

**SEXUAL
HEALTH
EDUCATION
HANDBOOK**

Jackson Public Schools

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**Jackson Public Schools Sexual Health Education
Curriculum Handbook**

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Jackson Public Schools

Daniel Evans Superintendent
522 Wildwood Ave.
Jackson MI 49203
517-841-2200

Dear Families and Staff Members,

This handbook for Jackson Public Schools' (JPS) sexual health education program is a comprehensive resource for families and staff; encompassing the entire K-12 curriculum as well as the State of Michigan and Jackson Board of Education policy and regulations regarding this area of instruction.

This handbook includes information that is in accordance with the Michigan School Code and reflects the changes in laws affected by Public Acts 165 and 166 of 2004.

To help you understand our framework for presenting this curriculum, we have included an overview of the curriculum by grade level. A summary of the legal obligations from the State of Michigan regarding HIV/STD and Sex Education in Michigan Public Schools, and Jackson Board of Education policies about sexual health instruction, sexual harassment and guidelines for classroom observation can be found in the appendix of this document.

We believe that parents/guardians are the primary sexuality educators of their children; therefore, our goal is to work with parents/guardians as partners in presenting this material. To accomplish this goal, parents/guardians are invited to preview the materials before instruction begins, and children bring materials home to facilitate discussion with their families. We encourage you to take advantage of these opportunities as "teachable moments" to discuss your values about sexuality with your children.

All teachers teaching the curriculum have been professionally prepared by attending the Michigan Department of Education's recommended in-service provided by the Jackson County ISD. All teachers are highly qualified health education teachers as required by law. All curricula, movies, videos, handouts and guest speakers have been approved by the Sex Education Advisory Board (SEAB) and are made available at request for parental/guardian preview.

Each elementary school or grade level or individual teacher could decide, due to the comfort or maturity level of the students, to keep students separated for more or all sessions. At the middle and high schools, students may be separated by gender when appropriate. Instruction shall be based on the level of physical, emotional, and social growth and development for all students as a group within a particular grade level.

If you have any questions, please feel free to contact Linda Meeder, District Health and Human Services Coordinator, at 517-841-2283 or contact your building principal.

Sincerely,

Daniel Evans
Superintendent

OVERVIEW OF SEXUAL HEALTH EDUCATION IN THE JACKSON PUBLIC SCHOOLS

I: Definition:

An educational program that addresses the social, emotional, physical and intellectual needs of students, including the skills to communicate effectively and make responsible decisions and choices. The educational program encompasses sexual development, reproductive health and interpersonal relationships.

II: Belief Statement:

The Jackson Public Schools Board of Education and Sex Education Advisory Board (SEAB) believes that sex education:

- Is the responsibility of parents/guardians as primary sexuality educators for their children, supported and supplemented by the school district
- Is sensitive to the values and needs of our students, parents/guardians and community
- Is abstinence-only (4th-6th), abstinence-based (7th-12th) comprehensive and age appropriate
- Prepares students for experiences and decisions in life that deal with the social, physical, emotional and mental aspects of human sexuality
- Prepares students to make healthy and responsible choices regarding their sexual behaviors.

III: Philosophical Statement:

Reproductive Health Education is a curriculum in which students will learn information on their health, their bodies and sexual safety. This curriculum is designed with diversity in mind and is accepting of everyone regardless of his or her race, gender, religion and sexual/gender orientation. Issues discussed will be sensitive in nature and participants are expected to be respectful of one another's differences.

The board affirms the role of the schools in presenting medically accurate information about reproduction and sexual health and affirms the role of the family unit as the primary source of guidance regarding values relating to sexual health education. Provision of an appropriate curriculum will assist students in developing and practicing healthy attitudes and behaviors toward their health. This will be delivered through an acceptable content based curriculum by qualified teachers using a uniform curriculum at each grade level.

IV: Instruction:

The instructional curriculum will actively promote communication and understanding between parents/guardians and students. The effectiveness of the program will be assessed and reported to parents/guardians and community as required by law.

Parents/Guardians will be notified each school year that sexual health education will be offered. Parents/Guardians will be given the opportunity to preview and decide whether their child will participate in any part or all of the instruction without penalty. If a parent/guardian wants their child excluded yearly or on a permanent and continuing basis from sexual health education classes, they must file a written notice (*appendix #1*) to that effect with the school. The child will then not be enrolled in such a class unless the parent/guardian submits a written authorization for that enrollment. Students not participating will not be penalized. Teachers will make arrangements for students whose parents have opted them out of instruction by completing the opt-out form (*appendix #1*). Those students will be moved to an alternate location with other work to do. Teachers are asked to ease the students' discomfort by making arrangements for them to go to their alternative location as unobtrusively as possible.

Accurate information regarding medical risks and effectiveness on contraception shall be presented in an age/developmentally appropriate manner. At the elementary level, contraception will be discussed only in response to direct student questions, using age appropriate definitions and explanations. At the middle school and the high school levels contraception information will be presented. Students are taught that marriage and parenthood are choices which involve decision-making skills including commitment and social, emotional, physical and economic responsibilities. The age-appropriate sex education material also must ensure that pupils are not taught in a way that condones the violation of laws of this state pertaining to sexuality. For information of curricular requirements see A Summary of Legal Obligations and Best Practices found in the *appendix #2* of this document.

