

## Health Education

Health education has specific content and skills that are crucial for students to understand and communicate in order to maximize good health and minimize negative health behaviors. The District has identified six content areas as necessary for a comprehensive health education program. These content areas include:

1. Wellness (physical, social, mental/emotional and spiritual)
2. Violence Awareness
3. Addiction and Abuse
4. Human Growth Development and Human Sexuality
5. Diversity Awareness
6. Safety and Emergency Care

Students in grades K-5 know and are able to:

- Identify relationships between physical wellness and healthy lifestyles, health behaviors and health risks.
- Identify relationships between mental/emotional, social and spiritual wellness, and healthy lifestyles, health behaviors and health risks.
- Identify relationships between violence awareness and healthy lifestyles, health behaviors and health risks.
- Identify relationships between addiction and abuse and healthy lifestyles, health behaviors and health risks.
- Identify relationships between human growth development and human sexuality and healthy lifestyles, health behaviors and health risks.
- Identify relationships between diversity awareness and healthy lifestyles, health behaviors and health risks.
- Identify relationships between safety and emergency care and healthy lifestyles, health behaviors and health risks.

Students in grades 6-8 extend their knowledge and are able to:

- Explain relationships between physical wellness and healthy lifestyles, health behaviors and health risks.
- Explain relationships between mental/emotional, social and spiritual wellness, and healthy lifestyles, health behaviors and health risks.
- Explain relationships between violence awareness and healthy lifestyles, health behaviors and health risks.
- Explain relationships between addiction and abuse and healthy lifestyles, health behaviors and health risks.
- Explain relationships between human growth development and human sexuality and healthy lifestyles, health behaviors and health risks.
- Explain relationships between diversity awareness and healthy lifestyles, health behaviors and health risks.

- Explain relationships between safety and emergency care and healthy lifestyles, health behaviors and health risks.

Students in grade 9 extend their knowledge and are able to:

- Analyze relationships between physical wellness and healthy lifestyles, health behaviors and health risks.
- Analyze relationships between mental/emotional, social and spiritual wellness, and healthy lifestyles, health behaviors and health risks.
- Analyze relationships between violence awareness and healthy lifestyles, health behaviors and health risks.
- Analyze relationships between addiction and abuse and healthy lifestyles, health behaviors and health risks.
- Analyze relationships between human growth development and human sexuality and healthy lifestyles, health behaviors and health risks.
- Analyze relationships between diversity awareness and healthy lifestyles, health behaviors and health risks.
- Analyze relationships between safety and emergency care and healthy lifestyles, health behaviors and health risks.

### **Curriculum Implementation Requirements**

The following approaches to implementing health education curriculum in the District should be followed:

1. Parents/guardians of all students shall be notified that health education courses have been scheduled and that they may request their child be exempt from a specific portion of the program. An alternate educational learning activity that supports the standards will be arranged for exempted students.
2. At the elementary level, boys and girls should be separated for any instruction related to human sexuality. At this level, it is preferable to have such topics taught by same gender teachers. This gender separation requirement does not apply to middle or senior high school.
3. Teacher selection and training is critical in health education to provide a consistent approach to curriculum. Teachers and/or outside professionals who present the required curriculum shall: (a) be comfortable with the subject matter and be able to deliver the curriculum and answer student questions in a manner supportive of the health education policy; and (b) have professional preparation in the subject areas. Teachers will receive current, factual information and teaching strategies on an annual basis.
4. Any supplemental materials (movies, videos, etc.) or presentations (guest speakers), used in health education courses shall be consistent with the health education policy. Professional community members may be invited to classes at

any level to cover specific health topics, provided that professional community member has been approved by the Health Education Policy and Recommendation Committee. In such situations, the teacher responsible for the class must be present for the entire presentation and discussion time.

### **Health Education Exemption Process**

1. Exemption will be granted from a specific portion of the health education curriculum on the grounds that the material taught is contrary to the religious beliefs, personal values and teachings of the student or the student's parent/guardian. If the request for the exemption is from a specific portion of the health education curriculum that concerns human sexuality, no reason need be given by the parent/guardian when requesting the exemption.
2. A request for exemption must be submitted in writing to the principal/designee at least 10 school days in advance of instruction in that portion of the curriculum for which the exemption is requested.
3. The principal/designee will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternate learning activity that supports the standard for which the student will receive credit.
4. The principal/designee or teacher will inform the parent/guardian of disposition of the request within 10 school days of the receipt of the request.

### **Human Growth Development and Human Sexuality Demonstration Opt-in Policy**

The regular health education curriculum regarding birth control addresses risk reduction methods for pregnancy and sexually transmitted infection and disease. However, demonstration of these methods require that parents/guardians be notified and give their consent through a signed permission form. Only those students who return a permission form signed by their parent/guardian opting to receive this type of education will be permitted to participate in these specific learning activities. For those students without parent/guardian authorization to participate, an alternate learning activity that supports the standard will be arranged.

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