in our Reproductive and Sexual Health supplemental chapter: (1) Lesson 3, Lesson Opener, Terms to Learn, Learning Targets, and Note-Taking Guide; (2) Lesson 3, heading named “Contraception,” first slide; (3) Lesson 3, Lesson Summary; and (4) Review Concepts and Vocabulary, self-quiz question.

Regarding refusal skills, our text gives great emphasis to refusal skills throughout the book as they relate to multiple topics because of the importance of refusal skills as a life skill. We accept the comment in order to strengthen our emphasis of refusal skills by making the following changes to the Reproductive and Sexual Health supplemental chapter, Lesson 1, under the current heading “Sexual Consent”: (1) Change the heading name to “Sexual Consent and Refusal Skills”; (2) Between sentences four and five on the first screen, add two sentences as follows: “. . . respected at all times. You can use refusal skills to make it clear that your answer to something is “no,” and then stick with it. (Refusal skills are the most important technique you can use to prevent unwanted sexual attention or physical contact, and they are described in detail in chapter 10, lesson 10.4.) You may have heard the phrase ‘no means no’ but . . .”

Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they’d rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

### Comment 30

The Health Instructional Materials are unsuitable and unacceptable for Texas school children. I am appalled/shocked with the explicit/egregious sexual content. These materials destroy children’s innocence, undermine parental authority and values, and encourage teen sexual activity. Texas law requires that abstinence be promoted as the preferred method of birth control for unmarried students. While abstinence is discussed in the materials, it is not presented as the preferred method. These IMs are openly promoting abortion to middle school children. Additionally, detailed, spread-eagle illustrations of the external female reproductive anatomy (see Human Kinetics Grades 6 to 8 “Reproductive and Sexual Health Supplement”) are definitely not appropriate for middle school children. The State Board of Education should reject these books.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Please see our responses to other public comments explaining how we meet state requirements regarding our treatment of the topic of abstinence, and changes we are making to clarify this. We reject the comment that our text “promotes” abortion; it discusses abortion as a legal option within the context of other legal options for women who become pregnant, and specifies that abortion is governed by laws that vary state by state, such as requiring consent of a parent. We reject the comment that our instructional materials “encourage” sexual activity. They describe the issues surrounding any person’s decision to become sexually active; our materials emphasize the internal and external influences that youths face related to sexual activity and the risks and consequences of being sexually active (Reproductive and Sexual Health supplemental chapter, Lesson 1, “Being Sexually Active”). One thing that may clarify this is a change that we have already noted in our publisher response to another public comment. In Lesson 1 of the Reproductive and Sexual Health supplemental chapter, in the section named “Being Sexually Active,” under “Influences on your Sexual Activity,” we are changing the sentence beginning “Sometimes your kissing and touching can lead to sexual activity . . .” so that it reads, “Sometimes, if you do not practice abstinence (see Lesson 3), your kissing and touching can lead to sexual activity . . .”

Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they’d rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 31

This book is an abomination of what actual scientific and medial science shows us about our bodies, our genders, and what is appropriate for this age to comprehend. We are confusing and exposing our children to way too much sexual conversation and gender fluidity at an age where their brains, bodies, and maturity are still developing. There is absolutely no reason why they need to know all of these terms or all of this information. This is not "health." This curriculum is based on pop culture and focuses almost all of it's attention on things that only a very very small percentage of people are even experiencing. For what?! These children (yes they are still considered children) need to learn about the beauty of their bodies and what they are made to do when they are mature and old enough. We know that the majority of children are remaining abstinent, so why are we trying to normalize sexual behavior and encourage these practices? Texas law says that we should be promoting abstinence. This needs to be voted down immediately!

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Accept

*Live Well Middle School Health* meets Texas's requirements for state adoption. Our text provides fact-based information on sexual and reproductive health topics.

Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

Regarding LGBT content, Human Kinetics provides authoritative information on the topics of sexual orientation and gender identity, such as the factual statements in chapter 8, lesson 8.4 under the heading "Diversity Matters: Public Schools and Sexual Orientation Discrimination" (e.g. "It is against the law to discriminate based on sexual orientation").

## Comment 32

This book is not suitable for TX children. It is not biology or fact based. It introduces terms such as transgender and intersex which have no biological or factual basis. This book encourages children to decide if they are ready for sexual activity and does not promote abstinence as is required by TX law. This book undermines parental authority and values while instead sexualizing children and providing graphic and unnecessary details that are far removed from the basic biology of what a sex Ed program should explain.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Our text provides fact-based information on sexual and reproductive health topics. Transgender and intersex are terms accepted in the fields of medicine and psychology as evidenced, for example, by information readily accessible on websites of the American Psychological Association (APA), Harvard Medical School, and the Mayo Clinic. Here is a quote from the Mayo Clinic website: "Transgender is an umbrella term used to capture the spectrum of gender identity and gender-expression diversity. Gender identity

is the internal sense of being male, female, neither or both. Gender expression — often an extension of gender identity — involves the expression of a person's gender identity through social roles, appearance and behaviors.” The APA defines intersex as follows: “A variety of conditions that lead to atypical development of physical sex characteristics are collectively referred to as intersex conditions. These conditions can involve abnormalities of the external genitals, internal reproductive organs, sex chromosomes, or sex-related hormones.” Harvard Medical School’s magazine describes the incidence of intersex conditions as being difficult to estimate, but it states that “Estimates of incidence range from more than 1 in 100 to less than 1 in 1,500 births, suggesting a prevalence between 66,000 and 3.3 million people in the United States.”

We reject the comment that our instructional materials “encourage sexual activity.” We provide a more detailed response to this allegation in our response to another public comment, please read our other response for details. We reject the comment that we don’t meet state requirements in our coverage of the topic of abstinence. We provided a detailed reply to this in our publisher response to another public comment; please also see our other response for details.

*Live Well Middle School Health* meets Texas’s requirements for state adoption. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our interactive web text may choose NOT to give students access to this supplemental chapter (or any other chapter) if they’d rather use other materials to cover these topics, or if they want to withhold some content. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Health Education, Grades 7–8

### *Live Well Middle School Health Interactive Web Text*

#### Comment 1

The Health Instructional Materials proposed by Human Kinetics are unsuitable and unacceptable for Texas school children. I am appalled/shocked with the explicit/egregious sexual content. These materials destroy children’s innocence, undermine parental authority and values, and encourage teen sexual activity. They do not focus on abstinence as Texas law requires. They could have been written by Planned Parenthood/abortion providers. The State Board of Education should reject these books.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Reject**

The TEKS indicate the need for instructional materials to cover content on the subjects of reproductive and sexual health. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they’d rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

We reject the comment regarding our treatment of the topic of abstinence. We have provided a detailed response on this topic in our publisher response to another public comment; please see our other response for details.

We reject the comment that our instructional materials “encourage sexual activity.” We have provided a detailed explanation in our publisher response to another public comment; please read our other response for details.

## Comment 2

It is highly offensive that you are considering materials from Human Kinetics to be acceptable teaching material for middle schoolers. The goal of education is to teach them virtue, what is good, true and beautiful. They ought to learn the virtues of justice, temperance, fortitude, courage, caritas. The proposed sex ed material only promotes lust, and in doing so, promotes injustice at every level of school organization system from admin, teachers, to students, and wherever they go outside of school. To teach them about sexual degeneracy is not in our interest as educators in forming students to become good citizens working for the common good. This material, instead, teaches them how to trivialize themselves and others by transforming human relationships into means for sexual gratification.

To teach students about transgender ideology is equally horrifying. Transgender people face very high rates of psychological issues, suicide ideation, suicide attempts, and suicide completion. This age group's second main cause of death is suicide. What if transgender ideology has something to do with this? The teaching material violates good psychology in treating gender dysphoria as something good when in reality it is a mental illness that ought to be treated.

To have a real discussion about abortion, students should read what different people have to say concerning abortion. Abortion should never be presented as an option to these ages as a solution because it is a complex moral dilemma that Americans are still very divided over. There are serious moral questions that need to be addressed first. There are many well-minded people who believe abortion is a right, but also many who believe that the act itself is the murder of a human person. The gravity of this situation is not something to be treated lightly or trivialized.

The implementation of these materials is a disservice and injustice to schools, their students, and the state of Texas.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

### Comment 3

The Human Kinetics Health Instructional Material/Textbook for grades 6th to 8th is unsuitable and unacceptable for the following reasons:

- age-inappropriate content;
- does not focus on abstinence as state law requires;
- does not uphold the expected standard of abstinence for unmarried teens as required by law;
- has quizzes and exercises that violate student and family privacy and violate the federal Pupil Protections Rights Amendment;
- includes controversial topics that the State Board of Education specifically voted to reject in the TEKS;
- does not consider parental authority or state laws when sexuality issues are discussed;
- is not well organized and contains grammatical errors;
- asks students to write about inappropriate and personal topics; and,
- has inadequate definitions of some terms.

Please reject this instructional material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Accept

We do not agree with most of this public comment, but we accept that it would be beneficial to make some minor wording changes for purposes of clarification, and to fix one typo. WITH REGARD TO OUR TREATMENT OF ABSTINENCE, we meet state standards, nonetheless we will revise the wording of the following three passages: (1) In Lesson 3 of the Reproductive and Sexual Health supplemental chapter, the section named "Abstinence," we'll change the sentence beginning, "Abstinence is the best choice for many people because being sexually active . . ." so that it instead reads, "Abstinence is the best choice because being sexually active . . ." (2) In Lesson 1 of the Reproductive and Sexual Health supplemental chapter, in the section named "Being Sexually Active," under "Influences on your Sexual Activity," we will revise the sentence beginning "Sometimes your kissing and touching can lead to sexual activity . . ." so that it reads, "Sometimes, if you do not practice abstinence (see Lesson 3), your kissing and touching can lead to sexual activity . . ." (3) In Lesson 1 of the Reproductive and Sexual Health supplemental chapter, in the section named "Changes in Adolescence," under "Being Sexually Active," we will add the following sentence to the end of the paragraph: "Abstinence from sexual activity is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age."

WITH REGARD TO "UNSUITABLE AND UNACCEPTABLE," we reject this claim. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

WITH REGARD TO THE QUIZZES AND WRITING EXERCISES, we reject this comment. Our response is two-fold: (1) The primary purpose of quizzes and exercises in our instructional materials is to aid the student's learning and assess their comprehension and retention of the material being taught, as well as to help develop their critical thinking and decision-making skills. (2) Use of the quizzes and exercises in our materials is optional, not required, and districts who adopt our text may decide for themselves whether or not they want to use the worksheets that address sexual behavior and attitudes. If they believe it is necessary in order to comply with provisions of the PPRA, they may ask (not require) students to sign a consent form before assigning such materials.

WITH REGARD TO PARENTAL AUTHORITY AND STATE LAWS, we reject this comment. We made changes to our content as a result of the State Review Panel's evaluation of our text so that the revised text includes more frequent, specific references to the role of

parents in decisions affecting students' health; and we reference the need to follow state laws, for example in relation to laws governing abortion and sexting.

REGARDING GRAMMATICAL ERRORS, a very small number of such errors, mostly errant spacing issues, were identified during the State Review Panel phase and we have corrected those errors for what will be the final state-adopted version of the text. In reviewing passages relevant to public comments, we discovered a typo where the word "consent" was incorrectly spelled "content," so we accept the need to address this and we've made the necessary correction (Reproductive and Sexual Health supplemental chapter, Introduction, Understanding My Health, last item in opening quiz called "What is My Sexual Knowledge?").

#### Comment 4

Advice on how to get an abortion without parental consent? Not with my taxpayer money. These texts are NOT appropriate for Texas. Keep our kids innocent.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

In Lesson 2 of our Reproductive and Sexual Health supplemental chapter, two pages under the heading "Teens as Parents" state explicitly in reference to abortion, "This decision should be made with both partners and family members or a health care provider . . ." and "Depending on the state, the laws about abortion will have specific requirements regarding getting permission from a parent or guardian . . ."

#### Comment 5

By no measure are these topics part of a healthy and normal education. Sex, masturbation, same sex relationships are not the purpose or focus of education. These are moral issues that belong in the parents control, or qualified counselor if the parents agree. All are at the parental control. Keep between the lines and teach relevant subject our kids need and we're failing to teach. Replace this garbage with intro to Excel and have this course expand into high school where kids can learn the tools of business. Give them something they can use rather than perverting their young minds.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 6

We have gone through this entire book and it is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 7

The Health Education materials in Human Kinetics are concerning because they do not align with the Health TEKS that were adopted by the SBOE in November 2020. The Texas Education Code 28.004 requires that abstinence be the preferred choice of behavior for school aged children and be emphasized in sex education. Instead, the Human Kinetics materials talk about middle schoolers choosing to become sexually active.

