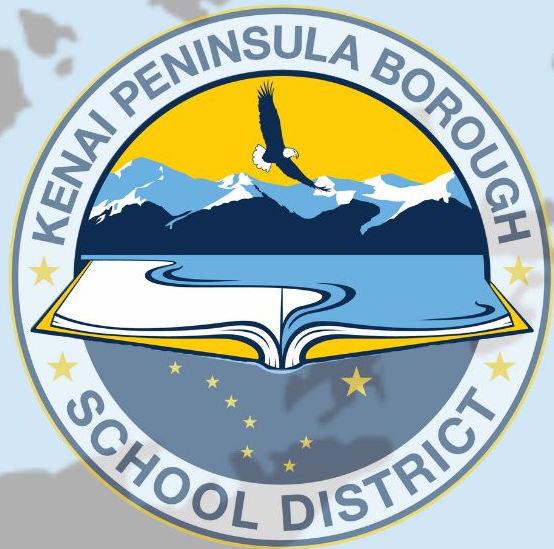




Curriculum

April 7, 2025

**KPBSD Board of Education Work Session
Health Curriculum**



Outcomes:

- Review the health curriculum revisions
- Develop an awareness of the Alaska Skills for a Healthy Life Standards, 2024 SHAPE National Health Standards and Alaska Digital Literacy Standards.
- Review Board Policy 6141 - Curriculum Development
- Understand 2017 Safe Children's Act and E-Rate/Children's Internet Protection Act requirements



Health Committee Members

Barbara DenBoer – Kenai Central High School

Jennifer Derks-Andersen – Marathon School

Elizabeta Dimitrovski - Parent

Parley Estes – Kenai Central High School

Julie Gottfried – District Office*

Jennifer Johnson – Kenai Central High School

Kristin Jones – Skyview Middle School

Stephanie Kobylarz - Parent

Tyler Krekling – Homer Middle School

Melissa Linton – District Office*

Virginia Morgan – Board

Paul Nelson – Nikiski MS/HS*

Merci Torkelson – Mt. View Elementary School



KPBSD Health Committee is charged with revising the curriculum so that it is consistent with and aligned to established state standards and the philosophy, goals and objectives of the district.

The KPBSD Health Curriculum Committee reviewed and internalized the following documents to guide the revision process:

- 2022-2027 KPBSD Strategic Plan
- Board of Education Goals
- 2023 Youth Risk Behavior Survey Data
- Alaska State regulations and statutes
- Updates to State and National Health Standards

KPBSD Strategic Plan



VISION: Every KPBSD student will be a lifelong learner who will graduate with the knowledge, skills, integrity, perseverance, and community connectedness needed to pursue their passions and desired post secondary opportunities.

MISSION: Supporting students in life success

KPBSD Goals and Priorities



Academic Excellence

We will support and engage students in their learning in order for them to demonstrate the abilities to perform, achieve and excel in scholastic performance.

Priority One: Student Success

Our Why: Student success is our most critical commitment - it represents our promise to provide academic excellence for all. KPBSD will ensure all students have equitable access to and engagement with programs and supports that reduce barriers to learning.

Priority Two: School Climate and Safety

Our Why: A positive school climate - where students feel a sense of safety and belonging where relational trust prevails - improves academic achievement, test scores, grades and engagement and helps reduce the negative effects of poverty and trauma on academic achievement.

Youth Risk Behavior Survey Topics

- Alcohol, tobacco, marijuana, other drugs
- Depression and suicide
- Injury prevention
- Physical activity and screen time
- Sexual behavior
- Student connectedness and resilience
- Substance use perceptions

2023 Youth Risk Behavior Survey Highlights

49.4% of students report using an electronic vapor product.

31.8% of students who currently smoked cigarettes or cigars, or used smokeless tobacco or vapes at least one day in the last 30 days. 28.7% of these students used a vapor product.

40% of students sexually active within the last 3 months.

49.3% who are sexually active use birth control.

8% of students sexually active did not use a method to prevent pregnancy.

10.4% of students were tested for a sexually transmitted disease such as chlamydia, gonorrhea during the past 12 months.

42% of students felt sad or hopeless (almost everyday for two weeks or more in a row) which stopped them from doing some usual activities.

