ACCESSING APPROPRIATE SEX-ED FROM PUBLIC SCHOOLS & STATE AGENCIES

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SEXUALITY AND SAFETY ISSUES

- Staring/Stalking
- Masturbating in public
- Personal Space
- Wearing clothes/Removing clothes
- Desire to have friendships
- Inappropriate touching of others
- Socially inappropriate language/behavior
CONSEQUENCES
HOW DO YOU GET HELP?

- Schools
- Perform Care
- Insurance Companies
- DVRS/DDD
WHAT IS BEING TAUGHT IN THE GENERAL EDUCATION CURRICULUM?
HEALTH LITERACY

- Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)
Social and Emotional Health

- Develop and use personal and interpersonal skills to support a healthy, active lifestyle. (CCCS 2.2)

- Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. (CCCS 2.2)

- Impact of use of technology on interpersonal communication. (CCCS 2.2)

- Predict social situations that may require the use of decision-making skills. (CCCS 2.2)

- Differentiate between affection, love, commitment, and sexual attraction. (CCCS 2.4)
Social and Emotional Health

- Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior. (CCCS 2.4.6.B.4)

- Seeks to attain skill and content mastery to achieve success in a chosen career path. (Life and Career Goal)

- Children demonstrate self-confidence & self-direction;

- Children identify and express feelings.

- Children exhibit pro-social behaviors
IMPACT OF DISABILITY

ACCESS

INVOLVEMENT

PROGRESS
EXAMPLES OF HOW DISABILITY CAN IMPACT ACCESS TO EDUCATION
REHABILITATION ACT OF 1973
(AKA: Section 504)

Civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.
INDIVIDUALS WITH EDUCATION IMPROVEMENT ACT ("IDEIA")

All children with disabilities have available to them a free appropriate public education ("FAPE") in the Least Restrictive Environment ("LRE") that emphasizes special education and related services designed to meet:

a) Their unique needs; and
b) Prepare them for further education, employment, and independent living.

20 U.S.C 1400(d)
IDENTIFYING SUPPORTS

[Evaluation, IEP, Placement]
SOME AREAS OF NEED

- SOCIALLY APPROPRIATE RELATIONSHIPS
- SOCIALLY APPROPRIATE BEHAVIORS
- SELF-ADVOCACY SKILLS
- IDENTIFYING STRANGERS /CHAT ROOMS
- RECOGNIZING EMOTION
- PERSONAL SPACE
GOALS

Maintaining personal hygiene: The student will demonstrate hygiene and grooming appropriate for work.

Developing healthy friendships: “When given eight pictures of peers, the student will be able to identify his two friends” and and "When given a list of five actions, the student will identify the two actions that are typical of a good friend."

Boundaries: “The student will be able to demonstrate three appropriate ways to greet family members, three appropriate ways to greet coworkers, and three appropriate ways to greet friends."

Controlling impulses: The student will be able to describe three strategies for avoiding touching someone and three strategies for avoiding staring at someone."
ADVOCATING FOR SERVICES THROUGH IEP

- Speech and Language
- Social Skills/Thinking
- Behavioral Support
- ESD/ESY
- Community Instruction
- Counseling
- Occupational Therapy
- Sexual Education
- Therapist
CHALLENGING THE IEP AND/OR SECTION 504 PLAN

- Independent evaluations
- Petition for Mediation and Due Process
- Resolution period
- Due Process hearing
QUESTIONS?