

LAND Trust Allocation 2024-25			Rate	Quant	Overall Category	Categories	
Estimated Allocation:		\$161,000				Curriculum	\$41,242
						Professional Dev	\$42,558
						Technology	\$0
ELA	Lexia	\$13,800			Curriculum	Contract Services	\$60,000
	Khan (Upper grades 6-9)	\$14,000				Behavior	\$0
Math	WIN Kits (K-5)	\$12,000			Curriculum		
Science	BrainPop	\$6,465			Curriculum		
	Gizmo	\$3,262			Curriculum		
	Z Fairs	\$500			Curriculum	General	
	Mystery Science	\$1,395			Curriculum		
	Supplies (beakers, etc)	\$3,820			Curriculum		
Geography		1000					
Paraprofessional	Lower grades	\$40,000	\$20,000.00	2	CS		
	Upper grades	\$20,000	\$20,000.00	1	CS		
PD	Math PD K-9 (2 days)	\$12,000			PD		
	Mentor stipends	\$13,000	\$500.00	26	PD		
	General Professional Development	\$17,558	\$1,000.00	5	PD		
Behavior	Incentives	\$2,200	\$2.00	1100	Bx		
	Haggerty		\$270.00				
Left to allocate:		\$0					
overage funds will be for PD							

Vista School Board Meeting

March 27, 2024 Agenda

Location: 585 East Center, Ivins, UT 84738

Webex Link: <https://www.vistautah.com/board/board-meeting-live-stream/>

Board members present:

Others present:

CALL TO ORDER: Welcome and Introductions - Michelle Walter

APPROVAL OF MINUTES

PUBLIC COMMENTS

BOARD CALENDAR

Next Board Meeting - April 25th @ 6 pm, training at 5:30

Annual Legislative Update Session - April 24th @ 5:30 to 7:30 pm, George Washington Academy

REPORTS

Director's Report - Justin Blasko

Enrollment and Lottery Update

Academic Progress

Faculty/Staff Changes

Upcoming and Past Event

Financial Report - Troy Bradshaw

Committee Reports (Finance, Audit, Governance)

DISCUSSION/ACTION ITEMS

Elections

Grant Writer Proposal

Grievance Policy

Health Curriculum

Land Trust Budget update

COMMENTS FROM THE ADMINISTRATION TEAM

CLOSED SESSION for reasons stated in Utah Code 54-4-204 to review the competency or character of an individual.

Always Changing & Growing Up

Everything you need to know about puberty



Old Spice

always

Your Body is Changing

Puberty

Puberty is a time of physical and emotional change that happens as children grow and mature. These changes are normal, they're a sign you're healthy and all boys and girls experience them!

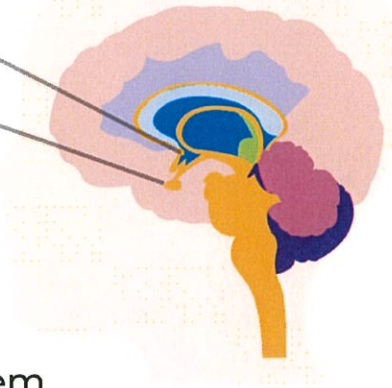
They usually start occurring earlier for girls (between the ages of 7 and 12), than they do for boys (between 9 and 14). But keep in mind, the time puberty begins is different for everyone. Your time is the right time for you!

So, why do we all change?

Puberty simply happens to prepare your body for reproducing. During puberty, two parts of the brain called the hypothalamus and the pituitary gland start making more hormones.

Hormones are chemical substances that act as messengers in the body and make changes happen. Some hormones will make your bones grow longer, others will guide the development of your brain or the changes in your reproductive system.

Hypothalamus
Pituitary Gland



Did you know? Boys and girls produce all the same hormones, but in different levels. Boys have more testosterone and girls have more estrogen. That's one of the things that makes us different!

Changes During Puberty

Now you know why changes occur, let's take a look at what changes children go through during puberty.

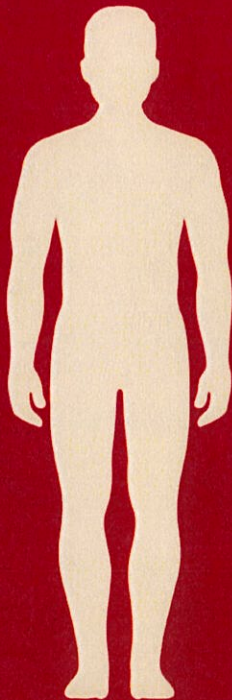
Male

- Breasts can grow
- Voice cracks and gets deeper
- Adam's apple enlarges
- Shoulders get larger and body gets more muscular
- Chest hair may appear
- Penis and testicles grow

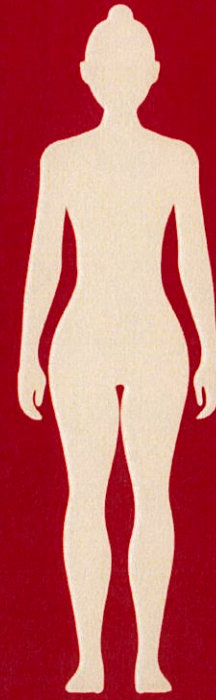
Female

- Breasts start to grow
- Vaginal discharge begins
- Hips and thighs broaden
- Labia may change

Shared



- Emotions and feelings may seem stronger
- Brain development improves the way you think and understand
- New feelings of attraction may begin
- You grow taller
- Skin gets oilier and pimples may appear
- Sweating increases, body develops own odor
- Body hair grows: face, armpit, leg and pubic



These changes can be tough for many people, so it's helpful to support each other as best you can through this stage in life.

How to Deal With all These Changes?

With all these changes going on, it's important to learn how to keep your body healthy. As you're growing up, it's time to start developing your own healthy habits.

Skin Care

As the skin on your face gets oilier you may start getting pimples, blackheads or acne. If you get acne, it doesn't mean you're not clean or you've done something wrong. Most of the time, it's related to your new hormones that cause the extra oiliness, and it is also genetic. The good news is that developing a regular skin care routine can help!

3 Steps to Better Skin

1. Clean – To help get rid of everyday dirt and oil on your face, wash twice daily with a gentle soap or cleanser. It can be medicated or non-medicated. Deep cleanse with a cleanser containing salicylic acid (look for "salicylic acid" to be listed in the active ingredients on the back of the bottle).

2. Prevent – To help prevent pores from becoming clogged, use a salicylic acid product all over your face. Make sure to moisturize after each wash so your skin stays hydrated.

3. Treat – To help eliminate pimples quickly, use a benzoylperoxide product to unclog pores.

Acne Do's and Don'ts

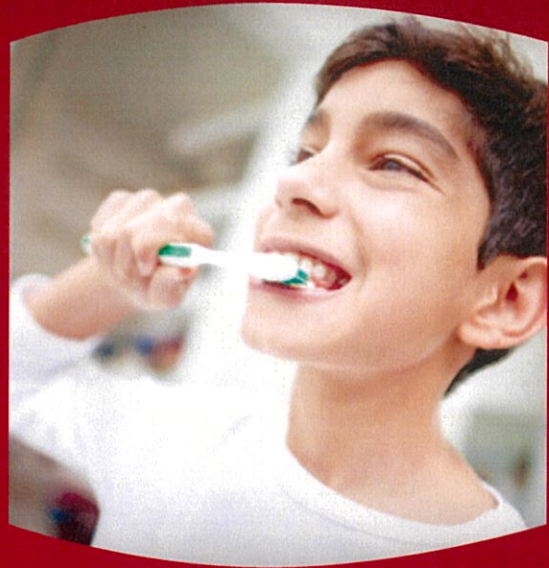
- Do eat a healthy diet and make sure to get regular exercise and proper rest.
- Don't squeeze any pimples – this can cause scars and may even cause more acne!
- Don't scrub skin hard. This may actually spread acne or make it worse.

Smile Care

Part of staying healthy is making sure you keep your teeth clean. Make sure you brush them properly every morning and every night with a good toothpaste and a soft bristled brush.

Toothpaste helps fight cavities, strengthen teeth enamel and freshen breath.

You should also floss daily in between your teeth and a mouthwash can help reach places that brushing may have missed.



Hair Care

Puberty may cause your hair to become oilier, thicker, coarser – even curlier or straighter. Some boys need to wash their hair more often, some don't. The important thing is to develop a routine for taking care of your hair and scalp.

1. Wash with shampoo

A good shampoo will clean your hair by removing deposits such as dirt, sebum and styling products. It can also protect it from damage and nourish it, too!

2. Apply conditioner

The role of the conditioner is to untangle your hair and make it easier to manage. It will also keep it moisturized and protect it from damage.



Sweat and body odor Sponsored by *Old Spice*

Everybody sweats, or perspires. It's a normal and important function – it helps regulate your body temperature. But once you hit puberty, sweating can also cause body odor. Your body actually has two different types of sweat glands. Eccrine glands start working at birth, producing a clear and odorless perspiration. But when you hit puberty, your apocrine glands kick in, producing the kind of sweat that can smell bad when it comes into contact with the bacteria on your skin. It's these apocrine glands that activate when you are in stressful situations.

Body odor busters

Wash regularly with soap – at least once a day and especially after physical activity, make sure to wash your underarms thoroughly. Apply deodorant or antiperspirant at least once a day.

What's the difference between deodorants and antiperspirants?

Deodorants are basically perfumes that help mask or cover your body odor.

Antiperspirants help stop the body odor from developing by reducing sweat. Both come in many different styles and fragrances and are usually combined in one product. Talk to your parent about choosing the right product for you.



Body Hair

During puberty, thicker and darker hair begins to appear in many new places, such as legs, underarms, chest and in the pubic area. Having body hair is normal and natural. Some people may decide to remove it, some may choose not to.

You may also notice hair starting to grow on your upper lip and chin and may want to start shaving or grooming it. Before you start shaving, talk to someone like your dad, guardian or relative - ask for advice and your own razor. At first you may not need to shave very often



but eventually, as it grows faster and thicker, you may start shaving more regularly, even daily. Like most things, the more you shave, the better you get at it!

Remember – everyone’s facial hair is different - and that’s ok!

Breasts

You may think that only girls grow breasts during puberty, but many boys actually have some breast growth during puberty, too – and it’s normal! It usually just involves a little enlargement of the nipple area or a small amount of breast growth. For boys who have this, it almost always disappears within 6 months to a year or so.

Changes to the Reproductive System

The most significant changes that happen during puberty are the changes that happen to our reproductive organs.

What happens to boys?

During puberty, boys start to make more androgens (reproductive hormones), especially testosterone, which causes a lot of the male puberty changes and makes the penis and testicles grow.

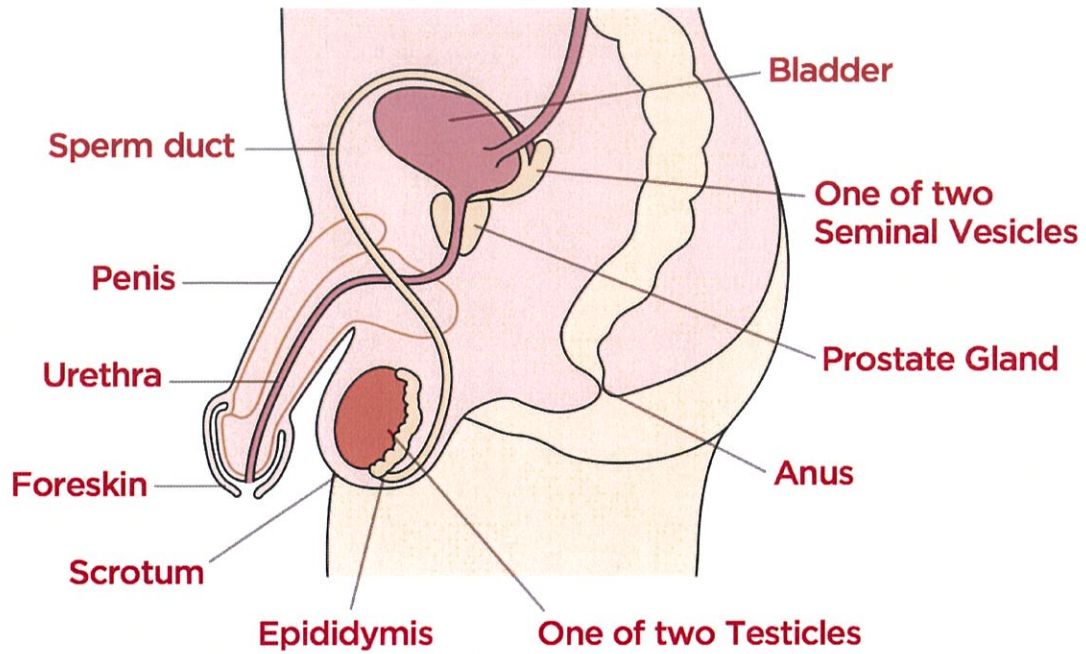
As testosterone increases, boys begin having more erections, which is when the penis becomes stiff and sticks up as it fills with blood. During puberty, most erections happen randomly, usually for no reason.