22.5% of students seriously considered attempting suicide during the past 12 months.

26.5% of students report being bullied on school property.

12.4% of students carried a weapon on school grounds (gun, knife, or club)

8.1% of students who dated or went out with someone experienced physical dating violence.

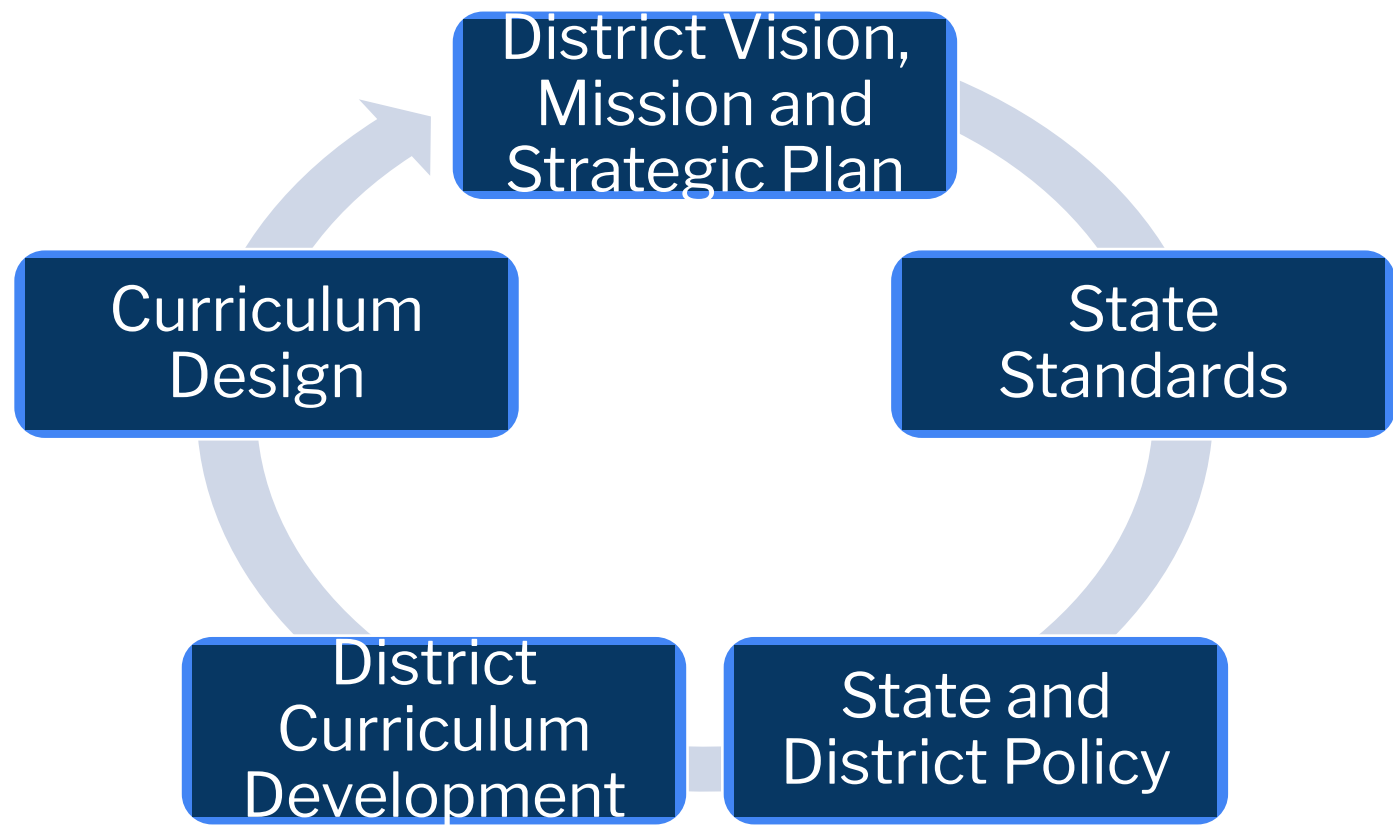
Notice and Wonder?

- What surprised you?
- What did you already know?
- What are ways this data might affect health curriculum decisions and priorities?



