

# **FAMILY LIFE EDUCATION PROGRAM**

## ***NOTIFICATION TO PARENTS AND GUARDIANS***

The Morris Hills Regional District has had an ongoing Family Life Education Program infused into its Health Education Curriculum for many years. However, in compliance with Article 6:19-7.1 of the New Jersey Administrative Code, with respect to parental notification, you are hereby informed that Section b(1) of the code states the following:

***The parents and guardians of pupils enrolled in the district shall receive annually an outline of the curriculum and a list of instructional materials for the grade of their child, including notification about how to receive a copy of the curriculum. The district shall make available for review in each school the complete curriculum and all instructional materials prior to use in the classrooms. Upon the request of the parents and guardians, the material shall be made available for their review.***

Each of the items stated in the code shall be provided as shown below:

- |                                  |   |
|----------------------------------|---|
| 1. Curriculum:                   | See attached New Jersey Student Learning Standards for course objectives.                                     |
| 2. Instructional Materials List: | See attached listing of instructional materials which are also available for parental review. Call Principal. |
| 3. Copy of Curriculum:           | Contact the Assistant Superintendent.   |

## **PROVISION FOR EXCUSING STUDENTS**

Section (i) of the code states the following:

***Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs shall be excused from the portion of the course where such instruction is being given and no penalties as to credit or graduation shall result in therefrom.(N.J.S.A. 18A:35-4.7.)***

Parents or guardians who wish to excuse their child(ren) from any part of the health, family life, or sex education program should contact their building principal. An excuse form will be provided for parental signature. Any questions concerning the Health Program should be directed to the building principal.

# **MORRIS HILLS REGIONAL DISTRICT**

## ***FAMILY LIFE EDUCATION PROGRAM***

### **INSTRUCTIONAL MATERIALS LIST 2020-2021**

Below is a list of all materials used within our Health program that addresses the topic of Human Sexuality or Family Life. These are traditionally used within the Health 9 or Health 12 curriculums and **may be used** at either high school or both.

<b><u>I. AUDIO VISUAL MATERIALS</u></b>		
Body Story: Teen Dreams Gattaca -Reproductive Technology Daddy Family Law—Gay Divorce 17 Again The Pregnancy Pact Odd Girl Out Unguarded (ESPN 30 for 30) In the Womb	Juno Outside the Lines: Broken Trust Philadelphia “Nine months that made you “ Video Speak The Miracle of Life Cyberbully Bully Girl Positive A Girl Like Her - Netflix	*These videos are used in the mental health portion of Grade 11 or Character Education part of Health or Physical Education , verbal sexual connotations may be used.  *I am Sam *The Other Sister *Pay It Forward *Breakfast Club *Karate Kid *King Corn

### **II. PUBLICATIONS**

Text - Prentice Hall - Health

### **III. PRESENTATIONS; ORGANIZATIONS**

MHRD Health Fair is a program for grade 9 and 10 students providing them the opportunity to receive information and/or materials on varying topics that relate to decision making, including sexual and relationship abuses.

Organizations such as Morris Cares and Jersey Battered Woman may present to classes as available.

Current periodicals such as local, area, and national newspapers and magazines will also be used for current events of related topics.

*September 2020*

# MORRIS HILLS REGIONAL DISTRICT

48 Knoll Drive  
Rockaway, New Jersey 07866-4088  
Fax: (973)627-6588  
[www.mhrd.org](http://www.mhrd.org)

Morris Hills High School  
520 W. Main Street  
Rockaway, NJ  
(973)663-2309

Morris Knolls High School  
50 Knoll Drive  
Rockaway, NJ  
(973)664-2209

## Exclusion Form

### Grade 12 Health Curriculum Grade 9 Health Curriculum

The following part of the Family Life Education Curriculum and/or the Health Curriculum is in conflict with my conscience and/or my moral or religious beliefs:


I, therefore, request my child \_\_\_\_\_

be excused from instruction in this area.

\_\_\_\_\_  
*Parent's Signature*                      *Date*

\_\_\_\_\_  
*Principal's Signature*                      *Date*

Signatures of assigned teaching staff:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

## Comprehensive Health & Physical Education 2014 NJSL

**2.1 Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

**A. Personal Growth and Development:** Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

**B. Nutrition:** Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.

2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.

2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.

2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.

**C. Diseases and Health Conditions:** Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

2.1.12.C.2 Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.

2.1.12.C.3 Determine the emotional, social, and financial impact of mental illness on the family, community, and state.

2.1.12.C.4 Relate advances in medicine and technology to the diagnosis and treatment of mental illness.

