

**REPORT OF THE
VIRGINIA BOARD OF EDUCATION**

**Report on Survey of Family
Life Education Programs**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



SENATE DOCUMENT NO. 7

**COMMONWEALTH OF VIRGINIA
RICHMOND
2007**

Executive Summary

The 2006 General Assembly, through Senate Joint Resolution (SJR) No. 171, requested the Virginia Board of Education (BOE) to survey Family Life Education programs in our public school divisions. SJR 171 requested information on all aspects of the program including:

- Whether the local school division offers Family Life Education instruction
- The qualifications of Family Life Education teachers and teacher training
- The number and percentage of children who opt out each year
- Parental and community involvement in the program

To meet the requirement of SJR 171, a survey was sent to each school division in the state, requesting information specified in SJR 171 for the 2006-2007 school year. Responding to the survey was voluntary.

Summary of Survey Responses

Of the 132 school divisions serving students in the state, 120 divisions, or 91 percent, responded to the survey.

A summary of the survey results for the 120 responding school divisions follows.

- Program requirements for Family Life Education vary among school divisions.
- Eighty-one percent offer abstinence-based programs. Abstinence is stressed, but information on birth control and condom usage to prevent the spread of Sexually Transmitted Diseases (STDs) is also included.
- Fourteen percent offer abstinence only programs. When discussing pregnancy and sexually transmitted disease, abstinence is the only prevention information discussed.
- Ninety-three percent of the school divisions use the Virginia Board of Education *Guidelines for Family Life Education*.
- Sixty-five percent of the divisions reported Family Life Education is taught by classroom teachers at the elementary level. At the middle school and high school levels, 66 percent of the divisions reported the responsibility is with the health teachers.
- Two thousand one hundred forty two teachers have been trained to teach Family Life Education.

- Of the school divisions reporting, a total of 7,580 students opted out of Family Life Education. This number represents less than five percent of all students enrolled in the divisions that reported.
- Eighty-seven percent of the school divisions include parents on their committees that discuss Family Life Education.

The survey responses will be used by the Virginia Department of Education to assess policy and program implementation, resource allocation, and technical assistance. The actual responses to the survey questions are provided in this report using the survey format.

Family Life Education Survey Results Report

Of the 132 school divisions serving students in the state, 120 divisions, or 91 percent, responded to the survey.

1. Does your school division offer a Family Life Education Program?

	No. Divisions	Percent Divisions
Yes	105	88
No	3	3

2. Which grades are included in your Family Life Education Program? (Check all that apply.)

Grade	No. Divisions	Percent Divisions	Grade	No. Divisions	Percent Divisions
K	80	67	6	106	88
1	81	68	7	107	89
2	81	68	8	103	86
3	86	72	9	103	86
4	96	80	10	98	82
5	103	86	11	38	32
			12	37	31

Grades five through ten are the levels that school divisions have the highest concentrations of Family Life Education classes.

3. Does your district use a locally developed curriculum?

	No. Divisions	Percent Divisions
Yes	87	73
No	23	19

Of the school divisions reporting, 73 percent use the Virginia Board of Education guidelines to develop local curriculum.

4. Which of the following best describes the educational philosophy of your curriculum?

	No. Divisions	Percent Divisions
Abstinence only: When discussing pregnancy and sexually transmitted disease, abstinence is the only prevention information discussed.	17	14
Abstinence based: Abstinence is stressed, but information on birth control and condom usage to prevent the spread of	97	81

	No. Divisions	Percent Divisions
STDs is also included.		
Other: (Please describe)	3	3

5. If your division does not use a locally developed curriculum, please indicate the curriculum that is used and the grade level. (E, M, HS)

NOTE: The specific curricula listed below were submitted in responses from school divisions in the Department of Education 2004 Family Life Education Survey.

