



**WASHOE COUNTY SCHOOL DISTRICT  
SEXUALITY, HEALTH AND RESPONSIBILITY EDUCATION  
(S.H.A.R.E.) ADVISORY COMMITTEE**

Wednesday, January 17, 2018 at 5:30 p.m.  
Academy of Arts, Career and Technology  
380 Edison Way, Dining Room  
Reno, Nevada 89502

## **AGENDA**

### **1. OPENING ITEMS**

- 1.1 Call to Order – 5:30 p.m., Academy of Arts, Career and Technology, 380 Edison Way, Dining Room, Reno, Nevada 89502
- 1.2 Roll Call
- 1.3 Action to Adopt the Agenda (For Possible Action) – Items on this agenda may be taken out of order; The Public Body may combine two or more agenda items for consideration; and The Public Body may remove an item from the agenda or delay discussion relating to an item on the agenda at any time.

### **2. DISCUSSION, PRESENTATION AND ACTION ITEMS - Public comment: any individual may address the public body concerning any action item listed below. A completed "Citizen's Right to Speak" card must be submitted to the public body at the meeting. During the discussion of the item, the Chair will invite the individual to come forward to speak. Individuals are limited to three minutes per item.**

- 2.1 Approval of the minutes of the meeting of the SHARE Advisory Committee dated December 13, 2017 (For Possible Action).
- 2.2 Discussion of the charge of the SHARE Advisory Committee through a review of NRS 389.036 (Establishment of course or unit of course of instruction concerning acquired immune deficiency syndrome, human reproductive system, related communicable diseases and sexual responsibility; appointment of advisory committee; notice to parent or guardian; consent of parent or guardian required; materials to be made available to parents or guardians of pupils.), WCSD Board Policy 6142.1 (Sexuality, Health, and Responsibility Education), and Nevada State Health Standards (For Discussion Only).

### **3. CLOSING ITEMS**

- 3.1 Announcement of Next Meeting: 5:30 p.m., February 14, 2018, at TBA.
- 3.2 Public Comment - Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda. A "Citizen's Request to Speak" card should be filled out and submitted to the Recording Secretary before speaking during the Public Comment section. All persons are limited to 3 minutes per item. In accordance with Open Meeting Law and on the advice of legal counsel, the public body is discouraged from discussing and precluded from deliberating and/or acting on items raised by Public Comment, which are not already on the agenda.

The public body may impose reasonable content-neutral restrictions on public comment such as willfully disruptive comments that are irrelevant, repetitious, slanderous, offensive, inflammatory, irrational, or amounting to personal attacks or interfering with the rights of other speakers. Correspondence or written materials submitted for public comment by the general public shall be attached to the minutes of the meeting.

### 3.3 Adjourn Meeting.

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Forum Restrictions and Orderly Conduct of Business: The SHARE Advisory Committee conducts the business of the Washoe County School District during its meetings. The presiding officer may order the removal of any person whose statement or other conduct disrupts the orderly, efficient or safe conduct of the meeting. Warnings against disruptive comments or behavior may or may not be given prior to removal. The viewpoint of a speaker will not be restricted, but reasonable restrictions may be imposed upon the time, place and manner of speech. Irrelevant and unduly repetitious statements and personal attacks which antagonize or incite others are examples of speech that may be reasonably limited.

Members of the public wishing to request supporting materials for this meeting or who are disabled and require special accommodations at the meeting should contact Rochelle Proctor, Coordinator of SHARE Program. Ms. Proctor can be contacted in writing at PO Box 30425, Reno Nevada 89520-3425 or by telephone at 775-861-4476.

This agenda and supporting materials, when appropriate, have been posted at the following locations:

[www.washoeschools.net](http://www.washoeschools.net)

[www.boardocs.com/nv/washoe/board.nsf/public](http://www.boardocs.com/nv/washoe/board.nsf/public)

State of Nevada website (notice.nv.gov)

WCSD Central Administrative Building

Washoe County Administration Building

Washoe County Courthouse

Reno City Hall

Sparks City Hall

Sparks Library

Pyramid Lake Paiute Tribe Administration Building

Reno Sparks Indian Colony Administrative Office

# Meeting Minutes of the Sexuality, Health, and Responsibility Education (SHARE) Advisory Committee of the Washoe County School District Board of Trustees

December 13, 2017

## 1. OPENING ITEMS

### 1.1 CALL TO ORDER

The meeting of the SHARE Advisory Committee of the Board of Trustees was called to order at 5:40 p.m. at the Academy of Arts, Careers, and Technology, 380 Edison Way, Reno, Nevada.

### 1.2 ROLL CALL

Chair Victoria Lokke and Members Kimberly Jones, Lydia Deflorio, Tiffany Hoffman, Dariah Scott, Kelly Roper, Claudia Bessette, Ashley Sonderfan (via telephone), and Brent Brooks were present. Rochelle Proctor, WCSD staff liaison, was also present.

### 1.3 ACTION TO ADOPT THE AGENDA

**On motion by Claudia Bessette, second by Kimberly Jones, the SHARE Advisory Committee approved the agenda as presented** (Yea: Victoria Lokke, Kimberly Jones, Lydia Deflorio, Tiffany Hoffman, Dariah Scott, Kelly Roper, Claudia Bessette, Ashley Sonderfan, and Brent Brooks). Final Resolution: Motion Carries 9-0.

