

Ridge High School Health Program Changes

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January 28, 2019

Tonight's Objectives

- To share our rationale for expanding Health
- To provide an overview of the current and future Health program
- To address your concerns

Statistics tell the story...

State and National trends

- Suicide is now the second leading cause of death in young people
- “From 2007 to 2014 the suicide rate of 10 to 14-year-olds doubled [in New Jersey]
- 1 in 5 children ages 13-18 have, or will have, a serious mental illness [NAMI]
- 64.1% of youth with major depression do not receive any mental health treatment. [Mental Health America]

At Ridge (September 2017 - April 2018)

- 2 recent suicides
- Multiple alumni overdoses
- Effective School Solutions has reached max capacity of students
- Increase in Child Study Team Referrals for emotional or behavior concerns
- Increase in students seen by School Assistance Counselors at least once per month
- Increase in students out on Home Instruction because of Mental Health issues
- Increase in Suicide Intervention Reports
- Drug and Alcohol issues in the community/opiate crisis

*From report of the Ridge High
School SEL Committee, June 2018*

Decision making process

- The decision to increase health programming has been under consideration for at least two years.
- We have received input from multiple stakeholders
 - Student Stressor Survey
 - Board meetings
 - Strategic Planning
 - Recommendation of Ridge SEL Committee, June 2018
- Board of Education Meetings and Health Curriculum:
 - [11-27-17](#)
 - [2-12-18](#)
 - 6-18-18
 - 8-27-18
 - [10-29-18](#)

The Student Stressors and Assets Survey

October 29, 2018

About one-fourth of all students indicated feeling too much pressure to do well from parents.

- These students were more likely to indicate feeling they did not get the support they need from parents.
- About half of the students indicated getting support from teachers.
 - About 40% of all students indicated feeling that teachers really cared about them.

About 25% of 10th and 12th graders reported feeling sad a lot of the time.

- Feelings of sadness were associated with a variety of factors including:
 - Feeling there is not someone to turn to.
 - Parents do not provide needed help and support.
 - The school does not provide encouragement.
 - Not expecting to succeed.

The Student Stressors and Assets Survey Continued

- Most students indicated they thought things through before acting, *although about 25% of students indicated a tendency toward acting impulsively.*
- Students who reported doing things they regret afterwards were more likely to respond that they did not think things through before acting.
- Over 80% of the students had never been bullied in any way.
 - *Around 5% of students, however, reported experiencing some form of bullying once a week or more.*
 - In addition, and those students were more likely to report feeling sad and lonely.

The Student Stressors and Assets Survey Continued

- 68.6% of 10th graders and 77.1% of 12th graders believe half or more of the students their age get drunk at least once a month.
- Over half of 10th graders and three-fourths of 12th graders believe their peers would approve of them drinking alcohol sometimes.
- About 12% of 12th graders reported riding with someone their own age who had been drinking. They indicated they believed 30% of the drivers were drunk.
- Over one-quarter of students responded they had ridden in a car with someone not their age who had been drinking. They reported that they thought 19% of those drivers were drunk.

Implications/Recommendations

The Student Stressors and Assets Survey

- Given about 25% of 10th and 12th graders indicated some emotional difficulty, ***additional attention to students' emotional wellbeing may be worthwhile.***
- Students experiencing emotional difficulties also reported feeling less support from parents and teachers and less willingness to reach out to a confidant.
- A challenge is to find ways to engage these students since they may not seek out available assistance.
- About 25% of students responded they did not think things through before acting, and those students were more likely to do things they regret.
- These students are aware of their behavior and ***may be receptive to learning ways to strengthen their ability*** to “look before they leap.”