Eventually, the testicles begin making the male reproductive cell called sperm. This is the cell that can fertilize the female egg to help create a pregnancy.

Remember – just because your body is now making sperm, it does not mean that you need to start thinking about becoming a dad.



Male reproductive system



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FAQs

Do men stop having erections when they get older?

No. Healthy males of all ages, from babies to old men, can get erections. They occur more commonly during and after puberty.

Does it matter what size your penis is?

Not at all! Penises do vary in length and shape from person to person, but not as much as you may think. Remember, the size of your penis has nothing to do with how manly you are or whether you can become a father (if that's what you want to do one day).

What is circumcision?

This is a minor surgical procedure, usually performed soon after birth, which removes all or part of the foreskin of the penis. A circumcision is not usually considered medically necessary, but it may be performed for religious or cultural reasons, or because it makes it easier to keep the penis clean. To help prevent the growth of bacteria, uncircumcised boys and men should wash under the foreskin every day. Remember – circumcised or not, the penis works the same.

What are wet dreams?

Sometimes you can ejaculate when you are asleep. This is called a nocturnal emission, more commonly known as a "wet dream". Usually they happen without disturbing your sleep – you may just notice that your pajamas or sheets feel sticky when you wake up. This is nothing to worry about – most boys have them. You will experience them less frequently after your body has gone through puberty, because as you grow older you'll start having more control over your body.





Changes to the Reproductive System

What happens to girls?

During puberty, girls start to produce more estrogen and progesterone. Estrogen causes her reproductive organs to grow, mature, and prepare to start her menstrual cycle. It is a very normal, healthy and positive part of growing up. A menstrual cycle prepares her body for pregnancy. Most of the time an unfertilized egg occurs in the lining of the uterus which will shed and leave their body as a period. Periods are simply a sign that her body is healthy and well.

How do girls manage their periods?

Just so you know and in case you ever need to get one for a girl, these are the products girls might use to manage their periods. They all either absorb or hold the menstrual blood.

Period Protection	Worn Inside or Outside the Body	Disposable or Reusable
 PADS	Outside	Both
 TAMPONS	Inside	Disposable
 CUPS	Inside	Reusable
 MENSTRUAL UNDERWEAR	Outside	Reusable

PMS and cramps

A week or so before her period, a girl's hormone level goes up and down a lot. These fluctuations can change how a girl feels. The physical and emotional symptoms that occur are known as premenstrual syndrome (PMS). They are completely normal and affect most women at some point in their lives.

Girls may also get period cramps just before or during their period. These happen because the muscle of the uterus contracts, in order to push its lining out of the vagina.


Staying Confident and Healthy

Your brain is changing, too!

While changes to your body are obvious, there's a lot of changes happening to your brain, too! You develop new, stronger emotions and these changes can affect your confidence. But they are normal and you have control over whether you listen to the negative or focus on the positive.

Build your brain power & embrace the Growth Mindset

Your brain is like a muscle, so you need to exercise it. When you take on challenges and practice until you overcome them, neurones in your brain create new and stronger connections. And when your brain gets stronger, your skills do, too. The growth mindset is the belief that your mind can grow and change with practice. Start training using the table below.

Growth Mindset			Fixed Mindset	
CHALLENGING YOURSELF	Embrace challenges			Avoid opportunities
FACING CRITICISM	Learn from feedback			Ignore useful feedback
MAKING AN EFFORT	See effort as key to success			See effort as useless
OVERCOMING OBSTACLES	A misstep is a step forward			A misstep is a reason to give up
WHEN OTHERS SUCCEED	Find inspiration in their performance			Feel threatened and upset

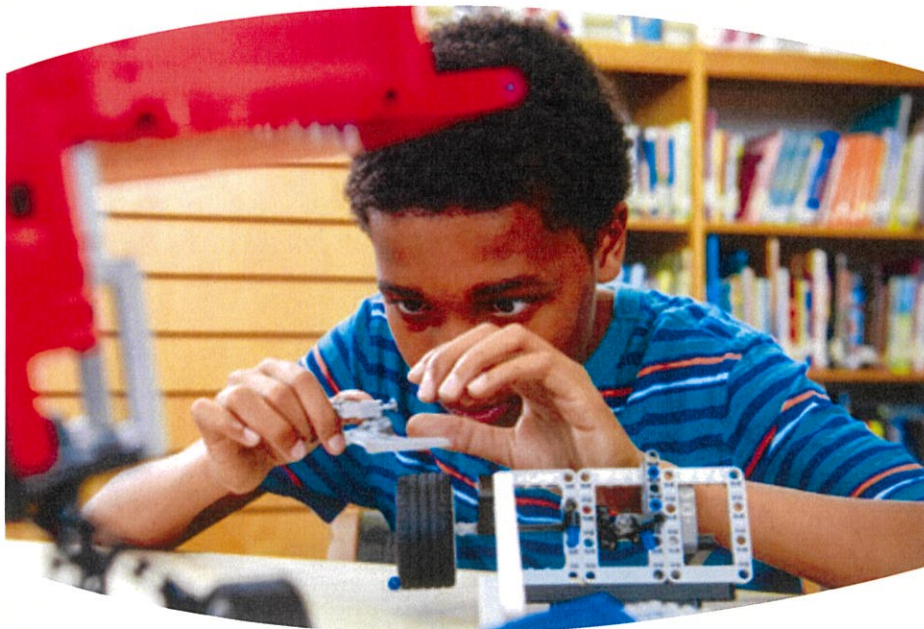
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Take risks and keep going

Remember – you only truly fail when you don't even try, so take positive risks. It can be scary, hard and, well, risky. It can also be exciting, fun and rewarding!

Here are a few tips to take positive risks:

- **Don't be afraid to fail!** If you fail, use it as an opportunity to learn, get stronger and keep going!
- **Try again, and again, and again.** Know that sometimes you have to keep practicing and trying new ways to get better.
- **Remind yourself of all the things you've achieved** in the past. It can help you feel positive when you feel like you can't do something.
- **Break big things down** in to smaller, more manageable steps.
- **We all have strengths** - focus your attention on yours. It will help you become more confident and will give you energy!



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Powerful Words to Help You Out

Words can have impact, both positive and negative. The good news is that changing the words you use can change your world. Try these words:

AND. When you praise yourself, it's easy to add "but" to lessen your success. Try using "and" instead. So instead of "I'm pretty good at geometry but I still have a B", try saying "and I am getting better every week".

I CAN. Have you ever said things like "I'm totally going to fail this test, I got so many questions wrong"? Lose the negative talk and think about how you can study harder and do better next time.

YET! Yet is a very powerful word. You can use it to remind yourself that though you haven't accomplished it yet, you will!



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Making good decisions

You're probably starting to earn more freedom at school and at home – and probably more responsibilities, too! As a result, you'll be making more decisions on your own than when you were younger. You'll need to evaluate and make sense of all the influencing factors in your life such as friends, parents, teachers and things you see in the media and read on the internet.

At times, it can be difficult to know what to think and how to act. Learning to make the right decision for YOU is an important part of growing up. It's easy to get into situations that are challenging when you don't take the time to think about your decisions.

Remember, great decision-making skills are learned – no one is born with them!

I-D-E-A-L solution building

IDENTIFY the problem

DESCRIBE all the ways you might solve the problem

EVALUATE all the possible solutions

ACT on one of the solutions and try it out

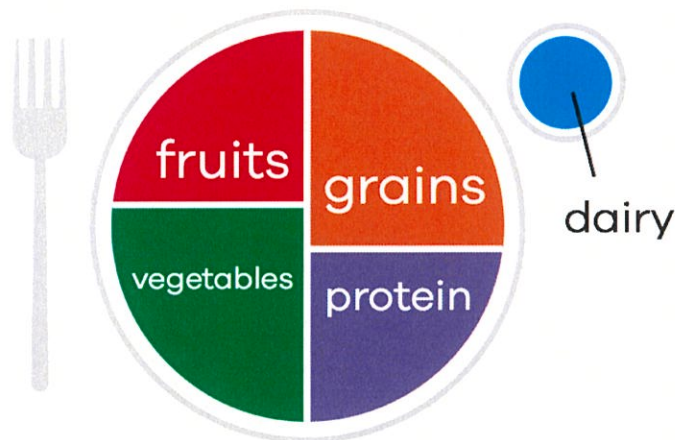
LEARN if your solution solved the problem effectively

Healthy Choices

Eat well

Taking care of yourself also means supplying your body with the energy and nutrients it needs. Growing like you do during puberty needs a lot of energy and most of it comes from the food you eat. This is why it's very important to make sure you eat a healthy, well-balanced diet.

Here is what a healthy meal looks like:



A few tips:

- **Eat regular meals** and don't skip breakfast. Dips in energy can lead to crankiness.
- **Make eating healthy fun** - try out new fruits and vegetables each week!
- **Help with the grocery shopping** – and try and pick out healthy food you think you'll like.
- **Try your hand at cooking** – and make something for all the family.
- **Eat healthy snacks** - if you treat yourself with very salty or sweet ones, do so in moderation.
- When you're craving something sweet, **why not try a fruit** smoothie – it's full of delicious natural sugars.

Be active

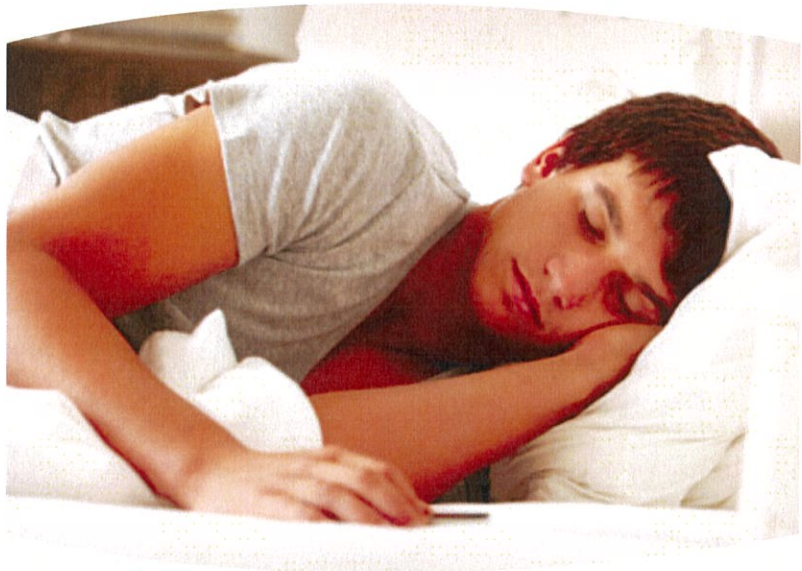
Being physically active through sports or other physical activities helps keep your body healthy and boost your energy levels! The key to enjoying it is to pick something you like, such as – dancing like crazy to your favorite song, playing goalie on a soccer team, or challenging your brother or sister to a running race. The key to enjoying an activity is to pick something you like.

Sleep well

Getting enough sleep is an essential part of staying healthy and happy. On average, you'll need between 8 to 10 hours per night.

Here's why your body needs sleep:

- To restore and rejuvenate
- To grow muscles
- To repair tissue
- To file away all your thoughts from the day
- To help increase your ability to learn more and pay attention.
- Plenty of sleep can also help prevent you from becoming overweight, and reduces the chance of diabetes.



Tips to getting enough sleep:

- Stick to a regular sleep schedule
- Avoid watching and using screens (e.g. TV, phone) one hour before going to bed
- Use a comfortable mattress and pillow
- Exercise daily

Visit the doctor

Healthcare is important, so be sure to visit your doctor and dentist on a regular basis. Good health begins with proactive care, so remember to schedule your annual checkups.

