

Human Growth and Development Advisory - [click here for presentation](#)

January 26, 2016 5-6:30 pm in the Fox River Library

Attendees -

Employees: Dawn Bleimehl, Kathy Hoppe, Darlene Markle, Bryan Rundhaug, Kristin Zuelke, Jill Sheeley

Non-Employees: Hollie Birch, Mary Casey, Amy Jastroch, DeAnne Keim, Christine Repischak, DeAnn Williams, John Harvie and Cindy Harvie (7 additional people registered but did not attend)

Agenda:

1. Introductions
2. Goals of the HG&D Advisory to the Board of Education - statutes, DPI resources
3. WGSD Health and Wellness program foci - educating students, strengthening and/or enhancing communication between parents/guardians and the students and advocating for personal, family and community health.
4. Review of current Health & Wellness Curriculum - last Board adoption 2006

Human Growth and Development - 7th grade

- anatomy and physiology of the male & female reproductive systems
- sexuality, gender, and gender stereotypes
- dating as a way of exploring friendships & learning new social skills
- body changes caused by estrogen & testosterone
- habits males & females can practice to protect their reproductive health
- skin problems and suggest procedures for good skin care
- relationship between HIV & AIDS; understanding of each
- testing procedures and prevention for AIDS
- understanding how peer relationships affect health
- strategies to build and maintain positive relationships with peers, parents and other adults

Human Growth and Development - 8th grade

- sources, symptoms and treatment of sexually transmitted illnesses
- how HIV is transmitted, prevention, & stages of AIDS
- difference between sexual harassment and sexual assault; describe reporting procedures and legal penalties
- define what a value is and how it affects different relationships
- desirable traits for choosing personal relationships

- Identify risk factors, warning signs & general treatments for common communicable and noncommunicable diseases
- differences between chemical barrier, and natural methods of contraception and give examples of each
- stages of and process of labor & delivery (surgical and vaginal)
- knows ways to build and maintain positive relationships with peers, parents and other adults
- difference between safe and risky or harmful behaviors in relationships
- know techniques for seeking help & support for physical and emotional, and social issues
- understands causes of conflict and strategies for prevention at school and in community
- knows how to use refusal and negotiation skills to enhance health
- identify alternative actions in social settings and likely consequences

Some of the discussion from the community included understanding the information shared on marijuana, emphasis on digital harassment, parent involvement, and the focus on respect over tolerance.

5. Community Youth Survey - brief update on the survey for 6-8 graders with emphasis on consent - 6th grade active, 7-8th grade passive

6. Review of the curriculum that is being updated at Grades 7-8 utilizing state (2011) standards. [Click here.](#)

7. Topics for discussion:

Currently in 7th grade students: identify different types of relationships. What is a relationship? Family, friends, partner, etc..Why do people need/want romantic relationships? Additions to our Human Growth and Development Units for discussion: Respect of diversity in regard to attraction and and relationship and Common orientation terminology

Currently in 7th grade students are identifying primary and secondary sexual characteristics with both genders. Primary:Function and anatomy of both reproductive organs Secondary: Changes that occur during puberty Reflection on gender stereotypes Additions to our Human Growth and Development Units for discussion How can one be respectful to other diversity in regard to gender? What is gender identity? What is gender expression?

8. Discussion: Healthy discussion pursued for each topic above including what districts are doing across the state, specific terminology, time spend on teaching these concepts and listening to citizens who were pro and con the teaching of the two topics above. Two citizens left without early in the meeting. Only 6 citizens - non-employees- were able to advise. Colored cards were used to find out how each citizen felt on the issues - pink for “I am not comfortable at all”, yellow for “I have some concerns or questions” and green “I am in support”. Emphasis was placed on the “opt-out state policy” in regard to the teaching of Human Growth and Development in public schools. Parents have to be informed in a timely manner so they have time, if they

choose, to review the curriculum and determine if they wish to opt-out their child(ren).

The following feedback from the colored cards process was received -

Topic of teaching sexual orientation: 3 green and 3 pink.

Topic of teaching gender identify (how students see themselves on the inside) and gender expression (how students outwardly express themselves) 3 green and 3 pink

9. Closure: Meeting was summarized and it was shared that the summary would be shared with the Board in written form. The Human Growth and Development Advisory input would assist the Board in determining the next steps on any changes to the curriculum in these topic areas.

Respectfully Submitted by Kathy Hoppe, Assistant Superintendent - Director of Curriculum & Instruction who facilitated the meeting.