

Health Advisory COMMITTEE

22 July 2024



AGENDA

01

Health
Advisory
Committee

Purpose

02

Comprehensive
Health Act
Reminders

03

IS 17-Health
Education

Erin's Law
Gavin's Law

04

K-12
Resources

Health Advisory Committee

Purpose

(§59-32-20) Selection or adoption of instruction units by state board required.

(§59-32-30 (B))

Local school boards may use the instructional unit made available by the board pursuant to Section 59-32-20, or local boards may develop or select their own instructional materials addressing the subjects of reproductive health education, family life education, and pregnancy prevention education. To assist in the selection of components and curriculum materials, each local school board shall appoint a thirteen-member local advisory committee consisting of two parents, three clergy, two health professionals, two teachers, two students, one being the president of the student body of a high school, and two other persons not employed by the local school district

Comprehensive Health Act

Health Advisory Committee

(§59-32-30 (B))

Local school boards may use the instructional unit made available by the board pursuant to Section 59-32-20, or local boards may develop or select their own instructional materials addressing the subjects of reproductive health education, family life education, and pregnancy prevention education. To assist in the selection of components and curriculum materials, each local school board shall appoint a thirteen-member local advisory committee consisting of two parents, three clergy, two health professionals, two teachers, two students, one being the president of the student body of a high school, and two other persons not employed by the local school district

Comprehensive Health Act

- (§59-32-32-10). Definitions.
 - Comprehensive Health Education
 - Reproductive Health Education
 - Family Life Education
 - Pregnancy Prevention Education
- (§59-32-30(A)(1)) Reproductive health instruction is permitted before grade six at the option of local school boards.

Comprehensive Health Act

Middle School

- (§59-32-30(A)(2)) Family life and pregnancy prevention instruction is permitted in grades six, seven, and eight at the option of local school boards;
- (§59-32-30(A)(2)) STD-prevention instruction is required in (6th-8th grades) Also: community health, consumer health, environmental health, growth and development, nutritional health, personal health, prevention and control of diseases and disorders, safety and accident prevention, substance use and abuse, dental health, mental and emotional health, and reproductive health education, sexually transmitted diseases, and domestic violence.
- At the discretion of the local board, instruction in family life education or pregnancy prevention education or both may be included, but instruction in these subjects may not include an explanation of the methods of contraception before the sixth grade.

Comprehensive Health Act

High School

- (§59-32-30(A)(6)) Adoption as a positive alternative
- (§59-32-30(A)(7)) Cardiopulmonary Resuscitation (CPR)
- (§59-32-30(A)(5)) may no longer be enforced, applied, or relied on
 - Decree from the *Gender and Sexuality Alliance, etal v. Molly Spearman*

Erin's Law



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

MEMORANDUM

TO: District Superintendents
District Instructional Leaders

FROM: Dr. Anne Pressley, Director
Office of Standards and Learning

DATE: July 25, 2016

RE: Erin's Law

Section 59-32-20(B) of the South Carolina Code of Laws was amended June 2014 (H.4061, Act 293) to read that the State Board of Education through the South Carolina Department of Education (SCDE) shall support districts in providing age-appropriate instruction in sexual abuse and assault awareness and prevention to all students in four-year-old kindergarten, where offered, through twelfth grade as referenced in the excerpt below.

Select or develop instructional units in sexual abuse and assault awareness and prevention, with separate units appropriate for each age level from four-year-old kindergarten through twelfth grade; and to amend section 59-32-30, relating to the requirement that local school districts implement the comprehensive health education program, among other things, so as to provide that beginning with the 2015-2016 school year, the districts annually shall provide age-appropriate instruction in sexual abuse and assault awareness and prevention to all students in four-year-old kindergarten, where offered, through twelfth grade.

To support age-appropriate instruction that is prescriptive to the needs of individual districts, the SCDE, through the Office of Standards and Learning, has made available a comprehensive list of both community-based, direct-service providers and programs related to instruction on sexual abuse and assault awareness and prevention offered around the state. This list of resources can be accessed via <http://goo.gl/5YVtyd> and <http://goo.gl/jUwUIW>. Additionally, districts can access resources and lessons available via <http://goo.gl/r3m40Z>. The SCDE encourages districts to work with their community partners and local health advisory committees required by section 59-32-30(B) in the selection process of instructional materials.