Questions regarding subject matter outside of the approved grade level curriculum asked of an instructor who is qualified to teach Sexual Health Education classes may be answered at the discretion of that instructor. The instructor should use his or her discretion to decide to give a brief and factual answer *and/or* to refer the student to his or her parents/guardians. The answer shall be consistent with the content and guidelines of the 4th through 12th grade sexual health education curriculum.

The age appropriate curriculum will alert students to dangerous, illegal, and harmful sexual behaviors, sexual harassment and sexual pressures that students may encounter. The discussion of these behaviors in the classroom shall be limited to definition, health, legal and psychological aspects, and their implications for the individual and society.

Teachers can decide, due to the comfort or maturity level of the students, to keep students separated for more or all sessions. At the middle and high schools, students may be separated by gender when appropriate. Instruction shall be based on the level of physical, emotional, and social growth and development for all students as a group within a particular grade level.

The parents/guardians will have the right to preview the materials before instructions begin. Teachers will inform parents/guardians in writing, prior to the sexual health education unit being taught in the classroom. Parents/Guardians may observe the sexual health education lessons by contacting the building principal at their school.

Guest speakers shall have an understanding of the scope and parameters of this policy and the sexual health education curriculum. They shall understand how their contributions will tie in with the overall curriculum. Guest speakers must serve in the classroom in the presence of a qualified and approved instructor. All guest speakers must be approved by the Sex Education Advisory Board (*appendix #3*).

Reproductive Health Education At-A-Glance by Grade Level and Content

GRADE	CONTENT
KDG – 3 RD GRADE	<u>NO Sexuality/Reproductive Health/HIV/AIDS Curriculum Is Taught!</u>
4 th – 6 th	<p>Sexuality/Reproductive Health Curriculum – Abstinence Only</p> <p>Puberty, The Wonder Years Curriculum</p> <ul style="list-style-type: none"> • Social & Emotional Changes • Puberty: Male/Female Reproductive Systems • How My Body Works/Personal Hygiene and Healthy Habits • Self Confidence/Respecting Yourself and Others <p>Michigan Model: HIV/AIDS Education Lesson Plans</p>
7 th – 8 th	<p>Sexuality/Reproductive Health Curriculum – Abstinence Based</p> <p>7th Grade – Safer Choices I Curriculum</p> <p>8th Grade – Safer Choices II Curriculum</p> <ul style="list-style-type: none"> • Abstinence/Benefits of abstaining from sex • Peer Pressure/Practicing Refusal Skills • Unplanned Pregnancy, HIV/AIDS & STD Prevention • Condom Discussion • Emotional, Economic, and Legal Consequences of Sex
9 th – 12 th	<p>Sexuality/Reproductive Health Curriculum – Abstinence Based</p> <p>Michigan Model –Healthy & Responsible Relationships: HIV, Other STI’s and Pregnancy Prevention</p> <ul style="list-style-type: none"> • Building Healthy Relationships/Responding to Peer Pressure • Facts about HIV/STD’s/STI’s • Know the Risks...Including the Law • Reducing the Risks: Condom Use • How to Prevent Pregnancy/The Cost of Pregnancy and Teen Parenting

4th Grade – Sex Education

Setting: Boys and girls are together (with the exception of reproductive system lessons in which boys and girls are separated).

Curriculum used: *Puberty: The Wonder Years*, *Michigan Model Health Curriculum: HIV/AIDS*

General Learning Objectives:

The student will

- Communicate with parents and other trusted adults
- Explain how animal and human life begins
- Describe the natural changes that occur during puberty
- Identify the roles of families in nurturing children
- Advocate for the respectful treatment of peers
- Describe ways HIV/AIDS is and is not transmitted
- Summarize what students know about HIV/AIDS and how to respect someone with HIV/AIDS
- Demonstrate knowledge to protect themselves from HIV infection

Content Overview:

- Guidelines for classroom discussion and safe classroom climate
- Strategies for talking to parents about growing up
- Identification of social and emotional changes of puberty
- Differences in rate of changes between individuals
- Personal hygiene and how to care for skin, hair, and nails
- Identification of structures and function of the male and female reproductive systems
- Compare and contrast animal and human families
- Fertilization must occur for a new life to begin
- Reasons to wait before having a baby and making a life-long commitment to being a parent
- Identification of ways they have changed since infancy and how they will continue to change as they grow to adulthood

Skills Taught:

- Communication
- Ways to show respect
- Problem-solving
- Ways to protect yourself from HIV/AIDS
- Females understand how to care for their bodies during menstrual cycles

Videos and Other Resources Fact Sheets:

AIDS and the Immune System, HASL-1; Fertilization and Birth (English 2nd Ed.), Just Around the Corner for Girls; Just Around the Corner for Boys

5th Grade Sex Education

Setting: Boys and girls are together

Curriculum used: *Puberty: The Wonder Years*, *Michigan Model Health Curriculum: HIV/AIDS*

General Objectives:

The student will

- Communicate with parents or other trusted adults about puberty and postponing parenthood
- Review the emotional, social, and physical changes that occur during puberty
- Demonstrate knowledge of personal health and hygiene habits
- Define structures and functions of male and female reproductive systems
- Describe the changes that indicate an individual is physically capable of reproduction
- Develop media literacy skills for analyzing messages about sexuality
- Facts vs. Myths regarding HIV/AIDS
- Commitment to protect themselves and others from getting HIV/AIDS
- Understand concepts of HIV/AIDS, including modes of transmission
- Understand reproduction and menstrual cycle

Content Overview:

- Guidelines for classroom discussion and safe classroom climate
- Implementing healthy hygiene habits
- Physical, social, and emotional changes occurring during puberty
- Anatomy and functioning of the male and female reproductive systems
- Ovulation, menstruation, and nocturnal emissions as signs the body is capable of reproduction

Skills Taught:

- Strategies for communicating with parents about puberty
- Goal-setting
- Identification of accurate sources of information
- Ways to protect yourself from HIV/AIDS
- Male/Female involvement in reproduction cycle/menstrual cycle
- Females understand how to care for their bodies during menstrual cycles

Videos and Other Resources:

AIDS: Facts for Kids, HASL-2; Puberty for Boys: Amazing Changes Inside and Out; Puberty for Girls: Amazing Changes Inside and Out; Healthy Habits for Life – Teen Hygiene

6th Grade Sex Education

Setting: Boys and girls together

Curriculum used: *Puberty the Wonder Years*, *Michigan Model Health Curriculum: HIV/AIDS*

General Objectives:

The student will:

- Discuss myths and facts
- Explain ways HIV is transmitted
- Discover how drug abuse and other risk-behaviors may promote HIV transmission
- Relate how contracting HIV would affect personal goals
- Strategize ways to avoid risk situations and keep from acquiring HIV
- True vs. false statements regarding HIV/AIDS
- Strategy for avoiding risky situations
- Ways to protect oneself from getting HIV/AIDS
- Be motivated to postpone parenthood until adulthood
- Describe ways to show affection that demonstrate respect
- Understand basic information about STD's and STI's
- Learn the developmental milestones of a developing fetus
- List the risks of having sexual intercourse as adolescents and the benefits of abstaining
- Develop a plan for improving communication with their parents regarding growing up
- Learn the anatomy and physiology of the male and female reproductive systems

Content Overview:

- Review prior knowledge of HIV/AIDS
- Student worksheet: What I need to know about HIV and AIDS
- Discussion of character in the video, and how he acquired HIV because of drug use
- Reasons it is best to abstain from sexual intercourse and drug use to avoid getting HIV/AIDS
- Family resource sheet on HIV/AIDS to take home and discuss with parents
- Reasons to postpone parenting and make a commitment to postpone sexual intercourse

Skills Taught:

- Refusal skills and risk avoidance
- Communication with parents or other trusted adults

Videos and Other Resources:

The ABC's of AIDS: The Coach Approach, HASL-2; Fetal Development: A Nine Month Journey; The New Improved Me: Understanding Body Changes; Feelings: Inside, Outside, Upside Down; Too Young: The National Campaign

7th Grade Sex Education

Setting: Science Class

Curriculum used: *Safer Choices I, Michigan Model Health Curriculum: HIV/AIDS*

General Objectives:

The student will:

- Distinguish between myths and facts about HIV
- Communicate with parents and other trusted adults about puberty, relationships, and their expectations
- Understand the benefits of delaying sexual intercourse and parenthood until adulthood and marriage
- Improve communication, decision making and refusal skills
- Understand information about sexually transmitted infections and birth control

Content Overview:

- HIV/AIDS/STI's are all sexually transmitted infections
- Strategies for communicating with parents about sexuality
- How to treat people with respect
- Reasons to abstain from sex
- Practice recognizing, avoiding and refusing risky situations
- How the media influences attitudes and values about sexuality and how these compare with our own family's values.
- Defining healthy sexuality and healthy relationships
- Healthy alternatives to sexual activity

Skills Taught:

- Communication with peers and parents
- Refusal and other skills for identifying and avoiding trouble
- Conflict resolution

Videos and Other Resources: HIV: Get the Picture (video)

8th Grade Sex Education

Setting: Science Class

Curriculum used: *Safer Choices II, Michigan Model Health Curriculum: HIV/AIDS*

General Objectives:

The student will:

- Examine similarities and differences between HIV and sexually transmitted infections
- Evaluate risk behaviors
- Review impact of alcohol and other drugs on decision-making
- Describe the continuum of safe to risky behaviors that may lead to transmission of HIV/sexual
- Develop a plan to stay within personal limits

Content Overview:

- Reproductive Anatomy/Physiology
- Review of facts and myths about HIV/AIDS/STI's
- Effective & Ineffective methods of protection
- Resources of where to get help
- Laws regarding sexual conduct

Skills Taught:

- Analyzing the relationship between healthy behaviors and personal health
- Goal-setting
- Locating various resources for selected health services

Videos and Other Resources: HIV: Get the picture (video)

9th Grade Sex Education

Setting: 1 Semester Health Education Classroom

Curriculum used: *Michigan Model: Healthy & Responsible Relationships; HIV, STI's and Pregnancy Prevention, Glencoe Health*

General Objectives:

The student will:

