Meeting of the Beaufort County Board of Education

Health Advisory Committee Meeting
May 11, 2026
5:00pm
District Educational Services Center
Media Center
Remote Hybrid Conferencing Meeting

This meeting will be live streamed on the School Board's YouTube Channel-
https://www.youtube.com/@beaufortcountyschoolboard

NOTICE

In accordance with new safety and security guidelines, bags, backpacks, and purses are prohibited by the public at Beaufort County Board of Education Meetings.

To speak during Health Advisory Committee Public Comments please sign up using the Public Comment Form. You can find the BOE Public Comment Form on our website https://www.beaufortschools.net/about-us/board-of-ed/public-comments.

You will receive a phone call during Public Comments where you will be able to speak and address the Committee for a maximum of *three minutes* on issues within the Committee's domain. The forum will be limited to 15 minutes. Citizens desiring to participate in-person must fill out a Public Comment Card that can be obtained from the Board Clerk upon arrival.

***Mission**: The Beaufort County School District, through a personalized learning approach, will prepare graduates who compete and succeed in an ever-changing global society and career marketplace.*

Agenda

5:00 pm Call to Order

- Pledge of Allegiance & Moment of Silence
- Approval of Agenda
- Public Comments
- February 18, 2026 Committee Meeting Minutes
- Introduction of New Members/ Meet & Greet
- Virtual Course Background
- Virtual Review Process
- Assignment of Areas to Participants
- Future Topics
- Follow-up date for Next Meeting

Adjournment

The Beaufort County Board of Education and the Beaufort County School District can be accessed at: beaufortschools.net

Beaufort County School District - Draft Health Advisory Committee Meeting Minutes.	DATE: February 18,2025 TIME: 5:00pm Location: Hybrid Meeting – Media Center
Members Present	Tim Pearce, Constance Pope, Amy Prior, Wanda Glaze
Others Present	Board: David Carr, Isaac Gordon, Elizabeth Hey, Staff: Mary Stratos, Karen McKenzie,
Call to Order	Ms. Amy Prior called the meeting to order at 5:00 pm. followed by the pledge of allegiance and a moment of silence.
Agenda Topic:	**Approval of the Agenda**
Action	**Dr. Tim Pearce made the motion to approve the agenda with the corrected date for the minutes. The date should be read November 17, 2025. The motion was seconded by Mrs. Wanda Glaze. The motion passed 4/0.**
Agenda Topic:	**November 17, 2025 Committee Meeting Minutes**
Action	**Dr. Tim Pearce made the motion to approve the November 17, 2025 Committee Meeting Minutes with the corrections. The motion was seconded by Mrs. Wanda Glaze. The motion passed 4/0.**
Agenda Topic:	**Health Advisory Committee Membership Update**
Action	The new interested potential committee members were shared. The potential members will go before the Board for approval. Three members in total. Two students, and one teacher.
Agenda Topic:	**Virtual Health Course Update** • Dr. Stratos introduced Ms. Karyn Levesque, and Ms. Karen McKenzie who provided information on the Virtual Health Course and the process. • An Executive Summary was provided describing the course.
Agenda Topic	**Future Topics** • Review of the LCV Health Course once it is completed.
Adjournment	The meeting adjourned at 5:50p.m.

*. * 'These minutes are in draft form, have not been approved by this committee and are subject to modification until approved by this committee."*

LCV Personal Health & Wellness Course Blueprint				
HAC Member Reviewer	**Lesson**	**Lesson Objectives**	**Instructional Materials & Assessments**	**Comments/ Questions**
Module 6		**State Objectives**		
Module 6: Healthy Relationships		G-HS.2.1: Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality; G-HS.2.2: Compare and contrast the potentially positive and negative roles of technology and social media in relationships. G-HS.2.3: Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image; G-HS.2.6: Examine the laws related to sexting; G-HS.2.7: Examine the laws related to bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, and dating violence; G-HS.3.3: Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence; G-HS.4.1: Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship; G-HS.4.2: Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors; G-HS.5.1: Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment; G-HS.6.2: Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior; G-HS.7.1: Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior; I-HS.1.2: Describe laws and regulations related to safety and personal injury (e.g., bullying, cyberbullying, dating violence, gang activity, distracted driving, social media, sexting); I-HS.1.3: Discuss South Carolina laws relating to the sexual conduct of minors, including consent, criminal sexual conduct, and human trafficking; and I-HS.2.1: Analyze the external influences and societal messages in schools, families, and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).	
Vocabulary		Boundaries, Consent, Dating Violence, Domestic Violence, Human Trafficking, Negotiation Skills, Refusal Skills, Sexting, Sexual Abuse, Sexual Assault, Sexual Harassment,		