Curriculum	No. Div. (Percent)	Curriculum	No. Div. (Percent)
Baby Think it Over	15 (13)	Life's Skills	22 (18)
Al's Pals	13 (11)	CSHE: Totally Awesome Strategies for Teaching Health	3 (3)
Healthy Me, Healthy You	5 (4)	Abstinence: Choosing Health	6 (5)
Becoming A Responsible Teen	4 (3)	Get Real About Violence	2 (2)
Sex Can Wait	4 (3)	Education about Sexuality	4 (3)
Sex Respect	1	Get Real about AIDS	3 (3)
Here's Looking at You	2(2)	Postponing Sexual Involvement	3 (3)
Focus on Kids	0	Teenage Health Teaching Module	0
Michigan Model for CSHE	2 (2)	Be Proud! Be Responsible!	3 (3)

Other (Please specify)

No. Divisions	Other curricula
6	Department of Education curriculum from original mandate to have FLE/SOL
1	Local curriculum used components of DOE
1	Character Counts
3	Choosing the Best (Supplement)
1	Health education curriculum
2	Worth Your Wait
1	Project Reality: Game Plan and Navigate
1	The Great Body, by Children's Health Market
1	Why Know: AAA Women's Services
1	Reasons of the Heart
1	Sex Respect
1	Too Good for Drugs
1	Bullying Prevention
1	Growing Up and Liking It
1	Rainbow Educational Media: (4 th and 5 th Growing Up Boys; Girls)
1	Talk 2 Me Series
2	Glencoe Health Book
2	Family and Consumer Science textbook

No. Divisions	Other curricula
2	Teenage Health Teaching Module
1	Department of Education Health and Career Education competencies
1	Just Around the Corner
1	Meet the New You
1	Get Real about Violence
1	Respond in Peaceful and Positive Ways

NOTE: In addition to the school divisions that responded that they do not use locally developed curriculum, many divisions that have their own curriculum also supplement it with the materials listed above.

6. Are your FLE teachers using the Virginia Board of Education Family Life Education Guidelines?

	No. Divisions	Percent Divisions
Yes	111	93
No	6	5

7. If the answer to Number 6 is “YES”, please indicate how the BOE Guidelines are being used.

Of the school divisions that responded, BOE guidelines are used to define the local objectives for FLE; as lesson plan formats; and to ensure the materials are being presented appropriately. Most school divisions also use the Guidelines when discussing the opt-out procedures with parents.

8. When were your FLE curriculum and/or materials last reviewed and/or revised?

Last Review	No. Div. (Percent)	Last Review	No. Div. (Percent)	Last Review	No. Div. (Percent)
NEVER	1 (<1)	5 or more years ago	34 (28)	2 to 4 years ago	29 (24)
Last school year	37 (31)	This current school year	12 (10)	In the process	18 (15)
Other responses: Materials are updated every year; K-5 done last year; do one or two grade levels a year					

9. Are parents always notified that their children will be starting a Family Life Education unit?

	No. Divisions	Percent Divisions
Yes	109	91
No	10	8

14. How are your Family Life Education instructors selected?

Most school divisions select their teachers based on subject matter taught, such as health and physical education; some interview for specialist positions, and others are appointed by the principal or central office.

15. Which individuals at each school level have responsibility for teaching your FLE program? Please check all that apply.

FLE teacher	Elementary No. Div (Percent)	Middle No. Div (Percent)	High No. Div (Percent)
Classroom Teachers	78 (65)	13 (11)	10 (8)
Health Teachers	31 (26)	79 (66)	79 (66)
Physical Education Teachers	54 (45)	85 (71)	82 (68)
Life Skills/Home Ec. Teachers	0	13 (11)	13 (11)
FLE Specialists	12 (10)	11 (9)	12 (10)
Science Teachers	10 (8)	21 (18)	23 (19)
School Nurses	48 (40)	43 (36)	37 (31)
Public Health Nurses	2 (2)	7 (6)	9 (8)
Social Workers	0	1	2 (2)
Guidance Counselors	41 (34)	30 (25)	10 (8)
Other (Please specify) Retired principal; outside agencies; pregnancy center; doctors; police department; DARE officers; Boys' and Girls' Club; School Resource Officers; Health Occupations teacher; Victim/Witness Agency; school psychologist; Social Services; principal.			

This survey question was answered more specifically by the reporting school divisions regarding the person who actually teaches Family Life Education.

16. Which one of the positions indicated in question 14 has primary responsibility for teaching Family Life Education?

Responsible position	Elementary No. Div. (Percent)	Middle No. Div. (Percent)	High No. Div. (Percent)
Classroom teachers	53 (44)	3 (3)	0
Nurses	16 (13)	13 (11)	9 (8)
Health and Physical Education teachers	19 (16)	77 (64)	84 (70)
Science teachers	1 (<1)	2 (2)	2 (2)
FLE specialist	9 (8)	10 (8)	10 (8)
Guidance counselor	12 (10)	5 (4)	1 (<1)
Family and Consumer Science	2 (2)	2 (2)	2 (2)
Social studies teacher	0	0	1 (<1)

17. Does your division require teacher training for all Family Life Education instructors?

	No. Divisions	Percent Divisions
Yes	44	37
No	27	23

School divisions that responded “NO” indicated that, even though training is not required, many of the Family Life Education instructors attend training voluntarily.

