

Lynden School District
 Meeting: Health Standards Committee
 Date: 11/28/2016 Time: 3:30-5:00 pm
 LHS Library

Theory of Action:
It is our belief that strengthening the instructional core by:

- Supporting and strengthening educators' knowledge and skills through collaborative adult learning
- Developing classroom environments that are highly engaging to our students
- Providing academically challenging standards based curriculum

Our students will be college, career, and citizenship ready when they graduate.

Purpose of the Meeting:
 Review updated Washington State Health and PE standards and provide input on decisions to address the Health standards

Community Members:
 Sarah Stewart

Lynden School District Members:
 Stacey Anderson, Coral Bartlett, Chris Elsner, Liz Grant, Elizabeth Hamming, Shirley Lee, Tiffany Sahagian, Erin Shaffer

Recorder: Sarah Heeringa

Topic	Activity/Notes
Prioritize Standards	<p>The committee reviewed the Health Standards and discussed the highlighted standards that were, in their opinion, the most important standards to teach given the amount of limited time for Health (in K-8), and keeping in mind building concepts. Also, they approached this exercise from multiple perspectives, i.e. their children, classrooms, and the wider community.</p> <p>HEALTH EDUCATION: WELLNESS (K-5) Hygiene: basic hygiene practice; cough and sneeze hygiene; communicable diseases; body hygiene (5th Grade); Access Valid Information: stranger safety; who are the adults they feel comfortable talking to; healthy ways to express communication; stop/think/plan; conflict styles; Decision-Making: concept of mindfulness (self-aware – reflecting on choices); “now or later” problems for problem-solving; sleep as related to health; Goal Setting: by 3rd grade students conduct a fitness assessment to formally set goals, but can’t assume that all schools are doing that. Goal setting would be appropriate in 4th/5th grade but could start as soon as 3rd grade.</p> <p>HEALTH EDUCATION: WELLNESS (6-12) Communication: resolving interpersonal conflicts without harming self or others; Disease Prevention: communicable vs. non-communicable Access Valid Information: analyze the validity of health and wellness information; create a place where student can access valid and reliable health information i.e. CDC, Mayo Clinic, Web MD. Analyzing Influences: evaluate options and consider decisions and long-term effects of choices.</p> <p>HEALTH EDUCATION: SAFETY (K-5) Violence Prevention: recognize the difference between gang, clique, and club; effective communication skills to prevent, reduce, and avoid violent situations in person or on electronic media</p> <p>HEALTH EDUCATION: SAFETY (6-12) Violence Prevention: analyze potential dangers of sharing personal information through electronic media (digital safety); how bystanders can prevent/reduce/avoid violence (also tied to social media); First Aid: CPR (high school); basic first aid would be great to offer at 6-12, trying to expand at high school; currently at the middle school the counselor goes through the entire process of violence prevention because she is trained (she would be willing to take this on). Healthy and unhealthy relationships.</p> <p>HEALTH EDUCATION: NUTRITION (K-5) Food Groups and Nutrients: The importance of eating breakfast; food groups and nutrients; nutritional planning. Caloric Intake and Expenditure: understand the relationship between caloric intake and expenditure; identify ways to balance caloric intake and expenditure. Committee mentioned potential resources through the following programs: “harvest of the month”, or “food sense” through Washington state extension office. Include the topic of allergies within nutrition.</p>

	<p>HEALTH EDUCATION: NUTRITION (6-12)</p> <p>Food Groups and Nutrients: classify food groups and nutrients; ca Caloric Intake and Expenditure: relationship of caloric intake and expenditure to weight management Disease Prevention: impact of nutritional choices in relation to disease prevention Label Literacy: reading labels as a guide to food and beverage choices; measure out sugar and sodium i.e. calculate nutritional value.</p> <p>Current in high school, some of these topics are covered in the following classes: “Food for Life”, “Performance Sports”, and “Fitness for Life”.</p> <p>HEALTH EDUCATION: SEXUAL HEALTH (K-5)</p> <p>HIV Prevention: starting in kindergarten cover basic universal precautions (bodily fluids, blood); Growth and Development: understand physical changes are part of growth development; within this standard, discuss with spreading rumors or making comments about people’s body and bullying (usually covered in 5th grade). Anatomy and Physiology: use medically accurate terms for the body’s circulatory system, digestive system, and muscular system but exclude the reproductive system. Instead, consider providing resources for parents on a website to facilitate introducing at an appropriate age reproductive terms to their child.</p> <p>HEALTH EDUCATION: SEXUAL HEALTH (K-5)</p> <p>Self-Identity: Understand the importance of treating all people with respect including gender expression; at a younger age discuss gender roles in relation to careers and how career paths are not limited to your gender role. Healthy Relationships: identify trusted adults to communicate with about relationships; discuss unwanted touch (not just sexually related, at a younger age this could encompass pinching, hitting).</p> <p>HEALTH EDUCATION: SEXUAL HEALTH (6-12)</p> <p>Healthy Relationships: importance of talking with a family member and other trusted adults about relationships; Anatomy, Reproduction, and Pregnancy: summarize fertilization, fetal development, and childbirth; Prevention: Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV; identify medically accurate information about STDs; identify local youth-friendly sexual health services. Washington State Laws: understand which sexual health care services are available to youth.</p>
Review Healthy Youth Survey results	<ul style="list-style-type: none"> • Healthy Youth Survey Results Whatcom County
DEC 12 MTG	<p>Committee will review the remaining Health Standards and the Healthy Youth Survey Results Whatcom County. There will also be a curriculum presentation of “The Great Body Shop” – which will focus primarily on Middle School.</p>

Parking Lot Items:

- Future meeting to focus on website resources for parents/kids regarding health issues.
- Consider doing “health tips” or “nutrition tip of the day” during LHS morning announcements.
- Yoga

Next Meeting:

December 12, 2017