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HAC Member Reviewer	**Lesson**	**Lesson Objectives**	**Instructional Materials & Assessments**	**Comments/ Questions**
	Lesson 06.01 Fighting Abuse Types of Abuse	Identify the various types of abuse; and Recognize the signs and symptoms of abuse.	Lesson Materials: Article: Signs & Symptoms of Abuse Check Your Understanding: Students are asked to match the definition of these types of abuse: Sexual, Financial, Mental, Verbal, Cultural, Physical Assignment: Write your answers to the following questions in the text box provided below. What are some valid resources someone could use if they are experiencing any of the types of abuse you read about today? How can you help someone you know is experiencing the types of abuse listed in this lesson? Research what resources that a person who survived sexual abuse or violence may need to access. List 3 examples of support and resources that are available. Compare and contrast how technology and social media can play both a positive and negative role in relationships. How might technology fuel (or make worse) the types of abuse listed above.	

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HAC Member Reviewer	**Lesson**	**Lesson Objectives**	**Instructional Materials & Assessments**	**Comments/ Questions**
	Lesson 6.02 Protect Yourself from Sexual Abuse	Recognize the signs of abuse and learn how to say "no"; Identify what makes a trusted adult; and Explore the SC laws on Sexual Abuse and Assault.	Lesson Materials: Rules and Red Flags Since the videos in the course are not accessible outside the course, we have pasted the original links as well as the course links. NOTE: No ads or extra content appear in videos that are embedded in the online course. The student does not leave the safe environment. Sexual Abuse - Video Within Instructure - *Link to Web* Online Sexual Abuse Can Happen - Video Within Instructure - *Link to Web* Friends Can Stop Sexual Abuse - Video Within Instructure - *Link to Web* Saying No to Sexual Abuse - Video Within Instructure- *Link to Web* Grooming and Sexual Abuse - Video Within Instructure - *Link to Web* Sexual Abuse Within the Family - Video Within Instructure - *Link to Web* Don't Let Pressure End Up as Sexual Abuse - Video Within Instructure - *Link to Web* SC Laws on Sex Abuse and Assault (This is a whitelisted website. Meaning this is one of the few websites in the course that students can access.) Check Your Understanding Assignment: Write your answers to the following prompts and questions in the text box provided below. List three good reasons we should talk about sexual abuse. Online relationships can be dangerous. What steps can you take to protect yourself from online abuse?	

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HAC Member Reviewer	**Lesson**	**Lesson Objectives**	**Instructional Materials & Assessments**	**Comments/ Questions**
	Lesson 06.03 Protect Yourself Boundaries	Recognize the main types of boundaries. Demonstrate ways to communicate your own boundaries to others; and Identify ways to show respect for others' boundaries.	Lesson Materials: 4 Types of Boundaries Visuals Setting Healthy Boundaries Video Check Your Understanding Assignment: Write your answers to the following prompts and questions in the text box provided below. Explain at least two types of boundaries listed in this lesson. You must include more information than is listed above and give an example for each boundary. What are some boundaries you could set in place in relation to physical touch? How and when would you communicate those boundaries? Why is it important to communicate your boundaries to others in romantic and sexual relationships? What are some verbal and non-verbal ways you could communicate with someone if they are not respecting your boundaries? Boundaries go both ways. What are some ways you can demonstrate respect for someone else's boundaries?	

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HAC Member Reviewer	**Lesson**	**Lesson Objectives**	**Instructional Materials & Assessments**	**Comments/ Questions**
	Lesson 06.04 Healthy vs. Unhealthy Relationships Rights and Responsibilities	Analyze the characteristics of healthy and unhealthy relationships. Create a plan to communicate boundaries; and Compare the positive and negative effects of social media and technology on relationships.	Lesson Materials: **Rights & Responsibilities Video** **Healthy Vs. Unhealthy Relationships Video** **Check Your Understanding** **Assignment:**	

