

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

Form #5

Do Not Mark In this Box

FILED

Nov 23 10 25 AM '92

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: WEST VIRGINIA BOARD OF EDUCATION TITLE NUMBER: 126

CITE AUTHORITY: WV Const. Article XII, Section 2, & WV Code 18-2-5

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

AMENDMENT TO AN EXISTING RULE: YES X, NO _____

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44A (Policy 2520.06)

TITLE OF RULE BEING AMENDED: INSTRUCTIONAL GOALS: Health Education
Program of Study

IF NO, SERIES NUMBER OF NEW RULE BEING ADOPTED: _____

TITLE OF RULE BEING ADOPTED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS December 23, 1992

Barbara L. Fox
November 19, 1992

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SEP 23 10 53 AM '63

SECRETARY OF STATE
WASHINGTON, D.C. 20520

HB NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Health Education Instructional Goals FUND _____

SOURCE OF REVENUE: GENERAL SPECIAL OTHER (SPECIFY) _____

COST ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 AND ITEM 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$	\$	\$
PERSONAL SERVICES	\$	\$	\$	\$	\$
CURRENT EXPENSES					
REPAIRS AND ALTERATIONS					
EQUIPMENT					
OTHER					
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

No new costs associated with this policy.

IMPACTS
FISCAL:

STATE STAFF: Lenore Zedosky

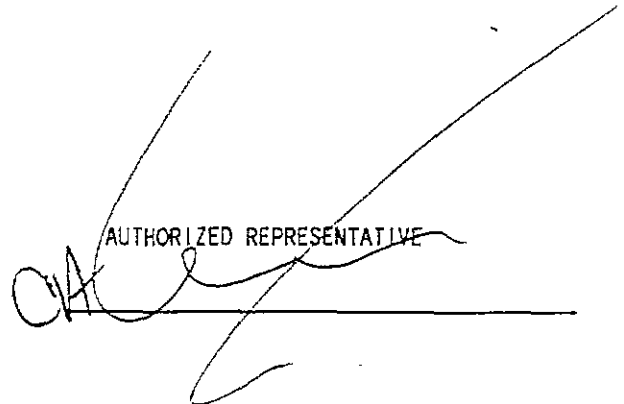
DATE

AGENCY

Sept. 10, 1992

WV Department of Education

AUTHORIZED REPRESENTATIVE



EXECUTIVE SUMMARY
WEST VIRGINIA BOARD OF EDUCATION

POLICY NUMBER AND TITLE: Instructional Goals: Health Education
Program of Study (Regulations 2520.06)

PUBLIC COMMENT PERIOD ENDS: November 1, 1992 ADOPTED: November 13, 1992

BACKGROUND:

The Health Education Program of Study was last revised in 1989 to meet the statutory requirement to include AIDS prevention education. In September, 1990, the "Criteria of Excellence: Instructional Goals and Objectives, Policy 2520" was revised to assure establishment of high quality standards concerning performance expectations for all students attending West Virginia public schools.

Health education instruction frequently changes to reflect best practice based on current knowledge about diseases, health and wellness. By moving from a somewhat rigid learner outcome model to an instructional goal model, the health education program of study will allow multiple opportunities for students to master the knowledge and skills needed to live a healthy lifestyle.

PURPOSE:

The Health Education Instructional Goals are provided for the purpose of describing the components needed to promote the knowledge, attitudes and behaviors needed to live a healthy lifestyle.

CONTENTS:

The policy is divided into three programatic levels, K-4, 5-8 and Adolescent. The Health Education Program is a K-12 sequence of related areas of study which constitute the subject matter to be offered in the public schools of West Virginia. The major areas of study within the program are: personal health, growth and development, drugs and alcohol, consumer and environmental health, safety, nutrition, physical fitness and disease prevention.

The policy has been out on comment since September 1992. A total of 42 comments were received, and one hundred-fifty elementary and 50 secondary teachers from Berkeley County reviewed the policy during an in-service workshop in August 1992. The comments received from these groups resulted in the inclusion of specific instructional goals related to child abuse prevention and more specificity related to the need for instruction about diseases such as AIDS.