The Human Kinetics materials also promote LGBT ideology. The Health TEKS currently do not list any reference to sexual orientation or gender identity and any reference to these topics were voted down by the SBOE. Human Kinetics has many extensive lessons on gender identity and transgender activism. Any textbook with these topics should be rejected as not being aligned with the TEKS. Over 17,000 parents contacted the SBOE asking them to not have LGBT ideology taught in the classroom.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

*Live Well Middle School Health* clearly states the benefits of abstinence (see chapter 8, lesson 8.4, Abstinence section; and lesson 3 in the Reproductive and Sexual Health supplement, Abstinence section). Specifically: "Abstinence is the only method that is 100% effective in preventing pregnancy and sexually transmitted infections (STIs)." The text does NOT advocate for anyone choosing to become sexually active in middle school. We provide our rationale in rejecting criticisms of our coverage of abstinence in a publisher response to another public comment; please see our other response for details. We also provide our rationale for rejecting the notion that our text encourages sexual activity in a response to another public comment; please see our other response for details.

Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our

instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

Regarding LGBT content, Human Kinetics provides factual information on the topics of sexual orientation and gender identity, such as the factual statements in chapter 8, lesson 8.4 under the heading “Diversity Matters: Public Schools and Sexual Orientation Discrimination” (e.g. “It is against the law to discriminate based on sexual orientation”).

For more information about Human Kinetics’ position on diversity, equity, and inclusion, we encourage you to visit this page: <https://us.humankinetics.com/pages/diversity-statement>.

## Comment 8

We have gone through this entire book and is is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter if they’d rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 9

I am a biology and health education major with grandkids in various grades in Texas schools, and I'm familiar with state law regarding instructional materials. The Health IMs from Human Kinetics are totally unsuitable and unacceptable for Texas children. I am appalled that Human Kinetics tells 6th-8th graders ways to more "safely" inflict self-harm, such as "only self-harm when you have someone you trust with you." And be sure to "sterilize self-harm tools." WHO ON THE TEXAS SBOE THINKS THIS IS APPROPRIATE FOR 6th, 7th, and 8th GRADE INSTRUCTIONAL MATERIALS? These IMs destroy children’s innocence and undermine parental authority. The State Board of Education should reject these books from Human Kinetics.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

The statements or phrases that this public commenter claims to have found in our text simply do not appear in our instructional materials at all. This allegation is completely false and can only be described as disinformation. Our student text addresses self-harm in Chapter 7, Lesson 7.3 under the heading “Understanding Self-Harm,” and in lesson review materials in the same chapter.

## Comment 10

We have gone through the entire book and it is inappropriate for grade 6. It has harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter if they'd rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 11

Human Kinetics would be a clear violation of Chapter 28.004e of the Texas Education Code which requires that ANY course materials and instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:

1. present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
2. devote more attention to abstinence from sexual activity than to any other behavior;
3. emphasize that abstinence from sexual activity, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with human immunodeficiency virus or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;
4. direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with human immunodeficiency virus or acquired immune deficiency syndrome;
5. teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in curriculum content.

It also requires permission slips and parent previews and things. What an administrative nightmare for schools, an extra duty for overworked teachers. If this book does not do this, but puts sexual decision-making and sexuality before the children (apparently in lewd and graphic detail) then this textbook would violated Ed Code. The question is, is SBOE able to violate state law?

Texas Family Code Sec. 151.001. RIGHTS AND DUTIES OF PARENT. (a) A parent of a child has the following rights and duties: (1) the right to... direct the moral and religious training...of the child.

This publisher has chosen to include many things that go against children's and parents' religious and moral values. Similar to my testimony this past year when asking the SBOE to reject the radical ideologies of those who profit from perverting our children, or who believe the schools are the correct place to teach R-rated concepts, this book has content that is NOT age-appropriate for sensitive, moral, beautiful children, and no one else has a right to get between the parent-child relationship. So many who testified expressed a brokenness from their own childhoods. I feel sorry for them, but for them to have argued that a health lesson would have prevented their personal wounds, such that they plea to subject MY children to these offensive lessons, was irrational.

If only their parents had stood up the way I am trying to for mine, maybe their lives would have been less broken. Their suffering does not justify punishing the children of moral and decent families by subjecting them to curriculum with content that violates their innocence and that encourages sexual activity not only as minors, but before marriage which violates state law.

Please reject Human Kinetics curriculum, for the sake of loving Texas families.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** **Accept**

We reject much of this comment, but we accept that some wording changes and revisions are desirable to address parts of this comment. We reject points 2, 3, and 4 because we do devote more coverage to abstinence from sexual activity than any other behavior; we do emphasize that abstinence is the only method that is “100% effective . . .”; and because the totality of our content on the topics of abstinence and sexual activity does meet the standard described in the commenter’s point 4. Regarding the commenter’s point 1, we provide a detailed response about this in our publisher response to another public comment, but we’ll repeat part of that reply here for emphasis.... We meet state standards in covering the topic of abstinence; nonetheless *we accept that our content will be improved by revising the wording of the following three passages:* (1) In Lesson 3 of the Reproductive and Sexual Health supplemental chapter, the section named “Abstinence,” we’ll change the sentence beginning, “Abstinence is the best choice for many people because being sexually active . . .” so that it instead reads, “Abstinence is the best choice because being sexually active . . .” (2) In Lesson 1 of the Reproductive and Sexual Health supplemental chapter, in the section named “Being Sexually Active,” under “Influences on your Sexual Activity,” we will revise the sentence beginning “Sometimes your kissing and touching can lead to sexual activity . . .” so that it reads, “Sometimes, if you do not practice abstinence (see Lesson 3), your kissing and touching can lead to sexual activity . . .” (3) In Lesson 1 of the Reproductive and Sexual Health supplemental chapter, in the section named “Changes in Adolescence,” under “Being Sexually Active,” we will add the following sentence to the end of the paragraph: “Abstinence from sexual activity is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age.”

With regard to our instructional materials’ coverage of contraception, we *accept the need to revise some of the information* provided on effectiveness of different methods, and we have provided a detailed response in our publisher response to another public comment on this topic; please see our other response for details.

Regarding comments related to permission slips and parent previews, these appear to refer to provisions in state statutes that are unrelated to the specific content of our instructional materials, so there’s nothing for us to respond to here. However, we’ll point out that our interactive web text is especially well suited to provide the flexibility needed to meet parents’ and local school boards’ concerns over reproductive and sexual health content.

With regard to the comment that content is “not age-appropriate,” we reject this comment. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they’d rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

We reject the comment that our instructional materials “encourage sexual activity.” We provide a detailed response in our publisher response to another public comment; see our other response for details.

## Comment 12

This book is not suitable for TX children. It is not biology or fact based. It introduces terms such as transgender and intersex which have no biological or factual basis. This book encourages children to decide if they are ready for sexual activity and does not promote abstinence as required by TX law. This book undermines parental authority and values while sexualizing children and providing graphic and unnecessary details that are far removed from the basic biology of what a sex education program should explain. These topics are not material that children should be learning about at school. It is not the schools place to introduce controversial life decisions to my children or any child. This is the job of the family.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Our text provides fact-based information on sexual and reproductive health topics. Transgender and intersex are terms accepted in the fields of medicine and psychology as evidenced, for example, by information readily accessible on websites of the American Psychological Association (APA), Harvard Medical School, and the Mayo Clinic. Here is a quote from the Mayo Clinic website: “Transgender is an umbrella term used to capture the spectrum of gender identity and gender-expression diversity. Gender identity is the internal sense of being male, female, neither or both. Gender expression — often an extension of gender identity — involves the expression of a person's gender identity through social roles, appearance and behaviors.” The APA defines intersex as follows: “A variety of conditions that lead to atypical development of physical sex characteristics are collectively referred to as intersex conditions. These conditions can involve abnormalities of the external genitals, internal reproductive organs, sex chromosomes, or sex-related hormones.” Harvard Medical School’s magazine describes the incidence of intersex conditions as being difficult to estimate, but it states that “Estimates of incidence range from more than 1 in 100 to less than 1 in 1,500 births, suggesting a prevalence between 66,000 and 3.3 million people in the United States.”

We reject the comment that our instructional materials “encourage sexual activity.” We provide a more detailed response to this allegation in our response to another public comment, please read our other response for details. We reject the comment that we don’t meet state requirements in our coverage of the topic of abstinence. We provided a detailed reply to this in our publisher response to another public comment; please also see our other response for details.

With regard to the comment that our materials are “unsuitable,” we reject this claim. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they’d rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

### Comment 13

It is absolutely inappropriate for teachers (government employees) to be discussing sex with students at school. This is something that needs to be handled carefully, completely controlled by the parent. The lessons from Human Kinetics regarding sex, abortion, same-sex relationships, transgender, and gender identity are completely inappropriate for Texas students. Teachers should teach abstinence only, and refer students to the student's parents if they have more questions. This is in no way a subject that schools need to address. The state board of education should reject Human Kinetics – Grades 6 to 8. Thank you.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

With regard to our content being inappropriate, we reject this comment. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

With regard to teaching abstinence only, the TEKS indicate the need to cover contraception in grades 7-8, in addition to teaching abstinence. We centralize abstinence in our coverage of the topic. We provide a complete response regarding our coverage of abstinence in our publisher response to another public comment; please see our other response for details.

### Comment 14

The Health Instructional Materials are unsuitable and unacceptable for Texas school children. I am appalled/shocked with the explicit/egregious sexual content. These materials destroy children's innocence, undermine parental authority and values, and encourage teen sexual activity. They do not focus on abstinence as Texas law requires. They could have been written by Planned Parenthood/abortion providers. The State Board of Education should reject these books.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

The TEKS indicate the need for instructional materials to cover content on the subjects of reproductive and sexual health. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

We reject the comment regarding our treatment of the topic of abstinence. We have provided a detailed response on this topic in our publisher response to another public comment; please see our other response for details.

We reject the comment that our instructional materials “encourage sexual activity.” We have provided a detailed explanation in our publisher response to another public comment; please read our other response for details.

### Comment 15

I read the content in the sex and health supplement. Most of the content is opinionated and discusses and describes sexual activity and decision-making which should be for parent/guardian and student. I recommend that the material and any other sex-oriented material which is adopted be mailed to the parent/guardian so that they may decide what to discuss and explain to their child/adolescent. The health-related information included in Risks and Consequences would be appropriate for school curriculum, however, it should also include that "sexting, photos..., videos of nudity..., messages that discuss or propose sex acts" are illegal and can bring about law suits and prosecutions.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

We do not encourage sexual activity and we have provided a more detailed reply to this in our publisher response to another public comment, please see that response for details. Regarding parents seeing and deciding on instructional materials, parents do have the opportunity to review health education instructional material prior to its adoption by their school district. Sexting is covered in Chapter 8, Lesson 8.4, and the second paragraph under the heading “Sexting” address legal consequences: “Consequences of sharing any sexting image or message may include arrests, jail time, and fines as well as the possibility of being charged with the distribution or possession of child pornography, which can carry the designation of sex offender. This is a very serious offense; each state has different laws around sexting.”

### Comment 16

We have gone through this entire book and is is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they’d rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 17

This content violates my personal beliefs and promotes use of services Planned Parenthood that are in direct contrast to my child and families moral and religious beliefs.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

There is nothing related to the specific content of our materials for us to respond to.

## Comment 18

The Health Instructional materials are unsuitable and totally unacceptable for school age children. I am appalled and shocked with the explicit obscene sexual content. These materials destroy our children's innocence and common decency, distorts biblical sexuality, undermines parental authority and moral Judeo-Christian values. It encourages teen immoral sexual activity harming their own self-worth. And further, causing insult to injury, suggesting that a girl go to Planned Parenthood for counseling when she finds she may be pregnant instead of her own parents who love her most. This is abhorrent and a great example of allowing great harm to come to a girl in that situation. God says: "...but whoever causes one of these little ones who believe in me to sin, it would be better for him to have a great millstone fastened around his neck and be drowned in the depth of the sea." MATT 18:6 If this does not put the fear of God into those seeking to promote these obscene materials, I don't know what will..

