

**Two Year Report on Achievement of Goals and Objectives<sup>1</sup>  
HIV/AIDS and Sex Education  
June 17, 2009**

**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 outlines 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).

These acts stipulate the make-up of each district's Sex Education Advisory Board as well as their roles and responsibilities. Part of 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 disease*
- ◆ *At least once every 2 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

**Approved Goals, Objectives, and Curricula**

The Ithaca Public Schools (IPS) Sex Education Advisory Board has recommended and the IPS Board of Education has approved the following 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*, recently adopted by the Michigan Board of Education (2007).

**Philosophy Statement**

The Ithaca Public Schools recognize the need to offer a program of instruction for students which provides a knowledge and understanding of the physical, emotional, and social aspects of human sexuality in order to promote responsible behavior, positive self-esteem, and respect for others as they formulate decisions involving their own sexuality.

**Goal:**

To equip students with the knowledge and skills to develop healthy relationships and to avoid sexual behaviors that put them at risk for HIV, STDs, and unintended pregnancy.

### **Objectives for Elementary School Students**

- Students will be able to identify situations of potential sexual abuse
- Students will learn how to deal with a sexual abuse situation if it threatens to or should occur
- Students will identify physical and emotional changes occurring during puberty
- Students will identify the structures, functions, and care of the human reproductive system
- Students will begin to develop an awareness of communicable diseases

### **Objectives for Secondary School Students**

At the end of the K-12 HIV/STD and sex education program of instruction, students will be able to:

- Distinguish between sexual freedom and sexual impulsiveness
- Define human sexuality
- Identify various influences on sexual decision-making
- Compare and contrast human procreation and animal reproduction
- Explain the physical, emotional, and psychological risks associated with sexual activity
- Examine the physical, emotional, and psychological benefits of teen lifestyle which is free from sexually arousing activity.
- Describe various ways to say "No" to sexual activity
- Identify several of the responsibilities involved in dating
- Identify and recognize some of the responsibilities associated with parenthood
- Identify various birth control methods
- Recognize that true sexual freedom includes the freedom to say "No" to sexual activity
- Explain the physical, emotional, and psychological risks associated with sexually transmitted diseases
- Identify the structures, functions, and care of the human reproductive system
- Identify and deal with situations of sexual abuse and harassment
- Evaluate the possible emotional, physical, and legal consequences of early sexual activity
- Advocate for abstinence as the only 100% effective way to avoid pregnancy, HIV and STDs
- Seek additional information, support, and services as needed

**The IPS Sex Education Advisory Board has reviewed and recommended and the IPS Board of Education has approved the following curricula for implementation with students at each of the building levels.**

### **South Elementary**

#### Grades K-2

\*HIV/AIDS Education (2006). Michigan Model for Health – 2 lessons

\*Grade 1 – Protect Yourself – Child Advocacy (5 lessons)

### **North Elementary**

#### Grades 3-6

- \*HIV/AIDS Education (2006). Michigan Model for Health – 2 lessons
- \*Grade 3 – Protect Yourself – Child Advocacy – 5 lessons
- \*Grade 4 – Shown ½ of the Reproductive Film (Girls Only)
- \*Grade 6 – Shown “Kids to Kids” – review of 5<sup>th</sup> grade materials
- \*Abuse films shown in all grade levels before Thanksgiving – Parents notified by letter

Grade 5:

- \*HIV/AIDS Education (2006). Michigan Model for Health, Grade 5. 2 lessons
- \*Reproductive Health Lessons – Tier 2 – I Wonder What Is Happening to Me, Central Michigan University. 2 lessons

	<b>Total School Enrollment</b>	<b>Students in Grade 5</b>	<b>Number of 5<sup>th</sup> Grade Sections</b>	<b>Number of Students Participating</b>
<b>North</b>	416	106	5	106

- Approved Videos:    AIDS: A Different Kind of Germs  
                               AIDS and the Immune System  
                               AIDS: Facts for Kids  
                               ABC’s of AIDS – The Coach Approach

- Abuse Videos:  
                               What to Do? – Kindergarten  
                               What to Do With A Secret – 1<sup>st</sup>  
                               Better Safe Than Sorry – 2<sup>nd</sup>  
                               Yes You Can Say No – 3<sup>rd</sup>  
                               Now I can Tell You My Secret – 4<sup>th</sup>  
                               Better Safe Than Sorry - 5<sup>th</sup>  
                               Why Me? (Incest Protection) – 6<sup>th</sup>

**Jr/Sr High School**

Grade 7

- \*Abstinence & Puberty: Health Smart ETR Associates
- \*HIV, STD & Pregnancy: Health Smart ETR Associates
- Note: IPS has blended these two curricula for a total of 8 sessions.