18. Indicate the number of FLE teachers who received the following type of FLE training within the last year.

FLE Training	# of Elem. teachers	# of MS teachers	# of HS teachers
Locally sponsored	743	309	399
VDOE sponsored	112.5	204.5	213
Virginia Department of Health	20	62	78

Other (Please specify.) (1) All new and reassigned teachers whose grade requires the program are trained; (2) Train the trainer; (3) FLE specialist: state required training in August for one county; (3) All teachers in one county receive training through Virginia Department of Health; (4) Curriculum and guidance materials provided with textbooks and programs purchased; (5) Local Health Department

19. What group in your school division provides advisory guidance for the FLE program? (Please check all that apply.)

Advisory group	No. Divisions	Percent Divisions
School Health Advisory Board	78	65
FLE Committee	32	27
Community Involvement Team	18	15
FLE Advisory Board	10	8

Other (Please specify.)

- Department of Curriculum and Instruction
- Health/Physical Education department, nurses, counselors plan meetings and sessions
- Curriculum Specialists, Superintendent, Assistant Superintendent, and PE teachers
- Safe and Drug-Free, school health, FLE Advisory Group
- Associate Superintendent
- Nurse
- Science Coordinators
- Central Office Staff
- Elementary/Secondary Curriculum Directors, counselors, administrators, teachers
- County Coalition

- Guidance
- Health and Physical Education Advisory Committee and Student Services Advisory Committee
- Health and Physical Education specialist, Director for Curriculum and Instruction, Assistant Superintendent for Instruction, Superintendent, School Board Member
- Parent Focus Groups/ PTA Council/ special Needs Parents Focus Group
- Administration
- School divisions had a variety of committee names and participants. (See question 20.)

20. What is the make-up of your committee or board in question 19? (Please check all that apply.)

Members	No. Div. (Percent)	Members	No. Div. (Percent)
Teachers	109 (91)	School Administrators	110 (92)
Parents	104 (87)	Students	45 (38)
Businessmen/women	52 (43)	Non-profit agencies	44 (37)
Health professionals	110 (92)		

Other (Please specify.) Examples from various school divisions:

- School Board Member
- County Sheriff
- Intervention Specialist
- Community Health Professionals
- School Nurse
- Social Worker
- Representatives from faith-based organizations
- Social Services
- Mental Health
- School Resource Officers
- Speech Pathologist
- Nutrition Director
- Central Office
- Guidance Counselor
- Public Health Nurse
- Doctor
- Lawyer
- Special Needs Parents

21. What are the functions of the group(s) identified in question 19? Please check all that apply.

No. Div. (Percent)	Function
83 (69)	Review audio-visual materials
91 (76)	Review printed curriculum materials
53 (44)	Advise regarding an evaluation of the program

No. Div. (Percent)	Function
42 (35)	Recommend administrative procedures
46 (38)	Provide agency and community coordination
38 (32)	Review and advise regarding training for teachers
66 (55)	Provide advice to the local School Board regarding FLE policy

Other (Please specify.) Examples from various school divisions:

- Advice on community issues
- Developed and revised local curriculum
- Distribute information from Virginia Department of Education
- Be available for review and support at the request of the Superintendent
- Lesson objectives, special lesson materials, advise central offices specialists
- Review and advise regarding materials and curriculum
- Provide community education
- Provide feedback to Health Department

22. Currently, are your FLE objectives taught as a separate unit or integrated into other subjects? If part of the program is taught as a separate unit and part integrated into other subjects please check the line under “Both”.

