



## **ADRIAN PUBLIC SCHOOLS Policies and Regulations**

**NEPN Code: IGAH-R**

### **Instruction**

### **Family Life Education – Administrative Procedures**

#### **A. Definitions**

Family Life Education includes family planning, human sexuality and the emotional, physical, psychological, hygienic, economic and social aspects of family life. Instruction may include the subjects of reproductive health and the recognition, prevention and treatment of sexually transmitted disease. ...it shall include abstinence from sex as a responsible method of preventing unwanted pregnancy and sexually transmitted disease and as a positive lifestyle for unmarried young people. (§380.1507.1)

“Family planning” means the use of a range of methods of fertility regulation to help individuals or couples avoid unwanted pregnancies; bring about wanted births; regulate the intervals between pregnancies; and plan the time at which births occur in relation to the age of parents. It may include the study of fetology, marital, and genetic information. (§380.1508)

#### **B. Requirements**

1. A program of instruction in reproductive health shall be supervised by a registered physician, a registered nurse, or other person certified by the state as qualified. (§380.1506)
2. Parents/guardians shall receive prior notification of such instruction, of their rights to preview course materials and to excuse their children from classes. (§380.1507.3 & 4)
3. Upon written request of a pupil(18 yrs +) or the pupil's parent or guardian, a pupil shall be excused, without penalty or loss of academic credit, from attending classes in which the subject of reproductive health is under discussion and not re-enrolled without written authorization for that enrollment. (§380.1507.9)
4. Each and every teacher shall meet the criteria set by the state. (§380.1169.2, 380.1507.5)
5. Program goals and objectives shall be established to provide pupil knowledge and skills that are likely to reduce the rates of sex, pregnancy and sexually transmitted diseases. (§380.1507.5.a, 388.1766a.1.c)
6. The principle modes by which dangerous communicable diseases, including, but not limited to, human immunodeficiency virus infection (HIV) and acquired immunodeficiency syndrome (AIDS), sexually transmitted infections (STI) are spread and the best methods for the restriction and prevention of these diseases shall be taught in every public school in this state. (§380.1169.1, 2)

7. Revisions in materials or methods must be formally approved by a process to include two public hearings and Board of Education approval. All materials and methods must be approved in advance by the Board of Education. (§380.1169 & 380.1507.6)
8. An Advisory Committee is required and shall adhere to the current laws and regulations. (§380.1507.5, a.b.c, 380.1507.6)
9. The District shall comply with the established complaint process. (§388.1766a.2, 3, 4)

## **COURSES AND CONTENT**

The Board of Education endorses the principle of Family Life Education and instructs the Superintendent of Schools to establish specific courses and procedures in line with the following guidelines. Materials and instruction in the Family Life Education curriculum will be age appropriate, medically accurate and will:

- Provide age appropriate, medically accurate material and instruction with regard to growth and development to include information about the anatomy and the functions of reproductive organs. (§380.1507)
- Teach refusal skills and encourage students to resist the pressure to engage in risky behavior. (§380.1507 f ,g, h)
- Provide information for pupils on healthy dating relationships. (§380.1507(i))
- Include the principle modes by which dangerous communicable diseases are spread and the best methods for the restriction and prevention of these diseases. (§380.1169.1)
- Provide medically accurate information on STIs to include HIV. (§380.1169.2)
- Include the teaching of abstinence from sex as a responsible method for restriction and prevention of these diseases and as a positive lifestyle for unmarried young people. (§380.1507.1, 380.1507b.1)
- Not consider clinical abortion as a method of family planning, nor shall abortion be taught as a method of reproductive health. (§380.1506.2)
- Not include the dispensing or distribution of a family planning drug or device. (§380.1507.7)
- Explain the emotional, economic and legal implications of sexual expression. (§380.1507 (b, c, d, e, k) §388. 1766a.1.c))
- Explain parental responsibilities, childcare, commitment to spouse and children. (380.1507)
- Provide information for students about how young parents can learn more about adoption services and the provisions of the safe delivery of newborns law. (§MCL712.1 to 712.20 (j))
- Make this course a usual part of the program for all students except as students or parents exercise their rights to have the student excused from the class. (§380.1507.3, 4, §380.1507a)
- Provide for a forum between parent and child that will allow for and encourage open and frank communication.
- Assist parents in communication skills and procedures that will allow them to share age appropriate information with their children.