Stay safe

During puberty, you're going through so many changes that everything seems possible, and this is great. Just remember to stay safe too.

- **Say no to drugs**—whether or not they're illegal, they can affect your brain and cause long term damage.
- **Treat everyone with respect**—nobody should be mean to others.
 - Stop and think before you say or do something hurtful.
 - If you are being bullied try to speak up and ask the bully to stop. If speaking up seems too hard, walk away and find an adult to help.
 - Talk to an adult you trust. Don't keep your feelings inside; they can help you make a plan to improve your situation.
 - If you think you have bullied someone in the past, apologize. Everyone feels better.
- **Use the internet and social media safely, responsibly and positively.** While they can be great ways to find out information and connect with others, they can also have drawbacks. Talk to your parents, guardians or a trusted adult to learn more about how to best use them, and follow these key tips:
 - Be careful about what you share. What goes online stays there forever
 - Don't feel pressured to do anything
 - Be aware that social media is not always real life
 - Don't gossip online - things can spread easily

Healthy Relationships

Taking care of others around you

During puberty, everyone is going through changes that can be hard to deal with. Look out for others and share with a trusted adult if you're worried about any of your friends.

Discovering new feelings

At this particular moment of your life when your body is producing a lot more hormones, you might start to experience new feelings. Some of these feelings may cause you to be more curious about your sexuality and it's good to remember that this curiosity and this is totally normal.

Personal intimacy

As these hormones can make people feel more curious about their new feelings, some may begin to explore intimate parts of their body, especially their genital area. This is not right or wrong, but it's personal and should be done in private.

Intimate feelings towards others

You might also begin to see others as more than just friends, and start having new feelings and crushes. This is completely normal!

Just remember to keep in mind that others may not feel the same as you, and it's important to respect other's personal choices.



Continue the Conversation

Talking to your friends and family about your feelings and questions during puberty can help them better understand and support you.

Don't feel like you need to cope with everything on your own. Ask your parents or a trusted adult for their advice and to help answer your questions. They've experienced it too, so they'll have lots of good tips.

To help start the conversation, follow these tips:

Keep it casual: Find a time when you typically talk with your parents, and use it to discuss the things you've learned in this guide. You might want to ask them what it was like when they were younger and experienced puberty.



Write it down: Sometimes it helps to write down your questions, so you can make sure you get all the answers.

Be direct: Take a deep breath and just share how you're feeling. Chances are they've experienced similar feelings at some point in their life, too!

Where To Get More Info



Start a conversation with your parents, teachers or other trusted adults.



Watch and subscribe to the **Old Spice** and **Always** YouTube channels for more information and advice.



Check out **OldSpice.com** and **Always.com** for more information.

Brought to you by:

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These materials have been reviewed by the American Association for Health Education and accepted as educationally appropriate.

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EMPLOYEE GRIEVANCE POLICY AND PROCEDURES`

Vista School believes all employees should have a safe and healthy work environment. A sound grievance policy helps promote this principle by providing a framework for employees to voice their concerns and ensure their rights are protected.

This grievance policy outlines how employees may advise management as to problems or concerns about their work, working conditions or relationships with colleagues. The purpose of this procedure is to enable a grievance to be resolved fairly, consistently, quickly, and as near to its point of origin as possible.

Policy Principles

- Employees are encouraged to report grievances without fear of recrimination. The school will take any reported grievance seriously and treat employees respectfully, fairly, and consistently.
- A grievance should be raised within 30 days of the occurrence of the incident.
- Where appropriate, every effort will be made to address concerns without recourse to formal procedures.
- When an investigation is necessary, the grievance will be investigated by an impartial and independent person with no connection to the complaint.
- All employees have the right to be accompanied by a colleague during any formal proceedings.
- An employee has the right to appeal if they remain unsatisfied with the outcome.
- All grievance matters and investigations will be treated in confidence by all parties involved.

Vista School Director is responsible for:

- Owning the employee grievance process and ensuring employees are aware of Vista Employee Grievance Policy and Procedures.
- Supporting and assisting employees in resolving concerns.
- Taking grievances seriously and dealing with each one fairly, consistently, and sensitively. Ensuring that the grievance proceeds within the timeline detailed in this policy.
- Notifying the relevant employees when any grievance has been raised against them or a decision in a pending grievance process has been made.
- Precluding the formal grievance process by working to immediately resolve any informal complaints.
- Documenting and reporting all grievances to HR.
- Reporting violations of the law to law enforcement and state officials.
- Appointing a suitably trained/experienced investigating officer.

Should circumstances warrant a delay in adhering to the timeline stated under this policy, the Director will notify all relevant employees of said circumstances. The Director will provide assurances the grievance remains a serious priority for Vista and will continue to be dealt with promptly and reasonably.

Vista Employees are responsible for:

- Seeking to resolve issues informally before raising a formal grievance.
- Engaging with their Supervisor or the Director to genuinely seek a resolution to a grievance.
- Cooperating in any investigation that is launched.
- Attending all grievance meetings.
- Maintaining confidentiality.

HR is responsible for:

- Documenting all grievances, investigations, and actions taken.
- Maintaining confidentiality.

The Board Chair is responsible for:

- Ensuring all grievances are taken seriously and dealt with fairly, consistently, and sensitively.
- Owning the grievance procedure (if a grievance is raised against the Director), ensuring that it proceeds within the timeline laid out in this policy.
- Notifying the Director, when an informal or formal grievance has been raised against them or a decision in a pending grievance procedure has been made.
- Ensuring that the grievance procedure is followed correctly.
- Ensuring all records of investigations are sent to HR.

The Governing Board is responsible for:

- Adopting the Grievance Policy and Procedure.
- Hearing appeals against grievance outcomes.

INFORMAL PROCEDURE

If a grievance raised involves employees, the school encourages said employees to seek an amicable resolution. If this is not possible, direct supervisors may be required to assist in informally resolving the issue.

If a grievance is brought against an employee, it may be appropriate for the direct supervisor of the offending employee to discuss their actions/inactions prior to initiating the formal procedure. Informal resolution may involve counselling, training, instruction, coaching or other managerial strategies as deemed appropriate.

Third-party mediation may also be used to rectify the situation informally whereby the final outcome is decided and agreed upon by those in dispute. The mediator does not determine who is right or wrong nor do they influence the final outcome but solely serve to facilitate the decision-making process.

FORMAL PROCEDURE

STEP 1 – Raising a Formal Grievance

When a grievance is not resolved to an employee's satisfaction, the employee can raise a formal grievance.

To raise a formal grievance, employees must complete an 'Employee Grievance' form and submit the form and any relevant evidence/documentation to the Director (or to the Board Chair if the Director is directly implicated by the grievance).

The formal grievance should include the following:

- The nature of the grievance – what is alleged to have occurred.
- Actions taken to resolve the issue informally, and the reason for dissatisfaction with the informal solution (if applicable).
- The outcome the employee is seeking and how this might be achieved.
- Any pertinent witnesses.

Step 2 – Grievance Meeting/Hearing

When an employee raises a formal grievance, the Director/Board Chair must hold a meeting with said employee. A grievance meeting is sometimes called a 'hearing'. The Director must hold the meeting within 5 working days. The employee may bring a colleague to the meeting. The HR Director will attend the grievance meeting to take notes and can serve as a third-party witness. The employee can present any pertinent evidence related to the grievance.

Step 3 – Investigating a Grievance

Following the grievance meeting, if the Director/Board Chair is of the opinion that an investigation is appropriate, then an investigation must be undertaken as soon as possible. The Director will appoint a suitably

Commented [AM1]: The point of this sentence is that the HR person would be a third-party witness if there is a dispute among the parties as to what was said during the grievance meeting, a situation of "she said-he said" scenario - otherwise HR is just a recorder of what occurred.

trained/experienced investigating officer to investigate (e.g., board member, faculty member of third party depending on the need).

The Investigating Officer will be responsible for investigating the grievance, including the events surrounding or leading up to the submission of the grievance. This will require the Investigating Officer to meet with all relevant employees, including any that may have witnessed or have key information about the issue.

Any employee who is the subject of a grievance must be provided details of the complaint beforehand as to be able to properly respond.

A written record of all meetings conducted by the Investigating Officer will be provided to the individuals being interviewed for them to review and sign as an accurate account of the meeting.

The Investigating Officer should prepare a report detailing the results of their investigation. The report will be used by the Director/Board Chair to facilitate an impartial decision on the grievance outcome.

If there are concerns about employees in a grievance case working together while the grievance is being investigated, the Supervisor or Director may consider making short term adjustments to schedules, work location and/or responsibilities, to accommodate employee well-being. The employee shall be made to understand that any readjustments are not considered punishment, but a temporary accommodation during the investigation.

Going through a grievance procedure can be very stressful. It is important for the Director and HR to consider the wellbeing and mental health of all employees involved. Regular communication and sensitivity may help mitigate absence and mental health crises.

Step 4 – Outcome

Following the investigation, the Director/Board Chair will review the investigation report and all evidence, and will reach one of the following conclusions:

- Grievance is upheld fully or partially. Outline what steps or disciplinary action will be taken to resolve the grievance.
- Grievance is determined to be unfounded, and grievance is dismissed.

Step 5 – Follow Up Meeting

A follow up meeting between the Director and the employee that filed the grievance should occur within 15 working days after receipt of the grievance form. If the matter requires an investigation, a follow up meeting should take place within 30 working days. All employees involved in the process are entitled to be accompanied by a colleague.

Where possible, a verbal decision should be provided to the employee at the grievance follow up meeting. This decision should also be subsequently provided in a written grievance outcome letter sent within 5 working days of the date of the meeting. The employee has the right to file an appeal if they are unsatisfied with the final decision.

Step 6 – Formal Grievance Appeal

If an employee feels their grievance was not resolved satisfactorily, they have the right to appeal to the Board Chair within 10 working days of receipt of the grievance outcome letter.

The employee must ensure that a Grievance Appeal Form is completed in full and submitted to the Board Chair. The form must clearly demonstrate why the outcome of the grievance was not appropriate.

The Board Chair must acknowledge receipt of the appeal within 5 working days.

Upon receipt of the written appeal, the Board Chair will arrange to discuss the grievance appeal with the Governing Board. The Governing Board may choose to appoint a Grievance Appeal Committee to review the

appeal in lieu of the Board. A five-member committee will be selected by the Board and will include one Board member, other Vista employees, parents, or community members.

Once a Grievance Appeal Committee is formed, a chairperson will be elected by the committee. Members selected should have no previous involvement in the case; if previously involved, said members should recuse themselves to avoid any conflicts of interest. HR will be notified of committee selections.

A grievance appeal meeting will be scheduled within 15 working days of receiving the written appeal notice. The employee who submitted the appeal may or may not be invited to attend the appeal meeting. This meeting will focus on issues delineated in the appeal notification and, therefore, the appeal meeting may not always involve a complete re-hearing/investigation of the concerns. However, all information gathered through the formal investigation may be used by the Governing Board or Grievance Appeal Committee to reach a final decision.

After considering all facts and any new evidence presented, the Governing Board or Grievance Appeal Committee may :

- Uphold the original grievance decision of the Director/Board Chair.
- Partially uphold the appeal.
- Fully uphold the appeal.

If the appeal is fully or partially upheld, the Governing Board or Grievance Appeal Committee would be required to define a new grievance outcome/resolution. The decision made by the Governing Board or Grievance Appeal Committee is considered final. The employee will be notified of the grievance appeal outcome in writing within 5 working days of the date of the appeal meeting.

[Director Grievance](#)

If the Director raises a grievance, the Board Chair should seek to resolve the issue personally and informally in consultation with the HR Director. If an informal resolution is not attained, the matter will then be formalized using the Grievance Appeal Committee process as outlined above in Steps 1 – 6. The Director will have the right to be accompanied by a colleague.

[Grievance from former employees](#)

Should a grievance be filed by a former employee, Vista School will follow the same informal and/or formal procedure as determined by the available evidence to ensure a quick, fair, and consistent resolution as near to its point of origin as possible.

[Employee Grievance Form](#)

The Employee Grievance form, located on the following page, is intended for use by any employee who would like to submit a formal grievance. Please note that a formal grievance will only be accepted if prior actions were taken to resolve the matter informally.