## 2. DISCUSSION, PRESENTATION AND ACTION ITEMS

### 2.1 INTRODUCTION OF MEMBERS

The members introduced themselves.

### 2.2 DISCUSSION AND POSSIBLE ACTION TO SELECT A COMMITTEE CHAIR FROM THE CURRENT MEMBERSHIP OF THE SEXUALITY, HEALTH AND RESPONSIBILITY EDUCATION (SHARE) ADVISORY COMMITTEE: KIMBERLY JONES, LYDIA DEFLORIO, TIFFANY HOFFMAN, DARIA SCOTT, KELLY ROPER, CLAUDIA BESSETTE, VICTORIA LOKKE, ASHLEY SONDERFAN, BRENT BROOKS

Claudia Bessette informed the membership of her desire and willingness to become chair of the committee. Ashley Sonderfan nominated Lydia DeFlorio. Ms. DeFlorio withdrew her name in favor of Ms. Bessette.

**On motion by Kimberly Jones, second by Dariah Scott, the SHARE Advisory Committee elected Claudia Bessette to serve as Committee Chair** (Yea: Victoria Lokke, Kimberly Jones, Lydia DeFlorio, Tiffany Hoffman, Dariah Scott, Kelly Roper, Claudia Bessette, Ashley Sonderfan, and Brent Brooks). Final Resolution: Motion Carries 9-0.

**2.3 DISCUSSION AND POSSIBLE ACTION TO SELECT A COMMITTEE VICE-CHAIR FROM THE CURRENT MEMBERSHIP OF THE SEXUALITY, HEALTH AND RESPONSIBILITY EDUCATION (SHARE) ADVISORY COMMITTEE: KIMBERLY JONES, LYDIA DEFLORIO, TIFFANY HOFFMAN, DARIAH SCOTT, KELLY ROPER, CLAUDIA BESSETTE, VICTORIA LOKKE, ASHLEY SONDERFAN, BRENT BROOKS**

Lydia DeFlorio nominated Lydia DeFlorio.

Due to technical issues with the telephone, Ashley Sonderfan's connection was lost. Ms. Sonderfan indicated her desire and willingness to be Vice-Chair, which was read into the record. Ms. DeFlorio withdrew her name in favor of Ms. Sonderfan.

**On motion by Tiffany Hoffman, second by Kelly Roper, the SHARE Advisory Committee elected Ashley Sonderfan to serve as Committee Chair** (Yea: Victoria Lokke, Kimberly Jones, Lydia DeFlorio, Tiffany Hoffman, Dariah Scott, Kelly Roper, Claudia Bessette, and Brent Brooks). Final Resolution: Motion Carries 8-0.

Ashley Sonderfan left the meeting at 5:50 p.m.

**2.4 APPROVAL OF THE MINUTES OF THE MEETING OF THE SHARE ADVISORY COMMITTEE DATED APRIL 26, 2017**

The committee reviewed the draft minutes of the last SHARE Advisory Committee meeting dated April 26, 2017.

**On motion by Victoria Lokke, second by Kelly Roper, the SHARE Advisory Committee approved the minutes of the SHARE Advisory Committee meeting dated April 26, 2017.** (Yea: Victoria Lokke, Kimberly Jones, Lydia DeFlorio, Tiffany Hoffman, Dariah Scott, Kelly Roper, and Claudia Bessette. Abstain: Brent Brooks). Final Resolution: Motion Carries 7-0.

**2.5 DISCUSSION OF THE GOALS AND OBJECTIVES OF THE SHARE ADVISORY COMMITTEE FOR THE 2017-18 COMMITTEE YEAR. DISCUSSION WILL INCLUDE THE PROPOSED PROCESS AND TIMELINE FOR THE REVIEW AND**

## **DEVELOPMENT OF THE SHARE CURRICULUM, BEGINNING WITH A NEW HIGH SCHOOL SHARE CURRICULUM**

Rochelle Proctor shared the district's notion of planning backwards, beginning with the high school curriculum. There will be a district cadre consisting of HS Health teachers tasked with reviewing the current SHARE curriculum and possible changes that need to be addressed to make sure the curriculum is viable in today's culture yet under the guidance of the WCSD SHARE Policy 6142.1 and NRS 389.036. Questions were posed from the committee in regards to whether it would be a complete new rewrite or a tweaking/changing of items that were dated. The district's position is to update the existing curriculum without a complete new rewrite. The committee questioned whether the district would seek input from medical professionals and other people from the community. The response was, yes, the district would seek review from community medical and health professionals for accuracy. The committee also questioned the roles of the committee and the teachers. It was explained that the HS teachers would design/write the revised HS SHARE curriculum and then present to the committee for their input. The committee sought further details on the possibility of writing new SHARE standards. The districts stance is that we would begin with a review of the updated Health Standards, NRS 389.036, and WCSD SHARE Policy 6142.1.

### **3. CLOSING ITEMS**

#### **3.1 ANNOUNCEMENT OF NEXT MEETING**

The next meeting of the SHARE Advisory Committee will be held at 5:30 pm on January 17, 2018, at the Academy of Arts, Careers, and Technology, 380 Edison Way, Reno.

#### **3.2 PUBLIC COMMENT**

There was no public comment at this time.

#### **3.3 ADJOURN MEETING**

There being no more business, Chair Bessette adjourned the meeting at 6:20 pm.