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

*Our materials do not include content that fits any commonly accepted definition of sexually explicit content. (For example, this definition from the Cornell University Law School website: "The term 'sexually explicit material' means an audio recording, a film or video recording, or a periodical with visual depictions, produced in any medium, the dominant theme of which depicts or describes nudity, including sexual or excretory activities or organs, in a lascivious way.") With regard to parental authority, we reject this comment because we already have made changes to our content as a result of the State Review Panel's evaluation of our text so that the revised text includes more frequent, specific references to the role of parents in decisions affecting students' health. We reject the comment that our instructional materials encourage sexual activity; we provided a more detailed response to this allegation in our response to another public comment, please read our other response for details.*

With regard to the comment that our materials are "unsuitable and unacceptable," we reject this claim. *Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they'd rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).*

## Comment 19

The content in the textbook is completely inappropriate! This porn and has nothing to do with explaining sexual health to teenagers. What is wrong with you people that you would even consider this filth. Stop indoctrinating our children to your filth.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

The Reproductive and Sexual Health supplemental chapter includes anatomical drawings of male and female reproductive systems in order to help meet TEKS in strand 22 for Grades 7-8, but there is no content that fits any commonly understood definition of the term “porn.” For example, this definition from the Cornell University School of Law website: “Pornography–‘porn’ or ‘porno’ for short–is material that depicts nudity or sexual acts for the purpose of sexual stimulation.”

With regard to the comment that our textbook is “completely inappropriate,” we reject this claim. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they’d rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 20

We have gone through this entire book and this is not appropriate for K-12. I believe this is damaging material to be taught to these kids.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they’d rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 21

The content and materials in this book are NOT suitable or acceptable for school children in Texas. This book is pushing explicit sexual content.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Our “Reproductive and Sexual Health” supplemental chapter includes anatomical drawings of male and female reproductive systems and other content called for in Grade 7-8 TEKS strand 22—Reproductive and Sexual Health, but it does not include content that fits any commonly accepted definition of sexually explicit content. (For example, this definition from the Cornell University Law School website: “The term ‘sexually explicit material’ means an audio recording, a film or video recording, or a periodical with visual depictions, produced in any medium, the dominant theme of which depicts or describes nudity, including sexual or excretory activities or organs, in a lascivious way.”) Also note, our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter if they’d rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 22

I reviewed the materials labeled "final" versus "preview." In doing so I anticipated that my experience would be the same as a student's who was assigned a lesson... with this as my assumption, my general comments are that I was looking to see how accessible the materials were. I was excited to see that there was a setting/gear that let me select 3 accessibility options! There was also an icon for hearing the text read aloud, but I couldn't get it to work. While I was able to navigate using my tab button through much of the page/field, the screens that popped up were not accessible. The embedded images did not appear to be accessible for a student who struggles with reading or vision. If even this version labeled "final" is not fully performing during a preview window and this is just how this works, please forgive my comments. If this truly is what a student would experience, then I'd say districts should stand firm with their materials funds and use purchasing power and require that publishers make the materials fully accessible.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Accept

Related to accessibility overall, publishers are required to contract with an independent third party to review each electronic student and teacher component for compliance with 508 and W3C accessibility standards. We have already started to make enhancements related to accessibility and will ensure that final materials are fully accessible as per Texas’ requirements. We also are required to provide electronic files of our adopted materials to NIMAC (National Instructional Materials Access Center) in a format that allows creation of Braille, large print, and audio versions.

In the version of the interactive web text that is available for review, the speaker icon next to the gear icon adjusts volume for the embedded audio components, such as the English and Spanish audio narration that accompanies each vocabulary term and definition. For a read-aloud option for the full text, a student would use a screen reading software or a browser extension.

### Comment 23

The Health Instructional Materials are unsuitable and unacceptable for Texas school children. I am appalled/shocked with the explicit/egregious sexual content. These materials destroy children’s innocence, undermine parental authority and values, and encourage teen sexual activity. They do not focus on abstinence as Texas law requires. They could have been written by Planned Parenthood/abortion providers. The State Board of Education should reject these books.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

The TEKS indicate the need for instructional materials to cover content on the subjects of reproductive and sexual health. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they’d rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

We reject the comment regarding our treatment of the topic of abstinence. We have provided a detailed response on this topic in our publisher response to another public comment; please see our other response for details.

We reject the comment that our instructional materials “encourage sexual activity.” We have provided a detailed explanation in our publisher response to another public comment; please read our other response for details.

### Comment 24

Studying the 5 different families including a same-sex family goes directly against my right as a parent being my child’s first teacher. I am shocked at the explicit pictures and know this will destroy children’s innocence.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Our text lists same-sex families as one type of family as an acknowledgment of current federal law. There are no explicit pictures in our textbook related to types of families; see our responses to other public comments for a more detailed response on the question of “explicit” images.

## Comment 25

This is inappropriate. It pushes ideas and morals that not every family may agree with. The graphics are pornographic. The terms with definitions are unscientific and based on personal opinions that not everyone shares. This would be banned in my home even in high-school. Sex education does not have to be this explicit to be effective.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

The Reproductive and Sexual Health supplemental chapter includes anatomical drawings of male and female reproductive systems in order to meet TEKS in strand 22 for Grades 7-8, but there are no graphics that meet any commonly understood definition of the term “pornographic.” For example, this definition from the Cornell University School of Law website: “Pornography—‘porn’ or ‘porno’ for short—is material that depicts nudity or sexual acts for the purpose of sexual stimulation.”

With regard to the comment that our materials are “unsuitable and unacceptable,” we reject this claim. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they’d rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 26

We have gone through this entire book and it is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter if they’d rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 27

Given the uncertain outcome of current abortion laws, this content should not be included. "There are two types of abortions: an in-clinic abortion and a medication abortion, known as the abortion pill. Both types of abortions should be completed in the first 12 weeks of the pregnancy, and both types are safe, with limited side effects."

**Component Title:** *Live Well Middle School Health Interactive Web Text*

**ISBN:** 9781718208049

**Page Number(s):** Reproductive and Sexual Health Supplement- Supplemental Lesson 2- "Teens as Parents"

**Location:** Teens as Parents

[Link to Content](#)

### **Publisher Response: Accept**

Accept. We are changing the wording of the sentences in Lesson 2 of the Reproductive and Sexual Health supplemental chapter, under the heading "Teens as Parents" (third screen), as follows: "Depending on the state, the laws about abortion will have specific requirements regarding getting permission from a parent or guardian before having an abortion, and the conditions under which an abortion may be legally performed. There are two types of abortion: an in-clinic abortion and a medical abortion, also known as the abortion pill. Both types of abortions should be completed in the first 12 weeks of pregnancy (if state law allows), and both types are safe, with limited side effects."

## Comment 28

We have gone through this entire book and it is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

### **Publisher Response: Reject**

The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter if they'd rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 29

Not "centralizing" abstinence from sexual activity until marriage: "Abstinence means refraining from any type of sexual activity: vaginal (penis-in-vagina intercourse); oral (mouth-to-genital contact); anal (penis-in-anus intercourse), and naked genital-to-genital rubbing, or outercourse...For some people, being abstinent means not having any kind of sex. For others, it means not having vaginal sex, but other types of sexual activity are allowed."

"Deciding whether you should be abstinent or sexually active is a big consideration, and if you aren't sure about what to do, talking to a trusted adult is a great idea. Trusted adults in your life can help you understand the importance of the choices you make and how they can affect you potentially, now and in the future." (Does not mention parents- Health TEKS call for use of "parents, family members or trusted adults."- this is a concern throughout)

"Safe sex is sex with a male latex condom; female or internal condom; dental dams; gloves or finger sleeves. Having safe sex is about protection, sexual consent, and open communication with your partner." (Safe sex is an outdated, incorrect term- should be "safer sex" and should normalize abstinence until marriage)

See Table 1- Contraceptives- (This chart presents medically inaccurate information and does not present "effectiveness, risks and failure rates as required). Male latex condom- "Is 98% effective against pregnancy, STDs and HIV if used correctly every time". Finger sleeve condom- "Covers one or two fingers and is used for fingering the vagina or anus. Its effectiveness is unknown in preventing STDs, but like a condom it must be used correctly and consistently to be reliable." Withdrawal- "Difficult to do because the penis is being withdrawn near the point of orgasm, which is a feeling of intense sexual pleasure that happens during sexual activity."

**Component Title:** *Live Well Middle School Health Interactive Web Text*

**ISBN:** 9781718208049

**Page Number(s):** Reproductive and Sexual Health Supplement- Lesson 3- Abstinence and Contraception

**Location:** Lesson 3- Abstinence and Contraception

[Link to Content](#)

### **Publisher Response: Accept**

We reject some parts of this public comment, but we accept others.

Regarding the centrality of abstinence: We reject this comment. We provide a detailed response to this allegation in our publisher response to another public comment; please see that response for details, which include some simple wording changes we're making to our instructional materials to clarify our treatment of this topic.

We reject comments related to coverage of parental authority, because we already made changes to our content as a result of the State Review Panel's evaluation of our text so that the revised text includes more frequent, specific references to the role of parents in decisions affecting students' health.

With regard to the term "safe sex." We accept the need to replace this with the term "safer sex" where it appears in our materials, as detailed in our response to another public comment; see that response for details.

With regard to our coverage on the topic of contraceptives, we accept the need to revise some of our content here. Our table listing contraceptives and their effectiveness is found in our Reproductive and Sexual Health supplemental chapter, Lesson 3, Table 1. We are revising this table so that it includes "human use reality rates" (a.k.a. typical use failure rates) for each contraceptive method. For example, our original text about male condoms stated, "Is 98% effective against pregnancy, STDs, and HIV if used correctly every time." We changed this to read, "Typical use failure rate: 13%. 87% effective in preventing pregnancy, STDs, and HIV." We also will move the information about the dental dam and finger sleeve to a separate table so that they are not listed among "contraceptives."

### Comment 30

This is inappropriate and harmful for grades K-12.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter if they'd rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

### Comment 31

I find it highly insulting and disgusting that our school system and administrators would allow these books and this content be available or taught to our children. Our school administrators and teachers need to stick to teaching the basics of reading, writing & arithmetic which a large percentage of Houston students are deficient in. Let the parents teach sex education and inform their own children as they choose fit. I'm feed up with our schools undermining the development of our children & young adults. This indoctrination has to stop... maybe we the tax payers can start withholding our taxes until they are properly used!!

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

The TEKS indicate the need for instructional materials to cover the subject of reproductive and sexual health in grades 6-8. Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter if they'd rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).

## Comment 32

1. See topics in Lesson 1- “Changes in Adolescence”, including Gender and Gender Expression, Gender Identity and Sexual Orientation, LGBTQ Teens, Sexual Consent, Being Sexually Active

“During adolescence and throughout adulthood, you may explore sex and sexuality through touching your own body and genitals for sexual pleasure, known as masturbation, which is perfectly normal...You and your partner being attracted to each other physically can lead to kissing and touching each other to show your affection. Sometimes kissing and touching can lead to sexual activity, including vaginal, anal, or oral sex.”

“Gender identity is how you see yourself and what you call yourself, which may be the same as your assigned sex or it may be different. Sexual orientation is your emotional, romantic and sexual attraction to other people; you may be attracted to people of the same sex or the opposite sex or to people of the same sex and people of another sex.” (includes multiple images of same-sex couples and ‘pride’ rainbows)

“Sexual consent means you actively agree to participate in a sexual activity.” (includes suggestive picture of teen couple in bed with boy without a shirt)

**Component Title:** *Live Well Middle School Health Interactive Web Text*

**ISBN:** 9781718208049

**Page Number(s):** Reproductive and Sexual Health Supplement- Lesson 1- Changes in Adolescence

**Location:** Lesson 1-Changes in Adolescence

[Link to Content](#)

**Publisher Response: Accept**

We accept part of this comment and reject other parts. There is not a question related to our written content, so we reject any implied issue with the written content mentioned here. The passage quoted in the first paragraph of the comment has been addressed in our publisher response to another comment. However, we accept the comment about the photo that includes a boy without a shirt and we agree to replace this with a different photo in the Reproductive and Sexual Health supplemental chapter, Lesson 1, under the heading “Sexual Consent and Refusal Skills,” on the second screen.