- Approved Videos:    “We’re Growing UP” (School owns)  
                               “Fetal Development” (GIRESD)  
                               “Abstinence: It’s the Right Choice” (School owns)

	<b>Total School Enrollment</b>	<b>Students in Grade 7 in Health Course</b>	<b>Number of 7<sup>th</sup> Grade Health Sections</b>
<b>Jr/Sr High School</b>	640	110	5

## Grade 9

*\*Abstinence & Sexual Health: Health Smart ETR Associates*

*\*HIV, STD & Pregnancy: Health Smart ETR Associates*

Note: IPS has blended these two curricula for the Health Class.

	<b>Total School Enrollment</b>	<b>Students in Grade 9 in Health Course</b>	<b>Number of 9<sup>th</sup> Grade Health Sections</b>
<b>Jr/Sr High School</b>	640	114	4

Approved Videos: "Why Abstinence: The Price Tag of Casual Sex" (School owns)  
"Life's Greatest Miracle" (GIRESD)  
"Teen Voices, Teen Choices" (GIRESD)  
"Update Sexually Transmitted Diseases" (GIRESD)  
"In Our Own Words" (GIRESD)  
"Let's Get Real; Teen Sex and the Law" (School owns)

\*\*Each IPS teacher responsible for implementing the sex education program in IPS has the appropriate certifications and endorsements required to teach health, has received training about HIV/AIDS, and has attended training offered by the intermediate school district in sex education and in the curriculum they are responsible for teaching.\*\*

### **Preparation for Program Evaluation**

On February 1, 2007, the district's Sex Education Advisory Board met and approved a recommendation to evaluate our program with a pre- and post-test.

Items for the instruments were selected based on their correlation to concepts and skills taught in the district approved curricula. The items for Grade 5 were selected response items measuring knowledge only, due to the limited number of lessons taught. The middle and high school test instruments include both selected and constructed response items, measuring both knowledge gain and skill development. The same items are used for both the pre- and post-test. The instruments are unique to each grade level.

The elementary instrument includes 10 questions addressing physical and emotional changes during puberty, human reproduction, definitions of HIV, and universal precautions to prevent being infected with HIV.

The middle school instrument includes 30 questions addressing relationships, influences on sexual decision making, benefits of abstinence and consequences of early sexual activity, limit setting, prevention of HIV and other STDs, communicating with parents and other trusted adults, and seeking information and support.

The high school instrument includes 60 questions addressing 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 submitted to and approved by the Sex Education Advisory Board during their February 1st meeting.

All classroom sections of students were administered the pre- and post-tests.

### **Implementing the Evaluation**

Parents were made aware of the tests by information sent home.

Students took the pre-test in their classroom after parent notification and prior to the beginning of instruction. The post-test was administered after the conclusion of instruction. Special accommodations were provided to students with limited reading or English language proficiency.

### **Evaluations Results**

The district results of the pre- and post-tests are as follows:

<b>Grade 5</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Change</b>
Mean score for all questions	70%	88%	18%
<b>Middle School</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Change</b>
Mean score for all questions	63%	86%	23%
<b>High School</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Change</b>
Mean score for all questions	67%	83%	16%

Overall, the pre- and post-test indicated that students had some deficits in key areas of HIV and sex education, and the instructional program significantly increased students' knowledge and skills. Students showed at least ten point gains in test scores at the elementary, middle, and high school levels. The greatest gain was at the middle school.

For middle and high school students, the pre-test scores were lower on skill questions. Student's scores on skills questions improved significantly, with the greatest gains made in high school. This may be due to the emphasis on skills development in the high school curriculum.

### **Next Steps**

In September, the district's Sex Education Advisory Board will meet to review and evaluate the test results. An ad hoc subcommittee reviewed the data for each school. An item analysis of the results will be reviewed with the teachers in the fall to determine if any curriculum alignment or test revisions needs to occur.

### **Accessing the Results**

Additional copies of this report are available at North Elementary School, 201 E. Arcada, Ithaca, MI.