NRS 389.036 Establishment of course or unit of course of instruction concerning acquired immune deficiency syndrome, human reproductive system, related communicable diseases and sexual responsibility; appointment of advisory committee; notice to parent or guardian; consent of parent or guardian required; materials to be made available to parents or guardians of pupils.

1. The board of trustees of a school district shall establish a course or unit of a course of:

(a) Factual instruction concerning acquired immune deficiency syndrome; and

(b) Instruction on the human reproductive system, related communicable diseases and sexual responsibility.

2. Each board of trustees shall appoint an advisory committee consisting of:

(a) Five parents of children who attend schools in the district; and

(b) Four representatives, one from each of four of the following professions or occupations:

(1) Medicine or nursing;

(2) Counseling;

(3) Religion;

(4) Pupils who attend schools in the district; or

(5) Teaching.

↪ This committee shall advise the district concerning the content of and materials to be used in a course of instruction established pursuant to this section, and the recommended ages of the pupils to whom the course is offered. The final decision on these matters must be that of the board of trustees.

3. The subjects of the courses may be taught only by a teacher or school nurse whose qualifications have been previously approved by the board of trustees.

4. The parent or guardian of each pupil to whom a course is offered must first be furnished written notice that the course will be offered. The notice must be given in the usual manner used by the local district to transmit written material to parents, and must contain a form for the signature of the parent or guardian of the pupil consenting to the pupil's attendance. Upon receipt of the written consent of the parent or guardian, the pupil may attend the course. If the written consent of the parent or guardian is not received, the pupil must be excused from such attendance without any penalty as to credits or academic standing. Any course offered pursuant to this section is not a requirement for graduation.

5. All instructional materials to be used in a course must be available for inspection by parents or guardians of pupils at reasonable times and locations before the course is taught, and appropriate written notice of the availability of the material must be furnished to all parents and guardians.

(Added to NRS by [1979, 836](#); A [1987, 1734](#)) — (Substituted in revision for NRS 389.065)



**Responsible Office: Office Of School Performance**

## **BOARD POLICY 6142.1**

### **SEXUALITY, HEALTH, AND RESPONSIBILITY EDUCATION (S.H.A.R.E.)**

#### **PURPOSE**

The Board of Trustees endorses the need for a comprehensive approach to the education of human sexual health and reproduction that is applied consistently to students throughout the District. The District will provide students with a factual, comprehensive, abstinence-based instructional program to in making informed choices and avoid behaviors that put them at risk in areas such as HIV/AIDS and related sexually transmitted infections, and sexual responsibility.

#### **POLICY**

##### **1. Guiding Principles**

- a. The focus of the District's Sexuality, Health, and Responsibility Education (SHARE) program is to assist students in making informed choices and avoid behaviors that put them at risk. SHARE has been developed to:
  - i. Be developmentally appropriate
  - ii. Be medically accurate
  - iii. Be culturally sensitive
  - iv. Provide strategies to support all students, regardless of gender, race, disability, sexual orientation or gender identity
  - v. Is consistent and compliant with state and federal laws
  - vi. Provide a foundation of knowledge and skills related to human development, relationships, decision-making, abstinence, contraceptives, and disease prevention.

##### **2. Guiding Practices**

- a. The SHARE program shall be offered in grades 4-12.



- b. At each grade level, the instructional program teaches developmentally appropriate medically-accurate information that builds on the knowledge and skills that were taught in the previous grades.
  - c. Opportunities will be available to provide parents/guardians information on the comprehensive sexual health education provided to students, to include preview nights.
  - d. Parents/guardians shall be offered the opportunity to opt their child(ren) out of comprehensive sexual health education lessons in accordance with state law.
    - i. The parent/guardian of each student, under 18 years of age, to whom instruction is offered, will first be furnished written notice that the instruction is being offered. A form will be provided for the signature of the parent or guardian of the pupil consenting to his/her participation. Upon receipt of written consent by the school, the student may participate. If the written consent of the parent/guardian is not received, the student will be excused from attendance without any penalty.
  - e. The subjects within the SHARE program will only be taught by a teacher, counselor, or school nurse whose qualifications have been previously approved by the Board of Trustees.
3. Sexuality, Health, and Responsibility Education Advisory Committee
- a. In accordance with state law, the Board of Trustees will appoint an advisory committee to advise the Board concerning the content of and materials to be used in the SHARE program and to recommend the ages of the students who will participate.
  - b. Two student advisors shall be encouraged to attend the Advisory Committee meetings. Such student advisors shall be non-voting and selected upon recommendation of the school principal and approval by the Board of Trustees. The student advisors shall be appointed in alternate years to a two-year term.
  - c. The Board of Trustees shall approve the Committee's recommendations concerning the content of and materials to be used in the course of instruction.

## **DESIRED OUTCOMES**

1. Through the creation of a Sexuality, Health, and Responsibility Education (SHARE) Program and Board Policy, the District seeks to help students:
  - a. Focus on health promotion and risk reduction within the context of the world in which students live.
  - b. Learn about the health and safety of the human reproductive system.
  - c. Understand the nature of Acquired Immunodeficiency Syndrome and Sexually Transmitted Infections to prevent, limit, and control the development of these diseases.
  - d. Promote abstinence and learn refusal skills.
  - e. Develop positive attitudes and healthy relationships, in all life settings.
  - f. Gain a positive view of sexuality and to provide them with developmentally medically accurate information about their sex lives now, and in the future.
  - g. Sex crime prevention
2. Representatives from the SHARE Advisory Committee will monitor comprehensive sexual education issues on a regular basis to enable the appropriate implementation of the Policy.

