

Family Life Education Curriculum Advisory Committee
Gatehouse Administration Building
Draft Meeting Minutes
April 12, 2018

Attendees: Arin Barker, Laura Bellis, Catherine Carroll, Joan Daly, Sherry Dana, Alexandra Dixon, Andrew Freeman, Michael Fruitman, Greg Hall, David Hartzell, Carl Jones, Ann King, Patricia Larsen, Risa May, Andie Millonig, Laura Murphy, Laurie Plishker, Barry Potoker, Daniel Press, Shellii Roach, Nishitha Vattikonda, Sonika Vuyyuru, Shari Zamarra, Jim Zanotti

Non-voting attendees: Becky Howery, Noël Klimenko, Sean P. Mignano, Jason Morgan, Liz Payne, Carrie Reynolds

1. Meeting called to order at 7:00 p.m. by Liz Payne (FLECAC Chair).
2. 23 voting members present at start of meeting; 24 voting members present during meeting
3. March meeting minutes approved by general consent
4. Revise 9.3 (HGD) to add abstinence (double underlined below) in the descriptive statement regarding effective strategies.

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.

23 members present

Yes 15

No 4

5. Revise objectives 9.4 (ESH), 10.7 (HGD), and 11.3 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.

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 violence 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.~~

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 in healthy relationships. Family, trusted adult, member of the clergy, and community health resources for further information, assistance, and support will be identified.

23 members present

Yes 16

No 2

6. Add the “value of sexual abstinence in healthy relationships” to 11.3

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. Discussion will include the value of sexual abstinence in a healthy

relationship. Family, trusted adult, member of the clergy, and community health resources for further information, assistance, and support will be identified.

23 members present

Yes 7

No 14

7. Revise 9.3 (ESH) to add to the descriptive statement (underlined below)

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.

23 members present

Yes 23

No 0

8. Revise 10.6 (HGD) to add underlined sentence in descriptive statement

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.

24 members present

Motion to divide the question

Yes 24

No 0

Motion to delete "and/or related medical or emotional issues" and insert "or" before gender identity

Students with questions or concerns about their sexual orientation, or gender identity, and/or related medical or emotional issues will be advised to talk with a parent or member of the clergy, trusted adult, or counselor.

24 members present

Yes 15

No 8

Motion to delete “member of the clergy” and “or counselor
Students with questions or concerns about their sexual orientation, or gender identity, and/or related medical or emotional issues will be advised to talk with a parent or member of the clergy, trusted adult, or counselor.

24 members present

Yes 17

No 5

Final descriptive statement:

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 or gender identity will be advised to talk with a parent or trusted adult.

24 members present

Yes 19

No 4

9. Revise 9.6 (HGD) to use the same 10.6 approved sentence in the descriptive statement

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, or~~ trusted adult, ~~or counselor.~~ Emphasis will be placed on tolerance and nondiscrimination of all people.

24 members present

Yes 19

No 4

10. 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).

Divide the question to consider wording for PrEP and then wording for “only 100%” vs. “most effective”

24 members present

Yes 22

No 0

References to PrEP

Amend motion to remove reference to PrEP and retain reference to condoms and intravenous drug use

24 members present

Yes 5
No 9

Approve statements with references to PrEP

24 members present

Yes 22
No 2

References to “only 100%” vs. “most effective”

Substitute motion to amend wording in 9.5 to state, “100% effective method for preventing sexual transmission of sexually transmitted infections”

24 members present

Yes 4
No 20

Accept wording in 9.5 as proposed to strike “only 100%” and replace with “most”

24 members present

Yes 22
No 0

Amend 10.5 to break up reference to STIs and IV drug use into two separate statements and add “100% effective method for preventing sexual transmission of sexually transmitted infections”

24 members present

Yes 4
No 16

Accept wording in 10.5 as proposed

24 members present

Yes 21
No 2

Note: Revisions to wording originally proposed for objectives 9.5, 10.5, 11.1, and 12.2 approved

11. Revise objectives 9.4 (HGD), 11.2, and 12.3 to clarify disease prevention as “sexually transmitted infections” and transmission 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.

24 members present

Yes 22

No 2

12. Revise 10.3 (HGD) to strike sentence in descriptive statement; note: "of abortion and alternatives to abortion" was added to the sentence to strike

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).

24 members present

Yes 4

No 16

Note: Motion fails and results in no changes are made to the current lesson objective

13. 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.

24 members present

Yes 3

No 21

14. For grade 7, replace references to “sex assigned at birth” and replace with “biological sex”

24 members present

Yes 3

No 20

15. Motion to extend meeting by 15 minutes

24 members present

Yes 12

No 5

16. 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.

24 members present

Yes 8

No 16

17. Provide a recommendation to the School Board to instruct grades 11 and 12 students about Opioid/Heroin use prevention that is outside of Family Life Education so that all students may benefit from the instruction. Example lesson objectives below will be provided.

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.

23 members present

Yes 22

No 0

18. Discussed program gap between VDOE lesson objectives that address parenting for grades 10, 11, and 12 and FCPS program that does not address these objectives. Committee agreed to continue the conversation next school year and consider impacts to the program and instructional time.

19. Meeting adjourned 9:18 p.m.