To begin a formal grievance process, this form should be completed and submitted to the Director or HR Manager in an envelope marked CONFIDENTIAL. The form may also be submitted through email with CONFIDENTIAL in the subject line.

[Grievance Appeal Form](#)

A Grievance Appeal Form is also located at the end of this policy. If an employee feels their grievance was not resolved satisfactorily, they may appeal the outcome. To begin the appeal process, an employee must ensure that a Grievance Appeal Form is completed in full and submitted to the Board Chair.

EMPLOYEE GRIEVANCE FORM

GRIEVANT INFORMATION	
EMPLOYEE NAME	DATE FORM SUBMITTED
JOB TITLE	

DETAILS OF EVENT LEADING TO GRIEVANCE	
DATE, TIME, AND LOCATION OF EVENT	WITNESSES if applicable
ACCOUNT OF EVENT	VIOLATIONS
Provide a detailed account of the occurrence. Include the names of any additional persons involved.	Provide a list of any policies, procedures, or guidelines you believe have been violated in the event described.

PROPOSED SOLUTION

Please retain a copy of this form for your own records. As the grievant, please provide your signature below, as it indicates that the information you've included on this form is truthful.

SIGNATURES	
EMPLOYEE SIGNATURE	DATE
DIRECTOR OR BOARD CHAIR SIGNATURE	DATE

--	--

When investigating a grievance, use this form to collect and record details about what occurred, who was involved or witnessed the event, the type of grievance, and what actions are required to correct the problem. Breaking down the event into specific details provides a clear picture of what happened so you can reach an appropriate resolution.

GRIEVANT INFORMATION	
GRIEVANT NAME	
HOME ADDRESS	
DEPARTMENT	
DATE OF HIRE	
WORK LOCATION	
DETAILS OF EVENT LEADING TO GRIEVANCE	
Who was involved? Provide names and titles. Include witnesses.	
When did it occur? Date and time	
Where did it occur? Specific locations	
What happened? Describe the event in detail. Also, describe any incidents giving rise to the grievance.	
Why is this a grievance? List all policies, procedures, and guidelines violated in the event described.	

What adjustment is required? Describe what must be done to correct the situation/problem.	
---	--

WITNESS STATEMENT FORM (to be used by investigating officer)

WITNESS INFORMATION	SUBMITTED TO
WITNESS NAME	
WITNESS PHONE NUMBER	
WITNESS EMAIL ADDRESS	Incident/violation occurred on or about:
DATE REPORT SUBMITTED	

WITNESS STATEMENT State only the facts.

Attach additional sheets as needed. As a witness, your signature below indicates that the information you've provided on this form is truthful.

SIGNATURES		
WITNESS NAME	WITNESS SIGNATURE	DATE
RECEIVER NAME	RECEIVER SIGNATURE	DATE

--	--	--

GRIEVANCE APPEAL FORM

GRIEVANT INFORMATION	
GRIEVANT NAME	DATE APPEAL SUBMITTED
GRIEVANT PHONE	GRIEVANT EMAIL

REASON FOR APPEAL (check all that apply):
<input type="checkbox"/> New information/evidence is now available that wasn't considered before
<input type="checkbox"/> The process wasn't followed correctly
<input type="checkbox"/> The outcome wasn't fair and reasonable

FURTHER EXPLANATION OF REASONING <small>(use attachments if necessary)</small>

DESIRED OUTCOME <small>(use attachments if necessary)</small>

Please retain a copy of this form for your records. As the grievant, your signature below indicates that the information you've provided on this form is truthful.

GRIEVANT SIGNATURE	DATE
BOARD CHAIR SIGNATURE	DATE

--	--

Always Changing & Growing Up

#LIKEAGIRL

Everything you need
to know about puberty



always

Your Body is Changing

Puberty

Puberty is a time of physical and emotional change that happens as children grow and mature. These changes are normal, they're a sign you're healthy and all girls and boys experience them!

They usually start occurring earlier for girls (between the ages of 7 and 12), than they do for boys (between 9 and 14). But keep in mind, the time puberty begins is different for everyone. Your time is the right time for you!

So, why do we all change?

Puberty simply happens to prepare your body for reproducing. During puberty, two parts of the brain called the hypothalamus and the pituitary gland start making more hormones.

Hormones are chemical substances that act as messengers in the body and make changes happen. Some hormones will make your bones grow longer, others will guide the development of your brain or the changes in your reproductive system.

Hypothalamus
Pituitary Gland



Did you know? Girls and boys produce all the same hormones, but in different levels. Boys have more testosterone and girls have more estrogen. That's one of the things that makes us different!

Changes During Puberty

Now you know why changes occur, let's take a look at what changes children go through during puberty.

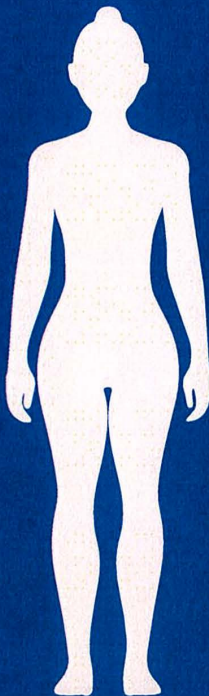
Female

- Breasts start to grow
- Vaginal discharge begins
- Hips and thighs broaden
- Labia may change

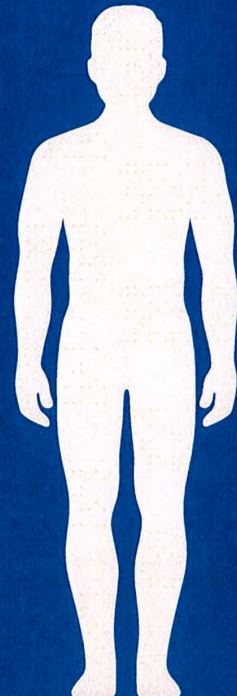
Male

- Breasts can grow
- Voice cracks and gets deeper
- Adam's apple enlarges
- Shoulders get larger and body gets more muscular
- Chest hair may appear
- Penis and testicles grow

Shared



- Emotions and feelings may seem stronger
- Brain development improves the way you think and understand
- New feelings of attraction may begin
- You grow taller
- Skin gets oilier and pimples may appear
- Sweating increases, body develops own odor
- Body hair grows: face, armpit, leg and pubic



These changes can be tough for many people, so it's helpful to support each other as best you can through this stage in life.

How to Deal With all These Changes?

With all these changes happening, it's important to learn how to keep your body healthy. As you're growing up, it's time to start making your own choices and developing healthy habits.

Breasts

Developing breasts is exciting because it's one of the first signs that your body is changing. Your breasts grow gradually; most of the time you won't notice it. As your breasts develop, they might sometimes feel uncomfortable or sore; this is normal. Like everything else, breasts come in all different shapes and sizes, and develop at different rates. One may grow larger than the other; that's okay. If you're worried, talk to a trusted adult or doctor.

Bra Basics

Once your breasts develop, wearing a bra provides support and coverage that can help you feel more comfortable. Additionally, as breasts grow, nipples may become more visible through clothing, so a bra can also provide better privacy. It's important to have a proper fitting bra for the support you need. Plus, bras come in tons of fun colors and designs, so you can find ones that match your personal style. Talk to a parent or trusted adult to help find a bra that fits you.



Skin Care

As the skin on your face gets oilier you may start getting pimples, blackheads or acne. If you get acne, it doesn't mean you're not clean or you've done something wrong. Most of the time, it's related to your new hormones that cause the extra oiliness, and it is also genetic. The good news is that developing a regular skin care routine can help!

3 Steps to Better Skin

1. Clean – To help get rid of everyday dirt and oil on your face, wash twice daily with a gentle soap or cleanser. It can be medicated or non-medicated. Deep cleanse with a cleanser containing salicylic acid (look for "salicylic acid" to be listed in the active ingredients on the back of the bottle).



2. Prevent – To help prevent pores from becoming clogged, use a salicylic acid product all over your face. Make sure to moisturize after each wash so your skin stays hydrated.

3. Treat – To help eliminate pimples quickly, use a benzoyl peroxide product to unclog pores.

Acne Do's and Don'ts

- Do eat a healthy diet and make sure to get regular exercise and proper rest.
- Don't squeeze any pimples – this can cause scars and may even cause more acne!
- Don't scrub skin hard. This may actually spread acne or make it worse.

Smile Care

Part of staying healthy is making sure you keep your teeth clean. Make sure you brush them properly every morning and every night with a good toothpaste and a soft bristled brush.

Toothpaste helps fight cavities, strengthen teeth enamel and freshen breath. You should also floss daily in between your teeth and a mouthwash can help reach places that brushing may have missed.



Hair Care

Puberty may cause your hair to become oilier, thicker, coarser – even curlier or straighter. Some girls need to wash their hair more often, some don't. The important thing is to develop a routine for taking care of your hair and scalp.

1. Wash with shampoo

A good shampoo will clean your hair by removing deposits such as dirt, sebum and styling products. It can also protect it from damage and nourish it, too!

2. Apply conditioner

The role of the conditioner is to untangle your hair and make it easier to manage. It will also keep it moisturized and protect it from damage.

Sweat and Body Odor

Everybody sweats, or perspires. It's a normal and important function – it helps regulate your body temperature. But once you hit puberty, sweating can also cause body odor. Your body actually has two different types of sweat glands. **Eccrine glands** start working at birth, producing a clear and odorless perspiration. But when you hit puberty, your **apocrine glands** kick in, producing the kind of sweat that can smell bad when it comes into contact with the bacteria on your skin. It's these apocrine glands that activate when you are in stressful situations.

Body odor busters

Wash regularly with soap – at least once a day and especially after physical activity. Make sure to wash your underarms thoroughly. Apply deodorant or antiperspirant at least once a day.

What's the difference between deodorants and antiperspirants?

Deodorants are basically perfumes that help mask or cover your body odor.

Antiperspirants help stop the body odor from developing by reducing sweat. Both come in many different styles and fragrances and are usually combined in one product. Talk to your parent about choosing the right product for you.



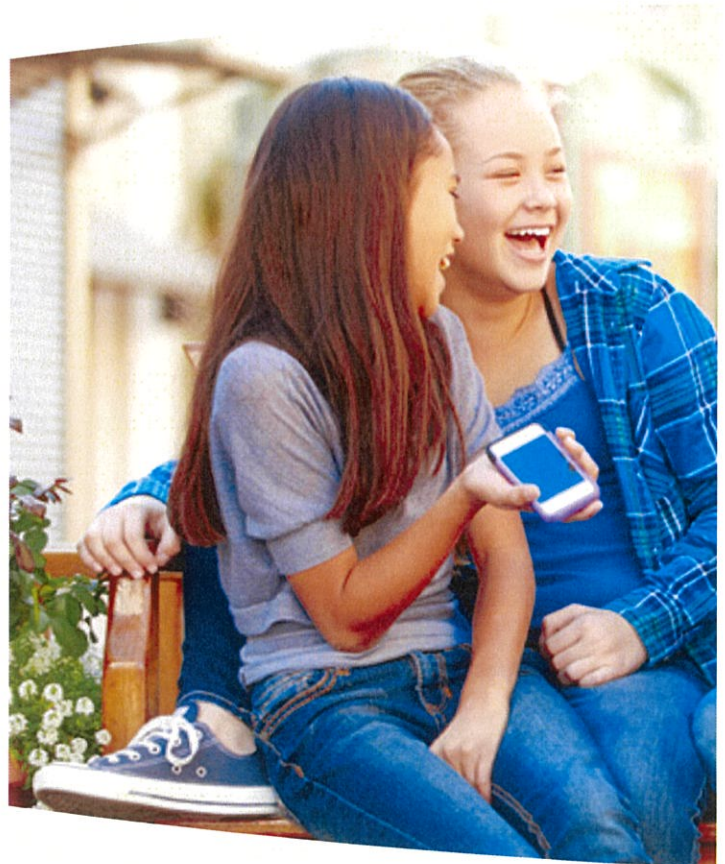
Changes to the Reproductive System

Some of the most significant changes that happen during puberty are the changes that happen to our reproductive organs.

What happens to girls?

During puberty, girls start to produce more estrogen and progesterone. **Estrogen** causes your reproductive organs to grow, mature, and prepare to start your **menstrual cycle**. It is a very normal, healthy and positive part of growing up. Your menstrual cycle prepares your body for pregnancy. Most of the time, an unfertilized egg occurs, and then the lining of your uterus will shed and leave your body as a **period**.