## **IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS**

1. This policy reflects the goals of the District's Strategic Plan.
2. This document aligns with the following WCSD governing documents:
  - a. Administrative Regulation 6142.1, Sexuality, Health, and Responsibility Education (SHARE)
3. This policy complies with Nevada Revised Statutes (NRS) Chapter 389, Examinations, Courses, Standards and Diplomas, and specifically:
  - a. NRS 389.065, Instruction on acquired immune deficiency syndrome, human reproductive system, related communicable diseases and sexual responsibility

## **REVIEW AND REPORTING**

1. This document shall be reviewed as part of the bi-annual review and reporting process, following each regular session of the Nevada Legislature. The Board of

Trustees shall receive notification of any required changes to the policy as well as an audit of the accompanying governing documents.

**REVISION HISTORY**

Date	Revision	Modification
9/22/1992	1.0	Adopted
11/18/2014	2.0	Revised

**Nevada State Board of Education/Nevada State Board For Career and Technical Education adopted the regulation language to NAC 389.2423 Second Grade Health Standards, NAC 389.281 Third Grade Health Standards, NAC 389.2944 Fifth Grade Health Standards, NAC 389.381 Eighth Grade Health Standards, and NAC 389.455 Twelfth Grade Health Standards.**

**Content Title: HEALTH**  
**Content Standard 1.0: (CORE CONCEPTS) Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

	By the end of the grade band:	By the end of the grade band, students know and are able to do everything required in earlier grades and:	By the end of grade band, students know and are able to do everything required in earlier grades and:	By the end of grade band, students know and are able to do everything required in earlier grades and:	
<b>Instructional Suggestions</b>	<b>Grade Pre K -2</b>	<b>Grade 3-5</b>	<b>Grade 6-8</b>	<b>Grade 9-12</b>	<b>Strands</b>
Define overall wellness	1.2.1 Identify health behaviors that impact personal health.	1.5.1 Describe the relationship between health behaviors and personal health.	1.8.1 Analyze the relationship between health behaviors and personal health.	1.12.1 Evaluate the impact of family history, health choices, and stress on individual health.	<b>Personal Health</b>
	1.2.2 Identify basic anatomy (i.e. eyes, nose, ears, teeth etc.).	1.5.2 Explain the basic structure, function, and developmental processes of human body systems.**	1.8.2 Identify personal behaviors that affect the development and functioning of the body systems. **	1.12.2 Formulate a personal health strategy utilizing self-reflection to achieve overall wellness.	<b>Growth and Development</b>
	1.2.3 Identify and respect various physical, emotional, and intellectual differences.	1.5.3 Describe various physical, emotional, intellectual differences and how they affect a child's overall well-being.	1.8.3 Explain the interrelationships of emotional, intellectual, physical, and social health in adolescence.**		

Instructional Suggestions	Grade Pre K -2	Grade 3-5	Grade 6-8	Grade 9-12	Strands
	1.2.4 Describe how healthy eating and daily physical activity promote health and well-being.	1.5.4 Identify key nutrients, their functions, and the role they play to promote optimal health.  1.5.5 Identify the health-related components of an active lifestyle.	1.8.4 Describe how age, gender, physical activity, lifestyle, and heredity affect nutrient needs.	1.12.4 Apply knowledge of food and nutrient needs to personal eating decisions and meal planning.  1.12.5 Apply knowledge of physical activity and health to develop a daily activity plan.	<b>Nutrition and Physical Activity</b>
Define drug as any chemical that causes a metabolic and psychological changes in the body.	1.2.6 Identify helpful and harmful substances.	1.5.6 Explain how substances can affect the way people make decisions and perform tasks.	1.8.6 Analyze beneficial and harmful substance use.	1.12.6 Analyze the physiological, psychological, and social effects of substance use and abuse.	<b>Substance Use and Abuse</b>
Include information on potential: -hazards -poisons -injuries -violence Explain universal safety precautions.	1.2.7 Recognize ways to prevent common childhood injuries and hazardous situations.  1.2.8 Identify school staff and community health helpers (i.e. law enforcement, emergency personnel)	1.5.7 Describe ways to prevent common childhood injuries.  1.5.8 Explain personal safety procedures when confronted with violence or other hazards.	1.8.7 Develop a personal safety plan to reduce or prevent injuries.  1.8.8 Examine the likelihood of serious injury or illness if engaging in risky behaviors.	1.12.7 Examine ways to reduce or prevent injuries and violence.  1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in risky behaviors.	<b>Injury/Violence Prevention and Safety</b>