## **Elementary Growth and Development Curriculum**

### **Kindergarten**

#### **Suggested lessons from Michigan Model:**

Safety: Lesson 5

#### **Introduce**

- Describe the characteristics of appropriate touch and inappropriate touch.
- Explain that a child is not at fault if someone touches him or her in an inappropriate way.
- Demonstrate how to ask trusted adults for help.

### **First Grade**

#### **Suggested lessons from Michigan Model:**

Safety: Lesson 7

#### **Review**

- Describe the characteristics of appropriate and inappropriate touch.
- Explain that a child is not at fault if someone touches him or her in an inappropriate way.
- Demonstrated how to ask a trusted adult for help.

#### **Introduce**

- Apply strategies to avoid personally unsafe situations.
- Apply strategies to get away in cases of inappropriate touching or abduction.
  - Say “NO” loudly
  - Yell
  - Get away quickly
  - Tell a trusted adult

### **Second Grade**

#### **Suggested lessons from Michigan Model:**

Safety: Lesson 4

#### **Review**

- Describe the characteristics of appropriate and inappropriate touch.
- Explain that a child is not at fault if someone touches him or her in an inappropriate way.
- Demonstrated how to ask a trusted adult for help.
- Apply strategies to avoid personally unsafe situations.
- Apply strategies to get away in cases of inappropriate touching or abduction.
  - Say “NO” loudly
  - Yell
  - Get away quickly
  - Tell a trusted adult

## **Third Grade**

### **Suggested lessons from Michigan Model:**

Safety: Lesson 4

#### **Review**

- Describe the characteristics of appropriate and inappropriate touch.
- Explain that a child is not at fault if someone touches him or her in an inappropriate way.
- Demonstrate how to ask a trusted adult for help.
- Apply strategies to avoid personally unsafe situations.
- Apply strategies to get away in cases of inappropriate touching or abduction.
  - Say “NO” loudly
  - Yell
  - Get away quickly
  - Tell a trusted adult

#### **Introduce**

- Describe strategies to stay safe in potentially harmful situations.
- Discuss personal hygiene

## **Fourth Grade**

### **Introduce:**

- physical growth and development
- emotional growth and development
- healthy respectful relationships
- personal hygiene

Students will be separated by gender for 4th grade.

Questions regarding sexual activity, sexually transmitted infections, birth control, abortion, sexuality, masturbation, rape, oral sex and anal sex may not be answered and should be referred to the home.

## **Fifth Grade**

### **Review**

- physical growth and development during puberty
- emotional growth and development
- healthy respectful relationships
- personal hygiene

Students will be separated by gender for 5<sup>th</sup> Grade

#### **Introduce**

- infectious diseases including HIV/AIDS and other sexually transmitted infections (STI's)– causes and prevention

A definition of sexual intercourse will be introduced. It should be defined within the context of a long-term intimate relationship. Emphasis should be placed on physical maturity vs. mental/emotional

maturity and responsibility. Discuss the differences between physical maturity and mental/emotional maturity and responsibility. Discuss the meaning of a long-term, intimate relationship. Include references to the mature, loving, caring and mutual respect in a relationship. Discussion will focus on abstinence from sexual intercourse and other risky behaviors. Abstinence before a long-term intimate relationship is the safest choice to prevent serious consequences. Unplanned pregnancy and sexually transmitted infections are serious possibilities of sex that are not fully preventable except by abstinence.

Students will be advised that there are laws pertaining to consequences of poor choices. These include, but are not limited to, sexual harassment, responsibilities of parenthood and age of consent.

Students will be encouraged to seek advice from parents/guardians, counselor, or other trusted adults with questions pertaining to sexuality.

## **Middle School Growth and Development Curriculum**

### **Sixth Grade Review**

- physical growth and development
- emotional growth and development
- healthy respectful relationships
- infectious diseases including (HIV/AIDS) –causes and prevention
- personal hygiene
- legal consequences to poor decision-making

Students will be separated by gender for 6<sup>th</sup> Grade

### **Introduce**

- function of the male and female reproductive systems.
- refusal skills for risky behaviors.
- abstinence from mutual masturbation, oral, anal, and vaginal sex as a responsible method of preventing unplanned pregnancy and sexually transmitted infections
- healthy lifestyle choices
- legal consequences for poor decision making-social media, i.e. sexting

Emphasis will be placed on teaching and practicing refusal skills and encouraging students to resist pressure to engage in risky behaviors.

