



Milan Area Schools
Reproductive Health/
Sex Education
2-Year Report

Milan Area Schools Reproductive Health/Sex Education Plan and Curriculum Guide

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Greetings Milan Community,

Our purpose in writing this letter is to introduce Milan Area Schools' Reproductive Health/Sex Education Curricular Plan, which is a comprehensive resource for families and staff. It encompasses the entire K-12 curriculum as well as the State of Michigan and the MAS Board policy and regulations regarding this area of instruction.

This plan includes information that is in accordance with the Michigan School Code and reflects the changes in laws affected by Michigan Compiled Laws(MCL) §380.1169, §380.1506, §380.1507, §380.1507a, §380.1507b, §388.1766 and §388.1766a.

To help explain 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 laws mentioned above, Milan Area Schools' policies about reproductive and sexual health instruction, sexual harassment and guidelines for classroom interactions can be found in the appendix of this document.

We believe that parents/guardians/family support systems are the primary health educators for 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 review the materials before instruction begins, and children may 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 and certified. Secondary teachers receive biennial updates by attending the Michigan Department of Education's recommended in-service, provided by the Washtenaw Intermediate School District. All curricula, movies, videos, handouts and guest speakers have been approved by the Sex Education Advisory Board and are made available for parent/guardian to review.

At the elementary level, due to the comfort and maturity level of the students, it may be decided to keep students separated by gender for one, more, or all, sessions. At the middle and high schools, students are not separated by gender with the goal of encouraging understanding and empathy for peers. Instruction shall be based on the level of physical, emotional and social growth and development for students as a group within a particular grade level.

If you have any questions, please feel free to contact the Assistant Superintendent, your building principal, or the classroom teacher.

Sincerely,
The Members of the Sex Education Advisory Board

Ryan McMahon (Assistant Superintendent)
Nichole Kuenzel (District Sex Education Coordinator, SEAB Co-Chair)

Sex Education Advisory Board Mission Statement:

The mission of the Milan Area Schools Sex Education Advisory Board (SEAB) is to support a comprehensive abstinence-based curriculum that is developmentally and age appropriate. The curriculum will be tailored to the unique needs of our diverse students and must be aligned with our community's standards, state laws, and district policies. Trained and certified instructors will deliver lessons that are designed to address the physical, mental, emotional, and social dimensions of sex education in a manner that teaches our students respect for themselves and others through a lifetime of responsible behavior. Great care will be taken to ensure that all recommended sexual health materials support a high-quality, data driven, research-based sex education curriculum that is reviewed and updated on a regular basis.

OVERVIEW OF THE REPRODUCTIVE HEALTH/SEX EDUCATION PLAN FOR MILAN AREA SCHOOLS

Definition of Reproductive Health/Sex Education:

A high-quality educational program/curriculum that is research-based and age appropriate. It is a plan that focuses on social, emotional, physical and intellectual needs of students in regards to sexual development, reproductive health and interpersonal relationships. The plan also addresses skills for communicating effectively, along with disease prevention, laws, refusal skills, promoting healthy decision making, building self esteem and respect for others.

Health (Sexual Education) Content Standards:

Milan's health curriculum is based on the Michigan Health Content Standards, and the Michigan Merit Curriculum. (See Appendix #1)

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 the board of education and community, as required by law.

Parents/Guardians will be notified each school year that reproductive/sexual health education will be offered. Parents/Guardians will be given the opportunity to review and decide whether their child will participate in all, part, or none of the lessons. Caregivers may opt their student out of the instruction without penalty. If a parent/guardian wants their child excluded yearly they must file a written notice to that effect with the school where instruction will take place. Teachers will make arrangements for students whose caregivers have opted them out of instruction by completing the opt-out form (See Appendix #2 for an example). Those students will complete alternate lessons in a different location of the school building. 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 middle school level, contraception will be discussed only in response to direct student questions, using age appropriate definitions and explanations. At the high school level, 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 must ensure that pupils are 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 this plan, in Appendix #2. If there are questions regarding subject matter outside of the approved grade level curriculum asked of an instructor who is qualified to teach Reproductive Health/Sex Education classes, they 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 refer the student to his or her parents/guardians. The answer shall be consistent with the content and guidelines of this K-12 plan. At the middle school level, there is a separate optional permission for some such questions to be answered.

