

Marquette Area Public Schools Two Year Report on Achievement of Goals and Objectives¹ HIV/AIDS and Sex Education

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Committee Members

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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 makeup of each district's Family Life Advisory Council, as well as their roles and responsibilities. Part of the role of the Family Life Advisory Council 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 Marquette Area Public Schools (MAPS) Family Life Advisory Council has recommended and the MAPS 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 in School Board Policy 2414 as follows:

- ***The Board of Education directs that students receive instruction in reproductive health and family planning. "Reproductive health" shall be defined as that state of an individual's well-being which involves the reproductive system and its physiological, psychological, and endocrinological functions.***

¹ We appreciate the willingness of Livonia Public Schools to share their initial report published in 2006 on their school district website.

- *In addition, students are to be provided instruction in the recognition, prevention, and treatment of non-casual-contact communicable diseases such as venereal diseases, HBV, and HIV; and the use of abstinence from sex as a responsible method for restriction and prevention of non-casual-contact communicable disease and as a positive lifestyle for unmarried young people.*
- *The Board accepts as policy the guidelines entitled “Sex Education Guidelines including Reproductive Health and Family Planning” established by the Michigan Department of Education. A copy shall be available for inspection in the Board office.*

The MAPS Family Life Advisory Council has reviewed and recommended and the MAPS Board of Education has approved the following curricula for implementation with students at each of the building levels.

Grade 4:

- *HIV/AIDS Education (2006). Michigan Model for Health®, Grade 4. 1 lesson.*
- *Puberty, the Wonder Years (2010.) Tier A-I Wonder How Things Work, Central Michigan University. Girls only/1 lesson.*

Grade 5:

- *HIV/AIDS Education (2006). Michigan Model for Health®, Grade 5. 1 lesson.*
- *Puberty, the Wonder Years (2010). Tier B-I Wonder What Is Happening to Me, Central Michigan University. 1 lesson.*

The approved reproductive health curriculum is implemented by Grade 4 and Grade 5 classroom teachers and the school nurse in the four elementary buildings.

	Total School Enrollment	Students in Grade 5	Number of 5th Grade Sections
Cherry Creek Elementary School	435	77	3
Graveraet Elementary School	292	51	2
Sandy Knoll Elementary School	375	51	2
Superior Hills Elementary School	341	52	2

Grade 4 - HIV

Lesson Objectives

Lesson 1: HIV infection - What to Do and What Not to Do

Define HIV and AIDS.

Identify how HIV is and is not transmitted.

Identify ways people can protect themselves from infection with HIV and other blood-borne infections, including not touching blood and used hypodermic or tattoo needles.

Explain that it is safe to be a friend of someone who is living with HIV or AIDS.

Grade 5 - HIV

Lesson Objectives

Lesson 1: HIV Infection - Prevention and Compassion

Define HIV and AIDS.

Identify how HIV is and is not transmitted.

Identify ways people can protect themselves from infection with HIV and other blood-borne infections, including not touching blood and used hypodermic or tattoo needles.
Explain that it is safe to be a friend of someone who is living with HIV or AIDS.

Tier A: I Wonder How Things Work (Grade 4: Girls)

Teaching Learning Goals

Students will communicate with parents and other trusted adults about growing up.
Students will explain how animal and human life begins.
Students will describe the natural changes that occur during puberty.
Students will identify the role of families in nurturing children.
Students will describe respectful treatment of peers.

Tier B: I Wonder What Is Happening to Me (Grade 5: Boys and Girls)

Teaching Learning Goals

Students will communicate with parents and other trusted adults about puberty and postponing parenthood.
Students will review the emotional, social, and physical changes that occur during puberty.
Students will identify the anatomy and explain the functions of the male and female reproductive systems.
Students will recognize the importance of safeguarding the health of their reproductive system.
Students will develop their media literacy skills for analyzing messages about sexuality.

Grade 7:

- *Healthy Sexuality: An Abstinence-Based Curriculum for Middle School*, 3rd Edition (2002). Rocky Mountain Center for Health Promotion and Education. 10 Lessons.
- *HIV, AIDS, and Other STDs: A Module for Grades 7 and 8* (2000). Michigan Model for Health[®], Central Michigan University. 8 lessons.

Note: GLSD has blended these two curricula for a total of 12 lessons.

The approved curricula are implemented by the health education teachers at Bothwell Middle School.