- Advocate for responsible decisions regarding personal sexuality and behavior
- Appreciate the benefits of sexual abstinence until marriage, of returning to a sexually abstinent lifestyle if already sexually active, or refusing unprotected sex
- Demonstrate self-respect, self-confidence, and respect for others
- Build healthy foundations in relationships
- Demonstrate the importance of self-control, and of setting, communicating and adhering to sexual limits and boundaries in relationships
- Recognize the possible consequences of sexual behaviors including pregnancy & STI's
- Understand the impact of teen pregnancy on the individual and the community

Content Overview:

- Reproductive Systems
- Decision-making, Goal Setting, Avoidance and Refusal Skills
- Healthy relationships, communication
- HIV/AIDS/STIs
- Abstinence and birth control
- Legal issues
- Definitions and implications of Criminal Sexual Conduct and Sexual Harassment
- Adoption services
- Safe delivery of newborns law

Skills Taught:

- Analysis of behaviors, and influence of family, peers and media on behavior
- Prediction of the impact of a continuum of sexual behaviors on personal health
- Practice of positive communication and refusal skills with peers and partners to set personal limits and boundaries on sexual behaviors
- Compare and contrast components of healthy relationships vs. abusive relationships
- Evaluate risks and lasting consequences of becoming an adolescent parent
- Steps for correct condom use as a risk reduction strategy.
- Methods of controlling personal behavior to avoid situations that could result in pregnancy or transmission of HIV or Other STIs.

Videos and Other Resources: *Let's Get Real ~ Teen Sex and the Law; Philosophical Statement; How to Hear No; Anatomy & Physiology; Abstinence: Deciding to Wait; How to Refuse; It's Your Choice: Birth Control for Teens; In Our Own Words: Teens and AIDS; Set Limits... Then Act!; U need 2 KNo*

How the Curriculum is Taught

Who is approved and qualified to teach the sex education unit in the classroom?

All teachers teaching the curriculum have been professionally prepared by attending the Michigan Department of Education's recommended in-service provided by the Jackson County ISD. All high school teachers are highly qualified health education teachers as required by law.

How is authorization obtained for a guest speaker in the classroom?

All guest speakers must be approved by the Sex Education Advisory Board (SEAB). A pre-approved list of guest speakers is available and approved by the SEAB on an annual basis (see appendix). The District Health and Human Services Coordinator is responsible for informing speakers of JPS policy and standards.

How and when do I request approval for a guest speaker who is not on the pre-approved list?

A teacher must fill out the "Guest Speaker Recommendation" form (see appendix) and submit it to the SEAB for approval. The teacher will then be notified by the District Health and Human Services Coordinator on the status of the approval. Requests need to be made in advance of the advisory board's regularly scheduled meetings. Ask the coordinator for meeting dates.

Once a speaker is approved, what are the teacher's responsibilities?

The teacher makes sure the speaker understands and follows the legal regulations and district guidelines for discussing sexual health in the classroom. The teacher will ensure the speaker understands how their contribution fits into the curriculum.

The teacher must be in the classroom at all times when the guest speaker is presenting and ensures that the presentation is in compliance with the approved curriculum.

What if parents or teachers have questions or concerns about parts of the curriculum, or are unsure of how to present certain concepts? Is there someone who can help?

Contact the Health and Human Services Coordinator for Jackson Public Schools.

Guidelines for Answering Student Questions

Young people are very interested in learning about their bodies, particularly during the years of rapid change called puberty. Given an opportunity, students ask many questions during reproductive health classes. This is an indication that a student is ready to learn. Questions should be answered in an age appropriate manner. This is an excellent opportunity for teachers/parents to communicate several principles:

- Everyone has gone through, or will go through, puberty
It is “okay” – acceptable, appropriate, and normal to talk about sex and to be curious about related topics
- Sexuality is a facet of each individual’s total person
- Decisions regarding sexual health are not to be taken lightly
- All sincere questions are good
Many adults who care about young people are willing to talk with them about sexuality and reproductive health
- Young people are not yet ready for the responsibility that comes with being sexually active
- There are reliable sources of information about sexuality, reproductive health, and related topics

Communication – Verbal and Nonverbal

In order to communicate openness to questions and discussions about sexuality and related issues, it is critical that each teacher be very aware of the messages he/she is sending to the students. These messages are sent verbally and nonverbally. Verbal messages consist of the actual words we say, as well as the way we say them – inflection, volume, and tone. Nonverbal messages include body language, facial expressions, gestures, and eye contact.

When preparing to discuss sexual health, it is particularly helpful for both teachers and parents to check that verbal and nonverbal messages are consistent, and that they are sending the messages intended. Practicing delivery of a lesson and responses to a child’s questions will increase personal comfort with the terms and subjects that will be used. If this practice is done in front of a mirror, it is easy to see if the nonverbal messages are communicating discomfort or embarrassment. Practicing with a colleague or friend allows for constructive feedback that will increase confidence.

SEX EDUCATION

Notification to Parents/Guardians:

OPT-OUT

The Jackson Public Schools Board of Education has approved an AGE-APPROPRIATE 4th-12th grade Sexual Health Education and HIV/AIDS education for students enrolled in Jackson Public Schools. On the back of this page there is an outline of what areas will be covered in each grade level.