Teachers and administration can decide, due to the comfort or maturity level of the students, to keep students separated by gender for one, some, or all sessions. 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. Guest speakers shall have an understanding of the scope and parameters of this policy and MAS Reproductive Health and Sex Education Curriculum. Their contributions will tie in with the overall curriculum. Guest speakers may be in the classroom in the presence of a qualified and approved instructor. All guest speakers must be approved by the SEAB.

Classroom resources (including media) must be age appropriate and a necessity to helping students understand the concepts being presented. All classroom resources must be reviewed by the Sex Education Advisory Board and approved by the Milan Board of Education. Regular review by SEAB will ensure the presentation of relevant and up-to-date information.

GUIDELINES FOR ANSWERING STUDENT QUESTIONS

Young people are very interested in learning about their bodies, particularly during the years of rapid change (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 guiding 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 during appropriate times.
- Sexuality is a facet of each individual’s total person.
- Decisions regarding sexual health are not to be taken lightly.
- All sincere questions are allowable.
- Trusted adults who care about young people are willing to talk with them about sexuality and reproductive health.
- There are many consequences, which can last a lifetime, that come with being sexually active.
- There are reliable sources of information about sexuality, reproductive health and related topics.

COMMUNICATION - VERBAL and NONVERBAL

When preparing to discuss reproductive and sexual health, it is particularly helpful for both teachers and caregivers to check that nonverbal and verbal messages are consistent, and that they are sending the messages that were intended. Rehearsing or practicing delivery of lessons and responses to a child’s questions will increase personal comfort with the terms and subjects that will be used.

Students will always be encouraged to ask their parents/guardians questions regarding reproductive or sexual health. Teachers stress the understanding of factual information so that students can make informed decisions so sincere questions are always encouraged.

REPRODUCTIVE HEALTH/SEX EDUCATION AT-A-GLANCE BY GRADE LEVEL AND CONTENT

Grade Level	Content
Pre-k & Kindergarten	<ul style="list-style-type: none"> ● Body Safety Training <ul style="list-style-type: none"> ➤ Child has bodily autonomy ➤ Identifying “private parts” and correct terms for these body parts ➤ Identify appropriate situations in which an adult may need to look at or touch a child’s private parts ➤ Identify inappropriate situations in which an adult may attempt to look at or touch a child’s private parts ➤ How to respond to inappropriate situations ➤ Abuse is the fault of the abuser, never the child ➤ How to report instances of sexual abuse or inappropriate sexual situations, or attempts at these behaviors <p>Curricular Resource: Washtenaw Area Council for Children</p>
1st Grade	<ul style="list-style-type: none"> ● Body Safety Training <ul style="list-style-type: none"> ➤ Child has bodily autonomy ➤ Identifying “private parts” and correct terms for these body parts ➤ Identify appropriate situations in which an adult may need to look at or touch a child’s private parts ➤ Identify inappropriate situations in which an adult may attempt to look at or touch a child’s private parts ➤ How to respond to inappropriate situations ➤ Abuse is the fault of the abuser, never the child ➤ How to report instances of sexual abuse or inappropriate sexual situations, or attempts at these behaviors <p>Curricular Resource: Washtenaw Area Council for Children</p>
2nd Grade	<ul style="list-style-type: none"> ● Body Safety Training <ul style="list-style-type: none"> ➤ Child has bodily autonomy ➤ Identifying “private parts” and correct terms for these body parts ➤ Identify appropriate situations in which an adult may need to look at or touch a child’s private parts ➤ Identify inappropriate situations in which an adult may attempt to look at or touch a child’s private parts ➤ How to respond to inappropriate situations ➤ Abuse is the fault of the abuser, never the child ➤ How to report instances of sexual abuse or inappropriate sexual situations, or attempts at these behaviors <p>Curricular Resource: Washtenaw Area Council for Children</p>
4th Grade	<ul style="list-style-type: none"> ● Introduction of Puberty & Hygiene <ul style="list-style-type: none"> ➤ Girls and Boys are in separate classes ➤ Defining puberty ➤ Proper medical terminology for anatomy ➤ Changes to expect during puberty strictly anatomical, no reproductive discussion-menstruation and hygiene products for girls, extensive daily

