

**PROPOSED REGULATION OF THE  
STATE BOARD OF EDUCATION**

**LCB File No. R055-17**

October 5, 2017

EXPLANATION – Matter in *italics* is new; matter in brackets ~~omitted material~~ is material to be omitted.

AUTHORITY: §§1-4, NRS 385.080, 385.114, 389.021 and 389.520.

A REGULATION relating to education; revising the performance standards for a course of study in health for pupils enrolled in prekindergarten, kindergarten and grades 1 to 12, inclusive; and providing other matters properly relating thereto.

**Legislative Counsel’s Digest:**

Existing law requires the State Board of Education to adopt standards for a course of study in health. (NRS 389.520) Existing regulations prescribe performance standards that a pupil is required to meet by the completion of second grade, fifth grade, eighth grade and high school. (NAC 389.2423, 389.2938, 389.381, 389.455) This regulation revises the performance standards for a course of study in health, including, without limitation, concepts relating to safe personal space, safety practices when using electronic devices and privacy on the Internet, for pupils enrolled in prekindergarten, kindergarten and grades 1 to 12, inclusive.

**Section 1.** NAC 389.2423 is hereby amended to read as follows:

389.2423 Instruction in prekindergarten, kindergarten, first grade and second grade in health must be designed so that pupils meet the following performance standards by the completion of the second grade:

1. Comprehend concepts related to the promotion of health and the prevention of disease to enhance health, as demonstrated by the ability of the pupil to:

(a) Identify behaviors concerning the health of a person that impact personal health;

(b) Identify basic human anatomy, including, without limitation, the eyes, nose, ears and teeth;

(c) Identify and respect the physical, emotional and intellectual differences of persons;

(d) *Recognize his or her right to feel comfortable and safe;*

(e) *Define his or her safe personal space and the safe personal space of other persons;*

(f) Describe how healthy eating and participating in daily physical activities promote health and well-being;

~~(e)~~ (g) Identify substances which benefit the body and substances which are harmful to the body;

~~(f)~~ (h) Recognize methods for preventing injuries and avoiding hazards common to children;

~~(g)~~ (i) Identify school personnel and health and safety officials, including, without limitation, law enforcement officers and emergency personnel;

~~(h)~~ (j) Recognize germs which may cause illnesses and diseases and measures which can be taken to help prevent the spread of those illnesses and diseases; and

~~(i)~~ (k) Identify elements of the environment which may affect the health of a person, including, without limitation, the sun, air, water, soil, food and pollutants.

2. Access reliable health information, products and services to enhance health, as demonstrated by the ability of the pupil to identify:

(a) Persons who are trustworthy to help promote health; ~~and~~

(b) Providers of health care ~~H~~; and

(c) *Safety practices while using an electronic device, including, without limitation, a computer and a cellular phone.*

3. Practice health-enhancing behaviors and avoid and reduce health risks, as demonstrated by the ability of the pupil to:

- (a) Identify responsible health behaviors;
- (b) Select foods that are healthy and help a person grow;
- (c) Explore movements that promote a lifestyle which is active and healthy; and
- (d) Identify the actions that may be taken for the personal safety of a person, including, without limitation, use of safety precautions while exposed to the sun, use of a helmet, obeying pedestrian rules, use of a safety belt, exercising safety around guns, use of emergency 911 services, using proper fire safety procedures and taking general safety precautions.

4. Analyze the influence of family, peers, culture, media, technology and other factors on behaviors concerning health, as demonstrated by the ability of the pupil to:

- (a) Identify different sources that influence behaviors which affect personal health;
- (b) Discuss the nutrition and physical activities of families from diverse cultures; and
- (c) Discuss different sources of influence that promote the use of substances which benefit the body and substances which are harmful to the body.

5. Use interpersonal communication skills to enhance health and to reduce or avoid health risks, as demonstrated by the ability of the pupil to:

(a) List healthy ways to communicate the wants, needs and feelings of the pupil and to listen to other persons who express wants, needs and feelings; ~~and~~

(b) Identify ways in which the pupil may respond to and report a situation that is unwanted, threatening or dangerous to the pupil or another person ~~and~~;

*(c) Identify the potential dangers in digital environments and how to report a situation that is potentially unsafe; and*

*(d) Identify ways in which the pupil may safely respond to a situation in which another person is being bullied or made to feel unsafe.*

