

WISCONSIN STATE
LEGISLATURE
COMMITTEE HEARING
RECORDS

2005-06

(session year)

Senate

(Assembly, Senate or Joint)

Committee on
Education
(SC-Ed)

File Naming Example:

Record of Comm. Proceedings ... RCP

- 05hr_AC-Ed_RCP_pt01a
- 05hr_AC-Ed_RCP_pt01b
- 05hr_AC-Ed_RCP_pt02

Published Documents

➤ Committee Hearings ... CH (Public Hearing Announcements)

➤ **

➤ Committee Reports ... CR

➤ **

➤ Executive Sessions ... ES

➤ **

➤ Record of Comm. Proceedings ... RCP

➤ **

*Information Collected For Or
Against Proposal*

➤ Appointments ... Appt

➤ **

➤ Clearinghouse Rules ... CRule

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➤ Hearing Records ... HR (bills and resolutions)

➤ **05hr_sb0286_SC-Ed_pto2**

➤ Miscellaneous ... Misc

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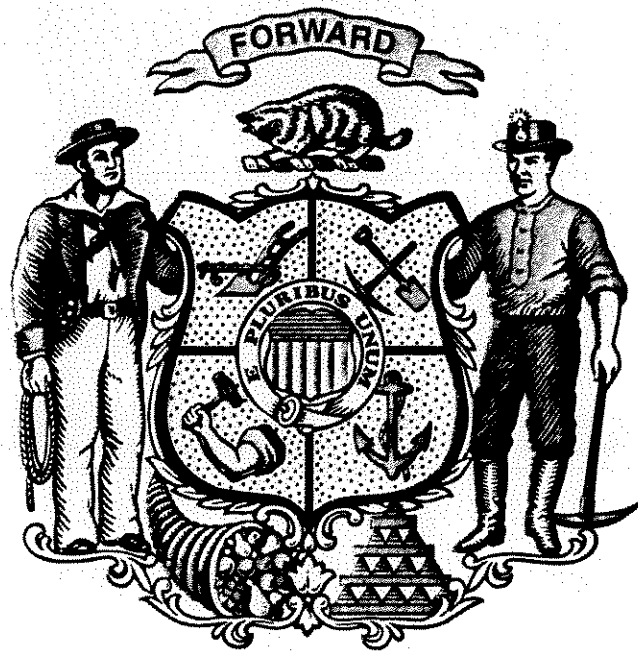
Cedric Lawson
15 September
Testimony against Senate Bill 286
Wisconsin State Legislature

As a lifelong citizen and constituent of Wisconsin, I am against the proposed senate bill 286. This bill has no respect for the established rights of each community to manage its own human growth and sexuality instruction. For each senator here, I hope that you can do the best for your constituents. Nonetheless, the power is where it belongs: in the hands of each school district and their respective boards to make the decisions that affect their communities.

As someone who, not so long ago, received human growth and sexuality instruction, I find it extremely important – especially with today’s sex-obsessed media – to give students a most holistic view of sexuality. Abstinence-only education is, essentially, throwing young citizens to the wolves and bombarding them with yet more conflicting messages – with little clear knowledge on how sex and sexuality influences them as people.

If not for this reason alone, sexually transmitted infections are extremely important for students to learn about. If students are unaware of the types of infections that can potentially transmit, how are we – as a state – affecting their growth as human beings? Students need to know about sexually transmitted infections, contraceptives, and methods of family planning.

I support a comprehensive sex education, and I support each school district making their decision. I do not support abstinence-only education. I’m glad my school gave me a firm base in making safe and healthy choices in life; I’m glad my school district had the choice to do so as well. The students of Wisconsin deserve to be informed, safe, and healthy. Many parents do approve of the approach their school district takes in order to give students informed choices. SB 286 takes that right away.





Mary Lazich

Wisconsin State Senator

Senate District 28

Senate Committee on Education

Testimony Senate Bill 286

September 15, 2005

Good morning, Committee Chair Olsen and committee members. Thank you for the opportunity to provide testimony to the Senate Committee on Education about Senate Bill 286 (SB 286).

Senate Bill 286 requires that school boards that choose to provide instruction in human growth and development present abstinence from sexual activity as the preferred choice of behavior. Sexual activity among teens leads to out-of-wedlock pregnancies, sexually transmitted diseases, increased rates of single parenthood, higher incidence of maternal and child poverty, increased abortion, increased depression, and decreased adult contentment. As you can see, the promotion of abstinence is an adolescent health issue. Health professionals agree that abstinence is the healthiest choice for teens and is the only 100 percent effective method to prevent pregnancy and prevent sexually transmitted diseases.

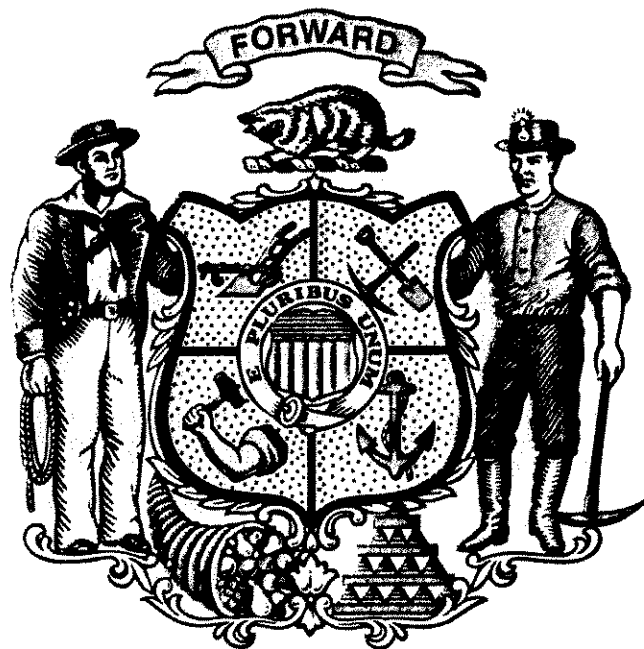
However, in order to make the choice to be abstinent, teenagers must hear the message and be equipped with accurate information about consequences resulting from sexual activity. If a school chooses to play a role in educating children about human growth and development, it is important that the message is clear that abstinence is the only way to be safe and healthy. Teens must be equipped with the knowledge, skills, and abilities to remain abstinent. Many of the abstinence plus programs provide abstinence as an option and focus on birth control or condom use to prevent disease and pregnancy. According to the National Campaign to Prevent Teen Pregnancy 2003 publication, *With one voice: America's adults and*



teens sound off about teen pregnancy, “Ninety-four percent of teens say that it is important for teens to be given a strong message from society that they should abstain from sex until they are at least out of high school.”

Under current law, school boards may provide an instructional program to teach students in grades K-12 about human growth and development. School boards are not required to provide instruction in human growth and development. SB 286 simply requires that if a school district provides this program, the curriculum must devote more attention to abstinence from sexual activity than to any other behavior, and emphasize that abstinence from sexual activity is the most effective way to prevent pregnancy and sexually transmitted diseases. Abstinence should be taught to students unapologetically. Students must be taught that choosing the best alternative, abstinence, is a societal norm and the preferred option.

SB 286 is a step towards assuring that young people are armed with the information they need to make healthy decisions. I encourage the committee to support SB 286 for the health and well-being of Wisconsin students.





WISCONSIN CATHOLIC CONFERENCE

TESTIMONY REGARDING SB 286: ABSTINENCE IN SEX-ED PROGRAMS

Presented by Barbara Sella, Associate Director

September 15, 2005

My name is Barbara Sella and I am Associate Director for Education and Social Concerns at the Wisconsin Catholic Conference. On behalf of the Catholic bishops of Wisconsin, I thank you for the opportunity to testify in support of Senate Bill 286 and the role of abstinence education in school district human growth and development programs.

In 1991, the bishops of the United States, engaged the issue of sexuality in some depth in a statement entitled, *Human Sexuality: A Catholic Perspective for Education and Lifelong Learning* (United States Catholic Conference, 1991).

“Sexuality,” they wrote, “prompts each of us from within, calling us to personal as well as spiritual growth and drawing us out from self to interpersonal bonds and commitments with others, both women and men. It includes the qualities of sensitivity, understanding, intimacy, openness to others, compassion, and mutual support. Sexuality is a dimension of one’s restless heart, which continually yearns for interpersonal communion, glimpsed and experienced to varying degrees in this life, ultimately finding full oneness only in God, here and hereafter. In the fullest and richest sense, the gift of sexuality is both the physical and psychological grounding for the human person’s capacity to love.... It is a gift shared by all persons, regardless of their state in life.”

The bishops explained that while parents are the primary educators of their children “education in human sexuality is a cooperative venture,” in which the schools play a role in fostering the “physical, psychological, moral, social, [and] spiritual development of each child.”

Their statement recommends that “programs in sexuality education ... offer clear and accurate factual information about sexual gender identity, puberty / adolescence, and human reproduction, appropriately adapted to the age and maturity level of the learner. But such *information* ought to be communicated within the context of *formation*, guided by the values and responsibilities of the whole person....”

“[S]exuality education even in public schools ought to foster family values, respect the dignity of the human person, stress personal responsibility, promote wholesome relationships, and recognize the demands of parenting.”

In this context, the WCC fully supports placing greater emphasis on abstinence as SB 286 provides. It is our experience and our belief that properly taught, abstinence education can give

students the support and practical tools they need to withstand the enormous pressures to engage in premature sexual activity.

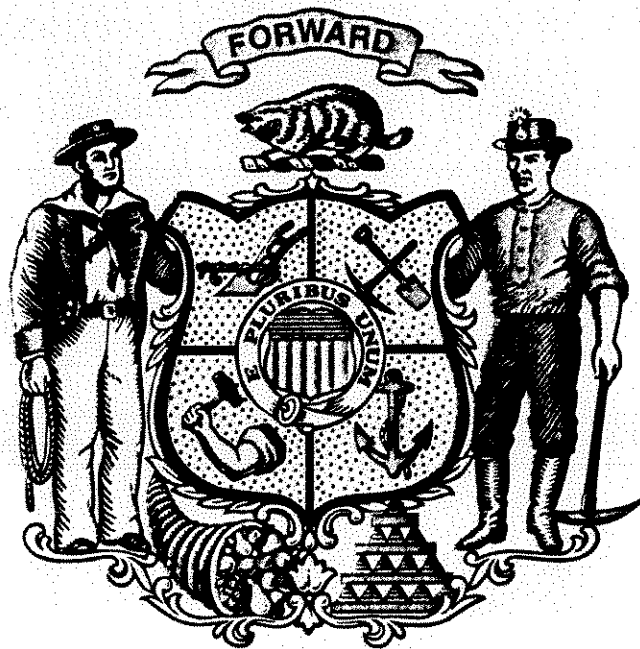
Such abstinence education is not just about avoiding pregnancy and sexually transmitted diseases, avoiding feelings of being used or betrayed. Nor is it about promoting sexual frustration or repression.

