Lansing School District Sex Education Advisory Board

HIV/AIDS Prevention and Sex Education

Two-Year Report on Achievement of Goals and Objectives (2027 - 2026)
Prepared by Mike Rebec, Sex Education Supervisor, February 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 outlined 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).

The role of the Sex Education Advisory Board 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 two 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. §380.1507

Public Acts 165 and 166 also stipulate that school districts are required to teach about dangerous communicable diseases, including but not limited to, HIV/AIDS. §380.1169 HIV/AIDS must be offered at least once a year at every building level (elementary, middle/junior, senior high) and each person who teaches K-12 pupils about HIV/AIDS shall have training in HIV and AIDS education for young people. §380.1169

The Lansing School District Sex Education Advisory Board (SEAB) was re-established in October 2010 to develop the definition of sex education for Lansing School District, identify objectives for the sex education program, and recommend sex education curriculum for Lansing School District students at the elementary, middle school and high school level. Wendy Sellers, Comprehensive School Health Coordinator, facilitated the SEAB meetings.

DEFINITION OF SEXUALITY EDUCATION

Sexuality Education helps students understand, prepare for, and make responsible decisions regarding the social, physical, legal, financial, mental, and emotional aspects of human sexuality.

Note: This definition excludes sexual harassment and sexual abuse prevention which are taught as a safety issue.

APPROVED DEFINITION, GOALS/OBJECTIVES AND CURRICULA

The Lansing School District (LSD) Sex Education Advisory Board has recommended and the LSD Board of Education approved (September 15, 2011) 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).

Desired Student Behaviors:

- Abstinence from sex
- Use condoms and/or contraception consistently and correctly
- Reduce risky behaviors, such as multiple partners, unprotected sex, and use of alcohol and other drugs

4-6 STUDENT OBJECTIVES

Skills

- Ask questions and communicate effectively
- Ask for help from safe adults
- Use good hygiene to care for body
- Respect differences
- Exhibit self-discipline
- Set goals & identify desired achievements
- Use decision making
- Identify places and people to go to for help
- Apply refusal skills to sexual situations: practice how to say 'No' (even to adults when necessary)
- Communicate assertively

Knowledge

- Appropriate vocabulary for anatomy and behaviors
- Basic anatomy and physiology of reproductive system
- Appropriate timing for where and when to ask questions
- Understand differences in development, culture, gender, etc.
- Normal developmental changes
- Characteristics of healthy and respectful relationships
- What adults to go to for questions and/or help
- Definitions of HIV and AIDS
- Communicable diseases
- How to stay healthy and protect self from infection

7-8 STUDENT OUTCOMES

Skills

- Apply refusal skills to sexual situations
- Demonstrate courtesy, etiquette, and respect
- Use good hygiene to care for body and stay clean and fresh
- Manage peer pressure
- Form and maintain positive friendships and other healthy relationships
- Express personal values appropriately
- Identify places and people to go to for help and/or resources
- Communicate assertively
- Use decision-making skills
- Use goal-setting skills
- Evaluate what it means to be a boyfriend or girlfriend
- Set personal boundaries and limits related to physical intimacy and school behavior.
- Create a plan to stay within behavioral limits which protect one from HIV & STI's
- Demonstrate ability to show respect for the limits of others

Knowledge

- Reproductive anatomy and physiology and characteristics of reproductive health
- Normal physical changes of puberty
- Hygiene practices related to menstruation, wet dreams, deodorant, and mouth care
- Social and emotional challenges that may arise during puberty
- Social implications of actions, attire, and language
- Definition of abstinence
- Definition of sexual activity
- Sexually transmitted infections (STIs), including HIV: their risks, how they are transmitted, and how to prevent them
- Characteristics of positive communication
- Peer pressure
- Understanding influences: external and internal

9-12 STUDENT OUTCOMES

Skills

- Communicate assertively
- Use problem-solving and decision-making skills
- Use goal-setting skills
- Apply refusal skills to sexual situations
- Use contraceptives consistently and correctly if sexually active
- Identify and access sources of help and/or resources
- Utilize community resources
- Create support systems
- Identify and form healthy relationships
- Demonstrate acceptance for people living with HIV disease
- Identify personal value system and communicate values effectively

Knowledge

- Impact of choices and behaviors on reaching personal goals
- Alternatives to having sex
- Risks of sexual activity, including STIs and pregnancy
- Economic, educational, emotional social, legal impacts of sexual activity, disease, pregnancy, and parenting on lifestyle, goal achievement, friends, and family
- Reality of teen pregnancy and parenting
- Link between sexual behavior and alcohol and other drug use
- Types of contraceptives and how they work
- Physiological effect of pregnancy on the body
- Where to find help, information, and/or resources for self or friends in school, church, and community
- How to be responsible for self and others
- Treatment of STIs
- Screening and testing for STIs and pregnancy
- Influences of media and other sources

* These topics will be taught as part of the safety lessons, not as a sexuality education topic.