In compliance with State laws (Public Acts 139, 226, 289 and 335) we wish to inform you of your right to review any/all of the Sexual Health and HIV/AIDS curriculum materials or to observe classroom instruction. Please contact the building principal to schedule a time to either review the curriculum or observe classroom instruction. For more information about the curriculum please see our Sexual Health Education Handbook on the Jackson Public Schools website at www.jpsk12.org under "Curriculum" or contact Linda Meeder, JPS District Health and Human Services Coordinator at 517-841-2283.

You have the right to exclude your child without penalty from participation in these classes. See below for exclusion options.

Sincerely,
Daniel M. Evans
Superintendent



ONLY FILL THIS OUT

... IF YOU DO NOT WANT YOUR STUDENT TO PARTICIPATE IN THE SEX EDUCATION/
COMMUNICABLE DISEASE PREVENTION INSTRUCTION!

Please choose (1) one box only!

I DO NOT WANT MY STUDENT TO PARTICIPATE IN THIS INSTRUCTION FOR THIS SCHOOL YEAR ONLY!

OR

I DO NOT WANT MY STUDENT TO PARTICIPATE IN THIS INSTRUCTION FOR ALL K-12 SCHOOL YEARS!

Student Name

School

Parent/Guardian Signature

Date

A Summary of Legal Obligations and Best Practices

This chart was revised to reflect the changes in laws affected by Public Acts 165 and 166 of 2004, effective 6/04. Michigan Compiled Laws (MCL) numbers are cited, and a key is included below.



HIV/STD and Sex Education in Michigan Public Schools A Summary of Legal Obligations and Best Practices

Key to Michigan Compiled Laws Regarding HIV/STD and Sex Education			
MCL No.	Public Act	Last Action	Focus
380.1169	School Code	Amended 6/04	Dangerous communicable diseases; human immunodeficiency virus infection and acquired immunodeficiency virus infection; teacher training; teaching materials; curricula; teaching of abstinence from sex.
380.1506	School Code	Amended 11/77	Program of instruction in reproductive health; supervision; request to excuse pupil from attendance; “reproductive health” defined.
380.1507	School Code	Amended 6/04	Instruction in sex education; instructors, facilities, and equipment; stressing abstinence from sex; elective class; notice to parent or guardian; request to excuse pupil from attendance; qualifications of teacher; sex education advisory board; public hearing; distribution of family planning drug or device prohibited; “family planning,” “class,” and “course” defined.
380.1507a	School Code	Added 7/96	Notice of excuse from class; enrollment.
380.1507b	School Code	Amended 6/04	Sex education and instruction; curriculum requirements.
388.1766	State Aid Act	Amended 7/96	Dispensing or distributing family planning drug or device, dispensing prescriptions for family planning drug, or making referrals for abortion; forfeiture.
388.1766a	State Aid Act	Added 6/04	Instruction in reproductive health or other sex education; complaint process.

Mandated HIV and Allowed Sex Education

School districts are **required** to teach about dangerous communicable diseases, including, but not limited to, HIV/AIDS. §380.1169 Instruction regarding dangerous communicable diseases, including, but not limited to, HIV/AIDS, must be offered at least **once** a year **at every building level** (elementary, middle/junior, senior high).

School districts can **choose** to teach sex education. If they do, they must do so in accordance with those sections of the Michigan Compiled Laws related to sex education and reproductive health. (§380.1506, §380.1507, §380.1507a, §380.1507b, §388.1766, §388.1766a)

<p>Parental Rights and Exclusion From Instruction</p>	<p>For HIV/AIDS and sex education instruction, parents and/or legal guardians must be notified in advance of: • The content of the instruction. • Their right to review materials in advance. • Their right to observe instruction. • Their right to excuse their child without penalty. (§380.1507) For sex education only, if a parent or legal guardian files a continuing written notice (i.e., a request to have their child permanently excluded from sex education classes), the student shall not be enrolled in the class(es) unless the parent or legal guardian submits a written authorization for that enrollment. (§380.1507a)</p>
<p>Sex Education Advisory Board Member-ship</p>	<p>Every district that chooses to implement sex education must have a sex education advisory board. • The local school board determines the terms of service, the number of members, and a membership selection process that reasonably reflects the school district population. • The advisory board must include: parents of children attending the district’s schools, pupils in the district’s schools, educators, local clergy, and community health professionals. • At least half of the members must be parents who have a child attending a school operated by the school district. A majority of those parent members must not be employed by the school district. • Members must be given two weeks written or electronic notice of meetings. (§380.1507)</p>
<p>Sex Education Advisory Board Role</p>	<p>The advisory board is responsible for: • Establishing program goals and objectives for pupil knowledge and skills that are likely to reduce the rates of sex, pregnancy, and STIs. • Reviewing and recommending materials and methods to the board, taking into consideration the district’s needs, demographics, and trends including, but not limited to, teenage pregnancy rates, STD rates, and incidents of sexual violence and harassment. • Evaluating, measuring, and reporting the attainment of program goals and objectives and making the resulting report available to parents in the district at least once every two years. (§380.1507)</p>
<p>Advisory Board Chairs</p>	<p>Two co-chairs must be appointed by the school board to chair the sex education advisory board, at least one of whom is a parent of a child attending a school operated by the school district. (§380.1507)</p>
<p>Sex Education Supervisor</p>	<p>Every district choosing to have a sex education program must have a sex education supervisor, approved by the Michigan Department of Education, who oversees the program of instruction. (§380.1506, §380.1507)</p>

