

**APPROVED REGULATION OF THE
STATE BOARD OF EDUCATION**

LCB File No. R087-18

Effective August 30, 2018

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

AUTHORITY: §§1 and 2, 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 sixth through eighth grades and high school; and providing other matters properly relating thereto.

Legislative Counsel’s Digest:

Existing law requires instruction in certain cardiopulmonary resuscitation techniques and the use of an automated external defibrillator to be provided as part of a course of study in health taught to pupils in public middle schools, junior high schools and high schools. (NRS 389.021) Existing regulations prescribe performance standards that a pupil is required to meet by the completion of eighth grade and high school. (NAC 389.381, 389.455) This regulation revises the performance standards for a course of study in health to include, for pupils enrolled in sixth through eighth grades and high school, instruction in the administration of cardiopulmonary resuscitation and the use of an automated external defibrillator.

Section 1. 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 389.036;

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

(d) Define personal boundaries and clear personal limits for the pupil;

(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;

(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;

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

(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;

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

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

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

(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;
- (b) Determine the accessibility of products and services that enhance health; and
- (c) Seek protection 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) *Perform the psychomotor skills required for the administration of hands-only cardiopulmonary resuscitation according to the guidelines of the American Heart Association;*
- (f) *Discuss the purpose, operation and safe use of an automated external defibrillator;*
- (g) Evaluate the behaviors of the pupil that put the pupil at risk for injury, including, without limitation, self-harming behaviors and harmful trends; and
- ~~(h)~~ (h) 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 the person's health and the health-related risks taken by the person;

(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;

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

(f) Describe the reporting process in the pupil's 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;
 - (c) Analyze how short-term personal health goals and long-term personal health goals affect the community and environment; 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;
 - (b) Analyze how a message influences community practices affecting the environment and consumer health; and
 - (c) Demonstrate how to be a person who is present at a potentially unsafe event or incident and intervenes appropriately if the pupil determines such intervention is necessary for the personal health of the pupil or the health of another person, the family of the pupil 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;
- (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. 2. 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;

(j) Develop personal boundaries and clear personal limits for the pupil;

(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) *Perform the psychomotor skills required for the administration of hands-only cardiopulmonary resuscitation according to the guidelines of the American Heart Association;*

(f) Explain the purpose, operation and safe use of an automated external defibrillator; and

(g) 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 the person's health and the health-related risks taken by the person;

(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;

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

(e) Safely use technology while interacting with other persons; and

(f) Explain the process for reporting dangerous situations within the school setting and describe where and when to report the dangerous situations.

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;

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

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

(c) Recognize how a person 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;
 - (c) Evaluate the effectiveness of making decisions regarding the use and abuse of substances;
 - (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
 - (f) Examine barriers in the community that impede the ability to make healthy decisions.