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HAC Member Reviewer	**Lesson**	**Lesson Objectives**	**Instructional Materials & Assessments**	**Comments/ Questions**
	06.05 Performance Task Sexting: The Laws and You		PERFORMANCE TASK MODULE CLOSING THE TASK Create a digital poster to inform teens of the laws and consequences related to sexting. PART 1: LEARN Visit the website *Recoding Law (opens in a new tab)* to learn about the laws in South Carolina regarding sexting, then watch *Teen Voices: Sexting, Relationships, and Risks* (opens in a new tab) from Common Sense Education. Use the information you learn to help you answer the following questions. According to the teens in the video, what are some of the reasons people sext? What are some of the risks of sexting? What is one main takeaway you have from hearing these teens share their opinions? PART 2: CREATE Create a digital poster using CANVA, Postermywall.com, or any other poster/infographic maker that describes the laws and consequences of sexting to a high school-level audience. Your digital poster should: Include 3+ pictures Describe the laws that apply to your age group (13-17) Describe some of the consequences for sexting or being a part of it? Describe how teens can get help.	

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HAC Member Reviewer	**Lesson**	**Lesson Objectives**	**Instructional Materials & Assessments**	**Comments/ Questions**
Module 7		**State Objectives**		
07.00 Reproductive Health		G-HS.1.1: Describe physical, social, and emotional changes that occur during adolescence; G-HS.1.2: Examine health behaviors that are specifically related to the male and female reproductive systems (e.g., self-examination); G-HS.1.3: Describe the benefits of abstinence; G-HS.1.4: Identify the benefits, effectiveness, risks, and methods of pregnancy-prevention; G-HS.1.5: Explain signs, symptoms, methods of treatment, and prevention of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus(HIV), and acquired immunodeficiency disease (AIDS). G-HS.1.6: Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth; G-HS.1.7: Discuss responsible prenatal, perinatal, and postnatal care; G-HS.1.8: Identify the benefits of adoption; G-HS.2.4: Describe the impact of STIs/STDs, HIV, and AIDS on individuals, families, and society; G-HS.2.5: Describe the impact of adolescent pregnancy on individuals, families, and communities; G-HS.3.1: Access local resources for promoting reproductive health (e.g., obstetrician, gynecologist, urologist, state and county health departments); G-HS.4.3: Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities; G-HS.6.1: Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams and annual appointments with health providers. G-HS.8.1: Promote access to valid information and community resources that support abstinence and discourage risky sexual behavior; and D-HS.1.4: Examine the effects of ATOD on fetal development.		
Vocabulary		Abstinence, AIDS, Communicable Diseases, HIV, Hormones, Immunizations, Prenatal, Perinatal, Postnatal, Pregenancy Prevention Methods, Puberty, Rape, Risky Behaviors, Sexuality, STDs/ STIs, Marriage, ATOD, Reproductive Health, Obstetrician, Gynecologist, Urologist, Local Health Departments, Sexting Laws in SC		

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HAC Member Reviewer	**Lesson**	**Lesson Objectives**	**Instructional Materials & Assessments**	**Comments/ Questions**
	07.01 Puberty and Teens	Explain the difference between puberty for boys and puberty for girls.	Lesson Materials: Changes to Both Boys and Girls Female Reproductive System Male Reproductive System Everything You Wanted to Know About Puberty Check Your Understanding - Genially Matching Questions Assignment: Write your answers to the prompts and questions in the text box provided below. List 2 things that happen to boys during puberty. List 2 things that happen to girls during puberty. List 2 things that happen to both boys and girls and boys during puberty Set a SMART goal about how you will keep up with your health during puberty. This can include self-checks, talking with your doctor at annual appointments, or other things related to the changes in your body during puberty. (If you need a reminder of how to set a SMART goal, return to lesson 03.01 Healthy Choices and Physical Activity Level.)	

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HAC Member Reviewer	**Lesson**	**Lesson Objectives**	**Instructional Materials & Assessments**	**Comments/ Questions**
	07.02 Pregnancy and Adoption Overview	Explain what happens in each of the three trimesters of pregnancy; and Understand when adoption is an option and how a person puts a baby up for adoption in SC.	Lesson Materials: Video - Stages of Pregnancy Pregnancy Slide Deck (week-by-week) - Having A Healthy Pregnancy Adoption Article Check Your Understanding Activity Assignment: What occurs in this time period? 1-12 Weeks 13- 26 Weeks 27 Weeks to Birth What advice does the article give to someone who is pregnant and wants to give up their baby?	