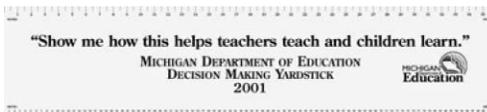
<p>Required Content Including Emphasis on Abstinence</p>	<p>Instruction in HIV/AIDS and sex education must stress that abstinence from sex is a responsible and effective method of preventing unplanned or out-of-wedlock pregnancy, and that it is the only protection that is 100% effective against unplanned pregnancy, sexually transmitted disease, and sexually transmitted HIV infection and AIDS. (§380.1169, §380.1507, §380.1507b) Instruction in HIV/AIDS must include the principal modes by which dangerous communicable diseases are spread and the best methods for the restriction and prevention of these diseases. (§380.1169) Sex education material discussing sex must be age-appropriate, must not be medically inaccurate, and must do all of the following: • Discuss the benefits of abstaining from sex until marriage and the benefits of ceasing sex if a pupil is sexually active. • Include a discussion of the possible emotional, economic, and legal consequences of sex. • Stress that unplanned pregnancy and Sexually Transmitted Infections are serious possibilities of sexual intercourse that are not fully preventable except by abstinence. • Advise pupils of the laws pertaining to their responsibility as parents to children born in and out of wedlock. • Teach pupils how to say “no” to sexual advances and that is wrong to take advantage of, harass, or exploit another person sexually. • Teach refusal skills and encourage pupils to resist pressure to engage in risky behavior. • Teach that the pupil has the power to control personal behavior, and teach pupils to base their actions on reasoning, self-discipline, a sense of responsibility, self-control, and ethical considerations, such as respect for self and others.</p>
<p>Required Content Including Emphasis on Abstinence (cont.)</p>	<ul style="list-style-type: none"> • Provide instruction on healthy dating relationships and on how to set limits and recognize a dangerous environment. • Provide information for pupils about how young parents can learn more about adoption services and about the provisions of the Safe Delivery of Newborns Law. • Include information clearly informing pupils that having sex or sexual contact with an individual under the age of 16 is a crime punishable by imprisonment and that one of the other results of being convicted of this crime is to be listed on the sex offender registry on the internet for up to 25 years. (§380.1507b)
<p>Allowed Content Regarding Risk Reduction</p>	<p>School districts must teach about the best methods for the restriction and prevention of dangerous communicable diseases, including, but not limited to HIV/AIDS. (§380.1169) Districts are not prohibited from teaching about behavioral risk reduction strategies, including the use of condoms, within their sex education program. (§380.1507)</p>
<p>Prohibited Content or Actions</p>	<p>The age-appropriate sex education material also must ensure that pupils are not taught in a way that condones the violation of laws of this state pertaining to sexuality, including, but not limited to, those relating to sodomy, indecent exposure, gross indecency, and criminal sexual conduct in the first, second, third, and fourth degrees. (§380.1507b) Clinical abortion cannot be considered a method of family planning, nor can abortion be taught as a method of reproductive health. (§380.1507) “Reproductive health” means that state of an individual’s well-being which involves the reproductive system and its physiological, psychological, and endocrinological functions. (§380.1506) A person cannot dispense or otherwise distribute a family planning drug or device in a public school or on public school property. (§380.1507)</p>

Definition of Sex Education	Every district choosing to have a sex education program needs to develop or adopt a definition of sex education . The definition determines which content and materials are considered “sex education” and need to go through the approval and parent notification process detailed in §380.1507 and §388.1766a.
Approval Process	Curricula that are used as a part of HIV/STD or sex education instruction offered by a school district must go through the formal approval process, including two public hearings and school board approval. (§380.1169, §380.1507) Curricula, materials, and methods must be approved in advance regardless of the: • class in which it is taught (e.g., health class, school-wide assembly, English class); • person providing the instruction (teacher, school nurse, guest speaker); • time of day the instruction is offered (during the school day versus after school); or • place the instruction takes place (within the building versus off the school premises).
Teacher Training	Each person who teaches K-12 pupils about HIV/AIDS shall have training in HIV and AIDS education for young people. (§380.1169) Training requirements for teachers of sex education as well as the determination of who is “qualified” to teach sex education are determined by the local school district. Trainings in both HIV/AIDS and sex education/reproductive health are usually offered through the regional ISD or RESA school health coordinator that services that school district. Guest speakers are not required by law to go through these trainings. A trained teacher, however, should always be in the classroom when guest speakers are presenting.
Model Curricula	Michigan has a model health education curriculum that is used by a majority of school districts in Michigan. In HIV/STD prevention, there are model curricula for grades K-6 and grades 7-8 . The K-6 lessons include one to two lessons per grade level. The seven-lesson middle school module is “abstinence-only” (i.e., condoms are not discussed as a means of risk reduction). Districts can choose to adopt, adapt, or disregard the model curriculum and implement commercially or locally developed curricula.
Complaint Process	If a parent or legal guardian of a pupil enrolled in a district or intermediate district (ISD) believes that the district or intermediate district has violated the following sections of Michigan law pertaining to HIV/AIDS instruction or sex education (§380.1169, §380.1506, §380.1507, §388.1766a), the person can file a complaint with the superintendent or chief administrator of the district or ISD in which the pupil is enrolled. The district has 30 days to investigate, provide a written report, and if violations are found, develop a plan for corrective action. The district has an additional 30 days to take corrective action. If the parent is not satisfied with the investigation or findings made by the superintendent, the parent can appeal the findings to the ISD in which the district is located. The ISD has 30 days to investigate, provide a written report, and if violations are found, develop a plan for corrective action. The district has an additional 30 days to take corrective action. If the parent is not satisfied with the investigation or findings made by the ISD superintendent, the parent can appeal the findings to the Michigan Department of Education (MDE) . The MDE has 90 days to investigate, provide a written report, and if violations are found, develop a plan for corrective action. The district has an additional 30 days to take corrective action. (§380.1766)

