

Book	Policy Manual
Section	For the Board 40-2
Title	Vol. 40, No. 2 - February 2026 Revised COMPREHENSIVE SCHOOL HEALTH EDUCATION
Code	po2417
Status	

Revised Policy - Vol. 40, No. 2

2417 - COMPREHENSIVE SCHOOL HEALTH EDUCATION

~~[NOTE: This policy is provided to address Best Practice Incentive for Fiscal Year 2012-13.]~~

The Board shall provide a comprehensive health education program that addresses the essential knowledge and skills that help students to become "health literate," **develop self-efficacy in health-related skills and knowledge, making** the healthiest choices available, and **avoid** ~~avoiding~~ those behaviors that can cause damage to their health and well-being.

The Board shall comply with current state law in implementing comprehensive health education programs. In doing so, the Board shall adopt, implement, and evaluate a **research and evidence based comprehensive health education program that is effective, medically accurate, and developmentally appropriate** ~~research-based, theory-driven comprehensive education program.~~

The District's comprehensive health education program shall strive to:

- A. provide **quality** ~~at least fifty (50) hours of~~ health education instruction at every grade **level, from** Pre-kindergarten through grade twelve (12), **facilitated by qualified, properly endorsed educators in partnership with families** to give all students sufficient time to learn health skills and habits for a lifetime;
- B. **align instruction with** ~~help students master~~ the Michigan Health Education **Standards Guidelines** ~~Content Standards and Benchmarks~~;
- C. focus on helping young people develop and practice personal, **social, and emotional competencies** ~~and social skills, such as communication and decision making, in order~~ to deal effectively with health-risk situations;
- D. use active, participatory instructional strategies **within safe and supportive learning environments consistent with State guidelines** ~~to engage all students~~;
- E. address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors;
- F. emphasize critical knowledge and skills that students need in order to obtain, understand, and use **valid and reliable health information, products, services, and resources** ~~basic health information and services~~ in ways that enhance healthy living, **including skills for research, reasoning, critical thinking, and problem solving**;
- G. focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; tobacco use; **mental and emotional health; healthy relationships; and sexual behaviors that may increase the risk of HIV/AIDS, sexually transmitted infections** ~~and sexual behaviors that lead to HIV, sexually transmitted disease~~, or unintended pregnancy, emphasizing **both their** short-term and long-term consequences **and strategies for prevention, including abstinence**;
- H. build functional knowledge and skills, from year to year, that are developmentally appropriate, **trauma-responsive, inclusive, and culturally responsive**; ~~and~~
- I. include **medically** accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds; **and**.

- J. incorporate personal safety skills, maintaining personal boundaries.

Assessment

Student work in health education courses may be regularly assessed and the District may determine how course grades factor into shall be regularly assessed and graded using performance-based items that are aligned with the health education content standards. Course grades shall be determined in the same manner as other subject areas and shall be included in calculations of grade point average, class rank, and academic recognition programs.

Collaborative Approach

Collaborative and integrative approaches shall be used in the teaching of health education. The health education program is one component of a coordinated school health program and shall be coordinated with other school health initiatives. If the District includes sex education as part of its comprehensive health education program, a sex education advisory board shall be established in accordance with M.C.L. 380.1507. In fostering a collaborative approach with the school, parents shall have the right to opt their child out of sex education instruction without penalty or loss of academic credit.

Health topics shall be integrated into the instruction of other subjects, with the assistance of school health education professionals, in order to complement the health education program.

The District will collaborate with community organizations to provide student learning opportunities in both the classroom and the community. Participation in community opportunities for service learning related to health and utilization of community resources as a part of classroom instruction shall be in accordance with policies of the Board and relevant to course objectives.

The District shall partner with parents/guardians and families, who are recognized as the first and primary health educators of their children, in order to provide consistent messages regarding health behavior. Health education programs shall be consistent with school and community standards that support positive parent/child communications and guidance.

Implementation

The Board shall employ highly-qualified teachers of health education with the appropriate endorsements and credentials. Such teachers shall possess the necessary qualifications, skills, and training as specified by Michigan law and the Michigan Department of Education. Such qualifications for teachers to provide instruction in health education include the appropriate endorsement as specified by the Michigan Department of Education. To provide instruction in sex education, teachers must meet the qualification requirements of M.C.L. 380.1507(5) essential to perform their duties well, and shall serve as positive role models by demonstrating healthy behaviors.

Teachers shall have received quality professional development in health education through their pre-service preparation or through in-service training.

~~In order to teach health in secondary health courses, a teacher must have an endorsement in health or family and consumer sciences on their secondary level teaching certificate.~~

The Board supports ongoing professional development activities specifically related to health education, including practice using strategies designed to positively influence students' health behaviors and attitudes.

The Board shall evaluate its policies and implementation of District efforts that promote health literacy and healthy behaviors among all students. The District shall utilize available funds effectively in providing health education services and shall work with local partners in pursuit of additional resources to provide comprehensive school health education programming, professional development, and classroom materials.

M.C.L. 380.1502, 380.1169, 380.1170, 380.1507

Michigan State Board of Education Policy on Comprehensive School Health Education
Michigan Health Education Standards Guidelines (2025)

© Neola 202612

Legal

M.C.L. 380.1502, 380.1169, 380.1170, 380.1507

Michigan State Board of Education Policy on Comprehensive School Health Education

Michigan Health Education Standards Guidelines (2025)

