

**Lynden School District**  
 Meeting: Health Standards Committee  
 Date: 10/10/2016 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:**  
 Aimee Cantrelle, Suzie Cartagena, Kim Howell, Sarah Stewart, Monica Bedlington

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

**Scribe:** Sarah Heeringa

Topic	Activity/Notes
Introductions	<ul style="list-style-type: none"> <li>• <b>Who are we? What is our interest or connection to the task?</b>            Members discussed their hopes for the committee and overall apprehensions. The hope of the committee is to ensure that each member's voice is heard in a safe environment. Several concerns were discussed by members:           <ul style="list-style-type: none"> <li>• Pleased to have the opportunity to address issues and give input without negative conflict</li> <li>• Have a voice in the school as a community member</li> <li>• Concern that state mandates and regulations might remove our voice as a community</li> <li>• Wondering how we implement curriculum across the district in a way that meets the diverse needs of both student and parent populations;</li> <li>• Wondering if our concerns will be overlooked</li> <li>• Determining how to practically teach through the health standards with only so much time in a day when there is so much to address</li> <li>• Hoping to come to consensus after good discussion</li> </ul> </li> <li>• <b>Committee reviewed the Norms of Collaboration</b> <ol style="list-style-type: none"> <li>1. Pausing – to allow for think time</li> <li>2. Paraphrasing – to check that we have understood what someone meant</li> <li>3. Posing Questions – to gain better understanding</li> <li>4. Putting Ideas on the Table – to offer other perspectives in a non-personal way</li> <li>5. Providing Data – providing concrete information to talk about</li> <li>6. Paying Attention to Self and Others – emotions are OK, be sensitive to people's need to express emotion or pause to gather themselves</li> <li>7. Presuming Positive Intentions – we all care about our kids; that is what motivates us</li> <li>8. Confidentiality – the work of the committee is confidential so that we can discuss freely. The outcomes will be published in minutes. Committee members will not speak for the committee, they will refer questions to Elizabeth Hamming (Director of Teaching and Learning)</li> </ol> </li> <li>• <b>Committee reviewed the <a href="#">Washington State Health Education K-12 Learning Standards – Talking Points</a>, specifically the updated section “Self-Identify Outcomes”.</b></li> </ul> <p>Below is a summary of the feedback received from committee members regarding the updated standards:</p>

	<ul style="list-style-type: none"> <li>• Main takeaway from this section [“self-identify outcomes”] is to teach a foundation of respect – accepting each individual where they are at without any expectation that they be like you. Each student deserves to feel safe and valued.</li> <li>• It’s important to be educated, and for students to be educated, about how to support people who are different that we are.</li> <li>• “Teaching <u>about</u> topics such as self-identify is not the same as promoting the topics” can become a fine line. It’s really a balance the district has to address, considering diversity and developmental readiness.</li> <li>• A characteristic of healthy relationships and healthy behavior is knowing how to get along with and respect people who are different from us. We don’t have to agree, but we do need to be respectful. If these topics (gender identity) are not addressed, children may know individuals who identify with this topic but may not be equipped to offer support and understanding.</li> <li>• What is the percentage of students who will identify with this topic? Shouldn’t the curriculum topics to be taught be proportionate to the population? Yet, a <a href="#">recent national survey done by the CDC</a> found that students who identify as lesbian and gay experience significantly more bullying, depression, and suicide attempts than other students. There is limited time to educate, who makes the decision how much time is allocated to each topic?</li> <li>• How do we balance the needs of the many and the few?</li> <li>• Can we address skills for safe and respectful relationships, which would equip students of all ages?</li> <li>• Currently, the only state legislative requirements for health education topics are CPR and AED instruction and HIV and STD prevention (annual HIV prevention education beginning <u>no later than</u> fifth grade).</li> <li>• The state determines the learning standards, however the districts, schools, and teachers determine student learning outcomes.</li> </ul>
Current practices	<ul style="list-style-type: none"> <li>• <b>Update on existing Health curriculum delivery: grades, staff instructional time.</b></li> <li>• <b>What curriculum materials or resources are currently being used?</b></li> </ul> <p><u>Elementary</u> – Counseling time is a part of the classroom time, beginning at Kindergarten, and varying in time once a week between 20-40 minutes depending on grade level. Topics covered include being accepting of everyone, self-esteem, goal setting, and problem-solving. Counselors facilitate small groups, based on student need, on such topics as organization, changing families (adoption, divorce, death), friendships, mental health (i.e. sleep and having someone safe to speak with when upset). The focus of these groups is to develop student skills, it is not to provide therapy. For more complex issues that a student or family are experiencing, a referral is made to Family Community Services. In addition, the school would work in partnership with the parent to determine how best to support their child and to provide a safe environment. There is no set curriculum (materials).</p> <p>Physical Education currently uses the SPARK curriculum. Currently the major PE topics are being covered. Healthy habits is a natural fit into PE, but elementary schools need clarification for how much time should be allocated to this topic. Currently students receive 40 minutes of PE twice a week.</p> <p><u>Next meeting</u> we will hear about middle school and high school current instruction, curriculum materials, and instructional time</p> <p><i>Note: K-12 Counselors have recently reviewed health standards across the district to assess where we currently are and where gaps might be.</i></p>
Action Items	<ul style="list-style-type: none"> <li>• Provide a link on the district website for the community to give input.</li> <li>• Committee members please review the <a href="#">WA State Health &amp; Physical Education Standards</a>. Highlight, according to your opinion, the most important standards to teach given the amount of limited time for Health (in K-8), and keeping in mind building of concepts. Also, approach this exercise from multiple perspectives: your children, their classrooms, and the wider community.</li> <li>• We will review our Healthy Youth survey results and discuss the connections between student needs as reported in the surveys (6-12<sup>th</sup> grades), and our chosen priorities. We are not making decisions at this point.</li> </ul>

**Parking Lot Items:**

- A topic to address regarding safety is digital citizenship.
- Current 5<sup>th</sup> grade HIV Education is old and outdated and needs to be updated to accurately and appropriately reflect the subject.
- How do we provide information and resources to help parents prepare to address difficult topics with their students?
- What are the community resources for students and parents?

**Next Meeting:**

10/24/2016 3:30-5:00 LHS Library