



Sex Education in Boyne City Public Schools

Processes, Programming, and
Administrative Guidelines

Adopted _____, 2025

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 - a. <https://www.boyne.k12.mi.us/>
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I. Introduction

Purpose

The Boyne City Public Schools offers instruction on sex education, including HIV and STI prevention, as approved by the Boyne City Public Schools Board of Education. The Board appreciates the work of and recommendations of the Sex Education Advisory Board (SEAB) regarding the recommended program content, materials, and evaluation strategies.

The purpose of this guide is to:

- Demonstrate how the district complies with state laws pertaining to HIV and sex education.
- Clearly define the overall goals and objectives, program philosophy, scope and sequence, and materials and methods used at specific grade levels.
- Orient new staff to make sure all are familiar with state law, as well as local district policy and practices.
- Orient parents about content and implementation of the program.
- Serve as an accountability tool that summarizes what is being done in the district if questions arise regarding sex education and HIV/STI prevention.

Program Philosophy

Boyne City Public Schools offers a comprehensive reproductive health and HIV/STI prevention curriculum that is medically accurate and age and developmentally appropriate for all students grades 4 through 12. Instruction will be implemented with a trauma-informed lens that avoids strategies that invoke fear or shame, or further traumatize the learner.

Our Boyne City Public Schools SEAB has developed the following to guide their work:

- Mission statement: “The mission of the Boyne City School District’s Sex Education Advisory Board is to develop an abstinence-based, comprehensive reproductive health and sex education program which is age/developmentally appropriate for students based on science and proven principles of instruction. The program will be tailored to meet the needs of our students, parents and community. The curriculum will be designed to prepare individuals for a lifetime of responsible behavior regarding their sexual and interpersonal behaviors. “
- Vision statement: “We envision a community in which all young people are valued, respected, and treated with dignity; sexuality is accepted as a healthy part of being human; and youth sexual development is recognized as normal.
- Definition of sex education: Sex education equips children and young people with the knowledge, skills, attitudes and values that help them to protect their health, develop respectful social and sexual relationships, make responsible choices and understand and protect the rights of others.

II. State Law and Best Practices

The Boyne City Public Schools adheres to the state laws governing sex education and HIV/STI prevention as well as research and best practices. **See Appendix A: “A Summary of Legal Obligations and Best Practices.”**

Requirements

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, high).

Options

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)

Sex Education Advisory Board (SEAB)

As required by Michigan state law, the Boyne City Public Schools uses an advisory board to establish program goals and objectives, review and recommend instructional materials and teaching strategies; and establish a process for evaluating, measuring, and reporting the attainment of program goals and objectives. **See Appendix B: “Sex Education Advisory Boards Commonly Asked Questions.”**

SEAB members are parents of pupils of the school district, educators, local clergy, and community health professionals. The advisory board membership for our district shall be no more than 17 members, but no less than 9 members.¹ The advisory board is led by the sex education supervisor and two co-chairs as per Michigan law. The qualifications of the sex education supervisor are described in **Appendix C: “Request for Approval of Sex Education Supervisor Form.”** At least one of the co-chairs is a parent of a child attending a school in the Boyne City Public Schools (§380.1507). **Appendix D: “District Sex Education Advisory Board Matrix of Participants,”** was used to ensure that the breakdown of SEAB membership met the requirements of the law.

¹ The advisory board membership is prescribed by state law. The minimum membership is eight people if no one serves a dual role (e.g., one person taking the roles of parent and educator). Maximum membership is not prescribed, but best practice is to limit the size of the group, with additional people serving as non-voting advisors as needed.

The roles of the co-chairs and supervisor are described in **Appendix E: “Sex Education Program Leadership Functions and Responsibilities.”** **See Appendix F: “BCPS Sex Education Advisory Board Leadership and Members”**

Per state law, the school board or their designee determines the Sex Education Advisory Board membership size, selection process, terms of service, and co-chairs. The board will reasonably reflect the diversity that exists in our school community. The board will use multiple channels to recruit members, including word of mouth, nominations, and school communications such as the website and school-wide events. Terms are for 4 years. Terms of newly appointed members begin upon their first official SEAB meeting and end 4 years from that meeting date.² After a 4 year term, applicants may reapply.

