

**Family Life Education Curriculum Advisory Committee
2017 - 2018**

Thursday, April 12, 2018
Gatehouse: Room 1600 7 p.m. - 9 p.m.

MEETING AGENDA

Welcome

Approval of March Meeting Minutes

- Postponed consideration of adding abstinence to 9.3 (HGD) descriptive statement

Note: Abstinence education is required. Virginia Code reference:

§ 22.1-207.1. Family life education.

A. As used in this section, "abstinence education" means an educational or motivational component that has as its exclusive purpose teaching the social, psychological, and health gains to be realized by teenagers' abstaining from sexual activity before marriage.

B. The Board of Education shall develop Standards of Learning and curriculum guidelines for a comprehensive, sequential family life education curriculum in grades kindergarten through 12. Such curriculum guidelines shall include instruction as appropriate for the age of the student in family living and community relationships; the benefits, challenges, responsibilities, and value of marriage for men, women, children, and communities; the value of family relationships; abstinence education; the value of postponing sexual activity; the benefits of adoption as a positive choice in the event of an unwanted pregnancy; human sexuality; human reproduction; dating violence, the characteristics of abusive relationships, steps to take to deter sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law; the etiology, prevention, and effects of sexually transmitted diseases; and mental health education and awareness.

9.3 (HGD) Students will identify sexual abstinence as the appropriate choice for adolescents and identify appropriate methods for expressing feelings and affection.

Descriptive Statement: Instruction will include benefits of choosing sexual abstinence, consequences of sexual activity, and appropriate methods for expressing feelings and affection. Students will learn that anyone who has been sexually active can make a new decision for premarital abstinence. Instruction will include effective strategies for abstinence, maintaining respect for self and others ~~promoting and maintaining self-worth and resisting peer pressure~~, such as communication, assertiveness, and ~~refusal skills~~ recognition of personal boundaries.

- Follow up to recommendations for lesson objectives to address victim blaming, affirmative consent, recognition of coercive behaviors, and responsibility on the part of the person(s) perpetrating coercive and abusive behaviors.

9.4 (ESH) The student will identify factors that contribute to healthy relationships in families, friendships, and dating.

Descriptive Statement: Topics may include communication skills, conflict resolution, ~~decision making~~, respect for ~~self and others decisions~~, identification of coercive behaviors, (establishing and maintaining personal boundaries), ~~and conflict resolution~~, and affirmative consent.

Clean version without markups

9.4 (ESH) The student will identify factors that contribute to healthy relationships in families, friendships, and dating.

Descriptive Statement: Topics may include communication skills, conflict resolution, respect for others decisions, identification of coercive behaviors, establishing and maintaining personal boundaries, and affirmative consent.

10.7 (HGD) Students will examine teen dating relationships, teen dating violence, and human (teen sex) trafficking; and strategies for risk reduction, prevention, and available support services ~~prevention and help~~.

Descriptive Statement: Instruction will include elements of healthy dating relationships including affirmative consent. Instruction will include elements of unhealthy and abusive dating relationships to include ~~(verbal, physical, emotional, and sexual abuse, and sexual assault)~~; Internet exploitation; ~~sexual consent~~; and how coercive dating relationships may result in coerced sex and human (teen sex) trafficking. Instruction will include that abuse is never the fault of the victim and that responsibility for abuse lies with the person perpetrating abusive and coercive behaviors. Instruction will also include risk reduction strategies (establishing personal boundaries and being respectful of personal boundaries and the boundaries of others) and available resources for further information, assistance, and support. ~~for prevention of sexual violence and abuse including and dealing with abuse, violence, and human (teen sex) trafficking will be discussed.~~ ~~Community health resources for further information, assistance, and support will be identified.~~

Clean version without markups:

10.7 (HGD) Students will examine teen dating relationships, teen dating violence, and human (teen sex) trafficking; and strategies for risk reduction, prevention, and available support services.

Descriptive Statement: Instruction will include elements of healthy dating relationships including affirmative consent. Instruction will include elements of unhealthy and abusive dating relationships to include verbal, physical, emotional, and sexual abuse; Internet exploitation; and how coercive dating relationships may result in coerced sex and human (teen sex) trafficking. Instruction will include that abuse is never the fault of the victim and that responsibility for abuse lies with the person perpetrating abusive and coercive behaviors. Instruction will also include risk reduction strategies (establishing personal boundaries and being respectful of personal boundaries and the boundaries of others) and available resources for further information, assistance, and support.

11.3 Students will examine healthy and unhealthy relationships, dating violence, and strategies for risk reduction, prevention, and available support services ~~prevention and help~~.