Instructional Suggestions	Grade Pre K -2	Grade 3-5	Grade 6-8	Grade 9-12	Strands
	1.2.9 Recognize germs may cause illness/disease.	1.5.9 Differentiate between contagious and non-contagious illness/diseases.	1.8.9 Describe how behaviors, pathogens, genetic history, and other factors are related to illness/disease prevention.	1.12.9 Evaluate how research and medical advances influence the prevention and control of illness/disease.	Prevention/Control of Disease
	1.2.10 Recognize basic prevention strategies for common illness/disease.	1.5.10 Explain ways to prevent/control contagious and non-contagious illness/disease.	1.8.10 Discuss how personal health behaviors can impact risk for illness/disease.		
	1.2.11 Identify elements of the environment that affect personal health (sun, air, water, soil, food, and pollutants).	1.5.11 Identify programs designed to promote community health (recycle, garbage, water).	1.8.11 Identify laws and regulations made to protect community health.	1.12.11 Analyze how the environment influences personal and community health.	Environmental/Consumer Health
		1.5.12 Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness/disease, and premature death.	1.8.12 Apply personal actions that contribute to the enhancement of the environment.	1.12.12 Explain how an informed health consumer may prevent illness/disease (health services and product choices).	
<p>*ATOD = Alcohol Tobacco and other Drugs  ** Reference NRS 389.065 to include district - specific instructional policies exceptions</p>					

Content Title: HEALTH

Content Standard 2.0: (ANALYZE INFLUENCES) Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	By the end of the grade band:	By the end of the grade band, students know and are able to do everything required in earlier grades and:	By the end of grade band, students know and are able to do everything required in earlier grades and:	By the end of grade band, students know and are able to do everything required in earlier grades and:	
Instructional Suggestions	Grade Pre K -2	Grade 3-5	Grade 6-8	Grade 9-12	Strands
Various sources may include: family peer culture media technology	2.2.1 Identify various sources that influence personal health behaviors.	2.5.1 Identify how various sources affect thoughts, feelings and health behaviors.	2.8.1 Explain how various sources affect individual health practices and behaviors.	2.12.1 Analyze how various sources support and challenge health beliefs, practices, and behaviors.	Personal Health
			2.8.2 Explain how the perceptions of norms influence healthy and risky behaviors.	2.12.2 Analyze how personal perception of norms influence healthy and risky behaviors.	
	2.2.3 Discuss nutrition and physical activity in diverse families.	2.5.3 Discuss nutrition and physical activity habits in diverse cultures.	2.8.3 Examine how various sources influence your personal food choices.	2.12.3 Evaluate various sources that affect your personal dietary choices and physical activity habits.	Nutrition and physical activity
Emphasize Peer Pressure	2.2.4 Discuss various sources that influence the use of helpful and harmful substances.	2.5.4 Describe how various sources influence individual practices and behaviors.	2.8.4 Examine how individual family, peers, and information influence the personal use, misuse, and abuse of substances.	2.12.4 Conduct a self-evaluation of how various sources have influenced the development of personal values around substance use including prescription and over the counter medications.	Substance Use and Abuse

Instructional Suggestions	Grade Pre K -2	Grade 3-5	Grade 6-8	Grade 9-12	Strands
Personal health skills for personal hygiene may include: -dental Health -hand Washing -physical Activity -sun Safety		2.5.5 Describe ways technology can influence health and disease (i.e., internet, video games, electronic toothbrush).	2.8.5 Explain how local school and public health policies can influence health promotion and disease prevention.	2.12.5 Analyze current events and their influence on health promotion and disease prevention.	Prevention/Control of Disease
		2.5.6 Analyze how stated and implied messages from media influence health behaviors.	2.8.6 Critique a variety of consumer influences that affect health decisions.	2.12.6 Evaluate the impact of media and technology on personal, family, and community health.	Environmental /Consumer Health



Content Title: HEALTH

Content Standard 3.0: (**ACCESSING INFORMATION**) Students will demonstrate the ability to access reliable health information, products, and services to enhance health.

	By the end of the grade band:	By the end of the grade band, students know and are able to do everything required in earlier grades and:	By the end of grade band, students know and are able to do everything required in earlier grades and:	By the end of grade band, students know and are able to do everything required in earlier grades and:	
<b>Instructional Suggestions</b>	<b>Grade Pre K -2</b>	<b>Grade 3-5</b>	<b>Grade 6-8</b>	<b>Grade 9-12</b>	<b>Strands</b>
Emphasize the prevention, early detection, and treatment of health problems	3.2.1 Identify trusted individuals who can help promote health.	3.5.1 Locate resources from home, school, and community that provide reliable health information.	3.8.1 Describe situations that may require professional health services.	3.12.1 Evaluate the validity of health, information, products, and health services.	<b>Prevention/ Control of Disease</b>
	3.2.2 Identify health care workers.	3.5.2 Describe situations requiring professional health services.	3.8.2 Determine the accessibility of products and services that enhance health.	3.12.2 Use resources from home, school, and community that provide reliable health services and health product information.	<b>Environmental/ Consumer Health</b>

**Content Title: HEALTH**

**Content Standard 4.0: (INTERPERSONAL COMMUNICATION)** Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.

	By the end of the grade band:	By the end of the grade band, students know and are able to do everything required in earlier grades and:	By the end of grade band, students know and are able to do everything required in earlier grades and:	By the end of grade band, students know and are able to do everything required in earlier grades and:	
<b>Instructional Suggestions</b>	<b>Grade Pre K -2</b>	<b>Grade 3-5</b>	<b>Grade 6-8</b>	<b>Grade 9-12</b>	<b>Strands</b>
Communication Skills may include: -listening -verbal tone -non-verbal body language -negotiation strategies refusal skills -techniques for avoiding violence	4.2.1 List healthy ways of communication/listening to express needs, wants, and feelings.	4.5.1 Model effective verbal and non-verbal communication skills.**	4.8.1 Practice refusal and negotiation skills that avoid or reduce health risks.	4.12.1 Apply refusal, negotiation and collaboration skills to enhance health.	<b>Personal Health</b>
		4.5.2 Discuss ways to communicate with others about stages of growth and development.**	4.8.2 Express ways to communicate with others about perceived body image.	4.12.2 Communicate acceptance of physical and developmental characteristics of self and others	<b>Growth and Development</b>
		4.5.3 Demonstrate refusal and negotiation skills.	4.8.3 Practice appropriate methods of response to negative risk-taking situations including , alcohol, tobacco, and other drugs.	4.12.3 Implement communication skills to enhance responsible decision-making about the use and abuse of substances.	<b>Substance Use and Abuse</b>
		4.5.4 Recognize refusal skills when confronted with unhealthy situations including alcohol, tobacco, and other drugs.	4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.		

