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# Family Life Education Curriculum Advisory Committee

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**Recommendations to the School Board**

**School Year 2021-2022**



## EXECUTIVE SUMMARY

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During SY 2021-2022, The Family Life Education Curriculum Advisory Committee (FLECAC) met seven times – September 8, October 13, November 10, January 12, February 9, March 9, and April 13. Committee membership included 29 voting members and six non-voting members. The committee members represented students, teachers, administrators, and community members including School Board appointees, health professionals, and faith community. The committee was served by a parliamentarian. Committee membership and attendance is provided in Appendix B.

The committee addressed concerns brought forward by School Board members, committee members, and teachers. FLECAC considered moving from gender separate instruction to gender combined instruction in elementary and middle school, new media to support puberty instruction in elementary, and removal of media in grade 10. In addition, the committee reviewed the current objectives and descriptive statements related to consent, reviewed input and recommendations from several sources, and began discussion of revision of this topic across grade levels. Discussion and recommendations for instruction on consent were not completed in the current year and will continue during SY 2022-2023.

### **Summary of FLECAC 2021-2022 Recommendations:**

The committee took the following actions, which represent its recommendations to the School Board.

- Adopt gender combined instruction for the Human Growth and Development unit in grades 4-8.
- 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.
- Revise objective for grade 10 lesson 5, Human Sexuality, to include gender.
- Revise Human Growth and Development objectives and descriptive statements in grades 4-8 and 10 to support gender combined instruction (if approved).
- Approve use of media *Hormones, Body Odor, and Acne, Oh My! Puberty 101* for grade 6 and grade 7.
- Explore instruction of gender identity in elementary school and a more inclusive FLE curriculum overall.

## RECOMMENDATIONS

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### RECOMMENDATION 1:

**Gender combined instruction in the Human Growth and Development unit in grades four through eight.**

*Adopt gender combined instruction for the Human Growth and Development unit in grades 4-8.*

Fourteen voting members were present for the first vote (October) which did not represent a quorum. 14 YES 0 NO

The first vote was ratified during the November meeting with 15 voting members present at the time of vote: 14 YES 0 NO

The Family Life Education Human Growth and Development unit is currently instructed in gender separate, boys and girls, classes in grades four through eight. The recommendation from FLECAC would have all students, boys and girls, receiving instruction together in their normal class grouping. In grade four, Human Growth and Development is one lesson on puberty. Grades five through eight includes the topics of puberty, reproductive systems, reproductive process, sexually transmitted infections, and abstinence.

The National Association of School Psychologists (2021) position statement of Comprehensive and Inclusive Sexuality Education “supports that all children, including those representing all racial/ethnic backgrounds, genders, gender identities, sexual orientations, abilities, and disabilities should have access to evidence supported, comprehensive, developmentally appropriate, accurate, and inclusive sexuality education.” Separation of students by boys and girls does not create an inclusive environment for instruction to occur. Dividing students into boys and girls classes sends a message that bodies different than their own should not be talked about and are mysterious. When students are separated by boys and girls, it affirms a rigid binary based on anatomy. (Gender Spectrum, 2019) The practice of segregating students by gender is not inclusive of lesbian, gay, bisexual, queer, intersex, and gender diverse students. (NASP, 2021) The benefits for gender inclusive instruction include recognizing and affirming all students (Gender Spectrum, 2019), students gaining understanding of their own development, receiving accurate information about the prevention of STIs and pregnancy, and understanding how to access treatment and resources if needed. (NASP, 2021) In a gender combined class students also have opportunity to learn about individuals who are different from themselves and practice communicating about sensitive topics building skills that will be important to healthy relationships. (Gender Spectrum, 2019) Currently, there is no available research to support the practice of gender-segregated instruction. It is plausible that some students would be more comfortable in a gender segregated class. However, even in a gender segregated class, some students may be uncomfortable based on the content or with other students present in the room. (Gender Spectrum, 2019)

The table below provides information on how other area school divisions and a sampling of school divisions around the country provide instruction for human growth and development.

