

GREAT MEADOWS REGIONAL SCHOOL DISTRICT

PO Box 74 Great Meadows, New Jersey 07838-0074

Superintendent's Office: Phone: 908-637-6576 ~ Fax: 908-637-6356

Business Office: Phone: 908-637-8672 ~ Fax: 908-637-6356

MICHAEL MAI

Superintendent of Schools/Director of Special Services

Kathy Ascolese

*Confidential Secretary
Superintendent/Special Services*



Amanda Kinney

*Acting Business Administrator/
Board Secretary*

September 2023

Dear Parent/Guardian:

It is mandated by the State of New Jersey that all public school students be given a comprehensive health education program. This health education program is provided by the Great Meadows Regional School District through a coordinated, sequential, age appropriate curriculum. (NJ.AC. 6:29-4.1.)

To complete the health course of study a student is expected to participate in all areas of the curriculum. Attached is an outline of the strands for your child's grade level explaining the information to which your child will be introduced. If a parent/guardian feels that any of the 2020 Strands are in conflict with sincerely held moral or religious beliefs then, pursuant to N.J.A.C. 6:29-4.2, the pupil may be exempted from that part of the instructional program. If your child does not participate in this unit he/she will be given alternate assignments. The responsibility of educating this exempted unit of study lies with the parent/guardian.

The Health Curriculum can be reviewed on the reverse side of this form or online at:
<https://gmrtdnj-public.rubiconatlas.org/>

Please return this attachment **ONLY** if you choose to have your child **OPT OUT** of specific units of study.

I have reviewed the attached descriptions of the revised Health and Physical Education Standards and I wish to have my child, _____,
OPT OUT from participation in learning activities pertaining to the Strands circled below:

- **Personal Growth and Development**
- **Social and Sexual Health**
- **Community Health Services and Support**
- **Pregnancy and Parenting**

Homeroom Teacher: _____

Date: _____

Parent's Signature: _____

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Print Parent's Name: _____

8th Grade Health Class

Personal Growth and Development

Individual actions, genetics, and family history can play a role in an individual's personal health.

- 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.

Social and Sexual Health

Inclusive schools and communities are accepting of all people and make them feel welcome and included.

- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
 - differentiate and understand gender identity, gender expression, and sexual orientation (define and compare) and how to address it in today's society and respect and acceptance of all
 - develop positive communication skills for positive interactions among all genders

There are factors that contribute to making healthy decisions about sex.

- 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
- 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
- 2.1.8.SSH.9: Define vaginal, oral, and anal sex.
- 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
- 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

Community Health Services and Support

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, sexting, safe haven and sex trafficking.
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
 - learn about and understand consent and laws of consent
 - Identify community resources or trusted adults to go to when assistance is needed

Pregnancy and Parenting

An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.

- 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting and adoption.
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
- 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.

There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.

- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.
- 2.1.8.PP.5: Identify resources to assist with parenting.