Rather, “[a]bstinence should be thought of ... as a yes to one’s future and to one’s future spouse. It is a yes to one’s own inner potential, to one’s ability to love and to express love. It is a yes to trust, faithfulness and friendship.”

At the same time that abstinence education urges adolescents to abstain from sexual activity, it also needs to assure them that everyone makes mistakes and that everyone can learn from these and change his or her outlook and behavior.

Education in human sexuality cannot hope to be successful unless parents, educators, indeed all of us, regularly offer students opportunities to develop a strong sense of self-worth. By appealing to the inner strength and resolve of children and adolescents, to their inherent dignity and creativity, and to their need for love and responsibility, an intelligent and compassionate abstinence program can become just such an opportunity to form free and mature individuals.

Thank you.





PLANNED PARENTHOOD ADVOCATES OF WISCONSIN

Support Amendments to SSA 1 to SB 286

How does SSA 1 to SB 286 continue to promote irresponsible sex education?

By requiring instruction on abstinence messages and omitting comprehensive sex education that focuses on abstinence and contraception, SB 286 endangers teens.

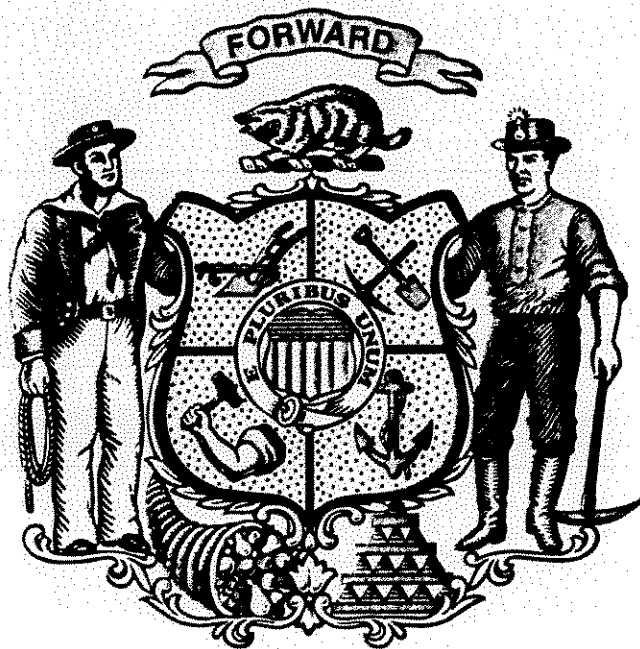
- Research shows that by age 18, over 70% of boys and 60% of girls have engaged in sexual activity.
- Abstinence is an important focus for sex ed curriculum; however, downplaying important contraception education is deeply irresponsible and dangerous.
- Even with the best intentions, abstinence is only effective if it is practiced 100% of the time.
 - Over 12,000 teens in Wisconsin will become pregnant this year, 80% are unintended pregnancies.
 - Milwaukee has the second highest teen birth rate *and* the highest African American teen birth rate in the country.
 - Wisconsin has the 14th highest Chlamydia rate and 21st highest syphilis rate in the nation
 - Adolescents are biologically more susceptible to Chlamydia, gonorrhea and HIV.
- The cost of unprotected teen sex is great, both socially and financially.
 - The consequences for children of adolescent mothers are grave—they suffer poorer health; they are far more likely to drop out of school; and daughters of teen mothers are 83% more likely to become teen mothers themselves. (Consequences and Costs of Adolescent Childbearing, Wisconsin Department of Health and Family Services, 2001.)
 - In addition, over 85% of the costs of teen pregnancies are assumed by Medicaid and state tax payers.

there will be an amendment

How can amendments make SB 286 a responsible bill?

- 1) Support an amendment that removes the “before marriage” language from Senate Substitute Amendment 1 to SB 286.
 - SB 286 makes unrealistic assumptions that within the confines of marriage there is no longer a danger of unintended pregnancy or sexually transmitted infections.
 - We must teach our teens to make safe, responsible decisions now instead of leaving them to flounder and make risky decisions later in life as adults.
- 2) Support an amendment that requires schools to provide information on reducing the risks of unintended pregnancies, STIs and HIV through contraceptive usage in addition to abstinence messages.
 - Studies show that teens who receive sex education that includes contraception information are more likely than those who receive abstinence-only to delay sexual activity and to use contraceptives when they do become sexually active. (National Campaign to Prevent Teen Pregnancy, 2001.)

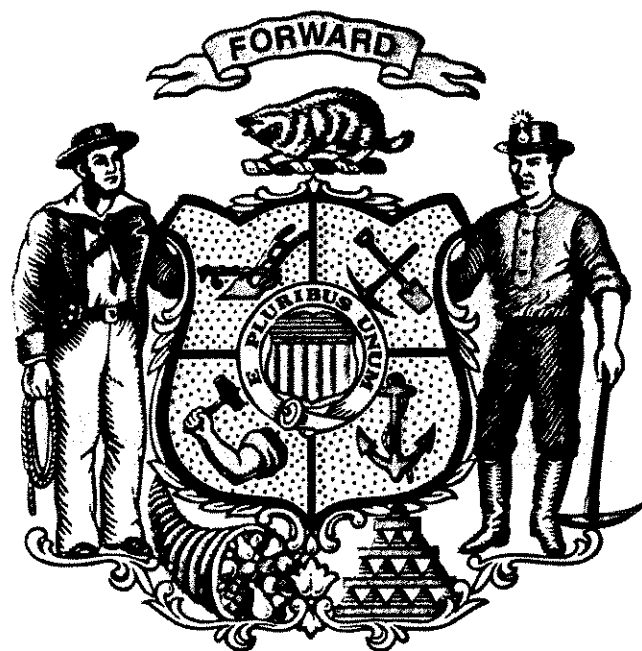
- Studies show that abstinence-only education does not work at changing teen sexual behaviors. States that have looked at the results of abstinence only education have concluded:
 - a. In a Texas study, teens from 29 high schools actually increased their sexual behavior after completing federal abstinence only courses;
 - b. In Pennsylvania, the program was largely ineffective in reducing sexual onset and promoting abstinence attitudes;
 - c. In Minnesota, the program had no positive impact on teen sexual behavior;
 - d. In Arizona, a four-year evaluation shows sexual behavior rates did not change.
 - A recent study clearly demonstrates that the current drop in teen pregnancy is attributed 75% to more effective contraceptive usage and 25% to increased abstinence. (AGI, 2004.)
- 3) Support an amendment that requires schools teaching abstinence-only curriculum to notify parents at the beginning of each school year that pupils will not receive instruction on pregnancy and STI prevention through contraceptive use.
- It is important to focus on abstinence as part of a comprehensive sex education program, but to leave out essential lifesaving information for those teens that become sexually active is deeply irresponsible and dangerous.
 - Abstinence only programs have been ineffective in changing risky teen sexual behavior
 - Not only has evidence shown that the federally funded abstinence-only programs are ineffective; but in 2004 Rep. Henry Waxman (D-CA) released an unprecedented report showing that 80% of the most popular abstinence-only curricula contained false, misleading or distorted information about reproductive health.
 - Parents want their teens to be taught comprehensive sex ed:
 - i. According to a 2004 Lake, Snell & Perry Poll, 77% of Wisconsin voters prefer abstinence-plus education that includes instruction on contraception and prevention;
 - ii. According to a 2004 Zogby poll, which was conducted on behalf of abstinence-only proponent Focus on the Family, 75% of people polled supported comprehensive sex education that not only focuses on abstinence, but also provides information about preventing pregnancies and sexually transmitted infections through contraceptive methods.
 - Parents have a right to know when their children are not being taught a comprehensive curriculum that could save their children's lives.



Senate Bill 286...relating to: school district human growth and development programs.

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| BILL SPONSORS | Introduced by Senators Lazich , Grothman, Roessler, Leibham and Reynolds; Cosponsored by Representatives Gundrum, Bies, Hines, Albers, Vos and Pridemore. |
| BILL HISTORY | Senate Bill 286 was introduced and referred to the Senate Committee on Education on August 10, 2005. A public hearing was held on September 15, 2005. Executive Action was taken on September 19, 2005. The Committee recommended SB 286 as amended for passage on a vote of 7-0 |
| LRB ANALYSIS | <p>Current Law: Under current law, a school board may provide an instructional program in human growth and development in grades kindergarten to 12. The program may include instruction in a number of areas, including self-esteem, interpersonal relationships, human sexuality, family life, and sex stereotypes.</p> <p>Proposed Changes: This bill provides that, if a school board provides instruction in human sexuality, reproduction, or family planning, it must ensure that all course materials and instruction do all of the following:</p> <ol style="list-style-type: none">1. Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried pupils.2. Devote more attention to abstinence from sexual activity than to any other behavior.3. Emphasize that abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome. <p>Senate Substitute Amendment 1- Removes the words "all course materials." Also removes the provision (#2 above) that instruction devote more time to abstinence from sexual activity than to any other behavior.</p> <p>Abstinence would still be taught as the preferred choice of behavior and instruction would emphasize that abstinence is the most effective method to prevent pregnancy and sexually transmitted diseases.</p> |
| FISCAL EFFECT | State Fiscal Effect – A fiscal estimate was not required for SB 286. |
| SUPPORT | <p>The following people appeared in favor of this bill:</p> <ul style="list-style-type: none">• Mary Lazich, State Senator• Cleo Phippen, Kohler• Sally Ladky, Mequon — Wisconsin Abstinence Coalition• Barbara Sella, Madison — Wisconsin Catholic Conference• Pamela Charles — Beloit• Julaine Appling, Madison — Family Research Institute <p>The following people registered in favor of this bill:</p> <ul style="list-style-type: none">• Susan Armacost, Milwaukee — Wisconsin Right to Life |

| | |
|--------------------|--|
| | <ul style="list-style-type: none"> • Pete Christianson — M and I Bank • S. Kent Steffke • Mary Klaver, Milwaukee • Mark Gundrum — WI State Assembly • Joan Tatarsky • Dottie Feder, Brookfield |
| OPPOSITION | <p>The following person appeared in opposition to this bill:</p> <ul style="list-style-type: none"> • Molly Lancelot, Milwaukee — Planned Parenthood • Denise Guadalupe, Milwaukee — Planned Parenthood • Virginia Zerpa, Milwaukee • Kelda Helen Roys, Madison — NARAL Pro-Choice WI • Ronna Popkin, Madison <p>The following people registered against this bill:</p> <ul style="list-style-type: none"> • Cedric Lawson, Racine • Judy Skog, Madison • Valerie Brandt, Madison • Jennifer Kammerud, Madison — Wisconsin Department of Public Instruction • Tanya Atkinson, Milwaukee • Robyn Klinge, Madison — Wisconsin NOW • Lauren Rauk, Madison • Tamara Grigsby — WI State Assembly • Doris Moore, Brookfield • Jackie Nesbitt, Madison • Linda Kleinschmidt, Madison — Wisconsin Council on Children and Families • Elizabeth Shilling, Madison • Alyssa Rotschafer, DeForest • Coral Choinski, Madison • Nicole Safer, Madison • Kelly Peters, Madison • Sheri Krause — WASB • Dennis Trudell, Madison • Joseph Quick, Madison — Madison Metropolitan School District • John Forester, Madison — Schools Administrators Alliance • Jack O'Meara — WASN |
| INFORMATION | <p>The following person testified for information only:</p> <ul style="list-style-type: none"> • Rev. Sue Moline Larson, Madison — Lutheran Office for Public Policy in WI. |
| CONTACT | Cory Bruce, Office of Senator Luther Olsen, 266-0751 |
| DATE | September 23, 2005 |