6. Use goal-setting skills to enhance health, as demonstrated by the ability of the pupil to:
- (a) Define the terms “short-term personal health goal” and “long-term personal health goal”;
  - (b) Develop goals for practicing daily habits which promote health, including, without limitation, personal hygiene, safety precautions while exposed to the sun, nutrition and physical activity; ~~and~~
  - (c) Identify resources to assist the pupil with developing short-term personal health goals and long-term personal health goals, including, without limitation, goals concerning recycling, water conservation, proper disposal of garbage and trash, and food choices ~~and~~; *and*
  - (d) Identify goals for interpersonal safety while using media and technology.*

7. Promote and support personal, family and community health, as demonstrated by the ability of the pupil to:

- (a) Identify ways to promote personal and family health; ~~and~~
- (b) Identify messages regarding consumer and environmental health ~~and~~; *and*
- (c) Identify the behavior demonstrated by:*
  - (1) A bystander who is present at an event or incident but does not take part; and*
  - (2) An upstander who is present at an event or incident and intervenes appropriately if he or she determines such intervention is necessary for his or her personal health or the health of another person, his or her family or the community.*

8. Use decision-making skills to enhance health, as demonstrated by the ability of the pupil to:

- (a) Discuss choices which are beneficial and choices which are harmful to the health of the pupil;

(b) Identify resources and persons that assist in making decisions to enhance the health of the pupil;

(c) Identify situations which require decisions regarding the health of a person; ~~and~~

(d) Differentiate between situations in which a pupil must make a decision regarding health by himself or herself and situations in which a pupil must make a decision regarding health with the assistance of another person ~~and~~; *and*

*(e) Identify the steps to take if the pupil becomes lost or separated from a parent, guardian or caregiver.*

9. As used in this section, “prekindergarten” means a developmental program offered by a school district or charter school for pupils with special needs.

**Sec. 2.** NAC 389.2938 is hereby amended to read as follows:

389.2938 Instruction in third grade, fourth grade and fifth grade in health must be designed so that pupils meet the following performance standards by the completion of the fifth grade:

1. Comprehend concepts related to the promotion of health and the prevention of disease to enhance health, as demonstrated by the ability of the pupil to:

(a) Describe the relationship between behaviors concerning the health of a person and personal health;

(b) Explain the basic structure, function and developmental processes of the systems of the human body, including, without limitation, the human reproductive system in accordance with NRS ~~389.065;~~ *389.036;*

(c) Describe the physical, emotional and intellectual differences of persons and how those differences affect the well-being of those persons;

(d) *Explain the right of a person to feel comfortable and safe;*

*(e) Recognize his or her safe personal space and the safe personal space of other persons;*

*(f) Understand the importance of not invading the safe personal space of a person;*

*(g)* Identify the nutrients that are essential to a person's health, the functions served by such nutrients and the role those nutrients have in the promotion of health;

~~(e)~~ *(h)* Identify the health-related components of an active lifestyle;

~~(f)~~ *(i)* Explain how the use of substances can affect the way a person makes decisions and performs tasks;

~~(g)~~ *(j)* Describe methods for preventing injuries and avoiding hazards common to children;

~~(h)~~ *(k)* Explain the safety procedures a person can take when confronted with violence or other hazards;

~~(i)~~ *(l)* Differentiate between contagious and noncontagious diseases and illnesses and explain ways to prevent and control those diseases and illnesses;

~~(j)~~ *(m)* Identify programs that are designed to promote community health, including, without limitation, recycling, proper disposal of garbage and trash, and water conservation; and

~~(k)~~ *(n)* Explain the relationship between the environment and:

- (1) Positive behaviors concerning the health of a person; and
- (2) The prevention of injury, illness, disease and premature death.

2. Access reliable health information, products and services to enhance health, as demonstrated by the ability of the pupil to:

(a) Locate resources which provide reliable health information, including, without limitation, resources from home, school and the community; ~~and~~

(b) Describe situations which require services from providers of health care ~~+~~;

*(c) Recognize that media and technology can be unsafe; and*

*(d) Recognize the importance of privacy on the Internet.*

3. Practice health-enhancing behaviors and avoid and reduce health risks, as demonstrated by the ability of the pupil to:

- (a) Demonstrate behaviors that avoid or reduce health risks;
- (b) Demonstrate the ability to interpret information regarding nutrition, including, without limitation, food labels;
- (c) Engage in behaviors that promote physical activity;
- (d) Explain how substances can affect the way people make decisions and perform tasks;
- (e) Describe basic procedures in first aid and proper responses to common emergency situations;
- (f) Assess situations and practices that are dangerous and situations and practices that are not dangerous; and
- (g) Demonstrate personal health care practices that prevent the spread of communicable diseases and chronic diseases.