Implications/Recommendations

The Student Stressors and Assets Survey

- The evidence that some students are riding in cars in which the driver is drunk suggests the need for increased efforts to prevent driving while drunk.
- *Communication about designated drivers, approaches for taking the keys of a potential drunk driver, and arrangements with local taxi companies are among the possible responses to the issue.*
- Students also are riding with nonpeers who may be drunk. *It may be useful to help students find ways to respond to a parent or other adult who should not be driving.*

Comparative District Programs

District	Academic Periods	Option II	Health/Wellness			
			Grade 9	Grade 10	Grade 11	Grade 12
Ridge	8 Traditional	Academic/Athletic	MP 1- Project Adventure MP 4- Health	MP 1 – Driver’s Ed	MP2 - Health	MP2 - Health
Chatham	8 Rotating Drop	Academics/Individualized Student Learning Experience (ISL). Journal requirements.	2 MP	1 MP	1 MP	1 MP
Ridgewood *	8 Rotating Drop	None	-Health 9A -Freshman Fitness -Health 9B -Project Adventure	-Driver’s Ed -Strength & Conditioning I -Health 10 -Project Adventure II	-Health 11 -Junior Physical Education Activities -Yoga & Stress Management -Strength Conditioning II	-First Aid Safety -Senior Physical Activity -Senior Wellness
Hunterdon Central	8: A Day/ B Day	Academics Only, Graded	2 MP	2 MP	2 MP	2 MP
Millburn	8 Traditional Common Lunch	PEO (PE Options) Page 11, limited 10-12 only in season, not if they have study hall	1 MP	1 MP	1 MP	1 MP
Princeton	8 Rotating Drop	Academics- Weekly journal entries submitted. Athletics - Grades 10-12 with stringent guidelines.	1 MP	1 MP	1 MP	1MP

Comparative District Programs

District	Academic Periods	Option II	Health/Wellness			
			Grade 9	Grade 10	Grade 11	Grade 12
West Windsor Plainsboro	8 Rotating Drop	Academics only	1 MP	1MP	1 MP	1 MP
Warren Hills	8 Rotating Drop	None	2 MP	2 MP	2 MP	2 MP
Hillsborough	7 48 minute periods	Academics Only; None for PE	1 MP Health, 1 MP PE, 2 MP Electives	1 MP Health, 1 MP PE, 2 MP Electives	1 MP Health, 1 MP PE, 2 MP Electives	1 MP Health, 1 MP PE, 2 MP Electives
Bridgewater	8 40 minute periods	Academics. Students Alternative PE for MP of the sport only (pages 7 & 8)	1 MP	1MP	1 MP	1 MP
North Hunterdon/Voorhees	8 Rotating Drop	None	2 MP	2 MP	2 MP	2 MP
Montgomery	8 A Day/ B Day	Option II PE; Off Site Elite Athletics, no teams, Not for Health, only PE	1 MP	1MP	1 MP	1 MP
Northern Highlands Regional	8 Rotating Drop	Academic/Community Service	1 MP	1MP	1 MP	1 MP
Randolph	8	Academics. PE opt-out, requires assessment.	1 MP	1 MP	1 MP	1 MP
Haddonfield	8	Academics only./ PE option for HMHS activities only	1 MP - 4x per week (1 credit)	1 MP - 4x per week (1 credit)	1 MP Health- 5x per week (1.25 credits)	1 MP Health- 5x per week (1.25 credits)

District Goal #2

Strengthen the ability of the staff to promote social, emotional, health and well-being outcomes through staff development.

A partial list of Recent Efforts

- “Race to Nowhere,” (2008)
- Counseling Program Evaluation (2015-16)
- Trends in Mental Health Report (2015-16)
- Psychological First Aid Training (2013)
- Project Pride
- Dr. Fowlin
- Effective School Solutions
- “Crazy Stressed’ Saving Today’s Overwhelmed Kids...” Dr. Michael Bradley
- Signs of Suicide (SOS) - Columbia Depression Scale
- Grade Weighting Policies Discussion, “Grading from the Inside Out” / “Standards Based Grading”
- RHS Anti-Stigma Club
- Rotating Drop Schedule Discussion
- Health Curriculum Revision and Expansion
- Life After HS program
- SEL District Goal Established
- District Climate Survey
- Breathalyzers
- Ridge Wellness Club
- BOE AD Hoc SEL Committee
- Culture & Climate Initiative (Mt. Prospect)
- George Scott Presentations
- Voluntary Random Drug Testing
- Chris Herron, Inspirational Speaker

