
Family Life Education Curriculum Advisory Committee

Recommendations to the School Board

May 9, 2024



INTRODUCTION

Fairfax County Public Schools implements a locally developed Family Life Education (FLE) program. Virginia Board of Education (BOE) guidelines require local school board approval of content areas in addition to those identified in the BOE guidelines and Code of Virginia. The Code of Virginia requires local school boards to review the division's FLE curriculum at least once every seven years and make necessary revisions. FCPS R3204 states FLE programs conform to School Board approved objectives and descriptive statements and only Board approved instructional materials and media may be used. In accordance with the BOE guidelines, the Family Life Education Curriculum Advisory Committee (FLECAC) serves as the community involvement team required for a locally developed program.

During school year 2023-2024, FLECAC met seven times, September through April. An overview of monthly meetings is in Appendix A. Committee membership represented students, teachers, administrators, and community members including School Board appointees, medical and mental health professionals, and faith community. Committee membership and attendance is provided in Appendix B.

FLECAC recommendations for SY 2023-2024 include:

- Recommend objectives and descriptive statements for grades nine through 12 related to setting personal boundaries, respecting boundaries of other, and consent.
- Recommend objectives and descriptive statements to align with recommended revisions from summer 2023 curriculum development project teams.
- Recommend change to puberty media in grade four.
- Recommend revised objectives related to puberty and reproductive systems in grades four through seven.

This report is divided into two sections. The first focuses on the recommendations from SY 2023-2024. The second reviews previous recommendations from SY 2022-2023 that have not been acted on by the School Board.

Recommendations SY 2023 - 2024

INTRODUCTION

During SY 2022-2023, FLECAC made recommendations for new and revised objectives and descriptive statements related to consent, setting personal boundaries, and respecting the boundaries of others for kindergarten through grade eight. During the current school year, FLECAC continued this work for grades nine through 12. In addition, FLECAC reviewed objectives and descriptive statements to support recommendations from the 2023 summer curriculum development team, media for the grade four puberty lesson, and descriptive statements that include reproductive anatomy in grades four through eight.

Summary of FLECAC 2023-2024 Recommendations:

Based on their collaboration throughout SY 2023-2024, FLECAC proposes four recommendations:

- New and revised objectives and descriptive statements for grades nine through 12 on consent, setting personal boundaries, and respecting the boundaries of others.
- Revised objectives and descriptive statements in kindergarten, grade five, grade 10, and Elementary Modified Emotional and Social Health unit to support recommendations from 2023 summer curriculum development team.
- Update to grade four puberty media currently being used.
- Revised objectives and descriptive statements in grades four through seven to align with recommended media change at grade four.

RECOMMENDATIONS

RECOMMENDATION 1:

Approve new and revised objectives and descriptive statements to support instruction on the topics of consent, setting personal boundaries, and respecting the boundaries of others.

FLECAC recommends the following objectives and descriptive statements be implemented in FLE instruction in grades nine through 12.

The proposed objectives and descriptive statements build on the recommendation made for kindergarten through grade eight last year. Together, they provide students with age appropriate and scaffolded instruction on consent, setting personal boundaries, and respecting the boundaries of others. Students will learn what it means to give and receive consent, how to set personal boundaries, and the importance of respecting the boundaries of others. They will have opportunities to practice skills to communicate their personal boundaries, including verbal and non-verbal communication of 'no'. A comparison of current and recommended objectives and descriptive statements is in Appendix C.

Grade 9 Lesson 2 Objective and Descriptive Statement

Objective: Students will identify examples and effects of sexual violence and identify skills to promote safety and situational awareness. Resources for help and reporting sexual violence will be provided.

Descriptive Statement: Discussion will include identifying types of and providing examples of sexual violence, bystander awareness, situational awareness, and intervention strategies. Resources for help and reporting can include parents/guardians, school personnel, religious leaders, and health care providers. Community resources will be provided.

Grade 9 Lesson 5 Objective and Descriptive Statement 2

Objective: Students will identify characteristics of unhealthy relationships and identify strategies to navigate or end unhealthy relationships.

Descriptive Statement: Characteristics of unhealthy relationships may include coercive behaviors, coercive language, abuse of power, and controlling or unrealistic expectations of the other person. Instruction will include the impact of drug and alcohol use on understanding consent and the ability to give or withdraw consent. Students will understand that impairment does not absolve them of responsibility for actions that violate others.

Students will practice strategies and skills needed when navigating or ending a relationship. Instruction will include accepting others' relationship decisions, accepting boundaries, and what to do if someone does not respect your decision to end a relationship. Strategies to safely navigate, end, or leave a relationship, and resources available for help, will be discussed.

Motion: Approve the objectives and descriptive statements for grade 9 lesson 2 and grade 9 lesson 5 number 2 with the revisions discussed.

Twenty voting members present at time of vote. 18 YES 0 NO

Grade 9 New Objectives and Descriptive Statements

Students will identify characteristics of, and how to develop and maintain, healthy relationships in a variety of settings.

Descriptive Statement: Students will identify different types of relationships they may be a part of as a high school student including family, friendship, partner or dating, team member, or as an employee. Characteristics of healthy relationships such as positive communication, active listening, trust, and honesty will be presented. Conflict resolution skills will be reviewed and how to apply conflict resolution skills will be discussed and practiced.

Students explain the value of setting personal boundaries and respecting the boundaries of others and will define affirmative consent.

Descriptive Statement: Students will investigate strategies to establish and maintain personal boundaries. Affirmative consent will be defined. The concept that boundaries may shift based on the relationship will be discussed. Students will be able to identify when consent is given and when it is absent and will understand an individual has the ability to withdraw consent as it relates to intimacy and sexual behavior and their responsibility to respect the other person's decision. Discussion will include that some situations involving intimate or sexual behaviors may become uncomfortable or unwanted, in the moment or afterwards, whether or not affirmative consent is given. Students will identify resources and strategies, aligned with characteristics of healthy relationships, to address student concerns and support student well-being in the event of uncomfortable or unwanted intimate or sexual experiences. Such strategies will include encouraging students to talk with a trustworthy individual about the experience for support, how

to withdraw consent in the moment, and respect for withdrawal of consent. Students shall also receive instruction with regards to respect for a partner who declines to provide affirmative consent for intimate and sexual behavior consented to in a prior situation or experience.

Motion: Approve the objectives and descriptive statements for grade 9 as written.

Twenty voting members present at time of vote. 20 YES 0 NO

Grade 10 Lesson 1 Objective and Descriptive Statement

Objective: Students will examine teen relationships and identify communication of consent, absence of consent, and withdrawal of consent related to intimacy and sexual behavior. Students will discuss the impact peer pressure may have on decision making in teen relationships.

Descriptive Statement: Instruction will include elements of healthy relationships including affirmative consent. Instruction will include strategies to clearly communicate personal boundaries and respect the boundaries of others. Discussion will also include strategies to give, withhold, or withdraw consent; and respect the right of others to give, withhold, or withdraw consent. Instruction will include how the use of alcohol or other substances affect the ability to give consent or understand if consent is given.

Objective: Students will identify characteristics of unhealthy relationships that may lead to teen relationship violence, sexual assault, abuse, strangulation, sextortion, and sex trafficking. Strategies for risk reduction, prevention, and available support services will be provided.

Descriptive Statement: Instruction will include elements of unhealthy and abusive relationships to include verbal, physical, emotional, and sexual abuse including strangulation, Internet exploitation, and how coercive relationships may result in coerced sex and 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. Discussion will include that no minor can give consent to their own sexual exploitation. 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. Instruction will include bystander awareness and intervention strategies.

Motion: Approve the objective and descriptive statement for grade 10 lesson 1 with the revisions discussed.

Nineteen voting members present at time of vote. 19 YES 0 NO

Grade 11 Lesson 2 Objective and Descriptive Statement

Objective: Students will review the effects of sexual violence, review skills to promote safety and situational awareness, and review resources available for support and assistance.

Descriptive Statement: Instruction will review types of sexual violence including sexual assault, abuse, strangulation, sextortion, and sex trafficking. The impact of technology on sexual violence will be discussed. Instruction will clarify that depictions of sexual violence in media do not justify sexual violence in real life. Instruction will include establishing and reinforcing personal boundaries regarding sexual activity, including affirmative consent and skills to

promote situational awareness – including a discussion on the heightened risks associated with substance use. Intervention strategies will include bystander awareness and strategies to support victims. Resources available for support and assistance and reporting sexual violence will be reviewed, and can include parents/guardians, caregivers, school personnel, religious leaders, health care providers, law enforcement, and community organizations and programs.

Motion: Approve the objective and descriptive statement for grade 11 lesson 2 with the revisions discussed.

Twenty voting members present at time of vote. 20 YES 0 NO

Grade 12 Lesson 1 Objective and Descriptive Statement

Students will interpret laws that affect family life.

Descriptive Statement: Instruction will review current local, state, and national laws and case studies affecting individuals and families regarding marriage, divorce, adoption, child abuse, human/teen sex trafficking, sexual assault, and legal responsibilities of parents/guardians. Instruction will include the potential impact of engaging in risky or illegal behaviors during high school, post-secondary education, and employment.

Motion: Approve the objective and descriptive statement for grade 12 lesson 1 as written.

Twenty voting members present at time of vote. 19 YES 0 NO

Grade 12 New Objective and Descriptive Statement

Students will review consent, respecting when consent is not given or is withdrawn, and bystander awareness and intervention strategies.

Descriptive Statement: The lessons will define consent and affirmative consent. Students will discuss how consent is clearly communicated and examples that are not clear consent. Instruction will include the importance of respecting and responding appropriately when consent is not given or when consent is withdrawn, regardless of gender or gender identity. Legal consequences of not respecting consent will be examined. The impact of substance use on the ability to give and receive consent will be included. Instruction will include bystander awareness and intervention strategies.

Motion: Approve the objective and descriptive statement (new) for grade 12 as written.

Fifteen voting members present at time of vote. 15 YES 0 NO

RECOMMENDATION 2:

Approve objectives and descriptive statements in kindergarten, fifth, and tenth grades and grades one through six modified curriculum to support recommendations from the 2023 summer curriculum development team.

A curriculum development project was held during summer 2023 to review the Family Life Education curriculum. As part of this project, teachers read the entire curriculum kindergarten through grade 12 and modified. As a result of their work, several recommendations were made to enhance the curriculum and provide students with comprehensive and age-appropriate

instruction. The majority of recommendations from teachers were changes to how information is presented and how students engage with the content. A few recommendations were changes to objectives and/or descriptive statements which requires School Board approval. See Appendix D for a comparison of the current objectives and descriptive statements with what is being recommended.

Kindergarten Emotional & Social Health Lesson 1

Students will recognize that everyone is a member of a family and identify members of their individual families.

Descriptive Statement: Students will identify adult and child members of their families. The type of family structures could include any adult caregivers of the child, and any children that live in the home with the child. This could include but are not limited to two parent/guardian families (mother/father, two mothers, two fathers, extended family members, or grandparents), single parent/guardian families, adoptive families, foster families, families with stepparents, and blended families.