Each advisory board candidate will be required to submit an application form to the advisory board leadership. New members will be determined using the process determined by the SEAB. **See Appendix S: “SEAB Membership Application Form.”** The advisory board convenes at least {2} times each year; advisory board meetings may be in person or virtual.³ Written or electronic notice of an advisory board meeting is sent to each member at least two weeks before the date of the meeting as per Michigan law. For an overview of the steps the district took to put their sex education program into place, **See Appendix G: “HIV/STI and Sexuality Education: Process Index.”**

Needs Assessment

The SEAB takes into consideration the school district’s needs, demographics, and trends as part of its commitment to data-driven decision making. To this end, the Boyne City Public Schools collects or uses existing data, such as the Michigan Profile for Healthy Youth (MiPHY), local health department data, and student, educator, and parent feedback.

Resources to Guide Curricula Selection

Numerous resources were utilized to guide program selection and adoption:

- The Boyne City Public School District philosophy regarding sex education, including HIV/STI prevention
- A Summary of Legal Obligations and Best Practices. **See Appendix A.**
- Needs assessment results, including Michigan Youth Risk Behavior Survey (YRBS) and MiPHY data

² The length of terms is not prescribed by law. It is recommended that terms last at least two years and be staggered for continuity.

³ The law doesn’t prescribe the number of times a SEAB must meet each year. However, active SEABs that maintain updated sex education programs typically meet two to four times per year.

- State of Michigan State Board of Education Policy to Promote Health and Prevent Disease and Pregnancy. **See Appendix H.**
- Frameworks for Evaluating HIV/STI Education Curricula. See Appendix P.
- Grade Level Content Expectations (GLCEs) and Michigan Merit Curriculum Credit Guidelines for Health Education, Strands 6 & 7. **See Appendix I.**
- Research about characteristics of effective sex education and HIV/STI prevention.

The SEAB engages in a thoughtful process⁴ for adoption of and updates to curricula, including materials and methods. This includes:

- Reviewing needs assessment results.
- Establishing programs goals and objectives for pupil knowledge and skills at specific grade levels.
- Reviewing resource materials listed above.
- Reviewing available curricular options^{5, 6} and narrow to those which meet district criteria, including the state-recommended *Michigan Model for Health*TM.
- Determining recommendations of curricula, materials, and methods for specific grades and special needs populations.
- Conducting two public hearings held at least one week apart.⁷
- Making a presentation to the BCPD Board of Education outlining the recommendations of the SEAB.
- Pending approval, preparing for implementation of the curriculum, acquiring instructional materials, and providing professional development for educators.

Program Evaluation

An evaluation to measure and report the attainment of program goals and objectives is completed every two years. (§380.1507) Administrators and teachers responsible for the instruction, and the advisory board, review the evaluation results and make recommendations for program improvements. The evaluation results are presented to the Board of Education, and the report is available to parents and the community on the school district website. **See Appendix J: “Boyne City Public Schools Two-Year Report.”**

Professional Development

To teach sex education, educators must be qualified to teach health. (§380.1507) At the elementary level and in special education, teachers are qualified to teach health with their “all subjects” endorsement, and they must have their students in a self-contained classroom for

⁴ Steps 2, 5, and 6 are required by Michigan law.

⁵ Available on the Future of Sex Education website at

<http://www.futureofsexed.org/documents/josh-fose-standards-web.pdf>

⁶ Best practice is to select curricula to recommend to the school board, and then review any needed supplemental materials and methods.

⁷ See Appendix R, “Recommendations for Public Hearings on Sex Education Programs.”

more than half of the school day. At the secondary level, teachers are qualified if they possess one of the three endorsements that permit them to teach health.⁸ Because the classroom teacher is ultimately responsible for all instruction, the qualified teacher must always be in the classroom if guest speakers are presenting.

To teach HIV/STI prevention, educators must meet one of the following criteria:

- Licensed healthcare professional who has received training on HIV/AIDS
- Certified teacher who has completed professional development on HIV/AIDS provided by Boyne City Public Schools

All Boyne City Public School educators assigned to teach sex education and/or HIV/STI prevention are qualified to teach these topics and have received additional professional development regarding content, instructional strategies, program evaluation, parent communication, community resources, and legal obligations. The Boyne City Public Schools accesses professional development provided by the multiple different state and national sources on sex education and HIV/STI prevention and curriculum implementation.