	<ul style="list-style-type: none"> ➤ cleansing hygiene and samples for boys ➤ Wide range of normal puberty onset and speed of change ➤ Personal responsibility in self-care hygiene ➤ Defining a trusted adult to rely on with questions/concerns ➤ Emotional changes of puberty with perspective of peer and trusted adult support, coping skills ➤ Age appropriate new privileges with corresponding responsibility (examples: babysitting, going to park without adult supervision, riding bikes without adult supervision) <p>Nutrition, exercise, healthy choices for physical and mental health Curricular Resources: <i>The Care and Keeping of You - The Body Book for Younger Girls</i> by Valorie Schaefer; https://www.girlshealth.gov; <i>The Boys Body Book - Fifth Edition</i> by Kelli Dunham; <i>Guy Stuff: The Body Book for Boys</i> by Dr. Cara Natterson</p>
6th Grade	<ul style="list-style-type: none"> ● Changes of Puberty & Hygiene <ul style="list-style-type: none"> ➤ Defining puberty ➤ Changes in males and females ➤ Wide range of both normal puberty onset and speed of change ➤ Changes of skin ➤ Personal responsibility in self care (keeping clean) ➤ Emotional changes of puberty ● Reproductive System <ul style="list-style-type: none"> ➤ Male reproductive System ➤ Female reproductive system, menstruation, personal hygiene products ➤ Defining reproductive process, abstinence ● Making Responsible Decisions <ul style="list-style-type: none"> ➤ Peer pressure ➤ Identifying trouble ➤ Refusal skills <p>Curricular Resources: Puberty the Wonder Years; Kids Health; Video: Keep It Clean; Video: The Highs, Lows, and In-betweens of Puberty; Teacher-created materials</p>
7th Grade	<ul style="list-style-type: none"> ● Changes of Puberty <ul style="list-style-type: none"> ➤ Review changes of puberty, wide range of normal onset of change ➤ Review emotional changes of puberty ➤ Social changes of puberty ● Reproductive System <ul style="list-style-type: none"> ➤ Review male reproductive system ➤ Review female reproductive system, menstrual cycle ● Reproduction <ul style="list-style-type: none"> ➤ Review definitions of reproductive process, abstinence ➤ Growth of a baby from egg and sperm until ready for birth ➤ Birth process ➤ Pregnancy (mother's experience) <p>Curricular Resources: Rights, Respect, Responsibility,;Michigan Model for Health; Kids Health; Howcast videos; FLASH Curriculum; Teacher-created materials</p>
8th Grade	<ul style="list-style-type: none"> ● Changes of Puberty <ul style="list-style-type: none"> ➤ Review physical, social & emotional changes of puberty ➤ Identifying reliable resources for information (caregivers first)