This recommendation broadens examples of family structures to be more inclusive of the many different families in our schools.

Kindergarten Emotional & Social Health Lesson 2

Students will identify positive ways in which family members and friends show love, affection, respect, and appreciation for each other.

Descriptive Statement: Discussion will include the definitions of appreciation and respect, and what behaviors might show appreciation and respect. Discussion will include appropriate behaviors such as hugging, listening, protecting, providing guidance, encouraging, and praising. The concept that some behaviors may be unwanted will be introduced.

This recommendation adds that appreciation and respect will be defined. This ensures instruction will include definitions of these words for kindergarten students.

Kindergarten Emotional & Social Health Lesson 4

Students will define personal space and demonstrate how to say “no” to behaviors from people both inside and outside the family that make the student feel uncomfortable or unsafe.

Descriptive Statement: Good and bad touches will be reviewed. Discussion will include ways to communicate “no” (e.g., saying “no” in a loud voice, using sign language, using other communication tools, having a confident posture, looking at the person, or physically moving away from that person's proximity). Characteristics of trustworthy adults will be discussed and examples of trusted adults who may help the child will be identified. Examples of possible trusted adults will include parent or guardian, teacher, school counselor, grandparent, religious leader, police officer, and other adult family members. Students will learn to keep telling until someone listens and helps them.

This recommendation replaces the recommendation from FLECAC in SY 2022-2023. Language was changed to reflect a broader way in which students may appropriately communicate “no”. The recommendation also adds a review of good and bad touches.

Grade 5 Emotional & Social Health Lesson 2

Students will define child abuse and child neglect and identify adults whom they can tell and ask for help.

Descriptive Statement: Instruction will include neglect and forms of abuse including but not limited to physical, verbal, sexual, emotional, and financial. Discussion will include abuse and harassment that can occur both in-person or electronically. Students will review characteristics of trustworthy adults and identify one or more adults that they can ask for help.

This recommendation replaces the FLECAC recommendation from SY 2022-2023. The descriptive statement adds language to identify that abuse and harassment can happen both in-person or electronically.

Grade 10 Human Growth & Development Lesson 2

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. 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. Students will review affirmative consent and the importance of setting boundaries and respecting the boundaries of others.

This recommendation adds a review of consent, setting boundaries, and respecting the boundaries of others.

Modified Elementary Emotional & Social Health Safety Unit Lesson 6

The student will demonstrate strategies for responding to inappropriate approaches from family members, neighbors, strangers, or others without being unduly alarmed about nonexistent dangers.

- Learn about okay touches and bad touches and how to respond if you are feeling uncomfortable.
- Learn about okay touches and bad touches and how to communicate “No!” and remove yourself from the situation.

This recommendation adds how to communicate “no” and the idea to leave the situation.

Motion: Approve the proposed objectives and/or descriptive statements with the revisions discussed.

Twenty-one voting members present at the time of vote: 21 YES 0 NO

RECOMMENDATION 3:

Approve use of the media *My Changing Life: The Complete Guide to Puberty* in grade four for both the boys' and the girls' lessons.

FLECAC recommends adding content on the female reproductive system and external genitalia to the media currently being used. This content had been removed when the media was first implemented in 2010. In addition, FLECAC recommends one video that includes both the male and female reproductive systems and menstruation be shown in both the girls' lesson and the boys' lesson.

In the fall of 2023, a parent brought a concern to the superintendent that fourth grade girls were not receiving equitable instruction to fourth grade boys because the video for the girls did not include content on the female reproductive system similar to the boy's video that did include the male reproductive system. In addition, the slide presentation for girls does not include a drawing of the external female genitalia and the boy's lesson does include a drawing of the external reproductive organs. The original email to the superintendent may be read in Appendix E.

Motion: Recommend showing the same video including the male and female reproductive systems and menstruation to boys and girls in gender separate classes.

Sixteen voting members present at time of vote. 9 YES 6 NO

The recommended combined media may be viewed at:

<https://vimeo.com/925451481/4bde9b071c?share=copy>

Media Description: As youngsters move towards, into and through puberty many important changes will take place in their bodies. This variety of change once completed, will create their new and unique identity as adults. Learning to accept these physical changes as "normal" will foster their acceptance of self.

A new video covering puberty and the reproductive systems is being produced by FCPS Information Technology and Instructional Services staff. It is intended to replace the media currently being used in grades four through six. The current timeline is for the video to be reviewed by FLECAC during SY 2024-2025 with implementation in instruction beginning in SY 2025-2026.

FLECAC supports all students learning about both the male and female sexual changes of puberty and the reproductive systems. However, some members expressed concern that use of media that includes both male and female content may result in an increased number of students who are opted out. The committee did discuss an option for parents/caregivers to opt their child out of viewing the media but participate in the rest of the lesson. This is not a feasible solution that would lead to disruption during instruction and individual students being asked to leave the room. The final recommendation is for one piece of media that includes both the girl's and boy's content to be used in both the girl's lesson and the boy's lesson. If that is not supported, the committee recommends the missing content of the girl's media be restored and girls see the full media.

Motion: Recommend using the full version of the girls' media including the section not currently being shown in FCPS.

Sixteen voting members present at time of vote. 16 YES 0 NO

The full girl's media including the section on the female reproductive system that is not currently being shown is available at: <https://vimeo.com/60117330/635e1ece2f?share=copy>

The current boy's media may be viewed at:
<https://learn360.infobase.com/titles/C26584?aid=102783>

The current girl's media may be viewed at:
<https://learn360.infobase.com/PortalPlaylists.aspx?wID=102783&customID=55898>

RECOMMENDATION 4:

Approve revised objectives and descriptive statements to support instruction of the male and female reproductive systems in grades four through eight.

The recommended change to the grade four puberty media includes the external female genitalia. This content is not currently instructed until grade eight. Adding this content in grade four requires a change to the descriptive statement. If the information is instructed in grade four, it should continue in grades five through seven. FLECAC recommends the following changes to the descriptive statements in grades four through seven to support instruction of the external female genitalia beginning in grade four. A comparison of the recommended objectives and descriptive statements to the current objectives and descriptive statements is in Appendix F.

Grade 4

The student will recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.

Descriptive Statement: Instruction includes the following physical changes: growth spurt, increased sweat production, skin changes, mood swings, growth of pubic and underarm hair, increase shoulder width in boys, and breast and hip development in girls. In addition, the importance of personal hygiene in relation to these bodily changes is discussed. Instruction includes anatomy of the female reproductive system, menstruation, and the intended use and proper disposal of sanitary products and anatomy of the male reproductive system, erections, and nocturnal emissions. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural. Focus is on the development of a positive attitude toward oneself during puberty and appreciation for individual differences.

Grade 5

Students will identify the structures and functions of the male and female reproductive systems.

Descriptive Statement: Instruction includes the structures and functions of the male and female reproductive systems. Instruction of the male reproductive system will include the penis, testicles, vas deferens, and scrotum. Instruction of the female reproductive system will include the uterus, ovaries, vagina, cervix, and fallopian tubes. The external female genitalia will be identified to include the vulva, labia, and clitoris and adjacent structures such as the urethra. The reproductive organs are explained in relation to the total human anatomy.

Grade 6

Students will review the structures and functions of the male and female reproductive systems and how these change during puberty.

Descriptive Statement: Instruction includes the structures and functions of the male and female reproductive organs systems. Instruction of the male reproductive system will include, including the penis, testicles, vas deferens, scrotum., Instruction of the female reproductive system will include the urethra, uterus, ovaries, vagina, cervix, and fallopian tubes. The external female genitalia will be identified to include vulva, labia, and clitoris and adjacent structures such as the urethra The reproductive organs are explained in relation to the total human anatomy.

Grade 7

Students will identify the components of the male and female reproductive systems and describe how their functioning changes during puberty.

Descriptive Statement: In addition to identifying the internal and external parts of the male and female reproductive systems, the following topics will be discussed: ovulation, menstruation, erections, ejaculation, and nocturnal emissions. During instruction, menstruation, sexual intercourse, and fertilization will be reviewed and primary amenorrhea will be introduced. Primary amenorrhea is defined as not having the first menstrual period by age 16. Emphasis will be placed on there being a broad range of ages when it is normal for menstruation to begin.

Motion: Approve descriptive statements with revisions discussed.

Twenty-one voting members present at time of vote. 21 YES 0 NO

NEXT STEPS and IMPLEMENTATION

Community review will take place from May 10, 2024 – June 10, 2024. Community members may review the recommended changes to the FLE curriculum as well as view proposed media. Community members may submit comment which will be shared with the School Board.

Recommendations approved by the School Board will result in curriculum development by ISD staff and supported by teachers through summer curriculum development and ongoing work in the next school year. Subject matter experts outside of FCPS will be consulted as needed in development of the curriculum. It is expected that full implementation of objectives and descriptive statements related to boundaries and consent will be in SY 2025-2026. Revision to grade four puberty lesson and related lessons in grades five through seven would be implemented in SY 2024-2025.

Update: Modified FLE Curriculum and Accessibility of General Education Curriculum

Beginning in summer 2023, work has been ongoing to revise the modified FLE curriculum to better meet the needs of students with low incidence disabilities. At the same time, the general education curriculum is also being revised to enhance accessibility of instruction by all students. A summer curriculum development project in 2023 brought together a team of

general and special education teachers who reviewed the entire general and modified curriculums. This team made recommendations for revisions. Prior to beginning their review, teachers received professional development with the neurodiversity specialist to increase their understanding of neurodiversity and Universal Design for Learning (UDL). Teachers utilized ULD lesson design reflection question when evaluating the lessons. During summer curriculum development 2024, teachers will use the recommendations to revise the lessons. Teachers will also review FLECAC recommended objectives and descriptive statements on boundaries and consent for alignment with the current modified curriculum. They will make recommendations for new and/or revised modified FLE objectives that will be considered by FLECAC in the next school year.

Lesson revisions will continue during SY 2024-2025 and summer 2025. Units that have been completed at the end of summer curriculum development 2024 will be implemented in the 2024-2025 school year. Remaining units are anticipated to be implemented in SY 2025-2026.

During the current school year, staff learned about EASE, a sexual health program for students with intellectual and developmental disabilities and developed initial recommendations for use in FCPS. At this time, staff is investigating other programs that may be available or resources that FCPS may use in development of curriculum for this population. Funding has not currently been allocated for procurement of this type of program.

Recommendations SY 2022-2023

New and Revised Objectives and Descriptive Statements

Recommend new and revised objectives and descriptive statements in kindergarten through grade eight related to consent, setting personal boundaries, and respecting the boundaries of other.

During SY 2022-2023, FLECAC made recommendations for new and revised objectives related to consent, setting personal boundaries, and respecting the boundaries of others for kindergarten through grade eight. The recommendations are provided here for consideration by the School Board. A comparison of the recommended objectives and descriptive statements to the current objectives and descriptive statements is in Appendix C.

