

SHAC Meeting # 1 2018-2019

September 26, 2018

Vision Statement: All Pampa ISD students will reach their full personal, health, and academic potential.

Mission Statement: The mission of the Pampa ISD SHAC is to ensure that all children in the Pampa ISD, grades PreK-12, will have healthy bodies and minds through sequential health education, practices, and modeling of good health behaviors.

Goal: The goal of the Pampa ISD SHAC is to advise Pampa ISD decision-makers regarding students' needs and assets related to health knowledge and skills, regarding policies and procedures that impact student health, and regarding the health of the school environment. See TAC Education Code 28.004(a) for specific objectives and duties assigned.

Statement of Purpose: To assist the Pampa ISD in ensuring that the local community values are reflected in the district's health education instruction.

Agenda and Minutes:

- Introductions
- Norms, Goals, Objectives for 18-19
- Recruitment options
- Program updates:
 - o Nathan Maxwell
 - Second Step curriculum overview
 - Profile of a graduate
 - o Suzanne Pingel – District Social Worker
 - ALL out event
 - Possible parent outreach events
 - Big decisions – next steps – program overview
 - o Stuart Smith – Student Services
 - Safety updates
 - o Tamara Gutierrez – District Nurse Coordinator
 - CPR decisions
 - o Rebel Fulton – Director of Child Nutrition
 - Discussion regarding number of exempt days

Set annual dates?

Whole School, Whole Community, Whole Child Model



The education, public health, and school health sectors have each called for greater alignment, integration, and collaboration between education and health to improve each child's cognitive, physical, social, and emotional development. Public health and education serve the same children, often in the same settings. The Whole School, Whole Community, Whole Child (WSCC) focuses on the child to align the common goals of both sectors.

The WSCC model expands on the eight elements of the Centers for Disease Control and Prevention's (CDC) coordinated school health approach and is combined with the whole child framework. CDC and ASCD developed this expanded model—in collaboration with key leaders from the fields of health, public health, education, and school health—to strengthen a unified and collaborative approach designed to improve learning and health in our nation's schools.

Learn more about the Whole School, Whole Community, Whole Child model at <http://www.ascd.org/programs/learning-and-health/wsc-model.aspx>

Future-Ready Graduates!

Pampa ISD graduates are college, career, life, and future-ready! They have the academic knowledge, attitudes, and skills to successfully transition to college, the workforce, or military service. Those competencies ensure that our graduates have the capacity to adapt to the ever-changing world in which they will live and work. The Profile describes the expectations our community believes are essential for the success of future-ready Pampa ISD Graduates:



Self-Directed

possesses a positive growth mindset, shows initiative, perseveres through challenges and holds themselves accountable



Contributing Citizen

understands and values the importance of civic engagement and serving others in the local and global community



Creative and Critical Thinker

practices innovative and complex thinking to adapt to dynamic situations in order to transfer knowledge into multiple settings and applications



Self Directed



Contributing Citizen



Creative & Critical Thinker



Communicator



Solution Seeker



Ethical Decision Maker



Collaborator



Communicator

skillfully demonstrates listening, speaking, reading and writing to purposefully convey understandings, concepts, and meaning



Solution Seeker

demonstrates flexibility and innovation while engaging in the problem-solving process



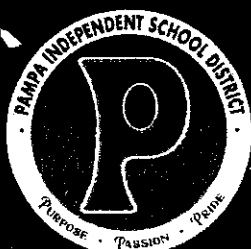
Ethical Decision Maker

exhibits integrity, honesty, empathy, fairness and respect in generating both questions and solutions that reflect moral thinking that result in responsible, trusting relationships



Collaborator

understands, cooperates and balances diverse viewpoints and beliefs to reach workable solutions, particularly in varied environments



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PROFILE
OF A
Graduate

The Mission of Pampa ISD is to produce learners who are **compassionate, competent, confident and FUTURE-READY!**



SCOPE AND SEQUENCE

Middle School

Grade 6

UNIT 1

Mindsets and Goals

1. Welcome!
- 2a. Starting Middle School
- 2b. Helping New Students
3. Grow Your Brain 1
4. Embracing Challenges
5. Can Personalities Change?
6. Setting Goals
7. IF-THEN Plans

Unit 1 Review and Assessment

UNIT 2

Values and Friendships

8. Values and Decisions
9. Social Values
10. What's a Friend?
11. Making Friends
12. Challenge: Making Friends

Unit 2 Review and Assessment

UNIT 3

Thoughts, Emotions, and Decisions

13. What Are Emotions?
14. Values and Emotions
15. Spot the Thought
16. Calming Down
17. Slow Breathing

Unit 3 Review and Assessment

UNIT 4

Serious Peer Conflicts

18. Perspectives
19. Challenge: Perspectives
20. Recognizing Serious Conflicts
21. Challenge: Recognizing Conflicts
22. Resolving Serious Conflicts
23. Challenge: Resolving Conflicts
24. Making Amends
25. Bullying
26. Gratuities

