

Okemos Public Schools
Two-Year Report on Achievement of Goals and Objectives
HIV/AIDS and Sex Education
June 2026

Background Information

In June of 2004, the 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 complaint process (PA 166 of 2004).

These acts stipulate the make-up of each district's Sex Education Advisory Board (SEAB) as well as their roles and responsibilities. Part of the role of the SEAB is to:

- *Establish program goals and objectives for pupil knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases; and*
- *At least once every 2 years, evaluate, measure, and report the attainment of program goals and objectives established under subdivision (a). The board of a school district shall make the resulting report available to parents in the school district. MCL [380.1507](#)*

Approved Goals, Objectives, and Curricula

The Okemos Public Schools (OPS) Sex Education Advisory Board – also known as the Personal Health and Sexuality Education Advisory Board (PHASE) – has recommended and the OPS Board of Education has approved the following goals and objectives for the K-12 program of instruction in HIV/AIDS, reproductive health, and sex education. The goals 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).

Program Philosophy:

OPS offers a comprehensive sex education and HIV/STI prevention curriculum that is medically accurate and age and developmentally appropriate for all students in grades 4 through high school, including students with special needs. The curriculum is designed to recognize and represent the diversity of our students and community and endeavors to be inclusive of everyone regardless of their race, class, ability, family structure, religion, sex, gender, sexual orientation, gender identity, and gender expression. Instruction will be implemented with a trauma-informed lens that avoids strategies that invoke fear or shame, or further traumatize the learner.

The district's program fulfills state implementation mandates for HIV/AIDS and sex education (PA 165 of 2004) as well as the required parent complaint 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.

Michigan Compiled Laws (MCL)

- [Michigan Revised School Code \(PA 451 of 1976\) and State School Aid Act \(PA 94 of 1979\).](#)
- [MCL 380.1507](#)
- [MCL 380.1169](#)

Okemos Public Schools Board Policy

- [2203 Authority to Establish Curriculum](#)
- [5420 Sex Education](#)
- [5707 School Wellness](#)

Overview

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

- **Respectful Communication and Community Building**
Students will engage respectfully in classroom discussions and collaborative activities by following community guidelines and demonstrating active listening and participation.
- **Puberty Preparedness and Communication**
Students will identify trusted adults and use effective strategies to communicate with them about puberty-related changes and questions.
- **Understanding and Respecting Family Diversity**
Students will recognize and value the unique traits of diverse family structures and express appreciation for family members and trusted adults.
- **Gender Identity and Respect for Diversity**
Students will define terms related to gender identity and gender expression and demonstrate respectful communication when discussing gender diversity.

- **Understanding Puberty in Male- and Female-Bodied People**
Students will describe the physical and emotional changes that occur during puberty and identify key anatomy of the male and female reproductive systems.
- **Personal Hygiene During Puberty**
Students will identify personal hygiene challenges during puberty and create a plan for caring for their changing bodies.
- **Understanding Human and Animal Reproduction**
Students will compare reproductive processes in animals and identify key resources needed by human caregivers to support offspring.

Grade 5

- **Respectful Communication and Puberty Conversations**
Students will engage in respectful classroom discussions and identify trusted adults and strategies for talking about puberty-related topics.
- **Understanding Male Puberty and Anatomy**
Students will describe common physical changes during male puberty, identify parts of the male reproductive system, and demonstrate communication with trusted adults.
- **Understanding Female Puberty and Anatomy**
Students will describe common physical changes during female puberty, identify parts of the female reproductive system, and demonstrate communication with trusted adults.
- **Reproductive Health and Processes**
Students will explain the basic biological components and processes of human reproduction and describe changes that indicate reproductive capability.
- **Healthy Habits and Reliable Information**
Students will distinguish accurate sources of puberty-related information, develop a personal hygiene plan, and identify reasons to delay close sexual contact.
- **Social and Emotional Growth During Puberty**
Students will recognize social and emotional changes driven by hormones and practice respectful communication and boundaries with peers.
- **Understanding and Practicing Consent**
Students will define consent and bodily autonomy, recognize violations of consent, and identify safe and appropriate ways to respond in uncomfortable or unsafe situations.

Grade 6

- **Respectful Communication and Community Building**
Students will engage in respectful classroom discussions, identify trusted adults, and use effective communication skills to talk about puberty and relationships.
- **Understanding Puberty and Individual Development**
Students will describe physical, social, emotional, and cognitive changes during puberty and recognize that these changes vary among individuals.

- **Reproductive Anatomy and Health**
Students will identify key anatomy and functions of the male and female reproductive systems and understand changes related to reproductive capability.
- **Healthy Relationships and Consent**
Students will differentiate between types of relationships, define consent and boundaries, and explain their role in maintaining respectful, healthy interactions.
- **Decision-Making and Personal Boundaries**
Students will assess the risks and benefits of sexual behaviors, including abstinence, and demonstrate strategies for communicating personal decisions and boundaries.
- **Sexual Health and STI Awareness**
Students will describe how STIs, including HIV, are transmitted, prevented, and treated, and understand current biomedical approaches to sexual health.
- **Media Literacy and Accessing Trusted Information**
Students will evaluate how media influences body image and relationships, identify accurate sources of sexual health information, and know where to seek help or support.
- **Equity, Advocacy, and Personal Growth**
Students will examine how factors like racism and intersectionality impact sexual health and develop plans to promote dignity, respect, and well-being for themselves and others.