APPROVED CURICCULUM

The Lansing School District Sex Education Advisory Board has reviewed and recommended and the Lansing Board of Education has approved the following scope and sequence of HIV prevention and sex education instruction:

- Grades 4 and 5: *Michigan Model for Health,* supplemental HIV/AIDS lesson, HIV prevention (implemented in all schools with grades 4, 5, and 6)
- Grades 4, 5, and 6: *Puberty: The Wonder Years,* puberty education (implemented in all schools with grades 4, 5, and 6)
- Grade 7: *Healthy Sexuality,* HIV prevention and sex education (implemented in all middle school buildings)
- Grade 8: *Michigan Model for Health, Growing Up and Staying Healthy,* HIV prevention and sex education (implemented in all middle school buildings)
- Grades 9-12: *Michigan Model for Health, Healthy and Responsible Relationships,* HIV prevention and sex education (implemented within the required high school health course)

PREPARATION FOR PROGRAM EVALUATION

Grades 4, 5, and 6 Curriculum

Pre- and post-tests on *Puberty: the Wonder Years* were completed by students in grades 4, 5, and 6. The pre-tests included Likert scale items (six for grade 4, seven for grade 5, eight for grade 6), multiple-choice items (two for each grade), and a short response item (one per grade). The post-tests included the same items as the pre-tests for each grade, plus one additional short response item.

High School Curriculum

The high school instrument developed to evaluate the Michigan Model for Health *Healthy and Responsible Relationships* (HRR) curriculum was a modified Michigan Merit Curriculum Health Competency Assessment (MMC-HECA). Five LSD health teachers and the Comprehensive School Health Coordinator met and selected items from the MMC-HECA to develop the pre- and post-test that measures students' knowledge and skills related to sex education and HIV prevention.

The high school instrument includes 10 questions in a multiple choice, short answer format. The final question asks students to write a plan that would help a young person avoid contracting HIV throughout high school and adult life. The instrument asks students to address relationships, influences on sexual decision making, benefits of abstinence and consequences of early sexual activity, skills to avoid and escape risky situations, prevention of pregnancy, HIV

and other STDs; communicating with parents and other trusted adults, and seeking information and support.

The pre- and post-test instruments were discussed with the Sex Education Advisory Board during the February 3, 2012 meeting.

Implementing the Evaluation for Grades 4, 5, and 6 and High School

Parents of students in grades 4, 5, and 6 were notified about the implementation of *Puberty: the Wonder Years* and their right to excuse their child from the instruction.

Parents of the high students were made aware of the evaluation by information sent home about the *Healthy and Responsible Relationships* curriculum implementation. Students took the pre-test in their classroom prior to the beginning of HRR instruction. The post-test will be administered after the conclusion of 2026 - 2-27 instruction.

GOALS AND OBJECTIVES FOR SEX EDUCATION *SEPTEMBER 2027*

EVALUATION RESULTS

Puberty: The Wonder Years for Students in Grades 4, 5, and 6

Summary of Questions Asked of All Students

After participating in *Puberty: The Wonder Years*…

1. Significantly more students reported that they talked to a parent or other trusted adult about puberty, with girls being significantly more likely than boys to do so.
2. Significantly more students reported that they can name two people who can give helpful information about puberty, with girls being significantly more likely than boys to do so.
3. Significantly more students reported that they have decided to wait until adulthood before becoming a parent with girls being significantly more likely than boys to do so.

Grades 4, 5, and 6 Results will be collected and provided at the end of the 2026 - 2027 school year.

PARENT ENGAGEMENT

The Lansing School District's website has information for parents about the sex education curriculum, as well as resources for parents.

Funding from the Michigan Department of Community Health through the Pregnancy Prevention Partnership grant supported a "Talk Early & Talk Often" (TETO) parent worksh with Cristo Rey serving as a host site.

Since that time, the partnership with Cristo Rey has continued and the program has expanded. Over the past two years, Talk Early & Talk Often (TETO) workshops have been hosted quarterly at Cristo Rey, resulting in four sessions per school year. In addition, a TETO workshop was held in September 2024 in collaboration with the Lansing School District's Parent Community Advisory Council (PCAC). In total, nine TETO workshops were held in the Lansing area over this two-year period.

Parent letters were also translated to meet the needs of our school population.

Parents may contact the Lansing School District Sex Education Supervisor, Mike Rebec, by phone ((517)755.5478) or email (michael.rebec@lansingschools.net) if they have questions or would like additional information.