**Process Index for Starting or Revitalizing Sex Education in the School District**

*The following Process Index was developed to help Michigan school districts through the process of starting or revitalizing their district’s sex education program. It defines in a step-by-step fashion, key steps in the process. Included below are steps required in Michigan law, as well as steps that Michigan districts have taken to successfully establish and sustain a program. The process will look different in every district; hence, the tool was developed as a template that can be revised and adapted to fit local district needs. For information and resources pertaining to HIV and sex education in Michigan school districts, see* [*www.michigan.gov/hived*](http://www.michigan.gov/hived)*.*

| Task | Not Started | In Progress | Completed | Next  Steps | Person(s)  Responsible |
| --- | --- | --- | --- | --- | --- |
| **Select Leadership and Advisory Board** | | | | | |
| Identify the school board's charge for the Sex Education Advisory Board (SEAB) and determine which responsibilities will be delegated to district administration and/or sex education leaders. |  |  |  |  |  |
| Identify a Sex Education/Reproductive Health Supervisor and submit the "Request for Approval of Sex Education Supervisor" form to the Michigan Department of Education. |  |  |  |  |  |
| Identify co-chairs for the SEAB. |  |  |  |  |  |
| Establish leadership roles and responsibilities for the supervisor, the co-chairs, and administration. |  |  |  |  |  |
| Define the expectations for SEAB members to share when recruiting new SEAB members (e.g., term of service; frequency, timing, and length of meetings; and anticipated time commitment). |  |  |  |  |  |
| Recruit people to serve on the SEAB and set a first meeting date and location. |  |  |  |  |  |
| **Lay a Foundation for the Sex Education Advisory Board** | | | | | |
| At the first meeting, lay groundwork for effective process.   * Establish mutually agreed-upon ground rules. * Establish a foundation of respect for the unique contributions of each team member. * Develop vision and mission statement. * Develop a working definition of sex education using existing examples. |  |  |  |  |  |
| Adopt a decision-making model. |  |  |  |  |  |
| Review the legal requirements, including the role of the board identified in school code. |  |  |  |  |  |
| Review the major tasks and timelines for the work of the committee. |  |  |  |  |  |
| Establish the importance of sex education (e.g., how sex education is linked to school success and reasons schools should be involved in sex education). |  |  |  |  |  |
| Analyze relevant national, state, and local data pertaining to health and educational outcomes. |  |  |  |  |  |
| Review a framework (e.g., the "HIV/STI and Sexuality Education Curriculum Evaluation Tool") for selecting curricula that address student needs, parent support, local obligations, and research and best practice. |  |  |  |  |  |
| Identify desired exit knowledge and skills for students at each building level. |  |  |  |  |  |
| Cross reference list of desired exit outcomes with national and state health education and sex education standards:   * Michigan Grade Level Content Expectations (GLCEs); * Michigan Merit Curriculum Credit Guidelines (MMC) ; * Michigan’s "State Board of Education Policy to Promote Health and Prevent Disease and Pregnancy;" and * National Sex Education Standards (NSES) |  |  |  |  |  |
| Conduct a survey of parents to identify topics they want covered at each grade-level. |  |  |  |  |  |
| Identify desired abstinence focus (abstinence-only or abstinence-based) at each grade level. |  |  |  |  |  |
| **Review and Recommend Curricula** | | | | | |
| Conduct a scan of existing sex education policies, curricula, and/or teaching staff. |  |  |  |  |  |
| Identify gaps and needs for more effective instruction. |  |  |  |  |  |
| Review and select curricula that address desired outcomes to recommend to the school board. |  |  |  |  |  |
| Identify any ancillary materials and methods needed to more completely address the desired outcomes. |  |  |  |  |  |
| Prepare curriculum assessments (formative and summative) that will measure attainment of program goals and objectives. |  |  |  |  |  |
| Hold public hearings and obtain school board approval for selected curricula and/or ancillary materials and methods. |  |  |  |  |  |
| **Develop Additional Guidelines and Procedures** | | | | | |
| Develop written guidance for teachers.   * Responding to student questions and including sample age-appropriate responses. * Identifying and working with guest speakers * Making referrals to outside agencies and/or people * Dealing with student disclosures * Addressing or responding to potentially controversial issues |  |  |  |  |  |
| Develop parent notification procedures and prepare necessary materials.   * Notify parents of content of instruction, right to review materials, observe instruction, and excuse their child without penalty. * Develop procedures for parent review of materials, observation of instruction, and district tracking of parents’ continual opt out |  |  |  |  |  |
| **Prepare Teaching Staff** | | | | | |
| Acquire needed teacher materials. |  |  |  |  |  |
| Identify properly endorsed and certified teaching staff. |  |  |  |  |  |
| Determine course schedules. |  |  |  |  |  |
| Provide additional professional development to prepare teachers. |  |  |  |  |  |
| **Review and Sustain Program** | | | | | |
| At least once every two years, evaluate, measure, and report the attainment of program goals and objectives and make the report available to parents. |  |  |  |  |  |
| Document the process and outcomes for starting or revitalizing sex education in the school district for existing and new SEAB members, sex education leadership, and/or administration. |  |  |  |  |  |
| Review the above process and outcomes and make necessary changes to streamline and improve efforts. |  |  |  |  |  |