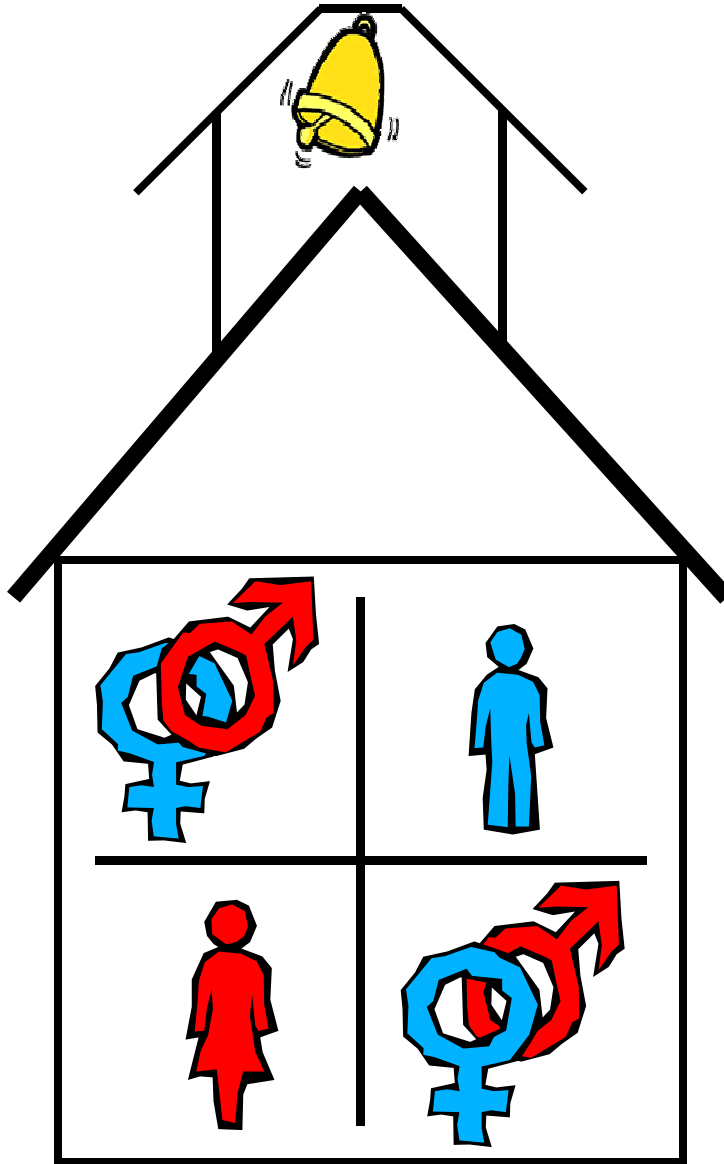


# HUMAN SEXUALITY CURRICULUM



**PENNFIELD SCHOOLS  
BATTLE CREEK, MICHIGAN  
1992 REVISED 2005**

## **PENNFIELD SCHOOLS**

### **HUMAN SEXUALITY ADVISORY COMMITTEE**

The Pennfield Schools wish to thank the following staff and community members for their many hours of work in preparing this program.

#### Original 1992 Committee:

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Current Committee – see advisory membership list.

**PENNFIELD SCHOOLS**  
**HUMAN SEXUALITY EDUCATION**

**A. PHILOSOPHY**

The family provides the primary influence of children and youth related to sexual values, attitudes, and behaviors. A program in human sexuality education within the school is intended to supplement the teachings of the family. Parents are encouraged to use the times when schools provide human sexuality education as opportunities to discuss this topic with their children and clearly express family values, attitudes and behavioral expectations.

Instruction in human sexuality education, including reproductive health, family planning and prevention of sexually transmitted infections, is essential if individuals are to gain understanding and acceptance of their personal responsibilities for the choices and consequences to their sexual behavior. The school is in a unique position in the community to offer instruction in human sexuality education for children and youth as part of a carefully planned, sequential comprehensive school human sexuality education curriculum.

Values inherent in this philosophy are that:

- Sexuality is a natural and healthy part of life.
- All persons are sexual beings.
- Every person has dignity and self worth.
- People express their sexuality in varied ways.
- Sexual relationships should never be coercive or exploitative.
- All sexual decisions have effects or consequences.
- There are benefits when children are able to discuss sexuality with parents and/or other trusted adults.
- Abstinence is the most effective method of preventing pregnancy and STI/HIV.

