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**HOUSE BILL NO. 1693**

Offered January 9, 2019

Prefiled December 11, 2018

*A BILL to amend and reenact § 22.1-207.1:1 of the Code of Virginia, relating to high school family life education curricula; students with intellectual or developmental disabilities.*

Patrons—Rodman, Carr, Gooditis, Hope, Hurst and Turpin; Senators: Boysko and Marsden

Referred to Committee on Education

**Be it enacted by the General Assembly of Virginia:**

**1. That § 22.1-207.1:1 of the Code of Virginia is amended and reenacted as follows:**

**§ 22.1-207.1:1. Family life education; certain curricula and Standards of Learning.**

A. Any family life education curriculum offered by a local school division shall require the Standards of Learning objectives related to dating violence and the characteristics of abusive relationships to be taught at least once in middle school and at least twice in high school, as described in the Board of Education's family life education guidelines.

B. Any high school family life education curriculum offered by a local school division shall incorporate age-appropriate elements of effective and evidence-based programs on the prevention of dating violence, domestic abuse, sexual harassment, including sexual harassment using electronic means, and sexual violence and may incorporate age-appropriate elements of effective and evidence-based programs on the law and meaning of consent. Such age-appropriate elements of effective and evidence-based programs on the prevention of sexual violence may include instruction that increases student awareness of the fact that consent is required before sexual activity.

C. Any high school family life education curriculum offered by a local school division shall include, at least four times during grades 11 and 12, instruction for students with intellectual or developmental disabilities on:

1. Social skills, including how and where to meet new people, identifying and practicing casual conversation, topics of conversation, individuals with whom to participate in conversation, recognizing ideas that are important to have in common when making friends or deciding to date, and understanding the typical flow of developing friendships and other relationships;

2. Self-esteem, including understanding the importance of self-esteem, identifying personal needs, recognizing how to demonstrate self-respect and why self-respect impacts relationships, and media messages and their impact on self-esteem;

3. Sexuality, including media messages regarding sex and roles, gender roles, gender stereotypes, identity and gender perception, and acceptance of others;

4. Rights and responsibilities, including understanding the rights of every living being, recognizing responsibilities that come with rights, consent, sexual harassment and crimes, and the criminal justice system;

5. Assertiveness, including its meaning, verbal and nonverbal language, peer pressure, saying "no," and handling abusive situations;

6. Puberty, including cognitive, social, emotional, and physical changes and hygiene;

7. Menstruation and menopause, including cycles, symptoms, treatment, and hygiene and coping with these phases;

8. The distinction between public and private, including acceptable dress, language, touching of self and others, and other behavior and the distinctions in acceptability based on particular individuals and locations;

9. Masturbation, including masturbation as a natural part of sexuality, privacy, safe practices, and the difference between fantasy and reality;

10. Reproduction and infertility, including the reproductive system, the pregnancy cycle, safe sex practices, and different types of families and circumstances such as adoption;

11. Sexually transmitted infections (STIs), including symptoms of various STIs, methods for prevention and treatment, and the importance of regular testing;

12. Safety, including recognizing abuse and neglect; identifying healthy, unhealthy, and abusive relationships; safe sexual practices; and community and online safety;

13. Social media safety, including distinguishing between safe and dangerous social media practices, appropriate information to post online, individuals with whom it is unsafe to share information, and safe text message and phone practices;

14. The expression of feelings, including understanding different types of relationships; differences in

59 *self-expression based on the nature of the relationship; expressing attraction, like, dislike, and the desire*  
60 *for personal space; handling arguments; expressing agitation or discomfort; ending relationships; and*  
61 *expressing feelings via text message and the Internet;*

62 *15. Relationships, including the different types of relationships, safe places to meet new people,*  
63 *moving between different stages of relationships, and dating and relationship behaviors; and*

64 *16. Coping with rejection, including understanding that most people deal with rejection at some*  
65 *point, methods for coping with rejection, and maintaining self-esteem after experiencing rejection.*

66 *D. Any family life education curriculum offered in any elementary school, middle school, or high*  
67 *school shall incorporate age-appropriate elements of effective and evidence-based programs on the*  
68 *importance of the personal privacy and personal boundaries of other individuals and tools for a student*  
69 *to use to ensure that he respects the personal privacy and personal boundaries of other individuals.*

70 ~~D.~~ *E. Any family life education curriculum offered by a local school division may incorporate*  
71 *age-appropriate elements of effective and evidence-based programs on the prevention, recognition, and*  
72 *awareness of child abduction, child abuse, child sexual exploitation, and child sexual abuse.*