Division	Practice
Fairfax County	Gender separate in grades 4-8 and a portion of grade 10 lesson on breast self-awareness and testicular self-exam
Loudoun County	Gender separate grades 4&5; gender combined grades 6-10 except for lesson on puberty/reproductive health
Prince William County	Gender separate through grade 8, gender combined grades 9&10
Arlington County	Gender combined; instructed in small groups and students attend session of their choice

	<ul style="list-style-type: none"> <li>Communicated to schools to make small groups not based on gender</li> <li>Suggest teachers say to the class that each group will be taught instruction on both biological sexes and students should participate in the group they want to learn first</li> <li>Students choose the group to join and most select the sex they identify with</li> </ul>
Alexandria City	<p>Gender combined at all grades except for a post-lesson gender separate circle following the puberty lesson in grade 4</p> <ul style="list-style-type: none"> <li>Girl's circle – further instruction on the use of menstrual products and hygiene specific to menstruation</li> <li>Boy's circle – further instruction on nocturnal emissions and hygiene</li> <li>Students self-select circle to participate in</li> </ul>
Chesapeake City	Gender separate in grades 5-8; gender combined in grades 9-12
Hanover County	Gender combined in grade 4; gender separate in grades 5 and up
Newport News	Gender separate in grades 4 and 5; gender combined in grades 6-10
Suffolk City	Gender separate in all grades
Virginia Beach City	Gender combined except for one lesson on puberty/reproductive systems in grades 5 ,6, 7, 9, 10
Williamsburg-James City	Gender separate in grades 4 and 5; gender combined in grades 6-10
York County	Gender separate in grades 4-8; gender combined grades 9 and 10
Montgomery County, Maryland	Gender combined grades 6 and up; grade 5 decided at the local school with over ½ keeping students in their regular class groups
Prince Georges County, Maryland	Gender combined although some individual elementary schools may gender separate
Gwinnett County, Georgia	Gender separate in grades 4 and 5; gender combined in grades 6 and up
Clark County, Nevada	Taught in grade 5, grade 8, and once in high school. Gender separate in grade 5. Individual school's may teach grade 8 gender separate based on their master schedule.
Duval County, Florida	<p>Gender combined grades 4-8</p> <ul style="list-style-type: none"> <li>4<sup>th</sup> grade puberty lesson new this year; schools were not given specific guidance to combine or separate</li> <li>5<sup>th</sup> grade moved to gender combined approximately 3 years ago</li> </ul>

	<ul style="list-style-type: none"> <li>Due to recent legislation, cannot state that instruction must be in combined class and determination is at the principal's discretion</li> </ul>
Jeffco (Jefferson County), Colorado	Gender combined for all puberty and sexual health education lessons (taught in grades 5, 7, 9)

## RECOMMENDATION 2:

**Students receiving instruction from the modified curriculum will continue to be gender separate for explicit instruction on the use of menstrual pads and viewing the media.**

*Only students assigned female receiving instruction from the modified FLE curriculum will view the media, Janet's Got Her Period, and receive explicit instruction on the use of pads.*

Twenty voting members present at the time of vote: 17 YES 3 NO

Students in grades four through 12 with low-incidence disabilities or Cat B, receive FLE instruction using the modified FLE curriculum. These are students who are typically in self-contained special education classes and are not accessing the general curriculum. Currently, students who receive these services follow the same guidelines for instruction as students receiving instruction from the general FLE curriculum including gender separate instruction in grades four through 8 and gender combined instruction in high school. If recommendation 1 for gender combined instruction is approved by the Board, it would apply to all FLE instruction at those grade levels.

Feedback from special education staff indicated that it would not be appropriate for students assigned male to view the media or participate in instruction on the use of pads.

## RECOMMENDATION 3:

**Remove testicular self-exam video from grade 10 lesson and teach entire lesson gender combined.**

*Remove testicular self-exam video from grade 10 lesson [lesson1, self-exams] and combine genders for the entire grade 10 lesson.*

Fifteen voting members were present at the time of vote: 15 YES 0 NO

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.
- 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.

#### RECOMMENDATION 4:

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

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

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

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

#### RECOMMENDATION 5:

**Revise human growth and development objectives and descriptive statements in grades 4-8 and grade 10 to support gender combined instruction (if approved).**

*Remove the phrase "gender separate" in all human growth and development lessons in grades 4-8.*

Passed without objection.

All lesson objectives in grades 4-8 Human Growth and Development currently include the phrase "Gender Separate". If the School Board approves recommendation 1 for gender combined instruction, inclusion of gender separate would not be needed and would be inaccurate.