**Pennfield's Definition of Human Sexuality**

Understanding human sexuality is a lifelong process. Through *Pennfield's Human Sexuality Education* Program students will seek to understand, "a positive view of their sexuality, provide themselves with information and skills about taking care of their sexual health, and help themselves acquire skills to make decisions now and in the future."

**B. GOALS AND OBJECTIVES**

Responsible personal decision-making is the goal of a program of instruction in human sexuality education. Information, understanding and problem-solving skills are the key elements in such a program. Objectives should be developed to:

1. provide accurate information and understanding of human anatomy and physiology, psychological growth and development, and family life,
2. promote respect and social responsibility for self and others,

3. develop an understanding of the concepts of human sexuality, family life, family planning, and the transmission, treatment and prevention of sexually transmitted infections.

### **C. DEFINITION OF CONTENT AREAS**

This section defines the following content areas, which are a part of Michigan laws. The intent is that these definitions serve as guides in developing a program of instruction related to each content area. These definitions are not all inclusive, nor must the program of instruction be limited to the information provided.

- Section 1501 of the School Code of 1976 (P.A. 451 of 1976) states that “Sex education is the preparation for personal relationships between the sexes by providing appropriate educational opportunities designed to help the individual develop understanding, acceptance, respect and trust for himself and others. Human sexuality education includes the knowledge of physical, emotional and social growth and maturation, and understanding of the individual needs. It involves an examination of man’s and woman’s roles in society, how they relate and react to supplement each other, the responsibilities of each towards the other throughout life and the development of responsible use of human sexuality as a positive and creative force.”

#### **1. Human Sexuality**

- Relates to an individual’s developing awareness of his/her own sexuality.
- Involves the study of an individual’s sexual development in conjunction with the needs and pressures associated with the process of growth. This should include the psychological and sociological factors affecting the individual including influences from family, biological drives, values, peer and social pressure.
- Includes concepts relating to: (a) individual needs; (b) common misconceptions about sexuality; (c) female and male sex roles; (d) human sexual behavior, (e) awareness of the responsibility associated with sexual maturity, and (f) encourages abstinence from sexual activity as a responsible approach for young people to deal with the pressure associated with sexual expression.
- Includes concepts relating to: (a) decision-making; (b) respect for others, and (c) taking responsibility for the consequences of one’s actions.

#### **2. Family Life**

- Involves the emotional, physical, psychological, hygienic, economic, and social aspects of family life.

### 3. Reproductive Health

As used in subsection (1) and sections 1507 and 1508 of the law, “reproductive health means that state of individual’s well-being which involves the reproductive system and its physiological, psychological, and endocrinological functions.”

- Involves the anatomy and physiology of the human reproductive system and the influence of the endocrine system on psychological drives related to procreation.
- Includes information about the prevention and treatment of reproductive dysfunction and diseases of the reproductive and endocrine systems related to procreation.
- It must include the principal modes by which dangerous communicable diseases are spread and the best methods for restriction and prevention of these diseases (1169).
- It must include the teaching of abstinence from sex as a responsible method for restriction and prevention of these diseases (1169 and 1509).

### 4. Family Planning

As stated in P.A. 335 – Section 1507 Definitions, “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/births; plan the time at which births occur in relation to the age of the parents.” “It may include the study of fetology. It may include marital and genetic information.”

- Includes concepts relating to the various means of family planning, including abstinence, their effectiveness, risks involved and the changing social patterns associated with their use.
- Section 1507 of the statute states that “A person shall not dispense or otherwise distribute in a public school a family planning drug or device.”

### 5. Sexually Transmitted Infections (STI’s)

- Involves the recognition, prevention and treatment of STI’s.

## 6. Dangerous Communicable Diseases

According to P.A. 335 – Section 1169, the principle modes by which dangerous communicable diseases, including, but not limited to, human immunodeficiency syndrome, are spread and the best methods for the restriction and prevention of these diseases shall be taught in every public school.

## 7. Clinical (Induced) Abortion

- Involves the termination of pregnancy by chemical and/or mechanical means.
- As indicated in P.A. 335 – Section 1507 of 2004, “clinical abortion shall not be considered a method of family planning, nor shall abortion be taught as a method of reproductive health.”
- P.A. **226 of 1977** does not address the topic of clinical abortion outside of reproductive health and family planning. However, a district may allow teaching about clinical abortion as a sociological, political, or legal issue in other curricular areas according to local district policy.