Kindergarten

Students will define personal space and demonstrate how to say “no” to behaviors from people both inside and outside the family that make the student feel uncomfortable or unsafe.

Descriptive Statement: Discussion will include ways to communicate “no” (e.g., saying “no” in a loud voice, using sign language, using other communication tools, having a confident posture, looking at the person, or physically moving away from that person's proximity). Characteristics of trustworthy adults will be discussed and examples of trusted adults who may help the child will be identified. Examples of possible trusted adults will include parent or guardian, teacher, school counselor, grandparent, religious leader, police officer, and other adult family members. Students will learn to keep telling until someone listens and helps them.

*Language was update to reflect recommendation from FLECAC in SY 2023-2024.

First grade

Students will identify strategies to respond to behavior from people both inside and outside the family that makes them feel uncomfortable or unsafe and how to respond to inappropriate messages or pictures when using electronic devices.

Descriptive Statement: Discussion will include identification of behaviors to expect from adults, and identification of behaviors that may be an expression of affection. Instruction will help students recognize that expressions of affection may be ok in some situations but not others. Methods of avoiding and dealing with behaviors that make them feel uncomfortable or unsafe including using their voice and physically removing themselves from the person's proximity will be presented. Methods to respond to inappropriate messages or pictures when using electronic devices will include closing the application or device and telling a trusted adult. Students will identify trusted adults who can help them if someone makes them feel uncomfortable or unsafe. Students will learn to keep telling people until someone listens and helps them.

Second grade

Students will identify that physical affection can be an expression of friendship, celebration, and of love.

Descriptive Statement: Discussion will include the concept that appropriate physical expressions of affection, inside and outside of the family, are healthy for the individual when desired.

Students will identify expressions of affection that make them feel comfortable and safe and demonstrate skills to respond when they feel uncomfortable and/or unsafe.

Descriptive Statement: Discussion will include the concept that expressions of affection can make a student feel comfortable or uncomfortable and safe or unsafe. Emphasis will be placed on expressions of affection that are uncomfortable or are unwanted and do not have to be accepted. Students will demonstrate ways to communicate they are feeling uncomfortable or unsafe (e.g., a student can tell a family member that they feel uncomfortable, or they do not want to be touched or hugged by that individual). Students will learn to keep telling different people until someone listens and helps them.

Students will identify inappropriate touches from people inside and outside the family and how to respond. Students will identify characteristics of trustworthy adults and identify trusted adults they may go to for help.

Descriptive Statement: Discussion will include a review of appropriate and inappropriate touching. Students will learn that it is okay to refuse inappropriate or unwanted touches and how to communicate “no.” Characteristics of trustworthy adults will be discussed and examples of possible trusted adults will include parent or guardian, teacher, school counselor, grandparent, religious leader, police officer, and other adult family members will be presented. Students will identify adults they trust.

Third Grade

Students will demonstrate how to handle inappropriate or confusing situations. Students will learn how to set and communicate body boundaries and respect other people’s body boundaries.

Descriptive Statement: Instruction will include identifying inappropriate or confusing situations including touches from individuals. Sexual abuse will be defined. Strategies for handling inappropriate or confusing situations will include naming the behavior that is making the student feel uncomfortable, unsafe, or confused; communicating that they do not like the behavior; telling the person to stop; trying to physically remove themselves from that person’s proximity; and telling a trusted adult. Characteristics of trustworthy adults will be reviewed, and students will identify trusted adults they may go to for help.

Fourth Grade

Students will recognize warning signs of threatening or uncomfortable situations and how to respond to them.

Descriptive Statement: Threatening or uncomfortable situations such as inappropriate and/or unwanted advances from others, walking alone, opening doors to strangers, facing dangers in public places, online or digital communications (text, social media, gaming, chat) about private parts or about touching or seeing you in a way that makes you feel uncomfortable will be discussed. Students will recognize that if someone does something nice for them, they do not need to reciprocate or engage in behavior that makes them uncomfortable. Sexual abuse and incest will be defined. Ways of protecting oneself and recognizing and reporting such threats are discussed.

Fifth Grade

Students will define child abuse and child neglect and identify adults whom they can tell and ask for help.

Descriptive Statement: Instruction will include neglect and forms of abuse including but not limited to physical, verbal, sexual, emotional, and financial. Discussion will include abuse and harassment can occur both in-person or electronically. Students will review characteristics of trustworthy adults and identify one or more adults that they can ask for help.

Students will define consent and bodily autonomy. Students will identify, practice, and respect refusals.

Descriptive Statement: Social, emotional, and physical boundaries are discussed, and students review, practice, and respect refusals related to abuse. The concept of bodily autonomy will be presented. Discussion will reinforce the importance of respecting a response of “no” from another individual.

Sixth Grade

Students will demonstrate increased understanding of child neglect and child abuse including sexual, emotional, verbal, financial, and physical abuse.

Descriptive Statement: Instruction will include defining sexual, emotional, verbal, financial, and physical abuse; child/teen sex trafficking; and neglect. Instruction will support students in understanding what behavior should be expected from adults and that there are laws protecting victims. The importance of reporting and identifying resources and supports for survivors of child abuse and family violence will be emphasized. Students will identify one or more trustworthy adults that they can go to for help.

Students will review the concept of consent and bodily autonomy. Students will identify protective strategies. Students will identify, practice, and respect refusals.

Descriptive Statement: Students will identify how consent may be given and explain that consent may be withdrawn either verbally or nonverbally. Students will practice receiving and respecting a ‘no’ from others.

Students will identify reasons for avoiding premarital sexual activity. (HGD)

Descriptive Statement: Instruction includes exploration of the physical, psychological, social, academic, spiritual, and financial consequences of premarital sexual activity. The benefits of abstinence from sexual activity in supporting healthy adolescent development are emphasized and students identify reasons adolescents may choose abstinence. Students will review and practice using refusal skills in situations related to adolescent development.

FLECAC recommends the School Board approve the following objectives and descriptive statements for use in kindergarten through grade six. The objectives and descriptive statements would be used in the Emotional and Social Health (ESH) unit of FLE except for those indicated for inclusion in Human Growth and Development (HGD).

Nineteen voting members present at time of vote: 19 YES 0 NO

Seventh Grade

Students will define sexual harassment and identify resources for help.

Descriptive Statement: Instruction will define sexual harassment. Verbal, physical, written, electronic, and visual harassment will be introduced including examples of each. Resources for help in school and in the community will be presented.

Students will review the definition of consent and recognize the importance of respecting when consent is not given.

Descriptive Statement: Students will review the definition of consent as it relates to sexual activity and identify reasons someone may not give their consent. Discussion will include ways to say “no” and the importance of respecting and accepting when someone does not give consent or when consent is withdrawn.

Eighth Grade

Students will explore types of exploitation and identify skills to promote safety and situational awareness, interruption strategies, and sources of help for exploitation.

Descriptive Statement: Physical and emotional exploitation, sexual abuse, and neglect will be discussed. Instruction will present the importance of setting personal boundaries, giving consent, respecting and accepting when someone does not give consent or withdraws their consent, and resources for help. Instruction will include the dangers and repercussions of using personal electronic exchanges (e.g., online, gaming, texting, and social media) to engage in sexually explicit communications (includes sharing sexually explicit images).

Students will identify examples of sexual harassment, impacts of sexual harassment, and resources for help and interruption.

Descriptive Statement: Instruction will review the definition of sexual harassment. Students will identify emotional, physical, and mental health impacts of sexual harassment and resources for help in school, the home, and in the community. Students will explore and demonstrate strategies to identify and interrupt sexual harassment by self or others. Disciplinary consequences will be reviewed.

FLECAC recommends the School Board approve the following objectives and descriptive statements for use in grades seven and eight. The objectives and descriptive statements would be used in the Emotional and Social Health (ESH) unit of FLE. except for those indicated for inclusion in Human Growth and Development (HGD).

Thirteen voting members present at the time of vote: 13 YES 0 NO

*A quorum was not present during the meeting where the vote occurred.

Appendix C provides a comparison of the recommended objectives and descriptive statements to the current objectives and descriptive statements related to consent and boundaries.

Additional Recommendations

Recommendations were made by FLECAC during SY 2022-2023 that followed a review of community input from recommendations originally presented in SY 2021-2022. The following four recommendations are supported by FLECAC and require School Board approval for implementation.

Remove the testicular self-exam video from grade 10 lesson [lesson1, Health Awareness and Self Examinations] and combine genders for the entire grade 10 lesson.

Grade 10 lesson 1, *Health Awareness and Self-Examinations*, includes instruction on testicular and breast cancers. All students learn about both breast and testicular cancers. During a small portion of the lesson, students are separated into male and female groups. Female students receive instruction on breast self-awareness while male students receive instruction on testicular self-exam including viewing the video, *Testicular Cancer and the Importance of TSE*, that demonstrates how to perform a testicular self-exam.

FLECAC discussed the benefits of all students learning about both breast and testicular cancers including how to perform self-examinations. It was hypothesized that the separation of the class was in response to the video showing a nude male performing testicular self-exam. Previously, there had been a video to demonstrate breast self-exam which showed bare breasted women performing exams. The breast self-exam video is no longer available. Breast self-exam has been replaced with breast self-awareness which includes several possible signs of breast cancer and not just the use of a self-exam.

There are a few notable additional challenges to continuing use of the TSE video and separation of students into male and female groups.

- The TSE video is on DVD and is not able to be streamed. Many schools no longer have the video or do not have access to a DVD player to use the video.
- The TSE video is no longer available for purchases and cannot be replaced if lost or damaged.
- Separation of students is a logistical challenge in schools requiring identification of a location and availability of trained staff to provide instruction for one group of students.

Eighteen voting members present at time of vote: 18 YES 0 NO

Revise objective for grade 10 lesson 5, Human Sexuality, to include gender identity.

Students will recognize the development of sexuality and gender as aspects of one's total personality.

The committee recommends the addition of gender to the objective to clarify that both sexuality and gender are currently included in the lesson instruction.

Eighteen voting members present at time of vote: 18 YES 0 NO

Approve use of media *Hormones, Body Odor, and Acne, Oh My! Puberty 101* for grade 7.

The video includes the topic of masturbation which is currently not included in either grade 7 or grade 6. The original recommendation from FLECAC in SY 2021-2022 was to use this media in both grades six and seven. FLECAC (SY 2022-2023) did not agree with the previous recommendation to use the same video for two grade levels. The committee did discuss that there is value in repeating information but felt students would be more engaged if the video was only used at one grade level. The option to use part of the video in grade six and the full video in grade seven was raised but did not lead to further consideration by the committee. Regulation 3204 prohibits discussion of gender identity and masturbation in elementary grades. The committee took this into considerations when deciding grade seven was the appropriate grade for this video.

Seventeen voting members present at time of vote: 17 YES 0 NO

Media is available to view at <https://www.pbs.org/video/hormones-body-odor-and-acne-oh-my-puberty-101-apie6/>.