If you have questions regarding Erin's Law, please contact Dr. Anne Pressley via apressley@ed.sc.gov or (803) 734-8574.

Gavin's Law



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

MEMORANDUM

TO: District Superintendents

FROM: Laura Bayne
Deputy Superintendent for Strategic Engagement

DATE: August 29, 2023

RE: Gavin's Law Implementation Requirements

Per the requirements of [Gavin's Law](#), Act 54 of 2023, local school districts shall collaborate with the State Department of Education, the South Carolina Law Enforcement Division, and the Attorney General's office, as appropriate, to implement a policy to educate and notify students of the provisions of Gavin's Law. This includes adequate notice to students, parents or guardians, the public, and school personnel of the change in law.

It is the Department's recommendation that school districts incorporate the requirements of Gavin's Law into the [Erin's Law](#) curriculum and give age-appropriate instruction on the dangers and consequences of sexual extortion to satisfy the requirements for student notification. It is also recommended that each district post their policy on their website for full visibility.

Regarding the notification to parents or guardians, the public and school personnel, the Department recommends using the district's preferred notification method to inform the aforementioned groups of the change in law.

The State Department of Education is required to issue a report on the districts' adoption and implementation of Gavin's Law by July 1 of each year. To satisfy this reporting requirement during this year of implementation, please complete [this form](#) once all elements of the law have been enacted.

GAVIN'S LAW



Beaufort County School District

[ABOUT US](#)

[ACADEMICS](#)

[FAMILIES](#)

[STUDENT SERVICES](#)

[COMMUNITY](#)

[CAREERS](#)

[HOME](#) > [FAMILIES](#) > [PARENTS](#) > [PARENT NOTICES](#) > [GAVIN'S LAW](#)

Gavin's Law

Gavin's Law ([H.3583](#)) is legislation that makes sexual extortion, the act of blackmailing someone using sexually explicit images or videos, a felony offense and an aggravated felony if the victim is a minor, vulnerable adult, or if the victim suffers bodily injury or death directly related to the crime. In 2022, 17-year-old Gavin Guffey was a victim of sexual extortion, resulting in him taking his own life.

The bill reads in part, "Local school districts shall collaborate with the State Department of Education, the South Carolina Law Enforcement Division, and the Attorney General's office, as appropriate, to implement a policy to educate and notify students of the provisions of this act which includes adequate notice to students, parents or guardians, the public, and school personnel of the change in law."

The South Carolina Department of Education has recommended that school districts incorporate the requirements of Gavin's Law into the Erin's Law curriculum and provide age-appropriate instruction on the dangers and consequences of sexual extortion to satisfy the requirements for student notification. The BCSD is implementing the South Carolina Department of Education's recommendations.

The BCSD has updated [Administrative Regulation 17 – Health Education](#) which includes Gavin's Law. The BCSD is committed to maintaining a learning environment free from intimidating or harassing behavior of any kind, including sexual extortion. In keeping with this commitment, the BCSD prohibits any student, staff, or third parties from engaging in any behavior that would satisfy the definition of sexual extortion or aggravated sexual extortion as described in state law.



English >

Gavin's Law

RESOURCES

Elementary School (K-5)
The Great Body Shop



Middle School (6-8)
Glencoe Teen Health

High School
Glencoe Health



Comprehensive Health Education

Knowledge, skills, attitudes, and values to make responsible choices to protect their health and create healthy relationships.

National Health Standards

- “Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.”

South Carolina State Standards

Key Concepts

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health



THE GREAT BODY SHOP

*K-6 Comprehensive Health, Substance Abuse & Violence Prevention
Research-based! Proven Effective for over 30 years!*

Objectives:

To equip students with knowledge, values, life skills, and critical thinking skills so they can...

- Understand concepts related to health promotion and disease prevention
- Analyze internal and external influences that affect the health of self and others
- Demonstrate the ability to access valid health information, products, and services
- Use interpersonal communication skills to enhance health and reduce health risks
- Use decision-making skills to enhance health
- Use goal setting skills to enhance health
- Demonstrate the ability to use health behaviors to avoid or reduce risk
- Advocate for personal, family, and community health



Format:

THE GREAT BODY SHOP is presented in a flexible format. Each teacher has a grade-appropriate Teacher's Guide. Each student receives ten Student Issues, mailed monthly to the school throughout the school year. There are four lessons per unit (roughly one per week).