School Level	Separate only No. Div. (Percent)	Integrated only No. Div. (Percent)	Both No. Div. (Percent)
Elementary	30 (25)	13 (11)	67 (56)
Middle	38 (32)	10 (8)	70 (58)
High	32 (27)	12 (10)	71 (59)

23. If you answered “integrated” or “both” please indicate which subject(s) the integration takes place. (Please check all that apply)

Subject	No. Div. (Percent)	Subject	No. Div. (Percent)
Health	97 (81)	Science	54 (45)
Life Skills/ Home Ec.	36 (30)	Guidance	48 (40)
DARE	27 (23)	Physical Education	67 (56)

Other (Please specify.) Examples from various school divisions:

- Classroom guidance lessons
- Bullying
- Too Smart to Start
- Dating violence programs
- Social studies
- Psychology class
- Too Good for Drugs
- Special Education classes

24. Please check all grade levels at which gender-separated classes are taught.

Grade	No. Divisions	Percent Divisions	Grade	No. Divisions	Percent Divisions
K	4	3	6	62	52
1	4	3	7	59	49
2	4	3	8	55	46
3	8	7	9	49	41
4	45	38	10	41	34
5	55	46	11	10	8
			12	6	5

25. During the past school year, what is the number and percent of students with disabilities who had specialized FLE instruction included in their individualized educational programs (IEPs)?

Number of students 2,202

Percentage of students Unable to calculate due to lack of data on total disability population.

26. Who has the primary responsibility for teaching FLE to students with disabilities? (Please check all that apply)

FLE Teacher Position	Elementary No. Div. (Percent)	Middle No. Div. (Percent)	High No. Div. (Percent)
Special education teachers	42 (35)	34 (28)	36 (30)
Classroom teachers	57 (48)	17 (14)	14 (12)
Health teachers	27 (23)	69 (58)	71 (59)
Physical education teachers	38 (32)	59 (49)	59 (49)
Life Skills/ Home Ec. Teachers	2 (2)	10 (8)	9 (8)
School nurse	36 (30)	28 (23)	22 (18)
Public Health nurse	0	2 (2)	2 (2)
Social Worker	2 (2)	3 (3)	2 (2)
Guidance Counselor	26 (22)	12 (10)	8 (7)

Other (Please specify.) Examples from various school divisions:

- Most students are in inclusion classes and receive the same instruction as non-disability students. (Answer given most by school divisions.)
- FLE teachers work with special education teachers to guide instructions for trainable students
- FLE Specialists

27. *Of the following instructional topics, check those at each level that receive the greatest emphasis in your division's FLE program.*

Instructional topics	Elem. No. Div. (Percent)	MS No. Div. (Percent)	HS No. Div. (Percent)
Abstinence (Value of postponing sexual activity until marriage)	34 (28)	101 (84)	108 (90)
Child Abuse	53 (44)	53 (44)	50 (42)
Contraception	5 (4)	33 (28)	63 (53)
Decision-making	73 (61)	95 (79)	92 (77)
Dating/ relationship skills	8 (7)	67 (56)	84 (70)
Family living and community relationships	55 (46)	58 (48)	60 (50)
Homosexuality	3 (3)	16 (13)	29 (24)
Human reproduction	49 (41)	76 (63)	75 (63)
Pregnancy and childbirth	20 (17)	51 (43)	74 (62)
Parenting skills	6 (5)	23 (19)	52 (43)
Respect for others	89 (74)	84 (70)	80 (67)
Positive self-concept & respect for others (race, religion, origin)	82 (68)	79 (66)	83 (69)
Marriage/lifetime commitment	16 (13)	48 (40)	70 (58)
STDs (cause, prevention, and effects)	17 (14)	83 (69)	99 (83)
HIV/AIDS	25 (21)	80 (67)	82 (68)
Stress management & resistance to peer pressure	55 (46)	81 (68)	77 (64)
Pregnancy options (parenting, adoption, abortion)	5 (4)	26 (22)	51 (43)
Substance abuse and effects on decision-making	43 (36)	76 (63)	77 (64)
Sexual identity and orientation	11 (9)	22 (18)	27 (23)
Positive friendships	73 (61)	72 (60)	68 (57)
Physical & social changes associated with puberty & adolescence	78 (65)	90 (75)	53 (44)
Reproductive anatomy	55 (46)	76 (63)	66 (55)
Sexual abuse, rape, and sexual assault (Including date rape)	9 (8)	53 (44)	78 (65)
Gender roles	19 (16)	35 (29)	37 (31)
Violence prevention	43 (36)	61 (51)	67 (56)

Other (Please specify.) Examples from various school divisions:

- Refusal skills
- Puberty and hygiene
- Good personal health habits
- Communicable and non-communicable diseases
- Hazardous substances