A partial list of Current Efforts

- Expand Freshman Transition programming
- Therapy Dogs
- Chill Zone
- Consideration of Change to Master Schedule
- Changes to Scheduling Timeline
- Addition of Nonbinding Teacher Recommendations
- Exploration of non-weighted dual enrollment courses
- Review of current Elementary Gifted and Talented G&T Program
- Increased middle school health program from one cycle to one marking period in grades 6 and 7
- MP and WAMS partnership with United Way
- Mental Health First Aid Training for District Staff
- Staff Wellness Day

Other Ideas to Explore

- Infusion of Character Education programming
- Physical Education Electives; Zero period offering
- Infusion of Social Emotional Learning throughout curriculum
- Establish homerooms
- Unweight courses
- School-promoted events to increase connections
- Eliminate National Honor Society and/or Honor Roll (HS/MS)
- Peer Tutoring
- Ambassador/Mentoring Program
- Mentors for General Education Students
- Increase number of mental health professionals in the district
- Student Wellness Center
- Enlist help from the United Way Culture & Climate Initiative

Parent Academy #1

2/27/19 WAMS Auditorium

Future Dates:

3/27/19

Effective Study
Habits

4/24/19

Debunking the
College

Myth/Planning for
next year

YOU ARE INVITED TO JOIN US FOR OUR 2019

Parent Academy

Wednesday February 27th

7:00-8:00pm

Location WAMS Auditorium

DISTRESS OR EUSTRESS?

Join us for a discussion about healthy stress, and how you can support your children with managing stressors.

All parents are encouraged to attend.

"When you choose to view your stress response as helpful, you create the biology of courage."

- Kelly McGonigal,
Stanford Health
Psychologist and Lecturer



RATIONALE FOR CURRICULUM UPDATE

- **District Goal of Social Emotional Learning 2018-19**
- **Increased Emphasis for Suicide Prevention Education SOS Program implementation 2017-18**
- **Opioid and Increased Drug, Alcohol, and Tobacco Education 2015-17**
- **Meeting the Ever Increasing Demands of State Mandates, Community Needs, New Material, and New Trends**

RATIONALE FOR CURRICULUM UPDATE, Continued

- Health and Wellness Education may be the singular most important course of study offered to students
- Ridge High School provides a quality education for all students. Our students deserve the BEST in Health and Physical Education too!
- We need to provide better Health and Wellness programming in the best interests of our students.

William Annin Middle School Implemented 2018-19

- Increase 6th Grade Health from 6 week cycle to a 9 week marking period**
- Increase 7th Grade Health from a 6 week cycle to a 9 week marking period**
- Increase presence of Student Assistance Counselors in presenting lessons - especially in Mental Health and Suicide Prevention**
- Increase SEL Instructional Units and Lessons**

RIDGE HIGH SCHOOL

Current Schedule

GRADE/ MARKING PERIOD	1	2	3	4
GRADE 9	Project Adventure	Physical Education	Physical Education	Health 9
GRADE 10	Driver Education	Physical Education	Physical Education	Physical Education
GRADE 11	Physical Education	Physical Education	Health 11	Physical Education
GRADE 12	Physical Education	Health 12	Physical Education	Physical Education

RIDGE HIGH SCHOOL PROPOSED SCHEDULE CHANGES

GRADE/ MARKING PERIOD	1	2	3	4
GRADE 9	Project Adventure	Physical Education	Physical Education	Health 9
GRADE 10	Driver Education	Health 10*	Physical Education	Physical Education
GRADE 11	Physical Education	Physical Education	Health 11*	Health 11
GRADE 12	Physical Education	Health 12	Physical Education	Physical Education

