



Proposal for Adoption of Elevatus Curriculum for Special Education Reproductive Health Instruction

Overview: This proposal seeks approval from the Board of Education to adopt the Elevatus curriculum for reproductive health instruction within self-contained special education classrooms at Kinawa, Chippewa, and Okemos High School (OHS). The curriculum is designed to provide developmentally and cognitively appropriate instruction for middle school, high school and transition-age students who require tailored sexual health education.

Curriculum Scope and Implementation: Upon approval, the department will review all lessons within the Elevatus curriculum to determine the appropriate year(s) for instruction. Lessons cover essential topics such as:

- Different Types of Relationships
- Public and Private
- Friendship
- Communication
- Decision Making
- Moving from Friend to Partner/Sweetheart
- Internet, Social Media, & Communication
- Many Roads to Relationships
- Being in a Relationship

Alignment with State Standards: The Elevatus curriculum aligns with the following Michigan State Health Education Standards for Middle School:

- Self-awareness and self-respect
- Stress and anger management
- Effective communication (listening, empathy, I-statements, and refusal skills)
- Decision-making, problem-solving, and conflict resolution
- Violence prevention, including bullying
- Healthy and unhealthy relationships
- Identifying unsafe situations and getting and giving help
- Setting personal limits and communicating them to peers
- Identifying behaviors that do or do not transmit sexually transmitted infections (STIs)
- Understanding legal, financial, health, social, and emotional consequences of sexual activity
- Applying strategies to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs
- Demonstrating the ability to establish positive relationships and communicate personal and sexual boundaries

Meeting Student Needs: The Elevatus curriculum meets the specific needs of students by:

- Providing developmentally appropriate lessons for middle school, high school and transition-age students with cognitive disabilities

- Offering visual supports, including simplified slides and communication boards
- Focusing on life skills necessary for healthy and prepared adulthood
- Ensuring accessibility through electronic slide decks that can be enlarged for students with visual impairments

Process for Adoption:

1. The PHASE Board identifies the need for a specialized reproductive health curriculum.
2. A PHASE sub-committee is formed with necessary stakeholders to review potential curricula.
3. The sub-committee presents a recommendation to the PHASE Board.
4. The PHASE Board votes on approval of the recommended curriculum.
5. The Assistant Superintendent presents the recommendation to the Board of Education for discussion.
6. A two-week window is provided for parents to preview the curriculum and provide feedback.
7. The Board of Education votes on the final approval.
8. Upon approval, the curriculum is made available for classroom use.
9. Parents/guardians are informed of content and dates prior to instruction and may opt-out of any or all lessons.

Recommendation: It is recommended that the Board of Education approve the adoption of the Elevatus curriculum for special education reproductive health instruction. Following approval, the department will collaborate to determine the appropriate instructional sequence and ensure all necessary materials, including communication boards and electronic slide decks, are available for student success.

AN EVIDENCE-INFORMED ASSESSMENT OF: **SEXUALITY EDUCATION FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES: CURRICULUM FOR HIGH SCHOOL STUDENTS AND ADULTS WITH DEVELOPMENTAL DISABILITIES**

In 2009, Sexuality Education for People with Developmental Disabilities: Curriculum for High School Students and Adults with Developmental Disabilities was written because of the lack of resources for teaching the I/DD population on this topic that were evidence-informed; in 2018, it was updated to include relevant issues such as social media and gender identity/expression. This version is now a 22-lesson curriculum that includes a manual with instructions on how to implement the curriculum.

What is unique about this curriculum?

- Fully incorporates Disability Rights, Independent Living, and Self Advocacy
- Places emphasis on the individual being a sexual self-advocate
- Created by not only professionals in the field but also by individuals with developmental disabilities.
- Instruction of curriculum co-facilitated by an individual from the I/DD population

The curriculum is also an evidence-informed program guided by theories and practices that have a history of demonstrating positive results, including: Sexual Script Theory, Self-Determination Theory, Social Learning Theory, Social Impact Theory.

Elevatus has also engaged assessments by an outside consultant to provide an unbiased review of the curriculum that included comparisons of the curriculum to the Professional Sexuality Education Standards as well as other effective assessment tools in analyzing the curriculum for teaching individuals in the I/DD population.

1. Professional Sexuality Education Standards: see Appendix A, page Best practices for sex education: reviews 18 different components of what “best practices” would entail. Of the 18 components assessed in regards to this curriculum, 15 were identified as area of “high capability” and the remaining three areas were rated as “moderate.” Key content areas: assesses 52 different components of areas that need to be addressed. Of the 52 components reviewed, an overwhelming number, 40, were rated as being present within the curriculum with a “high” rating.
2. Analyzed “Identifying Effective Methods for Teaching Sex Education to Individuals with Intellectual Disabilities: A Systematic Review in Journal of Sex Research (May 2015)” and identified effective techniques in teaching this population and compared those techniques to the curriculum. The teaching techniques that were recommended were all present in the curriculum.
3. SHEIDD Assessment Tool
Using these reviews, we were able to compare the curriculum to an evidence-based curricula review using the same tool to see the similarities and assume we would have similar positive outcomes based on these similarities. For the results of the comparative analysis see Appendix B, page 27-32.

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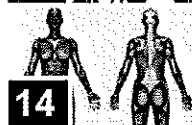
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