

July 2010

Dear Parents,

As our Mission Statement indicates, "The William Floyd School District is an active partnership of students, parents, educators, staff, and community." Parent and community involvement in our children's education is actively sought and encouraged.

As you may know, Health Education courses are required by New York State for all students at the secondary level. These courses are taught by certified health teachers. The district has worked closely with the community to develop and revise a comprehensive health program that is clear, culturally sensitive, and age appropriate, and which meets national and state health standards. Our health program has won awards and has been described as a model program by other school districts. Our Health Curriculum Advisory Group, which includes parents, makes recommendations for curriculum content, implementation and evaluation of health instruction. It is the district's intent to provide all students with the skills to obtain, interpret, and understand basic health information and services, which will enhance their health and help them achieve their educational goals.

However, we recognize that children mature at different rates and that some families may have concerns about their child's study of certain health and hygiene topics. Therefore, enclosed for your review is an overview of your child's health curriculum. Please take the time to review this curriculum and, if you would like further information, please contact the District Coordinator of Health Education at 874-1137.

Commissioner's Regulations allow you to have your child excused from instruction concerning the methods of prevention of AIDS, with an assurance that your child will receive said instruction at home. If you want your child excused from AIDS prevention instruction, you must fill out the enclosed form entitled, "Non-Participation Request and Statement of Assurance Regarding AIDS Prevention Education" and return the completed form to the building principal.

In addition, under certain circumstances, State Education Law allows you to have your child excused from health and hygiene topics which conflict with your religion. Specifically, the law requires that such conflict be certified by a proper representative of your religion, and be approved by the Commissioner of Education.

We hope that you find this information helpful and that, through our cooperative efforts and concerns, we can empower our children with the ability and desire to thrive as life-long learners.

N.Y. State Commissioner's Regulations - Section 135.3 (b) (2) and (c) (2) state, in pertinent part:

**No pupil shall be required to receive instruction concerning the methods of prevention of AIDS, if the parent or legal guardian of such pupil has filed with the principal of the school which the pupil attends a written request that the pupil not participate in such instruction with an assurance that the pupil will receive said instruction at home**

Education Law - Section 3204(5) states:

**Subject to rules and regulations of the board of regents, a pupil may, consistent with the requirements of public education and public health, be excused from such study of health and hygiene as conflicts with the religion of his parents or guardian. Such conflict must be certified by a proper representative of their religion as defined in section two of the religious corporation law**

## Non-Participation Request Form

In accordance with the Commissioner's Regulations, 135.3(b) (2) and (c) (2)

I \_\_\_\_\_ parent or legal guardian of \_\_\_\_\_,

hereby request that my son/daughter not participate in instruction concerning the methods of prevention of AIDS. I also hereby assure that my son/daughter will receive such instruction at home.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent or Legal Guardian

**Please return completed form to the building principal.**

In accordance with Education Law, section 3204(5) I \_\_\_\_\_,  
parent or legal guardian of \_\_\_\_\_, hereby request that my  
son/daughter not participate in the health or hygiene unit concerning

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent or Legal Guardian

**Please return completed form, together with the required certification by a proper representative of your religion, to the building principal.**

**Health Curriculum - Commencement**  
**Standard 1 - Personal Health and Fitness**

*Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.*

**GOAL A** -Students will understand human growth and development throughout the life cycle (physical, emotional, social)

- Students will know the role of heredity in wellness and illness
- Students will understand the emotional, social and physical aspects of wellness
- Students will understand how drugs interact with the body's cells
- Students will be able to explain the impact of environmental problems on human growth and development
- Students will be able to list the most common causes of death in our society

**GOAL B** -Students will demonstrate the necessary knowledge and skills to promote healthy development into adulthood.

- Students will develop and implement an "Individual Health Plan"
- Students will know the psychological, physical and emotional effects of alcohol, tobacco and drugs
- Students will explain how resolving conflicts with self, peers and parents can help lead to a healthy life
- Students will be able to describe skills needed to have healthy relationships
- Students will be able to respond appropriately to the needs of others

**GOAL C** - Students will apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood.

- Students will determine factors of health that are within our control
- Students will distinguish between effective and non-effective methods of preventing, controlling and treating substance abuse problems
- Students will be able to explain the role of risk factors and lifestyle choices in the development of health problems

**GOAL D** - Students will evaluate how the multiple influences which affect health decisions and behaviors can be altered.