Instructional Suggestions	Grade Pre K -2	Grade 3-5	Grade 6-8	Grade 9-12	Strands
Include: -cultural competency -exploration -questioning techniques	4.2.5 Identify ways to respond/report when in an unwanted, threatening, or dangerous situation.	4.5.5 Demonstrate non-violent strategies to manage or resolve conflict.	4.8.5 Implement refusal and negotiation skills necessary to resolve conflict.	4.12.5 Apply strategies to prevent or resolve interpersonal conflicts without harming self or others.	<b>Injury/Violence Prevention and Safety</b>
**Reference NRS.389.065 to include sexual responsibility content/communication					

Content Title: HEALTH

Content Standard 5.0: **(DECISION MAKING)** Students will demonstrate the ability to use decision-making skills to enhance health .

	By the end of the grade band:	By the end of the grade band, students know and are able to do everything required in earlier grades and:	By the end of grade band, students know and are able to do everything required in earlier grades and:	By the end of grade band, students know and are able to do everything required in earlier grades and:	
<b>Instructional Suggestions</b>	<b>Grade Pre K -2</b>	<b>Grade 3-5</b>	<b>Grade 6-8</b>	<b>Grade 9-12</b>	<b>Strands</b>
Sample Topics: Daily decision making skills for health -nutrition -sun safety -oral health -physical activity -hygiene habits	5.2.1 Discuss healthy options vs. unhealthy options.	5.5.1 Apply a healthy choice when making personal decisions.	5.8.1 Defend healthy alternatives over unhealthy alternatives when making a decision.	5.12.1 Formulate an effective plan for personal health enhancement.	<b>Personal Health</b>
	5.2.2 Identify resources/individuals that would aid in healthy decision-making.	5.5.2 Predict how decisions about substance use and abuse have consequences for self and others.	5.8.2 Compare the short and long-term impact of choices regarding substance use and abuse.	5.12.2 Evaluate the effectiveness of substance abuse decision making.	<b>Substance Use and Abuse</b>
	5.2.3 Identify situations when a health-related decision is needed.	5.5.3 Predict how decisions regarding health behaviors have consequences for self and others.	5.8.3 Compare the short and long-term impact of health decisions.	5.12.3 Determine the value of applying a thoughtful decision-making process in health-related situations.	<b>Prevention/Control of Disease</b>
	5.2.4 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	5.5.4 Analyze when assistance is needed in making a health-related decision.	5.8.4 Apply a decision-making process to a significant health issue or problem.	5.12.4. Examine community barriers that can hinder healthy decision making.	<b>Environmental/Consumer Health</b>

Content Title: HEALTH

Content Standard 6.0: (GOAL SETTING) Students will demonstrate the ability to use goal-setting skills to enhance health.

	By the end of the grade band:	By the end of the grade band, students know and are able to do everything required in earlier grades and:	By the end of grade band, students know and are able to do everything required in earlier grades and:	By the end of grade band, students know and are able to do everything required in earlier grades and:	
Instructional Suggestions	Grade Pre K -2	Grade 3-5	Grade 6-8	Grade 9-12	Strands
<p>This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These topics should include:</p> <ul style="list-style-type: none"> <li>-nutrition</li> <li>-physical activity</li> <li>-oral health</li> <li>-personal hygiene</li> <li>-sun safety</li> <li>-other behaviors applicable to developmental stages.</li> </ul>	6.2.1 Define a short-term and long-term personal health goal.	6.5.1 Set a personal health goal through tracking progress toward its achievement.	6.8.1 Apply time management strategies and skills needed to attain a personal long-term health goal.	6.12.1 Implement strategies to monitor progress towards achieving a personal health goal.	Personal Health
	6.2.2 Develop goals to practice daily health habits (i.e., personal hygiene, sun safety, nutrition and physical activity).	6.5.2 Implement goals to enhance daily health habits.	6.8.2 Analyze how personal health goals may need to be revised throughout your life.	6.12.2 Execute a plan that addresses strengths, needs, and risks to attain personal health goals.	Prevention/Control of Disease
	6.2.3 Identify resources when assistance is needed to develop personal health goals (i.e. Recycling, water conservation, littering, food choice).	6.5.3 Compare available resources to assist in making personal health goals (i.e. oral health products, sun safety, food choices).	6.8.3 Analyze how personal goals impact the community and environment.	6.12.3 Create an action plan towards improving the community/ environment.	Environmental/Consumer Health

Content Title: HEALTH

Content Standard 7.0: (SELF MANAGEMENT) Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.