Unit 4 Review and Assessment

Grade 7

UNIT 1

Mindsets and Goals

1. Welcome!
- 2a. Starting Middle School
- 2b. Helping New Students
3. Making Mistakes
4. Embracing Challenges
5. Personalities Change
6. Setting Goals
7. IF-THEN Plans

Unit 1 Review and Assessment

UNIT 2

Values and Friendships

8. Values and Decisions
9. Online Values
10. What Kind of Friend Are You?
11. Strengthening Friendships
12. Challenge: Friendships

Unit 2 Review and Assessment

UNIT 3

Thoughts, Emotions, and Decisions

13. The Role of Emotions
14. Handling Emotions
15. Unhelpful Thoughts
16. Be Calm
17. Frustration

Unit 3 Review and Assessment

UNIT 4

Serious Peer Conflicts

18. Jumping to Conclusions
19. Challenge: Conclusions
20. Avoiding Serious Conflicts
21. Challenge: Avoiding Conflicts
22. Resolving Serious Conflicts
23. Challenge: Resolving Conflict
24. Taking Responsibility
25. Gender Harassment
26. What You Learned

Unit 4 Review and Assessment

Grade 8

UNIT 1

Mindsets and Goals

1. Welcome!
2. Your Identity
3. Identity and Social Groups
4. Your Interests Matter
5. Overcoming Failure
6. SMART Goals
7. IF-THEN Plans

Unit 1 Review and Assessment

UNIT 2

Values and Relationships

8. Values and Decisions
9. Positive Relationships
10. Relationships Change
11. Negative Relationships
12. Challenge: Relationships

Unit 2 Review and Assessment

UNIT 3

Thoughts, Emotions, and Decisions

13. Emotions and Decisions
14. Responding to Anger
15. Handling Rejection
16. Stay Calm
17. Anxiety

Unit 3 Review and Assessment

UNIT 4

Serious Peer Conflicts

18. Assumptions
19. Challenge: Assumptions
20. Helping Friends Avoid Conflicts
21. Challenge: Avoiding Conflicts
22. Helping Friends Resolve Conflicts
23. Challenge: Resolving Conflicts
24. Helping Friends After a Conflict
25. Sexual Harassment
26. High School

Unit 4 Review and Assessment

Possible parent outreach events/presentations:

October: Drugs and Alcohol/Tobacco and Vaping

November:

December:

January:

February: financial aid/college scholarships

March: Computer/social media safety and education

April: Child abuse awareness

May: safe and healthy relationships

**BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)**

**EHAA
(LOCAL)**

**School Health
Advisory Council
(SHAC)**

The District shall establish a local school health advisory council (SHAC), which shall meet the requirements of Education Code 28.004 regarding its composition and duties. [See EHAA(LEGAL)]

**Life Skills
Instruction**

Any curriculum used in the District that addresses sex, human sexual reproduction, or sexually transmitted diseases shall not be intended to take the place of teaching sexuality in the home or at church. The Board shall encourage parental participation in the program, course content, and the instruction that addresses these subjects.

The Board shall support the teaching of an abstinence-based program in grades 6–12 that provides minimal interference with the instruction of the core curriculum.

BIG DECISIONS

Curriculum Outline

4th Edition

1. RULES OF THE GAME: Forming a Respectful Group

Objectives:

- Review the *Key Messages of Big Decisions*
- Identify respect as a key value for the group
- Develop ground rules for the group
- Role-play showing respect for others
- Express confidence in your ability to show respect

Activities

- 1.1 - Introduction and Key Messages Review - 5 min
- 1.2 - Ice-Breaker: Differences and Respect - 10 min
- 1.3 - Setting Ground Rules - 10 min
- 1.4 - Respecting Others - 15 min
- 1.5 - What Respect Means to Me - 5 min

2. GOALS AND DREAMS: My Future

Objectives

- Picture your dreams for the future
- Consider how a pregnancy (or another pregnancy) or HIV/STI could affect reaching your goals and dreams
- Prepare to talk with a parent or other trusted adult about goals and dreams

Activities

- 2.1 - My Dream Board - 30 min
- 2.2 - How Could It Affect My Goals and Dreams? - 5 min
- 2.3 - My Goals, My Decisions - 5 min
- 2.4 - Homework: Talking about Goals and Dreams - 5 min

3. RELATIONSHIPS AND ROMANCE: What is Healthy?

Objectives

- Reflect on conversations with your parent or other adult about goals and dreams
- Identify characteristics of healthy and unhealthy relationships
- Learn how people in unhealthy relationships can seek help, if needed
- Personalize the importance of showing and expecting respect

Activities

- 3.1 - Homework Review: Goals and Dreams - 5 min
- 3.2 - Healthy or Unhealthy? - 20 min
- 3.3 - Relationship Role-Plays - 15 min
- 3.4 - Relationships and Me - 5 min

