

HEALTH EDUCATION

Primary Goal - To give students an understanding of basic personal and community health problems as a means of promoting physical and mental well-being.

<u>Staff</u>	<u>Students</u>	<u>Budget</u>	<u>Cost Per Student</u>
7.45	4,149	\$331,035	\$80

At the elementary level, up until the 2006-07 school year, the health curriculum was implemented by the school nurse teacher, classroom teachers, and school counselors. The district was very fortunate to have the services of Mrs. Kathy McAuliffe as our nurse teacher for the past 25 years. The certification area of nurse teacher has subsequently been abolished and now the district has hired a K – 6 elementary health educator. We are very excited about the contributions this position will make to the health education of our elementary students. Health topics for grades K – 3 include physical health (nutrition, dental health), substance abuse (self-esteem, decision making, conflict resolution, goal setting, consequences for behavior), safety, fire prevention, disease prevention, and communicable disease. For our students in grade 4 – 6, topics include personal safety (abduction and child abuse prevention), health promotion/life style habits (nutrition, drug/tobacco use), Internet safety, personal and social responsibility (respectful behavior, conflict resolution, anti bullying, sexual harassment, advocacy), planning and goal setting, effective communication, fire prevention, adolescent growth and development, and HIV/AIDS.

Level K - 3

Within the elementary buildings, there is a focus on programs and initiatives that “support student understanding of health topics.” The reinforcement of respectful behavior and the strengthening of diversity and tolerance are key topics that are continually reinforced. With the school nurse teacher, the classroom teacher oversees the curriculum in his or her classroom including the implementation of the HIV/AIDS curriculum. The Pumsy and Kelso Programs are also used by our school counselors to deal with topics concerning character education. Conflict resolution is also a key component of this program. Furthermore, at each of our elementary schools we have school wide programs that address these important topics. Examples of these are the Peaceable Schools Program at Blue Creek, the Giraffe Program at Latham Ridge and Loudonville, the BUG Program at Southgate and the Helping Hands Program at Forts Ferry. Our schools also have street names for the hallways that address various aspects of character education. Finally, our DARE officers may visit primary classrooms to discuss topics focusing on personal safety.

HEALTH EDUCATION (cont.)

Level 4 - 6

Again, building initiatives and program supporting health topics are evident in each elementary building. In the intermediate classroom, topics of diversity, tolerance and respectful behavior are encouraged and reinforced. With the nurse teacher, the classroom teacher oversees health instruction and models and facilitates conflict resolution. The HIV/AIDS curriculum is also an important component of the grades 4 – 6 program. Our school counselors also assist in presenting topics that pertain to older students including human development, social responsibility, and sexual harassment. In grade 5, the DARE officer is prominent in the presentation of the DARE program and visits grades 4 and 6 for topics upon the teachers' request. Our students in grades 4 – 6 create individual health plans in the beginning of the school year. These health plans are reviewed at midyear and at the end of the school year to assess the accomplishment of goals. We will look forward to the position of K-12 Health Coordinator and the position of K – 6 Health Educator. With these positions, we plan to identify key areas in the health curriculum in the elementary schools that may be in need of revision.

Level 7 - 8

At Shaker Junior High School, our goal is to provide a comprehensive skill-based curriculum that engages the learner in the process of discovering current information and critically analyzing it. The focus is on getting our students to use information in a way that allows them to make better choices in certain social systems. This process of decision is a critical component in promoting one's long term good health. Our 7th grade and 8th grade health program presents instruction in 10-week blocks. This year a goal for the 7th and 8th grade teachers was to revise and update the HIV/AIDS instructional lessons. These lessons were presented to the AIDS Advisory Council. During the November 2005 workshop, department time was devoted to continuing to revise and update the lessons. New staff members were involved in this process, and as a result, new strategies were discussed and changes made. The presentation was made to the AIDS Advisory Council and, subsequently, met with support and approval. The department will continue to monitor and adjust the curriculum and make revisions as needed to ensure consistency. Furthermore, the opt out lessons will need continual revision.

At Shaker Junior High School, there was an increase in the possession of tobacco and alcohol and drug possession remained the same. Fortunately, the number of students in both situations involving external suspension remains quite low.

HEALTH EDUCATION (cont.)

The department also completed work in September to increase the content and skill areas devoted to the units on STD's. These additions will be implemented during the 2006-07 school year.