	By the end of the grade band:	By the end of the grade band, students know and are able to do everything required in earlier grades and:	By the end of grade band, students know and are able to do everything required in earlier grades and:	By the end of grade band, students know and are able to do everything required in earlier grades and:	
Instructional Suggestions	Grade Pre K -2	Grade 3-5	Grade 6-8	Grade 9-12	Strands
Classroom topics should promote the students' acceptance of personal responsibility for health and encourage the practice of healthy behaviors.	7.2.1 Identify responsible personal health behaviors.	7.5.1 Demonstrate behaviors that avoid or reduce health risks.	7.8.1 Explain the importance of assuming responsibility for personal health behaviors.	7.12.1 Analyze a variety of behaviors that avoid or reduce health risks to self and others.	Personal Health
	7.2.2 Choose healthy foods that help you grow.	7.5.2 Demonstrate the ability to interpret nutrition information (i.e. food labels).	7.8.2 Create a wellness plan that meets dietary guidelines and incorporates moderate to vigorous physical activity.	7.12.2 Implement a wellness plan that meets dietary guidelines and incorporates moderate to vigorous physical activity.	Nutrition and Physical Activity
	7.2.3 Explore various movements that enhance an active, healthy lifestyle (Sedentary vs. active).	7.5.3 Engage in behaviors that promote physical activity.			

Instructional Suggestions	Grade Pre K -2	Grade 3-5	Grade 6-8	Grade 9-12	Strands
		7.5.4 Develop coping behaviors in response to various substance use situations (i.e. medications, alcohol, tobacco and other drugs).	7.8.4 Demonstrate methods of response to risk taking behaviors including alcohol, tobacco and other drugs.	7.12.4 Evaluate personal behaviors for substance use/abuse.	Substance use and abuse
	7.2.5 Identify basic safety measures (i.e. sun safety, helmet use, pedestrian safety, seatbelts, gun safety, 911 procedures, fire safety, universal safety precautions).	7.5.5 Describe basic first aid procedures and responses to common emergencies.	7.8.5 Understand basic safety, first aid, and life-saving techniques (i.e. routine use of recreational safety equipment and procedures).	7.12.5 Demonstrate a variety of practices and behaviors that will avoid injury and reduce risks of injury to self and others. (i.e. Impaired driving, seatbelt usage, fighting, self-harming behaviors).	Injury/Violence Prevention and Safety
		7.5.6 Assess safe/unsafe situations and practices	7.8.6 Evaluate personal risk taking behavior (i.e., self-harming behaviors, harmful fads).		
		7.5.7 Demonstrate personal health care practices that prevent communicable and other chronic diseases.	7.8.7 Analyze risky behaviors that may lead to the spread of communicable disease (i.e., sexually transmitted infections (STIs), hepatitis, mononucleosis, TB, flu)**	7.12.7 Evaluate personal responsibility in promoting health and avoiding or reducing risky behaviors to self and others.	Prevention/Control of Disease
**Reference NRS.389.065 district guidelines for sexual responsibility content/communication					

Content Title: HEALTH

Content Standard 8.0: Students will demonstrate the ability to support/promote family, personal, and community health.

	By the end of the grade band:	By the end of the grade band, students know and are able to do everything required in earlier grades and:	By the end of grade band, students know and are able to do everything required in earlier grades and:	By the end of grade band, students know and are able to do everything required in earlier grades and:	
Instructional Suggestions	Grade Pre K -2	Grade 3-5	Grade 6-8	Grade 9-12	Strands
	8.2.1 Identify ways to promote personal and family health.	8.5.1 Describe ways to influence and support others to make positive health choices.	8.8.1 Demonstrate ways to influence and support others to make positive health choices.	8.12.1 Implement activities that influence and support others to make positive health choices.	Personal Health
	8.2.2 Identify consumer/environmental health messages.	8.5.2 Compare consumer and environmental health messages.	8.8.2 Analyze how messages may influence community practices affecting the environment and consumer health.	8.12.2 Design a health-enhancing message that promotes community health.	Environmental/Consumer Health



## Comparison between Previous Health Standards and Current Health Standards

### Content Goals

Previous Health Standards							
Content Standard 1.0 Core Concepts	Content Standard 4.0 Analyze Influence	Content Standard 2.0 Accessing Information	Content Standard 5.0 Interpersonal Communication	Content Standard 6.0 Decision Making & Goal Setting		Content Standard 3.0 Self Management	Content Standard 7.0 Advocacy
Personal Health and Fitness, Growth and Development, Nutrition, Substance use and abuse, Injury/Violence Prevention & Safety, Disease Prevention, Community/Consumer Health	Personal Health and Fitness, Disease Prevention, Community/Consumer Health	Disease Prevention, Community/Consumer Health	Personal Health and Fitness, Injury, Violence Prevention & Safety	Personal Health and fitness, Disease Prevention, Community/Consumer Health		Personal health and fitness, Substance use and abuse, Injury, Violence Prevention & Safety, Disease Prevention, Community/Consumer Health	Community/Consumer Health
Current Health Standards							
Content Standard 1.0 Core Concepts	Content Standard 2.0 Analyze Influence	Content Standard 3.0 Accessing Information	Content Standard 4.0 Interpersonal Communication	Content Standard 5.0 Decision Making	Content Standard 6.0 Goal Setting	Standard Content 7.0 Self Management	Content Standard 8.0 Advocacy
Personal Health, Growth and Development, Nutrition and Physical Activity, Substance Use and Abuse, Injury/Violence Prevention and Safety, Prevention/Control of Disease, Environmental/Consumer Health	Nutrition and Physical Activity, Personal Health, Disease Prevention, Environmental/Consumer Health, Substance Use and Abuse	Disease Prevention, Environmental/Consumer Health	Personal Health, Substance Use and Abuse, Growth and Development, Injury, Violence Prevention, and Safety	Personal Health, Disease Prevention, Substance Use and Abuse, Environmental/Consumer Health	Personal Health, Disease Prevention, Environmental/Consumer Health	Personal Health, Substance Use and Abuse, Injury, Violence Prevention and Safety, Disease Prevention, Nutrition and Physical Activity	Personal Health, Environmental/Consumer Health

