



Comprehensive Sexual Health Education (CSHE) Task Force

Session 1

ProDev course 7451

4:30-6:30 p.m., March 15, 2022 District Office, Room 205

Facilitators:

Christine Hagstrom, Program Director, Cardea

Dr. Charisse Berner, Director of Teaching and Learning | Curriculum

Members present:

Ryan Jensema, parent

Crystal Garcia, parent

Julie Reimann, Parent

Jim Graham, community member

Megan Cooper, community member

Haruna Aileen Gardner, elementary counselor

Andrea Quigley, elementary teacher

Katelin Tremonte, middle school teacher

Tanya Peckler, middle school teacher

Sidney Balfour, middle school teacher

Kerry Harrison, high school teacher

Ryan Smith, high school teacher

Megan Johnson, high school teacher

Doriane Gunnels, high school teacher

Nikki Lockhart, middle school Dean

Kim Niederhauser, Director, Health Services

Laurel Peak, Director, Athletics and Activities

Ex-Officio members present:

Dana Smith, Assistant Director of Communications

Trina Hall, Executive Director of Teaching and Learning

Welcome, introductions, group agreements

Co-facilitators Charisse Berner, director of teaching and learning - curriculum, and Christine Hagstrom, program director for Cardea, introduced themselves and shared some background information on the group. Task force members introduced themselves, their role/school, why they joined the CSHE task force, and their hopes for the group.

Our purpose, role, and timeline

Christine shared a starting list of possible Group Agreements the task force can lean into as they work together. Charisse reviewed the purpose, role and scope of the committee. Group members reflected on one or two aspects of The Bellingham Promise that connect to the work of this task force and shared reflections.

Learn the [CSHE Legislative requirements](#)

Charisse shared an overview of the curriculum options that have been pre-screened by the Office of the Superintendent of Public Instruction, as well as the goal for the group's consensus decision-making, for everyone in the room to be a champion of the curriculum that is selected.

Christine shared a presentation, "[Why Sexual Health Education](#)" [see slide 10 on attached powerpoint]. The group brainstormed a list of descriptors for its hopes for students' experience when they participate in CSHE in Bellingham schools. The list included: hopeful, inclusive, detailed, empowering, affirming, accurate, safe, respected/ful, clear, informative, open, choiceful, unbiased, consent-based, representative, normal, integrated, ongoing.

Understand the WA Sexual Health Standards

The group reviewed the Washington State Sexual Health Standards and shared reflections and questions regarding them. Group members wondered whether the K-3 standards appear in our curriculum, since this task force will not be making a recommendation for K-3 curriculum. Andrea Quigley, Eileen Gardner and Charisse Berner noted that many of these K-3 standards appear in [Caring School Community](#), which is our elementary Social Emotional Learning (SEL) curriculum.

What does CSHE currently look like in Bellingham Public Schools?

Charisse gave an overview of [the current scope of CSHE](#), and the group asked questions, including:

- If high school is required to provide 2x instead of the current 1x, how will students attending full-time Running Start engage in this learning?
- What role might peer educators (e.g. Teen Council) play in providing middle or high school CSHE?
- What resources are available for family connections and home support for CSHE?
- What curricula are available for students enrolled in Bellingham Virtual Learning (BVL) and is it in alignment with Washington state standards?
 - o Charisse noted this could be an additional action step for the team: to review the BVL health course.

The group split into elementary, middle and high school groups to discuss: 1) what's working well with CSHE and 2) what's missing, challenging or could be improved. The groups shared out upon their return.

Strengths included:

- strong partnerships with community partners for presenting lessons, already aligned with most standards, strong relationship with peer educators such as teen council, strong alignment across the district, eight period day supports most students taking health in ninth grade when is most developmentally needed and appropriate.

Missing/could be improved:

- health class opportunities, learning about sexual response cycle, asking appropriate questions/ having vocabulary to ask questions and hold respectful conversations, ableist language/respectful treatment of peers, cross-curricular connections, additional opportunities for learning and professional development, access to resources, consistency of opportunity for integration of healthy relationship lessons / other SEL lessons

Christine closed the meeting at 6:30 p.m.

[Next meeting](#)

March 22 on Zoom 4-5:30 pm