
Cashmere School District Student Health and Wellness

Physical Fitness

Comprehensive Sexual
Health Education

Nutrition



Goals / Objectives for Today...

1. Identify the three areas of the CSD Student Health and Wellbeing Committee
2. Identify the timeline for implementation
3. Clarify Comprehensive Sexual Health Standards vs. Senate Bill 5395
4. Share CSD "Next Steps"



CSD Student Health and Wellness Sub Committees

- **Physical Education**

- ✓ All students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- ✓ Timeline: WA State Physical Education standards are currently being implemented K-12
 1. Motor Skills and Movement (knowledge and application)
 2. Health-enhancing level of physical activity and fitness
 3. Responsible personal and social behavior that respects self/others
 4. Value physical activity for health, enjoyment, challenge, self expression

- **Nutrition**

- **Comprehensive Sexual Health Education**



CSD Student Health and Wellness Sub Committees

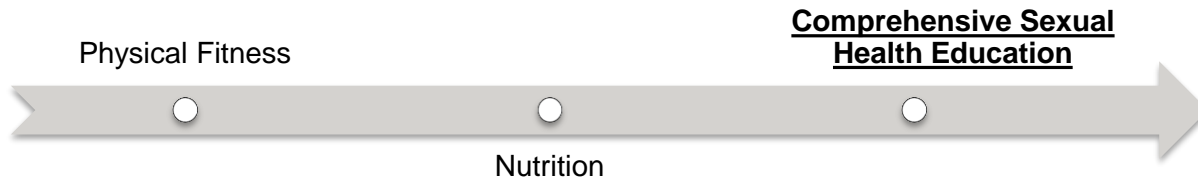
- **Physical Education**
- **Nutrition**
 - ✓ Provide quality nutrition programs that promote life-long healthful living through our instruction and food service programs.
 - ✓ Timeline: By the end of the 2021-22 school year we will have researched and implemented a K-12 nutritional program that considers:
 1. K-12 Nutrition Education (WSU Nutrition, Food Science, Etc.)
 2. Healthy Snacks
 3. District Food Service
- **Comprehensive Sexual Health Education**



CSD Student Health and Wellness Sub Committees

- **Physical Education**
- **Nutrition**
- **Comprehensive Sexual Health Education**
 - ✓ Review standards and implement curriculum that best meets the needs of our students and community
 - ✓ Timeline:
 - 2022-23 – Kindergarten – 12th Grade CSHE provided, K-3 Social Emotional Learning

**Currently meeting requirement per SB5935. Need to increase instruction on "Affirmative Consent and Bystander Training."



WA State CSHE Standards and SB5395

- K-12 Requirement: **By the 2022-23 School Year**, all schools must provide comprehensive sexual health education to all students consistent with the “Health Education K-12 Learning Standards” and consistent with Senate Bill 5395 no later than 5th grade. Instruction must be age-appropriate, medically and scientifically accurate and inclusive of all students.
- **Required topics** of instruction are described in SB 5395, with a focus on helping students understand and respect personal boundaries, develop healthy friendships, and gain a basic understanding of human growth and development.

**Currently required HIV/STD prevention instruction will continue to be required.

What is “affirmative consent” and “bystander training”?

Affirmative consent is an approach to giving and receiving consent for any activity that includes clear, voluntary, enthusiastic permission. It is not just the absence of “no.” In earlier grades it might focus on hugs or horseplay, and in older grades on hugs, exchanging photos, or romantic or sexual contact.

Bystander training teaches students how to safely intervene when they see bullying, sexual harassment, or unwanted sexual activity.

K-3 Requirement

- **Beginning in the 2022-23 school year**, schools must provide social emotional learning (SEL) to students in grades K-3. Social and emotional learning is a process of building awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. No sexuality content or curriculum will be required.

WA State K-12 SEL Standards

SELF	SOCIAL
<p>STANDARD 1- SELF-AWARENESS Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.</p>	<p>STANDARD 4 - SOCIAL AWARENESS Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.</p>
<p>STANDARD 2 - SELF-MANAGEMENT Individual has the ability to regulate emotions, thoughts, and behaviors.</p>	<p>STANDARD 5 - SOCIAL MANAGEMENT Individual has the ability to make safe and constructive choices about personal behavior and social interactions.</p>
<p>STANDARD 3 - SELF-EFFICACY Individual has the ability to motivate themselves, persevere, and see themselves as capable.</p>	<p>STANDARD 6 - SOCIAL ENGAGEMENT Individual has the ability to consider others and show a desire to contribute to the well-being of school and community.</p>

4TH and/or 5TH Requirement

Required instruction for grades 4 or 5 focuses on helping students understand and respect personal boundaries, develop healthy friendships, and gain a basic understanding of human growth and development (**puberty**).

6-8 Grade Band: at least twice (2)

Focus on helping students understand and respect personal boundaries, develop healthy friendships and **dating relationships**, **gain a deeper understanding** of human growth and development, and **develop skills to support choosing healthy behaviors and reduce health risks**, including understanding the influence of family and society on healthy sexual relationships.

9-12 Grade Band: at least twice (2)

Focus on helping students understand and respect personal boundaries, develop healthy friendships and dating relationships, gain a deeper understanding of human growth and development, and develop skills to support choosing healthy behaviors and reduce health risks, including how to access valid health care and prevention resources and understanding the influence of family and society on healthy sexual relationships.

What topics are required to be taught in grades 4–12?

- The physiological, psychological, and sociological developmental process experienced by an individual;
- The development of **intrapersonal and interpersonal skills** to communicate, respectfully and effectively, to reduce health risks and choose healthy behaviors and relationships based on mutual respect and affection, and free from violence, coercion, and intimidation;
- **Health care and prevention resources;**
- **Abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases;**
- The development of **meaningful relationships** and avoidance of exploitative relationships;
- Understanding the influences of family, peers, community and the media throughout life on healthy sexual relationships;
- **Affirmative consent** and recognizing and responding safely and effectively when violence or a risk of violence is or may be present, with strategies that include **bystander training**.

FREQUENTLY ASKED QUESTIONS

- 1. Can parents opt their child out of sexual health instruction?** *Yes, parents CAN opt their child out of sexual health education.*
- 2. Will OSPI need to approve our curriculum?** *No, the decision rests within the district. District will provide how it meets requirements.*
- 3. Does new legislation take away local flexibility?** *No, school districts select or create curriculum that meets the needs of their students and community.*

Next Steps for Health and Wellness Committee

- **Physical Fitness**
 - ✓ Continue meeting WA State Physical Fitness standards and practices
- **Nutrition**
 - ✓ Identify nutrition committee members
 - ✓ Identify areas of improvement in Nutritional Education, school snacks and Food Service
- **Comprehensive Sexual Health Education**
 - ✓ Implement meaningful and appropriate sexual health education
 - ✓ Research and pilot Social Emotional Learning curriculum



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