Remember – just because your body is now able to prepare itself to carry a baby, it does not mean that you need to start thinking about becoming a mom.



What happens to boys?

During puberty, boys start to make more androgens (reproductive hormones), especially **testosterone**, which causes a lot of the male puberty changes and makes the penis and testicles grow.

As testosterone increases, boys begin having more **erections**, which is when the penis becomes stiff and sticks up as it fills with blood. During puberty, most erections happen randomly, usually for no reason.

Eventually, the testicles begin making the male reproductive cell called **sperm**. This is the cell that can fertilize the female egg to help create a pregnancy.



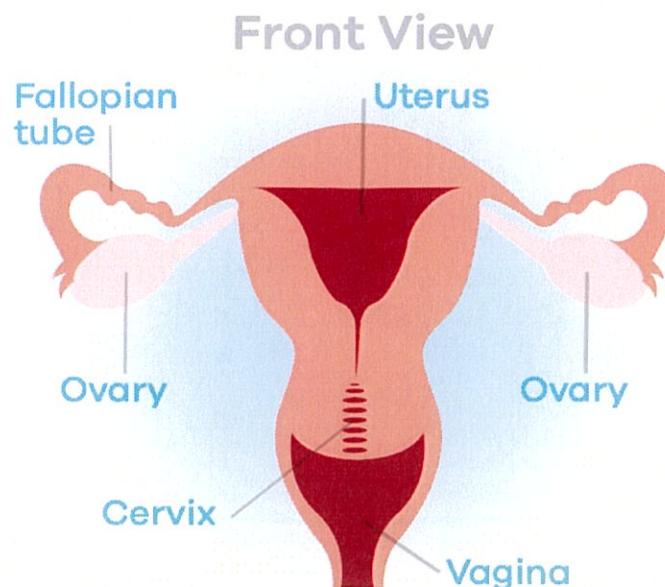
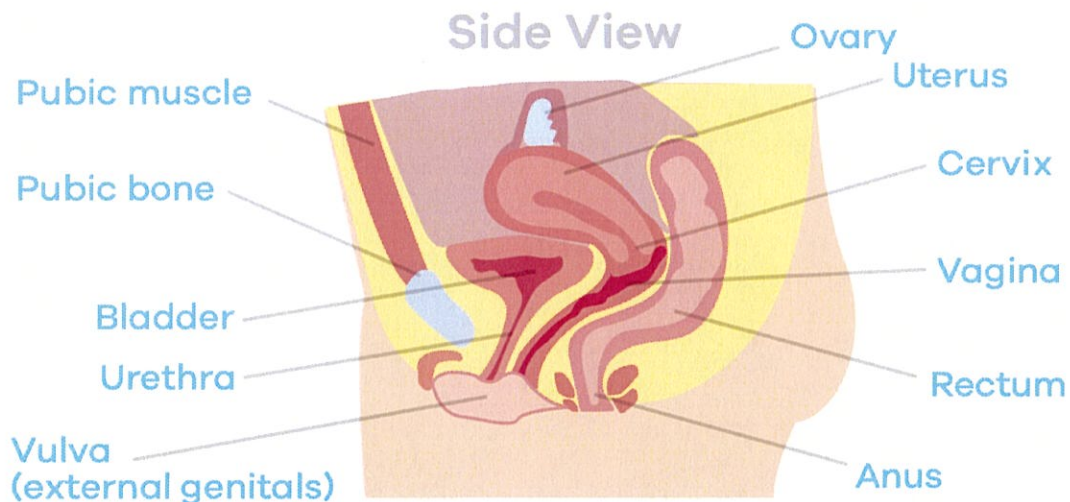
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Your Period

Understanding your menstrual cycle

Your menstrual cycle is the time from the first day of one period to the first day of the next period. The average time this takes is 28 days, but between 21 and 35 days is normal. Then the cycle starts again.

Like many girls, your period will most likely be irregular at first. You could have one period one month and then two periods the next, or wait as long as six months for the next one.



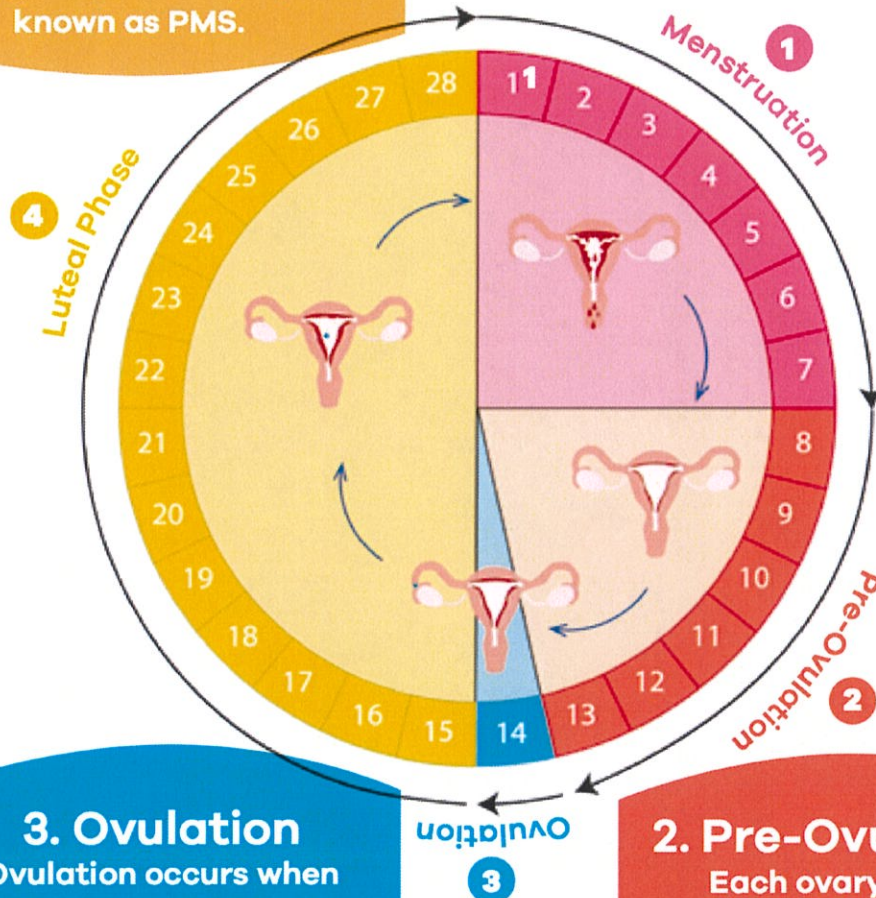
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4. Pre-Menstrual (Luteal Phase)

The endometrium is thick and ready to receive a fertilized egg, but if fertilization does not happen, the lining is no longer needed. As a result, hormone levels change and the lining is shed. The hormones and shedding may cause symptoms known as PMS.

1. Menstruation

Your menstrual period, which is made of endometrial tissue, blood, and other fluids, exits the uterus through the cervix and vagina.



3. Ovulation

Ovulation occurs when a mature egg is released from the ovary. The egg travels along the fallopian tube to the uterus. If a sperm fertilizes the egg, the cells can begin to form a pregnancy. Around the time of ovulation you may notice increased vaginal discharge.

2. Pre-Ovulation

Each ovary holds thousands of eggs, and every month, rising hormones cause the ovary to produce a mature egg. During this time, estrogen causes the endometrium to get thicker.

Period FAQs

You've just seen that during menstruation, you will shed the lining of your uterus (made up of tissue, blood and other fluids) through your vagina - this is known as your period. But, relax! Periods are simply a sign that your body is healthy and well.

How long does your period last?

It varies. For most girls and women, a period usually lasts between 3 to 7 days.

I haven't started my period, am I late?

There is no right time for your first period to come. You're most likely to get it between the ages of 10 and 16, but every girl is different. Your period will start when your body is ready.

Why and how to keep track of my cycle?

Everyone's menstrual cycle is unique. Keeping track of your cycle helps you understand how your body works and when your period will start. It can also be a big help for your doctor if you ever think there is a problem. Simply use a period calendar to keep track of your cycle. You can find one on [Always.com](https://www.always.com)

What if my period is irregular?

Many girls have unpredictable periods for the first 2 years. You could have a period one month, then skip several months before the next one.

How much blood will I shed?

The average female loses about 4 to 12 teaspoons of menstrual fluid during her period. But only a small amount of that is blood. Since your body contains 4 liters of blood on average, it doesn't miss the little bit lost during a period - and your body makes up for it quickly.

Will my period hurt?





While period themselves don't hurt, a lot of women experience pain or cramps before their period. We'll learn more on how to deal with this discomfort later in this guide.

If you haven't started your period by age 16, or your period remains irregular, talk to your parent or trusted adult about seeing a doctor.

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An Overview of Period Protection

How do you deal with the menstrual fluid coming out of your vagina? There are lots of options. As you learn about them and try different things you'll be able to decide what works best for you.

Period Protection	Worn Inside or Outside the Body	Disposable or Reusable
 PADS	Outside	Both
 TAMPONS	Inside	Disposable
 CUPS	Inside	Reusable
 MENSTRUAL UNDERWEAR	Outside	Reusable

Don't get caught by surprise

Before your cycle becomes regular, your period may happen unexpectedly. It's a really good idea to always be prepared—especially when you're at school, camp or just out with friends.

Below are some tips to make sure you're never caught off guard:

- Keep a pad or tampon in your purse, schoolbag, or locker for yourself or a friend.
- Start **using a pantyliner** a few days before you expect your period to start. It will help protect your underwear from discharge and light period flow.
- If you don't have period protection available, or simply can't afford it, you can ask a friend, teachers or school nurse, or use rolled up toilet paper until you get a pad.



All You Need to Know About Pads

Most girls start with pads to manage their period, as they're really easy to use. A pad, or sanitary towel, is a piece of absorbent material that you stick to the inside of your underwear to absorb your menstrual flow.

Understanding a pad is fairly easy



always

How to Use a Pad



1. Wash hands with soap and water before changing your pad.



2. Open the wrapper of your pad.



3. Detach the pad from its wrapper and remove the paper strip that covers the wings.



4. Attach the sticky part securely to the inside center of your underwear. Wrap the wings around it. When done, wash your hands with soap and water.

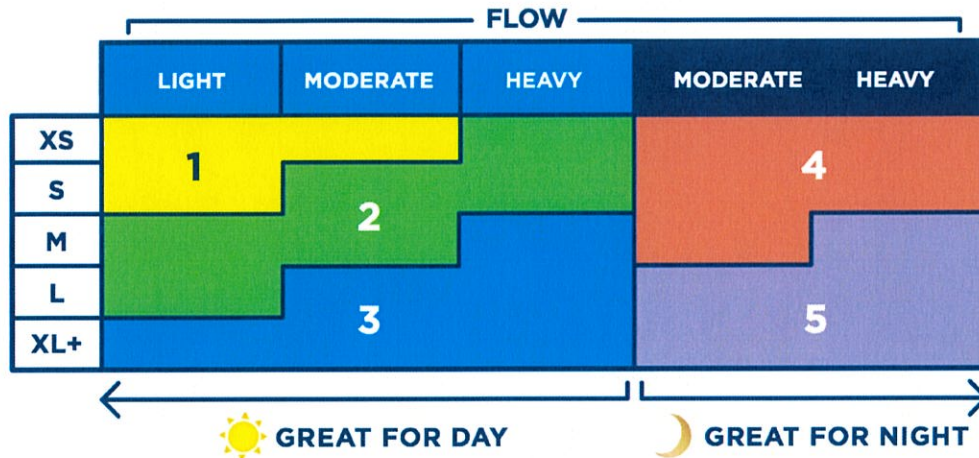


Change your pad every 4 to 8 hours, or more often if your flow is heavy. Don't forget to use clean underwear every day; change them if they become soiled.

Choosing a pad

It is important to choose a pad that will be the best fit for you. Always pads have different shapes, lengths and level of absorbencies so you can choose yours according to your shape and flow. The pad you choose should be touching your body in order to minimize the risk of leaks.

The better it fits, the better it protects!



Types of Always® Pads

Always Radiant™ and Always Infinity®. An absorbent thin pad made with a soft cover that feels incredibly light. Look for the Always Radiant and Infinity pads in a box.