CHAPTER 118

GENERAL SCHOOL OPERATIONS

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| 118.001 Duties and powers of school boards; construction of statutes. | 118.17 Indigent children. |
| 118.01 Educational goals and expectations. | 118.175 Pupils without parents or guardians; report required. |
| 118.015 Reading instruction. | 118.18 Teacher reports. |
| 118.017 Foreign language instruction. | 118.19 Teacher certificates and licenses. |
| 118.019 Human growth and development instruction. | 118.192 Professional teaching permits. |
| 118.02 Special observance days. | 118.195 Discrimination against handicapped teachers prohibited. |
| 118.025 Arbor day observance. | 118.20 Teacher discrimination prohibited. |
| 118.03 Textbooks. | 118.21 Teacher contracts. |
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| 118.127 Law enforcement agency information. | 118.30 Pupil assessment. |
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| 118.14 Age of pupils. | 118.33 High school graduation standards; criteria for promotion. |
| 118.145 Admission to high school. | 118.34 Technical preparation programs. |
| 118.15 Compulsory school attendance. | 118.35 Programs for gifted and talented pupils. |
| 118.153 Children at risk of not graduating from high school. | 118.38 Waivers of laws and rules. |
| 118.155 Released time for religious instruction. | 118.40 Charter schools. |
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| 118.162 Truancy committee and plan. | 118.45 Tests for alcohol use. |
| 118.163 Municipal truancy and school dropout ordinances. | 118.51 Full-time open enrollment. |
| 118.164 Removal of pupils from the class. | 118.52 Part-time open enrollment. |
| 118.165 Private schools. | 118.55 Youth options program. |
| 118.167 Private school determination by state superintendent. | |
| 118.169 Pupil identification numbers. | |

Cross-reference: See definitions in s. 115.001.

118.001 Duties and powers of school boards; construction of statutes. The statutory duties and powers of school boards shall be broadly construed to authorize any school board action that is within the comprehensive meaning of the terms of the duties and powers, if the action is not prohibited by the laws of the federal government or of this state.

History: 1995 a. 27.

118.01 Educational goals and expectations. (1) PURPOSE. Public education is a fundamental responsibility of the state. The constitution vests in the state superintendent the supervision of public instruction and directs the legislature to provide for the establishment of district schools. The effective operation of the public schools is dependent upon a common understanding of what public schools should be and do. Establishing such goals and expectations is a necessary and proper complement to the state's financial contribution to education. Each school board should provide curriculum, course requirements and instruction consistent with the goals and expectations established under sub. (2). Parents and guardians of pupils enrolled in the school district share with the state and school board the responsibility for pupils meeting the goals and expectations under sub. (2).

(2) EDUCATIONAL GOALS. (a) *Academic skills and knowledge.* Since the development of academic skills and knowledge is the most important goal for schools, each school board shall provide an instructional program designed to give pupils:

1. Basic skills, including the ability to read, write, spell, perform basic arithmetical calculations, learn by reading and listening and communicate by writing and speaking.

2. Analytical skills, including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgments and argue persuasively.

3. A basic body of knowledge that includes information and concepts in literature, fine arts, mathematics, natural sciences, including knowledge of the elements of agriculture and the conservation of natural resources, and social sciences, including knowledge of the rights and responsibilities of the family as a consumer, cooperative marketing and consumers' cooperatives.

4. The skills and attitudes that will further lifelong intellectual activity and learning.

5. Knowledge in computer science, including problem solving, computer applications and the social impact of computers.

(b) *Vocational skills.* Each school board shall provide an instructional program designed to give pupils:

1. An understanding of the range and nature of available occupations and the required skills and abilities.

2. Preparation to compete for entry level jobs not requiring postsecondary school education.

3. Preparation to enter job-specific vocational training programs.

4. Positive work attitudes and habits.

(c) *Citizenship.* Each school board shall provide an instructional program designed to give pupils:

1. An understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship.

2. A commitment to the basic values of our government, including by appropriate instruction and ceremony the proper rev-

118.01 GENERAL SCHOOL OPERATIONS

erence and respect for and the history and meaning of the American flag, the Declaration of Independence, the U.S. constitution and the constitution and laws of this state.

3. The skills to participate in political life.
4. An understanding of the function of organizations in society.
5. Knowledge of the role and importance of biological and physical resources.
6. Knowledge of state, national and world history.
7. An appreciation and understanding of different value systems and cultures.
8. At all grade levels, an understanding of human relations, particularly with regard to American Indians, Black Americans and Hispanics.

(d) *Personal development.* Each school board shall provide an instructional program designed to give pupils:

1. The skills needed to cope with social change.
2. Knowledge of the human body and the means to maintain lifelong health, including:
 - a. Knowledge of the theory and practice of physical education, including the development and maintenance of physical fitness;
 - b. Knowledge of the true and comparative vitamin content of food and food and health values of dairy products and their importance for the human diet; and
 - c. Knowledge of physiology and hygiene, sanitation, the effects of controlled substances under ch. 961 and alcohol upon the human system, symptoms of disease and the proper care of the body. No pupil may be required to take instruction in these subjects if his or her parent files with the teacher a written objection thereto. If a pupil does not take instruction in these subjects as a result of parental objection, the pupil may not be required to be examined in the subjects and may not be penalized in any way for not taking such instruction, but if the subjects receive credit toward graduation, the school board may require the pupil to complete an alternative assignment that is similar to the subjects in the length of time necessary to complete. Instruction in physiology and hygiene shall include instruction on sexually transmitted diseases and shall be offered in every high school.
3. An appreciation of artistic and creative expression and the capacity for self-expression.
4. The ability to construct personal ethics and goals.
5. Knowledge of morality and the individual's responsibility as a social being, including the responsibility and morality of family living and the value of frugality and other basic qualities and principles referred to in article I, section 22, of the constitution insofar as such qualities and principles affect family and consumer education.
6. Knowledge of the prevention of accidents and promotion of safety on the public highways, including instruction on the relationship between highway safety and the use of alcohol and controlled substances under ch. 961.
7. The skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances under ch. 961 and knowledge of the available community youth suicide prevention and intervention services. Instruction shall be designed to help prevent suicides by pupils by promoting the positive emotional development of pupils.
8. Knowledge of effective means by which pupils may recognize, avoid, prevent and halt physically or psychologically intrusive or abusive situations which may be harmful to pupils, including child abuse, sexual abuse and child enticement. Instruction shall be designed to help pupils develop positive psychological, emotional and problem-solving responses to such situations and avoid relying on negative, fearful or solely reactive methods of dealing with such situations. Instruction shall include information

on available school and community prevention and intervention assistance or services and shall be provided to pupils in elementary schools.

History: 1983 a. 412; 1985 a. 29, 213; 1989 a. 31; 1995 a. 27, 229, 448; 1997 a. 27, 35.

118.015 Reading instruction. (1) PURPOSE AND INTENT. It is the purpose and intent of this section to provide for a developmental reading program for pupils at all grade levels.

(2) EMPLOYMENT OF READING SPECIALISTS. Each school district shall employ a reading specialist certified by the department to develop and coordinate a comprehensive reading curriculum in grades kindergarten to 12. At the discretion of the state superintendent, a school district may contract with other school districts or cooperative educational service agencies to employ a certified reading specialist on a cooperative basis.

(3) DUTIES OF READING SPECIALIST. The reading specialist shall:

- (a) Develop and implement a reading curriculum in grades kindergarten to 12.
- (b) Act as a resource person to classroom teachers to implement the reading curriculum.
- (c) Work with administrators to support and implement the reading curriculum.
- (d) Conduct an annual evaluation of the reading curriculum.
- (e) Coordinate the reading curriculum with other reading programs and other support services within the school district.

(4) SCHOOL BOARD DUTIES. The school board shall:

- (a) Develop a program of reading goals for the district for grades kindergarten to 12.
- (b) Make an assessment of existing reading needs in grades kindergarten to 12 in the district based on the reading goals established under par. (a).
- (c) Make an annual evaluation of the reading curriculum of the school district.

History: 1977 c. 29; 1995 a. 27 s. 9145 (1); 1997 a. 27.

118.017 Foreign language instruction. (1) All instruction shall be in the English language, except:

- (a) Those programs established under subch. VII of ch. 115 where instruction shall be in the English language and in the non-English language of the bilingual-bicultural education program.
- (b) The school board may cause any foreign language to be taught to pupils who desire it.
- (c) The school board may cause any course to be taught in a foreign language if the purpose is to facilitate the instruction of English speaking pupils in that language.

(2) A school board may grant foreign language credit to a pupil who has satisfactorily completed a high school course in American sign language.

History: 1983 a. 412 ss. 4, 5; Stats. 1983 s. 118.017; 1989 a. 280.

118.019 Human growth and development instruction.

(1) PURPOSE. The purpose of this section is to encourage all school boards to make available to pupils instruction in topics related to human growth and development in order to promote accurate and comprehensive knowledge in this area and responsible decision making and to support and enhance the efforts of parents to provide moral guidance to their children.

(2) SUBJECTS. A school board may provide an instructional program in human growth and development in grades kindergarten to 12. If provided, the program shall offer information and instruction appropriate to each grade level and the age and level of maturity of the pupils. Except as provided in sub. (2m), the program may include instruction in any of the following areas:

- (a) Self-esteem, responsible decision making and personal responsibility.
- (b) Interpersonal relationships.
- (c) Discouragement of adolescent sexual activity.

