



Comprehensive Sexual Health Education (CSHE) Task Force

Session 5

4:30 -6:30 p.m., April 19, 2022 | District Office, Room 205

Facilitators:

Christine Hagstrom, Program Director, Cardea
Dr. Charisse Berner, Director of Teaching and Learning | Curriculum

Members present in person or on Zoom

Megan Cooper, Kim Niederhauser, Jim Graham, Julie Reimann, Katelin Tremonte, Ryan Jensema, Ryan Smith, Tanya Peckler, Megan Johnson, Nikki Lockhart, Andrea Quigley, Sidney Balfour, Haruna Aileen Gardner, Dorianne Gunnels, Karry Harrison, and Laurel Peak. Guest: Meg Wadkins, student nurse.

Ex officio member present:

Trina Hall

Welcome and group agreements

The group met in person. We did a quick review of our group agreements. The group read over and approved the minutes from the March 29 meeting.

Preparing to share independent results by grade band

Members were given a few minutes to read over their own independent reviews of the following programs: 3Rs, FLASH, Un | Hushed and Native Stand (high school only). Members were asked to add their scores to the group scoring sheet if that was not already done. Members were reminded that scores are only one indication of the strength of a curriculum. As grade bands discuss the individual feedback, it may become clear that one or more of the programs should be eliminated from consideration.

Share independent results by grade band

The group divided into elementary, middle, and high school grade band work groups to discuss curricula. Each group had a notetaker. All members shared the strengths and areas for consideration/barriers of each of the three (elementary and middle) or four (high school) programs reviewed.

Grade bands share their results with the entire task force

The task force reconvened in room 205 at 6:10. High school members recommended the elimination of FLASH, Un | Hushed and Native Stand, while noting that some Native Stand resources might be helpful supplements. The 3Rs curriculum stood out because it provided students with the information, decision making framework, critical thinking skills and practice necessary to make decisions about their own sexual health in an inclusive and practical manner. 3Rs provided excellent resources for students and instructors and set students up for success beyond the classroom. The other programs had significant strengths, but had less depth, less coverage of issues specifically relevant to modern students, and were either less relevant to current student experiences or took a point of view that might become quickly outdated. While Native Stand presented a very culture-specific view of sexuality that might not serve the needs of all students, the group agreed that including portions of it might enrich and diversify a more comprehensive program.

The high school members planned to spend the next meeting doing a close examination of the 3Rs curriculum. High school teachers expressed interest in having a second semester of health be part of our core curriculum.

Middle school members also liked 3Rs and may look to FLASH lessons to supplement 3Rs. The team determined that 3Rs presented curriculum and resources that met the most amount of the criteria out of the three curricula. The team is recommending the 3R curriculum, however the new Washington State specific curriculum is coming soon, and the team wants to review that newly added curriculum before finalizing any discussions.

The middle school team determined that FLASH did not present enough material to cover the wide scope of what the task force was looking to implement based on the Washington State Standards. There were multiple accessibility concerns with the FLASH curriculum, including: materials were not available in Spanish, Special Education materials had not been updated since 2003, and teacher PDF materials were not editable. Additionally, FLASH has no (or little) internet safety lessons.

The middle school team determined that Un|Hushed did not present clear, step by step, guidelines provided for lesson implementation. There was little professional development guidance (e.g., inclusive language, information about climate setting, facilitating difficult conversations, and answering questions) or materials, handouts, slides, and other instructional tools are provided to reduce teacher preparation time. The lessons are 120 minutes long, meaning that it would take three days of middle school instruction. This group recommends we eliminate Un | Hushed from further review at this grade band.

The elementary grade band saw strengths and challenges with each of the three programs. They liked the teacher friendly platform and delivery of Un | Hushed, but the content of FLASH and 3Rs was preferred. The elementary team planned to do a closer examination of FLASH and 3Rs at the next meeting.

Closing

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

Next all-group meeting

4:30 – 6:30 p.m., April 26, District Office, Room 205