### Strands

#### Comparison of topics covered in both Current and Revised Health Standards

Current Health Standards	Revised Health Standards
Personal health & fitness	Personal Health
Growth and Development	Growth and Development
Nutrition	Nutrition and Physical Activity
Substance Use and Abuse	Substance Use and Abuse
Injury/Violence Prevention and Safety	Injury/Violence Prevention and Safety
Disease Prevention	Prevention/Control of Disease
Community/Consumer Health	Environmental/Consumer Health
Environmental Health	

\*The alignment is based on the National Health Standards.

## PERSONAL SAFETY STANDARDS

### **Content Standard 1.0: (CORE CONCEPTS)**

Content Standard 1.0: (CORE CONCEPTS) Students will comprehend concepts related to health promotion and disease prevention to enhance health.

By the end of the grade band:

Grades PreK-2

1.2.13 Recognize a person's right to feel comfortable and safe.

1.2.14 Define safe personal space of self and others.

Grades 3-5

1.5.13-Explain a person's right to feel comfortable and safe

(a) Recognize safe personal space of self and others. (b) Understand the importance of not violating people's safe personal space.

Grades 6-8

1.8.14 Define personal boundaries and clear personal limits for self and others

Grades 9-12

1.12.14 Develop personal boundaries and clear personal limits for self and others.

### **Content Standard 3.0: (ACCESSING INFORMATION)**

Content Standard 3.0: (ACCESSING INFORMATION) Students will demonstrate the ability to access reliable health information, products, and services to enhance health.

By the end of the grade band:

Grades PreK-2

3.2.3 Identify safety practices when using electronic devices including computers and cell phones.

Grades 3-5

3.5.3 Recognize the importance of online privacy and identify that media and technology can be unsafe.

Grades 6-8

3.8.3 Practice ways to stay safe when using technology in order to protect oneself from dangerous situations.

Grades 9-12

3.12.3 Apply safe ways to use technology when interacting with others.

### **Content Standard 1.0: (INTERPERSONAL COMMUNICATIONS)**

Content Standard 1.0: (INTERPERSONAL COMMUNICATIONS) Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.

By the end of the grade band:

Grades PreK-2

4.2.6 Identify potential dangers in digital environments and how to report potentially unsafe situations.

4.2.7 Identify ways to safely respond when someone is being bullied or made to feel unsafe.

Grades 3-5

4.5.6 Describe unacceptable and unsafe behaviors in digital environments and how to report potentially unsafe situations

4.5.7 Describe ways to safely respond when someone is being bullied or made to feel unsafe.

Grades 6-8

4.8.6 Define the reporting process within the school setting and describe where and when to report unsafe situations.

Grades 9-12

4.12.6 Explain the reporting process within the school setting and describe where and when to report dangerous situations.

### **Content Standard 5.0: (DECISION MAKING)**

Content Standard 5.0: (DECISION MAKING) Students will demonstrate the ability to use decision-making skills to enhance health.

By the end of the grade band:

Grades PreK-2

5.2.5 Identify steps to take if separated or lost from a parent, guardian, or caregiver.

Grades 3-5

5.5.5 Explain the hazards and dangers of becoming separated or lost from a parent, guardian, or caregiver and apply decision making steps when found in this situation.

## Grades 6-8

5.8.5 Apply a decision making process to a potential abusive situation in order to get help or leave an abusive situation

5.8.6 Identify legal and social consequences of abusive behaviors.

## Grades 9-12

5.12.5 Apply a decision making process to additional potential abusive situations in order to get help or leave an abusive situation

5.12.6 Analyze legal and social consequences of abusive behaviors.

## **Content Standard 6.0: (GOAL SETTING)**

Content Standard 6.0: (GOAL SETTING) Students will demonstrate the ability to use goal-setting skills to enhance health.

By the end of the grade band:

### Grades PreK-2

6.2.4 Identify goals for interpersonal safety when using media and technology

### Grades 3-5

6.5.4 Set goals for interpersonal safety when using media and technology

### Grades 6-8

6.8.4 Create and analyze goals for interpersonal safety when using media and technology

### Grades 9-12

6.12.4 Evaluate how interpersonal safety goals for media and technology will impact your physical, mental, social, and emotional health.

## **Content Standard 8.0:**

Content Standard 8.0: Students will demonstrate the ability to support/promote family, personal, and community health.

By the end of the grade band:

### Grades PreK-2

8.2.3 Define bystander/up stander behavior.

### Grades 3-5

8.5.3 Differentiate between bystander and up stander behavior.

Grades 6-8

8.8.3 Demonstrate how to be an up stander in an unsafe situation.

Grades 9-12

8.12.3 (2.) Recognize how up standers can help prevent violence by reporting unsafe situations.