MICHIGAN DEPARTMENT OF EDUCATION GUIDELINES TO BE CONSIDERED BY THE IISD ADVISORY BOARD

DEVELOPING THE PROGRAM OF INSTRUCTION IN REPRODUCTIVE HEALTH, FAMILY PLANNING, AND VENEREAL DISEASE

A. PHILOSOPHY

1. The Michigan State Board of Education recognizes the importance of a program of instruction in reproductive health, family planning, and venereal disease. Better understanding and acceptance of one’s individual sexuality, interpersonal relationships, family roles, and personal responsibility are important reasons for carrying out programs of instruction in this area.

2. The school is in a unique position in the community to offer the most carefully planned sequential program of instruction for children and youth as part of a comprehensive school health education curriculum. A program in reproductive health within the schools should supplement and support the teaching of parents.

3. The program of instruction should remain flexible in makeup, general in content, and broad in scope.

4. The program of instruction is intended to:

5. 
   a. Complement, not challenge, the parental and home training.
   b. Affirm the rights of the parents to become involved in the education of their children,
   c. Encourage open dialogue among home, school, and community, and
   d. Stress informed decision-making based on factual information and a better understanding of the attitudes and beliefs of others.
B. GOALS AND OBJECTIVES

1. Responsible personal decision-making is the goal of a program of instruction in reproductive health and family planning. Information, understanding, value awareness, communication and problem solving skills, and reinforcement of the value of the family as a unit are the key elements in such a program. Objectives should be developed to:

   a. Provide accurate information and understanding of human anatomy and physiology, growth and development, reproduction, and family planning.

   b. Promote an attitude of self-respect and responsibility for life and reproduction of life, and

   c. Develop an understanding of the concepts of reproductive health, family planning, contraception, and human sexuality, including psychological and emotional patterns, social and family roles, and norms of society.

C. DEFINITION OF CONTENT AREAS

1. This section defines the following content areas which are in the law. The intent is that these definitions serve as guides in developing a program of instruction related to each content area. These definitions are not all inclusive, nor should the program of instruction be limited to the information provided.

2. Reproductive Health

   a. Reproductive health means the state of an individual’s well-being which involves the reproductive system and its physiological, psychological, and endocrinological functions.

   b. Involves the individual’s developing awareness of one’s own reproductive system and the responsibility associated with sexual maturity. Along with the factual information, this section should include the psychological and sociological factors influencing the individual.

   c. Includes concepts relating to an (a) understanding of the individual’s development (i.e. biological drives/social pressures), and (b) individual responsibility for informed decision-making.
3. Sex Education
   a. Sex education is the preparation for personal relationships between the sexes by providing appropriate educational opportunities designed to help the individual develop understanding, acceptance, respect and trust for himself and others. Sex education includes the knowledge of physical, emotional and social growth and maturation; and understanding of the individual needs. It involves an examination of man’s and woman’s roles in society, how they relate and react to supplement each other, the responsibilities of each towards the other throughout life and the development of responsible use of human sexuality as a positive and creative force.
   b. Includes concepts relating to (a) informed decision-making, (b) peer pressures, and (c) sex roles.

4. Family Planning
   a. Family planning means the use of a range of methods of fertility regulation to help individuals or couples avoid unwanted regulation to help individuals or couples avoid unwanted pregnancies, bring about wanted births, regulate the intervals between pregnancies, and plan the time at which births occur in relation to the age of parents.
   b. Includes concepts relating to the various means of family planning (natural, chemical, surgical, and mechanical), their effectiveness, risks involved, and the changing social patterns associated with their use.
   c. As indicated in the statute, “Clinical abortion shall not be considered a method of family planning, nor shall abortion be taught as a method of reproductive health.

5. Human Sexuality
   a. Involves the study of an individual’s sexually development with the needs and pressures associated with this process of growth.
   b. Includes concepts relating to (a) a range of social norms, (b) individual needs, (c) common misconceptions, (d) female and male roles, (e) human sexual behavior, and (f) physical growth and development and its influence on sexuality.
6. Family Life
   a. Involves the emotional, physical, psychological, hygienic, economic, and social aspects of the human family and the family’s relationship to humankind.
   b. Involves concepts relating to child development and skill of parenthood.
   c. Involves the recognition of the importance of the family in our society and stresses interdependence, commitment and selflessness.

7. Sexually Transmitted Diseases
   a. Involves the recognition, prevention and treatment of syphilis, gonorrhea and herpes simplex II; and may include discussions of the other sexually transmitted disease(s).
   b. As used in Section 1507 of the statute, instruction in sex education may also include the subjects of reproductive health and the recognition, prevention and treatment of sexually transmitted disease(s).
   c. If sexually transmitted disease education is not included in the program of instruction in sex education as stated in Section 1507, the law requires that it be included elsewhere in the school curriculum.
   d. Includes concepts relating to (a) responsibility toward others, and (b) taking responsibility for the consequences of one’s actions.

8. Fetology
   a. Involves the study of the development of the fetus.
   b. Includes concepts relating to factors affecting fetal development.

9. Marital Information
   a. Involves the study issues and decision-making processes associated with marital relationships.
   b. Includes concepts relating to marriage and family relationships.
10. Genetic Information
   a. Involves the study of inherited characteristics and the biological mechanisms associated with the transmission of individual and group traits.
   b. Includes concepts relating to principles of human heredity and health.

D. SELECTION OF MATERIALS AND METHODS OF INSTRUCTION

1. According to the Act, “A school district shall not offer this instruction unless an advisory board is established by the District Board to periodically review the materials and methods of instruction used, and to make recommendations to the District regarding changes in the materials and methods of instruction used…”

2. The materials to be used in the program should be selected in accord with local Board policies.

Some questions that may be of help in review and evaluation of materials include the following:

a. Do the instructional materials relate to program objectives?

b. Do the instructional materials relate to the experiences of the student?

c. Are the instructional materials accurate and up-to-date?

D. Are the instructional materials appropriate to the developmental level and readiness of learners?

e. Are the instructional materials interesting and attractive?

f. Are the costs appropriate?

g. Are there other learning aids that will accomplish the objectives more effectively?

h. Will resources be readily available to assist the teacher in using the instructional material? If so, are such resources available?
3. Some questions that may be helpful in the review and evaluation of methods of instruction include the following:

a. Do the instructional methods relate to the objectives and development level of learners?

b. Are there some other instructional methods that might do the job better?

c. Do the instructional methods have too many limitations in terms of: skills needed by the teacher, facilities available, time allotment, and cost?

d. Are the instructional methods in keeping with the abilities of the learner’s level of maturity and previous experience?

e. Do the instructional methods provide for attitudinal developments and affective learning?

f. Are the instructional methods compatible with present policies of the local school?

g. Are resource persons carefully selected and advised of school policy regarding their participation?

4. The IISD Special Education Materials Center will be consulted to help in the review, selection, evaluation of materials.

EXHIBIT

Approved: March 15, 1983