(d) Family life and skills required of a parent.

(e) Human sexuality; reproduction; family planning, as defined in s. 253.07 (1) (a), including natural family planning; human immunodeficiency virus and acquired immunodeficiency syndrome; prenatal development; childbirth; adoption; available prenatal and postnatal support; and male and female responsibility.

(f) Sex stereotypes and protective behavior.

(2m) MARRIAGE AND PARENTAL RESPONSIBILITY. If a school board provides instruction in any of the areas under sub. (2) (e), the school board shall also provide instruction in marriage and parental responsibility.

(3) DISTRIBUTION OF CURRICULUM TO PARENTS. Each school board that provides an instructional program in human growth and development shall annually provide the parents of each pupil enrolled in the school district with an outline of the human growth and development curriculum used in the pupil's grade level and information regarding how the parent may inspect the complete curriculum and instructional materials. The school board shall make the complete human growth and development curriculum and all instructional materials available upon request for inspection at any time, including prior to their use in the classroom.

(4) EXEMPTION FOR INDIVIDUAL PUPILS. No pupil may be required to take instruction in human growth and development or in the specific subjects under sub. (2) if the pupil's parent files with the teacher or school principal a written request that the pupil be exempted.

(5) ADVISORY COMMITTEE. 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.

History: 1985 a. 56; 1987 a. 399; 1989 a. 203; 1995 a. 27; 1997 a. 27; 2001 a. 16.

118.02 Special observance days. On the following days when school is held or, if the day falls on a Saturday or Sunday, on a school day immediately preceding or following the respective day, the day shall be appropriately observed:

(1) January 15, Dr. Martin Luther King, Jr. Day.

(2) February 12, Abraham Lincoln's birthday.

(3) February 15, Susan B. Anthony's birthday.

(4) February 22, George Washington's birthday.

(5) March 4, Casimir Pulaski Day.

(5m) March 17, for "The Great Hunger" in Ireland from 1845 to 1850.

(6) April 13, American Creed Day.

(7) April 22, Environmental Awareness Day.

(8) September 16, Mildred Fish Harnack Day.

(9) September 17, U.S. Constitution Day.

(10) September 28, Frances Willard Day.

(11) October 9, Leif Erikson Day.

(12) October 12, Christopher Columbus' birthday.

(13) November 11, Veterans Day.

(14) Wednesday of the 3rd week in September, as part of Wonderful Wisconsin Week under s. 14.16 (8), Wisconsin Day.

(15) June 14, if school is held, Robert M. La Follette, Sr. Day.

(16) The last Friday in April, Arbor Day, except that if the governor by proclamation sets apart one day to be designated as Arbor and Bird Day under s. 14.16 (1), that day shall be appropriately observed.

(17) April 19, Patriots' Day.

(17m) April 9, Prisoners of War Remembrance Day.

(17r) Friday of the 3rd week in September, POW-MIA Recognition Day.

History: 1975 c. 204, 219, 398, 422; 1979 c. 214, 301, 355; 1985 a. 232; 1987 a. 11, 16, 403; 1989 a. 146; 1993 a. 333; 1999 a. 83; 2001 a. 16, 20, 104, 105; 2003 a. 305.

118.025 Arbor day observance. A school principal may request one free tree provided from state forest nurseries by the department of natural resources under s. 28.06 for each 4th grade pupil in the school for planting in conjunction with an annual observance and celebration of arbor day.

History: 1981 c. 59.

118.03 Textbooks. (1) The school board shall adopt all the textbooks necessary for use in the schools under its charge. The list of the adopted books shall be filed with the school district clerk.

(2) The school board may purchase textbooks and sell them to the pupils at cost or it may designate agents of the school district to sell the textbooks to the pupils. The agents, at stated times, shall make settlement with the school district for books sold. The agents may add a selling commission which shall not exceed 10% of the net price.

(3) No dealer in textbooks may sell any books at a price to exceed 15% above the net list prices, transportation added thereto.

(4) Any person violating this section may be fined not less than \$25 nor more than \$100.

History: 1983 a. 412.

118.035 School uniforms. (1) In this section, "school" means a public school and includes a charter school other than a charter school under s. 118.40 (2r).

(2) A school board may adopt a policy that requires all pupils enrolled in school in the school district, or all pupils enrolled in one or more schools in the school district, to wear a uniform while in school or while under the supervision of a school authority.

(3) If a school board adopts a policy under sub. (2), it shall do all of the following:

(a) Establish a method whereby the parent or guardian of a pupil enrolled in a school in which the policy is in effect may exempt his or her child from complying with the policy.

(b) Ensure that no pupil is penalized academically or otherwise discriminated against because the pupil's parent or guardian has chosen to exempt the pupil from complying with the policy.

(c) Notify each parent or guardian of a pupil enrolled in a school in which the policy will be implemented of the policy at least 3 months before the school board implements the policy.

(d) Assist economically disadvantaged pupils to obtain the uniforms.

(4) The requirements under sub. (3) do not apply to any school board that has in effect on September 1, 2001, a school uniform policy for pupils enrolled in a school in the school district and has had such a policy in effect continuously since that date.

(5) By July 1, 2005, the department shall submit a report to the appropriate standing committees of the legislature under s. 13.172 (3). The report shall address all of the following issues relating to the imposition of school uniforms by school boards:

(a) Methods of encouraging the involvement of the parents or guardians of pupils enrolled in a school district in a school board's decision to require school uniforms.

(b) The ability of pupils to obtain the uniforms.

(c) The effect of the imposition of the requirement on crime in the school, including weapons possession, assault, battery, and vandalism, and on pupil suspensions and expulsions.

(6) Nothing in this section affects the authority of a school board to require pupils to wear uniforms for extracurricular activities, and the provisions of sub. (3) do not apply to such a requirement.

History: 2001 a. 16.

118.04 GENERAL SCHOOL OPERATIONS

118.04 Summer classes. Any school board may elect to operate summer classes or to permit pupils to attend summer classes operated by another school district on a tuition basis if the school district of operation will accept them. Sections 118.15 and 118.16 shall not apply to summer classes. Every school board electing to operate summer classes:

- (1) Shall make rules governing attendance and cause them to be spread on the school board minutes.
- (2) May accord to children living in the school district during the summer session the status of residents of the school district for the purpose of attendance at summer classes, even though the children were not regular residents of the school district during the preceding regular school session, but any such children who are not legal residents of the state shall not be counted in computing the state aid to which the school district is entitled.
- (3) May permit children from another school district to attend summer classes upon payment of nonresident tuition.
- (4) Shall not charge tuition for attendance at summer classes of pupils who are residents of the school district if the school board receives aid for such classes under s. 121.14. The school board may establish and collect reasonable fees for social, recreational or extracurricular summer classes and programs which are neither credited toward graduation nor aided under s. 121.14.

History: 1983 a. 27.

118.045 Commencement of school term. (1) Except as provided in subs. (2) and (3), beginning in the year 2000, no public school may commence the school term until September 1.

- (2) Subsection (1) does not prohibit a school board from doing any of the following:
 - (a) Holding athletic contests or practices before September 1.
 - (b) Scheduling in-service days or work days before September 1.
 - (c) Holding school year-round.
- (3) A school board may commence the school term before September 1 in any school year if the school board requests the department to allow it to commence the school term before September 1 and the school board includes reasons with its request. The department may grant a request only if it determines that there are extraordinary reasons for granting it. The department shall promulgate rules to implement and administer this subsection.

History: 1999 a. 9; 2001 a. 16.

Cross Reference: See also ch. PI 27, Wis. adm. code.

118.05 School conservation camps. (1) To promote an understanding of geology, geography, conservation, nature study and other aspects of general knowledge which are learned best by actual contact with nature itself, any school district may establish, operate and maintain and levy taxes to support individually or in cooperation with other school districts or municipalities a school conservation camp. The camp need not be within the school district.

- (2) The school board of any such district may operate, contribute to the operation of, participate in the joint operation of, pay or charge fees for the operation of the school conservation camp. The school board may admit nonresident pupils as well as resident pupils of the school district. The school board shall determine age and other entrance requirements and the program to be offered. The camp may be operated in summer or at any other time that the school board determines.
- (3) The school board may acquire, rent or accept the free use of facilities and equipment to operate the camp and may accept private contributions of any kind.
- (4) The school board may conduct the camp on property under the custody of other municipal, state or federal agencies when permission is granted or on private property with consent of the owner.
- (5) Every state agency shall cooperate in making their staff and facilities available to further the objectives of this program.

118.06 Flag, pledge of allegiance, and national anthem. (1) Every school board and the governing body of every private school shall cause the U.S. flag to be displayed in the schoolroom or from a flagstaff on each school ground during the school hours of each school day.

(2) Every public school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day. Every private school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day unless the governing body of the private school determines that the requirement conflicts with the school's religious doctrines. No pupil may be compelled, against the pupil's objections or those of the pupil's parents or guardian, to recite the pledge or to sing the anthem.

History: 1993 a. 492; 2001 a. 16.

118.07 Safety requirements. (1) Every school board and the governing body of every private school shall provide a standard first aid kit for use in cases of emergency.

(2) (a) Once each month, without previous warning, the person having direct charge of any public or private school shall drill all pupils in the proper method of departure from the building as if in case of fire, except when the person having direct charge deems that the health of the pupils may be endangered by inclement weather conditions.

(b) Annually the person having direct charge of any public or private school shall file a report pertaining to such drills on forms furnished by the department of commerce. Such reports shall be made to the department of commerce and, in each community having a recognized fire department, to the chief of the fire department. When no fire drill is held during any month, the person having direct charge of the school shall state the reasons therefor in the report.

History: 1971 c. 164 s. 85; 1975 c. 39; 1981 c. 373; 1987 a. 27; 1995 a. 27 ss. 3938, 9116 (5).

118.08 School zones; crossings. (1) On any street or highway which borders the grounds of any public or private school in which school is held for a term of not less than 6 months, the authority in charge of the maintenance of the street or highway shall erect black and yellow "school" warning signs. The authority may also designate school crossings across any street or highway, whether or not the street or highway borders on the grounds of a school.

