High School Health Materials Adoption Process Update

This process to review the high school health materials was initiated by input received from students during the board-student linkage meetings. From these meetings, it became clear that a review of these materials was necessary. Because this review falls outside the normal adoption cycle, the K-8 health review will be undertaken during the previously approved review and adoption cycle (2010/11).

We would like to use this board linkage opportunity concerning materials adoption to learn from the board any thoughts concerning our process and it's alignment with Board expectations. To that end, we've posed an essential question for the board to consider as you review the policies that we consider applicable in this endeavor and the history of our work. At the actual linkage we will be prepared to answer any additional questions you might have or expand on the historical process that has taken place. We are looking forward to hearing your answer to the essential question and any additional comments or concerns that you might have.

Essential question
After reviewing the chronological history of the work by the high school health materials adoption committee and taking into consideration the board's policies and expectations, has the committee completed their work in a manner that allows the Board to make an informed decision that can represent and be defended to all stakeholders?

Board Policies and Executive Limitations
The following is a selection of board policies and expectations that apply to this process. Although not totally inclusive, these seem to set the stage for the work.

E-1 The mission of the La Center School District is to create a supportive environment that empowers student to reach their fullest potential. We will do this **in partnership with families, the community and employees** to create life-long learners who can adapt to a changing, more technologically advanced and diverse society.

E-3 The Board expects each student to acquire the personal skills to be successful in a complex and rapidly changing world. Accordingly students will:

f- Gain skills and knowledge in **health, nutrition** and physical fitness.

E-4 The Board expects each student to acquire the social skills to be successful in a complex and rapidly changing world. Accordingly students will:

b- Have knowledge of factors that should guide their decisions when **making responsible individual choices concerning: drug use, sexuality, respect, compassion and honesty.**

EL-15 Instructional Materials Selection

Subsections 1-5 and more specifically, the superintendent may not:

1. Fail to ensure appropriate input from the following groups as instructional materials are reviewed and selected: students, parents, teachers, administrators, and other staff members involved in developing the educational program.

Committee Members

David Holmes, HS Principal.
Bonnie Lock, District Curriculum Coordinator.
Josh Soske, Parent
Sue Pershall, Community Member
Tracey Stimmel, K-8 Parent
Paula Davis, Parent
Amy Neiman, Science/Health teacher
Joyce Mosby, Health teacher
Colten Fox, Student/Student Forum/Leadership
Rebecca Griffee, Student/Student Forum

Review of Committee's Work

The following is a chronological review of the committee's work so far. Most of this material has been included in past monthly board reports but is included here for ease of review.

Meeting #1- Reviewed current curriculum, collected input from students on issues they wished to resolve. Reviewed state standards and laws governing sex education and state approved curriculum list. Discussed individual stakeholders beliefs and convictions as they related to this work.

Meeting #2- Reviewed surrounding districts adopted curriculums along with scope and sequence from the Evergreen school district.

Meeting #3- Identified two possible texts for review that met state standards, fit within the committees beliefs and were on the state approved list. Reviewed the current scope and sequence. Reviewed student issues as it related to that scope and sequence. Worked as a group to develop a new scope and sequence as well as prioritizing topics with relationship to class time. Requested materials for review.

January 20 - First public meeting and review held MS library, no issues brought up. Not well attended, began brainstorming about how to better communicate to stakeholders and secure their attendance.

Meeting #4 - Began review of new version of current adopted text using the old AIMS process.

March 1 - Met with Amy Neiman to develop user-friendlier rubric for committee use. Began distribution of rubric and copies of the two materials under consideration.

March 16 - Met with Bonnie Lock, David Cooke and Carol Patton to design a plan to recruit stakeholders to the April 22nd public meeting and material review.

Future Dates and Tasks for Committee:

March 25 - Review all member's rubrics and make a selection for recommendation to the district IMC (Instructional Materials Committee).

April 22 - Community review and comment.

Forward materials to IMC for review with intent that they are recommended to the board for adoption.

Attached to this document you will find the rubric used by the committee for material review.

Questions for the Board:
What is the Board's perspective to the above essential question?

What additional work would the Board like to see be done?

Publisher_____

Health Materials Review

1. How closely do the materials align with your perception of our communities' values? Give an example that illustrates or supports your ranking:

   Scale-> 1----------2----------3----------4
   Lowest Highest

2. How well does the material address our students identified "wants"?
   A. Sexuality and relationships
   B. Impacts of substance abuse and sex
   C. Current STI information
   D. Correct anatomical vocabulary
   E. Contraception

   Give an example that illustrates or supports your ranking:

   Scale-> 1----------2----------3----------4
   Lowest Highest

3. Accessibility of materials (reading level, clarity of ideas, appropriateness of vocabulary, ease of comprehension).

   Scale-> 1----------2----------3----------4
   Lowest Highest

4. Cognitive demand of student activities and assessments? Give an example that illustrates or supports your ranking:

   Scale-> 1----------2----------3----------4
   Lowest Highest