Observations regarding student drug/alcohol use – There were two external suspensions for drug/alcohol possession during the 2005-06 school year. This was the same as it was in the 2004-05 school year. The five-day suspension/penalty continues.

2005-06	2004-05	2003-04	2002-03	2001-02
Possession/Use	Possession/Use	Possession/Use	Possession/Use	Possession/Use
2/0	2/0	0/6	3/0	2/0

Observations regarding student smoking/possession of tobacco – Five students were suspended for possession of tobacco and three were suspended for use of tobacco. This compares to two and three respectively during the 2004-05 school year. We continue to be concerned about these statistics because the junior high school is the age at which students tend to emulate adult models in their smoking behavior and often commence the long-term addictive habit of smoking.

2005-06	2004-05	2003-04	2002-03	2001-02
Possession/Use	Possession/Use	Possession/Use	Possession/Use	Possession/Use
5/3	2/3	0/2	2/1	5/0

Level 9 - 12

At Shaker High School the number of suspensions for use of tobacco decreased from 17 to 14. However, our suspensions for the possession of tobacco increased from 12 to 15. The number of suspensions for student use and possessions of drugs/substances was down from eight in 2004-05 to four in 2005-06. Suspensions for use of drugs/substances also decreased from two in the previous year to one this year. Suspensions related to the use and possession of alcohol were also down. The number of suspensions for possession of alcohol decreased from eight to two and suspensions for the use of alcohol also decreased from nine to three. We are also pleased to report that the total number of suspensions for tobacco, drugs, and alcohol possession and use decreased from 53 the previous year to this year's total of 32. This is an excellent statistic and we hope that the 2006-07 school continues this trend.

HEALTH EDUCATION (cont.)

Failure rate among students taking the grade 10-health course decreased from 3.9% in 2004-05 to 3.2% this previous year. We continue to work hard with all our students to get them to recognize the value of completing course work and completing it in a timely manner. Again, our failures can be attributed to the fact that some of our 10th grade students do not have a clear visualization of graduation, and, therefore, do not correlate the significance of completing health coursework to a requirement for graduation.

We hope that this year’s declining numbers of suspensions for alcohol, tobacco and drugs reflect the fact that student’s are making wiser choices pertaining to substance abuse. Certainly, we have done much to educate our students of the dangers of substance use as well as equip them with the skills necessary to make good decisions. The Colonie Police Department is also involved in facilitating instruction regarding the legal consequences pertaining to drug possession and use. We make our best efforts throughout our instructional programs to examine and evaluate the multiple influences and risks associated with substance abuse. Nonetheless, temporary culture and teen culture represent significant influences that we consistently try to counteract. We know that our students are exposed to current factual information concerning personal and community health. This occurs through reading, research guest speakers and class discussion. Also, through participation in assignments and activities, students demonstrate a good understanding of the functional knowledge and application of skills. However, we know that the behaviors and attitudes students display during the 20 week high school course do not necessarily indicate the actual lifestyle, choices and behaviors in which they may or may not engage.

For the upcoming school year, we seek to implement additional lessons on safety into the high school curriculum. We are also seeking to develop and incorporate lessons on sex offenders in the high school curriculum and the repercussions of the behavior as it relates to the skill areas. To this end, Ms. Rauche, the former Health Department Supervisor, and Mr. Corr met with representatives of the Town of Colonie Police Department to discuss incorporating lessons on sex offenders in the high school curriculum. This planning has occurred, and it is anticipated that some of these lessons will be implemented during the upcoming school year. We are also working on developing projects and learning experiences around the topic of safety.

Observations regarding student drug use - North Colonie vigorously enforces its policy prohibiting the possession, use or selling of drugs. The consequences are a five-day suspension for first possession or use with a referral to the Colonie Police and counseling. Distribution or a second offense relating to drugs will lead to a hearing with the Board of Education. The data follows:

2005-06	2004-05	2003-04	2002-03	2001-02
Possession/Use	Possession/Use	Possession/Use	Possession/Use	Possession/Use
4/1	8/2	2/7	17/1	11/0

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Observations regarding student use of alcohol –

2005-06	2004-05	2003-04	2002-03	2001-02
Possession/Use	Possession/Use	Possession/Use	Possession/Use	Possession/Use
2/3	8/9	0/12	5/4	3/2

Observations regarding student smoking -

2005-06	2004-05	2003-04	2002-03	2001-02
Possession/Use	Possession/Use	Possession/Use	Possession/Use	Possession/Use
15/7	12/14	27/19	13/18	26/26