

HUMAN GROWTH AND DEVELOPMENT ADVISORY COMMITTEE MEETING MINUTES

Attendees:

- Scott Wheeler, Board of Education Chairman of Committee
- Kristin Olson, Principal
- Kathryn Spadoni, K-5 Educator
- Megan Peterson, 6-8 Educator
- A David Penney, M.D./Parent
- Angie Schatz, Parent/Employee
- Silvia Pasquini, Parent
- Marie Onwubuariri, EMin/Parent
- Mina Khorshidi, M.D./Clergy
- Shaykh Noman Hussain, Clergy
- Jack Steger, BEHS Students
- Payton Rice & Jack Magnus, BCHS Students
- Sharon Bloom, Resident
- Amii LaPoint, Parent/Resident

Not in Attendance:

- Beth Horneffer, M.D./Parent
- Peter Wellsmith. Parent
- Kelly Bayliss, Parent
- Shea Lauria, BEHS Students
- Sharon Heilman, Parent/Resident

Other Attendees:

Dr. Tanya Fredrich, Director of Special Education
 Emily Greiber, Director of Data & Assessment
 Michael Sereno, Director of Secondary Instruction
 Jessica Ebert, Teaching & Learning Specialist
 Julie Wessel, Teaching & Learning Specialist
 Frances Bridger, Notetaker

Meeting Started: 5:05pm
 Meeting Adjourned: 6:38pm

AGENDA ITEMS	DISCUSSION AND DECISIONS
Meeting Start	5:05pm
Statement of Meeting	Scott Wheeler presented the statement of the meeting.
Introduction of Advisory Committee Members	Human Growth and Development (HG&D) Advisory Committee Members introduced themselves to the group.

Purpose of the Committee	Scott Wheeler presented the purpose of the committee.
Proposed Ground Rules	Scott Wheeler presented the proposed ground rules for the HG&D Advisory Committee meetings.
Workflow Proposal	Scott Wheeler presented the proposed workflow of the committee's purpose.
K-8 Curriculum Review and Proposed Adjustments	<p>Elmbrook staff committee members presented the current K-8 Curriculum Review and the proposed adjustments. Elmbrook staff committee members used T-chart comparison learning with set of full draft of Understanding by Design frameworks (ubd). Scott Wheeler did ask that outcomes be rechecked for any 2010 approvals. Committee members engaged in individual reflection of strengths and wonderings for approximately 15-20 minutes and small group discussion for 10-15 minutes. Scott Wheeler facilitated large group discussion for recommended changes.</p> <p>Feedback by Group:</p> <p>Group 1: Comments by Katie Spadoni Likes:</p> <ul style="list-style-type: none"> ● these are standards specific to Elmbrook ● showing respect to families other than your own in first grade ● shows cross curriculum themes (example, links to Social Studies) ● writing is teacher/student friendly, worded well <p>Concerns:</p> <ul style="list-style-type: none"> ● is it appropriate at various levels? National standards are in bands, you see a significant 'increase' at the different grade levels of the end/start of the bands, how will these jumps be determined? <p>Group 2: Comments by Jack Magnus Likes:</p> <ul style="list-style-type: none"> ● objectives are specific, can be measured and defined ● teaching about communication about trusted adult-need to consider there are more than adults who can be trusted, can be a friend, communication is important but need to present more choices <p>Concerns:</p> <ul style="list-style-type: none"> ● good touch/bad touch presented 1st grade ● defining emotional vs physical concerns ● need to focus on strength of character, empower kids early so they grow with more self respect in developmental years, less self doubt and higher self esteem ● Social media starts early, maybe too early and then dropped in 8th grade, why is this?

Group 3: Comments by Kristin Olson

Overall: HG&D is a sensitive topic, all about angle

Likes:

- sequence adds along to each grade level
- these proposed standards are better than the old ones

Concerns:

- the idea of a trusted adult, it is hard for young kids to find and communicate with at a young age.
- is it too early for good touch/bad touch when presented in the standards.
- when we say 'body parts' what are we defining? How are we "identifying" and what parts?
- why do we exclude reproductive parts/systems in systems standard?
- sexual intercourse is noted in 6th grade, should this stay or go.
- what are credible sources, standards note find information from credible sources, are we making parents our most credible source?