Parental Rights

Parents have many rights as prescribed by Michigan law: notification, review of curriculum, right to exempt their child without penalty, and observation of instruction. **See Appendix K: “HIV and Sex Education: Parental Rights and Exclusion from Instruction.”**

In our district, parents will be notified each school year in advance before the sex education and/or HIV/STI prevention curriculum is taught. The notification includes the process for exempting a child from the instruction. It also includes how to access the curriculum on the district website. **See Appendix L: “BCPS Notification to Parents/Guardians.”**

If a parent chooses to have their child opt out of sex education and/or HIV/STI prevention lessons, they must notify the school in writing each year. If a parent chooses to have their child opt out of sex education on a permanent and continuing basis (beyond one year), that must be specified in writing and every time a student changes buildings. In the case of a continuing written notice to excuse the student from sex education, the child will not be re-enrolled in the lessons unless the parent submits a written authorization.

A student not participating in sex education will not be penalized. The teacher will make alternative arrangements for this student. These arrangements will minimize disruption for the student.

⁸ Health endorsements are MA (health), MX (health, physical education, recreation and dance), or KH (family and consumer science) endorsement.

Parents may review curriculum content and instructional materials on the school’s website.

III. Program Implementation

Instructional and Non-Instructional Program Delivery

All instruction is delivered by qualified and prepared educators. As with all curricular subjects, instruction will be adapted to meet the needs of all learners. However, the lessons, activities, and materials that have been approved by the school board will not be omitted without additional school board approval.

Sex education topics might be addressed during non-instruction times. While sex education that is not part of the formal instructional time doesn’t have to go through the formal school board approval process specified in state law, our district expects these situations to be brought to the attention of administration.

Guidelines for Answering Student Questions

Students have many questions regarding sex education and HIV/STI prevention. Questions may arise in the classroom during instructional time or may be asked in other settings, such as in the counseling office. Trusted adults are responsible to guide students in getting answers to their questions.

If a teacher who is qualified⁹ is asked a question during class, the teacher will give a brief, factual, developmentally appropriate answer that is aligned with BCPS guidelines. **See Appendix M: “BCPS Standard of Practice Guidelines for Teachers Answering Student Questions Related to HIV and Sex Education.”** The guidelines provide administrative support, bolster teacher confidence, and increase consistency of responses among teachers. If any questions fall outside the guidelines for answering, students will be referred to parents and/or other trusted adults.

If a school employee who is not qualified¹⁰ is asked a question, they will connect the student to the school counselor, health teacher, or nurse¹¹ for follow-up. If a school employee, including the health teacher, is uncertain whether or how to respond to a student question, they will tell the student that they will follow up and get back to them with a response. They will seek guidance from the person responsible for sex education program oversight in the district, usually the Sex Education Supervisor and/or building principal.

⁹ to teach sex education and/or HIV/STI prevention

¹⁰ to teach sex education and/or HIV/STI prevention

¹¹ School counselors and nurses have a broader scope of practice than teachers. They may respond to student questions in greater depth, in accordance with their professional code of ethics and applicable policies and guidelines. If they don’t have the answer, they may seek information from a qualified health teacher or reliable community resource.

Effective strategies for managing discussion and responding to student questions is addressed in the professional development that BCPS health teachers receive. Note that professional development stresses that it is not appropriate to ask or answer personal questions or to disclose personal sexual behavior.

Facilitating Student Access to Information and Services

Students may request help or teachers may identify student health needs that go beyond the scope of the classroom. The referral will be to the school counselor, school nurse, school social worker, or other appropriate professional support staff.

Students will be referred as needed for information and/or confidential services including the following: pregnancy testing, contraception, STI testing and treatment, mental health, substance use, sexual assault, and interpersonal violence. **See Appendix N: “Michigan Laws Related to Rights of Minors.”** School staff will not make referrals for an abortion or assist students in obtaining an abortion as per Michigan law.

Resolving Questions and Concerns

Any parent who has questions and/or concerns about their child’s sex education and/or HIV/STI prevention instruction is encouraged to discuss them with the classroom teacher. Usually, this discussion will resolve any potential issues in a positive manner. If, however, the concerns remain unresolved, the parent will follow the chain of command within the school building and district: principal, superintendent, BCPS Board of Education.