Media description: Puberty—the process of developing from a child to a reproductive adult—can make a kid look, feel, and act differently. Here’s what’s happening to your kid. Hosts Alok Patel and Bethany Van Delft are back for round two of the puberty talk. This time, they’re breaking down the science behind the body’s big shift, full of chemicals and hormones, as it grows to become capable of reproduction.

Seek Board direction for FLECAC to explore instruction of gender identity in elementary school and a more inclusive FLE curriculum overall.

FLECAC is committed to providing a curriculum that values and supports all students and normalizes human sexuality, sexual development, and sexual health. The exclusion of gender identity at the elementary level does not create an environment that is open and accepting of all students or provide a safe space for students to learn about themselves and others. Students who do not “see” themselves in the curriculum do not feel valued and may feel that there is something wrong with them or they are being dismissed.

Seventeen voting members present at the time of vote: 15 YES 2 NO

APPENDICES

- A. Overview of FLECAC meetings for SY 2023-2024
- B. Committee membership and attendance
- C. Comparison of recommended and current objectives and descriptive statements related to consent and boundaries K-12
- D. Comparison of recommended and current objectives and descriptive statements related to summer curriculum team 2023
- E. Parent email to the Superintendent
- F. Comparison of recommended and current objectives and descriptive statements related to the reproductive statements grades 4-7

Appendix A: Overview of FLECAC meetings for SY 2022-2023

Month	Summary of FLECAC Meeting
September	<ul style="list-style-type: none"> • Introduction of committee members. • Review Robert’s Rules of Order and FLECAC Meeting Guidelines. • Review purpose and role of FLECAC. • Overview of committee work for SY 2023-2024. • Review committee work on consent from SY 2022-2023.
October	<ul style="list-style-type: none"> • Introduction of committee members. • Review purpose and role of FLECAC. • Presentation from Fairfax County Domestic and Sexual Violence Services: <i>Healthy Relationships, Dating Violence, Boundaries, & Consent.</i>
November	<ul style="list-style-type: none"> • Introduction of committee members. • Update on development of media for grades 4-6 on puberty and reproduction. • Review and discussion of objectives and descriptive statements related to consent and boundaries in grades 9 and 10.
January	<ul style="list-style-type: none"> • Introduction of committee members. • Continued review and discussion of objectives and descriptive statements related to consent and boundaries in grades 9 and 10. • Committee asked staff to develop new objectives and descriptive statements for grade 9. • Update on development of media for grades 4-6 on puberty and reproduction. • Preview of remaining meetings for this year.
February	<ul style="list-style-type: none"> • Update of committee membership – two members left FCPS. • Reviewed and discussed new objectives and descriptive statements for grade 9 that were requested by the committee. • Reviewed and discussed objectives and descriptive statements related to consent and boundaries in grades 11 and 12. • Preview of March meeting.
March	<ul style="list-style-type: none"> • Considered change to current media in grade 4. Viewed current media used in grade 4 puberty lesson and the section of the girls video that had been removed. • Discussed using one inclusive video for both the boys and girls lesson in grade 4. • Reviewed and discussed objectives and descriptive statements related to consent and boundaries in grade 12. • Preview April meeting.
April	<ul style="list-style-type: none"> • Review committee recommendation for grade 4 puberty media. • Reviewed and discussed objectives and descriptive statements for grades 4-7 related to the reproductive systems.

	<ul style="list-style-type: none">• Reviewed and discussed objectives and descriptive statements recommended by summer curriculum team in 2023.
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Appendix B: Committee membership and attendance SY 2023-2024

Present = P; Absent = A

Representing	Member	Sept.	Oct.	Nov.	Jan.	Feb.	Mar.	Apr.
SCHOOL BOARD APPOINTEES								
Braddock District	Becky Daw	P	P	P	P	P	P	P
Dranesville District	Willow Woycke	A	P	P	P	P	A	P
Franconia	Marcia St. John-Cunning	A	A	A	A			
Franconia	Revetta Dixon							A
Hunter Mill District	Kripa Patwardhan	P	A	A	P	P	P	P
Mason District	Greg Martin	P	P	P	P	P	P	P
Mt. Vernon District	Dave Behar							P
Providence District	Joshua Israel	P	P	P	P	P	P	P
Springfield District	Chaiya Mohanty Ortiz	P	P	P	P	P	P	P
Sully District	Vacant							
At large – Keyes-Gamarra/McElveen	Vanessa Hall	P	P	P	P	A	P	P
At large – Sizemore Heizer/McDaniel	Teresa Champion	P	P	A	A	P	A	A
At large – Omeish/Moon	Farhan Siddiqi	A	P	P	A	A	A	A
COMMUNITY								
Health Department	Do-Quyen Pham	A	P	A	P	P	A	A
Health Department	Vacant							
Faith Communities in Action	Courtney Firth	P	P	A	P	A	P	P
Faith Communities in Action	Shari Zamarra	P	A	P	P	P	A	P
FCCPTA	Jen Hitchcock	P	P	P	A	P	P	P
Physician	Shannon Cothran	P	P	P	A	P	A	P
Psychologist	Megan Gerbracht	P	P	P	P	P	P	P
CENTRAL OFFICE								
Family Partnerships	Patricia Ramirez		A	P	A	P	A	P
SCHOOL BASED (teachers/administrators)								
Elementary School Administrator	Kelly Baugh	P	P	P	A	P	P	P
Middle School Administrator	Debra David	A	P	P	A			
High School Administrator	Alfonso Smith		P	A	P	A	P	P
Elementary teacher	Danielle Lalande	A	P	A	P	P	A	P
Elementary Teacher	Katelynn Rieling	P	A	A	P	P	A	A
Elementary Teacher	Kyra Ganezer	P	A	P				
Elementary Teacher	Shannon Stacks	P	P	P	A	A	P	P
Middle School Teacher	Dave Letsen	A	P	P	P	P	A	P
Middle School Teacher	Emilia Rastrick	P	P	A	P	P	P	P
High School Teacher - HPE	David Arthur	A	P	P	P	A	P	A

High School Teacher - HPE	Beth Gottschalk	P	P	A	P	P	P	P
High School Teacher – social studies	Vacant							
High School Teacher – social studies	Vacant							
STUDENT REPRESENTATIVES								
Grade 9	Natalie Van Atta				P	A	A	A
Grade 10	Mehad Abdi							A
Grade 11	Maya Maday				P	P	P	A
Grade 12	Mehek Purnota				A	A	A	A
NON-VOTING MEMBERS								
Coordinator, K-12 HPE/FLE	Carrie Reynolds	P	P	P	P	P	A	P
Parliamentarian	Jason Morgan	P	P	P	P	P	P	A
Parliamentarian	Donald Garrett							P
Director, PK-12 Curriculum & Instruction	Colleen Eddy	P	A	P	P	P	P	P
Elementary Educational Specialist, HPE	Emily Findley	A	A	P	P	P	P	P
Secondary Educational Specialist, HPE	Katie Kruk	P	A	A	P	P	P	P
Educational Specialist, FLE	Becky Howery	P	P	P	A			

Appendix C: Comparison of recommended and current objectives and descriptive statements related to consent and boundaries kindergarten – grade 12

Current Objective & Descriptive Statement	Recommended Objective & Descriptive Statement – Mark-up	Recommended Objective & Descriptive Statement - Clean
Kindergarten		
<p>Students will demonstrate how to say “no” to inappropriate behaviors from family members, neighbors, strangers, and others.</p> <p><u>Descriptive Statement:</u> Discussion will include saying “no” in a loud voice, standing up straight, and looking at the person. Trusting adults who can help the child will be identified. Students will learn to keep telling until someone listens and helps them.</p>	<p>Students will <u>define personal space and demonstrate how to say “no” to behaviors from people both inside and outside the family that make the student feel uncomfortable or unsafe.</u> inappropriate behaviors from family members, neighbors, strangers, and others.</p> <p><u>Descriptive Statement:</u> Discussion will include <u>ways to communicate saying “no” (e.g., saying “no” in a loud voice, using sign language, using other communication tools, having a confident posture, standing up straight, and looking at the person, or physically moving away from that person’s proximity).</u> <u>Characteristics of trustworthy</u>Trusting <u>adults will be discussed and examples of trusted adults</u> who <u>may can</u> help the child will be identified. <u>Examples of possible trusted adults will include parent or guardian, teacher, school counselor, grandparent, religious leader, police officer, and other adult family members.</u> Students will learn to keep telling until someone listens and helps them.</p>	<p>Students will define personal space and demonstrate how to say “no” to behaviors from people both inside and outside the family that make the student feel uncomfortable or unsafe.</p> <p><u>Descriptive Statement:</u> Discussion will include ways to communicate “no” (e.g., saying “no” in a loud voice, using sign language, using other communication tools, having a confident posture, looking at the person, or physically moving away from that person’s proximity).</p> <p>Characteristics of trustworthy adults will be discussed and examples of trusted adults who may help the child will be identified. Examples of possible trusted adults will include parent or guardian, teacher, school counselor, grandparent, religious leader, police officer, and other adult family members. Students will learn to keep telling until someone listens and helps them.</p>
Grade 1		
<p>The student will identify strategies to respond to inappropriate behavior from</p>	<p>The sStudents will identify strategies to respond to inappropriate behavior from <u>people both inside and outside the</u> family</p>	<p>Students will identify strategies to respond to behavior from people both inside and outside the family that makes</p>

<p>family members, neighbors, strangers, and others. <u>Descriptive Statement:</u> Discussion will include methods of avoiding and dealing with inappropriate behaviors. Students will identify trusted adults who can help them if someone makes them feel uncomfortable. Students will learn how to respond to inappropriate use of communication devices.</p>	<p><u>that makes them feel uncomfortable or unsafe and how to respond to inappropriate messages or pictures when using electronic devices. members, neighbors, strangers, and others.</u> <u>Descriptive Statement:</u> Discussion will include <u>identification of behaviors to expect from adults, and identification of behaviors that may be an expression of affection. Instruction will help students recognize that expressions of affection may be ok in some situations but not others.</u> mMethods of avoiding and dealing with inappropriate behaviors <u>that make them feel uncomfortable or unsafe including using their voice and physically removing themselves from the person's proximity will be presented.</u> Students will identify trusted adults who can help them if someone makes them feel uncomfortable. Students will learn how <u>Methods</u> to respond to inappropriate messages or pictures when using electronic devices will include closing the application or device and telling a trusted adults. use of communication devices. <u>Students will identify trusted adults who can help them if someone makes them feel uncomfortable or unsafe. Students will learn to keep telling people until someone listens and helps them.</u></p>	<p>them feel uncomfortable or unsafe and how to respond to inappropriate messages or pictures when using electronic devices. <u>Descriptive Statement:</u> Discussion will include identification of behaviors to expect from adults, and identification of behaviors that may be an expression of affection. Instruction will help students recognize that expressions of affection may be ok in some situations but not others. Methods of avoiding and dealing with behaviors that make them feel uncomfortable or unsafe including using their voice and physically removing themselves from the person's proximity will be presented. Methods to respond to inappropriate messages or pictures when using electronic devices will include closing the application or device and telling a trusted adult. Students will identify trusted adults who can help them if someone makes them feel uncomfortable or unsafe. Students will learn to keep telling people until someone listens and helps them.</p>
<p>Grade 2</p>		

