
**BOARD OF EDUCATION GUIDELINES FOR
FAMILY LIFE EDUCATION**

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- I. The following guidelines shall be followed in the implementation of the Board of Education's approved Family Life Education program.
 - A. A community involvement team shall be identified and should include individuals such as a person from the central office, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical profession, and others in the community.
 - B. There must be evidence of broad-based community involvement and an annual opportunity for parents and others to review curriculum and instructional materials prior to the beginning of actual instruction.
 - C. Those individuals selected by the localities to teach the Family Life Education program shall participate in the training program sponsored by the Department of Education.
 - D. A Family Life Education leader from each grade level shall be identified to assist in training individuals who will be teaching, to work with a community involvement team, and to assist in program implementation and evaluation.
 - E. Medical professionals shall be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and to parents.
 - F. Local training and follow-up activities shall involve the community in understanding and implementing the Family Life Education program.
 - G. Local agencies/organizations/support systems shall be identified and used as resources for the Family Life Education program.
 - H. An "opt-out" procedure shall be provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.
 - I. A plan for teaching sensitive content in sex-separated classes shall be announced publicly.
 - J. The Family Life Education Standards of Learning objectives approved by the Board of Education shall be used by the local school board. However, local school divisions may reassign the grade designation of the Standards of Learning objectives within grades K-6. The grade designation for objectives within grades 7-12 may be reassigned only one grade level, up or down. Also, the program may be adopted for kindergarten through grade 10 or kindergarten through grade 12; however, local scheduling of Family Life Education shall avoid any interruption or detracting from instruction in basic skills in elementary schools or in those courses required for graduation in the secondary schools.

- K. The curriculum shall include education about those sections of statutory law applicable to instructional units relating to sexual conduct and misconduct and legal provisions relating to family life.
- II. The following guidelines shall be followed in the implementation of the Family Life Education program developed locally.
- A. The Family Life Education program developed locally shall be comprehensive and sequential and include the following content areas and may include others at the discretion of the local school board:
 - 1. Family living and community relationships;
 - 2. The value of postponing sexual activity until marriage (abstinence education);
 - 3. Human sexuality;
 - 4. Human reproduction and contraception, including the benefits of adoptions as a positive choice in the event of an unwanted pregnancy;
 - 5. The etiology, prevention, and effects of sexually transmitted diseases;
 - 6. Stress management and resistance to peer pressure;
 - 7. Development of positive self-concepts and respect for others, including people of other races, religions, or origins;
 - 8. Parenting skills;
 - 9. Substance abuse; and
 - 10. Child abuse.
 - B. The Family Life Education program developed locally shall include and adhere to the following:
 - 1. A community involvement team shall be identified and should include individuals such as a person from the central office, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical profession, and others in the community.
 - 2. There must be evidence of broad-based community involvement and an annual opportunity for parents and others to review curriculum and instructional materials prior to the beginning of actual instruction.
 - 3. Those individuals selected by the localities to teach the local Family Life Education program shall participate in the training program sponsored by the Department of Education. The training program shall include training in instructional elements to support the various curriculum components.

4. A Family Life Education leader from each grade level shall be identified to assist in training individuals who will be teaching, to work with a community involvement team, and to assist in program implementation and evaluation.
5. Medical professionals shall be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and to parents.
6. Local training and follow-up activities shall involve the community in understanding and implementing the Family Life Education program.
7. Local agencies/organizations/support systems shall be identified and used as resources for the Family Life Education program.
8. An "opt-out" procedure shall be provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.
9. A plan for teaching sensitive content in sex-separated classes shall be announced publicly.
10. Local scheduling of Family Life Education, to include kindergarten through grade 10 or kindergarten through grade 12, shall avoid any interruption or detraction from instruction in the basic skills in the elementary schools or in those courses required for graduation in the secondary schools.
11. A local curriculum plan shall use as a reference the Family Life Education Standards of Learning objectives approved by the Board of Education and shall provide age-appropriate instruction in relation to students' developmental stages and abilities.
12. The curriculum shall include education about those sections of statutory law applicable to instructional units relating to sexual conduct and misconduct and legal provisions relating to family life.

**GUIDELINES FOR TRAINING
INDIVIDUALS WHO WILL BE TEACHING
FAMILY LIFE EDUCATION**

GUIDELINES FOR TRAINING INDIVIDUALS WHO WILL BE TEACHING FAMILY LIFE EDUCATION

INTRODUCTION

Individuals who teach Family Life Education (FLE) must be trained in its content, teaching strategies, use of instructional materials, assessment methods, and ways to involve parents. To ensure consistency in dealing with sensitive content and issues, a comprehensive and systematic training program is essential. The training program uses a combination of workshops and technology. The Board of Education shall establish requirements for appropriate training for teachers of FLE, which shall include training in instructional elements to support the various curriculum components. All individuals teaching FLE should participate in the state training program and follow-up activities in the region or local school division.

TRAINING PROGRAM

The Department of Education sponsored, in 1988 through 1990, a series of regional and statewide FLE training sessions and teleconferences for the divisions' FLE contact persons, grade level leaders, and teachers. The school division contact persons and grade-level leaders were responsible for determining if the program was properly implemented.

In following years, FLE inservice and staff development workshops were offered from the Department of Education on an "as requested basis." During 1996, Virginia Commonwealth University's Division of Health and Physical Education conducted a survey of local FLE staff development needs. Data were requested from five representatives in each school division (the division-level FLE contact person; an administrator or teacher from the elementary, middle, and high schools; and the special education director.). The survey indicated the need for ongoing, consistent, and skill appropriate staff development opportunities on 21 specific topics. Over a two-year period, two advisory groups (including representatives of the Virginia Congress of Parents and Teachers, the Virginia Department of Health, central office administrators, teachers, higher education educators, and adolescents) provided input in developing an ongoing staff development plan partially implemented in 1997 and fully implemented in 2002.

The current FLE staff development plan is primarily funded through federal funds from the Centers for Disease Control and Prevention, Division of Adolescent and School Health. Additional funds sometimes are provided through the U. S. Department of Education, Safe and Drug-free School Programs, and the Virginia Department of Health. The staff development plan includes the use of 14 training modules (in manual format) to address most of the 21 requested topics, a continual broad scope and multiple-level review process, piloting of newly developed draft modules, evaluation of each module, and revisions of the training manuals. The plan also includes a multiple-level training-of-trainers program

where qualified educators are identified to provide staff development workshops to FLE teachers, other classroom teachers (including special education), instructional specialists, administrators, nurses, counselors, social workers, parents, community-based educators, and related positions. Some trainers are identified as statewide mentor trainers and others are identified as local facilitators.

The theory-based, skills-based staff developed workshops are offered during statewide summer training sessions and at regional or local sites during the school year on an “as requested basis.” Each training session is evaluated. Results of the evaluation are used to revise training manuals and instructional procedures for adults.

SUMMARY

This design provides for consistency in training personnel and implementing the FLE program. The provision for support and follow-up is based on research findings indicating that if effective training and follow-up activities are not provided, there is little likelihood that individuals will practice what they have been trained to do. The evaluation will be designed to determine, on a continuing basis, if teachers or community-based educators that work with youth use information or skills learned in their classes with children and youth. This approach to evaluation should provide useful information about the success of the program, both immediate and long-term.