Item 4.A.1

Attachment 4

Health SMC

March 22–23, 2018  
Page 1 of 5

# Issues for Discussion on the Draft *Health Education Framework*

This table lists issues for discussion on the draft *Health Education Framework* identified by the writers.

| Issue Number | Chapter | Page(s) and Lines | Current Language/ Section/Item | Suggested Change/Issue | Rationale |
| --- | --- | --- | --- | --- | --- |
| 1 | Introduction | Pp. 14–15  L. 394-427 | Section on Mandated Reporting | Replace the current section with the language below, which would be added as a new paragraph on page 9, line 253:  The health education standards address topics such as personal safety, the student’s role in their family, peer and dating relationships, violence, and ATOD. During instruction and learning on these topics, students may disclose abuse or neglect. If a teacher or any other school personnel suspects a child is experiencing abuse or neglect, they have a legal duty to report suspected abuse and neglect to the appropriate authorities. All school personnel should be aware of this responsibility, and school districts are required to provide annual training to all school personnel regarding reporting requirements. For additional information, see the CDE Child Abuse Identification and Reporting Guidelines Web page and California Penal Code sections 11166.5 and 11165.7. | The requirements for mandated reporting will very likely change during the eight-year life of the framework, thus the framework could be providing incorrect information during its life span. In addition, all local education agencies are required to provide annual training to their employees on mandated reporting obligations, making this section unnecessary. |
| 2 | TK–3  Grades 4–6  Grades 7 & 8  Grades 9–12 | Pp. 6–8  Pp. 5-9  Pp. 3–6  Pp. 5–8 | Example of Standards Based-Instruction—one is each grade-span chapter | Consider moving these lengthy examples into the appendix. In the appendix, all of the examples would be in one section with a short explanation. | Each of these examples takes up several pages at the beginning of the introduction for each grade-span chapter. There is a concern that we might “lose” the reader by beginning the chapter with lengthy content on how to implement standards-based instruction, which most teachers are already familiar with or doing. |
| 3 | Grades 4–6 | Pp. 95–100 | There is no table of Learning Activity for ATOD in grade six. | Add a table of Learning Activities for ATOD on page 101, at the end of the grade six section on ATOD.  The new text will be provided at the IQC meeting. | The HE CFCC expressed concerns that there was no table of Learning Activities in grade six. The writers are creating a new table to address that concern. |
| 4 | Grades 4–6 | Pp. 100–110 | There is no Classroom Example for Mental, Emotional, and Social Health in grade six. | Add a Classroom Example on page 112, at the end of the grade six section on Mental, Emotional, and Social Health.  The new text will be provided at the IQC meeting. | The HE CFCC expressed concerns that there was no Classroom Example in grade six. The writers are creating a new example to address that concern. |
| 5 | Access and Equity | Pp. 33–35  L.837–889 | Learning from Diverse Role Models in Middle School | No changes suggested. This is a new example that the HE CFCC was not able to review. | The HE CFCC asked for an example of instruction that addresses student need at their last meeting. The example included in the chapter was not reviewed by the HE CFCC members. It is an example from the new framework for science. |
| 6 | Access and Equity | Pp. 37–40  L. 968–1041 | The list under Considerations for an Inclusive and Accommodating Health Education Classroom | The writers have suggested replacing this lengthy list with a shorter, more concise list and providing an instructional example. | A concrete example of inclusive instruction could be more useful for teachers. |
| 7 | Assessment | Pp. 7-32 | The current term is assessment tool. | Should the term used in this chapter be “assessment tool” or “assessment strategy?” | Throughout the chapter and in particular in the Sample Assessment Tools section, the term “assessment tool” is used. There was some discussion at the HE CFCC about using the term “assessment strategy” instead. At the last meeting, the consensus of the HE CFCC was to use “assessment tool.” |
| 8 | Assessment | P. 7  L. 153–167 | There is a short section on criteria for competence on page 7. In each of tables of examples, there is a column titled “Criteria for Competence.” | Consider deleting the “Criteria for Competence” column in the tables of examples and adding more explanation and some examples in the current section on criteria for competence section that is currently on page 7.  The new text will be provided at the IQC meeting. | At its last meeting, the HE CFCC asked for a new column on the criteria for competence to be added to the tables of examples. The HE CFCC has not seen or discussed what the criteria would be for each example.  An alternative to this new column has been proposed for the IQC’s consideration. |

California Department of Education

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