4. Analyze the influence of family, peers, culture, media, technology and other factors on behaviors concerning health, as demonstrated by the ability of the pupil to:

- (a) Identify how different sources affect a person's thoughts, feelings and behaviors concerning health;
- (b) Discuss nutrition and physical activity habits in diverse cultures;
- (c) Describe the influence of sources, including, without limitation, family, peers and information, on the practice and behaviors of a person;
- (d) Describe the influence of technology on the health of a person and the person's risk of contracting a disease; and

(e) Analyze how stated and implied messages from the media influence behaviors concerning health.

5. Use interpersonal communication skills to enhance health and to reduce or avoid health risks, as demonstrated by the ability of the pupil to:

(a) Model types of effective verbal and nonverbal communications;

(b) Discuss ways to communicate with other persons about the stages of growth and development;

(c) Demonstrate refusal and negotiation skills;

(d) Recognize refusal skills when the pupil is confronted with situations that are not healthy for the pupil, including, without limitation, situations involving alcohol, tobacco and other drugs;

~~and~~

(e) Demonstrate nonviolent strategies to manage or resolve conflicts ~~and~~; *and*

*(f) Describe unacceptable and unsafe behavior in a digital environment and how to report a situation that is potentially unsafe.*

6. Use goal-setting skills to enhance health, as demonstrated by the ability of the pupil to:

(a) Set short-term personal health goals and long-term personal health goals and track the progress of the pupil in achieving those goals;

(b) Implement other personal health goals to enhance the daily health habits of the pupil;

~~and~~

(c) Compare resources available to a pupil in developing personal health goals, including, without limitation, products for oral health, safety precautions while exposed to the sun and food choices ~~and~~; *and*

*(d) Set goals for interpersonal safety when using media and technology.*



7. Promote and support personal, family and community health, as demonstrated by the ability of the pupil to:

(a) Describe ways to influence and support a person in making positive health choices; ~~and~~

(b) Compare messages regarding consumer and environmental health ~~and~~; *and*

*(c) Differentiate between the behavior demonstrated by:*

*(1) A bystander who is present at an event or incident but does not take part; and*

*(2) An upstander who is present at an event or incident and intervenes appropriately if he or she determines such intervention is necessary for his or her personal health or the health of another person, his or her family or the community.*

8. Use decision-making skills to enhance health, as demonstrated by the ability of the pupil to:

(a) Apply a choice that is healthy when making decisions regarding personal health;

(b) Predict consequences relating to the use and abuse of substances, including, without limitation, the consequences to the person making the decision and to other persons;

(c) Predict consequences relating to decisions regarding behaviors concerning the health of a person; ~~and~~

(d) Analyze when a person needs assistance in making a decision regarding health ~~and~~; *and*

*(e) Explain the hazards and dangers of becoming lost or separated from a parent, guardian or caregiver and how to apply a decision-making process if the pupil becomes lost or separated from a parent, guardian or caregiver.*

**Sec. 3.** NAC 389.381 is hereby amended to read as follows:

389.381 Instruction in sixth grade, seventh grade and eighth grade in health must be designed so that pupils meet the following performance standards by the completion of the eighth grade:

1. Comprehend concepts related to the promotion of health and the prevention of disease to enhance health, as demonstrated by the ability of the pupil to:

(a) Analyze the relationship between behaviors concerning the health of a person and personal health;

(b) Identify the behaviors of a person that affect the function and development of the systems of the human body, including, without limitation, the human reproductive system in accordance with NRS ~~389.065~~; **389.036**;

(c) Explain the interrelationships between the physical, emotional, intellectual and social health in adolescence;

(d) ***Define personal boundaries and clear personal limits for himself or herself;***

(e) ***Respect the personal boundaries and clear personal limits of other persons;***

(f) Describe how age, gender, physical activity, lifestyle and heredity affect the nutrient needs of a person;

~~(e)~~ (g) Analyze the use of a substance that is beneficial to a person and the use of a substance that is harmful to a person;

~~(f)~~ (h) Develop a plan for personal safety to reduce or prevent injuries;

~~(g)~~ (i) Examine the likelihood that a person will suffer a serious injury or illness if the person engages in behaviors that increase the risk of such an injury or illness;

~~(h)~~ (j) Describe how behaviors of a person, pathogens, heredity and other factors relate to the prevention of illnesses and diseases;

~~(k)~~ **(k)** Discuss how the behaviors concerning the health of a person affect that person's risk of contracting an illness or a disease;

~~(l)~~ **(l)** Identify the applicable laws and regulations which protect community health; and

~~(m)~~ **(m)** Apply the actions a person may take to contribute to the enhancement of the environment.