## 8. Warnings and Definitions

Sections 1506 and 1507 of the Compiled Laws of 1970 were amended by P.A. 87 of 1981 in order to define the terms “class” and “course” as used throughout P.A. 335 of 2004.

- Class – an instructional period of limited duration, not to exceed two hours, within a course of instruction.
- Course – a series of classes linked by a common subject matter.
- A person shall not dispense or otherwise distribute in a public school a family planning drug or device.
- Notification to parents must go out in sufficient time to allow the parents to read and consider the communication, and to decide their next step (i.e. deciding on pupil participation, deciding they’d like to review the materials first, etc).
- If a parent or legal guardian of a pupil files with the public school in which the pupil is enrolled a continuing written notice that the pupil is to be excused from a class described in section 1507, the pupil shall not be enrolled in such a class unless the parent or legal guardian submits a written authorization for that enrollment.

- Once a parent has sent continuing notification to the school, the school bears the responsibility of ensuring that child is never provided with such instruction again.
- Assuming that parents will respond to district communication annually is unacceptable to this circumstance. Principals will make available a letter and/or phone call to families regarding the status of their child's participation in the P.A. 226 courses.
- The teaching of reproductive health shall include the teaching of abstinence from sex as a responsible method for restriction and prevention of these diseases and a positive lifestyle for unmarried young people.
- The P.A. 226 Advisory Board shall consist of parents having children attending the district's schools, pupils in the district's schools, educators, local clergy, and community health professionals.

#### **D. SELECTION OF MATERIALS AND METHODS OF INSTRUCTION**

According to the Act "A school district shall not offer this instruction unless an advisory board is established by the district board to periodically review the materials and methods of instruction used and to make recommendations to the district regarding changes in the materials and methods of instruction used..."

- Before adopting any revisions, the board shall hold at least two public hearings on the proposed changes at least one week apart and public notice shall be given.
- The State Board of Education policies recommend that the advisory board meet at least semi-annually to review curriculum, materials, and methods of instruction.

The materials to be used in the program should be selected in accordance with local board policies. Some questions that may be of help to the advisory board in its review and evaluation of the materials include the following:

1. Do the instructional materials relate to the program objective?
2. Are the instructional materials accurate and up-to-date?
3. Are the instructional materials appropriate to the developmental level and readiness of students?
4. Have the materials been screened for bias related to race, religion, and gender, and are the materials culturally sensitive?
5. Are the instructional materials interesting and attractive?
6. Are the costs of the instructional materials appropriate?

7. Are there other learning aids that will accomplish the objectives more effectively?
8. Will resources be readily available to assist the teacher in using the instructional material? If so, are such resources available?
9. Are community resources identified as part of the instructional program including issues of access to these resources?
10. Is the entire instructional resource (book, pamphlet, curriculum guide or audio-visual material) of sufficient technical quality and educational value to offset any part of the material which may be controversial?
11. Should locally developed comments or directions for use be included with instructional resources which contain potentially controversial content?

Some questions that may be helpful in the review and evaluation of methods of instruction include the following:

1. Do instructional methods related to the objectives and developmental level of students?
2. Are there some instructional methods that might be more effective?
3. Do the instructional methods have limitations in terms of: skills needed by the teacher, facilities available, time allotment, and cost?
4. Are the instructional methods in keeping with the abilities or the student's level of maturity and previous experiences?
5. Do the instructional methods provide for attitudinal development and the acquisition of skills?
6. Are the instructional methods compatible with present policies of the local district?
7. Can the instructional methods be evaluated in terms of their effectiveness?
8. Are resources persons carefully selected and advised of school policy regarding their participation?

## **E. HUMAN SEXUALITY**

- Instruction may also include the subjects of reproductive health, and the recognition, prevention, and treatment of STI's.
- Instruction shall include the teaching of abstinence from sex as a responsible method of preventing unwanted pregnancy and STI's and as a positive lifestyle for unmarried young people.
- Instruction shall be an elective and not a requirement for graduation.

## **F. TEACHERS AND COORDINATOR OF PROGRAMS**

It may be of value to consider the following area of importance in the selection of prospective teachers:

1. That the individual recognize the need for life-long education in human sexuality.
2. That the individual be prepared academically, as defined under approval criteria for teachers.
3. That the individual possess the personality, commitment, and skill to develop a supportive classroom environment.
4. That the individual be interested and willing to teach in the area of human sexuality.