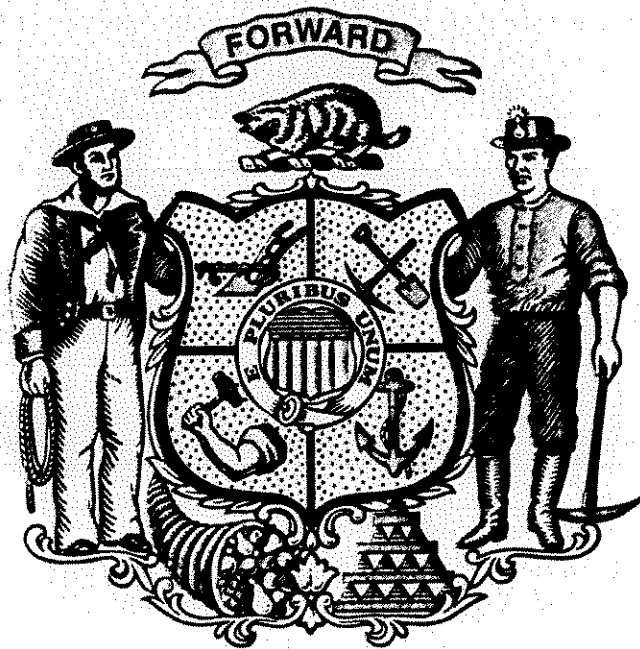
(2) All signs required by this section and their installation shall comply with standards adopted by the department of transportation.

History: 1973 c. 90; 1975 c. 48; 1977 c. 29 s. 1654 (8) (g).

118.09 Safety zones. (1) Every school district maintaining a school outside the corporate limits of a city or village shall provide at the school site a zone which will provide safety for pupils from vehicular traffic during loading and unloading of pupils at the school. The zone may consist of a widening toward or into the schoolyard of the traveled portion of the adjacent highway so as to permit a vehicle to stop in the extended area completely clear of such traveled portion or may be constructed wholly within the schoolyard with connecting roads to the adjacent highway. The zone and approaches from the highway for use of vehicles shall be graveled or hard-surfaced.

(2) The school district shall cooperate with the agency of the town, county or state having jurisdiction of the highway to the end that matters pertaining to the highway will be properly protected. Contracts for the necessary materials and construction and maintenance, including snow removal, of zones may be entered into with the county or town or with private persons. If the contracting party does not have jurisdiction over the highway, the contract shall be approved by the agency of the state, county or town having jurisdiction over the highway before any work is commenced thereunder.

(3) All loading and unloading of pupils at the school, whether transported by a public or private vehicle, shall take place in the



“Comprehensive” Sex Education False Advertising at the Expense of Our Kids

Various state departments are following the lead of Planned Parenthood’s coalition to urge adoption of comprehensive sex education claiming an abstinence focus and using terms such as “age appropriate” to sell this to legislators and school districts. The following curricula would be acceptable for Wisconsin youth according to their criteria. We are providing Planned Parenthood’s own description of five such curricula followed by actual excerpts from the teacher manuals. The starred curricula are promoted by the Wisconsin Department of Public Instruction.

***Becoming A Responsible Teen (ages 14-18)**

How they sell it: “Intended for African-American adolescents, this curriculum provides good risk assessment information, and explicit skill-building activities like communication with a partner and condom use instruction.”

What it teaches: “Give each group a penile model, some lubricant, spermicide and paper towels, then say...” “One step at a time, I want each of you to practice the condom application and removal steps, with or without a lubricant. Your teammates have a task too...They are going to give you a round of applause and praise what you did right.” P.119

***Be Proud! Be Responsible! (for adolescents)**

DPI uses an adaptation--Making a Difference—to include STI and pregnancy

How they sell it: “A unique aspect of this curriculum is that it works on the notion of connectedness to others—self, partner and community. It is very focused on HIV prevention through condom use and delaying intercourse.”

What it teaches: “Invite students to brainstorm ways to increase spontaneity and the likelihood that they’ll use condoms...Examples: Store condoms under mattress...Eroticize condom use with partner...Use condoms as a method of foreplay...Think up sexual fantasy using condoms...Act sexy/sensual when putting the condom on...Hide them on your body and ask your partner to find it...Tease each other manually while putting on the condom.” P.75

Focus on Kids (ages 9-15)

How they sell it: “The program includes good information on references, a strong focus on decision-making, and many good activities.”

What it teaches: “Youth will practice the proper way to put on a condom...Divide youth into two teams and give everyone a condom. Have the teams stand in two lines and give the first person in each line a dildo or a cucumber. Each person on the team must put the condom on the dildo or cucumber and take it off...The team that finishes first wins.” P.108
“There are many ways to be close. The list may include body massage, bathing together, masturbation, sensuous feeding, fantasizing, watching erotic movies, and reading erotic books and magazines.” p.137

***Reducing the Risk (for high school)**

How they sell it: “Based on active learning and skill-building, this curriculum engages teenagers in lessons that help them gain the skills and confidence they need to either abstain or use birth control.”

What it teaches: “Teenagers can obtain birth control pills from planning clinics and doctors without permission from a parent: Truth. You do not need a parent’s permission to get birth control at a clinic. No one needs to know...” p.137

Teen Talk (ages 13-19)

How they sell it: “The program covers decision-making, communication, and relationships, in addition to factual, cognitive information.”

What it teaches: ““Show condoms. Have several different brands including lubricated and reservoir tip. Open packages and unroll condoms for students to inspect. You may pass them around. Use plastic model or two fingers for demonstration...You may blow up rubber to demonstrate how strong they are.” P.16

What impression do you get? Is this how you thought children were being taught to avoid sexual risk?

For more information, contact the **WISCONSIN ABSTINENCE COALITION**, 414-351-6598 or director@wiabco.org.

Response to Planned Parenthood's Charge
Abstinence Only Education is "deeply irresponsible and dangerous".

Abstinence education is risk prevention; comprehensive sex is risk reduction.
The major difference between them is "how to" instruction in "safe sex".

Neither program can guarantee teen compliance so truth is paramount.

Sex with a non-virgin outside of marriage has created "frightening statistics".

Comprehensive sex education teaches teens that sex can be safe.

Abstinence education teaches teens that sex is especially dangerous for them & not worth the risk.

If a teen chooses to live an abstinent life-style, s/he will probably avoid other high-risk behavior, develop personal character of benefit throughout life, successfully complete and enjoy high school, attend college and become a contributing adult member of society.

Teen sexual activity does not offer equal opportunity consequences.

A teenage girl to be sexually active must:

- Have a physical with gynecological exam revealing personal and family health histories.
- Start on birth control, probably DepoProvera to decrease her chances of contraceptive error.
- Schedule appointments of Depo shots every 3 months for the next 2 years (maximum use)
- Worry about news articles on wrongful death/ treatment lawsuits filed by young Depo users.
- Purchase FDA approved condoms, without N-9, to use before expiration date.
- Learn the new 17 Steps for correct condom usage.
- Convince each new "partner" to be tested with her for STDs and HIV first.
- Know and promise to use erotic "sex play" to convince partner to use a condom.
- Insure that "partner" follows all 17 steps of correct condom use from the start of "sex play" until his early penile withdrawal.
- Have an annual gynecological exam with Pap Smear and STD tests (1/2 will have an STD)
- If a bacterial STD is present, the girl must:
 - Take antibiotics
 - Make partner(s) take antibiotics
 - Schedule follow-up testing for every 3 months to prevent PID & infertility
- If an irregular PAP smear occurs, the girl must:
 - Demand an HPV test to see if among 75+% with the virus. If positive for a cancer-causing strain:
 - Schedule a colposcopy and possibly surgical removal of pre-cancerous lesions
 - Voluntarily tell all partners over at least the last year.
 - Start an anxiety-filled 2 year cycle of PAP tests every 3-4 months.
 - Repeat all of the above if HPV is not eradicated or re-infection occurs.
 - Worry about cervical damage affecting future pregnancies and deliveries.
- If she is among 1/3 of sexually active to develop herpes, the girl will:
 - Begin a lifelong regimen of medication to relieve symptoms
 - Infect all partners, preferably after warning them.
 - Pass it onto a baby during vaginal delivery possibly causing brain damage
- With an STD, especially herpes or syphilis, her risk for HIV has increased. She must:
 - Avoid partners using injectable drugs, have been incarcerated, have bisexual sex and have had multiple partners.
 - Be tested for HIV within weeks of each new partner.

This is today's "Safe Sex" that Comprehensive Sex Ed touts.

For more information, contact the **WISCONSIN ABSTINENCE COALITION**, 414-351-6598 or director@wiabco.org.

Planned Parenthood Cites the Waxman Report in Letter to WI Legislators To Damn Abstinence Education

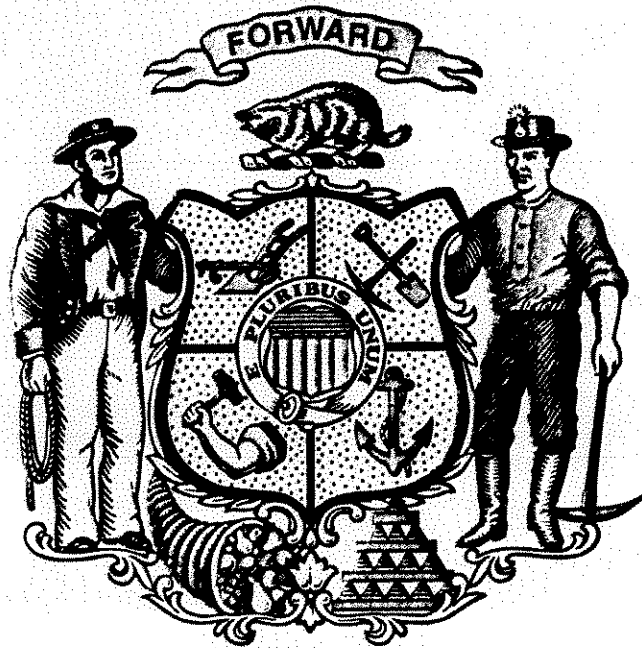
Here's What They Don't Tell You

Planned Parenthood Quote: "...Rep. Henry Waxman (D-CA) released an unprecedented report showing that 80% of the most popular abstinence-only curricula contain false, misleading or distorted information about reproductive health".