*Approve proposed objectives and descriptive statements for grades 4, 5, 6, 7, and 10 as written.*

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

The objectives and descriptive statements at these grade levels currently indicate content that is taught only to girls or only to boys. In a gender combined class, all students would receive the same instruction. In grades four through seven the objectives/descriptive statements are for the lessons on puberty. In grade 10, the objective and descriptive statement is for the lesson that includes breast cancer, breast self-awareness, testicular cancer, and testicular self-exams. Language in the proposed objectives and descriptive statements was also revised to be inclusive of transgender and gender expansive students. Revised objectives and descriptive statements recommended by FLECAC can be found in appendix C.

#### RECOMMENDATION 6:

**Use media *Hormones, Body Odor, and Acne, Oh My! Puberty 101* in grades six and seven.**

*Approve use of media *Hormones, Body Odor, and Acne, Oh My! Puberty 101* for grade 6.*

Passed without objection.

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

Twenty voting members present at time of vote: 19 YES 1 NO

The current grade six lesson on puberty uses the media *Straight Talk about Puberty for Boys* and *Straight Talk about Puberty for Girls*. If gender combined instruction is approved for grade six, this media would present challenges to use in a combined class. The media is copyrighted 2012 and appears old and out-of-date to students impacting their engagement. Media is not currently part of the grade seven lesson.

The proposed media aired on PBS August 20, 2021. The media is a more inclusive and current approach to teaching about puberty using changes in hormones to explain the changes in the body. While the intended audience is parents, the committee expressed that the video was also accessible and appropriate for students in grades six and seven. The Board should be aware that there is a reference to masturbation in the video. Regulation 3204 identifies masturbation as a topic that is not included in elementary FLE instruction.

Media is available to view at <https://www.pbs.org/video/hormones-body-odor-and-acne-oh-my-puberty-101-apie6l/>.

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.

#### RECOMMENDATION 7:

**FLECAC explores inclusion of gender identity in elementary FLE and development of an inclusive curriculum during SY2022-2023.**

*Recommend to the FCPS Board that in 2022-2023 FLECAC explores and recommends changes regarding inclusion of the gender spectrum in the elementary FLE curriculum and a more overall inclusive curriculum in Family Life Education.*

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

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.

An inclusive curriculum is one that provides support to all children including students of differing abilities, races/ethnic backgrounds, gender, gender identities, and sexual orientations. Gender - inclusive curriculum, whether in health or in other content areas, can result in higher academic achievement for students and improve school climate overall. (Gender Spectrum, 2019).

Inclusive and comprehensive sex education curriculum provides accurate information at the level appropriate for students’ development and helps students to make informed decisions about their sexual health throughout life. (NASP, 2021) Studies have shown a reduction in risk behaviors when students receive well-designed and well-implemented sex education. This type of instruction is associated with positive sexual health outcomes for teens including reduction of teen pregnancy and STIs. (Advocates for Youth, et al, 2016) LGBTQ+ youth are at greater risk of adverse sexual health outcomes because of stressors related to identifying as LGBTQ+ as well as sex education which excludes these individuals. (Advocates for Youth, et al, 2016)



## APPENDICES

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- A. References
- B. Current Objectives and Descriptive Statements Grades 5-8 (Gender combined, no revision needed)
- C. Recommended Revisions of Objectives and Descriptive Statements for Grades 4, 5, 6, 7, and 10
- D. Overview of FLECAC Meetings for SY 2021-2022
- E. Committee Membership and Attendance

## Appendix A: References

- Advocates for Youth, answer, GLSEN, Human Right Campaign, Planned Parenthood, SIECUS. (2016). *A Call to Action: LGBTQ Youth Need Inclusive Sex Education Executive Summary*. <https://hrc-prod-requests.s3-us-west-2.amazonaws.com/Call-to-Action-LGBTQ-Sex-Ed-Report-2021.pdf>.
- Gender Spectrum. (2019). *Principles of Gender-Inclusive Puberty and Health Education*. [https://gender-spectrum.cdn.prismic.io/gender-spectrum%2F9ab3b6f1-314f-4e09-89d8-d5d8adc6511a\\_genderspectrum\\_2019\\_report\\_web\\_final.pdf](https://gender-spectrum.cdn.prismic.io/gender-spectrum%2F9ab3b6f1-314f-4e09-89d8-d5d8adc6511a_genderspectrum_2019_report_web_final.pdf)
- National Association of School Psychologists. (2021). *Position Statement: Comprehensive and Inclusive Sexuality Education*. <https://www.nasponline.org/x57367.xml>

## Appendix B: Current Objectives and Descriptive Statements

Approval of Recommendation 1 would result in all Human Growth and Development lessons being instructed gender combined. Below are the current objectives and descriptive statements in grades four through eight that would be unchanged other than to remove the indication that the lesson is instructed in gender separate groups.