<p>Penalties</p>	<p>If an investigation conducted by MDE (see Complaint Process section) reveals that a district or ISD has committed one or more violations of the following sections of the Revised School Code or State School Aid Act (§380.1169, §380.1506, §380.1507, §388.1766a) the district or intermediate district shall forfeit an amount equal to 1% of its total state school aid allocation. (§388.1766a) A district in which a school official, member of a board, or other person dispenses or otherwise distributes a family planning drug or device, dispenses prescriptions for any family planning drug, or makes referrals for abortions shall forfeit 5% of its total state aid appropriation. (§388.1766)</p>
<p>State Board Policy</p>	<p>The Michigan State Board of Education adopted a Policy to Promote Health and Prevent Disease and Pregnancy in September of 2003. The policy recommends that local school boards select, adopt, and implement comprehensive sexuality education programs that are based on sound science and proven principles of instruction. For a copy, go to www.michigan.gov/mde, click “K-12 Curriculum”, click “Health Education”, and click “HIV/STD and Sexuality Education”.</p>

For more information on HIV/STD Education in Michigan Schools, go to the Michigan Department of Education (MDE) web site, www.michigan.gov/mde, click “K-12 Curriculum”, click “Health Education”, and click “HIV/STD and Sexuality Education”. Questions should be directed to Laurie Bechhofer, MDE Consultant, 517-335-7252, bechhoferl@Michigan.gov.

This summary should not be used to replace statute. For the exact language of Michigan Compiled Laws, go to www.michiganlegislature.org. Concerns regarding interpretation should be directed to legal counsel.



**Jackson Public Schools
Guest Speaker Recommendation**

APPENDIX #3

For Sexual Health Education, Reproductive Health, & Family Planning

Return completed form to District Health and Human Services Coordinator

Name of Teacher _____

Grade Level _____

Name of recommended Speaker _____

Community Affiliation _____

Phone _____

Address _____

Credentials of
Speaker _____

Objectives covered relative to JPS Sexual Health Education Curriculum

Speaker has been made aware of JPS Sex Education Policies and understands appropriate guidelines.

Teacher signature

Date

Principal Signature

Date

Speaker recommendation reviewed by the JPS Sex Education Advisory Board on (date) _____

Speaker was approved

Speaker was not approved

Director of Health and Human Services

Date

5035 Sexual Discriminatory Harassment of Employees or Applicants

5035

Sexual or discriminatory harassment of School District elected officials, employees, contracted employees or applicants for employment by Board of Education Members, School District employees, vendors, contractors or other doing business with the School District, students, parent(s)/guardian(s), invitees, volunteers or guests will not be tolerated.

Discriminatory harassment means any harassment, intimidation, threat, ridicule, disparagement, purposeful embarrassment, or chiding of any person because of their sex, race, color, national origin, religion, height, weight, marital status, handicap, age, political affiliation, sexual orientation or disability. Sexual harassment means unwelcome sexual advances, requests for sexual favors, creating a hostile environment or other verbal or physical conduct relating to an individual's sex.

Sexual or discriminatory harassment shall not be tolerated by this District. This includes:

- Submission to such conduct or communication is made a term or condition, either explicitly or implicitly, to obtain employment, or
- Submission to, or rejection of, such conduct or communication by an employee/applicant is used as a factor in decisions affecting such employee/applicant's employment, or
- Such conduct or communication has the purpose or effect of substantially interfering with an employee's employment, or creating an intimidating, hostile, or offensive employment environment, or otherwise adversely affects an employee's employment opportunities.

Any employee or applicant who believes that he or she has suffered any form of harassment for any reason shall immediately report the incident(s) to:

Superintendent of Schools
Jackson Public Schools
522 Wildwood Ave.
Jackson, Michigan 49201
Phone: (517) 841-2202

The School District guarantees that an employee or applicant for employment, reporting an incident of sexual or discriminatory harassment will not suffer any form of retribution.

In determining whether the alleged conduct constitutes sexual or discriminatory harassment, the circumstances will be investigated. The Superintendent has the overall responsibility of investigating complaints of sexual or discriminatory harassment of employees or applicants. In cases where the alleged harassment involves a member of the Board of Education, the School District will appoint outside legal counsel to investigate the complaint. The results of an investigation will be communicated to the complaining person.