The law provides a formal, written complaint process if concerns are not resolved by district leadership. **See Appendix A: “A Summary of Legal Obligations and Best Practices.”**

III. Roles and Responsibilities

Sex Education Advisory Board

The SEAB is responsible for:

1. Establishing program goals and objectives for student knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted infections (STIs).
2. Reviewing and recommending materials and methods to the board, taking into consideration the district’s needs, demographics, and trends including, but not limited to, teen pregnancy rates, STI rates, and incidents of sexual violence and harassment.

3. 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.¹²

Beyond the requirements of the law, the SEAB will:

- Develop a safe and collaborative environment in which the SEAB work can thrive.
- Use processes that draw upon all the voices and unique expertise of the members to reach group decisions.
- Identify the desired student outcomes at each grade, including cognitive and skills-based objectives.
- Seek out developmentally appropriate, medically accurate, evidence informed curricula to review that are likely to lead to the desired student outcomes.
- Select curricula that focus primarily on teaching student skills and providing opportunities for practice and application.
- Seek expertise from outside the SEAB for decision-making as needed. For example, invite teachers to advise the group on their experiences implementing the sex education curriculum.
- Seek input from students and parents.
- Determine whether guest presenters will be recommended as part of the program to enhance the instruction and how they will be utilized.

Advisory board members are asked to:

1. Attend and participate in advisory board meetings.
2. Subscribe to the program philosophy and processes of the SEAB.
3. Represent a constituent role on the SEAB, rather than focusing on one's personal beliefs.
4. Become familiar with Michigan laws pertaining to sex education and HIV/STI prevention.
5. Seek current and accurate information regarding sex education and HIV/STI prevention content and instructional strategies that will help the SEAB make informed decisions.
6. Share ideas and concerns and work cooperatively toward the goals and objectives of the sex education and HIV/STI prevention program.
7. Support the public hearing and school board approval process for the proposed program.
8. Become familiar with the adopted curriculum and the implementation procedures for the sex education and HIV/STI prevention program in the Boyne City Public Schools.
9. Be an advocate and spokesperson for the board decisions and the adopted program.

District Supervisor and Co-Chairs

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 and §380.1507) Our school board must also appoint two co-chairs, one being a

¹² As per Michigan law (§380.1507)

parent of a student in our district. While the law requires both roles, their division of responsibilities is not fully delineated. **Appendix F**, *“District SEAB Leadership and Membership,”* includes the names of the current sex education supervisor and the co-chairs who fill these leadership roles in our district. **Appendix E**, *“Sex Education Program Leadership Functions and Responsibilities,”* details their roles and responsibilities. In our district, the SEAB leadership is also responsible for recommending HIV/STI prevention materials and methods for school board approval.

The law states that the sex education supervisor will oversee the program of instruction in reproductive health. The co-chairs facilitate the SEAB work. In addition, the district supervisor and/or co-chairs perform essential roles for the success of the program by:

1. Serving as a liaison among the advisory board, our school leadership, parents and community, the intermediate school district, and the Michigan Department of Education.
2. Maintaining records related to SEAB meetings, board of education adoptions, and district policies and procedures.
3. Communicating the legal roles and responsibilities related to sex education and HIV/STI prevention to all school staff, including parent notification and opt-out procedures.
4. Ensuring the district has current procedures and administrative guidelines to ensure transparency, alignment with state laws, and smooth program implementation.
5. Preparing teaching staff by notifying them of currently approved materials and methods, providing them with teaching materials, and offering professional development.
6. Ensuring that the goals and objectives of the sex education program are evaluated every two years and the resulting report is made available to parents in the school district.¹³
7. Providing support to parents, administrators, and teaching staff in the event of questions and/or concerns.

Administrators

Administrators, such as building principals and curriculum directors, have an important role in the implementation of the sex education and HIV/STI prevention program. In our school district, administrators are expected to:

1. Adhere to Michigan laws pertaining to sex education and HIV/STI prevention.
2. Support implementation of district-adopted curricula and administrative guidelines for implementing the program.
3. Collaborate with teachers in following the procedures for parent notification, review of curriculum and instructional materials, and classroom observation.
4. Identify teachers to provide instruction and ensure that the teachers have the appropriate credentials and preparation.
5. Facilitate access to professional development and technical assistance offered by the intermediate school district and other reputable sources.