**Subject to change*

GRADE 9 CURRICULUM

CURRENT	WEEKS	PROPOSED	WEEKS
SOCIAL-EMOTIONAL HEALTH	4	MENTAL HEALTH: STRESS MANAGEMENT	2
RISK TAKING & DECISION MAKING	4	MENTAL HEALTH: SUICIDE PREVENTION	1
DRUGS/ALCOHOL	1	MENTAL HEALTH: DISORDERS	2
		RISK TAKING & DECISION MAKING	2
		DRUGS & ALCOHOL	2

GRADE 10 CURRICULUM

CURRENT	WEEKS	PROPOSED	WEEKS
DRIVER EDUCATION	9	DRIVER EDUCATION	9
		PERSONAL GROWTH/ACCEPTANCE	1
		COMMUNICATION	2
		BULLYING	1
		MENTAL HEALTH: SUICIDE PREVENTION	1
		NUTRITION	1
		DRUGS/ALCOHOL/MEDICINE	1
		FITNESS/WELLNESS	2

GRADE 11 CURRICULUM

CURRENT	WEEKS	PROPOSED	WEEKS
FIRST AID/CPR	2-3	MENTAL HEALTH: STRESS MGMT	4
DRUGS & MEDICINES	3-4	DRUGS & ALCOHOL	3
RELATIONSHIPS	1	ADDICTION	2
SEXUALITY	2-3	SUICIDE PREVENTION	1
		CONTRACEPTIVES	1
		SEXUALLY TRANSMITTED INFECTIONS	1
		FIRST AID, CPR, & SAFETY	6

GRADE 12 CURRICULUM

CURRENT	WEEKS	PROPOSED	WEEKS
PERSONAL HEALTH	2	SELF AWARENESS & SEXUALITY	2
SUBSTANCE ABUSE	1	MENTAL HEALTH: SUICIDE PREVENTION	1
RELATIONSHIPS	2	MENTAL HEALTH: STRESS MGMT.	1
SEXUALITY	2-3	SEXUAL HARASSMENT & ABUSE	2
NUTRITION & EXERCISE	2	HEALTHY RELATIONSHIPS & MARRIAGE	1
DISEASE AND HEALTH	1	CONTRACEPTIVES	1
		SEXUALLY TRANSMITTED INFECTIONS	1
		PREGNANCY, CHILDBIRTH, & PARENTING	1

CHARACTER EDUCATION & SOCIAL EMOTIONAL LEARNING

The process through which children and adults understand and manage emotions, set and achieve goals, feel and show empathy for others and establish and maintain positive relationships and make responsible decisions.

CASEL - Collaborative for Academic, Social, and Emotional Learning

SEL is not the absence or elimination of stressors

SOCIAL EMOTIONAL LEARNING



© CASEL 2017

SIX PILLARS OF CHARACTER EDUCATION

- TRUSTWORTHINESS. ...
- RESPECT. ...
- RESPONSIBILITY. ...
- FAIRNESS. ...
- CARING. ...
- CITIZENSHIP.

Wellness is IMPORTANT!

- Wellness (health education) promotes learning in other subjects!
- In general, healthy students learn better. Numerous studies have shown that healthier students tend to perform better in school—higher attendance, have better grades, and achieve higher test scores.
(NHDOE)

Sample Marking Period

November 12- January 25th
(MP #2, 2018-2019 School Year)