Grades 7

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

Grade 8

- Examine gender stereotypes and their repercussions
- Explore how behavior can impact others, either in a positive or negative way
- Review the male and female anatomy
- Describe times when females are most or least fertile

- Define sexually transmitted infections (STI) and Human Immunodeficiency Virus (HIV)
- Evaluate risk behaviors associated with acquiring STIs and HIV
- Practice assertive communication skills and demonstrate how to put them into action
- Demonstrate how to communicate in a respectful way
- Practice refusal skills
- Set personal boundaries for staying within behavioral limits to avoid acquiring STIs/HIV
- Demonstrate an understanding of a decision-making model
- Review online safety
- Deduce that parenthood should be reserved for adults who are able to make a life-long commitment to raising a child

High school

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

Approved Curricula

The Okemos Public Schools (OPS) SEAB has reviewed and recommended and the OPS Board of Education has approved the following curricula for implementation with students at each of the building levels. Each OPS teacher responsible for implementing the sex education program has the certifications, endorsements, and professional development required to teach HIV prevention and health, and the recommended training for the approved curricula.

Grade 4, 5, and 6 Curriculum and Supplementary Materials:

- *HIV/AIDS Education* (2020). [Michigan Model for Health[®]](#), Grade 5. 1 lesson.
- *Puberty, the Wonder Years* (2021). I Wonder What Is Happening to Me, [Puberty the Wonder Years[®]](#). 7 lessons.

The approved reproductive health curriculum is implemented by Grade 4 classroom teachers in the 4 elementary buildings. Parents were notified and offered resources for initiating discussion of these topics at home.

Grade 7 and 8 Curriculum and Supplementary Materials:

- Rights, Respect, Responsibility Curriculum by Advocates for Youth for grade 7 <https://www.3rs.org/>
- *Growing up and Staying Healthy: HIV, AIDS, and Other STIs: A Module for Grades 7 and 8* (2020). [Michigan Model for Health[®]](#). 10 lessons.

The approved curricula are implemented by the health education teachers at the Chippewa middle school.

Grade 9 Curriculum and Supplementary Materials:

- *Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention, A Module for Grades 9-12* (2020). [Michigan Model for Health[®]](#).

The approved curriculum is implemented by health education teachers at the high school

Special Education Curriculum:

- Elevatus: [Curriculum: Sexuality Education for People with Developmental Disabilities \(I/DD\)](#)

The approved curriculum is implemented by special education teachers in self-contained classrooms at all grade levels. This curriculum is currently under review by an SEAB (PHASE) sub-committee.

Each OPS teacher responsible for implementing the sex education program has the appropriate certifications and endorsements required to teach health, has received training about HIV/AIDS, and has attended training offered by the intermediate school district in sex education and in the curriculum they are responsible for teaching.

Preparation for Program Evaluation

Under Michigan law (Public Acts 165 and 166 of 2004 / MCL 380.1507), Okemos Public Schools Personal Health and Sexuality Education Advisory Board (PHASE) is required to evaluate, measure, and publish a report on the attainment of program goals and objectives at least once every two years. In the past, the Okemos district's SEAB met and approved a recommendation

to evaluate our program with a pre- and post-assessment using the resource materials provided by the approved curricula for assessment of student knowledge and skill development.

Evaluation, Measurement, and Attainment of Program Goals and Objectives

Pre- and post-assessments across grade levels allow educators to determine whether students are effectively acquiring the knowledge and practical skills intended to promote sexual health and reduce risk behaviors. The district PHASE advisory board reviews assessment data using the following tools:

- Puberty: The Wonder Years Pre/Post Assessments (Grade 4)
- Growing Up and Staying Healthy & ETR Supplement Pre/Post Assessments (Grades 5-8)
- Healthy & Responsible Relationships Pre/Post Assessments (Grades 9-12)

In addition, by collecting data from student surveys (such as the MiPHY) as well as parent/guardian and staff perception surveys, the district ensures the program aligns with community values and addresses student needs. The district PHASE advisory board reviews the following survey results:

- MiPHY Summary Data (Grades 9 & 11)
- Parent/Guardian Perception Survey
- Staff Perception Survey

Evaluation findings help the PHASE advisory board review current instructional materials, update curricula, and adapt resources—including specialized materials for special education classrooms—to maintain high-quality, scientifically sound instruction.

Sex Ed Program Activities and Next Steps

The OPS PHASE advisory board met in person at the school board meeting room between 3 and 5 times per school year to ensure all PHASE board responsibilities were fulfilled. Meeting dates and times were published on the Okemos website. Meeting minutes are available upon request.

The OPS PHASE advisory board regularly reviews the district curriculum to ensure alignment with and compliance with State and District policies.

Accessing the Results

This report will be shared at a Fall 2026 school board meeting and is available on the Okemos Public Schools website: <http://okemosk12.net/>. This information was prepared by Assistant Superintendent of Instruction Stacy Bailey. Please contact Assistant Superintendent Bailey with any questions about the information provided.