

 **Pewamo-Westphalia Community Schools**

 5101 S Clintonia Road, Westphalia, MI 48894

 Phone: (989) 587-5100 - Fax: (989) 587-5120

 [www.pwschools.org](http://www.pwschools.org)

Dear Parent or Guardian:

As part of our Health 10 curriculum, a course that your student is currently enrolled in, we will soon be covering HIV / AIDS and Sex Education coursework - lessons recently approved by our school district’s Sex Education Advisory Board (SEAB) and Board of Education. By way of the Michigan Model for Health curriculum, 10th Grade topics include: Personal Safety, Healthy Relationships, Sexually Transmitted Infections (including HIV), Reproduction, Anatomy, and Pregnancy.

Pewamo-Westphalia Community Schools acknowledges that parents / guardians are the primary educators for their child(ren) and we are committed to partnering with you to provide supplementary resources to support you in this role. In our SEAB’s journey to reestablish an appropriate sex education curriculum for our students, a wide variety of parents, educators, students, and community members have come together over the past years to comb through appropriate lessons for our children - a process demonstrated and communicated at recent public forums in January and February prior to being approved by our Board of Education. Consequently, I am proud of this committee’s work and validate it as “good for students” - our top focus when changing / revising building, programming, and curricular norms.

Please know that parents / guardians have the option of excluding their student(s) from any (or all) portion(s) of HIV / AIDS and Sex Education instruction. If this is the case with your student(s), please fill out the exclusion form below, tear it off, and submit it to our PWMHS Main Office. Included with this letter is a list of the lessons and a summary of what is taught within each. Students who are excused will be assigned separate work.

You are welcome to contact Mr. Nick Martin, your student’s Health teacher, in case you would like to preview the lessons being taught - nicholas.martin@pwschools.org. The lessons can also be viewed within our Central Office, Monday through Friday, 9a - 4p.

As always, you are welcome to reach out to me as well - ryan.portenga@pwschools.org / (989) 587-5100. #Onward! #WeArePW

Sincerely,

Ryan Portenga, Principal



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**Sex Education Exemption Request**

1. If you **want** your child to **participate** in the Sex Education and HIV / STI prevention lessons you **do not need** to return this form.

2. If you want your child to be **excused** from some or all the Sex Education and HIV / STI prevention lessons **this year**, please fill out the following

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_ My student is exempt from ALL 12 sex education lessons

\_\_\_\_\_\_\_ My student is exempt from the following lessons (place check mark by lessons)

\_\_\_\_\_ Lesson 1 \_\_\_\_\_ Lesson 2 \_\_\_\_\_ Lesson 3 \_\_\_\_\_ Lesson 4

\_\_\_\_\_ Lesson 5 \_\_\_\_\_ Lesson 6 \_\_\_\_\_ Lesson 7 \_\_\_\_\_ Lesson 8

\_\_\_\_\_ Lesson 9 \_\_\_\_\_ Lesson 10 \_\_\_\_\_ Lesson 11 \_\_\_\_\_ Lesson 12

Parent / Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent / Guardian Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Notes:

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Sex Education and HIV / STI prevention lessons must be exempted annually.

**Schedule of Lessons**

Day 1 - Healthy Relationships

 Describe guidelines for class discussions that promote a safe, productive learning environment.

• Describe criteria for selecting peers to be friends or potential romantic partners.

• Identify infatuation as a normal phase during which decision-making is impaired.

• List ways to make good choices while getting to know people.

Day 2 - Healthy Relationships

• Define the terms “love,” “infatuation,” “sex,” “sexuality,” “sexual activity,” “abstinence,” and “sexual intercourse.”

• Describe ways to develop healthy relationships with friends and family members, and healthy dating relationships.

• Talk with parents and/or other trusted adults about relationships and sexual issues.

• Describe the contributions healthy relationships make to the quality of life (Optional Activity)

• Compare and contrast different ways of communication

Day 3 - Healthy Relationships

•Discuss why teens sometimes confuse love, sex, and intimacy.

• Discuss characteristics of intimate relationships, both friendships and romantic relationships.

• Identify honesty and safety as key ingredients in a healthy relationship.

• Analyze the impact of sexual intercourse on building intimacy in relationships and the benefits of abstaining from sex.