### Comment 33

- Does not align with the intent/direction of the new Health TEKS nor the statutory requirements of TEC 28.004, which “centralize abstinence.”
- Normalizes teen sexual activity, rather than “presenting abstinence as the preferred choice.”
- Provides inaccurate information on contraception and continued emphasis on “safe sex” (which is terminology no longer acceptably used in public health education and prevention).
- Gives extensive content on gender identity and sexual orientation, which the SBOE debated extensively and voted not to include.
- Emphasizes “consent” over refusal skills, another debated and voted-on topic that was not included.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

#### **Publisher Response: Accept**

*We accept some of the points in this public comment and reject others. We agree to update our wording to replace “safe sex” with “safer sex” and to revise the wording in a passage related to refusal skills. We reject comments regarding our treatment of abstinence and sexual activity, nonetheless we are making a few simple wording changes to clarify our content and we have detailed those in our publisher responses to other public comments; please read our other responses for details.*

*Regarding content about contraception, we are updating some content related to this topic in response to another public comment; please read our other response for details.*

Regarding the term “safe sex,” we will replace this term with the term “safer sex” in the following instances where it occurs in our Reproductive and Sexual Health supplemental chapter: (1) Lesson 3, Lesson Opener, Terms to Learn, Learning Targets, and Note-Taking Guide; (2) Lesson 3, heading named “Contraception,” first slide; (3) Lesson 3, Lesson Summary; and (4) Review Concepts and Vocabulary, self-quiz question.

*Regarding refusal skills, our text gives great emphasis to refusal skills throughout the book as they relate to multiple topics because of the importance of refusal skills as a life skill. We accept the comment in order to strengthen our emphasis of refusal skills by making the following changes to the Reproductive and Sexual Health supplemental chapter, Lesson 1, under the current heading “Sexual Consent”: (1) Change the heading name to “Sexual Consent and Refusal Skills”; (2) Between sentences four and five on the first screen, add two sentences as follows: “. . . respected at all times. You can use refusal skills to make it clear that your answer to something is “no,” and then stick with it. (Refusal skills are the most important technique you can use to prevent unwanted sexual attention or physical contact, and they are described in detail in chapter 10, lesson 10.4.) You may have heard the phrase ‘no means no’ but . . .”*

### Comment 34

The Health Instructional Materials are unsuitable and unacceptable for Texas school children. I am appalled/shocked with the explicit/egregious sexual content. These materials destroy children’s innocence, undermine parental authority and values, and encourage teen sexual activity. Texas law requires that abstinence be promoted as the preferred method of birth control for unmarried students. While abstinence is discussed in the materials, it is not presented as the preferred method. These IMs are openly promoting abortion to middle school children. Additionally, detailed, spread-eagle illustrations of the external female reproductive anatomy (see Human Kinetics Grades 6 to 8 “Reproductive and Sexual Health Supplement”) are definitely not appropriate for middle school children. The State Board of Education should reject these books.

**Component Title:** n/a

*Proclamation 2022 Public Comments (11/10/2021)*

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response: Reject**

Please see our responses to other public comments explaining how we meet state requirements regarding our treatment of the topic of abstinence, and changes we are making to clarify this. We reject the comment that our text “promotes” abortion; it discusses abortion as a legal option within the context of other legal options for women who become pregnant, and specifies that abortion is governed by laws that vary state by state, such as requiring consent of a parent. We reject the comment that our instructional materials encourage sexual activity. They describe the issues surrounding any person’s decision to become sexually active; our materials emphasize the internal and external influences that youths face related to sexual activity and the risks and consequences of being sexually active (Reproductive and Sexual Health supplemental chapter, Lesson 1, “Being Sexually Active”). One thing that may clarify this is a change that we have already noted in our publisher response to another public comment. In Lesson 1 of the Reproductive and Sexual Health supplemental chapter, in the section named “Being Sexually Active,” under “Influences on your Sexual Activity,” we are changing the sentence beginning “Sometimes your kissing and touching can lead to sexual activity . . .” so that it reads, “Sometimes, if you do not practice abstinence (see Lesson 3), your kissing and touching can lead to sexual activity . . .”

With regard to the comment that our materials are “unsuitable and unacceptable,” we reject this claim. *Our Reproductive and Sexual Health supplemental chapter is a separate chapter in our interactive web text, and access is assigned by teachers one chapter at a time. Any district that adopts our program may choose NOT to give students access to this supplemental chapter (or any other chapter) if they’d rather use other materials to cover these topics, or if they want to withhold some content until Grades 7 or 8. Also, one of our Official Bids includes a printed textbook bundled with our interactive web text, and the printed book does not include the supplemental chapter on Reproductive and Sexual Health. These qualities of our instructional materials are in keeping with state law which affirms that local school districts have control over the provision of human sexuality instruction to ensure that local community values are reflected (TEC 28.004 (e)-(h)).*

**Comment 35**

\*\*I did not find coverage of the following TEKS under Legal ramifications and other consequences

13 (E) research the current legal consequences of cyberbullying and inappropriate online and digital communication

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response: Accept**

Our text doesn’t ask students to research the legal consequences of cyberbullying, but we will add content in Chapter 9, Lesson 9.3, under the heading “Cyberbullying, subsection “Responding to Cyberbullying” that paves the way for a teacher to easily create an assignment for students to research the topic: In the next-to-last bullet point, we will add the sentence, “Cyberbullies are subject to criminal charges in Texas, Louisiana, Illinois, and most other states.” With regard to inappropriate online and digital communication, in Chapter 8, Lesson 8.4, the second paragraph under the heading “Sexting” addresses legal consequences. The text reads: “Consequences of sharing any sexting image or message may include arrests, jail time, and fines as well as the possibility of being charged with the distribution or possession of child pornography, which can carry the designation of sex offender. This is a very serious offense; each state has different laws around sexting.”

# **Publisher: Lessonbee, Inc.**

## **Health Education, Grades 7–8**

### ***Lessonbee Adaptive Online Health Education, Grades 7-8***

#### **Comment 1**

I am absolutely appalled that the State Board of Education would even consider allowing these text books in the schools. Instructing children how to harm themselves, apparently approving sex and self harm. These materials are totally unsuitable, unacceptable and inappropriate. Every parent in the State of Texas should be up in arms that these books are even being considered. They are telling kids its okay to change your gender, this is how to have sex and it is okay if you are this age and how to go about getting an abortion. This is absolutely outrageous, appalling and should not be allowed. If the State Board of Education allows these books in our schools, then we need a new Board of Education. These books put ideas into the heads of these kids which is totally unhealthy. God forbid they be allowed in the hands of our future leaders.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** **Reject**

Thank you for your comment. Lessonbee is a digital-only publisher. Lessonbee is not a textbook. The content we submitted for Texas adoption does not mention gender reassignment. Lessonbee provides medically accurate information. Lessonbee aligns with national health education standards and TEKS. Lessonbee applies a story-based learning format with relatable dialog which is proven to achieve learning gains, appeal to multiple types of learners, and develop decision-making skills.

#### **Comment 2**

I approve of any content teaching consent, health relationships, and social emotional learning. I also approve of content fostering inclusion for all students, including LGBTQ+ students. It is time that Texas follows the research and does not bow to political pressure.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Accept**

Thank you for your comment, and we appreciate the feedback.

### Comment 3

We have gone through this entire book and it is inappropriate and harmful for K-12. It has harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Reject**

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

### Comment 4

I am a biology and health education major with grandkids in various grades in Texas schools, and I'm familiar with state law regarding instructional materials.

I'm shocked and appalled, given Texas law, that LessonBee gives direct numbers to text Planned Parenthood, links to Jane's Due Process to bypass parental consent, and links regarding abortion rights "if you think abortion is right for you." This is for Texas 7-8th graders??? Perhaps LessonBee thinks this is necessary after the explicit role-playing exercise where Eva discusses on social media about making it to second base with Dylan and taking some of their clothes off ... or where Eva tells her friends, "We'd never done that before and were just touching each other and then all of the sudden he cummed on me!" WHO ON THE TEXAS SBOE THINKS THIS IS APPROPRIATE FOR 7th and 8th GRADE INSTRUCTIONAL MATERIALS?

These IMs clearly destroy children's innocence, undermine parental authority and values, and encourage teen sexual activity. They do not focus on abstinence as Texas law requires. The State Board of Education should reject these books.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** **Accept**

Thank you for your comment. Lessonbee is a digital-only publisher. Lessonbee is not a textbook. Lessonbee provides medically accurate information. Lessonbee aligns with national health education standards and TEKS. Lessonbee applies a story-based learning format with relatable dialog which is proven to achieve learning gains, appeal to multiple types of learners, and develop decision-making skills. In the story where a character used the word cum, it was explained by a character in the same conversation that cum is another word for ejaculate. In health education, this same logic is commonly applied when both medical and slang terms for STIs are presented, or when street names for drugs are presented, for example. However, due to its connotation, we have replaced the word "cummed" with the word "ejaculated." Lessonbee does not promote sexual activity. Lessonbee promotes informed decision-making through scenario-based learning and empathy through diverse characters and stories. Lessonbee states that abstinence is the only 100% effective method at preventing pregnancy and STIs. Lessonbee is not associated with Planned Parenthood. We have removed any mention of or links to Planned Parenthood.

## Comment 5

The Health Instructional Materials proposed by LessonBee are unsuitable and unacceptable for Texas school children. I am appalled/shocked with the explicit/egregious sexual content. These materials destroy children's innocence, undermine parental authority and values, and encourage teen sexual activity. They do not focus on abstinence as Texas law requires. They could have been written by Planned Parenthood/abortion providers. The State Board of Education should reject these books. Exposing children to specific lessons within this proposed instructional material is child abuse!

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Thank you for your comment. Lessonbee is a digital-only publisher. Lessonbee is not a textbook. Lessonbee provides medically accurate information. Lessonbee courses cite abstinence as the best way to avoid pregnancy and STDs. Lessonbee has no connection to Planned Parenthood or abortion providers. Our curriculum aligns with national health education standards and TEKS.

## Comment 6

This book is a sorry excuse for health education and is quite frankly disgusting. It promotes abortion, promotes undermining parental authority, normalizes sex at an incredibly early age, and has no sign of any abstinence education. The majority of kids are not sexually active. This book acts like everyone is sexually active and the only ones who can help our kids is Planned Parenthood-who by the way will make money from contraception, STD testing, and the killing of any life created. Are we just selling our kids to Planned Parenthood?! A proper health education program should be teaching our children about the beauty of their bodies, the science of what is actually happening and how to care, respect, and protect what they've been given. Texas law requires abstinence education. This book does not adhere to that law. Our kids deserve better. Let us commit to doing better. We are letting pop culture and what we see Hollywood promote affect our families. I demand this book be voted down.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Thank you for your comment. Lessonbee is a digital-only publisher. Lessonbee is not a textbook. Lessonbee provides medically accurate information. Lessonbee aligns with national health education standards and TEKS. Lessonbee states that abstinence is the only 100% effective method at preventing pregnancy and STIs. Lessonbee is not associated with Planned Parenthood and does not promote abortion. Lessonbee applies a story-based learning format with relatable dialog which is proven to achieve learning gains, appeal to multiple types of learners, and develop decision-making skills.

## Comment 7

These materials are objectionable for any grade level but they are not in keeping with the topic of abstinence. Children do not need any further exposure to personal violence masked as fun. Protect our children and rebuke these materials. I do not consent.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Thank you for the comment. The comment did not provide relevant feedback to improve curriculum alignment or learning experience. Lessonbee does cite in multiple places in our courses that abstinence is the best method to prevent pregnancy and STIs.

## Comment 8

Some of the dialing between the kids is completely inappropriate. Any discussion about “second base” and “cumming onto my vagina” and “it was so hot” encourages teen sexual behaviors. You’re trying to get our kids aroused in the middle of class and schools wonder why kids are caught having sex in the bathrooms! Why is this dialog necessary in a section about “uses for the reproductive systems”? There’s a pamphlet handed out with planned parenthood’s contact info and how to circumvent the system and not involve parents in a minor’s health decisions? Did PP collaborate on the content with you? Clearly they are driving their business results to get new customers. “Charge up the sexual dialog and discussion, and give them our phone number....” Texas law requires focus on abstinence, and this content clearly doesn’t place the focus where it should be.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Thank you for your comment. Lessonbee is not affiliated with Planned Parenthood. Lessonbee applies a story-based learning format with relatable dialog, which is proven to achieve learning gains, appeal to multiple types of learners, and develop decision-making skills. By attaching a character to a topic, we anchor the information to a memorable scenario that helps the student understand when and how to apply the information instead of perceiving the information as isolated and irrelevant facts.

## Comment 9

I oppose the use of such sexually explicit information in Texas schools at any age or grade level. Sexual activity at such a young age should not be encouraged or joked about. Do not use my tax dollars to fund the purchase of these books!

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Comment did not provide relevant feedback to improve curriculum alignment or the learning experience.