In the event the complaint is against the Superintendent, the Vice-President of the Board shall be automatically designated as the recipient and investigator for such complaints. The Vice-President of the Board may, at his/her sole discretion, elect to employ District legal counsel or other qualified, independent investigators to assist him/her in the investigation. Results of the Vice-President's investigation will be turned over to the President of the Board.

The School District considers harassment on the basis of religion, race, color, national origin, age, sex, height, weight, marital status, handicap or disability to be a major violation of this policy, which will result in disciplinary action of the offender. Disciplinary action may include disciplinary action up to and including discharge. Disciplinary action against a student may include action up to and including expulsion. Disciplinary action against a Board of Education member may range from Board of Education public censure to removal of the Board Member from an officer position he/she may hold.

Notification

Notice of this policy will be periodically circulated to all school buildings and departments within the District, and incorporated in teacher, student and parent/guardian handbooks. All new hires of the District will be required to review and sign off on this policy and its related complaint procedure.

Training sessions on this policy and the prevention of sexual or discriminatory harassment shall be held periodically for all Board members, administrators, teachers and employees of the District. In addition, students will have available as part of their curriculum and instructional program, sessions on this policy and the prevention of student-to-student discriminatory or sexual harassment.

Approved:

LEGAL REF: MCL 37.2101 *et seq.*, (Elliott-Larsen Civil Rights Act); 380.11a; 20 USCA §1681; 34 CFR §106.8; 34 CFR §106.9 (Title IX of the Education Amendments)

APPENDIX TO SECTION 5000

APPENDIX A

EXAMPLES OF SEXUAL HARASSMENT

Sexual harassment, may include, but is not limited to, the following:

- Verbal harassment or abuse,
- Pressure for sexual activity,
- Repeated remarks with sexual or demeaning implications,
- Unwelcome touching,
- Sexual jokes, posters, cartoons, etc., and/or
- Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, safety, job, or performance of public duties.

In addition, any form of retaliation against the complainant or witness is in itself a form of sexual harassment.

Pursuant to state law, sex education may be provided by the District but must be an elective class. In order to offer this instruction, a Sex Education Advisory Board must be established. Students will not be permitted to take the class unless the student's parent/guardian is notified in advance of the course and its contents, is given an opportunity to review course materials, is allowed to observe the instruction, and is notified of the right to have the student excused from the class. (See "Parent/Guardian Notification" below.)

Sex Education Advisory Board

The Sex Education Advisory Board (hereinafter "Advisory Board") shall recommend materials and methods to the Board of Education in compliance with current statutory requirements as defined in MCL 380.1507. All instruction and materials shall be age-appropriate and medically accurate. Prior to the adoption of any revision to materials or methods of instruction in sex education, the Board of Education shall hold two public hearings. The hearings shall be held at least 1 week apart and shall be posted pursuant to MCL 380.1201.

The Advisory Board shall minimally include the constituencies described in 380.1507(5), parents, educators, pupils, clergy, and community health professionals. One half of the members shall be parents who have at least one child attending a school operated by the District, and a majority of those parent members shall be individuals not employed by a school District. The Board of Education shall recommend a process for selecting Advisory Board members that reflects, reasonably, the District population. One of the co-chairs leading the Advisory Board shall be a parent.

The Advisory Board must establish goals and objectives for pupil knowledge and skills designed to reduce rates of sexual activity, pregnancy and sexually transmitted diseases, review materials and methods and make implementation recommendations to the Board of Education.

The recommendations shall incorporate the required content of MCL 380.1507b and such other material as the Advisory Board finds to be pedagogically sound.

It is recommended that the District align the curriculum to the content recommendations in the State Board of Education Policy to Promote Health and Prevent Disease and Pregnancy (September 2003.). Every two years, the Advisory Board shall evaluate, measure, and report upon attainment of the goals and objectives. The report shall be made available to the parents/guardians of the District.

To comply with the provisions of the No Child Left Behind Act and Michigan Statutes, the Superintendent will, in writing, inform the professional staff of the federal requirements that apply to sex education and the prohibitions and restrictions covering distribution of contraceptives or materials that encourage sexual activities. The District will comply with federal and state guidelines concerning age appropriate sex education.

Parent/Guardian Notification

Sex education is not to be provided to any student under the age of 18 unless the parent/guardian is notified in advance of the instruction and the content of the instruction. Parents/Guardians are to be given an opportunity to review materials to be used and to have their child excused from the instruction by filing an annual or continuing written notice that the child is to be excused from the class. If a parent/guardian files a continuing written notice to exclude their child from sex education classes, present or future, the student shall not be enrolled in a sex education class at any time unless the parent/guardian submits a new, written authorization for that enrollment.

Any student is to be excused without penalty or loss of academic credit, from attending class sessions in which the instruction is provided.

Approved:

LEGAL REF: MCL 380.1282; 380.1507; 380.1507b; 380.1169; 388.1506; 380.1766; 388.1766a; 20 USCA 7906 (NCLB); State Board of Education Policy to Promote Health and Prevent Disease and Pregnancy (September 2003).