- Media messages
- Health-care agencies and resources
- Bullying
- Stranger Danger
- Animal Babies Reproduction
- Conflict resolution
- Self-examination (breast and testicular cancer/ separate classes for males and females)
- Club drugs

28. *What division-wide strategies were employed in the school year 2005-2006 to involve parents in the FLE instruction of their children?*

No. Div. (Percent)	Division-wide Strategies
65 (54)	Send FLE lesson materials home for parents and children to discuss
62 (52)	Include FLE topics at School Health Advisory Board Meetings or other advisory committees
30 (25)	Encourage parents to come in to the classroom during FLE lessons
21 (18)	Address FLE at PTA/PTO/PTSA meetings
30 (25)	Provide FLE information through your Parent Resource Center
12 (10)	Present FLE information to Special Education Local Advisory Committee
24 (20)	Present FLE information to Local School Board

Other (Please specify.) Examples from various school divisions:

- Parent preview evening
- Send newsletter/ brochure to all families
- Surveys
- Student/Parent handbook
- Standards of Student Conduct
- Annual open houses for parents (all community)
- 4th and 5th grade lesson plans are at each elementary school for parent review
- Middle and high school lesson plans are available upon request
- A book containing course materials to be taught is kept in the school office or clinic
- Materials are available in each school building
- Notify when unit is taught
- Information given at back-to-school night
- Week-long parent previews at open houses

29. Which of the following topics are included in the school division's HIV/AIDS policy?
(Please check all that apply)

No. Div. (Percent)	Topic
112 (93)	Confidentiality
108 (90)	Blood borne pathogens/ universal (standard) precautions
84 (70)	Teacher/ staff exposure
70 (58)	Parents' rights
71 (59)	Student compliance with immunization schedule
60 (50)	Student instruction on the modes of transmission
32 (27)	Sports teams and athletes

30. Is there a division-wide attendance policy for children who are infected with HIV/AIDS?
(Please attach a copy of your division's policy when you return the survey)

	No. Divisions	Percent Divisions
Yes	102	85
No	12	10

31. Does the HIV/AIDS attendance policy of children who are infected with HIV match the components of the model policy of the Virginia Board of Health and the Commonwealth of Virginia Board of Education model guidelines?

	No. Divisions	Percent Divisions
Yes	103	86
No	2	2

32. When was the local HIV/AIDS attendance policy last reviewed and/or revised?

Policy Reviewed	No. Divisions	Percent Divisions
Never	4	3
5 or more years ago	17	14
2 to 4 years ago	36	30
Last school year	46	38
This current school year	3	3
In the process	6	5

Appendix A

Senate Joint Resolution No. 171

SENATE JOINT RESOLUTION NO. 171

Requesting the Virginia Board of Education to survey Family Life Education Programs in public schools. Report.

Agreed to by the Senate, February 14, 2006

Agreed to by the House of Delegates, March 6, 2006

WHEREAS, after a comprehensive two-year legislative study, the Joint Subcommittee Studying Teenage Pregnancy Prevention in the Commonwealth recommended legislation to require every school division to implement a comprehensive, sequential Family Life Education program; and

WHEREAS, the General Assembly of Virginia in 1987 enacted the legislative subcommittee's proposed legislation directing the Board of Education to develop standards of learning and curriculum guidelines for a comprehensive, sequential Family Life Education curriculum in grades kindergarten through 12; and

WHEREAS, public hearings and meetings were held around the state, and the Department of Education convened a Committee for Family Life Education composed of child development specialists, administrators, and representatives of the Parent-Teacher Association to assist in the development of the Standards of Learning objectives for Family Life Education; and

WHEREAS, in 1988, the Virginia Board of Education adopted regulations governing the Family Life Education program, including implementation guidelines requiring broad-based community involvement; and

WHEREAS, the regulations provided local school divisions the option of using the state program or using a locally developed program, provided the program includes the core of specified areas required in the curriculum; and

WHEREAS, school divisions throughout Virginia implemented the Family Life Education programs with the assistance of Community Involvement Teams composed of parents, educators, and community leaders; and

WHEREAS, by the [1989-90](#) school year, approximately 38 percent of local school divisions implemented the state-developed program while approximately 62 percent adopted a locally developed program; and

WHEREAS, a 1993 study by the Department of Education of Family Life Education found that abstinence was being taught as a primary element in the program and that only 1.7 percent of students opted out of all or a part of the Family Life Education program; and