### Grade 5

#### **5.2 (~~Gender Separate~~): Students will identify the structures and functions of the male and female reproductive systems.**

Descriptive Statement: 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.

#### **5.3 (~~Gender Separate~~): Students will be introduced to the basic process of human reproduction.**

Descriptive Statement: Instruction includes the uniting of the egg and the sperm through sexual intercourse and basic information about prenatal development and birth. The umbilical cord, placenta, and amniotic sac are introduced. Students learn that at the end of nine months of development, the baby leaves the mother's body through the vagina or through a surgical procedure called Cesarean section.

#### **5.4 (~~Gender Separate~~): Students will be introduced to the most common sexually transmitted infections (STIs).**

Descriptive Statement: Instruction includes basic information about the most common bacterial STDs (curable - chlamydia, gonorrhea, syphilis) and viral STIs (incurable - genital herpes, human papilloma virus [HPV], HIV/AIDS). The term abstinence is defined, and abstinence from sexual intercourse and needle sharing is presented as the only 100% effective way of avoiding STIs.

#### **5.5 (~~Gender separate~~): Students will explore the benefits of abstinence from sexual intercourse.**

Descriptive Statement: The consequences of sexual intercourse on healthy physical, emotional, social, and intellectual development during adolescence are explored; and students review and practice refusal skills in situations related to adolescent development. The concept that physical changes which prepare a person to become a mother or father occur before a person is emotionally, intellectually, spiritually, financially, and socially mature enough to make a commitment to marriage and raising a family is emphasized.

### Grade 6

#### **6.2 (~~Gender Separate~~): 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 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.

**6.3 (~~Gender Separate~~): Students will expand prior knowledge of the process of human reproduction.**

Descriptive Statement: This includes review and extension of information about fertilization, prenatal development, fetal support structures, prenatal care, and birth. The concept that physical readiness to become a mother or father precedes the psychological, emotional, intellectual, spiritual, financial, and social maturity needed to make a commitment to marriage and raising a family is emphasized.

**6.4 (~~Gender Separate~~): Students will study basic facts about sexually transmitted infections (STIs).**

Descriptive Statement: Viral (genital herpes, human papilloma virus [HPV], HIV/AIDS) and bacterial STIs (chlamydia, gonorrhea, syphilis) are reviewed, and consequences of STIs are presented. Prevention of STIs through sexual abstinence, fidelity within marriage, available vaccinations, and avoidance of needle sharing and intravenous drug use is stressed.

**6.5 (~~Gender Separate~~): Students will identify reasons for avoiding premarital sexual intercourse.**

Descriptive Statement: 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 students review and practice using refusal skills in situations related to adolescent development.

Grade 7

**7.2 (~~Gender Separate~~): 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 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.

**7.3 (~~Gender Separate~~): Students will list common sexually transmitted infections (STIs), and identify behaviors which eliminate an individual's risk of contracting STIs.**

Descriptive Statement: Instruction will focus on the most common STIs. This includes categorizing STIs as curable (bacterial - chlamydia, gonorrhea, syphilis or parasitic pubic lice) and incurable (viral - genital herpes, human papilloma virus [HPV], HIV/AIDS) and a general overview of transmission, signs and symptoms, treatments, short- and long-term consequences, and prevention. Abstinence from both sexual contact (including oral sex) and intravenous drug use will be presented as the only way to eliminate the risk of contracting STIs.

**7.4 (~~Gender Separate~~): Students will list and discuss the benefits of abstaining from sexual activity until marriage.**

Descriptive Statement: Instruction focuses on the reasons why sexual abstinence is a healthy choice, including its positive effects on relationships, academics, short- and long-term goals, and physical, emotional, social, financial, and spiritual health.

## Grade 8

**8.1 (~~Gender Separate~~): Students will review the physical, social, and emotional changes that occur during adolescence and identify and describe the anatomy and physiology of the reproductive systems.**

Descriptive Statement: Instruction includes a brief review of the effects of hormonal changes on social and emotional development and focuses on the physical changes that occur during puberty. Topics include internal and external structures, erections, ejaculations, nocturnal emissions, and the menstrual cycle including review of primary amenorrhea and introduction of secondary amenorrhea (absence of menstruation after regular menstrual cycles have been established).