- Students will share feelings on their individual stress, identify sources of their stress and recognize the possible effects
- Students will be able to explain how health practices are formed and how they can be changed

**Standard 2 - A Safe and Healthy Environment**

*Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.*

**GOAL A** - Students will recognize hazardous conditions in the home, school, workplace and community and propose solutions to eliminate or reduce them.

- Students will describe the problem of solid waste, how to clean up sites that were polluted in the past, and how to prevent these problems from occurring in the future
- Students will research new laws and legislation that have helped our global environment
- Students will list the most common environments in which injuries occur, typical types of injury for each location, and the people who are likely to be injured
- Students will identify the major types of injuries in the United States, including important factors associated with their occurrence
- Students will recognize how to reduce safety hazards and respond effectively in emergencies

**GOAL B** - Students will evaluate personal and social skills which contribute to health and safety of self and others.

- Students will identify various types of bias, harassment, violence, abuses and addictions
- Students will explore alternatives to unsafe behavior
- Students will identify basic strategies for the prevention and control of injuries, specifying particular measures that can be taken against different types of injuries
- Students will continue to evaluate a healthy lifestyle
- Students will recognize that abstinence from risky behaviors leads to a healthy lifestyle

**GOAL C** - Students will recognize how individual behavior affects the quality of the environment.

- Students will understand the prevalence of communicable diseases and how they affect the environment
- Students will understand the consequences of unsafe behaviors on society

## Health Curriculum - Commencement

### Standard 3 - Resource Management

*Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.*

**Goal A** - Students will demonstrate how to evaluate health information, products and services for validity and reliability.

- Students will explore alternatives for diets that promote disease or disorders
- Students will identify products that promote safety and protect life
- Students will identify consumer reports that compare health related products
- Students will identify and compare a variety of nutritional labels found on food products
- Students will be able to do a self-assessment based on valid researched information

**Goal B** - Students will analyze how cultural beliefs influence health behaviors and the use of health products and services.

- Students will identify the various cultures found in their school environment
- Students will describe the similarities and differences of peoples views on sexuality, pregnancy and family planning
- Students will describe how parents can foster healthy physical, emotional, intellectual, social and spiritual development in their children
- Students will analyze a variety of cultural diets listing the benefits and drawbacks of each
- Students will identify the different views of death held in different cultures
- Students will compare laws regulating DWI and the use of drugs in various states and nations

**Goal C** - Students will demonstrate the ability to access community health services for self and others.

- Students will identify the Suffolk County Response Agency as a 24-hour referral source for students in need of assistance
- Students will be able to access health agencies
- Students will research current health issues and legislation, using all available technology
- Students will explore computerized data base programs

**Goal D** - Students will use technology and media to promote positive health messages.

- Students will be able to communicate health messages
- Students will utilize computer programs to research information for health projects and/or portfolios
- Students will identify medical journals, magazines and newspapers that can be used to research personal health issues
- Students will analyze the various ways that media influences health decisions

**Goal E** - Students will demonstrate advocacy skills in promoting individual, family and community health.

- Students will identify environmental advocates and understand how they can personally help fight industrial pollution, encourage recycling and influence government policy
- Students will explore alternatives to current health care and cost-containment strategies in the United States
- Students will identify how their individual choices based upon their personal and cultural beliefs will effect their lifetime health choices
- Students will understand the nonsmokers' "Bill of Rights" and the impact it has had on new legislation
- Students will be able to explain the impact of SADD and MADD on DWI legislation
- Students will understand the controversy over a woman's right to control her own reproduction

**Non-Participation Request Form**

If you are requesting non-participation, please return the completed form, together with the required certification by a proper representative of your religion, to the Athletic Director by **September 3, 2010**.

In accordance with the Commissioner's Regulations, 135.3(b)(2) and (c)(2)

I \_\_\_\_\_ parent or legal guardian of \_\_\_\_\_,  
request that my son/daughter not participate in instruction concerning the  
methods of prevention of AIDS. I also hereby assure that my  
son/daughter will receive such instruction at home.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent or Legal Guardian

**Please return completed form to the Athletic Director.**

In accordance with the Education Law, 3204(5) I \_\_\_\_\_ parent or legal guardian  
of \_\_\_\_\_, hereby request that my son/daughter not participate in the health or hygiene  
unit concerning \_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent or Legal Guardian

**Please return completed form, together with the required certification by a proper representative  
of your religion, to the Athletic Director.**

William Floyd Athletic Office  
Attn: Health/Opt-Out  
240 Mastic Beach Rd.  
Mastic Beach, NY 11951