Teachers of sex education should be familiar with growth and development throughout the life cycle, sensitive to the emotional, physical and intellectual needs of the students, and comfortable with their own sexuality.

Pre-service and staff development programs should be designed to increase a teacher's competencies in teaching methods, utilization of available materials and resources, and command of subject matter related to human sexuality and family life education.

Persons within the community who can offer invaluable assistance in staff development include medical and health professionals, college and university faculty, and members of the clergy. Consultation from the Departments of Education, Public Health, Mental Health, Social Services and intermediate school districts can also offer assistance.

### **a. Approval Criteria for Teachers**

Any teacher who teaches human sexuality shall possess a valid Michigan teaching certificate. In addition, each teacher shall meet the additional criteria listed below.

1. Professional preparation shall include at least one course of approved undergraduate or graduate credit in sex education or human sexuality which should include information on human reproduction, family planning, marriage and family relations and sexually transmitted diseases including HIV infection.

OR

2. The completion of Michigan Department approved 20 clock-hour in-service equivalent of the above course.

A local school district superintendent may submit a letter to the Michigan Department of Education requesting a temporary (1 year) approval of a prospective human sexuality teacher who does not meet the criteria above. The Michigan Department of Education will respond to this request in writing. This temporary approval may not be renewed.

In recognition of the dynamic nature of teaching human sexuality, it is recommended that teachers be encouraged to attend workshops/conferences or other staff development programs in human sexuality to update their knowledge in the topic areas on a regular basis.

Staff development activities in this area may be offered by colleges, universities, intermediate school districts, professional development centers, health agencies, consultants and professional associations.

Resource persons may be used in the classroom, provided it is understood that the presentation is the responsibility of the “qualified” P.A. 226 teacher. It is understood that the qualified teacher is responsible for the content and methodology offered by a resource person. This content and methodology must be consistent with the local district-approved curriculum.

b. Approved Criteria for Coordinator

Coordinator shall be selected by the local school district. It is strongly recommended that the coordinator have a background and experience in both the fields of human sexuality and K-12 education or instructional staff supervision.

The coordinator may be a physical or registered nurse licensed to practice in Michigan. Other persons who may qualify as supervisors include individuals who meet the approval criteria outlined for teacher of human sexuality with three (3) years of experience in health education instruction or related areas. Supervisors may be selected from the local or intermediate school district, or from the community.

A local school district superintendent shall submit a letter of recommendation outlining the qualifications of the proposed coordinator to the Michigan Department of Education. The Department of Education shall determine the approval status of each recommendation and respond to the requesting school district in writing. It is the responsibility of the local school district to notify the Michigan Department of Education when the district has a change in supervisors.

c. Role of Program Coordinator

The role of the coordinator may include the following duties and responsibilities:

1. Serve as the district liaison with the Michigan Department of Education regarding information relating to the instruction of human sexuality and staff qualifications.
2. Survey the students, staff and parents to determine the needs of the school community in the area of human sexuality.
3. Assist in the development of program objectives.
4. Coordinate the activities of the local advisory committee, including the identification of appropriate instructional materials.
5. Plan and coordinate the evaluation of the program of instruction in human sexuality.
6. Advise district administration on the selection of staff.
7. Monitor qualification and continuing qualification status of staff teaching in the human sexuality program.

## HUMAN SEXUALITY ADVISORY COMMITTEE

### INSTRUCTIONAL GUIDELINES

#### Early Grades (K-3)

##### I. BUILDING POSITIVE SELF-CONCEPT (ESTEEM)

- A. Feeling good about self
- B. Taking responsibility to help others feel important
- C. Hygiene

##### II. BUILDING RELATINSHIPS

###### A. Family/home relationships

- 1. Everyone is part of family
- 2. Not all families are the same
- 3. Parental roles and their significance for growing children
- 4. Family life can undergo changes that can bring either joy or sorrow. Some examples: Breakup of a marriage, new members are born, deaths, adoptions, step-parents, step-children, serious illness, a new job requiring family to move

###### B. Awareness of others

- 1. Appreciation for the fact that people need love, time and care in order to grow and develop
- 2. Not exploiting anyone
- 3. Not making fun of anyone
- 4. Getting along in the family
- 5. Appreciating that no one can make another person feel inferior without that person's consent