Waxman Report

- The report is "unprecedented" because a Democratic congressional staff report is being portrayed as evidence. What happened to the Planned Parenthood standard of unbiased, science-based, peer review, respected journal publication of research?
- "The most popular abstinence-only curricula" actually meant those meeting a standard of use by 5 2003 SPRANS grant recipients. There were only 100 SPRANS grantees across the nation and the curriculums they use have to meet 1997 federal standards. Three to five years ago, few curriculum developers had the funding to meet those standards and promote their curriculums nationwide in order to be "eligible" for this study. The sample is small; the criticism misleading.
- Only 13 curriculums were studied, 11 contained "errors". Fifty three "errors" were cited; 28 of those were in just three curriculums. Those three curriculums were charged with "errors" about conception, marriage and wedding traditions deemed "religious" rather than scientific.
- Five programs had just one "error"; two of those programs' "errors" were not even in student texts.
- At least four of the programs had already corrected outdated facts before the report cited them. Corrections had been made in slide shows, teacher manuals and teacher trainings since revised student texts had not yet been reprinted. This is understandable since sexual health data changes rapidly.
- The "errors" in one curriculum were overwhelmingly based on accepted social science data about gender and relationships and had absolutely nothing to do with reproductive health.
- One "curriculum" was only a slide show on STDs; hardly a curriculum.
- "Errors" included a statement that "condoms help prevent the spread of STDs, is not supported by data." In fact, data is more supportive of that statement than the alternative according to the 2001 study on condom effectiveness by the National Institute of Health and later verified by the Center for Disease Control.
- To support the "error" charges, the report cites data that it attributes to cause and effect that is not stipulated in the research. For instance, it infers credit to condom use for the decline in gonorrhea and syphilis rates ignoring the contribution of increased abstinence, testing, treatment and national and local targeted programs for homosexual outbreaks. Nor does it note that although two STDs decreased, most others increased over the same time period.
- Of the 18 non - US government sources used to support charges of the curriculums' "errors", 13 of them were more than 5 years old, suggesting use of studies that support charges rather than reliance on current data.

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Condom lollipops sold on
Planned Parenthood's website

GRAPE JELLY & CONDOM LOLLIPOPS??

*a Responsible
Healthy
Behavior*

PLANNED PARENTHOOD'S APPROACH TO SEX EDUCATION ENCOURAGES TEEN SEXUAL ACTIVITY UNDER THE GUISE OF "COMPREHENSIVE" SEX ED

The WI Department of Public Instruction hosts the annual Adolescent Sexual Risk Behavior Prevention Institute in August at Alverno College. During those two days, participants are taught how to select, adapt and replicate effective, evidence-based curriculums. The department has decided that the only programs to use in this process are those recommended by Douglas Kirby and appear on Planned Parenthood and SIECUS lists of recommended comprehensive sex education curriculums. *Four curriculums are used at the workshop: *Becoming a Responsible Teen*, *Making a Difference* (an adaptation of *Be Proud, Be Responsible*), *Reducing the Risk*, and *Making Proud Choices*.

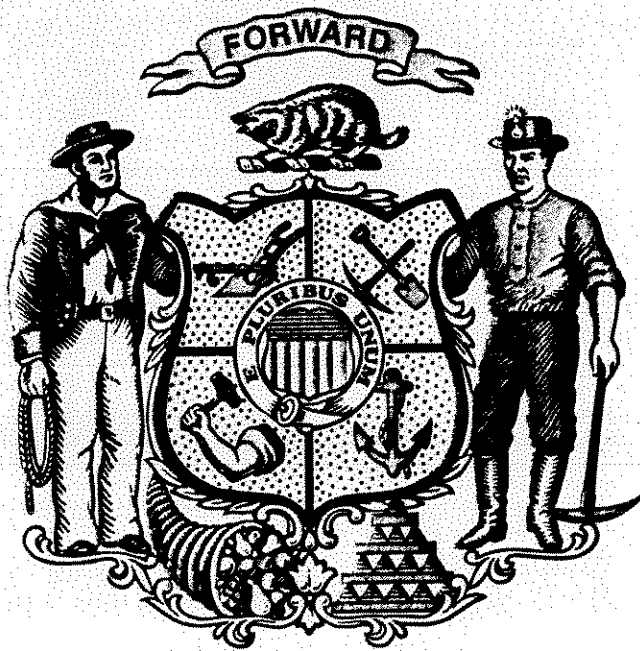
The Wisconsin Abstinence Coalition wants you to understand what these curriculums are really teaching despite the rhetoric of their supporters. Is this encouraging abstinence? **Below is just a sample of the content from the teacher manuals of five "comprehensive" sex education programs including those used by DPI.**

- ****Becoming a Responsible Teen*** (ages 14-18) – "Sometimes people don't have a water-based lubricant handy. If you were trying to find something around the house, or at a convenience store, to use as a substitute what would be safe?...Some 'grocery store' lubricants are safe to use if they do not contain oil: **GRAPE JELLY**, maple syrup, and honey." (p. 114-115)
- ****Be Proud! Be Responsible*** (for adolescents) – "Go to the store together. Buy lots of different brands and colors [of condoms]. Plan a special day when you can experiment. Just talking about how you'll use all of those condoms can be a turn on." (p. 80)
- ****Focus on Kids*** (ages 9-15) – Assigns teens to create a list of ways to be close to a person without having intercourse, including, "body massage, bathing together, masturbation, sensuous feeding, fantasizing, watching erotic movies, reading erotic books and magazines." (p. 137)
- ****Reducing the Risk*** (for high school) – "Teenagers can obtain birth control pills from family planning clinics and doctors without permission from a parent: Truth. You do not need a parent's permission to get birth control at a clinic. No one needs to know..." (p. 137)
- ****Teen Talk*** – (ages 13-19) "Show condoms. Have several different brands including lubricated and reservoir tip. Open packages and unroll condoms for students to inspect. You may pass them around. Use plastic model of penis or two fingers for demonstration. You may blow up rubber to demonstrate how strong they are."(p.16)

Abstinence programs teach students life and relationship skills, not sex skills clothed in a "protection" message. Abstinence programs do provide young people with accurate information about contraceptives, but DO NOT promote teen sexual activity. A recent study found that a mere **4.7% of comprehensive sex ed curricula focus on abstinence at all, compared to 53.7% of authentic abstinence curricula (Heritage Foundation, 2004).**

Legislators should demand an examination of the actual content, accuracy and target effectiveness of "comprehensive" and abstinence education programs.
Then decide which our children, our families and our society really need and deserve.

For more information, please contact **WISCONSIN ABSTINENCE COALITION**, 414-351-6598 or director@wiabco.org.



TESTIMONY OF PLANNED PARENTHOOD OF WISCONSIN
IN OPPOSITION TO SB 286, THE IRRESPONSIBLE
SEXUALITY EDUCATION BILL

Chairman Olsen, members of the committee, thank you for this opportunity to testify. My name is Molly Lancelot and I am a school-based educator with Planned Parenthood of Wisconsin. I have come to testify before you today because Planned Parenthood is concerned about the consequences Senate Bill 286 will have on the education and health of Wisconsin youth. Requiring human sexuality instruction to devote more attention to abstinence than any other behavior will force schools already instituting comprehensive sexuality curriculums to change their programs and implies that abstinence focused curriculum is the most effective in reducing teen sexual activity. This is contrary to best practice. We are asking that you oppose this legislation.

Recent studies in many states clearly illustrate the ineffectiveness of abstinence-only programs. For example:

- Minnesota: a 2004 study by the MN Department of Health found that abstinence-only materials had no positive impact on teen sexual behavior;
- Arizona: a four-year evaluation of abstinence-only released in 2003 shows sexual behavior rates did not change;
- Pennsylvania: a 2003 study found the abstinence-only materials largely ineffective in reducing sexual onset and promoting abstinence attitudes;
- Texas: a 2004 evaluation found that teens from 29 high schools actually *increased* their sexual behavior after completing federal abstinence-only courses.

While it is clear that this legislation, on the surface, is not intended to be abstinence only, it is counter-intuitive to mandate schools to spend the majority of their time discussing abstinence, when the majority of their students are already having sex. Research shows that by age eighteen, over seventy percent of boys and sixty percent of girls have engaged in sexual activity. This bill instructs local school boards to focus on abstinence, forgoing reality. It is irresponsible to promote any sexuality education that does not provide a comprehensive, balanced approach.

Planned Parenthood's education department does support and promote abstinence. The comprehensive curriculum our organization implements in public and private schools is abstinence-based. This curriculum starts by defining abstinence and clearly explaining why it is the most effective choice for people wishing to completely avoid risk of unplanned pregnancy and transmission of sexually transmitted infections and diseases. It is apparent from my interactions with students that when asked for a definition of abstinence, they are giving rote responses. They know abstinence means "don't have sex". They are not taught, however, what kind of sexual acts they are supposed to be refraining from or what partners or anatomy is involved in those acts. Without a clear understanding of human biology and the behaviors that "grown ups" are asking them to

refrain from, how can they possibly know when they are getting close to, or engaging in, high risk acts?

Abstinence only curriculum has been proven to be an unfortunate source of much misinformation. In 2004, U.S. Rep. Henry Waxman released an unprecedented study on federally-funded abstinence-only curricula. He found that eighty (80) percent of the most popular contained false or misleading information about teens and sexual health.

Besides being a source of inaccurate information, abstinence focused curricula does a greater disservice by omitting important information that adolescents need to make healthy choices. By refusing to including a balanced discussion about contraceptive methods, or honestly answering direct questions regarding sexuality, we are setting our young people up to make uninformed decisions that have life-long consequences, and an indelible impact on our state's workforce and economy.

1. Teens that give birth are much more likely to be impoverished during their 20s and early 30s (28% versus only 7% of women who do not have teen births).
2. Teenaged mothers are much less likely to attend college than women who delay childbearing.
3. Over 85% of the costs of teen pregnancies are assumed by Medicaid and state taxpayers.

We also know that a large percentage of teenagers are already engaging in some variation of sexual activity. Unbalanced abstinence-focused teachings automatically exclude these youth by placing value judgments upon them implying they are completely ruining their lives, which could create a defensive barrier, hindering their ability to receive much needed information to make healthy decisions.

Sexuality is a life long journey we must be prepared for. In my lessons, I explain to students that the information they are receiving is not necessarily what they would be putting into practice *right now*. However, everyone will likely be sexual at some point in our lives. When we are, it is vital that we understand how to protect ourselves and make informed decisions. "Just don't do it" is such a absolute message that actually reduces opportunities for young people to have conversations with parents or trusted adults and for parents to communicate with children for whom they care so deeply.

The comprehensive curricula used by Planned Parenthood, includes a homework assignment that requires students to go home and talk to their parents. These are not explicit or technical sexual conversations. It is merely to open the lines of communication and begin building a comfort level, on both sides. This assignment allows an adolescent to better to understand what values their parents wish to teach them. Students are often surprised at what they learned and how easy it was to talk to their parents, once the conversation was started. This opens the door for future discussions, when they have questions about relationships, sex, and peer pressure.

There is much discussion about parental involvement when it relates to teen sexuality and what parents would want for their children. It is very clear that parents and the public

want youth to have access to medically accurate, age appropriate, comprehensive sexuality education.