The lesson design is centered on answering four basic questions:

1. What do we know?
2. What do we need to learn?
3. What did we learn?
4. What helped us to learn?

This design is amplified in each lesson with homework, portfolio, and reinforcement activities. THE GREAT BODY SHOP is kept current and medically accurate with annual updates.

***Aligned to
National Health Standards
(2007)**

***Aligned to
South Carolina
Health and Safety
State Standards
(2010)**

THE GREAT BODY SHOP

Come in and learn about your body!



Look Out!

We are **careful** kids.

We are careful at home and at school.

We pick up our toys so that we do not trip on them.

We watch where we go.

We follow the **safety rules**.

Name: _____

Copyright © 2024 The Children's Health Market, Inc. P.O. Box 7294 Wilton, CT 06897 www.TheGreatBodyShop.net SI101

Safe Play

We are careful kids.

We are careful when we play.

We look and listen and follow the rules.

We will be safe every day!



Fire Safety

Oh, no! The smoke alarm rings.

Betsy smells smoke.

She crawls to the door.

Show Betsy how to get out of the house.



Safety Helpers

Willie is a careful kid,

but he is lost today.

He looks up and down.

He looks all around.

He cannot find his way!

What can Willie do?

He can ask the safety helpers

he sees each day.

Police, firefighters, and crossing guards
will show him the way.

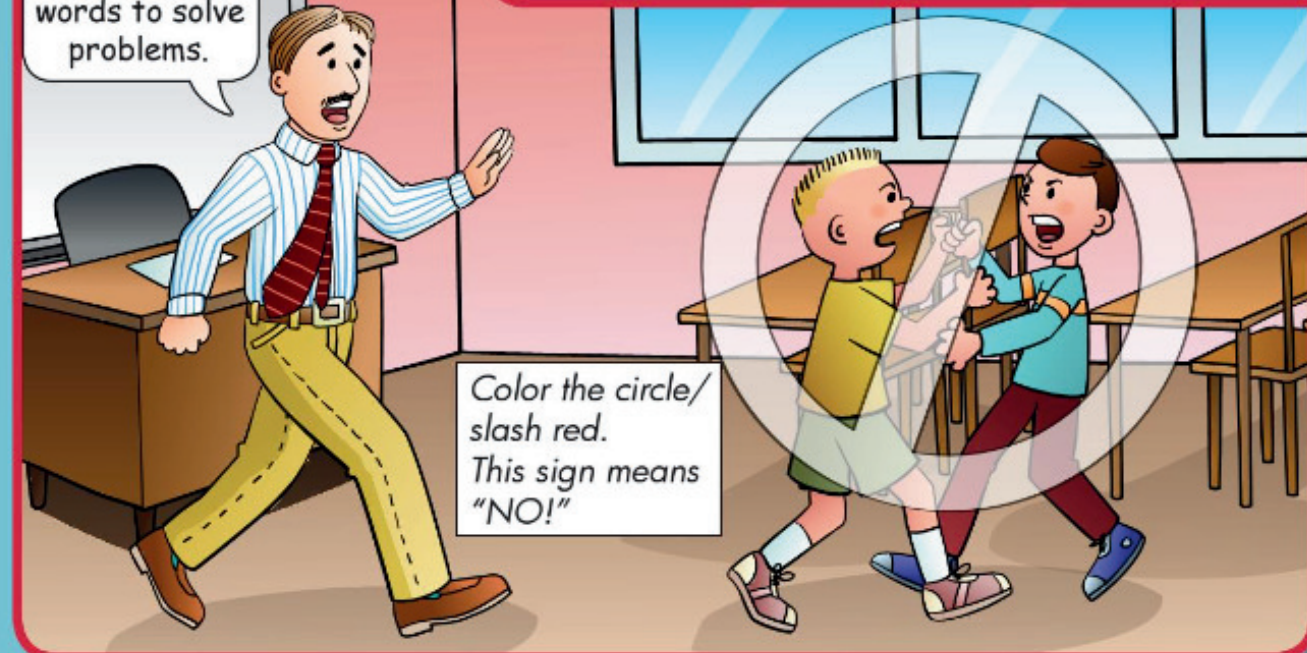
Do you know where you live?

Do you know how to call your family?



Careful kids use their words to solve problems.

What Can Happen When Kids Fight?