##### III. HUMAN SEXUALITY

- A. Everyone is either male or female
- B. Males and females are different
- C. Body awareness - correct terms of external parts/reproductive parts
- D. Understanding the concept of "Good Touch - Bad Touch" and how a child may deal with abuse

## **Middle Grades (4-5)**

### **I. BUILDING POSITIVE SELF-CONCEPT (ESTEEM)**

- A. Feeling good about oneself
- B. Taking responsibility to help others feel important
- C. Hygiene

### **II. BUILDING RELATIONSHIPS**

#### **A. Family/Home**

- 1. Family life can undergo changes that can bring either joy or sorrow. Some examples: Breakup of marriage, new members are born, deaths, adoptions, step-children, serious illness, a new job requiring a family to move

#### **B. Awareness of others**

- 1. Understanding the importance of responsible social behavior. Our main values come from family life. Schools and other community organizations provide supplementary facts and ideas that can help in making decisions.
- 2. Not exploiting anyone
- 3. Not making fun of anyone
- 4. Getting along in the family
- 5. Appreciating that no one can make a person feel inferior without that person's consent
- 6. Heredity - even brothers/sisters are different from each other

### **III. HUMAN SEXUALITY**

- A. Both males/females need equal opportunities for growth and development. Prejudice, discrimination, and sexism are unfair and contrary to our democratic tradition.
- B. Hormones that influence growth
- C. Secondary sex characteristics and differing rates of development
  - 1. Males - physical changes; nocturnal emissions;
  - 2. Females - physical changes; menstrual cycle

- D. Becoming aware of individual differences in the rate/timing of physical changes
- E. Detail on human reproduction
- F. Sexual abuse
  - 1. Appropriate and inappropriate touch
  - 2. Appropriate sources for help
- G. AIDS (Acquired Immunodeficiency Syndrome)

## **Middle School (6-8)**

### **I. BUILDING SELF ESTEEM**

- A. Feeling good about self
- B. Appreciating that no one can make another person feel inferior without that person's consent

### **II. BUILDING RELATIONSHIPS**

- A. Not exploiting anyone
- B. Not making fun of anyone
- C. Getting along in the family
  - 1. Respect
  - 2. Trust
  - 3. Caring
- D. Understanding boy/girl relationships
  - 1. Readiness
  - 2. Dating
  - 3. Advantages
  - 4. Disadvantages
  - 5. Responsibilities
  - 6. Understanding love/infatuation

### **III. HUMAN SEXUALITY**

- A. Interaction of heredity and environment
- B. Secondary sex characteristics
- C. Differing rates of development
- D. Physical changes:

- E. Appreciating the risks involved in sexual intercourse:
- F. Basic understanding of the principles of birth control, with emphasis on abstinence
- G. Understand the nature of AIDS and actions necessary to prevent, limit, and control its development
- H. Sex abuse

## High School (9-12)

### I. REINFORCEMENT OF POSITIVE SELF-CONCEPT (ESTEEM)

- A. To promote an attitude of respect for self and others
- B. To understand and feel comfortable with one's own sexuality
- C. To promote the value that it is okay to say no, to refuse a date without feeling guilty, not to be macho, not to rove oneself for anyone else's benefit

### II. BUILDING RELATIONSHIPS

- A. Family/home relationships
  - 1. Recognizing the need for concern for family members
  - 2. Basic principles of parenting
  - 3. Understanding the social problems that affect the American family, such as: divorces, deaths, births, step-families, serious illness
  - 4. Responsible decision-making based on appreciating values that enhance relationships
- B. Awareness of others
  - 1. Awareness of people who choose different lifestyles - single people, married couples who decide not to have children, homosexuals, celibates
  - 2. Intimacy and trust - friends, lovers, fidelity
  - 3. Understanding love/infatuation
  - 4. Basic support for equality of the sexes
    - a) Opposition to the double standard: sexism
    - b) Emerging trends in sexual behavior: the women's movement, sex roles, sexual stereotyping and sex in the media