WHEREAS, state guidelines for Family Life Education programs include 11 content areas, including health education and promotion, drug abuse prevention, and sexuality education; and

WHEREAS, in 1997, the Virginia Board of Education reversed its previous decision and made Family Life Education programs in Virginia's public schools an option for local school divisions; and

WHEREAS, the 1998 General Assembly session passed legislation to return Family Life Education to its previous required status, but that legislation was vetoed, and the veto was sustained; and

WHEREAS, research studies have identified that Family Life Education programs have proven to be effective in addressing the health needs of young people; and

WHEREAS, surveys show overwhelming support from Virginia citizens for Family Life Education programs in our public schools; and

WHEREAS, the Department of Education conducted a survey of family life education programs in local school divisions early in 2004; and

WHEREAS, only 75 of the 132 school divisions statewide responded to the survey; and

WHEREAS, there are school divisions in Virginia that have chosen not to have Family Life Education programs, but there is no documentation of those school divisions; and

WHEREAS, Family Life Education helps to prepare young men and women for healthy and productive lives in their families and their communities; now, therefore, be it

RESOLVED by the Senate, the House of Delegates concurring, That the Virginia Board of Education be requested to survey Family Life Education programs in the public schools.

The survey of Family Life Education programs by the Board of Education shall include all aspects of the program, including but not limited to whether the local school division offers Family Life Education instruction, the curricula used by all school divisions, the content of instruction, the qualifications of Family Life Education teachers and teacher training, the number and percentage of children who opt out each year, and parental and community involvement in the program.

The Board of Education shall submit to the Division of Legislative Automated Systems an executive summary and a report of its progress in meeting the requests of this resolution no later than the first day of the 2007 Regular Session of the General Assembly. The executive summary and report shall be submitted as a report document as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports and shall be posted on the General Assembly's website.

Appendix B

Family Life Education Survey Instructions and Superintendents' Memo

**Commonwealth of Virginia
Department of Education
Family Life Education Survey
School Year 2006-2007**

Purpose of Survey

The purpose of this survey is to request data regarding implementation of Family Life Education Programs in the public schools of Virginia as requested in the 2006 session of the General Assembly by Senate Joint Resolution (SJR) NO. 171.

SJR 171 requests the Virginia Board of Education to survey Family Life Education Programs in our public schools and to include all aspects of the program, including: whether the local school division offers Family Life Education instruction; the curricula used by school divisions; the content of instruction; the qualifications of Family Life Education teachers and teacher training; the number and percentage of children who opt out each year; and parental and community involvement in the program.

Each school division is requested to complete one survey. High response rates will help the Virginia Department of Education to assess policy and program implementation, resource allocation, and technical assistance.

Directions for completing the survey

- Only one survey per school division should be submitted.
- Please forward to the person most familiar with the division's Family Life Education program.
- Results of the survey will only be reported in the aggregate and will not be associated with specific school divisions. Division names and ID numbers are requested in order to facilitate follow-up with non-responding divisions.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VIRGINIA 23218-2120

SUPTS. MEMO NO. 213
October 6, 2006

INFORMATIONAL

TO: Division Superintendents

FROM: Billy K. Cannaday, Jr.
Superintendent of Public Instruction

SUBJECT: 2006 Family Life Education Survey

The purpose of this memo is to provide information regarding the 2006 Family Life Education (FLE) Survey as requested in the 2006 session of the General Assembly by Senate Joint Resolution (SJR) NO. 171. SJR 171 requests the Virginia Board of Education to survey Family Life Education Programs in our public schools, including: whether the local school division offers Family Life Education instruction; the curricula used by school divisions; the content of instruction; the qualifications of Family Life Education teachers and teacher training; the number and percentage of children who opt out each year; and parental and community involvement in the program. By collecting information on the status of FLE, the Department of Education will be better equipped to provide focused technical assistance to school divisions. The results of the study must be reported to the 2007 General Assembly session.

The FLE survey will be mailed to you within the next few weeks. A copy is attached. Please ask the person in the division most closely involved in the Family Life Education program to complete the survey and submit it to Ann F. Harman at the address listed on the survey form by October 27, 2006.

If you have questions about the survey, please contact Caroline Fuller, comprehensive health specialist, at caroline.fuller@doe.virginia.gov, or Cynthia Cave, director of student services, at cynthia.cave@doe.virginia.gov.

Thank you for your assistance.

BKCJr/cf