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## “The Healthy Youth Act” 2009 Wisconsin Act 134

### The Advisory Committee

Here is the language of the state statute regarding the advisory committee you have been appointed to:

In any school district that offers a human growth and development curriculum, the school board shall appoint an **advisory committee** composed of parents, teachers, school administrators, pupils, health care professionals, **members of the clergy** and other residents of the school district. The advisory committee **shall develop** the human growth and development curriculum **and advise the school board on the design, review and implementation of the advisory committee’s human growth and development curriculum**. The advisory committee shall review the curriculum at least every 3 years.

[Wis. Statute 118.019\(5\)](#) (emphases added)

It is important to note that the specific number of committee members is not included in the law. That means that concerned citizens need to be talking with school board members who make the committee appointments. We have heard about committees in some districts where school personnel outnumbered community members by 4-1. Obviously, that means it is impossible for the community members to overcome any vote by the school personnel members, should they decide to vote as a bloc (which is typical). **The school board must be challenged to keep the number of school personnel on the committee in line with the number of community members.**

### The Healthy Youth Act, 2009 Wisconsin Act 134

The law states that if a school district chooses to provide instruction in human growth and development for grades K-12, it **must include** all of the following information, “when age-appropriate:”

1. The importance of communication about sexuality and decision making about sexual behavior between the pupil and the pupil’s parents, guardians, or other family members.
2. **Reproductive and sexual anatomy and physiology**, including biological, psychosocial, and emotional changes that accompany maturation.
3. Puberty, pregnancy, parenting, body image, and gender stereotypes.
4. The skills needed to make responsible decisions about sexuality and sexual behavior throughout the pupil’s life, including how to refrain from making inappropriate verbal, physical, and sexual advances and how to recognize, rebuff, and report any unwanted or inappropriate verbal, physical, and sexual behaviors.
5. The benefits of and reasons for **abstaining from sexual activity**. Instruction under this subdivision shall stress the value of abstinence as the most reliable way to prevent pregnancy and sexually transmitted infections.
6. The health benefits, side effects, and **proper use of contraceptives and barrier methods** approved by the federal food and drug administration to prevent pregnancy and **barrier methods** approved by the federal food and drug administration to prevent sexually transmitted infections.
7. Methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress.
8. How alcohol and drug use affect responsible decision making.
9. The impact of media and one’s peers on thoughts, feelings, and behaviors related to sexuality.

All of this information must be presented under the following criteria:

(b) Use instructional methods and materials that do not promote bias against pupils of any race, gender, **religion**, **sexual orientation**, or ethnic or cultural background or **against sexually active pupils or children with disabilities**.

(c) Promote self-esteem and positive interpersonal skills, with an emphasis on healthy relationships, including friendships, marriage, and romantic and familial relationships.

(d) Identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships.

Schools choosing to teach human growth and development must also provide instruction in marriage and parental responsibility and present “abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried pupils” and emphasize that “abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases...”

Schools must also instruct students—when age-appropriate—regarding the “criminal penalties for engaging in sexual activities involving a child” as well as the sex offender registration requirements.

[Here is a link to Wisconsin Family Action’s updated talking points on the new law.](#)

WFA suggests that the advisory committee look for curriculum that focuses heavily on abstinence, marriage and parental responsibility instructions and that does, indeed, present abstinence as the preferred choice of behavior for unmarried students.

## **The Research**

There are two articles that WFA highly recommends regarding some of the psychological, biological and emotional implications of young children (and particularly young girls) engaging in sexual activity. The message is clear: parents and schools need to encourage students to delay sexual activity until marriage instead of teaching them how to engage in “safer sex.”

- [Sex Ed: Hazardous to Your Child’s Health?](#) National Review Online
  - Child psychology findings on the development of a child’s brain
  - Vulnerability to virus/bacteria of teen anatomy
  - The myth of condom protection
  - What they are teaching our children
- [The Contraception Misconception](#) Right to Life News Canada
  - The contraception mentality
  - Contraception as an abortifacient

## **Conclusion**

We have to challenge the mindset behind typical comprehensive sex education programs. Our attitude toward our children should not be to teach them “safer sex” through a blanket approach designed to potentially reduce teen pregnancy and STD’s. Instead, our mindset toward our children should be, teach them the relationship skills they need to be successful in life and avoid the psychological, behavioral, physical, emotional and economic pitfalls of teenage and/or unwed sexual activity.