2. Access reliable health information, products and services to enhance health, as demonstrated by the ability of the pupil to:

(a) Describe situations which may require services from providers of health care; ~~and~~

(b) Determine the accessibility of products and services that enhance health ~~and~~; *and*

***(c) Protect himself or herself from potentially unsafe situations by practicing ways to stay safe while using technology.***

3. Practice health-enhancing behaviors and avoid and reduce health risks, as demonstrated by the ability of the pupil to:

(a) Explain the importance of a person assuming responsibility for healthy behaviors;

(b) Create a wellness plan that meets dietary guidelines and includes moderate to vigorous physical activity;

(c) Demonstrate methods of responding to behaviors that put a pupil at risk, including, without limitation, the use of alcohol, tobacco and other drugs;

(d) Understand basic procedures in safety, first aid and life-saving measures, including, without limitation, the use of and procedures for using recreational safety equipment;

(e) Evaluate the behaviors of the pupil that put the pupil at risk for injury, including, without limitation, self-harming behaviors and harmful trends; and

(f) Analyze the behaviors of a pupil that increase the risk of the pupil spreading communicable diseases, including, without limitation, sexually transmitted diseases, mononucleosis, tuberculosis and influenza.

4. Analyze the influence of family, peers, culture, media, technology and other factors on behaviors concerning health, as demonstrated by the ability of the pupil to:

(a) Explain how different sources affect the practices and behaviors concerning the health of a person;

(b) Explain how a person's perceptions of norms affect the behaviors concerning his or her health and the health-related risks taken by him or her;

(c) Examine how different sources influence a person's food choices;

(d) Examine the influence of family, peers and information on the decision of a person to use, misuse and abuse substances;

(e) Explain how school policies and public health policies affect the promotion of health and the prevention of diseases; and

(f) Critique a variety of consumer influences that affect decisions concerning the health of a person.

5. Use interpersonal communication skills to enhance health and to reduce or avoid health risks, as demonstrated by the ability of the pupil to:

(a) Practice refusal and negotiation skills that avoid or reduce health risks;

(b) Express ways to communicate with other persons about the pupil's perceived body image;

(c) Practice appropriate methods for responding to situations that present a risk of harm to a person, including, without limitation, situations involving the use of alcohol, tobacco and other drugs;

(d) Demonstrate the ways to ask for assistance to enhance the health of the pupil and other persons; ~~and~~

(e) Implement refusal and negotiation skills to resolve conflicts ~~and~~; *and*

*(f) Describe the reporting process in his or her school, including, without limitation, when and where to report a situation that is potentially unsafe.*

6. Use goal-setting skills to enhance health, as demonstrated by the ability of the pupil to:

(a) Apply skills and strategies for the efficient management of time to reach a long-term personal health goal;

(b) Analyze how short-term personal health goals and long-term personal health goals change throughout a person's life; ~~and~~

(c) Analyze how short-term personal health goals and long-term personal health goals affect the community and environment ~~and~~; *and*

*(d) Create and analyze goals for interpersonal safety while using media and technology.*

7. Promote and support personal, family and community health, as demonstrated by the ability of the pupil to:

(a) Demonstrate ways to influence and support a person in making positive health choices; ~~and~~

(b) Analyze how a message influences community practices affecting the environment and consumer health ~~and~~; *and*

*(c) Demonstrate how to be:*

*(1) A bystander who is present at a potentially unsafe event or incident but does not take part; and*

*(2) An upstander who is present at a potentially unsafe event or incident and intervenes appropriately if he or she determines such intervention is necessary for his or her personal health or the health of another person, his or her family or the community.*

8. Use decision-making skills to enhance health, as demonstrated by the ability of the pupil to:

(a) Defend the selection of choices that are healthy and eliminate choices that are not healthy when making a decision;

(b) Compare the short-term and long-term consequences of a person's choice regarding the use and abuse of substances;

(c) Compare the short-term and long-term consequences of a person's health decisions; ~~and~~

(d) Apply a decision-making process to a health issue or significant problem ~~+~~, *including, without limitation, applying a decision-making process to a potentially abusive situation in order to get help or leave the situation; and*

*(e) Identify the legal and social consequences associated with abusive behaviors.*

**Sec. 4.** NAC 389.455 is hereby amended to read as follows:

389.455 Instruction in high school in health must be designed so that pupils meet the following performance standards by the completion of high school:

1. Comprehend concepts related to the promotion of health and the prevention of disease to enhance health, as demonstrated by the ability of the pupil to:

(a) Evaluate the effect of family history, health choices and level of stress on the health of a person;

(b) Formulate a strategy for personal health that includes the use of self-reflection to achieve overall wellness;