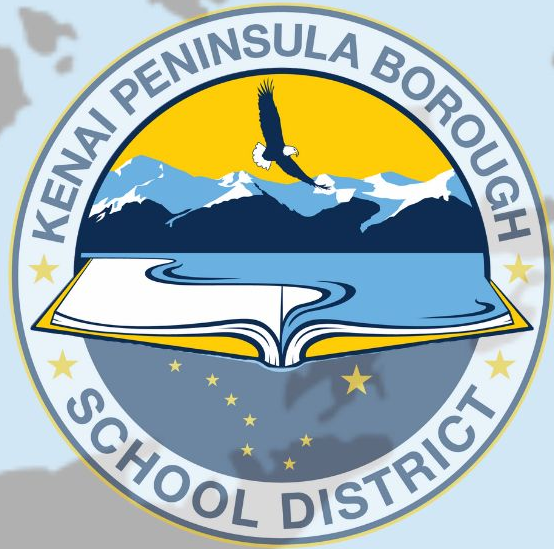
Curriculum Development and Revision Process

OVERVIEW OF BOARD POLICY 6141



Curriculum Defined and Revised

- The curriculum refers to the **overall educational framework** for our district. The curriculum encompasses the philosophy, goals, learning objectives, skills and knowledge students are expected to know and be able to do by the end of the school year in a specific academic domain, like health.
- The Health Curriculum Revision Committee used **Alaska and National Standards** to determine the knowledge and skills students are expected to know and be able to do. District philosophies, goals, and data are analyzed to set the priorities given the amount of instructional time and resources available for the content area.



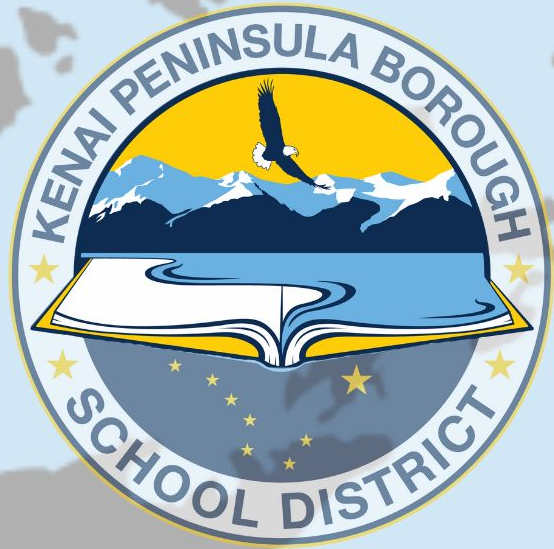
**What are the components of
an ideal curriculum
document?**

IDEAL COMPONENTS OF QUALITY CURRICULUM DOCUMENT

- Standards
- Outcomes/Skills/Essential Questions
- Common Units of Study and Topics
- Common Assessments
- Vocabulary
- Scope and Sequence
- Recommended Pacing Guides and implementation options

2025 Health Curriculum Revisions and Additions

- 2024 National Health SHAPE Standards
- Safe Children's Act lessons clearly identified
- Attention to 2019 Alaska Digital Citizenship Standards
- Detailed Unit Guides for Elementary, Middle and High School
- Specific required lessons to comply with E-Rate and Safe Children's Act identified
- Proposed pacing guides to accommodate school schedules and staffing
- Supporting communication documents for parental notification
- Digital tracking of required lessons and opt out forms



**What are the requirements for the
Alaska Safe Children's Act,
E-RATE and Children's Internet
Protection Act?**

Alaska Safe Children's Act

The Alaska Safe Children's Act (informally known as Erin's and Bree's Law) is made up of two separate pieces of legislation and went into effect on June 30, 2017.



Erin's Law K-12

AS 14.30.355 Sexual Abuse & Sexual Assault Awareness & Prevention – The governing body of each school district shall adopt and implement a policy, establish a training program for employees and students, and provide parent notices relating to sexual abuse and sexual assault awareness and prevention for students enrolled in grades kindergarten through 12.

Bree's Law 7-12

AS 14.30.356 Teen dating violence and abuse awareness and prevention program; training and notices - The department, in consultation with school districts, shall develop and approve a program relating to teen dating violence and abuse awareness and prevention for grades seven through 12.