<p>Students will identify physical affection as an expression of friendship, celebration, and a loving family. <u>Descriptive Statement:</u> Discussion will include the concept that appropriate expressions of affection are healthy for the individual and the family. The student will recognize inappropriate expressions and demonstrate skills to respond to inappropriate expressions.</p>	<p>Students will identify <u>that</u> physical affection <u>can be as</u> an expression of friendship, celebration, and <u>a of love. loving family.</u> <u>Descriptive Statement:</u> Discussion will include the concept that appropriate <u>physical</u> expressions of affection, <u>inside and outside of the family,</u> are healthy for the individual <u>when desired. and the family. The student will recognize inappropriate expressions and demonstrate skills to respond to inappropriate expressions.</u></p>	<p>Students will identify that physical affection can be an expression of friendship, celebration, and of love. <u>Descriptive Statement:</u> Discussion will include the concept that appropriate physical expressions of affection, inside and outside of the family, are healthy for the individual when desired.</p>
<p>New, no corresponding current objective.</p>		<p>Students will identify expressions of affection that make them feel comfortable and safe and demonstrate skills to respond when they feel uncomfortable and/or unsafe. <u>Descriptive Statement:</u> Discussion will include the concept that expressions of affection can make a student feel comfortable or uncomfortable and safe or unsafe. Emphasis will be placed on expressions of affection that are uncomfortable or are unwanted and do not have to be accepted. Students will demonstrate ways to communicate they are feeling uncomfortable or unsafe (e.g., a student can tell a family member that they feel uncomfortable, or they do not want to be touched or hugged by that individual). Students will learn to keep telling different people until someone listens and helps them.</p>
<p>Students will identify inappropriate approaches from family members,</p>	<p>Students will identify inappropriate <u>approaches touches</u> from <u>people inside</u></p>	<p>Students will identify inappropriate touches from people inside and outside</p>

<p>neighbors, strangers and others. Students will identify trusted adults to go to for help and how to say “no.”</p> <p><u>Descriptive Statement:</u> Discussion will include a review of good and bad touching and the difference between appropriate and inappropriate expressions of affection and behavior. Students will learn that it is okay to say no to inappropriate approaches. Trusted adults will include parent or guardian, teacher, guidance counselor, grandparent, clergy or religious leader, other adult family member.</p>	<p>and outside the family members, neighbors, strangers and others <u>and how to respond.</u> Students will identify <u>characteristics of trustworthy</u> trusted and identify adults <u>they may</u> go to for help. and how to say “no.”</p> <p><u>Descriptive Statement:</u> Discussion will include a review of <u>appropriate and inappropriate</u> good and bad touching, and the difference between appropriate and inappropriate expressions of affection and behavior. Students will learn that it is okay to <u>refuse say no to</u> inappropriate <u>or unwanted touches and how to communicate “no”.</u> approaches. <u>Characteristics of trustworthy</u> Trusted adults will <u>be discussed and examples of possible trusted adults will</u> include parent or guardian, teacher, <u>school counselor guidance counselor,</u> grandparent, <u>clergy or</u> religious leader, <u>police officer, and</u> other adult family members <u>will be presented.</u> <u>Students will identify adults they trust.</u></p>	<p>the family and how to respond. Students will identify characteristics of trustworthy adults and identify trusted adults they may go to for help.</p> <p><u>Descriptive Statement:</u> Discussion will include a review of appropriate and inappropriate touching. Students will learn that it is okay to refuse inappropriate or unwanted touches and how to communicate “no.” Characteristics of trustworthy adults will be discussed and examples of possible trusted adults will include parent or guardian, teacher, school counselor, grandparent, religious leader, police officer, and other adult family members will be presented. Students will identify adults they trust.</p>
Grade 3		
<p>Students will demonstrate how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, or others.</p> <p><u>Descriptive Statement:</u> Instruction may include how to communicate a response to good touches, such as smiling or hugging, and how to communicate a response to confusing</p>	<p>Students will demonstrate how to <u>handle inappropriate or confusing situations.</u> <u>Students will learn how to set and communicate body boundaries and respect other people’s body boundaries.</u> respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, or others.</p>	<p>Students will demonstrate how to handle inappropriate or confusing situations. Students will learn how to set and communicate body boundaries and respect other people’s body boundaries.</p> <p><u>Descriptive Statement:</u> Instruction will include identifying inappropriate or confusing situations including touches from individuals. Sexual abuse will be defined. Strategies for handling</p>

<p>situations or inappropriate touches, such as saying “no,” avoiding the situation, and leaving the situation. Inappropriate approaches will include defining and identifying sexual abuse. Students will identify trusted adults in their safety network and will be encouraged to talk with a trusted adult about any inappropriate touches or confusing situations.</p>	<p><u>Descriptive Statement:</u> Instruction may will include identifying inappropriate or confusing situations including touches from individuals. Sexual abuse will be defined. Strategies for handling inappropriate or confusing situations will include naming the behavior that is making the student feel uncomfortable, unsafe, or confused; communicating that they do not like the behavior; telling the person to stop; trying to physically remove themselves from that person’s proximity; and telling a trusted adult. how to communicate a response to good touches, such as smiling or hugging, and how to communicate a response to confusing situations or inappropriate touches, such as saying “no,” avoiding the situation, and leaving the situation. Inappropriate approaches will include defining and identifying sexual abuse. Students will identify <u>Characteristics of trustworthy trusted adults will be reviewed, and students will identify trusted adults they may go to for help. in their safety network and will be encouraged to talk with a trusted adult about any inappropriate touches or confusing situations.</u></p>	<p>inappropriate or confusing situations will include naming the behavior that is making the student feel uncomfortable, unsafe, or confused; communicating that they do not like the behavior; telling the person to stop; trying to physically remove themselves from that person’s proximity; and telling a trusted adult. Characteristics of trustworthy adults will be reviewed, and students will identify trusted adults they may go to for help.</p>
<p>Grade 4</p>		
<p>Students will recognize threatening or uncomfortable situations and how to react to them. <u>Descriptive Statement:</u> Situations will include, but are not limited to walking alone, opening doors to strangers,</p>	<p>Students will recognize <u>warning signs of</u> threatening or uncomfortable situations and how to react-respond to them. <u>Descriptive Statement:</u> <u>Threatening or uncomfortable situations such as inappropriate and/or unwanted advances</u></p>	<p>Students will recognize warning signs of threatening or uncomfortable situations and how to respond to them. <u>Descriptive Statement:</u> Threatening or uncomfortable situations such as inappropriate and/or unwanted advances</p>

<p>receiving obscene telephone calls or email, facing dangers in public places, and sexual abuse or incest. Ways of protecting oneself and recognizing and reporting such threats are stressed.</p>	<p>to walking alone, opening doors to strangers, receiving obscene telephone calls or email, facing dangers in public places, <u>online or digital communications (text, social media, gaming, chat) about private parts or about touching or seeing you in a way that makes you feel uncomfortable will be discussed. Students will recognize that if someone does something nice for them, they do not need to reciprocate or engage in behavior that makes them uncomfortable. and s</u>Sexual abuse or and incest <u>will be defined.</u> Ways of protecting oneself and recognizing and reporting such threats are stressed-discussed</p>	<p>from others, walking alone, opening doors to strangers, facing dangers in public places, online or digital communications (text, social media, gaming, chat) about private parts or about touching or seeing you in a way that makes you feel uncomfortable will be discussed. Students will recognize that if someone does something nice for them, they do not need to reciprocate or engage in behavior that makes them uncomfortable. Sexual abuse and incest will be defined. Ways of protecting oneself and recognizing and reporting such threats are discussed.</p>
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Grade 5

<p>Students will define child abuse and child neglect and identify adults whom they can confide in and who will help them. <u>Descriptive Statement:</u> Instruction will include physical abuse, verbal abuse, sexual abuse, and neglect. Students will identify sources of help including parent/guardian, other adult family member, teacher, school counselor, clergy or religious leader.</p>	<p>confide in and who will tell and ask for help them. <u>Descriptive Statement:</u> Instruction will include <u>neglects and forms of abuse including but not limited to</u> physical abuse, verbal abuse, sexual abuse, <u>emotional,</u> and <u>financial neglect.</u> <u>Discussion will include abuse and harassment can occur both in-person and electronically.</u> Students will <u>review characteristics of trustworthy adults and identify one or more adults they they can ask for help.</u> identify sources of help including parent/guardian, other adult family member, teacher, school counselor, clergy or religious leader.</p>	<p>Students will define child abuse and child neglect and identify adults whom they can tell and ask for help. <u>Descriptive Statement:</u> Instruction will include neglect and forms of abuse including but not limited to physical, verbal, sexual, emotional, and financial. Discussion will include abuse and harassment can occur both in-person and electronically. Students will review characteristics of trustworthy adults and identify one or more adults that they can ask for help.</p>
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<p>New, no corresponding current objective.</p>		<p>Students will define consent and bodily autonomy. Students will identify, practice, and respect refusals. <u>Descriptive Statement:</u> Social, emotional, and physical boundaries are discussed, and students review, practice, and respect refusals related to abuse. The concept of bodily autonomy will be presented. Discussion will reinforce the importance of respecting a response of “no” from another individual.</p>
<p>Grade 6</p>		
<p>Students will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse. <u>Descriptive Statement:</u> Instruction will include defining types of abuse, importance of reporting, and identifying resources for the reporting and treatment of child abuse and family violence.</p>	<p>Students will demonstrate increased understanding of child <u>neglect and child abuse</u> and neglect, including <u>sexual, emotional, verbal, financial, and physical sexual</u> abuse. <u>Descriptive Statement:</u> Instruction will include defining <u>sexual, emotional, verbal, financial, and physical abuse; child/teen sex trafficking; and neglect. Instruction will support students in understanding what behavior should be expected from adults and that there are laws protecting victims. The importance of reporting and identifying resources and supports for survivors of child abuse and family violence will be emphasized. Students will identify one or more trustworthy adults that they can go to for help.</u> types of abuse, importance of reporting, and identifying resources for the reporting and treatment of child abuse and family violence.</p>	<p>Students will demonstrate increased understanding of child neglect and child abuse including sexual, emotional, verbal, financial, and physical abuse. <u>Descriptive Statement:</u> Instruction will include defining sexual, emotional, verbal, financial, and physical abuse; child/teen sex trafficking; and neglect. Instruction will support students in understanding what behavior should be expected from adults and that there are laws protecting victims. The importance of reporting and identifying resources and supports for survivors of child abuse and family violence will be emphasized. Students will identify one or more trustworthy adults that they can go to for help.</p>

