

# Health Education in IUSD

Presented by:  
Jenna Berumen  
Marcia Noonan  
Raquel Nedden

# 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

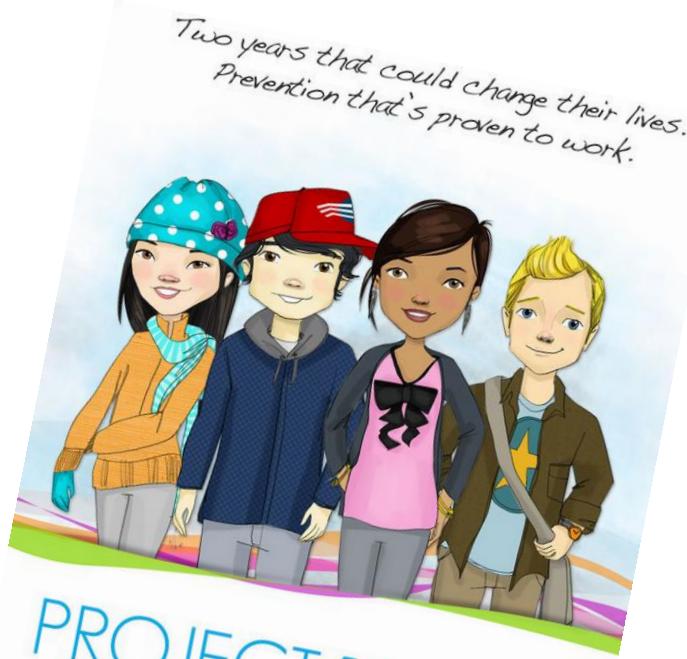
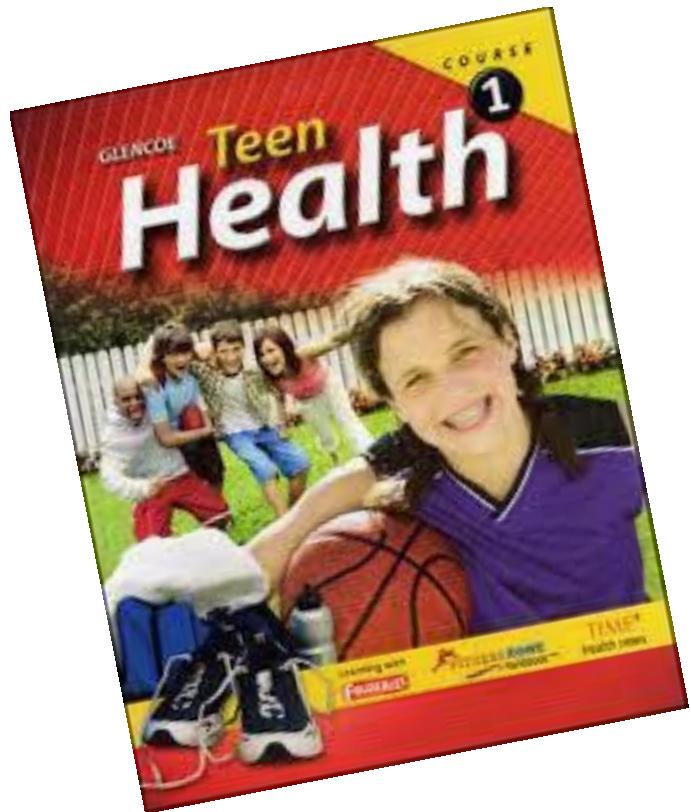
# Implementation

- 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



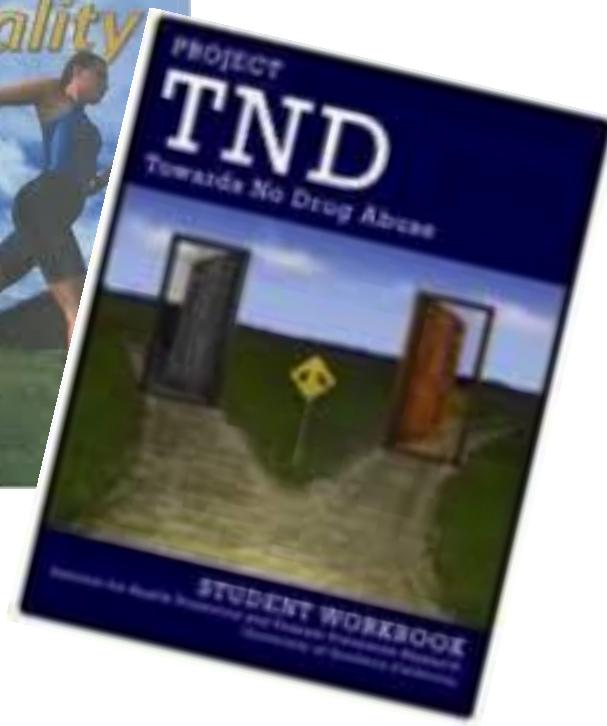
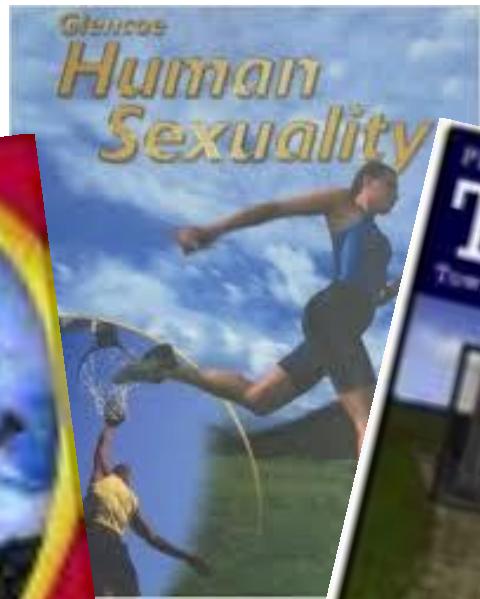
# Implementation

- 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