**8.2 (~~Gender Separate~~): Students will examine and describe the process of human reproduction.**

Descriptive Statement: Topics include ovulation, fertilization, implantation, prenatal development, and childbirth. Instruction includes the stages of labor and types of deliveries. It is emphasized that the physical ability to conceive a child comes before psychological, emotional, spiritual, financial, and social readiness.

**8.3 (~~Gender Separate~~): Students will describe causes, effects, modes of transmission, treatment, and prevention of sexually transmitted infections (STIs).**

Descriptive Statement: Instruction includes the curable (bacterial and parasitic) and incurable (viral) STIs. Bacterial STIs discussed include gonorrhea, chlamydia, and syphilis. Viral STIs include human papilloma virus (HPV), genital herpes, Hepatitis B and C, and HIV. Oral and anal sex are briefly defined and identified as risk factors for the transmission of STIs. Sexual abstinence and abstaining from intravenous drug use will be presented as the only way to eliminate the risk of contracting STIs. Risk factors discussed will include the use of alcohol and drugs and their effect on decision making.

**8.4 (~~HGD~~) (~~Sex Separate~~): Students will describe the consequences of teen sexual activity and explore the benefits of abstaining from sexual activity until marriage.**

Descriptive Statement: Instruction includes exploring the reasons why some teenagers may become sexually active; discussing the physical, social, emotional, and financial impact of premarital sexual activity and teen pregnancy; 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.

**8.5 (~~Gender Separate~~): Students will identify reliable methods of pregnancy and disease prevention.**

Descriptive Statement: Contraception will be defined. Instruction will include information about barrier and hormonal methods of contraception including specific examples of each method, how the methods work, how they are obtained, and their relationship to disease prevention. Abstinence will be emphasized as the only method that is 100 percent effective in preventing

pregnancy and the most effective method of minimizing the possibility of contracting sexually transmitted infections.

Appendix C: Recommended Revisions of Objectives and Descriptive Statements for Grades 4, 5, 6, 7, and 10

If Recommendation 1 is approved some objectives and descriptive statements would require revision. The table shows the current objective and the recommended revisions for gender combined instruction.

Grade	Current Objective/Descriptive Statement (SY21-22)	Revised Strike-out	Revised Clean
4	<p><b>4.1 (Gender Separate): The student will recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.</b></p> <p>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 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</p>	<p><b>4.1 (<del>Gender Separate</del>): The student will <u>identify the basic structures of the reproductive systems</u>, recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.</b></p> <p>Descriptive Statement: <u>Basic anatomy of the reproductive systems is introduced.</u> Instruction includes <del>the following</del> physical changes <u>of puberty experienced by most individuals</u>— growth spurt, increased sweat production, skin changes, mood swings, and growth of pubic and underarm hair. <u>Typical changes for individuals assigned male at birth will include increased shoulder width in boys, erections, and nocturnal emissions.</u> <u>Typical changes for individuals assigned female at birth will include breast development, and widening of the hips development in girls and menstruation.</u> <del>In addition,</del> The importance of personal hygiene in relation to these bodily</p>	<p><b>4.1 The student will identify the basic structures of the reproductive systems, recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.</b></p> <p>Descriptive Statement: Basic anatomy of the reproductive systems is introduced. Instruction includes physical changes of puberty experienced by most individuals— growth spurt, increased sweat production, skin changes, mood swings, and growth of pubic and underarm hair. Typical changes for individuals assigned male at birth will include increased shoulder width, erections, and nocturnal emissions. Typical changes for individuals assigned female at birth will include breast development, widening of the hips, and menstruation. The importance of personal hygiene in relation to these bodily changes will be discussed including the use and proper disposal of menstrual products. Instruction will emphasize that there is a</p>

	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>changes <u>will be</u> is discussed. <del>Instruction for girls includes basic anatomy of the female reproductive system, menstruation, and the intended</del> <u>including the use and proper disposal of sanitary menstrual products.</u> <del>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.</del> <u>Instruction will emphasize that there is a wide range of ages when individuals begin puberty and how each individual experiences puberty can differ.</u> <del>Focus is on the development of a</del> <u>There will be a focus on developing</u> a positive attitude toward oneself during puberty and appreciation for individual differences.</p>	wide range of ages when individuals begin puberty and how each individual experiences puberty can differ. There will be a focus on developing a positive attitude toward oneself during puberty and appreciation for individual differences.
5	<p><b>5.1 (Gender-separate): Students will recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.</b></p> <p>Descriptive Statement: Instruction includes the following physical changes: growth spurt, increased sweat production, skin changes, mood swings, growth of pubic and underarm hair,</p>	<p><b>5.1 (Gender-separate): Students will recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.</b></p> <p>Descriptive Statement: <u>Basic anatomy of the reproductive systems is reviewed.</u> Instruction includes the following physical changes: <u>of puberty experienced by most</u></p>	<p><b>5.1 Students will recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.</b></p> <p>Descriptive Statement: Basic anatomy of the reproductive systems is reviewed. Instruction includes physical changes of puberty experienced by most individuals—growth spurt, increased sweat production,</p>