Descriptive Statement: Instruction will include identification of controlling behaviors, and coerced sexual activity including human (teen sex) trafficking, sexual assault, and digital/social media abuse. ~~human (teen sex) trafficking, coercion, and sexual consent~~. Instruction will also include establishing and reinforcing personal boundaries regarding sexual activity including affirmative consent and risk reduction strategies to help prevent abuse including. ~~Refusal and prevention strategies will be discussed. Discussion will include the risks associated with substance use and emphasize the value of sexual abstinence.~~ Family, trusted adult, member of the clergy, and community health resources for further information, assistance, and support will be identified.

Clean version without markups:

11.3 Students will examine healthy and unhealthy relationships, dating violence, and strategies for risk reduction, prevention, and available support services.

Descriptive Statement: Instruction will include identification of controlling behaviors and coerced sexual activity including human (teen sex) trafficking and digital/social media abuse. Instruction will also include establishing and reinforcing personal boundaries regarding sexual activity including affirmative consent and risk reduction strategies to help prevent abuse including risks associated with substance use. Family, trusted adult, member of the clergy, and community health resources for further information, assistance, and support will be identified.

➤ **Member proposed lesson objective changes:**

Revise 9.3 (ESH)

9.3 (ESH) Students will identify effects, prevention strategies, and appropriate resources for help and reporting for sexual abuse.

Descriptive Statement: Topics will include sexual assault, rape, intimate partner violence, incestuous behavior, molestation, gang sexual abuse, human (teen sex) trafficking, and incest. Instruction will include bystander awareness and intervention strategies. Resources for help and reporting for self and others include parents, school personnel, religious leaders, health care providers, and community resources.

Revise 9.6 (HGD)

9.6 (HGD) Students will recognize development of sexuality as a lifelong aspect of personality.

Descriptive Statement: Instruction will include that individuals are sexual beings from birth to death and that sexuality evolves from infancy to old age. Sexual orientation terms heterosexual, homosexual, and bisexual; and the gender identity term transgender will be defined. ~~Students with questions or concerned about their sexual orientation or gender identity will be advised to talk with a parent, member of the clergy, trusted adult, or counselor.~~ Emphasis will be placed on tolerance and nondiscrimination of all people.

Revise 10.6

10.6 (HGD) Students will recognize development of sexuality as an aspect of one's total personality.

Descriptive Statement: Instruction will include how sexuality develops throughout a lifetime and how sexuality encompasses attitudes, values, and behaviors. Sexual orientation and gender identity terms will be discussed with focus on appreciation for individual differences. Students with questions or concerns about their sexual orientation, gender identity, and/or related medical or emotional issues will be advised to talk with a parent, member of the clergy, trusted adult, or counselor.

Revise objectives 9.5, 10.5, 11.1, and 12.2 to add "use of pre-exposure prophylaxis"

9.5 (HGD) Students will review information about bacterial, viral, and parasitic sexually transmitted infections to include prevention, transmission, diagnosis, and treatment.

Descriptive Statement: Instruction will include review of bacterial, viral, and parasitic STIs; and prevention, transmission, diagnosis, and treatment. Community resources for testing and treatment will be identified. Abstinence from sexual activity will be presented as the ~~only~~ 100% most effective method for prevention of sexually transmitted infections. Abstinence from intravenous drug use, use of condoms, and use of pre-exposure prophylaxis (HIV prevention) as means of prevention will also be presented.

10.5 (HGD) Students will examine the most common bacterial, viral, and parasitic sexually transmitted infections (STIs).

Descriptive Statement: Instruction will include review of bacterial, viral, and parasitic infections; and prevention, transmission, diagnosis, health consequences, and treatment of STIs. Abstinence from both sexual activity (including oral and anal sex) and intravenous drug use will be presented as the ~~only way to eliminate~~ most effective way to minimize the risk of contracting STIs. Use of condoms, and use of pre-exposure prophylaxis (HIV prevention) as means of prevention will also be presented. Risk factors discussed will include the effects of alcohol and drug use on decision making. Community health resources for further information, assistance, and support will be identified.

11.1 Students will identify how sexually transmitted infections are contracted and how to prevent contraction.

Descriptive Statement: Topics include sexual and nonsexual high-risk behaviors that may cause contraction of bacterial STIs (gonorrhea, chlamydia, syphilis, trichomoniasis) and viral STIs (herpes, hepatitis, HPV, and HIV); signs and symptoms of infection; treatment methods; and prevention methods including abstinence from sexual activity, abstinence from intravenous drug use, ~~and the use of condoms,~~ and use of pre-exposure prophylaxis (HIV prevention).

12.2 Students will explain prevention and transmission of sexually transmitted infections. Students will be able to describe the physical, emotional, and social impacts of sexually transmitted infections on self and others.

Descriptive Statement: Topics will include local and national statistics, high risk behaviors, abstinence from sexual activity and intravenous drug use, use of condoms and pre-exposure prophylaxis, and the effects of substance use on decision making and the developing brain. Instruction will include considerations for current and future settings (high school, college, work environments).

