



SB 5395  
Comprehensive  
Sexual Health Education

# Where did the graphic illustrations come from that I saw on social media?

Several social media posts inserted illustrations from a book intended for parents and guardians into a lesson plan for 4th graders. *The book was one of several optional books on a handout for parents and guardians wishing to continue talking with their child about puberty and reproduction.* The book is **not** part of a lesson, curriculum, or instruction that a teacher or school would provide to a student. Images showing sexual positions would **never** be used in Washington state classrooms. Other graphic images in social media posts are from websites and not part of the curriculum itself. **Students are never provided “how-to” instruction related to sex.**

**Accurate and truthful information from the school district should only be accessed through the KSD website or posts coming directly from the KSD.**

Does new legislation (Senate Bill 5395) take away local flexibility?

**NO**

School districts that don't already have a curriculum in place will still work with parents, families, and the community to ***select or create a curriculum that best meets the needs of their students and communities.***

*-CSHE Legislative FAQ*

# Timeline for Implementation

<b>2020-21</b>	Explore options for incorporating Affirmative Consent and Bystander Training
<b>2021-22</b>	<b>Explore and adopt new Curriculum</b> 6-8 grade band 9-12 grade band
<b>2022-23</b>  K-3: Social Emotional Learning <i>Note: NO sexuality content</i>	<b>Implement curriculum</b>  4-5th: at least once (1) 6-8th: at least twice (2) 9-12th: at least twice (2)

## What does it mean to teach “once” or “twice” in a grade band?

**Districts will determine based on reviewing the list of required content** and the K-12 Learning Standards in **each grade band**. In districts already providing sexual health education, a unit of instruction is typically provided that includes multiple lessons. **Districts have flexibility** in determining how instruction will be fit into each school’s schedule.

# K-3: Social Emotional Learning

Social and emotional learning is a process of

- building awareness and skills in managing emotions,
- setting goals,
- establishing relationships, and
- making responsible decisions that support success in school and in life.

**KSD covers SEL content in their day to day teaching at the K-3 level.**

**In addition, some school counselors give presentations on kindness, respect, and compassion for others and how to be a good friend.**

# What is SEL?

*Social-emotional learning (SEL) is the process through which learners acquire and appropriately apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, empathize with others, establish and maintain positive relationships, and make responsible decisions.*

*SEL can take many forms, but broadly speaking, it refers to a holistic approach that addresses students' academic and social-emotional needs. Grounded in the field of positive youth development, SEL holds that the needs of youth must be addressed by creating environments that promote positive outcomes such as mutually supportive relationships, problem solving, and civic engagement. SEL typically utilizes a whole-child approach that is focused on cultivating skills.*

**At the K-3 level, KSD teachers and counselors teach kids how to be a good friend, how to solve problems with peers, how they can advocate for themselves and others, how to be a good citizen and member of a group (classroom, school, etc.).**

# 4th or 5th Grade: at least once (1)

Focuses on helping students:

- understand and respect **personal boundaries**,
- develop **healthy friendships**, and
- gain a **basic** understanding of human growth and development (puberty).

KSD currently holds one lesson taught by our school nurses on hygiene (4<sup>th</sup> grade), human growth and development, and HIV/AIDS (5<sup>th</sup> grade). No new curriculum is planned.



## 6-8 Grade Band: at least twice (2)

- understand and respect personal boundaries, develop healthy friendships and **dating relationships**
- gain a **deeper** understanding of human growth and development, and
- **develop skills to support choosing healthy behaviors and reduce health risks, including understanding the influence of family and society on healthy sexual relationships.**

# 9-12 Grade Band: at least twice (2)

## Focus on helping students:

- understand and respect personal boundaries,
- develop healthy friendships and dating relationships,
- gain a deeper understanding of human growth and development, and
- develop skills to support choosing healthy behaviors and reduce health risks, **including how to access valid health care and prevention resources**, and
- understanding the influence of family and society on healthy sexual relationships.

# What topics are required to be taught in grades (4) 5-12?

1. The physiological, psychological, and sociological **developmental process** experienced by an individual;
2. The development of **intrapersonal and interpersonal skills** to communicate, respectfully and effectively, to reduce health risks and choose healthy behaviors and relationships based on mutual respect and affection, and free from violence, coercion, and intimidation;
3. **Health care and prevention resources;**
4. **Abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases;**
5. The development of **meaningful relationships** and avoidance of exploitative relationships;
6. Understanding the **influences** of family, peers, community and the media throughout life **on healthy sexual relationships;**
7. **Affirmative consent** and recognizing and responding safely and effectively when violence or a risk of violence is or may be present, with strategies that include **bystander training.**

# What are the standards for CSHE instruction?

Standard 1: Students will comprehend concepts related to **health promotion and disease prevention** to enhance health.