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HAC Member Reviewer	**Lesson**	**Lesson Objectives**	**Instructional Materials & Assessments**	**Comments/ Questions**
	07.03 Contraception Abstinence	Identify the various types of birth control; Explain how birth control methods prevent pregnancy (including abstinence); and Describe where teens can get valid information about pregnancy prevention.	Lesson Materials: Contraception & Birth Control Slide Deck Abstinence Genially-Self-Check Questions Assignment: Using the materials from 7.03, complete the Table Below: Column I: Type of Birth Control, Column II: Description of What it Is and How It is Used, Column III: What is the impact or effectiveness of this type of birth control at preventing pregnancy if used properly? Write your answers to the questions in the text box provided below. What information and community resources are available for teens to support abstinence and discourage risky sexual behavior? List at least 2 local resources available for teens, or specific places in your area where they could get valid information. Describe the benefits of abstinence in reference to preventing pregnancy.	
	Note- Module 7 - Lesson 7.04 has so much content that we broke down each lesson into sections in the blueprint. 07.04 STDs/ STIs Overview Page	Define key terms dealing with sexually transmitted diseases; Describe the impact of STI/STD on families, individuals, and society; and Promote access to valid information on STI / STDS.		

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	07.04 STDs/ STIs Reproductive Health - Page	Define key terms dealing with sexually transmitted diseases; Describe the impact of STI/STD on families, individuals, and society; and Promote access to valid information on STI / STDS.	Lesson Materials: Understanding STDs/ STIs Slide Deck Short Answer Question that Accompanies Slide Deck: Reflection Question One thing I learned is... One myth that surprised me... One question I still have...	
	07.04 STDs/ STIs Reproductive Health Care	Define key terms dealing with sexually transmitted diseases; Describe the impact of STI/STD on families, individuals, and society; and Promote access to valid information on STI / STDS.	Lesson Materials: Reproductive Health Care	

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HAC Member Reviewer	**Lesson**	**Lesson Objectives**	**Instructional Materials & Assessments**	**Comments/ Questions**
	07.04 STDs/STIs Terms & Definitions	Define key terms dealing with sexually transmitted diseases; Describe the impact of STI/STD on families, individuals, and society; and Promote access to valid information on STI / STDS.	**ATOD** - An acronym for alcohol, tobacco, other drugs. ATOD can result in risky behaviors and also have a negative impact on fetal development. **Perinatal**: Occurring during or pertaining to the phase surrounding the time of birth, from the twentieth week of gestation to the twenty-eighth day of newborn life -(Dictionary.com, n.d.b). Drugs, tobacco, and alcohol can have negative impacts on fetal development during this phase. **Reproductive Health** - Health services that focus on STDs/STIs testing, contraception, and the health of the reproductive systems of males and females **Obstetrician** - A physician or surgeon qualified to provide care to women who are giving birth. **Gynecologist** - A physician or surgeon qualified to practice in gynecology, a medical specialty that deals with the functions and diseases specific to women and girls, especially those affecting the reproductive system. **Urologist** - A urologist is a medical doctor specializing in diagnosing and treating disorders of the male and female urinary tract (kidneys, bladder) and the male reproductive system. **Local Health Departments** - Local health departments are agencies responsible for protecting and promoting residents' health, safety, and well-being. **Sexting Laws in South Carolina** - Sexting is the act of sending, receiving, or forwarding sexually explicit messages, photos, or videos via cell phones, computers, or other digital devices. In South Carolina, it is against the law for a minor who is at least twelve years of age but less than the age of eighteen years to use a telecommunications device to knowingly transmit or distribute to another person a photograph, text message with a photo attachment, or other transmitted material of any kind depicting himself or another person who is less than eighteen years of age in a state of	

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HAC Member Reviewer	**Lesson**	**Lesson Objectives**	**Instructional Materials & Assessments**	**Comments/ Questions**
	07.04 STDs/STIs: Check Your Understanding	Define key terms dealing with sexually transmitted diseases; Describe the impact of STI/STD on families, individuals, and society; and Promote access to valid information on STI / STDS.	Lesson Materials: Matching Terms & Definitions Abstinence, Gonorrhea, Trichomoniasis, AIDS, Syphilis, Pelvic Inflammatory Disease, Chlamydia, Genital Warts, HIV, Genital Herpes, Human Papillomavirus, Cervical Cancer	
	7.04 Assignment		Assignment	
	07.05 Knowing Your Body & Who To Talk To Reproductive System Health	Examine health behaviors that are specifically related to the male and female reproductive systems (e.g., self-examination); and Evaluate ways to communicate with parents, family members, peers, and other safe adults about health and responsibilities.	Lesson Materials: Slide Deck - Reproductive Health: Who to Talk To Check Your Understanding Assignment:	