## Comment 10

It is absolutely inappropriate for teachers (government employees) to be discussing sex with students at school. This is something that needs to be handled carefully, completely controlled by the parent. The lessons from LessonBee regarding sex, abortion, same-sex relationships, transgender, and gender identity are completely inappropriate for Texas students. Teachers should teach abstinence only, and refer students to the student's parents if they have more questions. This is in no way a subject that schools need to address. The state board of education should reject LessonBee – Grades 7 & 8. Thank you.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Thank you for your comment. Lessonbee provides medically accurate information. Lessonbee aligns with national health education standards and TEKS. The word "transgender" is not mentioned in any content that we submitted for adoption in Texas.

## Comment 11

Content I have seen makes light of children (which is what 7th and 8th graders are) placing themselves into dangerous situations, sexually, and teaching the children slang terms like "cum" and it being "so hot" when we took our clothes off. Furthermore, the lessons provide access to children for information on obtaining abortions for any unborn children they create by playing around in situations that are "so hot" that the LessonBee lessons made sound so enticing. Not to worry, LessonBee links to a group that teaches girls how to obtain abortions without parental consent.

These are not Texas values, and this is not health. Encouraging children to have sex and then kill the baby that results, as can happen when a healthy male and healthy female have healthy fertility. There is nothing healthy about abortion.

Under the Texas Education Code Chapter 28 and 26.008b, this content is not allowed. The former requires that parents opt in children to lessons that involve sex and sexuality, and that full and honest descriptions of the content be provided. Children with access to textbooks will be able to read things that go against their parents religious and moral values. Chapter 4 and 26 of the Texas Ed Code helps to protect those.

26.008b prohibits any attempt by any school district employee to encourage or coerce a child to withhold information from the child's parent, or face discipline. The information on obtaining an abortion by going around ones PARENT would endanger teachers' jobs across Texas.

Lessonbee is too radical for Texas and too dangerous for our children.

I testified before the SBOE twice when the health TEKS were being considered. The first time, I waited until about 12:30am to speak, and while waiting saw a lot of non Texans, people with little life experience, and people who worked in the abortion industry. This textbook seems aligned with those who want more teenage confusion and sex. It's good for business.

SBOE needs to be aligned with health. What is healthy for children and teens? That is the same yesterday as it is today as it will be tomorrow.

There are many innocent children and parents working very hard to protect their children. This book teaches down to the lowest common denominator of children whose bodies are to be used, not protected and cherished.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Thank you for your comment. Lessonbee is a digital-only publisher. Lessonbee is not a textbook. Lessonbee provides medically accurate information. Lessonbee aligns with national health education standards and TEKS. Lessonbee states that abstinence is the only 100% effective method at preventing pregnancy and STIs. Lessonbee is not associated with Planned Parenthood and does not promote abortion. Lessonbee applies a story-based learning format with relatable dialog which is proven to achieve learning gains, appeal to multiple types of learners, and develop decision-making skills.

## Comment 12

We have gone through this entire book and is is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

## Comment 13

Sexual Education Text Books for Texas

ACTION ALERT – Appalling Health Textbooks!

The instructional materials in this textbook are appallingly vulgar, explicit, and completely not age appropriate.

For example, in the LessonBee’s – Grades 7 and 8

“Uses for the Reproductive System” Eva discussed Dylan with friends on social media: “So, Dylan and I made it to second base!” “Eva, making out is first base. You know that, right?” “Della, chill. No need to be so judgy!” “Haha soooo, after making out things heated up and we took some of our clothes off. We were touching each other and it was so hot!”

Eva discussing with her friends Tiff and Della: “We’d never done that before and were just touching each other and then all of the sudden he cummed on me! Like right by my vagina!” Della: “It happens sometimes. He was turned on and he ejaculated on you, I guess. It just happened.” Eva: “Ejaculated?” Tiff: “Nerd alert! But yeah, Della’s right. Cum is also called ejaculate.”

I would like for this excerpt of the book to be read out loud at your upcoming SBOE board meeting. Do you deem this appropriate content for a public meeting?

If your answer is no, then for the sake of what is good, why would it be instructional materials for 7th and 8th graders?!

These materials destroy children’s innocence, undermine parental values, and encourage promiscuity.

These instructional materials do not focus on abstinence as Texas law requires. Are they written by Planned Parenthood and abortion providers who reap financial reward for encouraging adolescent sexual activity so that more teenagers will seek abortions?

The State Board of Education should reject these books.

If you do not, and you approve other sexually explicit instructional materials, you will continue to see the mass exodus of students to non-traditional learning environments, like homeschool and online schools.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Thank you for your comment. Lessonbee is a digital-only publisher. Lessonbee is not a textbook. Lessonbee provides medically accurate information. Lessonbee aligns with national health education standards and TEKS. Lessonbee states that abstinence is the only 100% effective method at preventing pregnancy and STIs. Lessonbee applies a story-based learning format with relatable dialog which is proven to achieve learning gains, appeal to multiple types of learners, and develop decision-making skills. The course 'Uses for the Reproductive System' is aligned to Texas standard 23.A. "Explain how teen pregnancy is a possible outcome of sexual activity." Lessonbee encourages students understanding of the possible outcome of sexual activity so they can make informed choices and have honest conversations with their parents, caregivers, and teachers. Our courses are designed to provide a self-paced and interactive learning experience. As such, reading an isolated excerpt would not provide an accurate or complete representation of the learning experience.

### Comment 14

The content in this book is unsuitable for Texas Children. It is too graphic and encourages inappropriate sexual behavior.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Thank you for the comment, but it does not provide relevant feedback to improve curriculum alignment or learning experience.

### Comment 15

Section 1.9.8 title "Eva's problem." This lesson contains sexually explicit material, extremely inappropriate for children in secondary school. Details of ejaculating near a vagina should not be presented to children by the school as it normalizes this sexual behavior and is out of bounds for the school. What exactly is the purpose of presenting this type of sexual material in a classroom? I am appalled this type of material is in Texas schools. Absolutely disgusting. Please review the curriculum and remove material which is sexually graphic and inappropriate for our children such as this.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Thank you for the comment. The purpose is to explain activities that can lead to pregnancy.

## Comment 16

We have gone thru this book and is absolutely inappropriate for k-12

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

## Comment 17

- Does not align with the intent/direction of the new Health TEKS nor the statutory requirements of TEC 28.004, which “centralize abstinence.”
- Provides supplemental content as opposed to clear, guided instruction. Based on peer-to-peer text messaging as opposed to teacher-guided learning. Difficult to navigate. Not “relatable” scripts, images and scenarios.
- Uses concerning scenarios that normalize sexual activity, rather than “presenting abstinence as the preferred choice.”
- Abstinence is communicated as a choice to be maintained until you get to know and “love” someone and use protection. Not as the “expected standard” of “abstinence from sexual activity until marriage.” (TEC 28.004)
- Student prompts and reflections are open-ended answers that are subjective and ungraded.
- TEKS icon with citations for SEs addressed are vague and not sufficient to “meet” the requirements of 50% of them for 7-8th grade.
- Teacher Guide references limited TEKS that are met in each lesson, along with New York State Education Department and Illinois State Board of Education. The Illinois standards especially are very different than Texas TEKS, and it would be difficult for any curriculum to meet both at the same time.
- References also to “National Sexuality Education Standards”- which have not been ratified by any national education authority and conflict with TEC 28.004.
- “Talk to a trusted adult or a peer”- repeated throughout and omits the TEKS language of “parents or trusted adults.”
- Teacher’s Guide references “STD Review” and “HIV/AIDS Review” lesson- but not included for students.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Lessonbee's content aligns with 57% of the 2020 TEKS and covers objectives from several others not fully covered.

We are aligned to 23.K: "analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age." Lessonbee states that abstinence is the only 100% effective method at preventing pregnancy and STIs. Our STD Review and HIV/AIDS Review courses were not submitted for Texas adoption, however, STD and HIV/AIDS education is included in Texas standards, so we included links to those materials for interested districts to explore. While

we do plan to submit those courses for third party review, at this time they should not be considered as part of the submitted materials for Texas adoption.

### Comment 18

I am aware of the many proposed Health textbooks that you want to use in OUR public schools. For example, the text called Lesson Bee - Grade 7-8.

These health educational books are unsuitable and unacceptable for OUR children and grandchildren. I am appalled with the egregious and explicit sexual content contained in the above named text book for children. These materials are destructive and undermine parental authority.

This is an assault on the children and families, and I hope parents and grandparents fight and speak out against these crimes against our children. Also, what happened to reading, writing and arithmetic as the foundation for the future in life and work for these children.

Do you'll not realize that we are further and further behind in academics compared to rest of world because of the nonsense described above. Do you'll want to ruin our children so they have no future?

Think about them and not yourselves, as I can't imagine any sane schoolteacher being OK with presenting this material to any child of any age.

This needs to STOP.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Comment but it did not provide relevant feedback to improve curriculum alignment or learning experience.

### Comment 19

I find this content to be inappropriate for the age range. Kids this age are not mature enough to be sexually active and would not be able to handle any consequences. Additionally, this type of content puts pressure on those who would rather not think about these situations at this time in their lives. Its too much too fast. Just speaking from personal experience... I wasn't ready to hear it.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Comment did not provide specific feedback to improve curriculum alignment or learning experience.

## Comment 20

The Health and instructional materials are unsuitable for Texas children. I am shocked at the explicit language used in this material. It not only destroys a child's innocence but also undermines the parents authority and values. This material encourages teen sexual activity and does not focus on abstinence as Texas law requires.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Thank you for your comment. Lessonbee aligns with national health education standards and TEKS. Lessonbee states that abstinence is the only 100% effective method at preventing pregnancy and STIs. Lessonbee does not promote sexual activity. Lessonbee promotes informed health decision-making.

## Comment 21

The Heath textbook materials are unsuitable and inappropriate for Texas School children. The content undermines parental authority and values. Instead of promoting abstinence as Texas law requires, there is a focus on promiscuity and sexual activity for young tweens. It does not appear that the Heath textbook publishers followed the state adopted TEKS. They are trying to sneak in unacceptable content and topics that are not developmentally appropriate for young adolescents. The material in these textbooks is not suitable for the subject or grade levels for which they are submitted. The State Board of Education needs to reject these health materials.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Thank you for the comment. Lessonbee is aligned more than 50% of the 2020 7th and 8th Health TEKS and meets the requirement for state adoption.

## Comment 22

We have gone through this entire book and this is not appropriate for K-12. I believe this is damaging material to be taught to these kids.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

### Comment 23

The way the topic "Uses for the Reproductive System" is normalizing and encouraging sexual exploration is not in keeping with every community's values in our state. The way it is so casually presented in a conversation will suggest to young boys that pushing girls to interact with them sexually is normal everyday behavior which authority figures think it is completely appropriate. This will lead to sexual harassment. The specifics of the textbook are not age appropriate and the content is not objective fact. Personal bias and opinion are scattered through the text.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Thank you for your comment. Lessonbee is a digital-only publisher. Lessonbee is not a textbook. Lessonbee provides medically accurate information. Lessonbee aligns with national health education standards and TEKS. Lessonbee states that abstinence is the only 100% effective method at preventing pregnancy and STIs. Lessonbee applies a story-based learning format with relatable dialog which is proven to achieve learning gains, appeal to multiple types of learners, and develop decision-making skills.

### Comment 24

The content in this health book is unsuitable for TX children. It is explicit and does not even explain the basic biology of sex. The material does not adhere to TX law of teaching abstinence but instead undermines parental authority and values. The material encourages children to engage in sexual activity with graphic depictions and situations. This material even promotes abortion to children!! The State Board of Education should reject this book.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Lessonbee is a digital-only publisher. Lessonbee is not a textbook. Lessonbee provides medically accurate information. Lessonbee aligns with national health education standards and TEKS. Lessonbee applies a story-based learning format with relatable dialog which is proven to achieve learning gains, appeal to multiple types of learners, and develop decision-making skills.

## Comment 25

In terms of accessibility, LessonBee looked to have really interesting lessons, but again, if the version for review is what a student would experience, they would not be able to access text using text-to-speech. I did not see any accessibility options such as read aloud icon/functions. I work with many students who would have a very difficult time accessing and using these materials for learning.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Accept

Thank you for your comment. Lessonbee content supports the following screen readers: NVDA, JAWS, and Mac Voice Over, plus Web Content Accessibility Guidelines (WCAG) 2.1 Level AA and Revised Section 508 standards.