4. ANATOMY AND REPRODUCTION: How it Works

Objectives

- Identify the names and functions of reproductive body parts
- Review how pregnancy happens
- Evaluate statements about reproduction to determine if they are true or false

Activities

- 4.1 - Ice-Breaker: What Do They Call It? - 5 min
- 4.2 - Reproductive Anatomy: The Body Parts - 20 min
- 4.3 - The Journeys of the Sperm and the Egg - 5 min
- 4.4 - Reproduction: True or False? - 10 min

5. ABSTINENCE: Decisions to Wait

Objectives

- Define what is meant by "abstinence"
- Identify reasons to not have sex
- Understand the risks of "sexting"
- List ways, other than sex, to show someone you care
- Personalize the advantages of abstinence

Activities

- 5.1 - Reasons to Wait - 10 min
- 5.2 - Is This Abstinence? - 10 min
- 5.3 - What about "Sexting"? - 5 min
- 5.4 - Ways to Show You Care - 10 min
- 5.5 - My Ideas about Abstinence - 5 min
- 5.6 - Homework: Talking about Abstinence - 5 min

Curriculum Outline, Continued

6. A CLEAR “NO”: My Limits

Objectives

- Reflect on conversations with your parent or other adult about abstinence and pressure
- Learn that everyone has the right to say “no” to sex
- Learn that it is never OK to pressure someone for sex
- Learn and practice effective ways to say “no”

Activities

- 6.1 - Homework Review: Talking with Parents - 5 min
- 6.2 - The Right to Say “No” - 10 min
- 6.3 - Pressure Situation: A CLEAR “No” - 15 min
- 6.4 - Pressure Situation: The Party – 15 min

7. CONTRACEPTION: Pregnancy at a Good Time for You

Objectives

- State what you would like to have in place before you have or cause a pregnancy, or another pregnancy
- Evaluate commonly used contraceptive methods (including abstinence) for effectiveness
- Personalize the risk of pregnancy without using effective contraception
- Identify your personal limits to avoid pregnancy, or another pregnancy, as a teen

Activities

- 7.1 - When would be a Good Time for a Pregnancy, or another Pregnancy? - 5 min
- 7.2 - Contraceptive Method Bingo - 30 min
- 7.3 - Effectiveness Line-Up - 5 min
- 7.4 - Pregnancy in My Life - 5 min

8. SEXUALLY TRANSMITTED INFECTIONS, Including HIV/AIDS

Objectives

- Personalize the potential consequences of common STIs
- Identify ways to reduce the risk of getting and spreading STIs
- Identify health providers in your community that provide testing for HIV and other STIs
- Identify your personal limits to reduce your risk of STIs

Activities

- 8.1 - Index Cards - 5 min
- 8.2 - STI Information Stations - 30 min
- 8.3 - Getting Tested - 5 min
- 8.4 - STIs and Me - 5 min

9. STAYING HEALTHY AND ON TRACK: Defending My Limits

Objectives

- Review effective ways to give a CLEAR “no”
- Practice saying “no” to activities that are beyond your personal limits
- Demonstrate the ability to say “no” effectively to having sex; to having sex without a latex¹ condom; and to having sex without effective contraception
- Prepare to talk with a parent or other trusted adult about having children

Activities

- 9.1 - Defending My Limits - 5 min
- 9.2 - Role-Play Situation #1: After School - 15 min
- 9.3 - Role-Play Situation #2: Prom Night - 20 min
- 9.4 - Talking about Having Children Homework - 5 min

10. OVERCOMING CHALLENGES: Big Decisions

Objectives

- Reflect on conversations with parents about having children
- Consider ways that your personal limits might be challenged
- Demonstrate strategies to overcome challenges to your limits
- Reinforce the connection between defending your limits and achieving your goals
- Celebrate completion of *Big Decisions*

Activities

- 10.1 - Homework Review: Talking about Having Children- 5 min
- 10.2 - Goals and Challenges - 10 min
- 10.3 - Write Your Own Challenge Situation - 20 min
- 10.4 - *Big Decisions* Graduation - 10 min

¹ or polyurethane or polyisoprene, if latex-allergic

In accordance with Texas Education Code 28.004, the Pampa ISD Board of Trustees continues to support *Big Decisions* as the *abstinence plus sexuality education curriculum* for the district (www.bigdecisions.org). Board policy EHAA(LOCAL) supports the teaching of this program in grades 6-12 that provides minimal interference with the instruction of core curriculum. This curriculum will be minimally integrated into student learning over the course of the 2018-2019 school year. The PISD Student Health Advisory Council (SHAC) encourages parent participation in monthly meetings to discuss a variety of topics, including this program. If you would like more information about this topic, want to review curriculum materials, or wish to remove your student from these lessons, please contact us at 806-669-4700.