	<p>increased shoulder width in boys and breast and hip development in girls, menstruation, erections, and nocturnal emissions. Although instruction for boys includes brief mention of personal hygiene products during instruction about menstruation, girls only are taught about the intended use and proper disposal of personal hygiene products. Focus is on the development of a positive attitude toward oneself during puberty, an appreciation for individual differences, and an understanding of the relationship between changes that occur during puberty and the ability to conceive and bear children.</p>	<p><del>individuals– growth spurt, increased sweat production, skin changes, mood swings, and growth of pubic and underarm hair, increased shoulder width in boys and breast and hip development in girls, menstruation, erections, and nocturnal emissions.</del> <u>Typical changes for individuals assigned male at birth will include increased shoulder width, erections, and nocturnal emissions.</u> <u>Typical changes for individuals assigned female at birth will include breast development, widening of the hips, and menstruation.</u> <del>Although instruction for boys includes brief mention of personal hygiene products during instruction about menstruation, girls only are taught about the intended use and proper disposal of personal hygiene products. The importance of personal hygiene in relation to these bodily changes will be discussed including the use and proper disposal of menstrual products.–There will be a focus is on development</del> <u>developing a positive attitude toward oneself during puberty, an and appreciation for individual differences, and an understanding of the relationship between changes that occur during puberty and the ability to conceive and bear children.</u> <u>Students will</u></p>	<p>skin changes, mood swings, and growth of pubic and underarm hair. Typical changes for individuals assigned male at birth will include increased shoulder width, erections, and nocturnal emissions. Typical changes for individuals assigned female at birth will include breast development, widening of the hips, and menstruation. The importance of personal hygiene in relation to these bodily changes will be discussed including the use and proper disposal of menstrual products. There will be a focus on developing a positive attitude toward oneself during puberty and appreciation for individual differences. Students will understand that puberty prepares human bodies to be able to reproduce.</p>
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		<u>understand that puberty prepares human bodies to be able to reproduce.</u>	
6	<p><b>6.1 (Gender Separate): Students will explore the physical, emotional, and social changes that occur during puberty and relate personal hygiene to these changes.</b></p> <p>Descriptive Statement: This includes a review of physiological changes introduced in fifth grade and a brief examination of psychological and social changes, including mood swings, changing family and peer relationships, and increasing interest in romantic relationships. Ways to cope with these changes are addressed, including proper diet, exercise, and talking with a trusted adult such as an adult family member, teacher, counselor, or member of the clergy. The relationship among bodily changes, good personal hygiene and positive interactions with others is emphasized. Girls only review the use and proper disposal of personal hygiene products.</p>	<p><b>6.1 (Gender Separate): Students will explore the physical, emotional, and social changes that occur during puberty and relate personal hygiene to these changes.</b></p> <p>Descriptive Statement: <del>This includes a review of physiological changes introduced in fifth grade and a brief examination of psychological and</del> <u>Instruction will review the physical changes introduced in grades four and five and discuss psychological and social changes typical during puberty,</u> including mood swings, changing family and peer relationships, and increasing interest in romantic relationships. <del>Ways to cope with these changes are addressed, including</del> <u>Students will discuss the role proper diet, exercise, and talking with a trusted adult has on managing the changes of puberty,</u> <del>such as an adult family member, teacher, counselor, or member of the clergy.</del> The relationship among bodily changes, good personal hygiene, and positive interactions with others is emphasized. <del>Girls only review</del> <u>The use and proper disposal of personal hygiene menstrual products will be reviewed.</u></p>	<p><b>6.1: Students will explore the physical, emotional, and social changes that occur during puberty and relate personal hygiene to these changes.</b></p> <p>Descriptive Statement: Instruction will review the physical changes introduced in grades four and five and discuss psychological and social changes typical during puberty including mood swings, changing family and peer relationships, and increasing interest in romantic relationships. Students will discuss the role proper diet, exercise, and talking with a trusted adult has on managing the changes of puberty. The relationship among bodily changes, personal hygiene, and positive interactions with others is emphasized. The use and proper disposal of menstrual products will be reviewed</p>

