

**PHASE: Personal Health and Sexual Education**  
**Biennial Reproductive Health Report**  
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In June of 2004, Michigan state legislators passed Public Acts 165 and 166, which modified Michigan laws related to sex education in public schools. Public Acts 165 and 166 outline the planning, training, and implementation mandates for HIV/AIDS and sex education (PA 165 of 2004) and a parent compliant process (PA 166 of 2004). Included in those mandates was a requirement for school districts to publish a report every two years regarding the attainment of curricular goals and objectives. For more information on Michigan law, please go to [http://www.michigan.gov/documents/mde/4\\_Unabridged\\_Sex\\_Ed\\_Laws\\_249443\\_7.pdf](http://www.michigan.gov/documents/mde/4_Unabridged_Sex_Ed_Laws_249443_7.pdf).

***Overview***

**Definition**

The Sexual Health Education curriculum addresses the following sexual health content areas in a developmentally appropriate manner: the reproductive cycle, reproductive anatomy, abstinence, fertilization, pregnancy, conception control, rape, and the recognition, transmission and prevention of sexually transmitted infections including HIV/AIDS.

These topics are all presented in such a way as to respect the diversity of values and beliefs present in the classroom and the Okemos community.

All Sexual Health Education instruction is to be conducted by specially-trained educators who provide students with information and skills to help them take care of their sexual health.

**Belief Statement**

The Okemos Personal Health and Sexual Education Advisory Board believes that sexually healthy people:

- Appreciate and respect their bodies
- Interact with all genders in appropriate and respectful ways
- Express love and intimacy in appropriate ways
- Avoid exploitative relationships
- Identify their values leading to sexual health
- Demonstrate tolerance for people with different values
- Take responsibility for their behavior
- Communicate effectively with family and friends
- Communicate desires not to have sex and accept refusals to sex
- Ask questions of parents and other adults about sexual issues
- Possess sexual feelings without necessarily acting upon them
- Communicate and negotiate sexual limits
- Understand the impact of media messages on thoughts, feelings, values, and behaviors related to sexuality
- Practice health promoting behaviors, such as regular check-ups, breast or testicular self-exam
- Understand the consequence of sexual activity
- Seek further information about sexuality as needed and know how to find that information

### Mission Statement

The mission of sexual health education in Okemos Public Schools is to develop an abstinence-based, comprehensive reproductive health and human sexuality program which is age/developmentally appropriate for students and based on sound science and proven principles of instruction. The program will be tailored to meet the particular needs of our students, parents and community. Great care will be taken to ensure delivery of regularly updated curricula designed to prepare individuals for a lifetime of responsible behavior regarding their sexual and interpersonal behaviors.

### ***Approved Goals, Objectives, and Curricula***

The Okemos Personal Health and Sexuality Education (PHASE) Advisory Board has recommended the following overarching goal and objectives for the K-12 program of instruction in HIV/AIDS, reproductive health, and sex education. The goal and objectives are aligned with state laws, the State Board of Education *Policy to Promote Health and Prevent Disease and Pregnancy* (2003), and the *Grade Level Content Expectations* as well as the *Michigan Merit Curriculum Credit Guidelines for Health Education*, adopted by the Michigan Board of Education (2007).

### Goal:

There will be an increase in student knowledge and skills that are likely to reduce the rates of sex, pregnancy, and STDs/STIs.

### Curricular objectives:

#### ***Grade 4***

Students will:

1. Communicate with their parents and other trusted adults about their reproductive health, puberty, relationships, parental expectations, and postponing parenthood.
2. Compare the social and emotional changes that occur during puberty in children of all genders.
3. Advocate for respectful treatment of peers.
4. Identify and compare the physical changes that occur during puberty for people with male and female bodies.
5. Improve communication and refusal skills to form respectful peer relationships

#### ***Grade 5 and 6***

Students will:

1. Promote abstinence as the only method that is 100% effective in preventing pregnancy and sexually transmitted infections/diseases.
2. Communicate about sexuality with a parent or other trusted adult.
3. Discuss medically accurate information about sexually transmitted diseases including HIV.
4. Define healthy sexuality and healthy relationships.
5. Identify media influences and messages about sexuality and compare them with their own family's values.
6. Acquire skills for resisting sexual intercourse and other risk behaviors.
7. Practice positive decision-making skills and refusal skills.
8. In grade 6, will understand the potential negative consequences of sexual intercourse, and explain the ways to reduce the risks of unintended pregnancy and sexually transmitted infections.