Students will be advised on the laws pertaining to consequences of poor choices including parental responsibility, sexual harassment, and exposing others to health risks.

Students will be encouraged to seek advice from parents/guardians, counselor, or other trusted adults with questions pertaining to sexuality and gender identity.

## **Seventh Grade**

### **Review**

- changes of puberty
- functions of the male and female reproductive systems.
- refusal skills for risky behaviors
- abstinence from oral, anal, and vaginal sex as a responsible method of preventing unplanned pregnancy and sexually transmitted infections
- healthy lifestyle choices
- personal hygiene
- legal consequences to poor decision-making

### **Introduce**

- a more in depth discussion STI's and their consequences
- abstinence to prevent pregnancy and STI's
- the use of condoms to prevent pregnancy and STI's.

Emphasis will be placed on teaching and practicing refusal skills and encouraging students to resist pressure to engage in risky behavior. Activities and discussions will focus on self-respect, and positively managing relationships.

Questions on the factual material presented in class will be answered by the teacher, but students will be encouraged to seek advice from parents/guardians, counselor, or other trusted adults with questions pertaining to sexuality and gender identity.

## **Eighth Grade**

### **Review**

- functions of the male and female reproductive systems.
- refusal skills for risky behaviors.
- abstinence from oral, anal, and vaginal sex as a responsible method of preventing unplanned pregnancy and STI's
- the use of condoms to prevent pregnancy and STI's.

### **Introduce**

- fetal development and childbirth
- healthy dating relationships and setting limits
- recognizing dangerous environments.
- introductory information on a variety of birth control methods

Abstinence will be stressed as the best method of preventing unwanted pregnancies and STI's. Considerations (cost, side effects etc.) when choosing birth control will be discussed.

Students will review the laws pertaining to consequences of poor choices including parental responsibility, sexual harassment, and exposing others to health risks. The "Safe Delivery of Newborns Law" will be explained.

Questions on the factual material presented in class will be answered by the teacher, but students will be encouraged to seek advice from parents/guardians, counselor, or other trusted adults with questions pertaining to sexuality and gender identity.

## **High School Growth and Development Curriculum**

### **High School Review**

- structure and functions of the organs of the male and female reproductive systems.
- refusal skills for risky behaviors.
- abstinence from oral, anal, and vaginal sex as a responsible method of preventing unplanned pregnancy and STI's
- the use of condoms to prevent pregnancy and STI's.

### **Introduce**

- More in depth discussion of the stages of fetal development and childbirth
- More in depth discussion of the factors which influence birth control choices (risk of failure, side effects, cost, etc)
- CPR/AED

All topics within the curriculum guidelines are approved for instruction and discussion. Direct, factual answers to questions are permissible. Detailed information, including transmission, symptoms, and treatments, on many sexually transmitted infections will be reviewed. Birth control information will be accompanied by analysis of the effectiveness ratings and the risks involved. All birth control methods will be compared to abstinence, the only 100% effective method of preventing pregnancy and sexually transmitted infections. Birth control devices will be available to view and touch. Birth control devices ARE NOT distributed to students. Reinforce that abstinence protects physical, emotional, and social safety and welfare of young people. Abortion, as a form of birth control will not be taught.

Specific information of Michigan laws pertaining to sexuality, parental responsibility, sexual harassment, and exposing others to health risks as well as criminal sexual conduct in the first, second, third, and fourth degrees will be presented. The "Safe Delivery of Newborns Law" will be reviewed. Guest speakers, with knowledge of MI law, may be presenters. (Police Officer or Attorney)

Questions on the factual material presented in class will be answered by the teacher, but students will be encouraged to seek advice from parents/guardians, counselor, or other trusted adults with questions pertaining to sexuality and gender identity. Students will be provided information about resources where they can get additional information or help. (Lenawee County Health Department)

### **Resources**

Suggested grade level K-12

"Advocates for Youth" -<http://advocatesforyouth.org/3rs-curric-lessonplans>

"Amaze" -<http://amaze.org/>

Suggested grade level 4-6:

*"Just Around The Corner For Girls"* (Marsh Media)

*"Just Around The Corner For Boys"* (Marsh Media)

*"Growing Up! For Girls"* (Marsh Media)

*"Growing Up! For Boys"* (Marsh Media)



Suggested grade level 5-8:

- "AIDS: Facts for Kids"* (Human Relations Media)
- "Understanding HIV and AIDS"* (Human Relations Media)
- "Straight Talk About Puberty for Girls"* (Marsh Media)
- "Straight Talk About Puberty for Boys"* (Marsh Media)
- "We're Just Around the Corner"* (Marsh Media)
- "A Million Teenagers, Fifth Edition"* (Discovery Education)
- "Sex Smart for Teens: Birth Control"* (Human Relations Media)

Suggested grade level 9-12:

- "Straight Talk: The Truth About STD's"* (Human Relations Media)
- "Straight Talk: The Truth About Teen Pregnancy"* (Human Relations Media)
- "Miracle of Life"* (NOVA)

### **ADDITIONAL PROVISIONS**

- Those teaching Family Life Education may acknowledge that there ARE a multiplicity of views in a pluralistic society, but shall explicitly refer the child to the family as a source of guidance and authority in moral values.
- Teachers shall avoid imposing their own personal moral or value judgments and shall understand that advocacy of what may be considered illegal or immoral is not consistent with the Board of Education policy.
- Discussion of personal sexual experience by students or teachers, relative to sexual behavior of students, parents, or community are prohibited in the Family Life Education Program.
- Only learning materials approved by Board of Education may be used in this program. Requests for new or additional resources must follow the Procedures for Materials and Speaker Approval. (see attachment)
- The individual instructor must preview all resources before they are used in the classroom.
- Student teachers and substitute teachers may not teach in this program.
- The Superintendent shall designate a supervisor for the Family Life Education Program in accordance with state law and shall provide a description of qualifications and duties to the Board of Education for review.
- The Board of Education policy shall not be considered to prohibit other related educational experiences that may be necessary for special needs or to comply with state law.
- All classes in the Family Life Education Program shall be co-educational unless specified other

### **ADVISORY BOARD**

An Advisory Board shall be established to insure on-going review of the program and to promote a program that will continue to reflect the desires and values of the community.

An Advisory Board shall:

- establish program goals and objectives for pupil knowledge and skills that are likely to reduce the rates of sex, pregnancy and sexually transmitted infections
- review the materials and methods of instruction used and make recommendations to the board of education
- at least once every two years, evaluate, measure and report the attainment of the established program goals and objectives (§380.1507.5, a, b, c)
- act only in an advisory capacity

Its major function is to provide information about the community and its concerns, thus helping the Board of Education and School District be more responsive to community needs. (§380.1507.5) It is a function of the Advisory Board to communicate officially with the Board of Education. It is not appropriate for the Advisory Board to speak on behalf of the Board of Education, to assume the responsibilities of the Board of Education or to deal directly with the news media.

#### **The Advisory Board:**

The Board of Education of a school district shall appoint 2 chairs, at least one of whom is a parent of a child attending a school in the district. (§380.1507.5) At least half of the members of the Advisory Board shall be parents whose children attend a school in the District, with the majority not employed by the School District. (§380.1507.5)

**Parents** - In each school the Parent Teacher Organization (P.T.O.) or its equivalent will be requested to nominate one member.

**Pupils** - The student government of the high school will be requested to nominate two members.

**Educators** - The High School Principal and each Middle School Principal will be requested to nominate one staff member from among those who are teaching sex education classes.

**Clergy** - The Lenawee County Ministerial Association will be requested to nominate one member whose congregation is within the School District.

**Community Health Professionals** - The Lenawee County Health Department, Bixby Medical Center, the County Medical Society and the Community Mental Health Services will be requested to nominate one individual each.

**Other Citizens** - The Board of Education may nominate two individuals from those who volunteer. Those selected will then serve as individuals and not as organizational representatives.

Adrian Public Schools

Sex Education Advisory Committee

Procedures for Materials and Speaker Approval

The Sex Education Advisory Committee is established pursuant to Michigan law (MCLA 380.1507(5)) to advise the local school board on materials and methods of instruction used in teaching sex education, reproductive health, family planning and sexually transmitted infections. The advisory committee exists to fulfill the letter and the spirit of the law of the State of Michigan and in doing so offers the legal protection to the district as well as those seeking its approval of materials and presenters for Adrian Public School staff and students.

