

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

Last Revised 06/2026

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Introduction and Purpose of the Report

This report fulfills the requirement under Michigan law for school districts to evaluate and report on the implementation and effectiveness of the district's HIV/AIDS and sex education program at least once every two years. The Milan Area Schools Sex Education Advisory Board (SEAB) reviews program implementation, evaluates progress toward program goals and objectives, and provides recommendations for continuous improvement.

This report summarizes the district's approved curriculum, program implementation, evaluation of outcomes, and ongoing efforts to ensure compliance with Michigan law and alignment with the needs of students and families.

Our purpose in preparing this report is to provide an update on Milan Area Schools' Reproductive Health and Sex Education program and to serve as a resource for families, staff, and community members. The information included reflects the requirements of the Michigan School Code and applicable Michigan Compiled Laws.

To support transparency and communication, this report includes an overview of curriculum by grade level, along with a summary of legal obligations, Board policies, and instructional guidelines provided in the appendix.

We believe that parents/guardians and family support systems are the primary health educators for their children, and we are committed to working in partnership with families. Parents/guardians are invited to review instructional materials before instruction begins and to discuss these topics with their children at home.

All teachers delivering instruction are professionally prepared and certified, and all curricula, instructional materials, and guest speakers are reviewed and approved by the Sex Education Advisory Board. Instruction is delivered in a manner that reflects students' physical, emotional, and social development at each grade level.

If you have questions about the program or this report, please contact the Assistant Superintendent, your building principal, or the classroom teacher.

Sincerely,

The Members of the Sex Education Advisory Board
Jennifer Bookout (Assistant Superintendent)
Cassidy Schettenhelm (District Sex Education Coordinator, SEAB Co-Chair)

Mission, Goals, and Objectives

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.

Goal:

The goal of the Milan Area Schools HIV/AIDS and sex education program is to equip students with the knowledge and skills necessary to make responsible decisions, maintain healthy relationships, and reduce behaviors that place them at risk for sexually transmitted infections and unintended pregnancy.

Objectives:

At the completion of the district's HIV/AIDS and sex education program, students will be able to:

- Identify characteristics of healthy and unhealthy relationships
- Demonstrate refusal and decision-making skills
- Understand the risks associated with sexual activity
- Identify abstinence as the only 100% effective method for preventing pregnancy and sexually transmitted infections
- Recognize the importance of communication with trusted adults
- Demonstrate respect for themselves and others

Overview of Reproductive Health/Sex Education Plan for Milan Area Schools

The Milan Area Schools Board of Education has approved curriculum for HIV/AIDS and sex education instruction at the elementary, middle, and high school levels. Instruction is delivered by trained and qualified staff and is aligned with Michigan health education standards and state law. Milan's health curriculum is based on the Michigan Health Content Standards and the Michigan Merit Curriculum. (See Appendix 1)

The instructional curriculum will actively promote communication and understanding between parents/guardians and students. The program's effectiveness will be assessed and reported to the board of education and the 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 students' discomfort by arranging for them to go to their alternative location as unobtrusively as possible.

Accurate information regarding medical risks and effectiveness of 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, information on contraception will be presented. Students are taught that marriage and parenthood are choices that involve decision-making skills, including commitment and the social, emotional, physical, and economic responsibilities that accompany them. The age-appropriate sex education material must ensure that pupils are taught in a way that does not condone the violation of the laws of this state pertaining to sexuality. For information on curricular requirements, see A Summary of Legal Obligations and Best Practices in Appendix 2 of this plan.

If there are questions regarding subject matter outside the approved grade-level curriculum, asked of an instructor 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 administrators can decide, based on students' comfort levels or maturity, 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 in a particular grade level as a group.

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 help 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 SEAB reviews will ensure the presentation of relevant, 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 indicates 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 intended messages. Rehearsing or practicing the delivery of lessons and responses to a child’s questions will increase personal comfort with the terms and subjects to be used.
Students will always be encouraged to ask their parents/guardians questions regarding reproductive or sexual health. Teachers emphasize understanding factual information so students can make

informed decisions; sincere questions are always encouraged.