¹³ See Appendix S for the latest report.

6. Collaborate in providing support to parents, administrators and teaching staff in the event of questions and/or concerns.
7. Ensure fidelity of program implementation through strategies such as teacher observations and implementation logs.
8. Support student assessment and program evaluation plans.

Teachers

Teachers play a vital role in teaching students the knowledge and skills they need to form healthy relationships and make informed decisions now and for the future. A majority of the content in any course must be taught by a certified teacher that holds an endorsement which permits the teacher to teach that content. **See Appendix O: “Qualifications of Teachers of Sexuality and HIV/AIDS Education.”**

In our school district, teachers are expected to:

1. Adhere to Michigan laws and district administrative guidelines pertaining to sex education and HIV/STI prevention.
2. Follow district-approved curricula and materials and seek professional development and/or technical assistance to be prepared for implementation.
3. Understand how each grade-level curriculum fits into the district’s K-12 scope and sequence for health education; advise the SEAB of any gaps or redundancies.
4. Follow the district’s procedures for parent notification, review of curriculum and instructional materials, and classroom observation.
5. Implement the district approved curricula and instructional materials with fidelity.
6. Differentiate instruction to meet the needs of all students.
7. Refer students to school professional support staff (school guidance counselor, social worker, nurse) or link to community resources as necessary, in accordance with state law and district administrative guidelines.
8. Collaborate with colleagues to provide the SEAB with feedback on program implementation and unmet student needs.¹⁴
9. Teach the majority of the content in the course. Guest speakers may be used to enhance, but not replace, classroom instruction. Prepare any guest speakers and observe their instruction to ensure quality and compliance with the board-approved program of instruction.
10. Implement formative and summative assessments to improve instruction and guide student progress toward attainment of standards and learning objectives.
11. Provide relevant data for the two-year program evaluation.

¹⁴ For example, if students ask questions that teachers are not allowed to answer because of district guidelines, this information could guide a change in future approvals.

Guest Speakers

Ideally, the classroom teacher will possess the knowledge and skills to implement the approved curriculum with comfort and skill, and not rely on guest presenters to instruct on topics they are unprepared to teach or are uncomfortable teaching. A program that depends upon outside speakers is generally unsustainable over time. If the classroom teacher is not delivering the instruction, they must remain in the classroom while the instruction is being delivered. See **Appendix P**, *“Health Teacher - Guest Presenter Policy Memorandum.”* See **Appendix Q**: *“Guidelines for Using Guest Speakers,”* for guidance from the Michigan Department of Education about how to work with guest speakers.

Any instruction delivered by a guest speaker must be part of the board-approved program of instruction. Guest speakers will:

- Have the appropriate expertise and training in the content and teaching methods.
- Understand how their contributions fit into the curriculum at that grade level.
- Adhere to Michigan laws and the district-approved curriculum and administrative guidelines related to sex education and HIV/STI prevention.

Professional Support Staff

Professional support staff, such as school nurses and school counselors have a broader scope of practice than classroom teachers. They can provide support and resources that go beyond what can be provided in the classroom. In our district, professional support staff will:

1. Adhere to Michigan laws that prohibit making a referral for or assisting in obtaining an abortion and dispensing a family planning drug or device in a school or on school property.
2. Be familiar with the district-approved curricula and materials.¹⁵
3. Collaborate with classroom teachers to provide support for program instruction, follow-up, and referral.
4. Facilitate access to print materials and other media with medically accurate and developmentally appropriate information.
5. Identify community services that align with the district's program philosophy, goals, and objectives.
6. Have an available list of community service providers.
7. Support students and their families in accessing information and community services.¹⁶

When assisting students and families regarding needs beyond the approved classroom instruction, professional support staff will consider district administrative guidelines, Family Educational Rights and Privacy Act (FERPA), confidentiality, their professional codes of ethics, and the need to keep the student physically safe.

¹⁵ School library holdings are governed by their own policies. Library holdings are not classroom instruction; therefore, they are not governed by sex education laws.