7	<p><b>7.1 (Gender Separate): Students will examine the physical and emotional changes that occur during adolescence.</b></p> <p>Descriptive Statement: Students are briefly introduced to the changes that occur during adolescence, including emotional and social changes addressed in the Emotional and Social Health unit. Instruction includes a review of the changes that occur during puberty in both the male and female (growth spurt, pubic and underarm hair, mood swings, skin changes, hygiene-related changes); the changes that occur to males only (including erections, ejaculation, broadening of shoulders, muscle development, nocturnal emission); and the changes that occur to females only (breast development, broadening of hips, menstrual cycle).</p>	<p><b>7.1 (Gender Separate): Students will examine the physical and emotional changes that occur during adolescence.</b></p> <p>Descriptive Statement: Students <u>will review</u> <del>are briefly introduced to the changes that occur during adolescence, including emotional and social and</del> <u>emotional changes associated with puberty that were introduced</u> addressed in the Emotional and Social Health unit. Instruction <u>will</u> <del>includes</del> a review of <u>the physical changes that most people experience occur during puberty and changes that typically happen to individuals assigned male at birth in both the male and female (growth spurt, pubic and underarm hair, mood swings, skin changes, hygiene-related changes); the changes that occur to males only (including broadening of shoulders, erections, ejaculations, broadening of shoulders, muscle development, and nocturnal emissions); and the changes that typically happen to individuals assigned female at birth occur to females only (breast development, broadening widening of the hips, and menstruation menstrual cycle). The importance of personal hygiene will be discussed.</u></p>	<p><b>7.1 Students will examine the physical and emotional changes that occur during adolescence.</b></p> <p>Descriptive Statement: Students will review social and emotional changes associated with puberty that were introduced in the Emotional and Social Health unit. Instruction will include review of physical changes that most people experience during puberty and changes that typically happen to individuals assigned male at birth (broadening or shoulders, erections, ejaculations, and nocturnal emissions) and changes that typically happen to individuals assigned female at birth (breast development, widening of the hips, and menstruation). The importance of personal hygiene will be discussed.</p>
10	<p><b>10.1 Students will discuss sex-specific health concerns.</b></p> <p>Descriptive Statement: Topics will include early detection strategies (self-</p>	<p><b>10.1 Students will discuss sex-specific health concerns.</b></p> <p>Descriptive Statement: Topics will include early detection strategies (self-</p>	<p><b>10.1 Students will discuss sex-specific health concerns.</b></p> <p>Descriptive Statement: Topics will include early detection strategies (self-</p>

	<p>examinations and medical examinations) and identification of warning signs of various gynecological disorders, breast cancer (female and male) and testicular cancer. Instruction will include testicular self-examination (boys only) and breast self-awareness (girls and boys separately).</p>	<p>examinations and medical examinations) and identification of warning signs of various gynecological disorders, breast cancer, <del>(female and male)</del> and testicular cancer. Instruction will include testicular self-examination <del>(boys only)</del> and breast self-awareness <del>(girls and boys separately)</del>.</p>	<p>examinations and medical examinations) and identification of warning signs of various gynecological disorders, breast cancer, and testicular cancer. Instruction will include testicular self-examination and breast self-awareness.</p>
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## Appendix C: Overview of FLECAC Meetings for SY 2021-2022