Reproductive Health/Sex Education At-A-Glance By Grade Level And Content:

Grade Level	Content
Pre-K & Kindergarten	● Body Safety Training ○ The child has bodily autonomy ○ Identifying “private parts” and the 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 **Curricular Resource:** Washtenaw Area Council for Children
1st Grade	● Body Safety Training ○ The child has bodily autonomy ○ Identifying “private parts” and the 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 **Curricular Resource:** Washtenaw Area Council for Children
2nd Grade	● Body Safety Training ○ The child has bodily autonomy ○ Identifying “private parts” and the 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 **Curricular Resource:** Washtenaw Area Council for Children
4th Grade	● Introduction of Puberty & Hygiene ○ Girls and Boys are in separate classes ○ Defining puberty ○ Proper medical terminology for anatomy ○ Changes to expect during puberty are strictly anatomical, no reproductive discussion, menstruation and hygiene products for girls, extensive daily 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 the perspective of peer and trusted adult support, coping skills ○ Age-appropriate new privileges with corresponding responsibility (examples: babysitting, going to the park without adult supervision, riding bikes without adult supervision) ● Nutrition, exercise, and healthy choices for physical and mental health **Curricular Resources:** *The Care and Keeping of You - The Body Book for Younger Girls* by Valorie Schaefer; https://www.girlshealth.gov; *The Boys Body Book - Fifth Edition* by Kelli Dunham; *Guy Stuff: The Body Book for Boys* by Dr. Cara Natterson
6th Grade	● Changes of Puberty & Hygiene ○ Defining puberty ○ Changes in males and females ○ Wide range of both normal puberty onset and speed of change ○ Changes in skin ○ Personal responsibility in self-care (keeping clean) ○ Emotional changes of puberty ● Reproductive System ○ Male reproductive system ○ Female reproductive system, menstruation, and personal hygiene products ○ Defining reproductive process, abstinence ● Making Responsible Decisions

	○ Peer pressure ○ Identifying trouble ○ Communication Skills ○ Refusal skills **Curricular Resources:** Puberty the Wonder Years; Kids Health; Video: Keep It Clean; Video: The Highs, Lows, and In-betweens of Puberty; Teacher-created materials
7th-8th Grade	● Changes of Puberty ○ Review changes of puberty, a wide range of normal onset of change ○ Review the emotional changes of puberty ○ Social changes of puberty ● Reproductive System ○ Review the male reproductive system ○ Review the female reproductive system, menstrual cycle ● Reproduction ○ Review definitions of reproductive process, abstinence ○ The growth of a baby from egg and sperm until ready for birth ○ Birth process ○ Pregnancy (mother's experience) ● Sexually Transmitted Infections (STIs) ○ 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 (moved from 8th grade) ○ Review communication skills ○ Setting and respecting boundaries ○ Identifying risky situations ○ Refusal Skills **Curricular Resources:** Rights, Respect, Responsibility,Michigan Model for Health; Kids Health; Howcast videos; FLASH Curriculum; Video: HIV: How to Protect Yourself and Others by AMAZE Org, Abstinence Only; Drama that Delivers; Teacher-created materials
High School	● Male and Female Reproductive Anatomy ● Defining Abstinence ➢ Why do teens/people have sex?

	● Reproduction ➢ Review the menstrual cycle ➢ Review reproduction ➢ Review pregnancy ➢ How much does it cost? Raising a baby. ➢ Movie: For Keeps-Teen Pregnancy ● Sexually Transmitted Infections (STIs) ● 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 the age of consent. What is consent? ● Contraception ➢ Barrier Methods with demonstration ➢ Hormonal Methods with demonstration ➢ Where can I access methods of contraception? ● Healthy Relationships ➢ 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 **Curricular Resources:** Safer Choices Campaign, Teacher Resources

Appendix 1

Michigan Health Education Standards Guidelines: 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 5420

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

Under 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											