### III. HUMAN SEXUALITY

- A. Appreciation of the wider role of sexuality as a healthy aspect of our personality
- B. Putting sex into perspective, understanding the distinction between sex and sexuality, love and caring is more than sex appeal
- C. Dealing with peer pressure in sexual relationships
- D. Appreciating social and emotional problems related to sex
  - 1. Conflict between sex impulse and societal, parental and religious values
  - 2. Neurotic sexual behavior
  - 3. Promiscuity
  - 4. Abortion
  - 5. Prostitution
  - 6. Rape/date-rape
  - 7. Adultery
  - 8. Pre-marital sex/fornication
- E. To inform about human reproductive anatomy
- F. Physiological aspects of human sexuality
  - Detailed explanation of sexually transmitted diseases and prevention thereof
  - Detailed review of birth control, with emphasis on abstinence
  - Understand the nature of AIDS which includes: causes, diagnosis, prognosis, prevention, control, and social problems associated with the disease

### IV. RESOURCES IN THE COMMUNITY FOR OBTAINING HELP FOR PROBLEMS

**PENNFIELD K-12 SCOPE AND SEQUENCE**  
**REPRODUCTIVE HEALTH CURRICULUM**

<b>I. BUILDING POSITIVE SELF-ESTEEM</b>	K	1	2	3	4	5	6	7	8	9	10	11	12
Feeling good about self	x	x	x	x	x	x	x	x		x	x	x	x
Understand and feel comfortable about one's own sexuality								x		x	x	x	x
Taking responsibility to help others feel important	x	x	x	x	x	x	x	x		x	x	x	x
Promote attitudes of respect for self and others	x	x	x	x	x	x	x	x	x	x	x	x	x
Personal hygiene	x	x	x	x	x	x	x	x					
Promote the value that is okay to say "no"	x	x	x	x	x	x	x	x	x	x	x	x	x
Exhibit an attitude of responsibility for self and reproduction of life								x	x	x	x	x	x

<b>II. BUILDING RELATIONSHIPS</b>	K	1	2	3	4	5	6	7	8	9	10	11	12
Family/Home	x	x	x	x	x	x	x	x		x	x	x	x
Awareness of others	x	x	x	x	x	x	x	x		x	x	x	x
Understanding male/female relationships					x	x	x	x		x	x	x	x

<b>III. HUMAN SEXUALITY</b>	K	1	2	3	4	5	6	7	8	9	10	11	12
Everyone is either male or female	x	x		x									
Appreciation of sexuality as a healthy aspect of our personality								x		x	x	x	x
Males/females have differences				x	x	x	x	x	x				
Understanding the distinction between sex and sexuality								x		x	x	x	x
Dealing with peer pressure in sexual relationships								x	x	x	x	x	x
Appreciating social and emotional problems related to sex								x	x	x	x	x	x
Body awareness – correct physiological terms				x	x	x	x	x	x	x	x	x	x
Human reproductive anatomy					x	x	x	x	x	x	x	x	x
Hormones that influence body changes						x	x	x	x	x	x	x	x
Males/females – equal opportunity for growth and development					x	x	x	x	x				
Physical and emotional changes of puberty													
Physiological aspects of human sexuality								x	x	x	x	x	x
a. STD's and prevention thereof								x	x	x	x	x	x
b. Birth control with emphasis on abstinence								x	x	x	x	x	x
Sexual abuse	x	x	x	x	x	x	x	x	x	x	x	x	x
AIDS/HIV	x		x	x	x	x	x	x	x	x	x	x	x
Teen Pregnancy								x	x	x	x	x	x

<b>IV. HELP VIA COMMUNITY RESOURCES</b>	K	1	2	3	4	5	6	7	8	9	10	11	12
Health assistance									x		x	x	x
Counseling assistance											x	x	x

## **PROGRAM POLICIES**

The following policies are intended to govern and guide in part situations which may occur as the Pennfield Reproductive Health Program is established, implemented, and evaluated.

### **A. COUNSELING SITUATIONS...**

When a teacher or a counselor is confronted with a situation inside or outside of the school that pertains to the personal practice of the student, he/she shall (1) listen, (2) seek to ascertain the nature of their concern, (3) refer the student, if necessary, for further information to parents, clergy, family doctor, law enforcement agencies, mental health professionals, or other appropriate resources.

