

ELEMENTARY HEALTH CURRICULUM ADOPTION

The Great Body Shop

Curriculum Adoption Recommendation

Board of Education Presentation | 2025–26 School Year

Presented by the Teaching, Learning & Assessment Department

Today's Presentation

01

Legal Requirements

Oregon statutes, Division 22 assurances, and why curriculum adoption is required

03

Pilot Process & Teacher Feedback

How teachers evaluated the curriculum — strengths and concerns

05

Family Transparency & Opt-Out

How families can review content and opt their child out

02

About The Great Body Shop

ODE approval, curriculum overview, and why one program was piloted first

04

Parent & Family Feedback

Survey themes, concerns raised, and how we will address them

06

Implementation Plan

Training, rollout timeline, and next steps

Why We Are Required to Adopt a Health Curriculum

Legal Requirements & Division 22 Assurances

Division 22 Assurances

Oregon Administrative Rule (OAR) Division 22 requires districts to provide health education aligned with Oregon content standards as a condition of school funding and accreditation.

Oregon Health Education Standards

State law requires that health instruction align with the Oregon Health Education Standards. Districts must adopt curricula that meet these benchmarks at each grade band.

Oregon Revised Statutes

Multiple ORS provisions — including those addressing substance use prevention, personal safety, and comprehensive health — require districts to provide structured, standards-aligned health education.

Bottom line: Adopting a standards-aligned health curriculum is not optional — it is a legal obligation.

Why We Piloted One Program — And What Teachers Decided

ODE Approval, Piloting, and the Independent Adoption Option

ODE-Approved Curriculum

The Great Body Shop is the only elementary health curriculum currently approved by the Oregon Department of Education (ODE) for K–5.

When a state-approved curriculum exists, the standard adoption process requires piloting from that approved list — which is what we did.

Oregon's standard adoption process is designed to ensure districts use curricula that have been vetted for standards alignment and age-appropriateness.

Why Not an Independent Adoption?

An independent adoption process was always available to us. However, it carries significant demands:

- Requires piloting at least two curricula
- Requires extensive teacher time and documentation beyond the pilot itself
- Significantly increases the workload placed on teachers

We chose to pilot The Great Body Shop first so that teachers would only need to pursue the independent process if this program truly didn't meet their needs — and they decided it did.

About The Great Body Shop

A Research-Based, Comprehensive K–12 Health Education Program

K–12

Grade Range

35+

Years of Research

Annual

Content Updates

All NHES

Standards Aligned

Core Health Content Areas

Personal Health & Hygiene

Nutrition & Physical Activity

Emotional & Mental Wellness

Safety & Injury Prevention

Substance Use Prevention

Community & Environmental Health

The Great Body Shop delivers sequential, developmentally appropriate health instruction across all major health content areas.

Key Features:

- Teacher-ready materials that reduce planning burden
- Flexible units adaptable to student needs and local context
- Annually updated content reflecting current research
- Aligned to Oregon Health Education Standards and all National Health Education Standards (NHES)
- Used in thousands of districts across the United States

Pilot Process & Teacher Consensus

How Teachers Evaluated and Adopted This Curriculum

1

Identification

The Great Body Shop identified as the ODE-approved option for K–5 elementary health education.

2

Spring 2025 Pilot

Teachers implemented lessons across multiple grade levels during Spring 2025, experiencing the curriculum firsthand.

3

Feedback Gathered

Teachers documented what worked, what didn't, and noted student engagement levels throughout the pilot.

4

Consensus Process

Collaborative review meeting where all participating teachers reached consensus to recommend adoption.

Note: If teachers had not reached consensus, the district was prepared to initiate an independent adoption process to evaluate additional curricula.

Teacher Pilot Feedback

What Educators Experienced During the Spring 2025 Pilot

✓ Strengths

- Content was relevant — students engaged and asked great questions (Units 3, 4, 5)
- Great conversations — active learning strategies embedded, flexibility in how it's taught (Units 2 and 5)
- Content was strong, relevant, and standards-based
- Topics were super relevant, especially social media influences
- Online platform was helpful
- Active learning not overly complicated to add when needed
- Students enthusiastically engaged with hands-on safety skills (e.g., first aid techniques)

🚩 Areas for Growth

- Curriculum pacing could feel slow — engaging strategies needed to be added (Unit 3)
- 4th grade materials were very teacher-centered
- Some materials needed to be created by the teacher
- Explanations about how to use the curriculum weren't always explicit
- Some worksheets were confusing
- Finding physical materials was difficult at times — prepping ahead of time was helpful
- Sentence frames and language scaffolds needed in some units

Family & Parent Feedback

Survey Results — 11 Families Responded (Many Are District Staff)

Program Strengths

- Take-home materials valued facilitates family conversations
- Positive marks for mental health, body safety, and nutrition content
- Content described as clearly laid out with age-appropriate illustrations

Primary Concerns

- Questions about what is 'age-appropriate' families hold different views
- Desire for in-person curriculum preview night (similar to math adoption)
- Some opposition to gender identity content; preference for neutral curriculum

Questions for the District

- **What subjects are being shortened to accommodate this?** *We will likely be teaching Health units cyclically with science.*
- **Why is only one curriculum being considered?** *While an independent adoption process is an option, we wanted to pilot the ODE vetted option first to ensure we are honoring teacher time.*
- **Can we have a preview night to see the materials in person?** *we prioritized a family survey and are planning a Curriculum Preview Night for in-person engagement with the materials and instructional vision.*

The district recognizes the diversity of family values and is committed to open communication, materials transparency, and honoring the opt-out process.