- (c) Apply knowledge of food and nutrient needs when making decisions regarding food choices and meal plans;
  - (d) Apply knowledge of physical activity and health to develop a plan for daily activity;
  - (e) Analyze the physiological, psychological and social effects of the use and abuse of a substance;
  - (f) Examine ways to reduce or prevent injuries and violence;
  - (g) Analyze the potential for injury, illness or death which results from a person engaging in behavior that increases health risks;
  - (h) Evaluate the effects of advances in research and medicine on the prevention and control of illnesses and diseases;
  - (i) Analyze the influence of the environment on the health of a person and the health of the community; ~~and~~
  - (j) *Develop personal boundaries and clear personal limits for himself or herself;*
  - (k) *Respect the boundaries and clear personal limits of other persons; and*
  - (l) Explain the role of consumers in preventing the spread of illness and disease.
2. Access reliable health information, products and services to enhance health, as demonstrated by the ability of the pupil to:
- (a) Evaluate the validity of health information, products and services; and
  - (b) Use resources, including, without limitation, resources from home, school and the community, that provide reliable information regarding health products and services.
3. Practice health-enhancing behaviors and avoid and reduce health risks, as demonstrated by the ability of the pupil to:
- (a) Analyze a variety of behaviors that avoid or reduce health risks to the pupil and others;

- (b) Implement a wellness plan that meets dietary guidelines and includes moderate to vigorous physical activity;
- (c) Evaluate the behaviors of the pupil for the use and abuse of substances;
- (d) Demonstrate practices and behaviors to avoid injury and reduce the risk of injury to the pupil or other persons, including, without limitation, refraining from driving while impaired, using a safety belt, refraining from fighting and avoiding self-harming behaviors; and
- (e) Evaluate the responsibility of a pupil in promoting health and avoiding or reducing behaviors that increase health risks to the pupil or other persons.

4. Analyze the influence of family, peers, culture, media, technology and other factors on behaviors concerning health, as demonstrated by the ability of the pupil to:

- (a) Analyze how different sources support and challenge beliefs, practices and behaviors concerning the health of a person;
- (b) Analyze how a person's perceptions of norms affect the behaviors concerning his or her health and the health-related risks taken by him or her;
- (c) Evaluate different sources that influence a person's food choices and physical activity habits;
- (d) Conduct a self-evaluation of the influence of different sources on the development of values regarding the use and abuse of substances, including, without limitation, prescription medications and over-the-counter medications;
- (e) Analyze current events and the influence of those events on the promotion of health and the prevention of disease; and
- (f) Evaluate the impact of media and technology on the health of a person, a family and the community.



5. Use interpersonal communication skills to enhance health and to reduce or avoid health risks, as demonstrated by the ability of the pupil to:

(a) Apply refusal, negotiation and collaboration skills to enhance health;

(b) Communicate acceptance of the physical and developmental characteristics of the pupil and other persons;

(c) Implement communication skills to enhance the ability of the pupil to make responsible decisions regarding the use and abuse of substances; ~~and~~

(d) Apply strategies to prevent or resolve conflicts without harming the pupil or other persons

~~and~~; *and*

*(e) Safely use technology while interacting with other persons.*

6. Use goal-setting skills to enhance health, as demonstrated by the ability of the pupil to:

(a) Implement strategies to monitor the progress of the pupil toward achieving a short-term personal health goal and a long-term personal health goal;

(b) Execute a plan that addresses the pupil's strengths, needs and risks in achieving short-term personal health goals and long-term personal health goals; ~~and~~

(c) Create a plan of action toward improving the community and environment ~~and~~; *and*

*(d) Evaluate how setting interpersonal goals for safety while using media and technology will impact the physical, mental, social and emotional health of the pupil.*

7. Promote and support personal, family and community health, as demonstrated by the ability of the pupil to:

(a) Implement activities that influence and support a person in making positive health choices; ~~and~~

(b) Design a message that enhances and promotes community health ~~and~~; *and*

*(c) Recognize how an upstander who is present at a potentially unsafe event or incident and intervenes appropriately can help prevent violence by reporting a potentially unsafe situation.*

8. Use decision-making skills to enhance health, as demonstrated by the ability of the pupil to:

*(a) Apply a decision-making process to more than one potentially abusive situation in order to get help or leave the situation;*

*(b) Formulate a plan to effectively enhance personal health;*

~~(b)~~ *(c) Evaluate the effectiveness of making decisions regarding the use and abuse of substances;*

~~(e)~~ *(d) Determine the benefits of applying a thoughtful decision-making process in situations concerning health;*

*(e) Analyze the legal and social consequences associated with abusive behaviors;* and

~~(d)~~ *(f) Examine barriers in the community that impede the ability to make healthy decisions.*