- o According to a 2004 survey by NPR, Harvard University and the Kaiser Health Foundation, more than 8 out of 10 Americans believe that young people should have access to information about protecting themselves from unplanned pregnancies and STIs.
- o Recent polling in Wisconsin shows that 77% of voters favor comprehensive sex education that includes abstinence plus contraception information.

This bill is particularly troubling in Wisconsin when rates of unplanned pregnancy and Chlamydia among teenagers are so high .

- o Over 12,000 teens in Wisconsin will become pregnant this year, 80% are unintended pregnancies.
- o Milwaukee has the second highest teen birth rate in the country.
- o Wisconsin has the second highest Chlamydia rate in the country.
- o Adolescents are biologically more susceptible to Chlamydia, gonorrhea and HIV

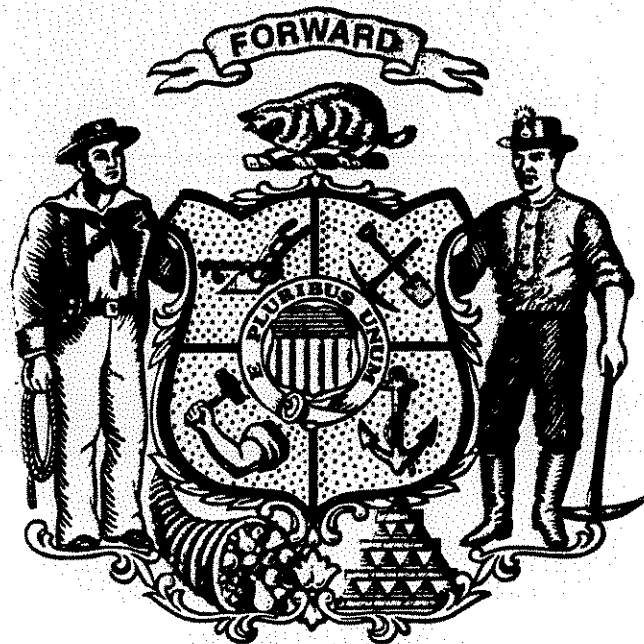
Clearly, comprehensive sexuality education should be encouraged in our schools, not obstructed. It is important to understand that these curricula are much more than a simple lesson on STDs or contraception. There is an intense focus on the valuable skills of self-esteem and respect, healthy and responsible decision-making, defining personal values and resisting peer pressure. A large amount of time is spent learning how to defer or refuse peer pressure situations until they can make an informed decision based on what *they* want. Studies show that comprehensive programs are the most effective in reducing teen pregnancy and STI rates. For example:

A 2003 report evaluated the effectiveness of 16 abstinence plus contraception programs. (Advocates for Youth, May 2003.) The results indicated that:

- a. 12 programs showed a statistically significant delay in the timing of first sex for adolescents, relative to control youth;
- b. 16 of the programs demonstrated reductions in other sexual risk-taking behaviors;
- c. 8 programs showed significant declines in teen pregnancy, birth and STI rates, relative to control youth.

Finally, our Public Affairs department has informed me that the drafter's notes indicate that this bill is based on a similar law in Texas. As I noted earlier, Texas researched the effectiveness of their abstinence-only curricula in delaying teen sexual activity and found it to be wholly ineffective. Why are we trying to re-invent their wheel, when we know it is flat?

There is too much at stake to allow rhetoric to trump best practice. I urge you to oppose this legislation. Thank you.





PLANNED PARENTHOOD ADVOCATES OF WISCONSIN

OPPOSE SB 286 THE IRRESPONSIBLE SEX ED BILL

SB 286, sponsored by Senator Mary Lazich, requires that abstinence be the primary focus for human growth and development programs.

- SB 286 amends current law, which allows human sexuality education to include abstinence and contraception, to require that schools who teach human growth and development focus on abstinence-only messages.
- Sexually transmitted infection information is not currently included in human growth and development curricula.
- Abstinence-only messages do not teach our teens to make safe, responsible decisions now and leave them to flounder and make risky decisions later as adults.

Elevating abstinence-only education above comprehensive sexuality education that focuses on abstinence and contraception endangers teens.

- Research shows that by age 18, over 70% of boys and 60% of girls have engaged in sexual activity.
- Abstinence is an important focus for sex ed curriculum; however, downplaying important contraception education is deeply irresponsible and dangerous. Teens deserve the truth about prevention.
- Even with the best intentions, abstinence is only effective if it is practiced 100% of the time. It is irresponsible to leave teens, and later adults, unable to protect themselves from unintended pregnancies and STIs.
 - Over 12,000 teens in Wisconsin will become pregnant this year, 80% are unintended pregnancies.
 - Milwaukee has the second highest teen birth rate in the country.
 - Wisconsin has the second highest Chlamydia rate in the country.
 - Adolescents are biologically more susceptible to Chlamydia, gonorrhea and HIV.

Studies and practice show that abstinence-plus sexuality education that contains a clear prevention message is responsible and effective.

- Research showing that teens who receive sexuality education that includes contraception information are more likely than those who receive abstinence-only to delay sexual activity and to use contraceptives when they do become sexually active. (National Campaign to Prevent Teen Pregnancy, 2001.)
- Research demonstrating that the current drop in teen pregnancy is attributed 75% to more effective contraceptive usage and 25% to increased abstinence. (AGI, 2004.)
- A report by then- Surgeon General David Satcher demonstrating that sex education programs that focus equally on abstinence and contraceptive use can help delay the onset of teen sexual activity, reduce their

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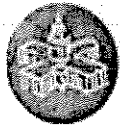
PLANNED PARENTHOOD ADVOCATES OF WISCONSIN

number of partners and increase contraceptive use when they do become sexually active. (*Call to Action to Promote Sexual Health and Responsible Sexual Behavior*, 2001).

- A 2003 report evaluated the effectiveness of 16 abstinence plus contraception programs. (Advocates for Youth, May 2003.) The results indicated that:
 - a. 12 programs showed a statistically significant delay in the timing of first sex for adolescents, relative to control youth;
 - b. 16 of the programs demonstrated reductions in other sexual risk-taking behaviors;
 - c. 8 programs showed significant declines in teen pregnancy, birth and STI rates, relative to control youth.

Parents, the public and medical organizations overwhelmingly support medically accurate, comprehensive sexuality education that focuses on both abstinence and contraception instruction.

- According to a 2004 survey by NPR, Harvard University and the Kaiser Health Foundation, more than 8 out of 10 Americans believe that young people should have access to information about protecting themselves from unplanned pregnancies and STIs.
- Recent polling in Wisconsin shows that 77% of voters favor comprehensive sex education that includes abstinence plus contraception information.
- The American Medical Association, the American Nurses Association, the American Academy of Pediatrics, the American College of Obstetricians and Gynecologists, the American Public Health Association, and the Society of Adolescent Medicine all support responsible sex education that includes abstinence plus contraception instruction.
- The American Academy of Pediatrics recently concluded that only sexuality education programs including both abstinence and prevention components reduce teen pregnancy rates. In addition, the report recommends that all pediatricians help ensure that adolescents have knowledge of and access to contraception. (Pediatrics, July 2005.)



Abstinence-Only Education Sets Students Up to Fail

The truth is that teens are often sexually active.

According to the U.S. Centers for Disease Control and Prevention (CDC), by grade 12 well over 60% of all high school students have engaged in sexual activity. (CDC, Youth risk behavior surveillance summary—U.S. 2003, Morbidity and Mortality Weekly Report, May 2004.)

- Each year, 9.1 million sexually transmitted infection (STI) cases occur in teens;
 1. One in four sexually active teens contracts an STD.
 2. Young women are biologically more susceptible to Chlamydia, gonorrhea and HIV. (CDC, Tracking the Hidden Epidemics: Trends in STDs in the US, 2000.)
 3. Compared to adults, adolescents 10-19 years of age are at higher risk for acquiring STDs—they are more likely to have multiple partners, more likely to engage in unprotected intercourse and more likely to select higher risk partners. (U.S. DHHS, Sexually Transmitted Disease Surveillance, 1999.)
- Each year, approximately 822,000 pregnancies occur among women age 15-19, the majority of them unintended.
 1. The United States teen pregnancy rates are significantly higher than most other developed countries.
 2. Thirteen percent of all U.S. births are to teens. 80% of these are unintended.
 3. Teens that give birth are much more likely to be impoverished during their 20s and early 30s (28% versus only 7% of women who do not have teen births).
 4. Teenaged mothers are much less likely to attend college than women who delay childbearing.
- In Wisconsin, the statistics are clear.
 1. Over 12,000 teens will become pregnant this year.
 2. Milwaukee has the second highest teen pregnancy rate in the country.
 3. Wisconsin has the second highest Chlamydia rate in the country.

Studies consistently show that abstinence-only until marriage education has proven to be ineffective in delaying teen sex and preventing teen pregnancies, STI instances, and abortions.

Recent studies of the ineffectiveness of abstinence-only programs have been completed in the states. For example:

- Minnesota: a 2004 study by the MN Department of Health found that abstinence-only materials had no positive impact on teen sexual behavior;

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Fact Sheet

- Arizona: a four-year evaluation of abstinence-only released in 2003 shows sexual behavior rates did not change;
- Pennsylvania: a 2003 study found the abstinence-only materials largely ineffective in reducing sexual onset and promoting abstinence attitudes;
- Texas: a 2004 evaluation found that teens from 29 high schools actually increased their sexual behavior after completing federal abstinence-only courses.

There is not one study that shows abstinence-only education reduced teen pregnancy or STIs.

Teens who participate in abstinence-only programs do not abstain from sex longer than those who receive comprehensive sexuality education.

In fact, the only certainty we find with abstinence-only education is that teens who receive it are *less* likely to use contraception when they do engage in sexual activity.

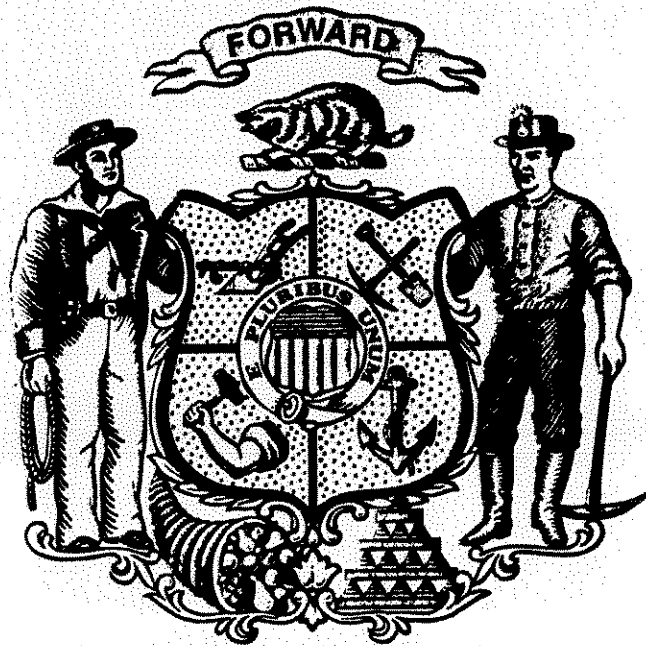
Abstinence-only until marriage materials censor vital information from teens who need to protect themselves from unintended pregnancies and STIs, often providing inaccurate and biased information.