## Comment 26

The content I. These pages is not only not age appropriate, but socially and emotionally damaging to kids. Kids this age should not be doing these kinds of things and to teach it just normalizes and gives the green light. Do I know kids this age engage in this activity- yes! I've been an educator for over 20+ years & I have a 15 year old-so I'm an expert! But... the most are not. In fact teenage pregnancy has gone down as well as the percentage of kids having sex b/c they are too busy with selfies and Snapchat! STOP over sexualizing our kids! It is harmful to them because trafficking is real and they are becoming desensitized to these situations and their red flags do not go up when in a bad situation. Please protect our children!

Let kids be kids!

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Thank you for the comment but it did not provide relevant feedback to improve curriculum alignment or learning experience.

One of the TEKS is 23.A "Explain how teen pregnancy is a possible outcome of sexual activity," to which Lessonbee has aligned content.

## Comment 27

Section 1.9.8 titled "Eva's problem" contains inappropriate sexual content for 13 and 14 year old children. There is nothing educational about teaching children what "he cumming on me" means. There is ZERO justification for the graphic materials from this publisher.

These Health Instructional Materials are unsuitable and unacceptable for Texas school children. I am appalled/shocked with the explicit/egregious sexual content. These materials destroy children's innocence, undermine parental authority and values, and encourage teen sexual activity. They do not focus on abstinence as Texas law requires. They could have been written by Planned Parenthood/abortion providers- and maybe they actually were! The State Board of Education should reject these books.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Thank you for the comment. Lessonbee aligns with national health education standards and TEKS. Lessonbee states that abstinence is the only 100% effective method at preventing pregnancy and STIs. Lessonbee is not associated with Planned Parenthood.

## Comment 28

We have gone through this entire book and it is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

## Comment 29

Any - I just read this on my moms' group's FB page - please comment and share with other parents to comment to the State Board of Education!

The Health Instructional Materials are unsuitable and unacceptable for Texas school children. I am appalled/shocked with the explicit/egregious sexual content. These materials destroy children's innocence, undermine parental authority and values, and encourage teen sexual activity. They do not focus on abstinence as Texas law requires. They could have been written by Planned Parenthood/abortion providers. The State Board of Education should reject these books.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Thank you for the comment. Lessonbee is not a textbook. Lessonbee is not associated with Planned Parenthood. Lessonbee aligns with national health education standards and TEKS. Lessonbee states that abstinence is the only 100% effective method at preventing pregnancy and STIs.

## Comment 30

Section 1.9.8 titled "Eva's problem" contains inappropriate sexual content for 13 and 14 year old children.

There is nothing educational about teaching children what "he cumming on me" means. There is ZERO justification for the graphic materials from this publisher. These Health Instructional Materials are unsuitable and unacceptable for Texas school children. I am appalled/shocked with the explicit/egregious sexual content. These materials destroy children's innocence, undermine parental authority and values, and encourage teen sexual activity. They do not focus on abstinence as Texas law requires. The State Board of Education should reject these books.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Thank you for your comment. Lessonbee aligns with national health education standards and TEKS. Lessonbee states that abstinence is the only 100% effective method at preventing pregnancy and STIs.

### Comment 31

I am appalled and shocked at the explicit/outrageous sexual content I read from the Health Instructional Materials. They are unacceptable and unsuitable for Texas school children. These materials promote teen sexuality, destroy children's innocence and greatly undermine parental authority and values.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

### Comment 32

I can't not believe the sexually explicit material in this textbook. As a parent of an 8th grader I believe it is totally inappropriate. I am appalled this textbook would even be considered to be adopted. Anal intercourse? What? We are not animals. Children should learn sex is a loving act - not something animalistic. This textbook is shocking an inappropriate

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

### Comment 33

The Health Instructional Materials are not appropriate nor acceptable for Texas school children. It is shocking to see such explicit sexual content. This content is most certainly not information that should be left to the discretion of the public education system; rather, it is within the domain of parental authority and values. These materials with explicit sexual content do not focus on abstinence as Texas law requires. Therefore, the State Board of Education should reject these books.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Thank you for your comment. Lessonbee is not a textbook. Lessonbee aligns with national health education standards and TEKS. Lessonbee states that abstinence is the only 100% effective method at preventing pregnancy and STIs.

### Comment 34

Lesson Been Inc. materials should be rejected.

They are highly sexualized and teach principles that only parents should be teaching their own children. Abortion should not be discussed in a public school education these are topics that families and religions should be covering within their communities and homes. Including a link that helps teens get a bypass for parental consent for abortions...It's almost as if Planned Parenthood wrote these materials, it's almost if they make money from giving abortions.

Do not approve this curriculum, this is further brainwashing our children to show no value for human life at any stage.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Thank you for your comment. Lessonbee aligns with national health education standards and TEKS. Lessonbee states that abstinence is the only 100% effective method at preventing pregnancy and STIs. Lessonbee is not associated with Planned Parenthood. Lessonbee is educational technology company; we do not provide abortions nor do we profit in any way from others providing abortions.

### Comment 35

Middle school children should be taught how the reproductive system works, scientifically, not given a raunchy playbook of kids making out. It is wholly inappropriate and I would be appalled if my 13 year olds were "learning" about this in a classroom.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Thank you for the comment. Lessonbee includes medically accurate content that explains how the reproductive system works.

## Comment 36

These textbooks appear to be geared towards children taking a human sex course in college. I know of very few children that need to read about other minor children sitting around touching each other's genitalia. This is programming. It is unlawful for children to be groomed into thinking this is ok. The role and responsibility of educators and publishers is to provide clear, concise information, not a thinly veiled trip down satan's alley. This "textbook" is collection of fantastical excerpts masked as information. This is not feeding their minds. It is hijacking their brains. This is early exposure to thoughts that are not made to come from educators.

We want better for our children. Teach them not to eat sugary junk food, eat organic produce, avoid chemicals in soft drinks, what happens when they smoke or do drugs, and to exercise their mind and body. Teach them that their health is not just that of their body, but of their minds. Teach them how to meditate and how important it is for them to treat one another with kindness. Positive sexual experiences, when they are adults, will follow. Introducing fantastical concepts to children is irresponsible and is a contributing factor to the complete dissolution of personal, family, and societal values. This has no place in our schools.

A warning for all of us older people of the future we are preparing for ourselves. Unless you want to find yourself in a nursing home, highly medicated, "playing bingo" for hours under the supervision of the kids that were fed a steady diet of exploring all that sexuality has to offer since elementary school, we need to do better. We need to preserve some shred of decent NOW. The above scenario is already happening in senior facilities across the county. At the rate we're going, they are going to strap sex toys on us and invite our grand children to come over and explore old people. Where does it stop?! Who would have imagined the latest Teen Bogue article Recommending strap on dildos for minors? Wake up!!! There's enough propaganda out there if they want to go explore. Let us stand apart and give them facts, useful, life breathing facts on how to make something more of their lives than engaging in sex acts. We need to teach them how to think, and to think on good things, not these dark things that they cannot deal with. Teaching them to have theory of mind for sexual perversion will lead them to more depression, drug abuse, suicide, and other unflattering aspects of a society that cowered to progressive agendas of blurring the truth.

Please take care of our kids and just give them the facts. We don't need details on all of the sex acts. If you are going to expose them to this material, you are doing harm to children, willingly. That should be against the code of any educator.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Reject**

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

### Comment 37

Even a brief look at this material causes one to question why such explicit sexual activity needs to be described to make a point. Stoking the fire in teenage minds, even as they attend school and interact with those of the opposite sex, would appear to be the objective rather than teaching self-control and personal responsibility. The news cycles are replete with accusations of inappropriate sexual advances etc. at all levels of society. These teaching materials and their like should be roundly rejected by the State Board of Education.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Comment did not provide specific feedback to improve curriculum alignment or learning experience.

### Comment 38

We have gone through this entire book and it is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

### Comment 39

The Health Instructional Materials are unsuitable and unacceptable for Texas school children. I am appalled/shocked with the explicit/egregious sexual content. These materials destroy children's innocence, undermine parental authority and values, and encourage teen sexual activity. They do not focus on abstinence as Texas law requires. They could have been written by Planned Parenthood/abortion providers. The State Board of Education should reject these books.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Reject

Thank you for your comment. Lessonbee is not a textbook. Lessonbee is not associated with Planned Parenthood or abortion providers. Lessonbee aligns with national health education standards and TEKS. Lessonbee states that abstinence is the only 100% effective method at preventing pregnancy and STIs.

## Comment 40

The use of slang / casual language and, further, as supplied by "peers" in a text group underscores several background issues for which this specific area is only one example:

- A. Implied acceptance of risky behavior by one's peer group
- B. Rendering of sexual activity more as something fun / intimate to do with ~whomever
- C. Promotion of familiarity with slang terms & meanings, as in "catch up with the rest of us".
- D. Absence of any real "moral compass" -- ""It just happened."

**Component Title:** *Lessonbee Adaptive Online Health Education grade 7-8*

**ISBN:** 9780578837062

**Page Number(s):** 1.10.9. Reply to Eva

**Location:** purported text exchange (right side of window)

[Link to Content](#)

**Publisher Response:** **Reject**

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

## Comment 41

(Lesson title in itself is awkward- asking "Essential question: What are the uses for the reproductive system?" How are students encouraged to "use" their reproductive system?)

Normalizing sexual activity: Eva's problem- "We'd never done that before and were just touching each other and then all the sudden he cummed on me! Like right by my vagina!"

Using slang terms: "I mean, it's unlikely, but yeah, you could get pregnant if he cummed near your vagina." "Wait, I thought you could only get pregnant if you have sex. Like the p-in-the-v sex..."

**Component Title:** *Lessonbee Adaptive Online Health Education grade 7-8*

**ISBN:** 9780578837062

**Page Number(s):** 1. Uses for the Reproductive System

**Location:** Eva's problem

[Link to Content](#)

**Publisher Response:** **Reject**

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

## Comment 42

Some lessons evidently cater to widely-prevailing cultural practices that can nonetheless be bad for the student, potentially his/her child, and/or bad for the culture; for example:

- A. Implied acceptance of risky behavior by one's peer group (texting support etc)
- B. Dissociation of sexual activity from rootedness in motherhood / fatherhood / marriage
- C. Rendering of sexual activity more as something fun / intimate to do with ~whomever
- D. Dissociation of major aspects of one's personal / social development from parental oversight
- E. Promotion of familiarity with slang terms & meanings, as in "catch up with the rest of us".
- F. Absence of any real "moral compass"; making abortion an OK option if pregnant
- G. Providing resources enabling access to clinics without parental consent
- H. Words matter; need to emphasize that offspring of human beings AT EVERY STAGE is another human being, with rights of a human being. (Re split mind-set: "baby" vs "fetus": "What is happening with baby" vs "as the fetus continues to develop" (cf 1.39.42.)

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

## Comment 43

\*Impressive curriculum.

\*\*Well put together and would be relatable for youth. Appropriate content and nearly covers all new Health TEKS

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Accept

Thank you for your comment, and we appreciate the feedback.

## Comment 44

From Teacher Guide- "This course covers consent, abuse of power, and how to identify inappropriate teacher-student relations." (The SBOE voted to not include instruction on consent).

The scenario with "Cassie" and "Mr. Jones" her English teacher is concerning. "Cassie is struggling with boundaries crossed by her English teacher. She's not sure what to do when things start to get uncomfortable." "Gregory [Jones] struggles with loneliness in his teaching job. He considers many of his students friends instead of just students, but no one has come forward about his behavior yet."

**Component Title:** *Lessonbee Adaptive Online Health Education*

**ISBN:** 9780578837062

**Page Number(s):** Consent and Abuse of Power

**Location:** Teacher Guide and Cassie's Story

[Link to Content](#)

**Publisher Response:** **Reject**

Thank you for your comment. The Consent and Abuse of Power course is aligned to the following TEKS:

21.B Explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking. 21.C.v Define the characteristics of unhealthy or harmful relationships, including manipulation Part of 21.D: Identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, and sexual assault

## Comment 45

The content and materials in this book are NOT suitable or acceptable for school children in Texas. This book is pushing explicit sexual content.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Reject**

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

## Comment 46

\*\*13E (iii) – could be improved. I was unable to locate an activity directed at “research the current legal consequences of inappropriate online communication”. Nothing on specific laws, or David’s Law. What is covered is: cyberbullying being prosecuted as harassment, and also focuses on federal civil rights laws.