IMPACT:

The Health Education Instructional Goals will emphasize the need for students to practice and acquire skills that will allow them to lead a healthy lifestyle. Instructional materials will be approved this year to coincide with the updated Health Education Program of Study.

NOTE: To obtain a complete copy of the above policy, please contact your county superintendent's office.

Title 126
LEGISLATIVE RULE
WEST VIRGINIA BOARD OF EDUCATION
CHAPTER 18-2
SERIES 44A

FILED

Nov 23 10 26 AM '92

TITLE: INSTRUCTIONAL GOALS: HEALTH EDUCATION PROGRAM OF STUDY OFFICE OF WEST VIRGINIA
(REGULATIONS 2520.06) SECRETARY OF STATE

Section 1. GENERAL

- 1.1 Scope. This legislative rule constitutes the health education program requirements.
- 1.2 Authority. West Virginia Constitution Article XII, §2, and West Virginia Code §18-2-5.
- 1.3 Filing Date. November 19, 1995
- 1.4 Effective Date. December 20, 1995
- 1.5 Repeal of Former Rule. Policy 2520.06 is repealed and these regulations will replace the former.

Section 2. PURPOSE

The West Virginia Board of Education recognizes the critical linkage between health and education, and the importance of providing opportunities for students to develop and practice the skills needed to live healthy lives. Health education is a critical element of a comprehensive school health program and should be linked to these additional components: health services, school environment, child nutrition, physical education, school counseling, teacher/staff wellness and community involvement.

The Health Education Program is a K-12 sequence of related areas of study which constitute the subject matter to be offered in the public schools of West Virginia. The major areas of study within the health program are: personal health, growth and development, drugs and alcohol, consumer and environmental health, safety, nutrition, physical fitness and disease prevention.

Section 3. Early Childhood Education

The goal of the Health Education Program of Study in Early Childhood Education is to prepare students to assume responsibility for their own health and wellness. They need to begin to understand the relationships between certain health and hygiene practices and their own health status, and demonstrate the ability to make sound health choices. The local school district shall, therefore, provide multiple opportunities for students to:

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MEMORANDUM

FOR THE RECORD

- Know and understand the basic hygiene and health practices related to cleanliness, rest and exercise, dental health, and protection from the environment, and how these factors influence disease processes.
- Know and understand the relationships between food choices and exercise and health status including weight, fitness and health indicators such as blood cholesterol.
- Know the major parts and functions of the different body systems, including the following: digestive, circulatory, respiratory, musculo-skeletal, and nervous.
- Understand and practice safety skills and demonstrate basic care for minor injuries.
- Understand the differences between drugs used for medicinal purposes and those that are unlawful and recognize the importance of correct medication usage.
- Recognize feelings, coping strategies, and personal relationships and how they affect emotions and self-concept.
- Recognize types of community health agencies and providers and demonstrate knowledge of consumer health issues.
- Understand good touching versus bad touching, and the need for reporting child abuse.

Section 4. Middle Childhood Education

The goal of the Health Education Program of Study in Middle Childhood Education is to prepare students with the skills necessary to make wise health decisions that promote a healthy lifestyle in the following areas: development and personal health, safety, mental health and relationships, consumer and environmental health, drug use prevention, disease prevention, nutrition and fitness. The local school district shall, therefore, provide multiple opportunities for students to:

- Know and practice healthful behaviors which can prevent the majority of lifestyle related deaths, diseases, injuries and loss of quality of life from illnesses such as AIDS, other sexually transmitted diseases, cardiovascular diseases, diabetes, cancer, etc.
- Identify and select appropriate health care resources.
- Compare the functions and interrelationships of body systems and demonstrate understanding of the physical and emotional aspects of pubescence.
- Understand the reasons and demonstrate the ability to refuse pressures to engage in risk behaviors such as drug, tobacco or alcohol use, and sexual activity.