Ultra Thin. A thin pad that provides great protection and comfort without the bulk of a maxi pad. Look for the green Always bag.

Maxi. A thicker pad with a close body fit and gentle, panty-hugging shape for comfort. Look for the blue Always bag.

How to dispose of a pad

Bin it – Don't flush it!

1. Fold the pad up & wrap it in the wrapper from your new pad or in toilet paper if you don't have a wrapper available.

2. Put the wrapped up pad in the waste bin and ensure the lid is closed once the product has been disposed.



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Discharge, What Is It?

You've probably noticed that your underwear sometimes has traces of a creamy white/yellowish fluid. This is called discharge. It comes from your vagina and is **perfectly normal**, natural and a healthy sign that your body is functioning properly – all women have it. It helps prevent the vagina from drying out and protects it from infections. Similar to the way tears clean and protect your eyes.

The amount of vaginal discharge varies during the menstrual cycle as hormone levels in the body change. If your discharge is significantly different than usual, has a bad smell or you experience itching in your intimate area you should talk to a trusted adult and go see a doctor.

All you need to know about Pantliners

A pantliner is worn on the inside of your underwear like a pad, and most are smaller and thinner than pads and can feel invisible.

Unlike pads (which are designed to be used during your period) pantliners are designed to be worn every day. You may want to try wearing them as part of your daily hygiene routine, like putting on deodorant.



Premenstrual Syndrome and Period Cramps

Premenstrual Syndrome (PMS)

Between ovulation and the first day of your period, your hormones levels go up and down. These fluctuations can sometimes make you feel more emotional than normal and cause physical symptoms. These symptoms are usually called Premenstrual Syndrome (PMS) and are very normal.

Common PMS symptoms that you might experience:

- Feeling swollen or bloated
- Change in appetite
- Breast tenderness
- Abdominal cramps and feeling queasy
- Acne or skin rash

- Mood changes: feeling sad, tearful, tired or irritable
- Headaches

How to manage PMS?

- Chart your symptoms and be aware of when you may experience them
- Get enough rest
- Exercise
- Take time for yourself
- Practice deep breathing exercises
- Eat foods rich in fiber and low in sugar and fat
- Listen to how you feel — don't feel bad if you want to curl up on the sofa instead of going out with your friends

Period Cramps

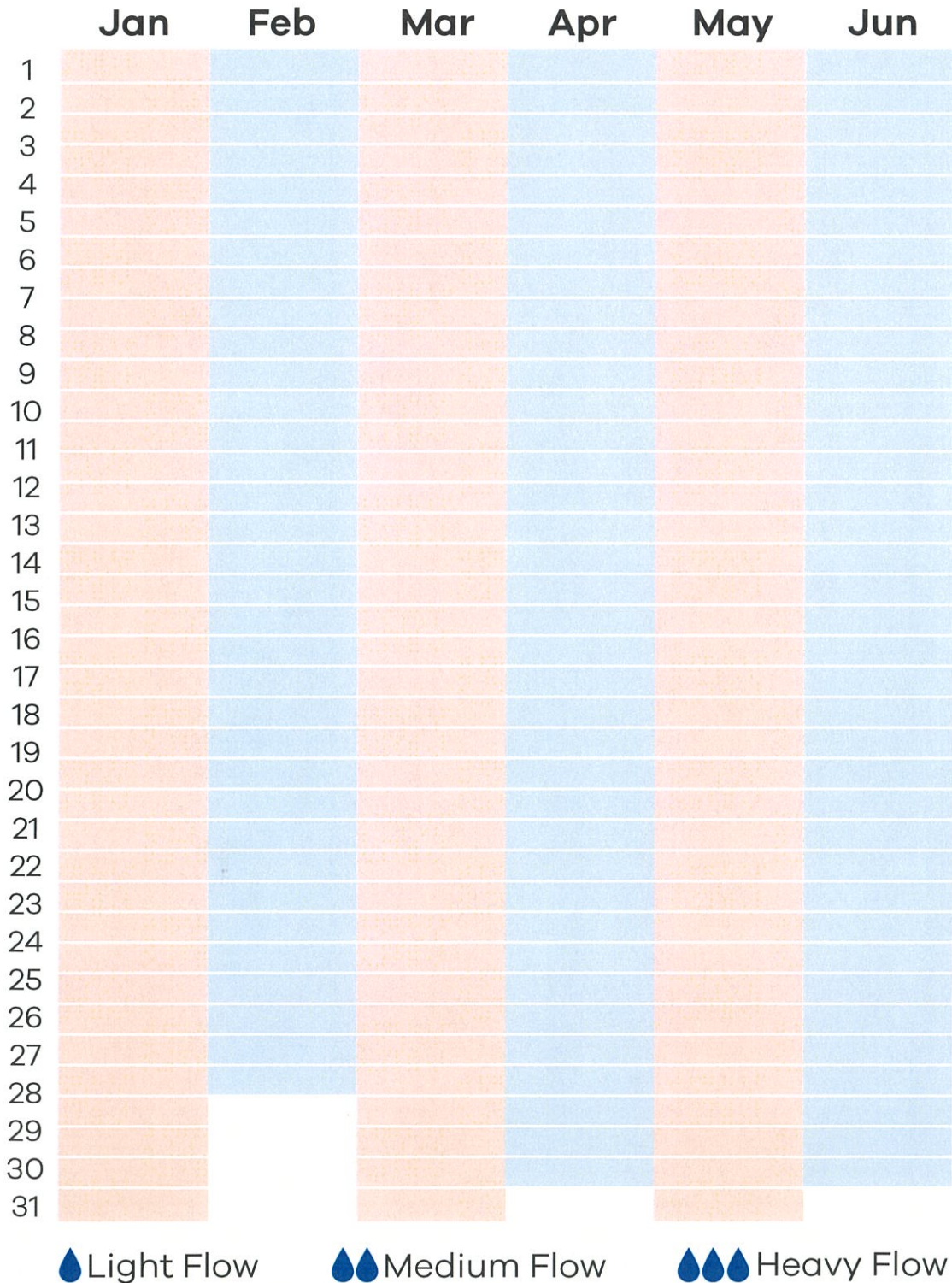
Cramps can occur just before or during your period when the muscle of your uterus contracts to make the lining of your uterus leave your vagina as menstrual flow.

How to treat them?

- Moderate exercise and stretching
- Use a hot water bottle or warm towel on your belly
- Take a warm bath
- Practice deep breathing exercises

Tracking your Period

Everyone's menstrual cycle is unique. Use this calendar or go to [Always.com](https://www.always.com) to keep track of your menstrual cycle and help you prepare for your next period.



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Simply mark the days you have your period and track your mood, too, so you can see when your mood changes could be explained by your hormones!

	Jul	Aug	Sep	Oct	Nov	Dec
1	Discharge	Mood	Discharge	Mood	Discharge	Mood
2	Discharge	Mood	Discharge	Mood	Discharge	Mood
3	Discharge	Mood	Discharge	Mood	Discharge	Mood
4	Discharge	Mood	Discharge	Mood	Discharge	Mood
5	Discharge	Mood	Discharge	Mood	Discharge	Mood
6	Discharge	Mood	Discharge	Mood	Discharge	Mood
7	Discharge	Mood	Discharge	Mood	Discharge	Mood
8	Discharge	Mood	Discharge	Mood	Discharge	Mood
9	Discharge	Mood	Discharge	Mood	Discharge	Mood
10	Discharge	Mood	Discharge	Mood	Discharge	Mood
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30	Discharge	Mood	Discharge	Mood	Discharge	Mood
31	Discharge	Mood	Discharge	Mood	Discharge	Mood

 Discharge

 Mood

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Staying Confident and Healthy

Your brain is changing, too!

While changes to your body are obvious, there's a lot of changes happening to your brain, too! You develop new, stronger emotions and these changes can affect your confidence. But they are normal and you have control over whether you listen to the negative or focus on the positive.

Build your brain power & embrace the Growth Mindset

Your brain is like a muscle, so you need to exercise it. When you take on challenges and practice until you overcome them, neurones in your brain create new and stronger connections. And when your brain gets stronger, your skills do, too. The growth mindset is the belief that your mind can grow and change with practice. Start training using the table below.

Growth Mindset		Fixed Mindset	
CHALLENGING YOURSELF	Embrace Challenges		Avoid opportunities
FACING CRITICISM	Learn From Feedback		Ignore useful feedback
MAKING AN EFFORT	See effort as key to success		See effort as useless
OVERCOMING OBSTACLES	A misstep is a step forward		A misstep is a reason to give up
WHEN OTHERS SUCCEED	Find inspiration in their performance		Feel threatened and upset

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Take risks and keep going

Remember – you only truly fail when you don't even try, so take positive risks. It can be scary, hard and, well, risky. It can also be exciting, fun and rewarding!

Here are a few tips to take positive risks:

- **Don't be afraid to fail!** If you fail, use it as an opportunity to learn, get stronger and keep going!
- **Try again, and again, and again.** Know that sometimes you have to keep practicing and trying new ways to get better.
- **Remind yourself of all the things you've achieved** in the past. It can help you feel positive when you feel like you can't do something.
- **Break big things down** in to smaller, more manageable steps.
- **We all have strengths** - focus your attention on yours. It will help you become more confident and will give you energy!

Powerful words to help you out

A majority of girls believe words can harm. The good news is that changing the words you use can change your world.

Try these words:

YET! Yet is a very powerful word. You can use it to remind yourself that though you haven't accomplished it yet, you will!

AND. When you praise yourself, it's easy to add "but" to lessen your success. Try using "and" instead. So instead of "I'm pretty good at geometry, but I still have a B", try saying "and I am getting better every week".

I CAN. Have you ever said things like "I'm totally going to fail this test, I got so many questions wrong"? Lose the negative talk and think about how you can study harder and do better next time.

Making good decisions

You're probably starting to earn more freedom at school and at home – and probably more responsibilities, too! As a result, you'll be making more decisions on your own than when you were younger. You'll need to evaluate and make sense of all the influencing factors in your life such as friends, parents, teachers and things you see in the media and read on the internet.

At times, it can be difficult to know what to think and how to act. Learning to make the right decision for YOU is an important part of growing up. It's easy to get into situations that are challenging when you don't take the time to think about your decisions.

Remember, great decision-making skills are learned – no one is born with them!

I-D-E-A-L solution building

IDENTIFY the problem

DESCRIBE all the ways you might solve the problem

EVALUATE all the possible solutions

ACT on one of the solutions and try it out

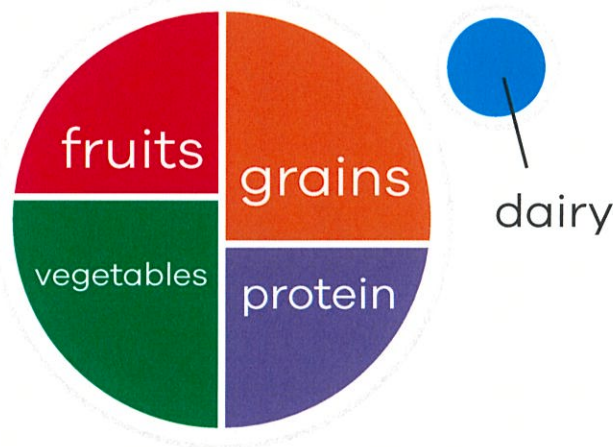
LEARN if your solution solved the problem effectively

Healthy Choices

Eat well

Taking care of yourself also means supplying your body with the energy and nutrients it needs. Growing like you do during puberty needs a lot of energy and most of it comes from the food you eat. This is why it's very important to make sure you eat a healthy, well-balanced diet.

Here is what a healthy meal looks like:



Be Active

Being physically active through sports or other physical activities helps keep your body healthy and boost your energy levels! The key to enjoying it is to pick something you like, such as – dancing like crazy to your favorite song, playing goalie on a soccer team, or challenging your brother or sister to a jump rope competition.

Sleep well

Getting enough sleep is an essential part of staying healthy and happy. On average you'll need between 8 to 10 hours of sleep a night.

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Tips to getting enough sleep:

- Stick to a regular sleep schedule
- Avoid watching and using screens (e.g. TV, phone) one hour before going to bed
- Use a comfortable mattress and pillow
- Exercise daily

Visit the doctor

Regular healthcare is important, so be sure to visit your doctor and dentist on a regular basis. As you get older and start your period, you may also want to start seeing an OB-GYN—a doctor that specializes in women’s health. Talk to your parents about getting routine exams.