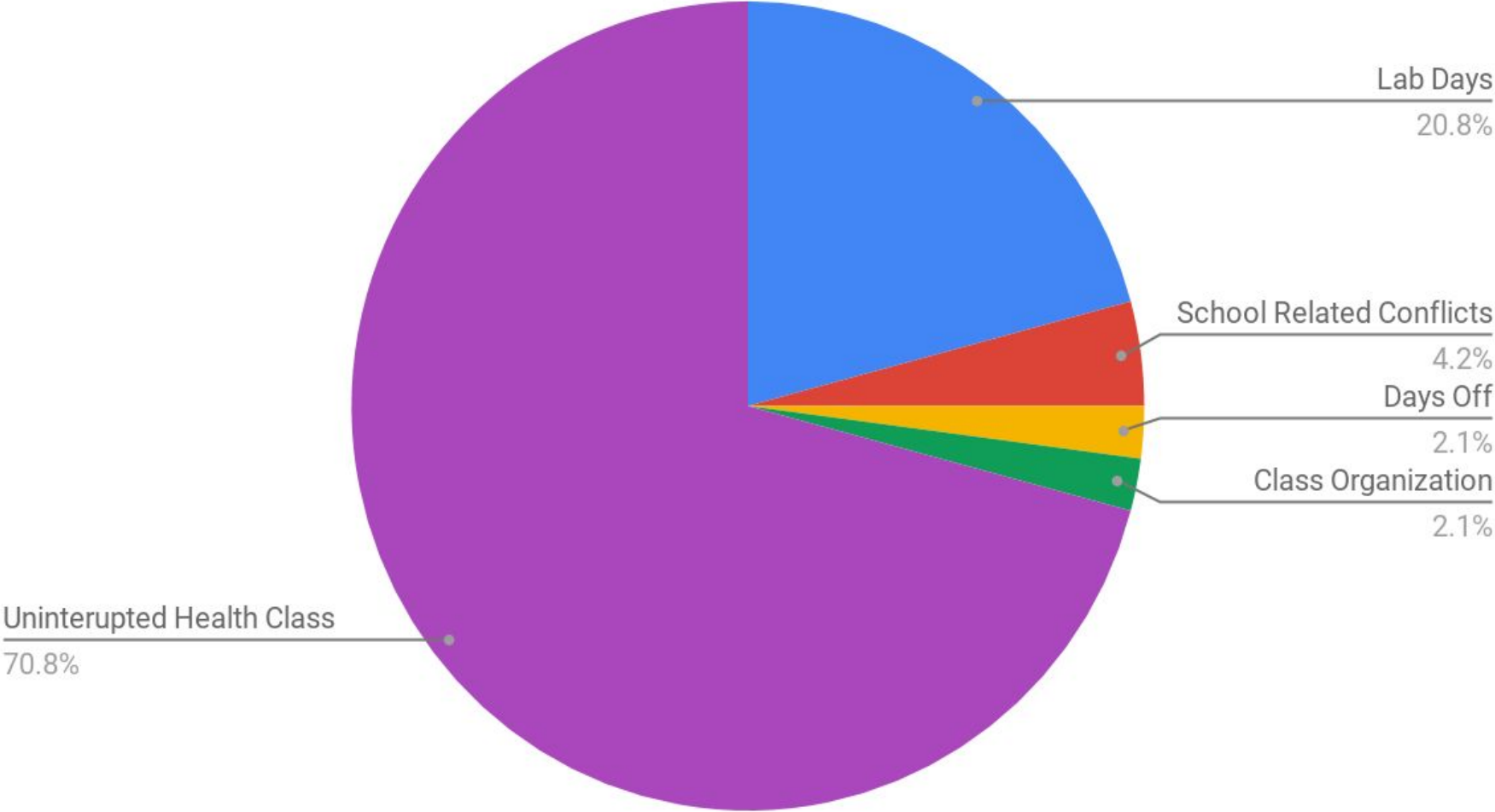
- 46 Days/10 Weeks
- Minus the following:
 - 11/12 - Class organization
 - 11/16- Snow Day
 - 11/21 & 12/21- half day/shortened class time
 - Lab days- 1 day per week/10 weeks (10 days)

*Approximately
12-13 days
missing class (give
or take), leaving
**ONLY 34 teaching
days!***