**Component Title:** *Lessonbee Adaptive Online Health Education grade 7-8*

**ISBN:** 9780578837062

**Page Number(s):** Scene 5.3 and Scene 6.22

**Location:** Scene 5.3 and Scene 6.22

[Link to Content](#)

### **Publisher Response: Accept**

Thank you for your comment. In Lessonbee's Cyberbullying and Identity course scene 6.22 students are asked to research the cybersecurity laws in their state and enter a reflection. Scene 5.3 shows Lydia's mom Kim explaining the laws around cyberbullying and harassment. We will add content about David's Law.

We will add the following to scene 5.3: Kim "In Texas, David's Law protects public school students against bullying, including cyberbullying. Students can anonymously report the incident to their school and if it rises to the level of a crime, the school authorities must report the bullying to the police. Learn more about David's Law here: <https://txssc.txstate.edu/videos/bullying-and-the-law/> "

## Comment 47

Normalizes sexual activity: “Ryan and I hung out at the movies and then hooked up later. It was awesome!” “Della listens to her classmates talk a lot about sex...They all seem to be open about being sexually active.” Mike makes a move! “Hey you wanna Netflix and Chill sometime this weekend? Just you and me. I can get some drink!” “Yo- you gonna hit that?” “You mean you’re not gonna smash her?”

Feedback- “What is the best way to avoid unintended pregnancy?” “When used correctly [male condoms], they can be effective 97% of the time.” Does not present “effectiveness and risks and failure rates (human-use reality) rates” as specified in TEKS.

**Component Title:** *Lessonbee Adaptive Online Health Education grade 7-8*

**ISBN:** 9780578837062

**Page Number(s):** Scene 1

**Location:** Ryan and Della

[Link to Content](#)

### **Publisher Response: Reject**

Thank you for the comment. In the course Pregnancy Prevention and Risk Reduction, scene 2.11.25, Della and Mike have a dialogue that states, "...do you realize that male condoms are only effective 85% of the time?"

Information on effectiveness and risks and failure rates is presented again in the same course in an activity in scene 2.13 where students can rate the effectiveness of 17 different kinds of birth control methods. Abstinence is the only one listed as 100% effective in the answer table, with male condoms ranking in the 80-89% effective category.

In the feedback for the multiple choice activity on 2.7.31, it states, "Abstinence is the only 100% safe way to make sure you do not become pregnant or contract an STD or HIV/ AIDS" and "Male condoms provide 85% protection against pregnancy for all people

who use them. People don't always use them correctly and they can break. When used correctly, they can be effective 97% of the time."

### Comment 48

Dear Texas state board of education

As a former educator it has been brought to my attention that textbooks for health are up for adoption in the state of Texas. I hope to make it clear that my opinion is any book that is required material should NEVER teach children it is OK to undermine their parents and have abortions, it is OK to explore sexual pleasure in middle school, or high school. And, furthermore, instruction regarding bisexual, intersexual, transgender and cisgender has no place in our public OR private schools and blatantly introduces children to aberrant behaviors possibly scarring them for life.

The following publishers are guilty of the above mentioned writings, among other intolerant approaches to the instruction of our children. It is your duty to carefully examine what the teachers are required to teach and monitor what goes on in the classrooms. I fear for my innocent grandchildren.

Retired after 25 years at the elementary level

My daughter now teaches HS Health at the 8th grade level

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

### Comment 49

The Health Instructional Materials are unsuitable and unacceptable for Texas school children. I am appalled/shocked with the explicit/egregious sexual content. These materials destroy children's innocence, undermine parental authority and values, and encourage teen sexual activity. Texas law requires that abstinence be promoted as the preferred method of birth control for unmarried students. While abstinence is discussed in the materials, it is not presented as the preferred method. Also, hyperlinks are provided to Planned Parenthood/abortion providers hotlines and websites (see LessonBee Grade 7 & 8 "Uses for the Reproductive System"). One of websites, Jane's Due Process, states "UNDER 18 AND NEED AN ABORTION? We know getting your parents' permission isn't always an option. Call or text us at 866-999-5263." These IMs are openly promoting abortion to middle school children. Additionally, simulated text conversations regarding heavy petting and ejaculation (see LessonBee Grades 7 & 8 "Uses for the Reproductive System") are definitely not appropriate for middle school children. The State Board of Education should reject these books.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** Accept

Thank you for your comment. Lessonbee is a digital-only publisher. Lessonbee is not a textbook. Lessonbee provides medically accurate information. Lessonbee aligns with national health education standards and TEKS. Lessonbee applies a story-based learning

format with relatable dialog which is proven to achieve learning gains, appeal to multiple types of learners, and develop decision-making skills. Lessonbee states that abstinence is the only 100% effective method at preventing pregnancy and STIs. We have removed the links to Planned Parenthood and Jane's Due Process websites.

### Comment 50

“The course follows Elan, who is having trouble connecting with his girlfriend, Cassie. She’s been consistently cold and harsh with him for weeks and it’s starting to impact his mental health. He’s been keeping a secret from her (his bisexuality)...” (This scenario highlights bisexual behavior, which the SBOE voted to not include and also is not-typical scenario of abusive and toxic behavior from the girl to the boy.)

**Component Title:** *Lessonbee Adaptive Online Health Education*

**ISBN:** 9780578837062

**Page Number(s):** Teen Dating Violence and Conflict Resolution

**Location:** Teacher Guide

[Link to Content](#)

**Publisher Response:** **Reject**

Thank you for the comment. Lessonbee applies a story-based learning format with relatable dialog and diverse characters, which is proven to achieve learning gains, appeal to multiple types of learners, and develop decision-making skills.

### Comment 51

We have gone through this entire book and is is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Reject**

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

## Comment 52

Section 1.9.8 titled "Eva's problem" contains inappropriate sexual content for 13 and 14 year old children. There is nothing educational about teaching children what "he cummed on me" means. Why is that even in health materials for this age group?? There is ZERO justification for the graphic materials from this publisher.

These Health Instructional Materials are unsuitable and unacceptable for Texas school children. I am appalled/shocked with the explicit/egregious sexual content. These materials destroy children's innocence, undermine parental authority and values, and encourage teen sexual activity. They do not focus on abstinence as Texas law requires. They could have been written by Planned Parenthood/abortion providers- and maybe they actually were! The State Board of Education should reject these books. Have some decency!

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Thank you for your comment. Lessonbee aligns with national health education standards and TEKS. Lessonbee states that abstinence is the only 100% effective method at preventing pregnancy and STIs. Lessonbee is not associated with Planned Parenthood.

## Comment 53

We have examine the entire curriculum and it in inappropriate for K-12. This material is HARMFUL.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

## Comment 54

These health instructional materials are inappropriate for children. They undermine parental authority. They are sexually explicit. They go into unnecessary details about sexuality. They encourage children to consider having abortions. This material needs to be rejected. Abstinence education and respect for parents authority needs to be emphasized in any material that Texas uses for school children.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Thank you for the comment. Lessonbee aligns with national health education standards and TEKS. Lessonbee states that abstinence is the only 100% effective method at preventing pregnancy and STIs and does not encourage children to consider having abortions.

### Comment 55

We have gone through this entire book and is is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

### Comment 56

This is inappropriate and harmful for grades K-12.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

### Comment 57

We have gone through this entire book and is is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

## Comment 58

It is highly offensive that you are considering materials from Lessonbee to be acceptable teaching material for middle schoolers. The goal of education is to teach them virtue, what is good, true and beautiful. They ought to learn the virtues of justice, temperance, fortitude, courage, caritas. The proposed sex ed material only promotes lust, and in doing so, promotes injustice at every level of school organization system from admin, teachers, to students, and wherever they go outside of school. To teach them about sexual degeneracy is not in our interest as educators in forming students to become good citizens working for the common good. This material, instead, teaches them how to trivialize themselves and others by transforming human relationships into means for sexual gratification.

To teach students about transgender ideology is equally horrifying. Transgender people face very high rates of psychological issues, suicide ideation, suicide attempts, and suicide completion. This age group's second main cause of death is suicide. What if transgender ideology has something to do with this? The teaching material violates good psychology in treating gender dysphoria as something good when in reality it is a mental illness that ought to be treated.

To have a real discussion about abortion, students should read what different people have to say concerning abortion. Abortion should never be presented as an option to these ages as a solution because it is a complex moral dilemma that Americans are still very divided over. There are serious moral questions that need to be addressed first. There are many well-minded people who believe abortion is a right, but also many who believe that the act itself is the murder of a human person. The gravity of this situation is not something to be treated lightly or trivialized.

The implementation of these materials is a disservice and injustice to schools, their students, and the state of Texas.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Thank you for your comment. Lessonbee's curriculum does not teach transgender ideology and the word "transgender" does not appear in any content we submitted for adoption in Texas. Lessonbee provides medically accurate information. Lessonbee aligns with national health education standards and TEKS. Lessonbee applies a story-based learning format with relatable dialog which is proven to achieve learning gains, appeal to multiple types of learners, and develop decision-making skills.

## Comment 59

We have gone through this entire book and it is inappropriate for K-12. There is harmful material.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

Comment did not provide relevant feedback to improve curriculum alignment or learning experience.

# Publisher: QuaverEd

## Health Education, Kindergarten

### *Quaver Health*

#### Comment 1

"I wish that the PE physical skills were more interactive with videos and not just pictures of the skills.

I wish that there were more videos of real students doing the activities and not just character/cartoon pictures with voices. It would be nice if the pictures moved."

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Accept

Thank you for taking time to review our materials and for your constructive comment.

We think adding interactive PE physical skills videos is a fantastic idea! We have created one mock up quickly to show what we could do. We are currently working with PE teachers and experts in Texas and Tennessee to plan, film, and produce 83 videos so teachers can have the option to choose pictures or videos of the skills.

To access the sample video:

First, log in to quavered.com

Username: QuaverHealthTEA2, password: review2022

Then, open this link for an example of Overhand Throw:

[https://users.quavered.com/lessonplanpresenter/?lpGuid=rid\\_3933076&rand=1636372898053](https://users.quavered.com/lessonplanpresenter/?lpGuid=rid_3933076&rand=1636372898053)

We are also planning to incorporate more movement videos throughout the curriculum and will submit them to TEA for review when they are ready.

#### Comment 2

I have been reviewing curriculum that TEA will adopt at legislative session in a couple weeks. QuaverEd has some Awful content in all of the books, even all the way to k-5! This is unexceptionable.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.

### Comment 3

I am a parent of two Elementary age children. Recently I found a link where one can review the proposed material for 2022 Health. Upon reviewing the materials I was APPALLED by some of the material in the proposed instructional material. Please do not consider the materials across the board.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Reject**

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.

### Comment 4

\*\*Age appropriate, easy to navigate and determine the appropriate TEK.

\*\*Not all lessons were available for review but based on what was available for review and topics titles of other lessons, it appears TEKS may be covered for K-5.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Accept**

Thank you for taking time to review our materials and for your comment.

## Health Education, Grade 1

### *Quaver Health*

### Comment 1

I have been reviewing curriculum that TEA will adopt at legislative session in a couple weeks. QuaverEd has some Awful content in all of the books, even all the way to k-5! This is unexceptionable.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Reject**

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.

## Comment 2

I am a parent of two Elementary age children. Recently I found a link where one can review the proposed material for 2022 Health. Upon reviewing the materials I was APPALLED by some of the material in the proposed instructional material. Please do not consider the materials across the board.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Reject**

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.

## Comment 3

\*\*Age appropriate, easy to navigate and determine the appropriate TEK.

\*\*Not all lessons were available for review but based on what was available for review and topics titles of other lessons, it appears TEKS may be covered for K-5.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Accept**

Thank you for taking time to review our materials and for your comment.

## Health Education, Grade 2

### *Quaver Health*

## Comment 1

I have been reviewing curriculum that TEA will adopt at legislative session in a couple weeks. QuaverEd has some Awful content in all of the books, even all the way to k-5! This is unexceptionable.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Reject**

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.

## Comment 2

I am a parent of two Elementary age children. Recently I found a link where one can review the proposed material for 2022 Health. Upon reviewing the materials I was APPALLED by some of the material in the proposed instructional material. Please do not consider the materials across the board.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Reject**

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.

## Comment 3

\*\*Age appropriate, easy to navigate and determine the appropriate TEK.

\*\*Not all lessons were available for review but based on what was available for review and topics titles of other lessons, it appears TEKS may be covered for K-5.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Accept**

Thank you for taking time to review our materials and for your comment.

## Health Education, Grade 3

### *Quaver Health*

## Comment 1

I have been reviewing curriculum that TEA will adopt at legislative session in a couple weeks. QuaverEd has some Awful content in all of the books, even all the way to k-5! This is unexceptionable.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Reject**

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.