### **B. THE USE OF TEACHING METHODOLOGY...**

Only methods, teaching aids, and resources stated in the curriculum guide shall be used by teachers in teaching human growth and development. Contraceptive devices may be discussed and shown in class as teaching aids but shall not be dispensed to students. (Reference: page 15, Guidelines for Sex Education Including Reproductive Health and Family Planning, revised, State Board of Education, Michigan Department of Education)

### **C. PUBLIC AND PARENTAL CONCERNS REGARDING THE CURRICULUM AND TEACHING OF HUMAN SEXUALITY...**

When a parent or citizen questions the content of the curriculum, appropriate school authorities should be notified. If a teacher is questioned, the teacher should answer the parent's or citizen's question in a logical and straight forward manner. At the discretion of the teacher, the Coordinator of the Program or the Building Administrator may be present. Parents should be informed of their right to have their children withdrawn from sex education lessons, and also that their concerns can be addressed to the Advisory Committee. Whenever a parent or citizen questions the curriculum, a written report regarding the nature of the questions and answers should be filed with the appropriate personnel. (Program Coordinator; the Building Administrator; the Head of the Department and/or Chairperson and Chairperson of the Advisory Committee)

### **D. ANSWERING QUESTIONS (answers not included in the content of curriculum)...**

When students raise questions or make comments relating to information not included in the curriculum, teachers who have received the P. A. 226 training shall respond to the student's questions at the level of the student's maturity and refer the student, if necessary, to his/her parents, counselors, or other appropriate resources. If the teacher is not P.A. 226 trained, he/she shall refer the student to qualified instructors who are currently teaching reproductive health, parents, counselors, or other appropriate resources.

#### **E. RESPONDING TO SITUATIONS PERTAINING TO SEXUAL ABUSE...**

If a school administrator, school counselor, or teacher has reasonable cause to suspect child abuse or neglect, that person shall make immediately, by telephone or otherwise, an oral report to the Department of Social Services for investigation.

#### **F. DISCUSSION OF THE TOPIC OF ABORTION...**

The topic of abortion shall not be taught or discussed in class as it pertains to the elimination of the fetus as a result of an unwanted pregnancy and as a means of preventing birth. The topic of abortion as a legal or social issue may be discussed in class according to the content specified in the curriculum guide. An example of this would be under the social issue of over population, religious viewpoints, health problems, or payment for abortions with public funds. Legal aspects would include decisions by the courts, state laws, cases of malpractice and enforcement of legislation.

#### **G. INSTRUCTION REGARDING FAMILY PLANNING AND/OR BIRTH CONTROL...**

Sexual abstinence shall be taught as the safest and most acceptable means of birth control. When discussing other types of birth control, approved visual aids may be used as well as the showing of contraceptive devices. No contraceptive devices shall be dispensed from class for any reason. As identified in the curriculum, various social, religious, and health issues regarding birth control techniques and devices are allowed to be discussed.

#### **H. DISSEMINATION OF INFORMATION WHICH IS NECESSARY BEFORE IT IS TAUGHT IN REPRODUCTIVE HEALTH CLASSES...**

In the situation where information is needed to be given to a student or a group of students prior to its logical occurrence in the curriculum the trained teacher may at his/her discretion give information necessary to (1) satisfy the curiosity of a student or students (2) take advantage of teachable situation. When this occurs, the teacher shall provide a written report of the situation to the Program Coordinator and Building Principal.

#### **I. USE OF LIBRARY AND EXTERNAL RESOURCES...**

Materials located in the school library shall reflect the values of the Community. Recommendation and general review of periodicals, books, journals and other materials housed in the library shall be the joint responsibility of the P.A. 226 teachers, the Program Coordinator, and librarian, in cooperating with the Advisory Committee. When guest speakers are used or students are assigned to hear speakers who are not approved in the curriculum, the teacher shall make a written request to the Program Coordinator for approval. When resource persons are used they should have an understanding of the scope of the curriculum content and how their contribution would tie in with the overall program. When resource persons or guest speakers are used in the classroom, a qualified instructor must be present.

#### **J. TEACHING ABOUT AIDS...**

In teaching about the transmission and the prevention aspects of AIDS, teachers should incorporate in their lesson homosexuality, intravenous needles, and exchange of body fluids as a major means of transmission. Also included should be transmission from a mother to her child during pregnancy, birth and breast feeding. Included in the prevention of AIDS should be sexual abstinence, the use of condoms for homosexual as well as heterosexual activity, use of clean needles, and transfer of AIDS virus free blood.

#### **K. DISTRIBUTION OF STATE MANDATED MATERIALS...**

The Pennfield School District will comply with legislation and will distribute materials in accordance with the law. In addition, the Administration shall forward such material to the Chairperson of the Advisory Committee.