All lessons

1. What Do We Know?
2. What Do We Need To Learn?
3. What Did We Learn?
4. What Helped Us To Learn?



Teacher Overview

TG202



Cross Curriculum

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Reinforcement
Activities

Worksheets &
Handouts

Spanish Materials

French Materials

DOMAINS OF ENGLISH LANGUAGE ARTS						
	RL	RI	RF	W	SL	L
CURRICULAR AREAS	READING FOR LITERATURE	READING FOR INFORMATIONAL TEXT	READING FOR FOUNDATIONAL SKILLS	WRITING	SPEAKING AND LISTENING	LANGUAGE
Fine Arts					A01; A02; A03	A01; A02
Language Arts	A07; A08; L03	L02	A05; A06; L02; L03	A04; P02; P03	A05; A06; A07; A08; L02; L03; P02; P03	A04; A05; A06; A07; A08; L02; L03; P02; P03
Math				A09	A09	A09
Physical Education		A12; A15	A12		A10; A11; A12; A13; A14; A15	A10; A12; A13; A15
Science	L04	L01; L02; L04	L01; L02	H01	A16; A17; H01; H02; L01; L02; L04	A16; A17; A18; H01; H02; L01; L02; L04
Social/Emotional Learning	L03; L04	L01; L02; L04	L01; L02; L03	A21; P02; P03; P04	A19; A20; A21; H03; H04; L01; L02; L03; L04; P01; P02; P03; P04	A19; A20; A21; H03; H04; L01; L02; L03; L04; P01; P02; P03; P04
Social Studies	L03		L03	A22; A23	A22; A23; L03	A22; A23; L03

My Notes

Completed 05/28/2024

Evaluate

Lesson 1: How You Think


Performance Objectives:

- K** Explain the major parts of the brain and how the brain works as a control center for the body.
- V** Develop respect for the functions of the brain.
- LS** Practice using different functions controlled by the brain.
- TS** Analyze the different ways the brain handles the needs of the body.

Cross Curricular Areas: Science, Social/Emotional Learning

National Health Education Standards:

Rubicon Atlas

Beaufort County School District

[My Atlas](#) [All Curriculum](#) [Reports](#) [Communities](#) [Learn](#)

Unit Plan

BCSD Elementary Schools / Grade 3 / Physical Education & Health / [Health & Safety Education Grade 3](#) / Nutrition and Physical Activity

Nutrition and Physical Activity

[+ Add New Unit](#)

Show Lessons

Week 3 - Week 5 | 3 Curriculum Developers | Last Updated: Jul 1, 2024 by Vogt, Melissa

Unit Introduction

Nutrition and Physical Activity

- Essential nutrients the body needs.
- Dietary Guidelines for Americans
- Food groups.
- Food safety.
- Health-related fitness and skill-related fitness.
- Media advertising.
- Accessing accurate information on healthy eating and physical activity.
- Nutrition label identification.
- Serving sizes and food groups.
- Setting goals to improve eating and physical activity.
- Explaining to others the importance of healthy eating and physical activity.

Add an Attachment

Unit Topic

Nutrition and Physical Activity

- Essential Nutrients
- Food Groups, Serving Sizes, Calories, USDA Dietary Guidelines
- Ways to Be Physically Active

Add an Attachment

Rubicon Atlas

South Carolina Standards for Health and Safety Education (2007)