	<ul style="list-style-type: none"> ● Reproduction <ul style="list-style-type: none"> ➤ Review menstrual cycle ➤ Review reproduction ➤ Review pregnancy ● Sexually Transmitted Infections (STIs) <ul style="list-style-type: none"> ➤ Signs and symptoms of several STIs ➤ HIV/AIDS ➤ Other medical issues for which adult help is needed (yeast infections, testicular lumps) ● Legal consequences of sexual activity prior to age of consent ● Healthy Relationships <ul style="list-style-type: none"> ➤ Review communication skills ➤ Setting and respecting boundaries ➤ Identifying risky situations ➤ Refusal Skills <p>Curricular Resources: Rights, Respect, Responsibility; Michigan Model for Health; Kids Health; Howcast videos; Video: Understanding HIV and AIDS, Abstinence Only; Drama that Delivers; Teacher-created materials</p>
High School	<ul style="list-style-type: none"> ● Male and Female Reproductive Anatomy ● Defining Abstinence <ul style="list-style-type: none"> ➤ Why teens/people have sex? ● Reproduction <ul style="list-style-type: none"> ➤ Review menstrual cycle ➤ Review reproduction ➤ Review pregnancy ➤ How much does it cost? Raising a baby. ➤ Movie: For Keeps-Teen Pregnancy ● Sexually Transmitted Infections (STIs) <ul style="list-style-type: none"> ➤ Signs and symptoms of several STIs ➤ HIV/AIDS. Fluids that cause. PrEP and PEP ➤ Movie: She's Too Young-STI/HIV ● Legal consequences of sexual activity prior to age of consent. What is consent? ● Contraception <ul style="list-style-type: none"> ➤ Barrier Methods with demonstration ➤ Hormonal Methods with demonstration ➤ Where can I access methods of contraception? ● Healthy Relationships <ul style="list-style-type: none"> ➤ Review communication skills ➤ Setting and respecting boundaries ➤ Identifying risky situations ➤ Refusal Skills ➤ Recognizing unhealthy relationships ➤ What am I looking for in a relationship? ➤ Understanding Power and Control Tactics ➤ Abuse, Sexual Assault, Rape ➤ Movie: No One Would Tell-Dating Violence <p>Curricular Resources: Safer Choices Campaign, Teacher Resources</p>

APPENDIX 1

MICHIGAN HEALTH EDUCATION GRADE LEVEL CONTENT EXPECTATIONS [Link to Standards](#)

MICHIGAN MERIT CURRICULUM [Link to Standards](#)

SUMMARY OF HIV/STI AND SEX EDUCATION LEGAL OBLIGATIONS AND BEST PRACTICES IN MICHIGAN PUBLIC SCHOOLS [Link to Summary](#)

MILAN AREA SCHOOLS BOARD POLICY [Link to Board Policy](#)
{Search po2414 Reproductive Health and Family Planning; po2418 Sex Education}

Appendix 2

SAMPLE OF OPT-OUT FORM (EXAMPLE FROM 6TH GRADE CURRICULUM - *form differs slightly by grade level*)

Student Name: _____

Health Class Period: _____

Dear Caregiver,

Please complete and return this **ENTIRE** page to (teacher) by **date**. Select only ONE option--A or B. If indicated, please give additional information.

A. My child **may participate in ALL** of the Adolescence and Puberty unit lessons.

X _____

B. I would prefer to have my child **removed** from the health classroom during **some/all of Adolescence and Puberty Topics**. (****Place check marks below next to the topics for which you want your child removed.**)

X _____

_____ Please remove my child from ALL of these lessons.

-OR-

Please remove my child from the selected topics:

_____ Changes of puberty (female and male)

_____ Hygiene

_____ Reproductive Systems (female and male)

_____ Emotional changes of puberty

_____ Brief description of how the reproductive systems come together to create new life

_____ Peer pressure, responsible decision making, peer-resistance skills

_____ Where to go for accurate information if one has questions about adolescence, puberty, relationships, etc.

Appendix 3

SEAB MEMBERSHIP REQUIREMENTS

From the Law (§380.1507): Every district that chooses to implement sex education must have a sex education advisory board (SEAB).

- 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 SEAB 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 a school district.

MATRIX USED TO ENSURE THE CORRECT SEAB CONFIGURATION

1	Current Member Roles	Students	Local Clergy	Comm. Health Professional	Educators	Parents of MAS students	Employed by MAS	NOT Employed by MAS	Members	Building children are in, if parent	Building Represented By Staff
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											