• Describe ways to develop intimacy in four domains.

• Identify and select things to do to build true intimacy without having sexual intercourse.

Day 4 - Female Anatomy

•Summarize basic female reproductive body parts and their functions.

•Describe the stages of the menstrual cycle.

•Describe how pregnancy occurs.

Day 5 - Male Anatomy

•Summarize basic male reproductive body parts and their functions.

•Describe the male role in pregnancy.

Day 6 - STI’s and Testing

•List the most prevalent and serious sexually transmitted infections.

• Summarize the symptoms, modes of transmission, consequences, and how to prevent transmission of six sexually transmitted infections: HIV, chlamydia, gonorrhea, genital warts, herpes, and syphilis.

• Identify sexually transmitted infections as a possibility of sex that can be prevented by abstinence.

•Examine answers to questions regarding sexually transmitted infections.

• Summarize facts about sexually transmitted infections.

• Illustrate how sexually transmitted infections spread in a progressive manner.

• Conclude that abstinence and lifetime monogamy are the most effective ways to prevent sexually transmitted infections.

•List reasons to be tested for pregnancy and STIs, including HIV.

• Identify who should be tested.

• Summarize the advantages of early diagnosis of pregnancy, and early detection and treatment of STIs.

• Summarize the procedures used for testing for pregnancy and STIs.

• Practice communicating with a peer who might need to be tested for pregnancy and STIs.

Day 7 - HIV / STI’s

•Recognize teens’ vulnerability to HIV infection.

• Summarize the physical, social, and emotional impacts of HIV infection and AIDS on teens and society.

• Summarize the impact of HIV infection and AIDS on friends, family, and future dreams.

• Identify reputable sources of information.

• Demonstrate how to contact resources appropriately.

• Assess personal perception of risk for HIV infection and other STIs.

• Identify abstinence from sex as the most effective way to prevent infection. Review the terms “sex,” “sexuality,” “sexual activity,” “abstinence,” and “sexual intercourse.”

• Categorize different behaviors according to level of risk for transmission of HIV and other STIs.

• Establish personal limits for personal behavior.

Day 8 - The Law’s Stance on Underage Sexual Activity & Risky Behaviors

•Examine influences that encourage and/or discourage risky behaviors.

• Identify the law as an important influence in making decisions regarding relationships, abstinence, and sex.

• Identify the legal age of consent and consequences of underage sex.

• Discuss the benefits of laws that regulate the age of consent for sex.

Day 9 - Communication

•Summarize the benefits of discussing decisions about sex and potential consequences with parents, family members, other trusted adults, peers, sexual partners, and medical professionals.

• Explain why STIs, HIV infection, AIDS, and related subjects are difficult to discuss.

Day 10 - Avoiding Risky Situations

•State that the majority of students in ninth and tenth grades are not having sexual intercourse.

• Describe possible legal consequences of sex.

• Identify and predict situations that could result in pregnancy or transmission of HIV or other STIs.

• Identify ways to avoid risky situations and behaviors.

• Demonstrate methods of controlling personal behavior to avoid situations that could result in pregnancy or transmission of HIV or other STIs.

• Describe reasons different influences affect how people behave and why people follow the law.

• Describe ways to be a positive influence on peers.

• Practice ways to influence peers to choose behaviors that are not risky. Identify ways to escape situations that could result in pregnancy or transmission of HIV and other STIs.

• Demonstrate effective limit-setting and refusal skills to escape situations that could result in pregnancy or transmission of HIV and other STIs.

 As a whole class, participate in the district developed lesson on the myths and harms of pornograhpy.

Day 11 - Pregnancy and the Cost of Being a Pregnant Teen

•Evaluate the economic costs of pregnancy and teen parenting.

• Predict the social and emotional impact pregnancy and teen parenting would have on personal lifestyle.

• Identify adoption as an option for teen parents who decide they are not ready for parenting.

• Identify Safe Delivery as an alternative to infant abandonment for teen parents.

• Conclude that pregnancy can be fully prevented by abstaining from sex.

Day 12 - Refusal Skills

•Demonstrate effective use of limit-setting and refusal skills with partners pressuring to have sex (abstinence-only).