**D. Safety:** Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices. Applying first-aid procedures can minimize injury and save lives.

2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.

2.1.12.D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted.

2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.

2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.

2.1.12.D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).

2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

**E. Social and Emotional Health:** Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. Stress management skills impact an individual's ability to cope with different types of emotional situations.

2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.

2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.

2.1.12.E.3 Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.

2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness.

**2.2 Integrated Skills:** All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

**A. Interpersonal Communication:** Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. Technology increases the capacity of individuals to communicate in multiple and diverse ways.

2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

**B. Decision Making and Goal Setting:** Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.

2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

2.2.12.B.2 Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

**C. Character Development**

2.2.12.C.1 Analyze the impact of competition on personal character development.

2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.

2.2.12.C.3 Analyze current issues facing the disability community and make recommendations to address those issues.

**D. Advocacy and Service:** Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

**E. Health Services and Information:** Potential solutions to health issues are dependent on health literacy and available resources. Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

2.2.12.E.1 Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.

2.2.12.E.2 Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

**2.3 Drugs and Medicines:** All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

**A. Medicines:** Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.

2.3.12.A.1 Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.

2.3.12.A.2 Summarize the criteria for evaluating the effectiveness of a medicine.

2.3.12.A.3 Relate personal use of prescription and over-the-counter medicines to wellness.

**B. Alcohol, Tobacco, and Other Drugs:** There are immediate and long-term consequences of risky behavior associated with substance abuse.



2.3.12.B.1 Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.

2.3.12.B.2 Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.

2.3.12.B.3 Correlate increased alcohol use with challenges that may occur at various life stages.

2.3.12.B.4 Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.

2.3.12.B.5 Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.

**C. Dependency/Addiction and Treatment:** The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others. Substance abuse impacts individuals from all cultural and socioeconomic backgrounds.

2.3.12.C.1 Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.

2.3.12.C.2 Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.

2.3.12.C.3 Analyze the societal impact of substance abuse on the individual, family, and community.

**2.4 Human Relationships and Sexuality:** All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

**A. Relationships:** Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another. Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.

2.4.12.A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.

2.4.12.A.2 Compare and contrast the current and historical role of life commitments, such as marriage.

2.4.12.A.3 Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.

2.4.12.A.4 Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

2.4.12.A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).

2.4.12.A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

**B. Sexuality:** The decision to become sexually active affects one's physical, social, and emotional health. Responsible actions regarding sexual behavior impact the health of oneself and others. Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all. Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.

2.4.12.B.1 Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.

2.4.12.B.2 Evaluate information that supports abstinence from sexual activity using reliable research data.

2.4.12.B.3 Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.

2.4.12.B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.

2.4.12.B.5 Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).

**C. Pregnancy and Parenting:** Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

2.4.12.C.1 Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.

2.4.12.C.2 Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.

2.4.12.C.3 Evaluate the methods and resources available to confirm pregnancy.

2.4.12.C.4 Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.

2.4.12.C.5 Evaluate parenting strategies used at various stages of child development based on valid sources of information.

2.4.12.C.6 Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.

2.4.12.C.7 Analyze factors that affect the decision to become a parent.

**2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**A. Movement Skills and Concepts:** Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

2.5.12.A.1 Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).

2.5.12.A.2 Analyze the application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).

2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

**B. Strategy:** Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

2.5.12.B.1 Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.

2.5.12.B.2 Apply a variety of mental strategies to improve performance.

2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

**C. Sportsmanship, Rules, and Safety:** Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.

2.5.12.C.1 Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.

2.5.12.C.2 Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

2.5.12.C.3 Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.

**2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**A. Fitness and Physical Activity:** Taking personal responsibility to develop and maintain physical activity levels



provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

2.6.12.A.1 Compare the short- and long-term impact on wellness associated with physical inactivity.

2.6.12.A.2 Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.

2.6.12.A.3 Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body comparison.

2.6.12.A.4 Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

2.6.12.A.5 Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.

#### New Jersey Legislative Statutes Summary

- Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.
- Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.
- Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.  
Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.  
Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.
- Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

- Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness. The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

- Dating Violence Education (N.J.S.A. 18A: 35-4.23a) requires instruction regarding dating violence in grades 7-12. Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

- Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.

A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

- Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.
- Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education,



and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

- Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.
  - Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.
  - Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.
  - Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.
  - Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines. The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.
  - Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.
  - The goals of the instruction shall be to:
    - Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
    - Fully address myths and misunderstandings regarding organ and tissue donation.
    - Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
    - Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.
- The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.
- Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.
  - The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the

pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

- Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence.

Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self esteem," or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

- Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.
- Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.