Revise objectives 9.4 (HGD), 11.2, and 12.3 to clarify disease prevention and spread of infection

9.4 (HGD) Students will examine methods of contraception.

Descriptive Statement: Instruction will include barrier, hormonal, and surgical contraceptive methods; identification of effectiveness for prevention of pregnancy and ~~disease prevention~~ minimizing risk of sexually transmitted infection; and misconceptions regarding contraception. Abstinence will be emphasized as the only 100% effective method for preventing pregnancy and the most effective method for preventing sexually transmitted infection disease.

11.2 Students will identify methods of contraception.

Descriptive Statement: Instruction will include review of barrier, hormonal, and surgical methods; identification of effectiveness for prevention of pregnancy and ~~disease~~ minimizing risk of sexually transmitted infection; how to obtain various methods, and misconceptions regarding contraception. Abstinence will be emphasized as the only 100% effective method for preventing pregnancy and the most effective method for preventing sexually transmitted infection disease.

12.3 Students will identify factors that influence use of contraceptives.

Descriptive Statement: Instruction will include review of methods and effectiveness of contraceptives for pregnancy and ~~disease prevention~~ minimizing risk of sexually transmitted infection. Students will explore considerations for choosing contraception to include how the method is used, partner's opinion, availability and

cost, and personal values/beliefs. Abstinence will be emphasized as the only 100% effective method for preventing pregnancy and the most effective method for preventing sexually transmitted infection disease.

Revise 10.3 (HGD)

10.3 (HGD) Students will discuss abortion and the different opinions in society about abortion.

Descriptive Statement: This includes the concept that abortions can be spontaneous (i.e. miscarriage) or induced. Varying opinions concerning abortion will be discussed. ~~Information on the physical, emotional, and psychological risks of abortion and alternatives to abortion will be presented.~~ Applicable local, state and federal laws will be discussed (e.g. Virginia Parental Notification, Safe Haven, and Roe v. Wade).

- Rescind previous motion: (March 8) Motion to change lesson objectives in grades 8, 9, and 10 to strike biological sex/gender and replace with sex assigned at birth.
- Amend grades 9-12 objectives related to methods of contraception to add “long term side effects and risks”

9.4 (HGD) Students will examine methods of contraception.

Descriptive Statement: Instruction will include barrier, hormonal, and surgical contraceptive methods; identification of effectiveness for prevention of pregnancy and disease prevention; long term side effects and risks; and misconceptions regarding contraception. Abstinence will be emphasized as the only 100% effective method for preventing pregnancy and disease.

10.2 (HGD) Students will identify how contraceptive methods work and will identify the advantages of abstaining from sexual activity.

Descriptive Statement: Instruction will include barrier, hormonal, behavioral and surgical methods; and associated long term side effects and risks. Reproductive anatomy and physiology will be reviewed as appropriate. Sexual abstinence will be identified as the appropriate choice for adolescents. Instruction will include effective strategies for resisting peer pressure, such as communication, assertiveness, and refusal skills.

11.2 Students will identify methods of contraception.

Descriptive Statement: Instruction will include review of barrier, hormonal, and surgical methods; identification of effectiveness for prevention of pregnancy and disease; long term side effects and risks; how to obtain various methods, and misconceptions regarding contraception. Abstinence will be emphasized as the only 100% effective method for preventing pregnancy and disease.

12.3 Students will identify factors that influence use of contraceptives.

Descriptive Statement: Instruction will include review of methods and effectiveness of contraceptives for pregnancy and disease prevention. Students will explore considerations for choosing contraception to include how the method is used, partner’s opinion, availability and cost, long term side effects and risks, and personal values/beliefs. Abstinence will be emphasized as the only 100% effective method for preventing pregnancy and disease.

- Request from 16-17 FLECAC committee to add Opioid/Heroin prevention objectives to grades 11 and 12

Grade 11

Students will identify how use of opioid drugs may impact their future.

Descriptive statement: Instruction will include review of the short- and long-term effects of opioids on the body. Emphasis will be placed on a message of hope for the future with support and treatment for substance use disorder. Instruction will include strategies for self-advocacy when discussing medical care and prescription medications with health care providers. Resources for help will be shared.

Grade 12

Students will identify Virginia laws related to opioid/heroin possession and distribution.

Descriptive statement: Instruction will include the use of and access to Narcan/Naloxone. Discussion will include impact of substance use disorder and addiction and resources for help now and post-secondary.

➤ **Program Gap: Lesson objectives that address parenting for grades 10, 11, and 12**

Future Meeting:

➤ Thursday, April 19, 2018 Gatehouse Café If needed

FLECAC Recommendations to the School Board: New Business May 10, 2018 Action June 14, 2018