### **Grades 7 and 8**

Students will:

1. Examine gender stereotypes and their repercussions
2. Explore how behavior can impact others, either in a positive or negative way
3. Review the male and female anatomy
4. Describe times when females are most or least fertile
5. Define sexually transmitted infections (STI) and Human Immunodeficiency Virus (HIV)
6. Evaluate risk behaviors associated with acquiring STIs and HIV
7. Practice assertive communication skills and demonstrate how to put them into action
8. Demonstrate how to communicate in a respectful way
9. Practice refusal skills
10. Set personal boundaries for staying within behavioral limits to avoid acquiring STIs/HIV
11. Demonstrate an understanding of a decision-making model
12. Review online safety
13. Deduce that parenthood should be reserved for adults who are able to make a life-long commitment to raising a child

### **High school**

Students will:

1. Evaluate environmental effects on the reproductive systems and an unborn fetus.
2. Advocate for responsible decisions, consistent with family and religious values regarding personal sexuality and behavior.
3. Understand the importance of setting personal sexual limits and the advantages of waiting to have sexual intercourse.
4. Demonstrate self-respect and respect for others.
5. Demonstrate the importance of self-control, and of setting, communicating and adhering to sexual limits and boundaries in relationships.
6. Recognize the possible consequences of drugs and alcohol on sexual behaviors.
7. Describe facts about sexually transmitted infections/diseases, including HIV/AIDS.
8. Analyze the physical, social, and emotional impact of having a sexually transmitted infection/disease.
9. Understand how to locate and access support systems and resources.
10. Demonstrate effective skills to access and correctly use condoms and other risk reduction methods.
11. Communicate with parents and other trusted adults regarding reproductive health, relationships, and sexual decisions.

### Attainment of Curricular Goals

Pre- and post-testing was done in each grade to assess any increase in student knowledge and skills, and attainment of grade-level objectives. Below are the results for 2019:

#### 2019 Reproductive Health Pre/Post Test Scores

| <b>Grade</b>           | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> |
|------------------------|----------|----------|----------|----------|----------|
| <i>Pre-test score</i>  | 74%      | 57.4%    | 61.1%    | *        | 72.2%    |
| <i>Post-test score</i> | 83%      | 71.3%    | 67%      | *        | 80.1%    |

\*New 3Rs curriculum had no pre/post-tests. They were created for school year 2019-2020.

### ***Meetings***

The PHASE board met three times in the 2017-2018 school year and three times during the 2018-2019 school year. Two meetings in each year were cancelled due to inclement weather. Agendas and minutes were kept for each meeting and are on file for review. All committee members received a 2-week advance notice of meetings, as required. Members were notified by text or phone call for cancelled meetings.

Here are some highlights from the school year:

- Okemos Public Schools hosted a program for parents of 5<sup>th</sup> and 6<sup>th</sup> graders called “Talk Early, Talk Often.”
- Curricular materials such as lessons, Google slides, and synopses are online and password protected on our website.
- Teachers in grades 4, 5, 6, 7, 8, and HS are using Google Classroom for pre- and post-tests, Google Slides, as well as daily exit tickets to assess learning.
- The Supervisor of Reproductive Health team-taught with teachers in grades 4, 5, 6, 7, 8, and 9 to assess the curriculum and resources.
- Parents were given the option in grades 4 through 6 to enroll their student in a mixed-gender classroom.
- A timeline for teaching sex ed was created for school administrators and teachers to remind them of their roles and responsibilities
- The Sexual Health Handbook was updated in November of 2019 and distributed to teachers, administrators, PHASE members, and parents.

### ***Public Hearings***

Public hearings were held, and school board approval was obtained for the newly approved materials below as required by law, with the exception of “Marissa’s Story.” No school board approval sought for this video as the PHASE board decided not to teach HIV in grade 4, deferring to the HIV lesson in grade 5. Meeting minutes are available upon request.

### ***New Curricular Materials from Fall 2017 – Spring 2019***

The following videos were approved in 2018 and 2019:

- Marissa’s Story (HIV education), grade 4 (4/30/19)
- Coping with Dating Violence and Abuse, Human Relations Media (2015), high school (9/27/17).

The following new lessons were approved in 2018 and 2019

- Lesson 6-D from Puberty the Wonder years: “Preventing Pregnancy and STIs” (3/21/18)
- 3Rs curriculum for grade 7 (3/21/19)
- Growing Up and Staying Healthy Michigan Model Curriculum for grade 8 (4/30/19)

### ***Membership***

The PHASE board membership consists of 9 Okemos parents, four high school students, a clergy person, and five school employees. A minority of the members are employees of the school district as required by law. PHASE members include teachers, students, administrators, clergy, health professionals, and interested citizens. The President for the 2019-2020 school year was Health Care Professional Stephanie Fleming, MD; the

president-elect was Member-At-Large Melanie Jacobs, Esq. Ms. Jacobs assumes the presidency in the school year 2020-2021.

New PHASE members selected in August of 2018 were:

- Liz Miller (Clergy)
- Stephanie Fleming, MD (Health Professional)
- Terri Malinak, (Member-at-Large)
- Melanie Jacobs (Member-at-Large)

New members granted terms on the PHASE board by the school board in August of 2019:

- Tami Hiser, RN (Parent)
- Jessica Hamel (Parent)

A full roster of the current PHASE board is available online at [www.okemos.k12.net](http://www.okemos.k12.net)  
Go to the Academics page, and scroll down to Personal Health.