Stay safe

During puberty, you’re going through so many changes that everything seems possible, and this is great. Just remember to stay safe too.

- **Say no to drugs**—whether or not they’re illegal, they can affect your brain and cause long term damage.
- **Treat everyone with respect**—nobody should be mean to others.
 - Stop and think before you say or do something hurtful.
 - If you are being bullied try to speak up and ask the bully to stop. If speaking up seems too hard, walk away and find an adult to help.
 - Talk to an adult you trust. Don’t keep your feelings inside; they can help you make a plan to improve your situation.
 - If you think you have bullied someone in the past, apologize. Everyone feels better.

Continue the Conversation

Talking to your friends and family about your feelings and questions during puberty can help them better understand and support you.

Don't feel like you need to cope with everything on your own. Ask your parents or a trusted adult for their advice and to help answer your questions. They've experienced it, too, so they'll have lots of good advice and tips.

To help start the conversation, follow these tips:

Keep it casual: Find a time when you typically talk with your parents, and use it to discuss the things you've learned in this guide. You might want to ask them what it was like when they were younger and experienced puberty.

Write it down: Sometimes it helps to write down your questions, so you can make sure you get all the answers.

Be direct: Take a deep breath and just share how you're feeling. Chances are they've experienced similar feelings at some point in their life, too!

Celebrate it: Getting your first period can be a great moment to celebrate with those around you! Why not share the news with your parents or best friends and use it as an opportunity to do something nice.



Where To Get More Info



Start a conversation with your parents, teachers or other trusted adults.



Watch and subscribe to the **Always** and **Tampax** YouTube channels for more information and advice.



Check out **Always.com** and **Tampax.com** for more information.

Brought to you by:

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These materials have been reviewed by the American Association for Health Education and accepted as educationally appropriate.

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Girls' presentation video:

<https://www.youtube.com/watch?v=0RrXAhtObBI>

Boys' presentation video:

<https://www.youtube.com/watch?v=2XF0awGRTWs>

Vista School

Profit & Loss Budget Overview

July 2023 through February 2024

	<u>Jul '23 - Feb 24</u>	<u>Budget</u>	<u>\$ Over Budget</u>	<u>% of Budget</u>
Ordinary Income/Expense				
Income				
1000 · Local Revenue	818,186.17	584,934.22	233,251.95	139.88%
3000 · State Revenue	7,571,379.60	11,223,793.45	-3,652,413.85	67.46%
4000 · Federal Revenue	263,004.02	1,356,730.90	-1,093,726.88	19.39%
Total Income	<u>8,652,569.79</u>	<u>13,165,458.57</u>	<u>-4,512,888.78</u>	<u>65.72%</u>
Gross Profit	8,652,569.79	13,165,458.57	-4,512,888.78	65.72%
Expense				
10 · INSTRUCTION	4,323,241.28	6,728,585.86	-2,405,344.58	64.25%
21 · STUDENT SUPPORT SERVICES	227,858.89	397,814.79	-169,955.90	57.28%
22 · SUPPORT SERV. INSTR. STAFF	114,001.26	251,768.40	-137,767.14	45.28%
23 · SUPPORT SERVICES-BOARD	9,185.00	10,000.00	-815.00	91.85%
24 · SUPPORT SERV. ADMINISTRATION	431,441.09	800,381.94	-368,940.85	53.9%
25 · SUPPORT SERV. CENTRAL	330,460.92	540,998.07	-210,537.15	61.08%
26 · SUPPORT SERV. OPER. & MAINT.	345,507.46	607,055.82	-261,548.36	56.92%
27 · STUDENT TRANSPORTATION	71,254.78	91,416.46	-20,161.68	77.95%
31 · FOOD SERVICES LUNCH	228,654.98	469,330.95	-240,675.97	48.72%
33 · After School Program	74,703.47	62,835.34	11,868.13	118.89%
45 · BLDG AQUISITION & CONSTRUCTION	900,895.25	1,211,616.58	-310,721.33	74.36%
51 · Debt Service	1,352,231.39	1,678,246.66	-326,015.27	80.57%
Total Expense	<u>8,409,435.77</u>	<u>12,850,050.87</u>	<u>-4,440,615.10</u>	<u>65.44%</u>
Net Ordinary Income	<u>243,134.02</u>	<u>315,407.70</u>	<u>-72,273.68</u>	<u>77.09%</u>
Net Income	<u><u>243,134.02</u></u>	<u><u>315,407.70</u></u>	<u><u>-72,273.68</u></u>	<u><u>77.09%</u></u>

Strand 6: **HUMAN DEVELOPMENT (HD)**

Students will understand puberty and maturation. Utah Code requires parental consent for instruction on maturation. Utah Code requires parental notification for instruction on child sexual abuse prevention.

- **Standard 5.HD.1:** Explain how the timing of puberty and adolescent development varies, including that there is a wide range of what is healthy or typical.
- **Standard 5.HD.2:** Describe the basic structures of the reproductive and endocrine systems and identify their respective functions.
- **Standard 5.HD.3:** Describe the body changes that accompany puberty and how puberty prepares human bodies for reproduction.
- **Standard 5.HD.4:** Explain the physical, social, and emotional changes that occur during puberty and adolescence and healthy ways to manage these changes.
- **Standard 5.HD.5:** Identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with about puberty.
- **Standard 5.HD.6:** Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.

Health I

Strand 6: Human Development (HD)

Human Development (HD) teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students will learn medically accurate and unbiased facts about human reproduction, anatomy, physiology and disease prevention. Students will also recognize characteristics of healthy relationships.

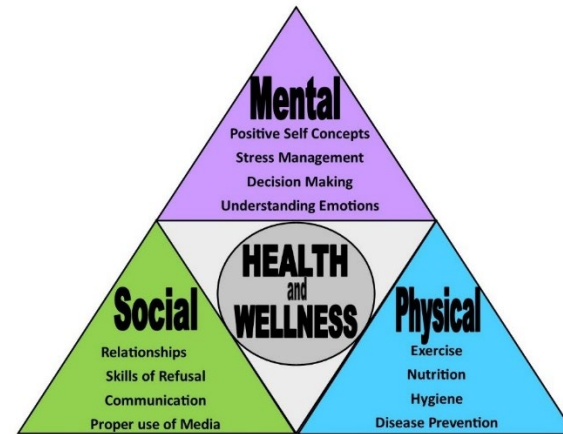
Goal: Students will understand reproductive anatomy and physiology, pregnancy, disease prevention, healthy relationships, and refusal skills. Utah Code requires parental notification for instruction on child sexual abuse prevention and parental consent for instruction on sex education. Instruction shall stress the benefit of abstinence before marriage and fidelity after marriage.

[State Health Education Web page](#) with Parental Consent Form and required Law & Policy training

All standards in this strand require parental consent

All curriculum, materials, media, and guest speakers need to be approved through local committee

See [Utah Code 53G-10-402](#) or contact Jodi Parker for more information or training: jodi.parker@schools.utah.gov



The academic success of Utah's students is strongly linked to their health. The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands.

The Health Triangle is a tool to show how the three elements of health are interconnected and need to be balanced to achieve overall health and wellness. The image has some examples of mental, physical, and social health. The Health Education Core Standards are designed to incorporate each area of the triangle within each strand.

Health I – Strand 6 Human Development

Standard HI.HD.1
Describe the physical, social, cognitive, and emotional changes of adolescence and recognize the individual differences in growth and development, physical appearance, self-identity, and attraction.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Identify and compare changes occurring to teenagers physically, cognitively, emotionally, & socially. • Growth & development charts and explain the genetic influence involved. • List changes that occur during puberty with relationships, abilities, emotions, and responses.
Critical Background Knowledge
Standard 5.HD.1: Explain how the timing of puberty and adolescent development varies, including that there is a wide range of what is healthy or typical. Standard 5.HD.3: Describe the body changes that accompany puberty and how puberty prepares human bodies for reproduction. Standard 5.HD.4: Explain the physical, social, and emotional changes that occur during puberty and adolescence and healthy ways to manage these changes.
Related Standards: Current Grade Level
Standard HI.HD.8: Recognize characteristics of healthy and unhealthy relationships.
Related Standards: Future Grade Level
Standard HII.HD.1: Analyze how brain development has an impact on cognitive, social, and emotional changes of adolescence and early adulthood.
Standard HI.HD.2
Describe the anatomy, physiology, and ways to care for the reproductive system.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Label and give functions of the reproductive system. • Include common problems which happen to this body systems.
Critical Background Knowledge
Standard 5.HD.2: Describe the basic structures of the reproductive and endocrine systems and identify their respective functions. Standard 6.HD.2: Explain the importance of practicing behaviors that maintain good hygiene.
Related Standards: Current Grade Level
Standard HI.HD.3: Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence.
Related Standards: Future Grade Level
HII.HD.6: Discuss risk reduction, prevention and early detection methods for common reproductive conditions and diseases, including cancers, and when it may be necessary to seek medical care.
Standard HI.HD.3
Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence.
Concepts and Skills to Master
Using the Health Triangle, list the benefits of sexual abstinence for each section. Define and discuss the benefits of sexual abstinence (abstaining from all sexual contact: genital stimulation, oral sex, anal sex, and vaginal intercourse).
Related Standards: Current Grade Level

Health I – Strand 6 Human Development

Standard HI.HF.2: Research factors that contribute to decisions and apply effective decision-making strategies.
Standard HI.HD.6a: Define and discuss sexual abstinence as it relates to STD/STI prevention.
Related Standards: Future Grade Level
Standard HII.HD.2: Define and describe the mental, emotional, physical, and social health benefits of sexual abstinence.
Standard HI.HD.4
Understand the process of pregnancy, practices for a healthy pregnancy, and pregnancy prevention.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Describe the process for fertilization, fetal development (stages of growth), and birth process. • Research healthy pregnancy practices: (e.g., planning, prenatal care, nutrition, physical activity; abstinence from alcohol, nicotine, drugs).
Related Standards: Current Grade Level
Standard HI.HD.6b: Compare and contrast the effectiveness of various risk-reducing behaviors, including condoms, as a method of preventing STD/STI.
Related Standards: Future Grade Level
Standard HII.HD.3: Explain the process of conception, fetal development and birth, practices for a healthy pregnancy, pregnancy prevention, and parenting responsibilities.
Standard HI.HD.4a
Describe fertilization, fetal development, and the birth process.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Describe the process for fertilization, fetal development (stages of growth), and birth process. • Design a timeline for fetal development.
Standard HI.HD.4b
Compare and contrast the effectiveness of various contraceptive methods for pregnancy prevention.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Compare and contrast: abstinence, barrier, & hormonal methods in graphic organizer. • Create a table listing various contraceptive methods with abstinence at the top of the table. Include columns for effectiveness percentage, protect against STDs, male/female method (add vasectomy).
Standard HI.HD.4c
Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Required to be taught by licensed health educator in grades 7/8 and 9/10. See Utah Code 53G-10-403 • Utah Newborn Safe Haven website and PPT.
Standard HI.HD.5
Identify common reproductive conditions and diseases, including cancers.
Concepts and Skills to Master