## Comment 2

I am a parent of two Elementary age children. Recently I found a link where one can review the proposed material for 2022 Health. Upon reviewing the materials I was APPALLED by some of the material in the proposed instructional material. Please do not consider the materials across the board.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Reject**

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.

## Comment 3

\*\*Age appropriate, easy to navigate and determine the appropriate TEK.

\*\*Not all lessons were available for review but based on what was available for review and topics titles of other lessons, it appears TEKS may be covered for K-5.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Accept**

Thank you for taking time to review our materials and for your comment.

## Health Education, Grade 4

### *Quaver Health*

## Comment 1

I have been reviewing curriculum that TEA will adopt at legislative session in a couple weeks. QuaverEd has some Awful content in all of the books, even all the way to k-5! This is unexceptionable.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** **Reject**

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.

## Comment 2

I am a parent of two Elementary age children. Recently I found a link where one can review the proposed material for 2022 Health. Upon reviewing the materials I was APPALLED by some of the material in the proposed instructional material. Please do not consider the materials across the board.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Reject**

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.

## Comment 3

\*\*Age appropriate, easy to navigate and determine the appropriate TEK.

\*\*Not all lessons were available for review but based on what was available for review and topics titles of other lessons, it appears TEKS may be covered for K-5.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** **Accept**

Thank you for taking time to review our materials and for your comment.

## Health Education, Grade 5

### *Quaver Health*

## Comment 1

I have been reviewing curriculum that TEA will adopt at legislative session in a couple weeks. QuaverEd has some Awful content in all of the books, even all the way to k-5! This is unexceptionable.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** **Reject**

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.

## Comment 2

I am a parent of two Elementary age children. Recently I found a link where one can review the proposed material for 2022 Health. Upon reviewing the materials I was APPALLED by some of the material in the proposed instructional material. Please do not consider the materials across the board.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.

## Comment 3

\*\*Age appropriate, easy to navigate and determine the appropriate TEK.

\*\*Not all lessons were available for review but based on what was available for review and topics titles of other lessons, it appears TEKS may be covered for K-5.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Accept

Thank you for taking time to review our materials and for your comment.

## Comment 4

The content from this publisher is generally consistent with the standards embodied in the 4th and 5th grade TEKS for reproductive and sexual health and TEC 28.004.

- With the new opt-in laws for sexuality instruction (HB 1525), all students will need written permission from their parents to participate. Suggest including that information and sample communications in the Lesson Plan.
- Add “parent” to align with TEKS- (needs to be across curriculum) Practice discussing puberty questions with a parent or trusted adult.
- Fetal development (as included in TEKS)- Suggest adding a heartbeat can be detected as early as 3-4 weeks. Age to survive outside the womb is 22-24 weeks.
- Starting ages- 8-14 for females and 10-16 for males- is not accurate. American Academy of Pediatrics gives 8-12 for females and 9-14 for males.
- Myth Buster Activity- 1. Only people in love and married can get pregnant. – This question is inappropriate given the biological information shared- crosses into sexual intercourse and relationships without context and information to support. 2. Only adults can have babies. Similar concern to #1. Lesson Plans answer that 8-14 years can have babies- again misses instruction and content on sex and relationships.

- Suggest having available separate lessons for males and females- as some schools teach them separately.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General Comment

**Publisher Response:** **Accept**

Thank you for taking time to review our materials and for your detailed comments.

1. **Opt-in Laws:** QuaverEd will provide sample letters in both English and Spanish for teachers to use for communicating the content families can expect their children to learn throughout the year, starting with a general overview of the curriculum themes. These will be organized by module and lesson band.

QuaverHealth•PE covers essential and sensitive topics including human sexuality (puberty, reproduction, and fertilization). QuaverEd will provide both a beginning of the year sample letter and a sample letter to obtain consent prior to presenting sensitive content. These will be found in the Instructional Guides in the Teacher Dashboard as well as in the Worksheets section for each relevant lesson.

*Please note: It is the responsibility of each district to comply with all local requirements. QuaverEd will provide sample letters, which are intended to be used as templates. The sample letters as-written may not address the unique needs of your school district, but they can be amended, changed, and re-worded based on unique needs and requirements for each district. Please consult all local rules, statutes, and requirements and amend the letters accordingly to ensure compliance within your unique school district.*

Beginning of the Year Sample Letter:

*Dear SCHOOL NAME Families,*

*The Texas Essential Knowledge Skills (TEKS) for Health - Grade 5 requires the teaching of puberty and the reproductive system, including the physical changes, male and female reproductive systems, and the fertilization process. Lessons covering this topic will take place in MONTH of this academic year.*

*We will be using QuaverHealth•PE for our curriculum this year as we cover Health TEKS. The Puberty and My Reproductive System lessons will be taught from DATE to DATE and will address:*

1. *Defining puberty*
2. *Discussing at least five physical changes that occur during puberty*
3. *Practicing discussing puberty questions with a trusted adult*
4. *Comparing and contrasting the male and female reproductive systems*
5. *Summarizing the fertilization process*
6. *Discussing myths surrounding reproduction*

*A more detailed letter will come 14 days before the lessons on Puberty and My Reproductive System begin. In accordance with state law, you are welcome to review a copy of the curriculum and lessons provided. QuaverHealth•PE is a fully digital curriculum. At your request, I will send a link containing all the materials for Puberty and My Reproductive System.*

*Texas state law requires you to grant written permission for your student's participation in any lessons, like these, involving human sexuality. **Please complete this form and return it to me by DATE.** If you do not complete the form, your student will not be joining our class for these lessons and will not be subject to any adverse consequences. Should you wish to file a grievance related to this process, please be affirmed of your right to do so based on Section 7.057 of TX House Bill 1525.*

*I look forward to an exciting and rewarding year with you and your student.*

Proclamation 2022 Public Comments (11/10/2021)

Thank you,  
NAME

14 days prior to instruction Sample Letter:

Dear SCHOOL NAME Families,

The Texas Essential Knowledge Skills (TEKS) for Health - Grade 5 requires the teaching of puberty and the reproductive system. Lessons covering this topic will begin in 14 school days, on DATE of this academic year. The purpose of these lessons is to help students learn about the reproductive system and its impact on personal health and to help students learn about their changing bodies.

In these lessons, we will introduce and discuss the following:

1. Defining puberty
2. Discussing at least five physical changes that occur during puberty
3. Practicing discussing puberty questions with a trusted adult
4. Comparing and contrasting the male and female reproductive systems
5. Summarizing the fertilization process
6. Discussing myths surrounding reproduction

Keywords we will introduce and discuss: puberty, physical changes, trusted adults, reproduction, reproductive system, and fertilization.

You will need to provide written permission for your student to receive instruction covering puberty and the reproductive system. **If you wish for your student to receive this instruction, please indicate below and return by DATE.**

We are using QuaverHealth•PE to teach Health TEKS. Because this curriculum is online, I can send a link to the lessons we will be learning titled, "Puberty and My Reproductive System. Please indicate below if you would like to receive this link and look over the lessons your student is eligible to study.

Thank you,  
NAME

-----  
Please indicate your preference, sign, and return to me by DATE:

I consent to my student, \_\_\_\_\_, participating in the Puberty and My Reproductive System lessons on DATE to DATE.

I do not consent to my student, \_\_\_\_\_, participating in the Puberty and My Reproductive System lessons on DATE to DATE. Please remove them from the classroom during this time.

I would like to view the content covered in the Puberty and My Reproductive System lessons. Please provide a link for me to review at my email address: \_\_\_\_\_ I understand the material I receive is protected by copyright, and I will not share or forward the lessons I receive.

2. **"Parent or Trusted Adult"**: We will add "parent or another trusted adult" throughout the curriculum to screen activities when possible and Teacher Notes where a parent is not already mentioned, such as the objective quoted from the Puberty lesson.

To access the new content:

First, log in to quavered.com

Username: QuaverHealthTEA2, password: review2022

Then, open the links for the following examples:

Example 1: We have added "Parent or" to the "Trusted Adult" icon on the top right of the "What Influences Mateo?" screen activity: <https://users.quavered.com/lpphost.aspx?lpGuid=6c9a8ca6-357c-4c65-90c6-a0b1c341b6ee&slideGUID=e012dd60-ea84-47d4-993f-98271f1dea8a>

Example 2: In "Keys to Online Safety" screen activity, we added the following bullet to the Teacher Notes: "Select the Play button to listen to Officer Levon. Tell students that parents or another trusted adult are crucial for helping them navigate online or digital situations because those adults can help determine what is safe and what is not." <https://users.quavered.com/lpphost.aspx?lpGuid=661df868-df2b-40b0-b271-06be4b122607&slideGUID=25168c49-b5f1-4716-920f-1d2cbb5ec66d>

3. **Fetal Development:** We have added "Heartbeat begins at 3-4 weeks" to the First Trimester pop up and notes in "How Babies are Made" screen activity.

To access the new content:

First, log in to quavered.com

Username: QuaverHealthTEA2, password: review2022

Then, open this link: <https://users.quavered.com/lessonplanpresenter/?lpGuid=c62af183-2f69-47f1-a618-733cacc38ed7&slideGUID=626318a5-f6d7-4c6e-b36c-86f312eff6e6>

We have also added the following notes to the "My Amazing Body" screen activity: <https://users.quavered.com/lessonplanpresenter/?lpGuid=c62af183-2f69-47f1-a618-733cacc38ed7&slideGUID=626318a5-f6d7-4c6e-b36c-86f312eff6e6> and, after consulting with medical professionals, have modified this teacher note to read: "Full-term: the baby is considered full-term at 39 weeks, though it can survive without intervention outside the womb depending on lung development at about 36 weeks and with medical intervention as early as 24 weeks." for both screens as well.

4. **Puberty Starting Ages:** We have submitted corrections for this in audio for this screen and the teacher notes. Dr. Johnson now says: "For females, puberty can start from age 8 - 12, for males, puberty can start from age 9 -14."

To access the new content:

First, log in to quavered.com

Username: QuaverHealthTEA2, password: review2022

Then, open this link: <https://users.quavered.com/lessonplanpresenter/?lpGuid=d20ce5b4-a8b2-431b-a6e5-0e313a54ca4d&slideGUID=1629ad06-895c-430d-b54b-d00afe32c770>

5. **"Mythbuster":** We have removed this screen activity from the curriculum.
6. **Separating into male and female lessons:** The TEKS do not delineate between males and females for sexual education instruction. Schools and teachers are welcome to create custom lessons in accordance with their teacher guidelines using our Resource Manager, found in the Teacher Dashboard.

## Physical Education, Kindergarten

### *Quaver Health*

#### Comment 1

I am a parent of two Elementary age children. Recently I found a link where one can review the proposed material for 2022 Health. Upon reviewing the materials I was APPALLED by some of the material in the proposed instructional material. Please do not consider the materials across the board.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.

## Physical Education, Grade 1

### *Quaver Health*

#### Comment 1

I am a parent of two Elementary age children. Recently I found a link where one can review the proposed material for 2022 Health. Upon reviewing the materials I was APPALLED by some of the material in the proposed instructional material. Please do not consider the materials across the board.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.

## Physical Education, Grade 2

### *Quaver Health*

#### Comment 1

I am a parent of two Elementary age children. Recently I found a link where one can review the proposed material for 2022 Health. Upon reviewing the materials I was APPALLED by some of the material in the proposed instructional material. Please do not consider the materials across the board.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.

## Physical Education, Grade 3

### *Quaver Health*

#### Comment 1

I am a parent of two Elementary age children. Recently I found a link where one can review the proposed material for 2022 Health. Upon reviewing the materials I was APPALLED by some of the material in the proposed instructional material. Please do not consider the materials across the board.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.

## Physical Education, Grade 4

### *Quaver Health*

#### Comment 1

I am a parent of two Elementary age children. Recently I found a link where one can review the proposed material for 2022 Health. Upon reviewing the materials I was APPALLED by some of the material in the proposed instructional material. Please do not consider the materials across the board.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.

## Physical Education, Grade 5

### *Quaver Health*

#### Comment 1

I am a parent of two Elementary age children. Recently I found a link where one can review the proposed material for 2022 Health. Upon reviewing the materials I was APPALLED by some of the material in the proposed instructional material. Please do not consider the materials across the board.

**Component Title:** n/a

**ISBN:** n/a

**Page Number(s):** n/a

**Location:** General comment

**Publisher Response:** Reject

We welcome all feedback as we provide a curriculum that meets each requirement in Texas state law. Our curriculum has been built to comply with the Health and PE TEKS and is 100% aligned.