#### **L. PLACEMENT OF REPRODUCTIVE HEALTH ADVISORY COMMITTEE MEMBERS...**

The Reproductive Health Advisory Committee will be comprised of a minimum of 10 members and a maximum of 20 members, and will maintain the representation necessary to comply with the law. As stated in the statute, the Committee shall consist of parents having children attending the district's schools, pupils in the district's schools, educators, clergy, community health professionals and other interested citizens residing in the district. When it becomes necessary to replace an individual committee member, recommendations will be sought from the Advisory Committee, the Program Coordinator, and the Administration, and will be reviewed before the Committee uses a majority vote to determine new membership. Student representatives will be sought annually from the Freshmen Class, based on recommendations from the P.A. 226 teachers at the Middle School level. It will be the responsibility of the Chairperson to provide new members with the materials and training to function as a contributing member of the Reproductive Health Advisory Committee.

#### **M. UPGRADING INSTRUCTIONAL MATERIALS...**

Materials may not be upgraded or new materials, instructional aids, or textbooks arbitrarily introduced without prior approval of the Reproductive Health Advisory Committee. The committee will meet two times per year (Spring and Fall) to review materials and methods of instruction and make recommendations to the School Board regarding changes in the curriculum. Any materials recommended for adoption consideration should be submitted to the Program Coordinator in advance so an appropriate review process may be implemented.

In regard to the upgrading of consumables (i.e. pamphlets) and/or the use of timely articles or programming that aggrcss with the philosophy of our curriculum, the Program Coordinator and/or a sub-committee of the Reproductive Health Advisory Committee may tentatively approve use in the program until the full Committee meets. Final approval decisions will be made by the Advisory Committee and the School Board. All materials which may be considered controversial shall be submitted to the Committee for review.

## **N. CURRICULUM USAGE...**

At the Middle School (grade 6-8) and the High School level (grades 9-12), teachers qualified under P.A. 226 may use and/or review information and provide instruction to students regarding the topics contained the 6<sup>th</sup> – 8<sup>th</sup>, 9<sup>th</sup> grade, and/or Family Living course of study. The same procedures concerning parental notification and participation options will be followed for students prior to this instruction. Courses which may use this curriculum are:

### High School

Social Problems  
Journalism – Speech  
Lifeskills  
Parenthood  
Human Physiology  
Individual Instruction (i.e. Learning Disabled)  
Family Living  
Lifetime Fitness  
Health  
Biology – Zoology  
Physical Education – Male/Female

### Middle School

6<sup>th</sup> – 8<sup>th</sup> Grade Science  
7<sup>th</sup> Health and Living

## **O. PARENT NOTIFICATION, MATERIAL REVIEW AND STUDENT REMOVAL FROM HUMAN SEXUALITY PROGRAMS...**

Procedures for parent notification are listed below.

As stated in the statute, “A pupil shall not be enrolled in a class in which the subjects of family planning or reproductive health are discussed unless the pupil’s parent or guardian is notified in advance of the course and the content of the course and is given a prior opportunity to review the materials to be used the course and is notified in advance of his right to have the pupil excused from the class. The State Board shall determine the form and content of the notice required in this situation.”

The notice to parents shall be in written form and shall be sent to all parents of students who may be scheduled to attend the class or course of instruction. This notice shall be sent each school year to advise the parents of their rights to review course materials, and shall further inform them of their right to excuse their child without penalty.

The Michigan State Board of Education approved form (1991) follows.

Under the law, no notification of students is required. However, the student has the right to elect not to participate and must do so in writing.

It is required that a cover letter from each building principal accompany the notification form to parents. Content of the cover letter shall include:

1. Explanation of the school district's Human Sexuality Program, presented in a sensitive as well as informative way.
2. Instructions regarding the notification form.
3. Parents should be encouraged to review the curriculum as well as instructional materials before deciding whether or not they wish to have their child removed.
4. Accurate information will be provided on where the materials are located for pre-screening, when they are available, and that questions and concerns should be directed to the building principal.
5. If a parent wishes to have their child removed from participating in the Human Sexuality Program or components thereof, they should be informed that a quality educational alternative will be assigned during the time the students are removed from the classroom.
6. If a parent wishes to have their child re-enrolled in the Human Sexuality Program the building principal should be informed of their decision prior to re-enrollment.
7. All courses in which any Human Sexuality information may be covered will be identified.

The notification form and cover letter should be mailed to parents within a time frame that allows an adequate amount of time for material review and response to questions. Copies of this material should be distributed to new students and parents at the time of registration in the district.