¹⁶ In Michigan, minors can consent to specific confidential services. See *Appendix W: Minor Consent and Confidential Services*.

Parents and Legal Guardians

Parents and legal guardians are the first and primary sexuality educators for their children. They can provide their children with a positive view of sexuality and relationships, as well as information and skills needed to make healthy decisions. Moreover, parents can teach children their own family's values and communicate clear expectations regarding safety, relationships, and sexual behavior.

We believe that school-based sex education and HIV/STI prevention is most effective when parents and teachers work together. In our district, we encourage parents to:

- Find out what your child is learning in class.
- Talk to your child's teacher about how you can reinforce classroom lessons.
- Learn more about the subject matter.
- Listen to your child and give them a chance to express feelings and ideas.
- Encourage your child to ask questions.
- Answer your child's questions as honestly and openly as possible.
- Don't be afraid to say, "I don't know" and seek guidance and information as needed.
- Share your values with your child in a series of discussions that begin early, happen often, and continue over time.
- Role model healthy relationships.
- Help your child set goals and plans for the future.
- Apply to serve on the SEAB.

Students

We believe that any educational efforts for students must include input from and participation by students in order to be more relevant. This is done in a developmentally appropriate way with student engagement increasing with the age of the students. Michigan laws emphasize the importance of this philosophy by requiring the SEAB to include students as members.

Students are engaged in the following ways:

- Classroom participation and feedback during sex education classes.
- Classroom assessment and evaluation of student outcomes resulting from sex education and/or HIV/STI prevention lessons.
- One-on-one conversations with key stakeholders including parents, teachers, school nurses, and school counselors.
- Participation on the Sex Education Advisory Board.

V. Approved Curricula and Materials by Grade Level
At-a-Glance Scope and Sequence

Grade Level(s)	Lesson Title	Number of Lessons	Modifications , Specifics	Teaching Materials	Guest Presenter	Date Approved
K	None	None	None	none	none	
1	None	None	None	none	none	
2	None	None	None	none	none	
3	None	None	None	none	none	
4	1. HIV/AIDS and Bloodborne Pathogens	1	None	Computer Google Slides	Teacher and School Nurse	Fall 2022
5	1. How Our Bodies Change During Puberty	1	None	Computer Video Feminine Products (pads, pantliners) Notecards	Teacher and School Nurse	Fall 2022
6	1. Pubescent Changes and Human Reproduction 2. Accessing Puberty Information and Media Influence on Relationships	2	None	Post Survey Handouts Worksheets Computer Video Google Slides Whiteboard Expo Markers Feminine Products (pads, tampons, liners)	Teacher	Fall 2022
7	1. Anatomy Review 2. Abstinence and Influences 3. Assertive Communication and Refusal Skills	3	None	Pre/post test "Grab Bags" with everyday items such as: balloons, straws, toilet paper rolls, rubber bands, etc. Handouts Worksheets Computer Google Slides Whiteboard Expo markers	Teacher	Fall 2022
8	1. Why some teens have sex and some wait 2. How Our Reproductive System Works & Teen Pregnancy 3. STIs and Transmission	7	None	Pre/post test Handouts Worksheets Computer Google Slides Whiteboard Expo markers Notecards	Teacher	Fall 2022

	4. Consent, Abuse, and Laws about Sex 5. Setting Personal Boundaries and Staying Within Your Personal Limits 6. Assertive Communication and Refusal Skills 7. Healthy Relationships			Balloons Baby doll Food coloring Milk Dish soap Tray Beanboozled		
9	1. Abstinence & Sex 2. STI Intro 3. Laws related to Sexual Behavior for young people 4. Refusal Skills 5. Anatomy Review	4-5	None	pre/post test Handouts Computer	Teacher	2022
10	1. Reasons to Wait 2. STI Review 3. Condom Use 4. Birth Control Intro 5. Teen Pregnancy - Examining the Risk	4-5	None	pre/post test Handouts Computer	Teacher	2022
11	1. Substance Abuse and Consent - laws related to these crimes 2. Healthy Relationship - Love Language Quiz	2	None	pre/post test Handouts Computer	Teacher Boyne City Police to assist	2022
12	1. Consent - Sex Offender Search 2. Healthy Relationships	2	None	pre/post test Handouts Computer	Teacher Boyne City Police to assist	2022