STRAND 6: HIV AND STIs Prevention (Note: Course content should be reviewed to determine whether it is consistent with the district's board policies and approved curriculum. State law requires that, before adopting any revisions to the approved HIV curriculum, the local school board shall hold public hearings on the revision. For the specific language of the law, see Section 380.1169 of the Michigan Compiled Laws at www.michiganlegislature.org.) Standard 1: Core Concepts 6.1 Explain how HIV is and is not transmitted. 6.2 Distinguish between facts and myths regarding HIV infection and AIDS. Standard 2: Access Information 6.3 Explain when it is important to get adult, medical, and/or counseling help. 6.4 Describe sources of accurate information and assistance in one's community. Standard 3: Health Behaviors 6.5 Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs). 6.6 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations. STRAND 7: Sexuality Education (Note: State law makes whether to offer sexuality education a local district decision. Course content must be reviewed by the district's Sex Education Advisory Board to determine whether it is consistent with the district's board policies and approved sexuality education curriculum. If the district chooses to offer sexuality education, certain content must be included in an age-appropriate fashion in the K-12 instructional program. This content is integrated into these content expectations. For the specific language of the law, see Sections 380.1507, 1507a, and 1507b of the Michigan Compiled Laws at www.michiganlegislature.org.) Standard 1: Core Concepts 7.1 Summarize the benefits of staying within behavioral limits and remaining abstinent. 7.2 Compare characteristics of healthy and unhealthy relationships, and describe ways to express caring for a boyfriend or girlfriend while staying abstinent. Standard 3: Health

Behaviors 7.3 Set personal boundaries and limits related to physical intimacy and sexual behavior. 7.4 Demonstrate skills to avoid and escape risky situations. Standard 4: Influences 7.5 Examine viewpoints of parents and other trusted adults regarding teen relationships, abstinence, and sexual decisions. 7.6 Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior. Standard 5: Goal Setting 7.7 Create a plan to stay within behavioral limits which protect one from HIV and STIs. Standard 7: Social Skills 7.8 Demonstrate the ability to communicate one's behavioral limits and to show respect for the limits of others related to physical intimacy and sexual behavior.. 7.9 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior. Standard 8: Advocacy 7.10 Demonstrate the ability to be positive peer role models in the school and community.

	Total School Enrollment	Students in Grade 7	Number of 7th Grade Sections
Bothwell Middle School	679	221	8

Grade 9:

Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention, A Module for Grades 9-12 (2007). Michigan Model for Health®, Central Michigan University. 22 lessons.

The approved curriculum is implemented by health education teachers at the high school.

	Total School Enrollment	Students in Grade 9 Health Course	Number of 9th Grade Health Sections
Marquette Senior High School	973	195	7

Each MAPS teacher responsible for implementing the sex education program in MAPS 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.

[Linked learning objectives for 9th grade *Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention, A Module for Grades 9-12 \(2007\).*](#)

Please see attached document for specific student learning objectives for each of the three curricula.

Preparation for Program Evaluation

The assessment was created by two different means at the secondary level. Pre and post test questions were generated from the State Collaborative on Assessment and Student Standards (SCASS) and teacher generated encompassing concepts from the Healthy and Responsible Relationships curriculum. Test questions are both content and skill related.

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 15 questions addressing the human reproductive system, prevention of HIV and other STIs, and effects of STIs on the human body.

The high school instrument includes 34 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.

	Elementary	Middle	High
Sections drawn to administer the pre- and post-test	All students who participated in the lesson	All students who participated in lessons	All students enrolled in Lifetime Health

Implementing the Evaluation

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:

High School	Pre-test	Post-test	Change
Mean score for all questions (HS)	54.5%	89.8%	35.3%
Middle School	Pre-test	Post-test	Change
Mean score for all questions (7th Gr)	58.4%	81%	22.6%
Grade 5	Pre-test	Post-test	Change
Mean score for all questions (5th Gr)	76%	82%	6%
Grade 4	Pre-test	Post-test	Change
Mean score for all questions (4th Gr)	66%	85%	19%

Overall, the pre- and post-test indicated that students had some deficits in the areas of HIV and sex education, and the instructional program helped increase students' knowledge and skills. Students showed significant gains in test scores at the 4th grade, middle and high school levels, with less significant gains at the 5th grade level.

Next Steps

In November, the district's Family Life Advisory Council met to review and evaluate the test results. An item analysis of the results will be reviewed with the teachers to determine if any curriculum alignment or test revision needs to occur.

Accessing the Results

Additional copies of this report are available at the Office of the Superintendent, Bill Saunders, 1201 West Fair Avenue, Marquette, Michigan 49855, or the MAPS website, www.mapsnet.org.