Family Transparency & Opt-Out Process

Our Commitment to Families

Transparency Commitments

- Scope & Sequence shared with all families before the school year begins
- Families receive advance notice before each unit begins at their child's grade level
- Curriculum materials available for family review at the school office
- We will plan a curriculum preview opportunity for families (similar to math adoption) so parents can review materials in person
- We acknowledge that families hold different values around health topics and respect their right to make decisions for their children

Opt-Out Process

- Parents may opt their child out of any unit or individual lesson
- Written opt-out requests submitted to the classroom teacher or building principal
- Students who are opted out receive alternative, non-punitive activities during lesson time
- Families may opt out of specific lessons without opting out of the entire curriculum
- The opt-out form will be included in the annual family information packet

Opt-Out Sample

- **Grade specific (K-5)**
- **Broken Down by Unit**
- **Sent out to families and available on the district website**

Health Education Unit & Topics (Kindergarten)	Opt-Out Initials
Injury Prevention & Personal Safety: Safety rules and helpers; routines for fire, storms, and floods; safe and unsafe play; personal safety; refusal skills; and safe/unsafe touches.	
Nutrition: Healthful food choices; safe food handling; cultural, familial, and individual preferences; food groups; and the food needs of living things.	
Functions of the Body: Care routines for the five senses; heeding body signals; self-awareness; respecting self and others; and the impact of drugs on the body.	
Growth and Development/Cycle of Family Life: Defining family and team; identifying love, trust, and caring; family similarities and differences; family rules and jobs.	
Disease & Illness Prevention: Roles of doctors, dentists, and nurses; good hygiene; medicine rules; and understanding communicable vs. non-communicable diseases.	
Substance Abuse Prevention: Defining drugs and medicines; identifying dangerous substances (tobacco, alcohol); following drug safety rules; and refusal skills.	
Community Health and Safety (Violence Prevention): Community helpers; rules and laws; safety routines to avoid danger; bully prevention; and conflict resolution.	
Self Worth, Mental and Emotional Health: Identifying personal talents and feelings; methods of communication; making friends; and self-management of emotions.	
Environmental and Consumer Health: Good citizenship; routines for a clean environment; types of pollution; and how to access health services/products.	
Physical Fitness: Choosing heart-healthy activities; physical activity guidelines; benefits of exercise on heart/muscles; and good sportsmanship.	

Website

Updated

Scope & Sequence — Topics by Grade Level & Month

K–5 Health Units

Grade	Sept–Oct	Nov–Dec	Jan–Feb	Mar–Apr	May–Jun
K	My Body & Me	Keeping Safe	Good Food, Good Health	Feelings & Friends	Community Helpers
1st	Body Systems Basics	Germ Busters	Nutrition Choices	Emotions & Coping	Personal Safety
2nd	How Bodies Grow	Staying Healthy	Food & Energy	Friendship Skills	Safety Rules
3rd	Body Changes Overview	Disease Prevention	Healthy Habits	Conflict Resolution	Drug Awareness
4th	Puberty Basics	Mental Wellness	Fitness & Nutrition	Peer Pressure	Substance Awareness
5th	Puberty & Growth	Emotional Health	Body Image	Healthy Relationships	Decision Making

Implementation Plan

A Phased, Supported Approach to District-Wide Rollout

Fall 2026

Teacher Training and Full Implementation

- Staff training and planning time
- All K–5 classrooms launch with Year 1 updated curriculum
- Building wide-scheduling and implementation planning
- TLA team monitors fidelity and supports teachers through coaching cycles
- Grade-level check-ins during PLCs to share best practices

Winter 2026

Midyear Check-In

- Data collection on student engagement and teacher confidence
- Lead teachers gather school-level feedback for TLA review
- FAQ guides for responding to family questions

Spring 2026

Annual Review & Renewal

- Board receives outcome data
- TLA recommends renewal and any curriculum customizations for Year 2
- Continuous improvement cycle established

Our Recommendation

Adopt The Great Body Shop

as the K–5 Elementary Health Curriculum beginning 2025–26

- Required by law — Oregon statutes and Division 22 assurances mandate a standards-aligned health curriculum
- Approved through the state’s rigorous vetting process; teachers chose it through a consensus process
- Teachers found content strong, relevant, and standards-based with manageable areas for improvement
- Comprehensive support plan in place: summer PD, coaching, and clear sensitive-topic protocols
- Families are supported through robust transparency, preview opportunities, and a clear opt-out process

Proposed Next Steps

Following Board Approval

1

Board approves curriculum adoption

2

Curriculum materials ordered (summer 2025)

3

Teacher professional development — August 2025

4

Family Scope & Sequence communication & preview opportunity — August 2025

5

Curriculum implementation begins — Fall 2025

6

Midyear review and feedback collection — Winter 2026

We welcome board questions and invite continued dialogue with families as we move forward.