34 Days to teach the following topics:

- Personal Growth and Development
- Diversity
- Fitness and Nutrition
- Social, Emotional and Mental Health
- Suicide Prevention
- Decision Making and Goal Setting
- Alcohol, Tobacco and Other Drugs
- Personal Safety
- Date Rape, Sexual Harassment and Bullying
- Sexuality and Reproductive Health
- Dating, Relationships and Marriage
- Safe Sex Practices and Sexually Transmitted Diseases
- Pregnancy, Childbirth and Parenthood
- Consumer Health

A Real Look at the Health Marking Period



RESPONSE TO COMMUNITY INQUIRY/OPPOSITION



- Facebook Petition Opposing the Health Proposal
- Individual Parent Communications

RESPONSE TO COMMUNITY/OPPOSITION

- The proposed changes are not an attempt by Health and Physical Education teachers to “save” jobs. The changes will not increase staffing needs. Instead, it is our conviction that the changes are in the best interest of students to prepare them for a life of balance and fulfillment in and beyond high school.
- The benefits of additional relevant education in the fields of Health and Wellness far outweigh the “stress benefit” of an extra study hall.

Why Wellness?

- “Healthy students are better learners – Healthy students are better on all levels of academic achievement: academic performance, education behavior, and cognitive skills and attitudes.” –CDC Health & Academic Performance, 2014
- “Schools can improve the health and learning of students by supporting opportunities to learn about and practice healthy behaviors, providing school health services, creating safe and positive school environments, and engaging families and community.” –Wiley Journal of School Health, Critical Connections, 2015

The “Gold Standard”

[Ridgewood High School, NJ](#)

WELLNESS

COURSE CODE	COURSE TITLE	COURSE WEIGHT	ELECTIVE	TERM DURATION	CREDIT	OPEN TO GRADES	PREREQUISITE
DEPARTMENT OF WELLNESS							
Health/Physical Education							
	Wellness 9	College Prep		Full Year		9	
	<ul style="list-style-type: none"> • Health 9A • Freshmen Fitness • Health 9B • Project Adventure I 			1 Qtr	1.25		
				1 Qtr	1.25		
				1 Qtr	1.25		
				1 Qtr	1.25		
	Wellness 10	College Prep		Full Year		10	
	<ul style="list-style-type: none"> • Driver’s Education • Strength and Conditioning I • Health 10 • Project Adventure II 			1 Qtr	1.25		
				1 Qtr	1.25		
				1 Qtr	1.25		
				1 Qtr	1.25		
	Wellness 11	College Prep		Full Year		11	
	<ul style="list-style-type: none"> • Health 11 • Junior Physical Ed Activities • Yoga & Stress Management • Strength & Conditioning II 			1 Qtr	1.25		
				1 Qtr	1.25		
				1 Qtr	1.25		
				1 Qtr	1.25		
	Wellness 12	College Prep		¼ Year		12	
	<ul style="list-style-type: none"> • First Aid & Safety • Senior Physical Ed Activities • Senior Wellness 			1 Qtr	1.25		
				1 Qtr	1.25		
				1 Qtr	1.25		

THE NATURE OF A HEALTH COURSE

- Health class is NOT an academic burden by design!
- There are no AP, Honors, or CP level Health classes
- Student centered active learning in class
- Extremely limited homework/ out of class work- often none
- Discussion based class activities about relevant issues
- Project based class activities and assessments
- Grading commonly reflects active participation and engagement as opposed to written tests or quizzes

WE LEARN

10% OF WHAT WE READ

20% OF WHAT WE HEAR

30% OF WHAT WE SEE

50% OF WHAT WE SEE & HEAR

70% OF WHAT WE DISCUSS

80% OF WHAT WE EXPERIENCE

95% OF WHAT WE TEACH OTHERS

- WILLIAM GLASSER

COLLEGECOMPASS.CO

Health Class



A peek into the Health classroom...