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<ul style="list-style-type: none"> Describe reproductive conditions and diseases. Create charts, organizers or other document on common reproductive diseases (e.g., endometriosis, PMS, vaginitis, dysmenorrhea, jock itch, UTI, PCOS, yeast infection, amenorrhea, testicular torsion, hernia) and cancers (e.g., prostate, testicular, ovarian, uterine, cervical, breast).
Related Standards: Current Grade Level
Standard HI.SDP.6: Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases.
Related Standards: Future Grade Level
Standard HII.HD.6: Discuss risk reduction, prevention and early detection methods for common reproductive conditions and diseases, including cancers, and when it may be necessary to seek medical care.
Standard HI.HD.6 (with a&b)
Identify practices for prevention of common sexually transmitted diseases & infections (STD/STI).
<ul style="list-style-type: none"> Standard HI.HD.6a <ul style="list-style-type: none"> Define and discuss sexual abstinence as it relates to STD/STI prevention. Standard HI.HD.6b <ul style="list-style-type: none"> Compare and contrast the effectiveness of various risk-reducing behaviors, including condoms, as a method of preventing STD/STI.
Concepts and Skills to Master
<ul style="list-style-type: none"> Compare and contrast abstinence, barrier, and hormonal methods in graphic organizer. Recognize symptoms (including the absence of symptoms), modes of transmission, importance of early detection, testing, and treatments for common STD/STIs. Discuss the transmission of STDs orally, anally, or topically. Facts and Myths about STD/STI. Identify local STD/STI and HIV testing and treatment resources.
Critical Background Knowledge
Standard 6.SDP.5: Explain the importance of practicing behaviors that maintain good hygiene.
Related Standards: Current Grade Level
Standard HI.SDP.6: Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases.
Standard HI.HD.3: Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence.
Standard HI.HD.4: Understand the process of pregnancy, practices for a healthy pregnancy, and pregnancy prevention.
Related Standards: Future Grade Level
Standard HII.HD.4: Identify practices for prevention of common sexually transmitted diseases or infections (STD/STI).
Standard HI.HD.7
Identify accurate and credible sources of information about sexual health, development, relationships, harassment, and abuse and identify who and where to turn to for help (for example, parent, relative, clergy, health care provider, teacher, counselor).
Concepts and Skills to Master
<ul style="list-style-type: none"> Research sources for information on sexual health (e.g., credible websites, community organizations)

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<ul style="list-style-type: none"> Research and list several sources for support when faced with sexual harassment, abuse and/or relationship abuse (e.g., credible websites, community organizations).
Critical Background Knowledge
Standard 5.HD.5: Identify trusted adults (e.g., parent, guardian, relative, teacher, counselor, clergy) to talk with about puberty.
Related Standards: Current Grade Level
Standard HI.MEH.2: Identify the risk factors for development and the prevalence of mental health disorders, explain the importance of early intervention and treatment, and locate valid and reliable health services.
Standard HI.SDP.7: Demonstrate how to access valid and reliable health information, products, and services.
Related Standards: Future Grade Level
Standard HII.HD.7: Identify accurate and credible resources for sexual health, development, and relationships, and identify who and where to turn to for help (e.g., parent, clergy, relative, health care provider, teacher, counselor).
Standard HI.HD.8
Recognize characteristics of healthy and unhealthy relationships.
Concepts and Skills to Master
<ul style="list-style-type: none"> Review vocabulary words: love, mature love, immature love, and infatuation. Give students examples of relationships and match with the correct vocabulary word. Discuss behaviors students may see in friendships, parent/child, sibling, dating, marital relationships. Discuss how to create and maintain healthy personal online relationships (e.g., use, contact list, time, safety). Botvin LST Lessons.
Critical Background Knowledge
Standard 6.HF.5: Describe how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect. Describe how to end unhealthy relationships.
Related Standards: Current Grade Level
Standard HI.HD.9: Recognize harassment, abuse, discrimination, and relationship violence prevention and reporting strategies. *Standards HI.HD.8a-c are specific topics under this standard.
Related Standards: Future Grade Level
Standard HII.HD.8: Recognize characteristics of healthy relationships, the impact a relationship has on wellness, practice skills to build healthy relationships, and emphasize the responsibility within families and communities to support healthy relationships.
Standard HI.HD.8a
Recognize the difference between healthy and unhealthy relationships and practice skills necessary to build healthy relationships and end unhealthy relationships both online and in person.
Concepts and Skills to Master
<ul style="list-style-type: none"> Compare and contrast healthy and unhealthy relationships (e.g., characteristics, warning signs) Practice skills needed to build healthy relationships (e.g., communication, personal boundaries) and skills to end unhealthy relationships (e.g., assertiveness, seeking help from trusted adults).

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Related Standards: Current Grade Level
Standard HI.HF.3: Practice resiliency skills. Standard HI.HF.4: Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries of others.
Standard HI.HD.8b
Identify effective ways to communicate personal boundaries and show respect for the boundaries of others to foster healthy relationships.
Concepts and Skills to Master
<ul style="list-style-type: none"> Practice communicating personal boundaries. Practice accepting the personal boundaries of others (accepting a “no”) and/or suggesting alternative activities (e.g., dates, events).
Related Standards: Current Grade Level
Standard HI.HF.4: Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries of others. Standard HI.SAP.1: Practice methods to resist peer pressure with regards to alcohol, tobacco, nicotine, and other substances, including the misuse of prescription drugs.
Related Standards: Future Grade Level
Standard III.HD.8b: Discuss and understand refusal skills, personal boundaries, and affirmative consent as they apply to situations involving pressure to be sexually active and identify strategies that support the decision to abstain from sexual behavior.
Standard HI.HD.8c
Discuss and understand the importance of developing personal refusal skills, including how to refuse an unwanted sexual advance, and how and when to use those skills.
Concepts and Skills to Master
<ul style="list-style-type: none"> Define refusal skills (see legal definition in “academic language” section below) Model and practice ways to say no. Practice accepting a “no” and accepting the refusal of others. Discuss common gender roles how those affect attitudes and behaviors regarding sex.
Related Standards: Current Grade Level
Standard HI.HD.9: Recognize harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.
Related Standards: Future Grade Level
Standard III.HD.8c: Discuss the reasons why refusal skills and affirmative consent are necessary to show respect for the boundaries of self and others as they relate to healthy relationships, marriage, intimacy, and sexual behavior.
Standard HI.HD.9
Recognize harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.
Concepts and Skills to Master
<ul style="list-style-type: none"> Recognize methods to prevent harassment, abuse, discrimination and relationship violence (e.g., setting boundaries, communication, conflict resolution). List local resources for reporting (e.g., trusted adult, community center, reliable website, apps, hotlines).
See specific concepts under each sub-standard (a-d)

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Critical Background Knowledge
Standard 6.HD.5 (for all HI.HD9 (a-d): Describe how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect. Describe how to end unhealthy relationships.
Related Standards: Current Grade Level
Standard HI.HD.8c: Discuss and understand the importance of developing personal refusal skills, including how to refuse an unwanted sexual advance, and how and when to use those skills.
Related Standards: Future Grade Level
Standard HII.HD.9: Discuss harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.
Standard HI.HD.9a
Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Brainstorm methods of reporting, seeking help, and stopping sexual harassment and sexual abuse. • List resources for reporting and seeking help (e.g., trusted adults, local resource centers, online options, apps, hotline).
Related Standards: Future Grade Level
Standard HII.HD.9f: Describe the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.
Standard HI.HD.9b
Explain why a person who has been raped or sexually assaulted is not at fault.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Define discuss relationship violence for various relationships (e.g., acquaintance, dating, marriage, family). • Define and discuss sexual harassment, sexual abuse, and relationship violence.
Related Standards: Future Grade Level
Standard HII.HD.9d: Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.
Standard HI.HD.9c
Examine how alcohol and other substances, friends, family, media, society, and culture influence decisions about engaging in sexual behaviors.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Discuss sexuality in media with various examples (any fashion add will do, but music videos, commercials, etc.). • Use current data and discuss the influence substance use, other people, media, and culture have on sexual behavior.
Related Standards: Current Grade Level
Standard HI.SAP.1: Practice methods to resist peer pressure with regards to alcohol, tobacco, nicotine, and other substances, including the misuse of prescription drugs.
Related Standards: Future Grade Level
Standard HII.HD.9b: Explain why a person who has been raped or sexually assaulted is not at fault.

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Standard HI.HD.9d
Explain the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.
Concepts and Skills to Master
<ul style="list-style-type: none">• Research articles or stories on illegal relationships and what the differences are between the people in those relationships. Discuss ways to avoid these types of relationships and how to report them.• Discuss potential impacts relationships with power differences have on mental health.
Related Standards: Future Grade Level
Standard III.HD.9e: Describe the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.
Academic Language
<p>Abuse: Instruction in Health Education includes various forms of abuse including physical, mental/emotional, social, verbal, sexual, and neglect.</p> <p>Adolescent development: The transition period between childhood and adulthood. Children in this stage are going through physical, intellectual, personality, and social development. Adolescence begins at puberty.</p> <p>Advocate: Person who pleads or speaks on another person’s behalf. Includes supporting, helping, seeking help, and standing up for self and others.</p> <p>Affirmative Consent: Consent that is voluntary, affirmative, conscious, agreement to engage in an activity, that it can be revoked at any time, that a previous relationship does not constitute consent, and that coercion or threat of force can also not be used to establish consent. This may or not be sexual in nature, affirmative consent can be for all any social interactions.</p> <p>Body Image: An individual’s perception of their physical self.</p> <p>Conception: The process of becoming pregnant involving fertilization or implantation or both.</p> <p>Condoms: A thin sheath worn on a man's penis or inserted into a woman’s vagina prior to sexual intercourse as a contraceptive or as protection against infection. Contraception: Methods to prevent pregnancy.</p> <p>Culture: Social behavior, attitudes, customs, beliefs, and norms found in human societies.</p> <p>Fidelity: Faithfulness to a person, cause, or belief, demonstrated by continuing loyalty and support; sexual faithfulness to a spouse or partner.</p> <p>Frontal Lobe: The front portion of the brain concerned with behavior, learning, personality, decision making, and voluntary movement. This portion of the brain is not fully developed until early adulthood. Use of substances can impact the growth and development of the frontal lobe.</p> <p>Harassment: As defined in Utah Code 76-5-106, intent to frighten or harass another, communicates a written or recorded threat to commit any violent felony.</p> <p>HIV/AIDS: Acquired Immunodeficiency Syndrome (AIDS) is a chronic, potentially life-threatening condition caused by the human immunodeficiency virus (HIV). By damaging the immune system, HIV interferes with the body's ability to fight the organisms that cause disease. HIV/AIDS can be transmitted by the sharing of blood, semen, vaginal secretions, and breast milk.</p> <p>Indiscriminate: Behavior done without careful judgement, thought, or planning which can result in harm.</p> <p>Media: Includes all print, online, social, radio and television media sources.</p> <p>Modes of Transmission: The way a pathogen gets from one object or animal to another; includes direct contact, indirect contact, and airborne transmission.</p> <p>Newborn Safe Haven Law: Utah code 62A-4a-802: A parent or a parent's designee may safely relinquish a newborn child at a hospital in accordance with the provisions of this part and retain complete anonymity, so long as the child has not been subject to abuse or neglect. Safe relinquishment of a newborn child who has not otherwise been subject to abuse or neglect shall not, in and of itself, constitute neglect as defined in Section 78A6-105, and the child shall not be</p>

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considered a neglected child, as defined in Section 78A-6-105, so long as the relinquishment is carried out in substantial compliance with the provisions of this part.

Rape: As defined in Utah code 76-5-402, a person commits rape when the actor has sexual intercourse with another person without the victim's consent. This section applies whether or not the actor is married to the victim.

Relationship Violence: Includes physical, emotional, verbal and sexual violence in acquaintance, dating, family, or spouse

Refusal Skills: Utah code 53G-10-402 states: Refusal skills means instruction:

- i. In a student's ability to clearly and expressly refuse sexual advances by a minor or adult;
- ii. In a student's obligation to stop the student's sexual advances if refused by another individual;
- iii. Informing a student of the student's right to report and seek counseling for unwanted sexual advances;
- iv. In sexual harassment
- v. Informing a student that a student may not consent to criminally prohibited activities or activities for which the student is legally prohibited from giving consent, including the electronic transmission of sexually explicit images by an individual of the individual or another.

Sexual Abstinence: No sexual contact (e.g., oral, anal, or vaginal sex, intimate genital contact, and sexual touching).

Sexual Harassment: Harassment in a workplace, or other professional or social situation, involving the making of unwanted sexual advances or obscene remarks.

Sexual Violence: A sexual act committed against someone without that person's freely given consent.

STD/STI: Sexually transmitted diseases or sexually transmitted infections are infectious diseases that spread from person to person during sexual contact. Examples include: chlamydia, gonorrhea, syphilis, human papillomavirus (HPV), and HIV infection.

Trusted Adult: An adult, or adults, chosen by the student, that makes the student feel safe, secure, and comfortable. Examples include, but are not limited to parent, guardian, relative, teacher, counselor, and clergy.

Assessment Exemplars

Students will be able to identify, label, and describe reproductive anatomy and physiology diagrams along with organizing puberty function and explain 2 common reproductive conditions and diseases.

Students can identify methods for reporting and seeking help for sexual assault, harassment, or abuse.