Group 4: Comments by Marie Onwubuariri

Concerns:

- should standards with social media start earlier
- possibly missing media not just on body image, messages in different categories
- identifying emotions and expressing emotions earlier, explain 'describe'
- questions--atmosphere of comfortable-ness and appropriateness when talking on topics of male vs female
- how will we assess 'self reflection'

Group 5: Comments by Amii Lapoint

Initial ideas:

- look at the standards through different lenses: progression of each of grades and how they fit together
- social media and technology starts in 6th grade, from parent perspective should this start earlier? They have technology and at school and at home, how does access fit in?
- categorical perspective--is it balanced?
- health, decision quality, values--to improve kids lives, not as balanced with curriculum, does not at the start but does at end
- bullying: where to go and what to do if this happens
- OVERALL we like relationships & behavior focus

Review of Curriculum Grade by Grade: Suggestions and Recommendations

KINDERGARTEN

Concern good touch bad touch with follow up that this leads to conversation of abuse prevention. This was followed by importance of social boundaries, developed in Kindergarten, good/bad touch creates boundaries. This also follows protocol used by pediatricians for medical purposes and boundaries

Also need to consider not just proper names of the parts, but what makes them private. Does proper names/anatomy start so soon, seems early

Point was made that appreciate discussion of boundaries, has personal experience of kids hugging others when not asked or welcome, needing to talk about boundaries and answering the question of WHY, start discussion early to build upon more. Why not use the word "boundaries" to help describe this good touch/bad touch more, parents may like that more, not allude to sexual nature

Shared that not negative to name parts, more personal level problem than a problem, anatomic terms are not wrong, "just another part", need to take away the taboo

Personal experience shared about use body part names at our house, not how we were raised, but we use anatomical, but we are not all homes, need to think of the whole school district, so what do we use?

Student remembers 2nd grade getting anatomical, swimsuit references were earlier

Like that idea introduce social media right away, what does it mean, what might you encounter, kids have ipads, apps, youtube, without safeties, there will always be pitfalls, but this needs to start early. This can apply to advertisements too, in terms of social media, not just the shows they watch; not too young to learn what is tv show vs advertisement

Important to recall that we need to focus on digital citizenship vs digital citizenship and human growth and development

Committee member shared that we should always focusing back on the tenants of the group: values, behaviors, decision quality

Follow up when is digital life introduced, when addressed? Response as soon as they get technology

	<p>FIRST GRADE Word ABUSE is used in grade one, vs good touch/bad touch, doesn't bother, but indicates the difference in message, feels appropriate to keep. Also intro of bully and teasing, that is good, keep in 1st</p> <p>SECOND GRADE Upper end of the "national band", start using 'anatomical names" noticed as well as identifying basic human body parts, systems excluding reproductive--is it just function and not parts.</p> <p>In area of what makes me unique--is that personality or physical traits, what is messaging on normativity, racial ethnic diversity for minorities? People who come from majority don't realize minority issues, need to add to outcomes, spell out to make this clear this is important</p> <p>Can add specific unique traits. Are we talking gender traits? Boy/girl traits are later, personal/gender traits are later Is there something that is already affecting our elementary students that we should add-ie more gender traits--is this happening in our community, do we need to address? gender convo need to be addressed, research community</p> <p>Do we need to introduce this early for the .01 percent not 99.9 of people it pertains to?</p> <p>Yes, gender perspective--need to bring up gender roles, boy vs girls</p> <p>Students and curriculum are not separated by gender, or by HG&D, interwoven into all academics in younger years, look at HG&D LENSE for separate environment--what is asked to teach happens organically in other subjects through instruction, literature purposes, etc</p> <p>General comment left that gender would be a topic discussed more at next meeting.</p>
<p>Agenda Planning for next meeting(s)</p>	<p>Committee members proposed the following agenda items for the next meeting on December 12, 2017:</p> <ul style="list-style-type: none"> ● Continued discussion on standards, starting at 3rd grade ● Any community feedback to be directed to Scott Wheeler to share at next meeting ● Potentially will add another meeting for the AC in effort to make sure adequate work group time is allowed.
<p>Adjournment</p>	<p>Scott Wheeler adjourned the meeting at 6:38pm.</p>

