



Two Year Report on Achievement of Goals and Objectives HIV/AIDS and Sex Education

June 2018

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 outline 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 diseases; and*
- ◆ *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 Southgate Schools Sex Education Advisory Board has recommended and the SCSD Board of Education has approved the following goals, philosophy/assumptions, 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, adopted by the Michigan Board of Education (2007).

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.

Philosophy/Assumptions:

- Parents are the primary sex educators for our youth.
- Schools have a duty, in concert with families and communities, to implement effective sex education programs that will help students make responsible decisions during their school years and into their adult lives.
- Education programs should address the needs of all students, including those at greatest risk for HIV/STD and unintended pregnancy.
- Abstinence from intimate sexual contact should be stressed as the only certain way to avoid sexually transmitted HIV, other STDs and pregnancy.
- Programs are most effective when they are initiated before students reach the age when they may adopt risky behaviors, and are reinforced throughout middle and high school.
- Sex education is best provided by well-trained staff members. Outside speakers can enhance, but should not replace, instruction.
- Substance abuse or use increases chances for risky behaviors.

Grade 5:

By the end of 5th grade students should be able to:

- Identify medically accurate information and resources about puberty and personal hygiene
- Explain how the timing of puberty and adolescent development varies considerably and can still be healthy
- Describe their own reproductive systems including body parts and their functions
- Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission
- Explain ways to manage the physical and emotional changes associated with puberty
- Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues
- Identify medically-accurate information about female and male reproductive anatomy
- Explain the physical, social and emotional changes that occur during puberty and adolescence
- Describe how puberty prepares human bodies for the potential to reproduce
- Describe the process of human reproduction

The approved reproductive health curriculum is implemented by teachers in the four elementary buildings.

	Total School Enrollment
Allen Elementary	343
Fordline Elementary	317
Grogan Elementary	419
Shelters Elementary	324

Assessment Results:

Grade	Boys Pre-Test Avg.	Boys Post Test Avg.	Girls Pre- Test Avg.	Girls Post Test Avg.
5	83%	98%	78%	95%

Grade 6, 7, and 8:

The approved reproductive health curriculum is implemented by teachers in the building. Davidson has 890 students.

By the end of 6th grade students should be able to:

- Describe male and female sexual and reproductive systems including body parts and their functions
- Identify accurate and credible sources of information about sexual health
- Describe the physical, social, cognitive and emotional changes of adolescence
- Identify medically accurate sources of information about puberty, adolescent development and sexuality
- Communicate respectfully with and about people
- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others
- Describe the advantages and disadvantages of communication using technology and social media
- Identify sources of support such as parents or other trusted adults that they can go to if they feel personal safety is a concern
- Advocate for safe environments that encourage dignified and respectful treatment of everyone
- Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched
- Compare and contrast the characteristics of healthy and unhealthy relationships
- Demonstrate communication skills that foster healthy relationships
- Describe ways to treat others with dignity and respect

Assessment Results:

Grade	Pre-Test Avg.	Post Test Avg.
6	82%	98%

By the end of 7th grade students should be able to:

- Demonstrate the use of a decision making model and evaluate possible outcomes of decisions adolescents might make
- Develop a plan to promote dignity and respect for all people in the school community
- Define sexual intercourse and its relationship to human reproduction
- Define sexual abstinence as it relates to pregnancy prevention
- Explain how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors
- Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors
- Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms
- Identify medically-accurate resources about pregnancy prevention and reproductive health care
- Describe the steps to using a condom correctly
- Describe the signs and symptoms of a pregnancy
- Define STDs, including HIV and how they are and are not transmitted
- Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each
- Identify medically-accurate information about STDs, including HIV
- Describe the signs, symptoms and potential impacts of STDs, including HIV
- Analyze the similarities and differences between friendships and romantic relationships
- Describe a range of ways people express affection within various types of relationships
- Analyze the impact of technology and social media on friendships and relationships
- Describe the potential impact of power differences such as age, status or position within relationships

Assessment Results:

Grade	Pre-Test Avg.	Post Test Avg.
7	86%	96%

By the end of 8th grade Students should be able to:

- Analyze how friends, family, media, society and culture can influence self-concept and body image
- Analyze how friends, family, media, society and culture can influence self-concept and body image
- Differentiate between gender identity, gender expression and sexual orientation
- Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity
- Access accurate information about gender identity, gender expression and sexual orientation
- Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations
- Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms
- Analyze how friends, family, media, society and culture can influence self-concept and body image
- Apply a decision-making model to various sexual health decisions
- Define emergency contraception and its use
- Identify medically-accurate information about emergency contraception
- Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each
- Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors
- Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV
- Identify local STD and HIV testing and treatment resources
- Discuss the impacts of sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong
- Compare and contrast the characteristics of healthy and unhealthy relationships
- Analyze the ways in which friends, family, media, society and culture can influence relationships
- Explain the criteria for evaluating the health of a relationship
- Describe the potential impacts of power differences such as age, status or position within relationships
- Demonstrate ways to communicate with trusted adults about harassment, abuse or assault
- Explain why a person who has been raped or sexually assaulted is not at fault
- Describe situations and behaviors that constitute sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence
- Identify local STD and HIV testing and treatment resources

Assessment Results:

Grade	Pre-Test Avg.	Post Test Avg.
8	85%	N/A

Grades 9-12:

Each Southgate Community School District teacher responsible for implementing the sex education program in SCSD 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. There are 1357 students at Anderson.

By the end of 9th / 10th / 11th / 12th grade students should be able to:

- Describe the human sexual response cycle including the role hormones play
- Analyze how brain development has an impact on cognitive social and emotional changes of adolescence and early adulthood
- Analyze how friends, family, media, society and culture can influence self-concept and body image
- Apply a decision making model to various situations relating to sexual health
- Explain how to promote safety, respect, awareness and acceptance
- Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms
- Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors
- Access medically accurate information about contraceptive methods, including abstinence and condoms
- Apply a decision making model to choice about contraception, including abstinence and condoms
- Define emergency contraception and describe its mechanism of action
- Access medically accurate information and resources about emergency contraception
- Identify the laws related to reproductive and sexual health care services (i.e., contraception pregnancy options, safe surrender policies, prenatal care)
- Describe common symptoms of and treatment for STDs including HIV
- Explain how to access local STDC and HIV testing and treatment services
- Apply a decision making model to choices about safer sex practices, including abstinence and condoms
- Analyze individual responsibility about testing for and informing partners about STDs and HIV status
- Access medically accurate prevention information about STDs, including HIV
- Describe the laws related to sexual health care services, including STDs and HIV testing and treatments
- Define sexual consent and explain its implications for sexual decision making
- Analyze factors including alcohol and other substances, which can

affect the ability to give or perceive the provision of consent to sexual activity.

Student who elect to take additional health class students should be able to:

- Describe the steps to using a condom correctly
- Access medically accurate information about pregnancy and pregnancy options
- Access medically accurate information about prenatal care services
- Evaluate the effectiveness of abstinence condoms and other safer sex methods in preventing the Spread of STDs including HIV
- Describe characteristics of healthy and unhealthy romantic and/or sexual relationships
- Describe the signs of pregnancy
- Describe prenatal practices that contribute to or threaten a healthy pregnancy
- Access the skills and resources needed to become a parent
- Analyze factors that may influence condom use and other safer sex decisions
- Explain how media can influence one’s beliefs about what constitutes a healthy sexual relationship
- Analyze internal and external influences on decisions about pregnancy options
- Analyze factors that influence decisions about whether and when to become a parent
- Compare and contrast the laws relating to pregnancy adoption, abortion and parenting.
- Advocate for sexually active youth to get STD/HIV testing and treatment

9th-12th Pre and Post Test Scores:

1st Semester Pre-test	1st Semester Post Test	2nd Semester Pre-Test	2nd Semester Post Test	Total Pre-Test	Total Post Test
61%	88%	57%	85%	59%	87%

Accessing the Results

Additional copies of this report are available at the Office of Curriculum, 12601 McCann, Southgate, MI 48195 or on the Southgate Schools website, www.southgateschools.com.