Freshmen Health

Self-Esteem & Mental Health

“Letter to Self Assignment”

Student Sample “Letter to Self”

Dear XXXXX,

Thank you for being such a kind person and evolving into a unique individual. I would like to compliment you on your achievements recently. You are so motivated in running and really enjoy the sport. I love how you give others pep talks so they can be more motivated and confident in their running as well. Also, you are the kindest, happiest person I have ever met! You inspire me to think positive thoughts all the time. You are so nice and intelligent. I admire how you are a little weird because it makes you unique and intriguing. However, there are somethings you can improve upon, as everyone can. I know you have goals in the running aspect, however, I also think you could work on your studying skills. Watching TV while studying is very unproductive, practice study in an alternate location. You could also be nicer to your siblings because then they will be nicer to you. Overall, you are doing a good job but you have work to in order to be a better person, student, sibling, and friend.

Cordially,
XXXXX

The background features a large, faint, circular seal of Fridges High School. The seal has a scalloped outer edge and contains the text "FRIDGES HIGH SCHOOL" around the top and "1961" at the bottom. In the center of the seal is a shield with a sunburst above it and the Latin motto "Veritas Justitia" below it.

Senior Health

*Sexual Misconduct Lesson
(Sexual Harassment, Sexual
Assault, etc)*

How we create meaningful learning experiences about relevant topics...

Read current event articles

- Discuss content & create posters
- Gallery walk and post comments/questions on each poster
- Discuss contents/comments/questions

“1-5 females and 1-20 males will be victims of sexual assault during their college years”

Weekly Participation Rubric

	3	2	1	0
Listening	Student always actively listens to the assigned speaker and asks questions when appropriate	Student sometimes actively listens to the speaker and asks questions when appropriate	Student rarely listens to the speaker or asks questions at the appropriate time	Student ignores or interrupts and does not ask questions or asks them at inappropriate times
Speaking	Student always participates appropriately in large and small group class discussions. Student always stays on topic and follows class norms.	Student sometimes participates appropriately in large and small group class discussions. Student sometimes stays on topic and follows class norms.	Student rarely participates appropriately in large and small group class discussions. Student rarely stays on topic and follows class norms.	Student participates inappropriately, or not at all, in large and small group class discussions.
Engagement	Student consistently raises hand to offer opinions or answers. Student always has thoughtful answer when called upon randomly.	Student sometimes raises hand to offer opinions or answers. Student sometimes has thoughtful answer when called upon randomly	Student rarely raises hand to offer opinions or answers. Student sometimes has thoughtful answer when called upon randomly.	Student does not raise hand to offer opinions or answers. Student does not answer appropriately, or at all, when called on randomly.
Time On-Task	N/A	N/A	Student is consistently working and involved in the assigned task from the moment class begins through dismissal.	Student is rarely working and involved in the assigned task for the duration of class period.
POINT TOTAL	/10			

The background features a large, faint, light green seal of Frogge High School. The seal is circular with a scalloped outer edge. It contains the text "FROGGE HIGH SCHOOL" around the top and "1961" at the bottom. In the center, there is a shield with the Latin motto "Veritas Jusitia" and a sunburst above it.

Senior Health

Addressing the Issue of Suicide Prevention

Suicide Prevention

- We teach students...
 - How to recognize at-risk students (self or others)
 - What resources are available in our school and our community
 - What to do if they are concerned about the mental health of themselves or others
- Exit slips are given to students to reach out for help from our counseling department
- Extra emphasis is placed on identifying resources on college campuses in Senior Health...

NYU Mental Health Resources

~ It's **OK** to reach out for help ~



If you need help, we are **HERE** for you.
If your friend needs help, we are **HERE** for them.

Please utilize our services:

1. **Walk-in Counseling** - Counselors available who are skilled listeners and provide an objective perspective. Come to either Wellness Exchange Building (Manhattan or Brooklyn).
2. **Toolkits** - Workshops students can participate in to enhance their personal, academic, and social wellbeing. Call (212) 998-4780 to register.
3. **Relaxation Oasis** - For mindfulness. Yoga rooms, calming audios, and other relaxing activities. They help take your mind off of any stress/allow you to live in the moment.