- Demonstrate appropriate coping skills as needed in peer, social and family relationships to benefit mental health.
- Demonstrate how to avoid and report child abuse.

Section 5. Adolescent Education

The goal of the Health Education Program of study in Adolescent Education is to assure that students master the skills necessary to make healthful decisions throughout the life span in the following areas: growth, development and personal health, safety, mental health and relationships, consumer and environmental health, drug use prevention, disease prevention, nutrition and fitness. The local school district shall, therefore, provide multiple opportunities for students to:

- Gain knowledge and skills that lead to an understanding of self and relationships with others across the life span, including demonstration of the ability to express emotions appropriately and show respect for others.
- Understand health care costs and use this information to select appropriate health care providers and health care resources.
- Demonstrate peer pressure reversal skills to avoid risk behaviors that endanger current and future health status; including avoidance of drug, tobacco and alcohol use, and sexual activity that can result in disease transmission or pregnancy, as well as skills to avoid injury.
- Practice a healthy balance between activity, rest and nutrition intake.
- Demonstrate an understanding of the causes and methods for prevention of diseases and premature morbidity and mortality from illnesses such as AIDS, other sexually transmitted diseases, cardiovascular diseases, diabetes, cancer, etc.
- Demonstrate ~~the ability to apply~~ an understanding of basic first aid and cardiopulmonary resuscitation principles.
- Recognize the responsibilities of parenthood and demonstrate an understanding of factors to be considered in planning for parenthood, while demonstrating knowledge of available resources for parenting education and counseling.

Criteria of Excellence: Instructional Goals and Objectives
Policy (2520)

The State Board of Education believes that the guiding principles of excellence and equity of educational opportunity provide the foundation upon which a learner-based system of educational program development and delivery is built. Further, the board recognizes that the primary goal of such a system is to establish high quality standards concerning performance expectations for all students attending West Virginia public schools.

Therefore, the Board affirms its commitment to a state level learner-based system of educational program development and delivery that ensures that each learner has the opportunity to master the knowledge, skills, attitudes, and behaviors related to state approved programs of study through delivery of approved instructional goals and recommended instructional objectives. These programs of study and instructional goals are periodically reviewed to ensure they meet the developmental needs of students and represent an appropriate scope and educationally sound sequence of learner experiences throughout the public school curriculum.

Policy Adopted: September 14, 1990



KEN HECHLER
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help we can get)

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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

JUN 10 8 51 AM '93

FILED

TO: Barbara Fox

AGENCY: Board of Education

FROM: JUDY COOPER, DIRECTOR, ADMINISTRATIVE LAW DIVISION

DATE: April 19, 1993

THE ATTACHED RULE FILED BY YOUR AGENCY HAS BEEN ENTERED INTO OUR COMPUTER SYSTEM. PLEASE REVIEW, PROOF AND RETURN IT WITH ANY CORRECTIONS. IF THERE ARE NO CORRECTIONS, PLEASE SIGN THIS MEMO AND RETURN IT TO THIS OFFICE. YOU WILL BE SENT A FINAL VERSION OF THE RULE FOR YOUR RECORDS.

PLEASE RETURN EITHER THE CORRECTED RULE OR THIS FORM WITHIN TEN (10) WORKING DAYS OF THE DATE YOU RECEIVED THIS REQUEST. CALL IF YOU HAVE ANY QUESTIONS.

SERIES: 44A TITLE: 126 Board of Education

* THE ATTACHED RULE HAS BEEN REVIEWED AND IS CORRECT.

SIGNED: _____

TITLE OF PERSON SIGNING: _____

DATE: _____

✓ THE ATTACHED RULE HAS BEEN REVIEWED AND NEEDS CORRECTING. THE CORRECTIONS HAVE BEEN MARKED.

SIGNED: Barbara L. Fox

TITLE OF PERSON SIGNING: Executive Secretary

DATE: June 7, 1993

NOTE: IF YOU ARE NOT THE PERSON WHO HANDLES THIS RULE, PLEASE FORWARD TO THE CORRECT PERSON.

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