



Steve Barnett
Superintendent

Tracy Sellars
Curriculum Coordinator
Science (6-12) and Health/PE (K-12)
770) 443-8003, ext. 10108
tsellars@paulding.k12.ga.us

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Dear Parent(s)/Legal Guardian(s),

According to the state of Georgia Performance Standards (GPS) requirements, all high school students will earn one-half credit in Health Education, which includes a unit on sex education; this unit primarily focuses on goal-setting and good decision-making. Paulding County Schools follow the guidelines of abstinence-based education according to state policy 160-4-2-.12 and all materials have been pre-approved through a rigorous process involving parents, students, teachers, religious leaders, PTSA leaders, medical professionals, and other community members. Once there is consensus amongst the members of this group, materials must also be board approved.

We realize we have been entrusted by you to provide a quality education to your child even on topics which may be considered sensitive in nature. We encourage you to build a relationship with your child's school and teacher to reassure you they have their best interests at heart. If you would like to view the materials being used in your child's classroom, please call the school and request a conference.

Specifically, the following state approved curriculum will be addressed in your child's Health class:

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Explain how the perception of norms influence healthy and unhealthy behaviors (examples – adolescent perceived norms which can result in healthy and/or unhealthy behaviors such as peers' perception of dating can influence healthy and unhealthy behaviors).
- Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (examples such as describing how a peer group could have a negative influence on behaviors).
- Demonstrate refusal and negotiation skills that avoid or reduce health risks
- Apply effective verbal and nonverbal communication skills to enhance health (for example in peer pressure situations)
- Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Describe how personal health goals can vary with changing abilities, priorities and responsibilities (for example, demonstrate the ability to set goals to prevent and manage unhealthy relationships)
- Explain how early sexual behavior can affect achieving long-term health goals (for example, discuss the importance for setting personal boundaries and limits related to sexual behavior and explain the importance for making a personal commitment to remain sexually abstinent)
- Recognizes that diseases are caused by a virus and is currently incurable and fatal while others are caused by bacteria and may be cured.
- Recognizes that abstaining from premarital sexual activity and refraining from intravenous drug use are the most effective methods of preventing HIV/AIDS. Lists misconceptions about HIV and its transmission.

As a parent or legal guardian, you have the right to request that your child be excused from all or parts of the curriculum outlined above. **If you choose to have your child excused from all or part of the curriculum above, your child will be provided with a unit of independent study regarding another health topic. To exercise this right, please check the appropriate line at the bottom of this letter, then sign, date, and return this letter to your child's teacher as soon as possible.**

_____ No, my child, _____ may **not**
participate in this curriculum.

Parent/Legal Guardian Signature: _____ Date _____