Month	Summary of FLECAC Meeting
September	<ul style="list-style-type: none"> <li>• Introduction of committee members and overview of purpose of committee</li> <li>• Began discussion around changing from gender separate instruction in grades 4-8 to gender combined instruction in grades 4-8</li> </ul>
October	<ul style="list-style-type: none"> <li>• Continued discussion of gender combined instruction</li> <li>• Committee heard from Kristin Donley, Instruction Specialist in Alexandria City Public Schools about how ACPS implements and instructs FLE in a gender inclusive environment</li> <li>• Discussed possibility of small-group follow-up to human growth and development lessons in grades 4-8 if gender combined instruction is approved</li> </ul>
November	<ul style="list-style-type: none"> <li>• Considered removal of testicular self-exam video and maintaining gender combined class for all of grade 10 lesson 1 instruction</li> <li>• Further consideration of small-group follow-up to human growth and development lessons in grades 4-8</li> <li>• Committee began review of current objectives/descriptive statements on consent</li> </ul>
January	<ul style="list-style-type: none"> <li>• Rachna Sizemore Heizer shared information with the committee on the importance of instruction on consent particularly for students with neurocognitive differences</li> <li>• Small groups reviewed work from November meeting and feedback received to date. Committee requested input from School Counseling.</li> </ul>
February	<ul style="list-style-type: none"> <li>• Committee viewed and discussed media <i>Teens 101: Identifying Transgender (David's Story)</i></li> </ul>
March	<ul style="list-style-type: none"> <li>• Reviewed and provided feedback on initial draft of revised objectives/descriptive statements to support gender combined instruction in grades 4-8 and grade 10.</li> <li>• Viewed and discussed media <i>Always Changing and Growing Up – Co Ed Puberty Education</i></li> <li>• Viewed and discussed media <i>Hormones, Body Odor, and Acne, Oh My! Puberty 101</i></li> </ul>
April	<ul style="list-style-type: none"> <li>• Revisited media <i>Hormones, Body Odor, and Acne, Oh My! Puberty 101</i></li> <li>• Reviewed proposed objectives/descriptive statements to support gender combined instruction in grades 4-8 and grade 10</li> <li>• Discussed gender combined instruction for students using the modified curriculum for instruction on the use of menstrual pads</li> <li>• Discussed committee work for SY2022-2023</li> <li>• Reviewed draft report to the School Board and process to approve recommendations</li> </ul>

Appendix D: Committee Membership and Attendance for SY 2021-2022

Representing	Member	Sept.	Oct.	Nov.	Jan.	Feb.	Mar.	Apr.
<b>SCHOOL BOARD APPOINTEES</b>								
Braddock District	Melissa Warren	P	P		P	P	P	P
Dranesville District	Laurie Plishker							
Dranesville District	Willow Woycke		P	P	P	P	P	P
Hunter Mill District	Amber Beichler	P		P	P	P	P	P
Lee District	Lisa Bevenour	P		P	P	P	P	P
Mason District	Greg Martin		P	P	P	P	P	P
Mt. Vernon District	Vacant							
Providence District	David Aponte	P						
Providence District	Laila Akhlaghi		P	P	P	P		P
Springfield District	Chaiya Mohanty Ortiz	P	P	P	P	P	P	P
Sully District	Kevin J. Hickerson	P	P	P	P	P		P
At large – Keyes-Gamarra	Vanessa Hall	P	P	P	P	P	P	
At large – Sizemore Heizer	Wendy Baird	P	P		P	P	P	P
At large – Omeish	Sahar Ali				P			
<b>COMMUNITY</b>								
Health Department	Kristy Vitter	P		P	P	P		P
Faith Communities in Action	Shari Zamarra			P	P		P	P
FCCPTA	Jen Hitchcock		P	P	P		P	P
<b>SCHOOL BASED (teachers/administrators)</b>								
Elementary School Administrator	Lesley Hassen	P	P	P	P	P		P
Middle School Administrator	Alison Cordo							
Middle School Administrator	Debra David				P		P	
High School Administrator	Daniel Rodriguez	P	P		P	P		
Elementary teacher	Michelle Brooks							
Elementary Teacher	Melissa Dolenc							
Elementary Teacher	Stephanie Guffain	P						
Elementary Teacher	Ann King		P	P	P			P
Middle School Teacher	Sean Kenney	P	P		P	P	P	P
Middle School Teacher	Laura Bellis	P						
High School Teacher	Beth Gottschalk	P		P	P	P	P	P
High School Teacher	Gwendolyn Wright							
<b>STUDENT REPRESENTATIVES</b>								
Grade 9	Chrestiane Tekola					P		P
Grade 10	Samhita Adapa		P		P	P	P	P
Grade 11	Anshra Malik		P		P	P	P	P
Grade 12	Atticus Gore		P	P	P	P	P	P
<b>NON-VOTING MEMBERS</b>								

Coordinator, K-12 HPE/FLE	Carrie Reynolds	P	P	P	P	P	P	P
Parliamentarian	Jason Morgan	P	P	P	P	P	P	P
Director, PK-12 Curriculum & Instruction	Colleen Eddy	P	P	P	P	P	P	P
Elementary Educational Specialist, HPE	Becky Howery	P	P	P	P	P	P	
Middle School Educational Specialist, HPE	Sean Mignano		P	P	P	P	P	
High School Educational Specialist, HPE	Katie Kruk	P		P	P	P	P	P