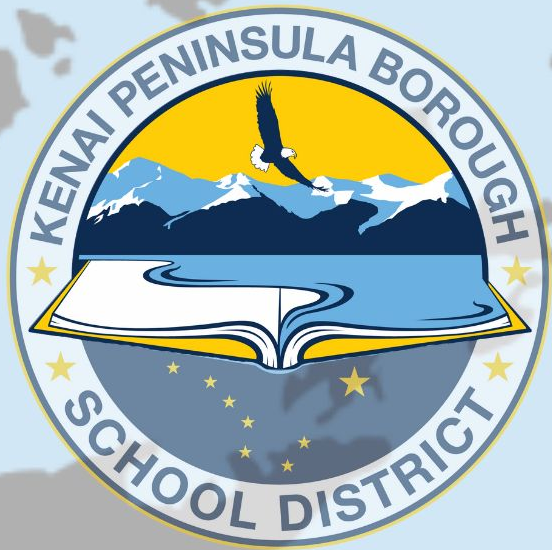
Erin's Law K-12

AS 14.30.355 Sexual Abuse & Sexual Assault Awareness & Prevention –

The governing body of each school district shall adopt and implement a policy, establish a training program for employees and students, and provide parent notices relating to sexual abuse and sexual assault awareness and prevention for students enrolled in grades kindergarten through 12.

The training, notices, and instructions adopted under this section must include:

- Age-appropriate information
- Warning signs of dating violence and abusive behavior
- Characteristics of healthy relationships
- Measures to prevent and stop dating violence and abuse
- Community resources available to victims of dating violence and abuse;
- ***A procedure allowing a student to be excused from participating in training or from receiving notices under this section at the written request of a parent or guardian of the student, or of the student if the student is emancipated or 18 years of age or older.***



Bree's Law 7-12

AS 14.30.356 Teen dating violence and abuse awareness and prevention program; training and notices - The department, in consultation with school districts, shall develop and approve a program relating to teen dating violence and abuse awareness and prevention for grades seven through 12.

The training, notices, and instructions adopted under this section must include:

- Age-appropriate information
- Warning signs of sexual abuse of a child
- Referral and resources information
- Methods for increasing teacher, student and parent awareness of issues regarding sexual abuse of children
- Actions that a child may take to prevent and report sexual assault;
- ***A procedure allowing a student to be excused from participating in training or from receiving notices under this section at the written request of a parent or guardian of the student, or of the student if the student is emancipated or 18 years of age or older.***

E-Rate and Children's Internet Protection Act (CIPA)



Schools and districts that receive E-rate funding need to comply with the Children's Internet Protection Act (CIPA), which requires students to receive education in the following topics:

1. Appropriate online behavior
2. Safety and privacy
3. Cyberbullying



ALASKA HEALTHY LIFE STANDARDS

The KPBSD recognizes the importance for students to acquire and practice skills for a healthy life. K-12 students will be taught healthy life skills so they can navigate the complexities of 21st century life and make informed decisions about their physical, mental, and social emotional health. By teaching our students healthy life skills, we empower them to become resilient, self-aware, and better prepared to achieve their post-secondary goals successfully.



Standard A - A student should be able to acquire a core knowledge related to well-being.

Standard B - A student should be able to demonstrate responsibility for the student's well-being.

Standard C - A student should understand how well being is affected by relationships with others.

Standard D - A student should be able to contribute to the well-being of families and community.

SHAPE Health Standards



2007 National Health Education Standards

Students will ...

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

2024 SHAPE America National Health Education Standards

Students will be able to ...

Standard 1: Use functional health information to support health and well-being.

Standard 2: Analyze influences that affect health and well-being.

Standard 3: Access valid and reliable resources to support health and well-being.

Standard 4: Use interpersonal communication skills to support health and well-being.

Standard 5: Use a decision-making process to support personal and community health and well-being.

Standard 6: Use a goal-setting process to support health and well-being.

Standard 7: Demonstrate practices and behaviors to support health and well-being.

Standard 8: Advocate to promote health and well-being for self and others.

2024 SHAPE America's National Health Education Standards

Standard 1 - A student will use functional health information to support health and well-being.

Standard 2 - A student will analyze influences that affect health and well-being.

