



Health Education in IUSD

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Elementary Curriculum

- Safety
- Body Systems
- Nutrition
- Social & Community Health
- Emotional Health
- Growth & Development
- Substance Abuse Prevention
- Illness Prevention
- Environmental & Consumer Health
- Fitness



The Great Body Shop

- Meets national & state health education standards
- ELA standards embedded in each lesson
- Research-based and proven to influence and change behavior



Implementation

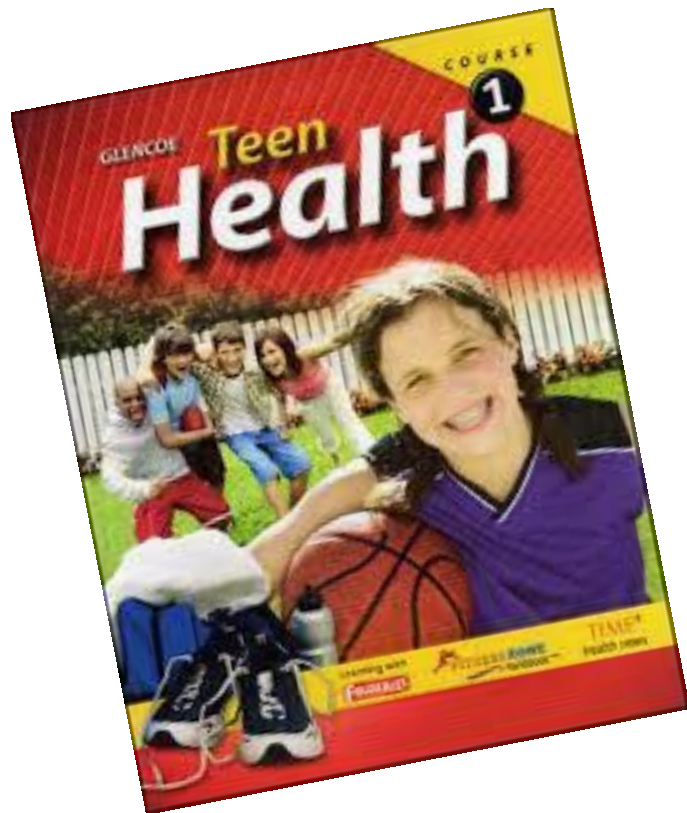
- Magazine format
- Ten units of study (one per month)
- Each unit has four lessons (one per week)
- Student editions are sent home after use in the classroom
- Parent bulletins are sent home monthly



Middle School Curriculum

- Personal Health
- Nutrition
- Injury & Violence Prevention
- Individual Growth & Development
- Family Living
- Chronic & Communicable Diseases
- Substance Abuse Prevention

Textbooks





Implementation

- One trimester course taught in seventh grade
- Three booster lessons for substance abuse prevention taught in eighth grade science



High School Curriculum

- Nutrition & Physical Activity
- Growth, Development and Sexual Health
- Injury Prevention & Safety
- Alcohol, Tobacco and Other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health

Textbooks





Implementation

- All high school students are required to take the course, ideally in grade 10
- 18 week semester course
- 6 week summer school course
- Blended learning course (to replace former online hybrid course)



Online Hybrid Course

- Launched in summer 2013
- Utilized a “pre-packaged” online course from E2020 with IUSD created components including guest speakers, performance tasks, discussion boards
- Designed to incorporate face to face and online engagement with the teacher and other students



Blended Learning Course

- The new blended learning health course is expected to launch summer, 2015.
- The course is being developed internally by our own IUSD professionals.
- The course will have both online modules and in-person activities, including guest speakers, discussions, and collaborative projects.
- Readings are aligned to the Glencoe Health, 2007 (eBook edition), with 6 units of study, covering the critical components of health education.
- Students will take an in-person final exam.
- The goal is to align the learning experience as much as possible to the classroom course.



High School Health PLC

Multiple opportunities for cross district collaboration over the course of the past few years with a focus on

- Alignment of instruction across course designs
- Identification of “critical” areas of instruction
- Creation of a common, cumulative final exam to be utilized in all course designs



Committees

In keeping with the spirit of IUSD, we have had two committees through which we have reached out to the community for input and direction in the area of health:

The Health Advisory Committee

The Medical Advisory Board



Health Advisory Committee

- *Established in 1996*
- *Five Board appointed members*
- *Charged with the review of sensitive topic materials (family life/sex education) and making recommendations to the Board for approval*
- *Convened “as needed” when sensitive topic materials are brought forward from school staff*
- *Anticipated review of sensitive topic materials in the newly developed blended learning program summer of 2015*



Broadened Responsibility

Based upon the narrow focus of the current Health Advisory Committee, staff is recommending broadening the scope of this committee to encompass a K-12 health focus while transferring the oversight to Guidance Resources for review of curricular and instructional needs.



Medical Advisory Board (MAB)

- Established in 2006
- Consists of 16 invited physicians, 13 IUSD School Nurses, 6 District Administrators, and 2 Board members
- Charged with promoting mutual respect and interaction between the school community and the health care community to encourage and secure healthy lives for our students
- Convenes three times a year and as needed



Need for MAB

- Advances in medicine = increasing population of students with complex medical issues
- 13,875 students are identified with significant medical conditions (over 40% of our enrollment)
- Developed through the concerns of nurses and the willingness and enthusiasm of Dr. Lin, Board Chairman



Outcomes from MAB

There have been many positive outcomes from this collaboration, a few of them are:

- ✓ Pre-participation Physical process
- ✓ Developing a District anaphylaxis statement
- ✓ Implementation of the Epi-pen program
- ✓ Review and revision of several health forms
- ✓ Professional educational opportunities
- ✓ Development of strong collaborative relationship with the physicians in our community
- ✓ Expanded resource and referral network

Dr. Lin summed up the importance of the Medical Advisory Board when he said, “*Because this group is united in doing what is **best and safest** for students, the MAB is an indispensable component of district services to children.*”



Questions