The Committee must approve all presenters and resources on sex education and related issues through the process which the Sex Education Advisory Committee has established. To request

approval for any speaker or materials, complete a Proposal for Instructional Material/Presentation form. The proposal and materials will be reviewed by the Adrian Public Schools Sex Education advisory Committee. The form must be completed and returned to the Sex Education Program Supervisor sex weeks prior to the need for the materials or date of the presentation. Any video or written materials to be used in conjunction with a presentation must accompany the proposal and will be circulated to the committee members before the meeting at which the proposal will be discussed. Upon receiving a proposal the Committee will be convened in a timely manner. Once the decision has been made the submitting person will be informed of the outcome within five business days. Please contact the Sex Education Program Supervisor with questions and/or for additional information about the approval process.

All presenters will follow the requirements established by the State of Michigan Department of Education. A summary of the State Guidelines is attached. Those who introduce individuals or materials for approval assume responsibility to see that the spirit and the letter of the law, as well as Adrian Public Schools curriculum, is presented to and accepted by the persons presenting or adhered to by the material presented.

Careful consideration should be given when proposing an assembly. To be effective, assemblies require class time with a Reproductive Health and HIV/AIDS certified teacher to introduce ideas and otherwise “set the stage,” and provide significant class attention with the same trained teacher for discussion and debriefing afterwards. In an assembly format, clarification or correction must be provided well after the fact. This is in contrast to a speaker’s work in a classroom, which a teacher can add to in context. The classroom provides continuity and subject context.

### **Staying within Michigan State Law and Local District Policies Guidelines for Guest Speakers**

- **Background Information for Speakers**

- ▶ Be familiar with state laws governing both HIV/STD education and sex education in Michigan public schools.
- ▶ Know that most decisions about the content of programs are made at the local level by the school district.
- ▶ Understand that school districts need to go through a multi-step process when changing the content or methods of their HIV/STD and/or sex education programs.
- ▶ Provide schools in advance with as much information as possible regarding content, methods and educational materials that will be included in a presentation.
- ▶ Understand that the scope of the presentation needs to stay within the outlined curriculum objectives for the grade level(s) being addressed. When in doubt, speakers should err on the side of caution.
- ▶ Be sure a trained teacher stays in the room during a guest presentation

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- **Questions to Ask in Advance to Stay within School Policy**
  - ▶ What topics are covered at each of the grade levels?
  - ▶ Are there certain topics that cannot be discussed at all?
  - ▶ Are there topics that can only be discussed in a limited fashion?
  - ▶ Are there topics that can be discussed only if students ask questions?
- **Questions to Ask to Maximize Effectiveness of Presentation**
  - ▶ How does this presentation fit into the larger HIV/STD prevention program? Where does it fall? What already been covered?
  - ▶ What does the school/teacher see as the major goal of this presentation? Building empathy? Increasing students' sense of vulnerability? Conveying information? About what topics/issues?

**REQUEST FOR INSTRUCTIONAL MATERIAL/PRESENTATION  
FOR REVIEW BY THE ADRIAN PUBLIC SCHOOLS SEX EDUCATION ADVISORY COMMITTEE**

TITLE: \_\_\_\_\_ AUTHOR: \_\_\_\_\_  
 PUBLISHER: \_\_\_\_\_ COPYRIGHT DATE: \_\_\_\_\_ EDITION: \_\_\_\_\_  
 REQUEST SUBMITTED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
 POSITION: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

<b>Proposed Media Format Information and Grade Level Requested</b>	<b>K-4</b>	<b>5-8</b>	<b>9-12</b>
Video Name & Length:			
Book/Pamphlet/Textbook:			
Miscellaneous Materials:			
Presentations/Speakers:			

Write a brief description of the proposed materials/presentation.

Identify specific student outcomes that this proposed material/presentation would support.

Write a clear description of how materials would be used with students and the methods of assessment.

**Sex Education Advisory Committee Recommendations:**

Date \_\_\_\_\_ ☐ Approved as Described ☐ Approved ☐ with  
 Restrictions Not Approved

Revised: June 3, 2013  
 June 26, 2017