Standard 2: Students will analyze the **influence** of family, peers, culture, media, technology, and other factors **on healthy behaviors**.

Standard 3: Students will demonstrate the ability to **access valid information, products and services** to enhance health

Standard 4: Students will demonstrate the ability to use **interpersonal communication skills** to enhance health and avoid or reduce health risks.

# What are the standards for CSHE instruction?

Standard 5: Students will demonstrate the ability to use **decisions making skills** to enhance health.

Standard 6: Students will demonstrate the ability to use **goal-setting skills** to enhance health.

Standard 7: Students will demonstrate the ability to **practice health-enhancing behaviors** and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to **advocate for** personal, family, and community **health**

# CSHE Standards by grade band & grade level outcomes

*K-12 Learning Standards are based on guidance from the Center for Disease Control and Prevention (CDC), The American Academy of Pediatrics and other sources with expertise in child development. -CSHE Legislative FAQ*

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8
Health promotion and disease prevention	Influence of family, peers and other factors	Access valid health info, products and services	Interpersonal communication to enhance health, avoid risks	Decision making skills	Goal setting skills	Practice health-enhancing behaviors to avoid or reduce risks	Advocate for personal, family and community health.
K-3 N/A	K-3 N/A	K-3 N/A	K-3 N/A	K-3 N/A	K-3 N/A	K-3 N/A	K-3 N/A
4-5	4-5	N/A	4	N/A	N/A	5	5
6, 7, 8	6, 8	6, 7, 8	7	7, 8	8	8	N/A
9-12	9-12	9-12	9-12	9-12	N/A	9-12	9-12

*Instruction must be consistent with Washington’s Health & Physical Education K–12 Learning Standards, **but** grade level outcomes will continue to be optional for districts. - CSHE Legislation FAQ document*

## Will OSPI need to approve districts' curriculum choices? Are we allowed to **ONLY** adopt curriculum on the OSPI list?

**No.**

The new legislation maintains **OSPI's role** in reviewing curricula for consistency with state requirements and **making a list available for districts as a resource** (there are currently 38 on website). The **authority to approve** curricula for use in schools currently **rests with districts** and that will continue. Districts will need to provide the name of the curriculum they are using and describe how it meets state requirements, but **OSPI does not have the authority to approve or deny districts' choices.**

*-CSHE Legislative FAQ*

# Can parents opt their child out of sexual health instruction?

**YES**

Parents and guardians are to be notified 30+ days prior to planned instruction on what curriculum will be used and allowed to review their district's curriculum at any time.

*-CSHE Legislative FAQ*



# Timeline for Implementation

<b>2020-21</b>	Explore options for incorporating <b>Affirmative Consent and Bystander Training</b>
<b>2021-22</b>	Explore and adopt new curriculum
<b>2022-23</b>	Implement new curriculum

# What is “affirmative consent” and “bystander training”?

***Affirmative consent*** is an approach to giving and receiving consent for any activity that includes clear, voluntary, enthusiastic permission. It is not just the absence of "no". In earlier grades it might focus on hugs or horseplay, and in older grades on hugs, exchanging photos, or romantic or sexual contact.

***Bystander Intervention*** teaches students how to safely intervene when they see bullying, sexual harassment, or unwanted sexual activity.

# Resources:

## [OSPI Website](#)

Senate Bill 5395 went into effect on Dec. 3, 2020, requiring all schools to phase in comprehensive sexual health education by the 2022-23 school year. Information about [sexual health education legislation \(SB 5395\)](#) is available on OSPI's website. Additional information and guidance will be provided as it's available.

[Bulletin No. 092-20](#) provides updated guidance for schools about the requirements of SB 5395. *Minor update 12/18/20.*

[Comprehensive Sexual Health Education Implementation Webinar, OSPI 12/17/20](#) *(edited 32 minutes)*

Full webinar (1 hour+) is on the OSPI website

OSPI provides professional development to support the provision of sexual health education that is consistent with WA State Laws (RCW 28A.300.475 and AIDS Omnibus Act). [Training on foundational skills](#) (non-curriculum specific), advanced teacher skills, the KNOW curriculum, the FLASH curriculum, or Welcoming Schools is provided as a resource for educators and not as a recommendation or endorsement.

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