Standard 3 - A student will access valid and reliable resources to support health and well-being.

Standard 4 - A student will use interpersonal communication skills to support health and well-being.

Standard 5 - A student will use a decision-making process to support personal and community health and well-being.

Standard 6 - A student will use goal-setting processes to support health and well-being.

Standard 7 A student will demonstrate practices and behaviors to support health and well-being.

Standard 8 - A student will advocate to promote health and well-being for self and others.

Alaska and SHAPE Health Standards Crosswalk

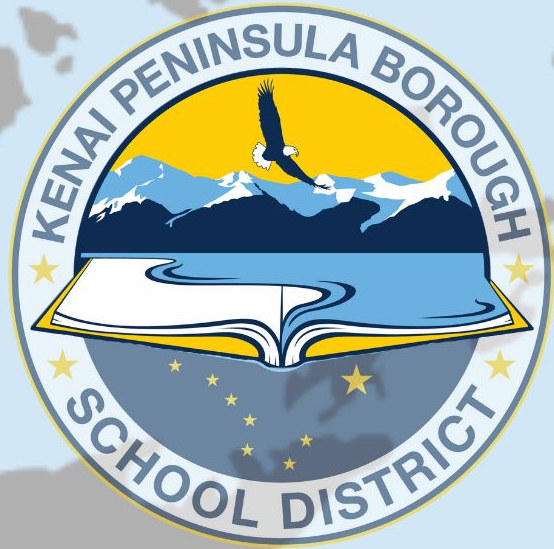
AK Skills for a Healthy Life	SHAPE National Health Education Standards	
<p>Standard A - A student should be able to acquire a core knowledge related to well-being.</p>	<p>Standard 1 - A student will use functional health information to support health and well-being.</p>	<p>Standard 3 - A student will access valid and reliable resources to support health and well-being.</p>
<p>Standard B - A student should be able to demonstrate responsibility for the student's well-being.</p>	<p>Standard 2 - A student will analyze influences that affect health and well-being.</p>	<p>Standard 7 A student will demonstrate practices and behaviors to support health and well-being.</p>
<p>Standard C - A student should understand how well being is affected by relationships with others.</p>	<p>Standard 4 - A student will use interpersonal communication skills to support health and well-being.</p>	<p>Standard 6 - A student will use a goal-setting process to support health and well-being of self- and others.</p>
<p>Standard D - A student should be able to contribute to the well-being of families and community.</p>	<p>Standard 5 - A student will use a decision-making process to support personal and community health and well-being.</p>	<p>Standard 8 - A student will advocate to promote health and well-being for self and others.</p>

Alaska Digital Literacy Standards

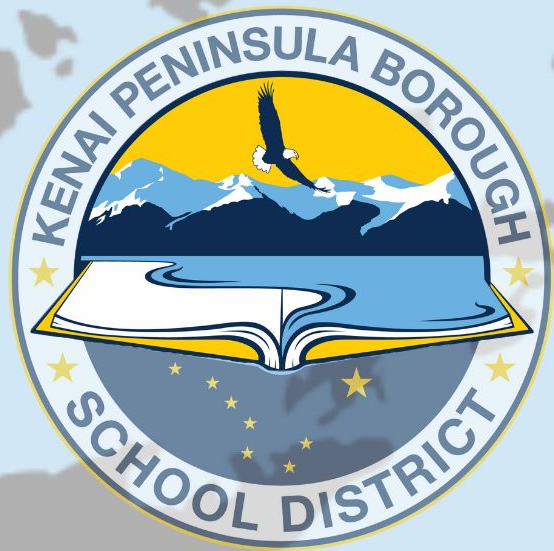
<p>Empowered Learning: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p>	<p>Computations Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</p>
<p>Digital Citizenship: Students recognize the responsibilities and opportunities for contributing to their digital communities.</p>	<p>Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</p>
<p>Knowledge Construction: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p>	<p>Global Collaboration: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p>
<p>Innovative Design: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</p>	

Next Steps

- Spring 2025 - Initial communication to administrators and staff pertaining to revisions and updates.
- Fall 2025 - Administrators and staff develop a schedule to ensure required health lessons are completed through the school year.
- Fall 2025 - Training on how to implement the health curriculum.



Questions ?



Thank you!