Freshmen Health

Effective Communication

&

Social Media Safety

THINK ABOUT AND DISCUSS
WITH YOUR PARTNER...

How is technology,
especially cell phone use,
impacting our
communication skills?

For each of the following scenarios- write a response on what effective communication would look like:

Scenario #1

You are walking down the hall to 4th period when you see one of your friends teasing another student. Her friend is calling that person “gay” and unzipping the student's backpack to release all his belongings on the hallway floor. You see your friend in class...
(TYPE FACE to FACE RESPONSE BELOW)

Hey [Insert friend name], that thing you did was kind of mean. “Gay” isn't an insult and you shouldn't be acting like that.

Scenario #2

Katie and Evan just broke up after dating for two months. Evan was Katie's first boyfriend, and everyone in school thought they were the “cutest couple.” Katie is devastated and feels like she has no one to turn to...You see that she just posted a picture of herself sitting alone in her bedroom- #sosad #feelingalone #missinghim
(TYPE SOCIAL MEDIA RESPONSE BELOW)

this would be a dm

Katie do you want to talk about this?

Scenario #3

Your friends invited you to go to the new Avenger's movie, but your parents really want you to go to dinner with your grandmother for her birthday...(TYPE TEXT MESSAGE RESPONSE BELOW)

Hey guys I'm very sorry but I have to cancel on the movie ;
(



Junior Health

***Drugs & Alcohol
Addiction***

Making it REAL

- Ridge Alumni Panel on Addiction: 3 Ridge High School alums came to speak to Junior Health students about their struggles with addiction.
 - Follow up with written reflection & class discussion
 - “The biggest message that I took away from the assembly was the importance of **having healthy coping mechanisms**. When the addicts were faced with **stress and challenges in life, they turned to drugs and alcohol to cope**, and it had very negative impacts on their lives. If they had healthy ways to deal with problems like anxiety, maybe they wouldn’t have become addicted.”
- Real-life examples of how addiction impacts our community

Student Feedback

The following are excerpts from the end of course (Senior Health) student surveys:

- “I think the subject matter is extremely poignant and necessary for every senior who is graduating because the subjects are things that everyone will encounter at some point in their life (drugs, alcohol abuse, sexual abuse, nutrition)”
- “The major strengths of this class is that I will actually use some of the tactics we talked about in my college years. A few of the Do's and Don'ts we talked about really stuck with me and have persuaded me to behave a certain way in college (ie. use contraceptives, don't binge drink- there's nothing good about it, and involve myself only in healthy relationships).”
- “I wish there was more time so that more could be covered. Also, I think having a lab day sometimes was difficult because i would be missing valuable material.”
- “We flew through the last few units, I think we should spend more time on learning how to take care of a baby, maybe there could be another marking period of health in order to fully teach everything”

MOVING FORWARD

- Finalize Health course revision (Year 2) -- Summer 2019
- Implementation of RHS Proposed Health Curriculum/Infusion of NJ SEL Competencies – Fall 2019
- Conduct Review of Physical Education Curriculum – Summer 2019
- Partnership of Counseling and Health & Physical Education Departments to implement more initiatives in student wellness
- Develop a Greater Focus in Fitness, Wellness, and Lifelong Activity in Health & Physical Education at Ridge
- Professional Development
- Paul Zientarski - Ted Talk

<https://www.youtube.com/watch?v=V81cO8xyMaI>

Response to Concerns

- Loss of Physical Education and physical activity
- Added stress due to additional work
- Loss of Study Hall for students with Option II in those seasons

Resources

- [Appropriate Practices in School-Based Health Education, SHAPE \(Society of Health and Physical Educators\)](#)
- [Characteristics of an Effective Health Education Curriculum](#)
- [National Health Education Standards](#)
- [Option 2 NJ Code](#)
- [CDC- Health & Academic Achievement, 2014](#)
- [Critical Connections- Health & Academics, 2015](#)
- [NHDOE- Why Health Education is Important](#)