In 2004, U.S. Rep. Henry Waxman released an unprecedented study on federally-funded abstinence-only curricula. He found that 80% of the most popular contained false or misleading information about teens and sexual health.

Abstinence-only curricula contain inaccurate information about STIs. For example:

1. "AIDS can be transmitted by skin-to-skin contact." (Reasonable Reasons to Wait, Teacher's guide.) In fact, HIV, the virus that causes AIDS, can only be transmitted through the direct exchange of bodily fluids such as blood, semen, vaginal secretions, saliva or breast milk. (CDC, Frequently Asked Questions about HIV.)
2. "Cervical cancer is positively correlated with promiscuous behavior..." (Reasonable Reasons to Wait, Student Workbook.) This is a statement, based on personal judgment and held out as a scientific fact.
3. "Syphilis, which affects about 120,000 Americans each year..." (Choosing the Best LIFE, Student Workbook.) According to the CDC, around 70,000 cases of syphilis are reported each year.

Considering this statistical and anecdotal evidence, it is irresponsible and dangerous to waste Wisconsin's taxpayer money on abstinence-only education.





WISCONSIN ABSTINENCE COALITION

Cleo Phippen, Executive Director

Sally Ladky, Program Director

Save Sex, The Key Piece to Health and Happiness !

Support for SB 286 School District Human Growth and Development Programs

The Wisconsin Abstinence Coalition supports any *legislation* that clearly states that our *schools* will support the *standard* of *abstinence* from all forms of *sexual activity* until *marriage*. We do so for these reasons:

- *Legislation* should improve the welfare of the state's citizens and reflect the will of the majority without prejudice to the minority. The majority of teens are not sexually active and the vast majority of adults do not want teens to be. That is what needs to be supported by legislation. Homosexuality should not dictate sex education. Homosexuals deserve rights and respect because they are human beings, not because of their sex partners. Our concern for all teenagers, due to the consequences of teen sexual behavior, should dictate motivating all teens to abstain.
- *Schools* should educate children to become happy, productive adults that will benefit our society. Abstinence education is focused on best outcomes for our children, not on sex. It acknowledges that the majority of students will one day be spouses and parents. Abstinence Education helps children prepare for those roles and their responsibilities. It does not teach them how to limit the risk of having sex outside of marriage because that approach has not worked, no one can prove it has worked, and our children should not be quinea pigs in an anti-marriage agenda. Support for the truth is the abstinence alternative to condom education. The truth is that sexually active teens are endangering their lives and the lives of others and the odds of escaping that danger are not in their favor.
- *Standards* must be clear, defined, optimal and protective. Teens should not be sexually active. That is the same absolute educational standard we use for tobacco, drugs, alcohol, gangs and weapons. Clarity is achieved by adding "until marriage", a legally defined concept that begins with a legal ceremony before a licensed official. It is a specific point in time, not a nebulous self-defined feeling or readiness. In the age of AIDS and dangerous STDs, teaching abstinence until marriage is not a moral or religious dictate. It is becoming a public health necessity.
- *Abstinence* is not just a contraceptive choice and sexuality is more than its physical manifestations. Abstinence is grounded in character education, goal-setting, building relationships and respecting self and others. Placing sexual activity within a marriage does not rob sexuality of its natural, healthy, human characteristics. Rather it deepens those qualities by adding the framework of a loving, committed

relationship supportive of the couple and the children their sexual union might produce.

- *Sexual activity* outside of a lifelong, monogamous, loving relationship is dangerous. Acknowledging the epidemics of STDs, HIV/AIDS and teen pregnancy is a statement of fact, not a scare tactic. On the other hand, field trips to stores to buy condoms, role playing partners' "condom" talk, and brainstorming "safe" sexual intercourse alternatives in school strips away the beauty, intimacy and loving bonds of sex that children should be taught to appreciate.
- *Marriage* is neither a societal dictate nor everyone's choice. However, social science research proves marriage and family are the best social structures benefiting individuals and society in every historical age and culture. When sexual activity occurs outside that framework, individuals and society lose. Proponents of condom education also support redefining those two social structures ignoring vast research evidence, social cost and individual benefit.

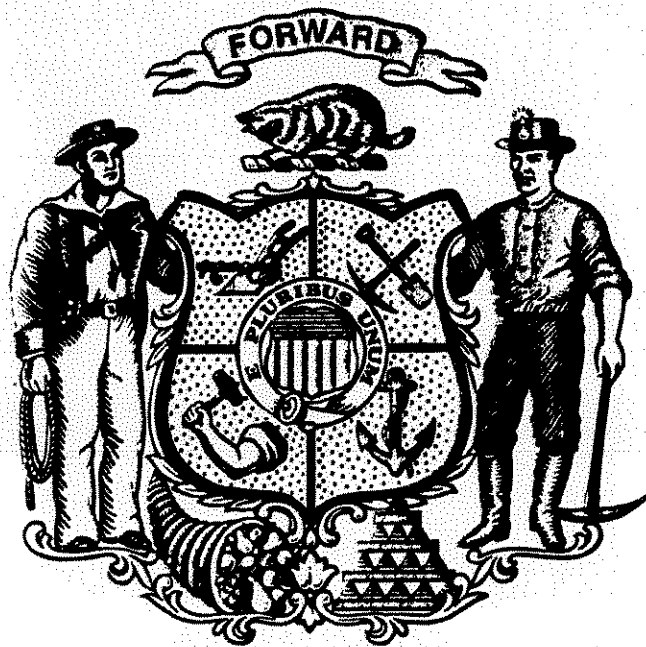
When the stakes are so high and the odds so great, risk reduction for our children is just not good enough. Teen inadequacy with condoms and contraceptives has rendered the "safe sex" message moot. We can not gamble with lives by constantly "putting another finger in the dike". Girls are now subjected to injectible and patch contraceptives of dubious safety. SIECUS and Planned Parenthood, the key promoters of condom sex education, use their websites and influence textbook content to openly promote "outercourse" such as showering together, mutual masturbation, use of erotic films and fantasy, and anal and oral sex in the name of disease and pregnancy prevention.¹

Children deserve and need loving and compassionate mentoring by caring adults. Every possible effort must be made to inform parents, guardians, teachers, and medical personnel of the facts with the expectation that they work in tandem to support children's lives. Neither public health nor society's future can be relinquished to children and their unguided behavioral choices. It is cruel to expect them to live with the consequences of their immature decisions. Adults should give the next generation a better world in which to live and help that generation live better in it.

The Wisconsin Abstinence Coalition urges legislators to determine whether a business like Planned Parenthood should achieve the dominance it has in this state to influence education and health policy when it clearly benefits financially from that influence. This is an organization that eschews words like love, dating, marriage, commitment, and spouses. It consistently refers to adolescents as adults, bestowing the capability of mature adult decisions upon teens whose immature brains might not be capable of that.

Please establish abstinence until marriage as the standard for sexual behavior in this state and put the entire weight of government behind that standard. Establishing that standard and encouraging our citizenry to attain it is neither irresponsible nor dangerous. It could lead to a myriad of benefits for the state.

¹ Check the comprehensive sex curriculums used at the DPI Sexual Risk Reduction Institute held in August at Alverno College for evidence: *Making Proud Choices, Becoming a Responsible Teen, Reducing the Risk, Making a Difference.*



TESTIMONY IN OPPOSITION TO SENATE BILL 286
Denisse Guadalupe, Teen Peer Educator

Chairman Olsen, members of the committee, thank you for giving me this opportunity to speak. My name is Denisse Guadalupe and I am a Teen Peer Educator with Planned Parenthood of Wisconsin.

I am here today to testify against Senate Bill 286 because in the work that I do, I see a lot of people who don't understand that even though they are not having sexual intercourse, they are still engaging in high risk behavior. Young people may think they are being abstinent because no one has even explained to them what exactly sexual activity really is. So it's important to give them all of the information about the different types of sexual activity that could lead to pregnancy or an STD.

And I have a story about that. One of my friend's sisters was 15 years old and was telling me a story that she was still a virgin but she and her boyfriend were having oral sex. She ended up contracting herpes from this activity. Her not understanding that she was actually engaging in a sexual activity led her to get a disease. And at the time, I didn't even realize that it was sexual activity either, because I thought being abstinent was only about not having sexual intercourse.

Also, just because someone is maintaining abstinence, it's good for them to have the information to be prepared for any circumstance.

The reason I became a Teen Peer Educator is because it gives me the advantage and opportunity to go out into the community to teach young people about the different methods of birth control including condom use, which reduces the risk of contracting HIV & and some STDs. It's amazing when I go into the community to teach and see how many people, even older people, don't know this information. I've gone to workshops with adults and most of them don't even know how they would even come into contact with an STD. Sometimes when I teach a workshop, some of those people have come into contact with an STD. But for the most part, they are there to learn and increase their knowledge. It makes me feel good to know that I'm giving people a chance to make better decisions in their lives.

I know that maintaining abstinence is the only way to be 100% sure that someone will not have contact with an STD, or HIV, or get pregnant. But it's also important to equally teach about the different methods of birth control, condom use will decrease the percentage of teenage pregnancy and contact with HIV.

It's very important for teens to have all the information because I've seen firsthand what happens when they don't. I know one 15 year old who didn't have much information on birth control or STD's and the first time she had sex, she became pregnant and contracted gonorrhea. This happened because she did not know how to protect herself.

This doesn't just happen to teenagers today. The secretary of my school had her first child when she was 16. She was telling me her story. Her mother used to tell her not to have sex. Just wait until she got married. But she did end up having sex before she was married and got pregnant. She said one of the reasons this happened was because "just don't have sex" was the only message she heard and didn't know how to prevent pregnancy.

Also the bill says the message should be abstinent until marriage, but we all know that many people have children who aren't married. Should they not get all the information either? It is simply human nature to go with our instincts, emotions so it's important that people have all the information for any circumstance that might confront within their lives.

Please oppose this bill. Thank you.