<p>Students will explain that there are laws protecting children from inappropriate and abusive behavior of others. <u>Descriptive Statement:</u> This includes defining sexual, emotional, and physical abuse and neglect; helping children understand what behavior should be expected from adults; and explaining ways to respond positively to family members and younger children in student's care. Instruction will include defining and describing human (child/teen sex) trafficking.</p>		<p>Combined with objective above.</p>
<p>New, no corresponding current objective.</p>		<p>Students will review the concept of consent and bodily autonomy. Students will identify protective strategies. Students will identify, practice, and respect refusals. <u>Descriptive Statement:</u> Students will identify how consent may be given and explain that consent may be withdrawn either verbally or nonverbally. Students will practice receiving and respecting a 'no' from others.</p>
<p>Students will identify reasons for avoiding premarital sexual intercourse. (HGD) <u>Descriptive Statement:</u> Instruction includes exploration of the physical, psychological, social, academic, spiritual, and financial consequences of premarital sexual intercourse. The benefits of sexual abstinence in supporting healthy adolescent development are emphasized and</p>	<p>Students will identify reasons for avoiding premarital sexual <u>intercourse activity</u>. (HGD) <u>Descriptive Statement:</u> Instruction includes exploration of the physical, psychological, social, academic, spiritual, and financial consequences of premarital sexual intercourse. The benefits of sexual abstinence <u>from sexual activity</u> in supporting healthy adolescent development are emphasized and</p>	<p>Students will identify reasons for avoiding premarital sexual activity. (HGD) <u>Descriptive Statement:</u> Instruction includes exploration of the physical, psychological, social, academic, spiritual, and financial consequences of premarital sexual activity. The benefits of abstinence from sexual activity in supporting healthy adolescent development are emphasized and students identify reasons adolescents</p>

students review and practice using refusal skills in situations related to adolescent development.	students identify reasons adolescents may choose abstinence . Students will review and practice using refusal skills in situations related to adolescent development.	may choose abstinence. Students will review and practice using refusal skills in situations related to adolescent development.
Grade 7		
New, no corresponding current objective.		Students will define sexual harassment and identify resources for help. <u>Descriptive Statement:</u> Instruction will define sexual harassment. Verbal, physical, written, electronic, and visual harassment will be introduced including examples of each. Resources for help in school and in the community will be presented.
New, no corresponding current objective.		Students will review the definition of consent and recognize the importance of respecting when consent is not given. <u>Descriptive Statement:</u> Students will review the definition of consent as it relates to sexual activity and identify reasons someone may not give their consent. Discussion will include ways to say “no” and the importance of respecting and accepting when someone does not give consent or when consent is withdrawn.
Grade 8		
Students will describe the consequences of adolescent sexual activity and explore the benefits of abstaining from sexual activity until marriage. (HGD) <u>Descriptive Statement:</u> Instruction includes discussing the physical, social,	No change, recommendation is to keep current objective.	Students will describe the consequences of adolescent sexual activity and explore the benefits of abstaining from sexual activity until marriage. (HGD) <u>Descriptive Statement:</u> Instruction includes discussing the physical, social, emotional, and financial impact of

<p>emotional, and financial impact of premarital sexual activity for teens, including unintended pregnancy and STIs; and identifying positive alternatives to sexual activity. This includes making responsible decisions that are consistent with one's personal and family values and supportive of personal health and the well-being of others. Students will learn to set personal boundaries and respect the boundaries of others through means such as consent.</p>		<p>premarital sexual activity for teens, including unintended pregnancy and STIs; and identifying positive alternatives to sexual activity. This includes making responsible decisions that are consistent with one's personal and family values and supportive of personal health and the well-being of others. Students will learn to set personal boundaries and respect the boundaries of others through means such as consent.</p>
<p>Students will explore types of exploitation and identify prevention skills, coping strategies, and sources of help for exploitation. <u>Descriptive Statement:</u> Types of exploitation include physical, emotional, and sexual abuse and neglect. Instruction will include the dangers and repercussions of using personal electronic exchanges or social media to engage in sexually explicit communications (includes sharing sexually explicit images).</p>	<p>Students will explore types of exploitation and identify skills to promote safety an situational awareness, interruption strategies, and prevention skills, coping strategies, and sources of help for exploitation. <u>Descriptive Statement:</u> Types of exploitation include pPhysical, and emotional exploitation, , and sexual abuse, and neglect will be discussed. Instruction will present the importance of setting personal boundaries, giving consent, respecting and accepting when someone does not give consent or withdraws their consent, and resources for help. Instruction will include the dangers and repercussions of using personal electronic exchanges (e.g., online, gaming, texting, and or social media) to engage in sexually explicit communications (includes sharing sexually explicit images).</p>	<p>Students will explore types of exploitation and identify skills to promote safety and situational awareness, interruption strategies, and sources of help for exploitation. <u>Descriptive Statement:</u> Physical and emotional exploitation, sexual abuse, and neglect will be discussed. Instruction will present the importance of setting personal boundaries, giving consent, respecting and accepting when someone does not give consent or withdraws their consent, and resources for help. Instruction will include the dangers and repercussions of using personal electronic exchanges (e.g., online, gaming, texting, and social media) to engage in sexually explicit communications (includes sharing sexually explicit images).</p>

<p>New, no corresponding current objective.</p>		<p>Students will identify examples of sexual harassment, impacts of sexual harassment, and resources for help and interruption.</p> <p><u>Descriptive Statement:</u> Instruction will review the definition of sexual harassment. Students will identify emotional, physical, and mental health impacts of sexual harassment and resources for help in school, the home, and in the community. Students will explore and demonstrate strategies to identify and interrupt sexual harassment by self or others. Disciplinary consequences will be reviewed.</p>
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Grade 9

<p>Objective: The student will identify factors that contribute to healthy relationships in families, friendships, and dating.</p> <p><u>Descriptive Statement:</u> Topics may include communication skills, conflict resolution, respect for others' decisions, identification of coercive behaviors, establishing and maintaining personal boundaries, and affirmative consent.</p>	<p>Objective: Students The student will identify <u>characteristics of, and how to develop and maintain, factors that contribute to</u> healthy relationships in <u>a variety of settings. families, friendships, and dating.</u></p> <p><u>Descriptive Statement:</u> <u>Students will identify different types of relationships they may be a part of as a high school student including family, friendship, partner or dating, team member, or as an employee. Characteristics of healthy relationships such as positive Topics may include communication skills, active listening, trust, and honesty will be presented. eConflict resolution skills will be reviewed and how to apply conflict resolution skills will be discussed and practiced. , respect for others' decisions, identification of coercive behaviors,</u></p>	<p>Students will identify characteristics of, and how to develop and maintain, healthy relationships in a variety of settings.</p> <p><u>Descriptive Statement:</u> Students will identify different types of relationships they may be a part of as a high school student including family, friendship, partner or dating, team member, or as an employee. Characteristics of healthy relationships such as positive communication, active listening, trust, and honesty will be presented. Conflict resolution skills will be reviewed and how to apply conflict resolution skills will be discussed and practiced.</p>
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	establishing and maintaining personal boundaries, and affirmative consent.	
New, no corresponding current objective.		<p>Objective: Students will identify characteristics of unhealthy relationships and identify strategies to navigate or end unhealthy relationships.</p> <p><u>Descriptive Statement:</u> Characteristics of unhealthy relationships may include coercive behaviors, coercive language, abuse of power, and controlling or unrealistic expectations of the other person. Instruction will include the impact of drug and alcohol use on understanding consent and the ability to give or withdraw consent. Students will understand that impairment does not absolve them of responsibility for actions that violate others.</p> <p>Students will practice strategies and skills needed when navigating or ending a relationship. Instruction will include accepting others' relationship decisions, accepting boundaries, and what to do if someone does not respect your decision to end a relationship. Strategies to safely navigate, end, or leave a relationship, and resources available for help, will be discussed.</p>
<p>Objective: Students will identify effects, prevention strategies, and appropriate resources for help and reporting for sexual abuse.</p> <p><u>Descriptive Statement:</u> Topics will include sexual assault, rape, intimate partner violence, incestuous behavior,</p>	<p>Objective: Students will identify <u>examples and effects of sexual violence and identify skills to promote safety and situational awareness.</u>, prevention strategies, and appropriate rResources for help and reporting for sexual violence abuse will be provided.</p>	<p>Objective: Students will identify examples and effects of sexual violence and identify skills to promote safety and situational awareness. Resources for help and reporting sexual violence will be provided.</p>

<p>molestation, gang sexual abuse, human (teen sex) trafficking, and incest. Instruction will include bystander awareness and intervention strategies. Resources for help and reporting include parents, school personnel, religious leaders, health care providers, and community resources.</p>	<p><u>Descriptive Statement:</u> Topics-Discussion will include <u>identifying types of and providing examples of</u> sexual <u>violence, assault, rape, intimate partner violence, incestuous behavior, molestation, gang sexual abuse, human (teen sex) trafficking, and incest. Instruction will include bystander awareness, <u>situational awareness,</u> and intervention strategies. Resources for help and reporting <u>can</u> include parents/<u>guardians</u>, school personnel, religious leaders, health care providers, and community resources <u>will be provided.</u></u></p>	<p><u>Descriptive Statement:</u> Discussion will include identifying types of and providing examples of sexual violence, bystander awareness, situational awareness, and intervention strategies. Resources for help and reporting can include parents/guardians, school personnel, religious leaders, health care providers, and community resources will be provided.</p>
<p>New, no corresponding current objective.</p>		<p>Students explain the value of setting personal boundaries and respecting the boundaries of others and will define affirmative consent. <u>Descriptive Statement:</u> Students will investigate strategies to establish and maintain personal boundaries. Affirmative consent will be defined. The concept that boundaries may shift based on the relationships will be discussed. Students will be able to identify when consent is given and when it is absent and will understand an individual has the ability to withdraw consent as it relates to intimacy and sexual behavior and their responsibility to respect the other person's decision. Discussion will include that some situations involving intimate or sexual behaviors may become uncomfortable or unwanted, in the moment or afterwards, whether or not affirmative consent is given. Students will</p>

		<p>identify resources and strategies, aligned with characteristics of healthy relationships, to address student concerns and support student well-being in the event of uncomfortable or unwanted intimate or sexual experiences. Such strategies will include encouraging students to talk with a trustworthy individual about the experience for support, how to withdraw consent in the moment, and respect for withdrawal of consent. Students shall also receive instruction with regards to respect for a partner who declines to provide affirmative consent for intimate and sexual behavior consented to in a prior situation or experience.</p>
Grade 10		
<p>Objective: Students will examine teen dating relationships, teen dating violence, and human (teen sex) trafficking; and strategies for risk reduction, prevention, and available support services. <u>Descriptive Statement:</u> 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, and 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</p>	<p>The objective and descriptive statement has been divided into two objectives and descriptive statements with additional content added.</p>	<p>Objective: Students will examine teen relationships and identify communication of consent, absence of consent, and withdrawal of consent related to intimacy and sexual behavior. Students will discuss the impact peer pressure may have on decision making in teen relationships. <u>Descriptive Statement:</u> Instruction will include elements of healthy relationships including affirmative consent. Instruction will include strategies to clearly communicate personal boundaries and respect the boundaries of others.</p>