South Carolina Standards for Health and Safety Education				
	6 th Grade	7 th Grade	8 th Grade	
Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007)	D-6.1.1 Identify reasons why individuals use and abuse alcohol, tobacco, and other drugs (ATOD) D-6.1.2 Describe short and long-term effects and consequences of ATOD use, including secondhand smoke D-6.1.3 Discuss the risks associated with over-the-counter and prescription drugs G-6.1.1 Explain the family roles, rules, and responsibilities change over time G-6.1.2 Describe how the endocrine system affects growth and development G-6.1.3 Identify the structures and functions of the male and female reproductive systems. G-6.1.4 Explain why abstinence is the most effective means of protecting reproductive health ♦♦ G-6.1.5 Describe the scientific process of fertilization. G-6.1.6 Describe the signs and symptoms of pregnancy. G-6.1.7 Identify reproductive problems found in males and females. G-6.1.8 Define the terms sexually transmitted infections and diseases (STIs/STDs) and human immunodeficiency virus (HIV). G-6.1.9-Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct <u>through the use of technology</u> . I-6.1.1 Describe ways to reduce and prevent injuries (e.g., helmets, mouth guards, safety equipment, seat belts, water-safety devices).	D-7.1.1 Compare and contrast drug misuse, drug abuse, and drug dependence. D-7.1.2 Describe risks associated with alcohol, tobacco, and other drugs (ATOD)-use, abuse, and addiction. D-7.1.3 Define opioid prescription medication and drugs. D-7.1.4 Discuss the impact of ATOD use and abuse on individuals, peers, and family members. G-7.1.1 Explain the structures and functions of the male and female reproductive systems. G-7.1.2 Describe the advantages of abstinence . ♦♦ G-7.1.3 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth. G-7.1.4 Describe signs and symptoms and effective treatment of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS). G-7.1.5 Explain effective methods for the prevention of STIs/STDs, HIV, and AIDS. G-7.1.6 Explain effective methods for the prevention of unintended pregnancy in the context of future family planning. ♦♦ G-7.1.7 Discuss the impact of bullying, cyberbullying, dating violence, domestic violence, sexual harassment, rape, sexual assault, sexual abuse, and consent.	D-8.1.1 Discuss the reasons that individuals use and abuse alcohol, tobacco, and other drugs (ATOD). D-8.1.2 Examine the short and long-term effects and consequences of ATOD use, including the impact on society. D-8.1.3 Explain ways to access laws relating to ATOD use, possession, and sales. G-8.1.1 Explain how roles, including rules and responsibilities of the members in a family, change over time (e.g., parental responsibilities when parenting a teenager versus parental responsibilities when parenting an infant). G-8.1.2 Compare and contrast the structures and functions of the male and female reproductive systems. G-8.1.3 Describe health issues that can affect male and female reproductive systems. G-8.1.4 Discuss the advantages of abstinence . ♦♦ G-8.1.5 Describe signs and symptoms and effective treatments of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS).♦♦ G-8.1.6 Explain effective methods for the prevention of STIs/STDs, HIV, AIDS, and unintended pregnancy. ♦♦++ G-8.1.7 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct <u>through the use of technology</u> . G-8.1.8 Examine the scientific process of fertilization.	

South Carolina Standards for Health and Safety Education Key (2007)

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in National Health and Safety Performance Standards (NRC, 2011)

◆: Reproductive health instruction is permitted before grade six at the option of local school boards (§59-32-30(A)(1)).

◆◆: Family life and pregnancy prevention instruction is permitted in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is required in these three grades (§59-32-30(A)(2)).

Welcome to *Teen Health*



Middle school is a crucial period in students' lives, which is why health education is so critical. Students need a health curriculum that is engaging enough to capture their attention by covering topics they will encounter in the real world. They also need a program that enables them to practice making healthy, informed decisions while developing vital knowledge along with social and emotional skills.

Teen Health is a market leader in middle school health curriculum that emphasizes social and emotional learning while focusing on 10 critical health skills that align with the National Health Standards. These 10 health skills were identified by health educators across the country as essential for students to promote health and contribute to overall wellness:

- Accessing Information
- Stress Management
- Conflict Resolution
- Analyzing Influences
- Communication
- Self-Management and Practicing Healthful Behaviors
- Refusal Skills
- Decision Making
- Goal Setting
- Advocacy

Featuring up-to-date content on current topics, *Teen Health* meets each student at their level with resources that accommodate their unique learning needs and ample opportunities to practice and apply health skills in a variety of situations. Additionally, *Teen Health* is designed with flexibility in mind to meet the needs of teachers by accommodating all classroom settings and instructional styles, whether you prefer traditional, fully digital, and/or blended learning.

Teen Health

Teen Health Table of Contents



Module 0	Your Health and Wellness	Module 14	Alcohol
Module 1	Social Health	Module 15	Drugs
Module 2	Dating Relationships and Abstinence	Module 16	Using Medicines Wisely
Module 3	Bullying and Cyberbullying	Module 17	Communicable Diseases
Module 4	Emotional Health	Module 18	Noncommunicable Diseases
Module 5	Mental and Emotional Disorders	Module 19	Safety
Module 6	Conflict Resolution	Module 20	Green Schools and Environmental Health
Module 7	Violence Prevention		
Module 8	Nutrition		
Module 9	Physical Activity		
Module 10	The Life Cycle		
Module 11	Personal Health Care		
Module 12	The Body Systems		

Future Topics

- High School Comprehensive Health Education
- McGraw Hill eBook Supplement

Thank YOU for serving on our committee