<p>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. Instruction will include bystander awareness and intervention strategies.</p>		<p>Discussion will also include strategies to give, withhold, or withdraw consent; and respect the right of others to give, withhold, or withdraw consent. Instruction will include how the use of alcohol or other substances affect the ability to give consent or understand if consent is given.</p> <p>Objective: Students will identify characteristics of unhealthy relationships that may lead to teen relationship violence, sexual assault, abuse, strangulation, sextortion, and sex trafficking. Strategies for risk reduction, prevention, and available support services will be provided.</p> <p><u>Descriptive Statement:</u> Instruction will include elements of unhealthy and abusive relationships to include verbal, physical, emotional, and sexual abuse including strangulation, Internet exploitation, and how coercive relationships may result in coerced sex and 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. Discussion will include that no minor can give consent to their own sexual exploitation. Instruction will also include risk</p>
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		<p>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. Instruction will include bystander awareness and intervention strategies.</p>
Grade 11		
<p>Objective: Students will examine healthy and unhealthy relationships, dating violence, and strategies for risk reduction, prevention, and available support services. <u>Descriptive Statement:</u> 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. Instruction will include bystander awareness and intervention strategies.</p>	<p>Objective: Students will review the effects of sexual violence, review skills to promote safety and situational awareness, and review resources available for support and assistance. examine healthy and unhealthy relationships, dating violence, and strategies for risk reduction, prevention, and available support services. <u>Descriptive Statement:</u> Instruction will review the types of sexual violence including sexual assault, abuse, strangulation, sextortion, and sex identification of controlling behaviors and coerced sexual activity including human (teen sex) trafficking. The impact of technology on sexual violence will be discussed. and digital/social media abuse. Instruction will clarify that depictions of sexual violence in media do not justify sexual violence in real life. Instruction will include establishing and reinforcing personal boundaries regarding sexual activity, including affirmative consent and skills to promote</p>	<p>Objective: Students will review the effects of sexual violence, review skills to promote safety and situational awareness, and review resources available for support and assistance. <u>Descriptive Statement:</u> Instruction will review types of sexual violence including sexual assault, abuse, strangulation, sextortion, and sex trafficking. The impact of technology on sexual violence will be discussed. Instruction will clarify that depictions of sexual violence in media do not justify sexual violence in real life. Instruction will include establishing and reinforcing personal boundaries regarding sexual activity, including affirmative consent and skills to promote situational awareness – including a discussion on the heightened risks associated with substance use. Intervention strategies will include bystander awareness and strategies to support victims. Resources available for support and assistance and reporting sexual violence will be reviewed, and can</p>

	<p><u>situational awareness – including a discussion on the heightened risks associated with substance use. Intervention strategies will include bystander awareness and strategies to support victims. Resources available for support and assistance and reporting sexual violence will be reviewed, and can include parents/guardians, caregivers, school personnel, religious leaders, health care providers, law enforcement, and community organizations and programs. 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. Instruction will include bystander awareness and intervention strategies.</u></p>	<p>include parents/guardians, caregivers, school personnel, religious leaders, health care providers, law enforcement, and community organizations and programs.</p>
Grade 12		
<p>Objective: Students will interpret laws that affect family life. <u>Descriptive Statement:</u> Current local, state, and national laws and case studies are reviewed as well as any pending legislation affecting individuals and families regarding marriage, divorce, adoption, child abuse, human (teen sex) trafficking, sexual assault</p>	<p>Objective: Students will interpret laws that affect family life. <u>Descriptive Statement:</u> <u>Instruction will review</u> Current local, state, and national laws and case studies <u>are reviewed as well as any pending legislation</u> affecting individuals and families regarding marriage, divorce, adoption, child abuse,</p>	<p>Students will interpret laws that affect family life. <u>Descriptive Statement:</u> Instruction will review current local, state, and national laws and case studies affecting individuals and families regarding marriage, divorce, adoption, child abuse, human/teen sex trafficking, sexual assault, and legal responsibilities of</p>

<p>(includes consent), and legal responsibilities of parents. Instruction will include the impact of engaging in risky behaviors during high school, post-secondary education, and career. Instruction will include bystander awareness and intervention strategies.</p>	<p>human/teen-sex(teen sex) trafficking, sexual assault (includes consent), and legal responsibilities of parents/<u>guardians</u>. Instruction will include the <u>potential</u> impact of engaging in risky <u>or illegal</u> behaviors during high school, post-secondary education, and career<u>employment</u>. Instruction will include bystander awareness and intervention strategies.</p>	<p>parents/guardians. Instruction will include the potential impact of engaging in risky or illegal behaviors during high school, post-secondary education, and employment.</p>
<p>New, no corresponding current objective.</p>		<p>Students will review consent, respecting when consent is not given or is withdrawn, and bystander awareness and intervention strategies. <u>Descriptive Statement:</u> The lessons will define consent and affirmative consent. Students will discuss how consent is clearly communicated and examples that are not clear consent. Instruction will include the importance of respecting and responding appropriately when consent is not given or when consent is withdrawn, regardless of gender or gender identity. Legal consequences of not respecting consent will be examined. The impact of substance use on the ability to give and receive consent will be included. Instruction will include bystander awareness and intervention strategies.</p>

Appendix D: Comparison of recommended and current objectives and descriptive statements related to summer curriculum project team work

Current Objective & Descriptive Statement	Recommended Objective & Descriptive Statement – Mark-up	Recommended Objective & Descriptive Statement - Clean
Kindergarten		
<p>Students will recognize that everyone is a member of a family and identify members of their individual families.</p> <p><u>Descriptive Statement:</u> Students will identify adult and child members of their families. The types of family structures included will be two-parent/guardian families – mother and father, two mothers, two fathers, and children; extended families – relatives other than the immediate family living in the home; single-parent/guardian families; adoptive families; foster families; families with stepparents; and blended families.</p>	<p>Students will recognize that everyone is a member of a family and identify members of their individual families.</p> <p><u>Descriptive Statement:</u> Students will identify adult and child members of their families. The types of family structures <u>could include any adult caregivers of the child and any children that live in the home with the child. This could include but are not limited to</u> two-parent/guardian families—(mother and father, two mothers, two fathers, <u>and children; extended families, yes members, or grandparents</u>)—relatives other than the immediate family living in the home; single-parent/guardian families; adoptive families; foster families; families with stepparents; and blended families.</p>	<p>Students will recognize that everyone is a member of a family and identify members of their individual families.</p> <p><u>Descriptive Statement:</u> Students will identify adult and child members of their families. The type of family structures could include any adult caregivers of the child and any children that live in the home with the child. This could include but are not limited to two parent/guardian families (mother/father, two mothers, two fathers, extended family members, or grandparents), single parent/guardian families, adoptive families, foster families, families with stepparents, and blended families.</p>
<p>Students will identify positive ways in which family members and friends show love, affection, respect, and appreciation for each other.</p> <p><u>Descriptive Statement:</u> Discussion will include appropriate behaviors such as hugging, listening, protecting, providing guidance, encouraging, and praising. The concept that some behaviors may be inappropriate will be introduced.</p>	<p>Students will identify positive ways in which family members and friends show love, affection, respect, and appreciation for each other.</p> <p><u>Descriptive Statement:</u> Discussion will include <u>the definitions of appreciation and respect, and what behaviors might show appreciation and respect. Discussion will include</u> appropriate behaviors such as hugging, listening, protecting, providing guidance, encouraging, and praising. The concept that some behaviors may be</p>	<p>Students will identify positive ways in which family members and friends show love, affection, respect, and appreciation for each other.</p> <p><u>Descriptive Statement:</u> Discussion will include the definitions of appreciation and respect, and what behaviors might show appreciation and respect. Discussion will include appropriate behaviors such as hugging, listening, protecting, providing guidance, encouraging, and praising. The concept that some behaviors may be unwanted will be introduced.</p>

	inappropriate-unwanted will be introduced.	
<p>Students will demonstrate how to say “no” to inappropriate behaviors from family members, neighbors, strangers, and others.</p> <p><u>Descriptive Statement</u> Discussion will include saying “no” in a loud voice, standing up straight, and looking at the person. Trusting adults who can help the child will be identified. Students will learn to keep telling until someone listens and helps them.</p>	<p>Students will <u>define personal space and demonstrate how to say “no” to behaviors from people both inside and outside the family that make the student feel uncomfortable or unsafe.</u> inappropriate behaviors from family members, neighbors, strangers, and others.</p> <p><u>Descriptive Statement: Good and bad touches will be reviewed. -</u> Discussion will include <u>ways to communicate saying “no” (e.g., saying “no” in a loud voice, using sign language, using other communication tools, having a confident posture, standing up straight, and looking at the person, or physically moving away from that person’s proximity).</u> <u>Characteristics of trustworthy</u> Trusting <u>adults will be discussed and examples of trusted adults who can may help the child will be identified.</u> <u>Examples of possible trusted adults will include parent or guardian, teacher, school counselor, grandparent, religious leader, police officer, and other adult family members.</u> Students will learn to keep telling until someone listens and helps them.</p>	<p>Students will define personal space and demonstrate how to say “no” to behaviors from people both inside and outside the family that make the student feel uncomfortable or unsafe.</p> <p><u>Descriptive Statement:</u> Good and bad touches will be reviewed. Discussion will include ways to communicate “no” (e.g., saying “no” in a loud voice, using sign language, using other communication tools, having a confident posture, looking at the person, or physically moving away from that person's proximity). Characteristics of trustworthy adults will be discussed and examples of trusted adults who may help the child will be identified. Examples of possible trusted adults will include parent or guardian, teacher, school counselor, grandparent, religious leader, police officer, and other adult family members. Students will learn to keep telling until someone listens and helps them.</p>
Grade 5		
<p>Students will define child abuse and child neglect and identify adults whom they can confide in and who will help them.</p> <p><u>Descriptive Statement:</u> Instruction will include physical abuse, verbal abuse,</p>	<p>Students will define child abuse and child neglect and identify adults whom they can confide in and who will help them. <u>tell and ask for help.</u></p>	<p>Students will define child abuse and child neglect and identify adults whom they can tell and ask for help.</p> <p><u>Descriptive Statement:</u> Instruction will include neglect and forms of abuse</p>

<p>sexual abuse, and neglect. Students will identify sources of help including parent/guardian, other adult family member, teacher, school counselor, clergy or religious leader.</p>	<p><u>Descriptive Statement:</u> Instruction will include neglect and forms of abuse including but not limited to physical abuse, verbal abuse, sexual abuse, emotional, and financial and neglect. Discussion will include abuse and harassment that can occur both in-person or electronically. Students will review characteristics of trustworthy adults and identify one or more adults that they can ask for help. sources of help including parent/guardian, other adult family member, teacher, school counselor, clergy or religious leader.</p>	<p>including but not limited to physical, verbal, sexual, emotional, and financial. Discussion will include abuse and harassment that can occur both in-person or electronically. Students will review characteristics of trustworthy adults and identify one or more adults that they can ask for help.</p>
<p>Grade 10</p>		
<p>Students will identify how contraceptive methods work and will identify the advantages of abstaining from sexual activity. <u>Descriptive Statement:</u> Instruction will include barrier, hormonal, behavioral and surgical methods. 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.</p>	<p>Students will identify how contraceptive methods work and will identify the advantages of abstaining from sexual activity. <u>Descriptive Statement:</u> Instruction will include barrier, hormonal, behavioral and surgical methods. 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. Students will review affirmative consent and the importance of setting boundaries and respecting the boundaries of others.</p>	<p>Students will identify how contraceptive methods work and will identify the advantages of abstaining from sexual activity. <u>Descriptive Statement:</u> Instruction will include barrier, hormonal, behavioral and surgical methods. 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. Students will review affirmative consent and the importance of setting boundaries and respecting the boundaries of others.</p>
<p>Modified ESH Safety Unit</p>		

<p>The student will demonstrate strategies for responding to inappropriate approaches from family members, neighbors, strangers, or others without being unduly alarmed about nonexistent dangers.</p> <ul style="list-style-type: none"> • <i>Learn about okay touches and bad touches and what to do.</i> 	<p>The student will demonstrate strategies for responding to inappropriate approaches from family members, neighbors, strangers, or others without being unduly alarmed about nonexistent dangers.</p> <ul style="list-style-type: none"> • <i>Learn about okay touches and bad touches and how to respond if you are feeling uncomfortable.what to do.</i> • <i>Learn about okay touches and bad touches and how to communicate “No!” and remove yourself from the situation.</i> 	<p>The student will demonstrate strategies for responding to inappropriate approaches from family members, neighbors, strangers, or others without being unduly alarmed about nonexistent dangers.</p> <ul style="list-style-type: none"> • <i>Learn about okay touches and bad touches and how to respond if you are feeling uncomfortable.</i> • <i>Learn about okay touches and bad touches and how to communicate “No!” and remove yourself from the situation.</i>
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Appendix E: Parent email to Dr. Reid on 11/17/2023

Good morning, Dr. Reid. Thank you for the work you do on behalf of FCPS. I am writing to express my concern over the unequal FLE curriculum. Specifically, I refer to the puberty Lessons for fourth graders. I am the parent of a fourth grade student, and so I have reviewed the whole curriculum. There are two main parts of the Lessons: 1. Videos and 2. Powerpoint slides with written instructions. There is a gaping inequality between the boys' and girls' Lessons.

Videos: The boys have two videos. The first is similar/same as the girls' video and addresses general things about growing up. The second video gives a very detailed explanation of both internal and external male body parts, complete with labeled diagrams and discussions of bodily functions. The girls do not get a second video.

Powerpoint slides with written instructions: The boys also have Lesson diagrams and explanations about both the internal and external male body parts. The girls' Lesson diagrams and explanations focus only on their internal body parts. There is no mention of female external body parts and functions.

This is a great disservice and violates the rights of the girls to have an equal education.

In late September, after reviewing the curriculum, I spoke to my Assistant Principal. In October, I contacted two representatives from the Central Office. All three have been professional and kind, and this is not to complain about them personally. I have cc'd them here, so they see my letter. My Assistant Principal pointed me to the Central Office, saying she could make no changes at the individual school level. The Central Office representatives told me that nothing can be done for this year or for the next year. Specifically, the Central Office representatives told me that they have started to research more updated curricula, but that this will take a *minimum* of two years to implement.

I asked if, in the meantime, the current curriculum can be supplemented, since the Lessons are not implemented until mid-late December? This might look like adding the missing second video for the girls and/or adding a diagram and explanation to the Powerpoint for the girls, and then informing the parents of the change, so they can review it. I was told this could not happen because it would take too long to get approvals.

Please let me know your thoughts on this matter and if this can be addressed much sooner than two years down the line. I have talked to many parents and asked them to review the curriculum as well, and then decide if they agree with me. Many have expressed the same concern I have about this curriculum - that the daughters are not getting an equal education to the sons.

Thank you for your time and attention. I am happy to have a discussion, as well, if helpful.

Sincerely,

Appendix F: Comparison of recommended and current objectives and descriptive statements related to the reproductive system in grade 4-7

Current Objective & Descriptive Statement	Recommended Objective & Descriptive Statement – Mark-up	Recommended Objective & Descriptive Statement - Clean
Grade 4		
<p>The student will recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.</p> <p><u>Descriptive Statement:</u> Instruction includes the following physical changes: growth spurt, increased sweat production, skin changes, mood swings, growth of pubic and underarm hair, increase shoulder width in boys, and breast and hip development in girls. In addition, the importance of personal hygiene in relation to these bodily changes is discussed. Instruction for girls includes basic anatomy of the female reproductive system, menstruation, and the intended use and proper disposal of sanitary products. Instruction for boys includes basic anatomy of the male reproductive system, erections, and nocturnal emissions. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural. Focus is on the development of a positive attitude toward oneself during puberty and appreciation for individual differences</p>	<p>The student will recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.</p> <p><u>Descriptive Statement:</u> Instruction includes the following physical changes: growth spurt, increased sweat production, skin changes, mood swings, growth of pubic and underarm hair, increase shoulder width in boys, and breast and hip development in girls. In addition, the importance of personal hygiene in relation to these bodily changes is discussed. Instruction <u>includes for girls includes basic</u>-anatomy of the female reproductive system, menstruation, and the intended use and proper disposal of sanitary products- <u>and instruction for boys includes basic</u>-anatomy of the male reproductive system, erections, and nocturnal emissions. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural. Focus is on the development of a positive attitude toward oneself during puberty and appreciation for individual differences</p>	<p>The student will recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.</p> <p><u>Descriptive Statement:</u> Instruction includes the following physical changes: growth spurt, increased sweat production, skin changes, mood swings, growth of pubic and underarm hair, increase shoulder width in boys, and breast and hip development in girls. In addition, the importance of personal hygiene in relation to these bodily changes is discussed. Instruction includes anatomy of the female reproductive system, menstruation, and the intended use and proper disposal of sanitary products and anatomy of the male reproductive system, erections, and nocturnal emissions. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural. Focus is on the development of a positive attitude toward oneself during puberty and appreciation for individual differences.</p>
Grade 5		

<p>Students will identify the structures and functions of the male and female reproductive systems. <u>Descriptive Statement:</u> Instruction includes the functions of the male and female reproductive organs, including the penis, testicles, vas deferens, scrotum, urethra, uterus, ovaries, vagina, cervix, and fallopian tubes. The reproductive organs are explained in relation to the total human anatomy.</p>	<p>Students will identify the structures and functions of the male and female reproductive systems. <u>Descriptive Statement:</u> Instruction includes the <u>structures and functions of the male and female reproductive systems.</u> <u>Instruction of the male reproductive system will include the organs, including the penis, testicles, vas deferens, scrotum.</u> <u>Instruction of the female reproductive system will include the urethra, uterus, ovaries, vagina, cervix, and fallopian tubes.</u> <u>The external female genitalia will be identified to include the vulva, labia, and clitoris and adjacent structures such as the urethra.</u> The reproductive organs are explained in relation to the total human anatomy.</p>	<p>Students will identify the structures and functions of the male and female reproductive systems. <u>Descriptive Statement:</u> Instruction includes the structures and functions of the male and female reproductive systems. Instruction of the male reproductive system will include the penis, testicles, vas deferens, and scrotum. Instruction of the female reproductive system will include the uterus, ovaries, vagina, cervix, and fallopian tubes. The external female genitalia will be identified to include the vulva, labia, and clitoris and adjacent structures such as the urethra The reproductive organs are explained in relation to the total human anatomy.</p>
Grade 6		
<p>Students will review the structures and functions of the male and female reproductive systems and how these change during puberty. <u>Descriptive Statement:</u> Instruction includes the structure and function of the reproductive organs, including the ovaries, fallopian tubes, uterus, cervix, and vagina in girls, and the testicles, vas deferens, urethra, penis, and scrotum in boys.</p>	<p>Students will review the structures and functions of the male and female reproductive systems and how these change during puberty. <u>Descriptive Statement:</u> Instruction includes the <u>structures and functions of the male and female reproductive organs, systems.</u> <u>Instruction of the male reproductive system will include the penis, testicles, vas deferens, and scrotum.</u> <u>Instruction of the female reproductive system will include the urethra, uterus, ovaries, vagina, cervix,</u></p>	<p>Students will review the structures and functions of the male and female reproductive systems and how these change during puberty. <u>Descriptive Statement:</u> Instruction includes the structures and functions of the male and female reproductive organs systems. Instruction of the male reproductive system will include the penis, testicles, vas deferens, and scrotum. Instruction of the female reproductive system will include the urethra, uterus, ovaries, vagina, cervix,</p>

	<p>and fallopian tubes, uterus, cervix, and vagina in girls, and the testicles, vas deferens, urethra, penis, and scrotum in boys. <u>The external female genitalia will be identified to include vulva, labia, and clitoris and adjacent structures such as the urethra. The reproductive organs are explained in relation to the total human anatomy.</u></p>	<p>and fallopian tubes. The external female genitalia will be identified to include vulva, labia, and clitoris and adjacent structures such as the urethra. The reproductive organs are explained in relation to the total human anatomy.</p>
Grade 7		
<p>Students will identify the components of the male and female reproductive systems and describe how their functioning changes during puberty. <u>Descriptive Statement:</u> In addition to identifying the parts of the male and female reproductive systems, the following topics will be discussed: ovulation, menstruation, erections, ejaculation, and nocturnal emissions. During instruction, menstruation, sexual intercourse, and fertilization will be reviewed and primary amenorrhea will be introduced. Primary amenorrhea is defined as not having the first menstrual period by age 16. Emphasis will be placed on there being a broad range of ages when it is normal for menstruation to begin.</p>	<p>Students will identify the components of the male and female reproductive systems and describe how their functioning changes during puberty. <u>Descriptive Statement:</u> In addition to identifying the <u>internal and external</u> parts of the male and female reproductive systems, the following topics will be discussed: ovulation, menstruation, erections, ejaculation, and nocturnal emissions. During instruction, menstruation, sexual intercourse, and fertilization will be reviewed and primary amenorrhea will be introduced. Primary amenorrhea is defined as not having the first menstrual period by age 16. Emphasis will be placed on there being a broad range of ages when it is normal for menstruation to begin.</p>	<p>Students will identify the components of the male and female reproductive systems and describe how their functioning changes during puberty. <u>Descriptive Statement:</u> In addition to identifying the internal and external parts of the male and female reproductive systems, the following topics will be discussed: ovulation, menstruation, erections, ejaculation, and nocturnal emissions. During instruction, menstruation, sexual intercourse, and fertilization will be reviewed and primary amenorrhea will be introduced. Primary amenorrhea is defined as not having the first menstrual period by age 16. Emphasis will be placed on there being a broad range of ages when it is normal for menstruation to begin.</p>