

ESTACADA **—SCHOOLS—**

K-12 Comprehensive Sexuality Education Plan

Adopted: July 2018
Revised: March 2024

2017 Estacada School District Comprehensive Sexual Education Plan Committee Members

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Rose Simmons	Community Member
Hillary Tidd	River Mill Elementary Teacher & Parent
Annie Zenn	Clackamas River Elementary Counselor

2024 Estacada School District Comprehensive Sexual Education Plan Revised Committee Members

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Executive Summary

The mission of the Estacada School District is to equip all students with the skills necessary to be resourceful and successful. The decisions students make regarding their personal health will either support or hinder their ability to graduate prepared for the demands of college, career, and life.

As each student shapes their own personal values and beliefs about healthy behaviors, the role of public schools in Oregon is to provide medically accurate and balanced information that is age-appropriate, and inclusive.

Each school district in Oregon, including the Estacada School District, is responsible for developing a Comprehensive Sexual Education Plan (CSEP) as a part of the Kindergarten through 12th grade Health Instructional Program. The CSEP is approved by each school district's local school board prior to implementation.

The Estacada School District Comprehensive Sexual Education Plan (CSEP) has been developed in accordance with a series of Oregon Senate Bills, Oregon Revised Statutes and Oregon Administrative Rules. This plan primarily encompasses:

- SB 856 (Sex Abuse Prevention Instruction),
- SB 790 (Domestic Violence Education),
- ORS 336.455 (Human Sexuality Education K-12),
- OAR 581-022-1140 (Equal Educational Opportunities),
- OAR 581-022-1440 (Human Sexuality Education),
- OAR 581-022-1210 (District Curriculum, instruction of infectious diseases, including HIV/AIDs and Hepatitis B/C).

There are many secondary state sources also reflected in this plan, including:

- ORS 339.351-364 (Harassment, Bullying, Cyber-bullying and Intimidation),
- OAR 581-022-0413 (Prevention Education in Drugs and Alcohol),
- OAR 581-022-1510 (Comprehensive Guidance and Counseling),
- SB 79 (CPR Instruction for grades 7-12).

Effective health teaching and learning provides opportunities for each student to make sense of and deepen their understanding of health, so they can identify, practice and maintain health enhancing behaviors. Content standards, adopted by the State Board of Education, include concepts, accessing information, self-management, analyzing influences, interpersonal communication, goal setting, decision-making and advocacy.

This human sexuality instruction emphasizes **abstinence**, but not to the exclusion of a contraception skills-based education. The human sexuality information provided is comprehensive, complete, balanced, medically accurate, age-appropriate, not fear or shame-based, and inclusive as determined by the Oregon Department of Education.

Each grade level states specific content standards regarding human sexuality taken from grade level bands of standards from ODE (Grades K-2, 3-5, 6-8, 9-12). For the Estacada School District, we have separated the grade bands into standards per individual grade level. Each grade level includes an introduction summarizing essential information for teachers and parents, which includes the opportunity to view materials prior to instruction and next steps.

Introduction

The Estacada School District created this districtwide Comprehensive Sexuality Education Plan, K-12 in accordance with State of Oregon Division 22, OAR 581-022-1440 and ORS 336.455 which require that each public school teach comprehensive, age-appropriate, medically accurate sexuality education, and provide instruction on child abuse prevention, healthy relationships, and goal setting.

In 2012, ODE revised and updated the health standards to align with child abuse reporting procedures. With the addition of new health legislation in 2013, OAR 581-022-1440, components to Human Sexuality Education were clarified to include the following:

- (1)(b) Program is balanced, which means instruction that provides information with the understanding of, and strength of the preponderance of evidence.
- (2) In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students grades 6-8 and at least twice during grades 9 & 10.
- (6)(c) The comprehensive plan of instruction shall include information that is complete, balanced and medically accurate.
- (6)(s) The comprehensive plan of instruction shall include information that is culturally inclusive which means using materials and instruction strategies that respond to culturally diverse individuals, families, and communities in a respectful and effective manner.
- (8) Further, sexuality education materials, instructional strategies, and activities must not, in any way, use shame or fear-based tactics.

In 2015, SB 79 on Cardiopulmonary Resuscitation (CPR) Instruction for grades 7-12, SB 790 on Domestic Violence Education for grades 7-12, and SB 856 on Sex Abuse Prevention Instruction for grades K-12 were added to include new components for compliance in school districts across the state of Oregon. SB 79 required that students in grades 7-12 receive instruction in CPR and the use of Automated External Defibrillators (AEDs) facilitated by training developed by the American Heart Association and the American Red Cross. Outside providers, teachers, and/or volunteers are allowed to conduct trainings. SB 790 requires boards to adopt policies that incorporate age-appropriate education about domestic violence into training programs for students in grades 7-12. ODE will provide districts with posters providing free hotline telephone numbers students may access, and the board will adopt policies requiring the posting of signs in clearly visible locations within schools. SB 856 requires that boards must adopt a child sexual abuse prevention instructional program for grades K-12. That program must have a minimum of 4 instructional sessions (one session is understood as one class period) per school year, include age-appropriate curriculum, professional training components for administrators, teachers, and staff, and include a parental involvement component to inform parents about child sexual abuse topics.

In 2015, the National Health Education Standards were revised from the 1995 standards. Some of the changes included the addition of one more standard (from 7 to 8 standards), revision of specific grade level bands, revisions of performance indicators, a new chapter on equity and access for all students, and a new chapter on student assessment. This national work impacted ODE, and as a result, new state health standards were approved in late 2016.

The Oregon Department of Education adopted the Comprehensive Health Standards in 2016 to be used by public school districts. The 2016 standards for each grade level are:

- 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 health 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.
- Standard 5: Students will demonstrate the ability to use decision-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.

In addition to these 8 standards each grade level has age-appropriate performance indicators for each standard.

The Health Standards can be clustered into nine strands or categories listed below. The five strands that are emphasized in **bold** each contain some standards that are in one or more of the grade level groupings that comprise the standards to be included in a Comprehensive Sexuality Education Plan. Estacada School District analyzed the standards and groupings to identify the Health Standards and group them in grade levels for instruction purposes as part of the development of our Comprehensive Sexuality Education Plan:

- **Alcohol, Tobacco and Other Drug Prevention**
- **Prevention and Control of Disease**
- Promotion of Environmental Health
- Promotion of Healthy Eating
- **Promotion of Mental, Social and Emotional Health**
- Promotion of Physical Activity
- **Promotion of Sexual Health**

- Unintentional Injury Prevention
- **Violence and Suicide Prevention**

Vision (SB 856):

A school community is one that is actively engaged in **preventing child sexual abuse through implementation of effective, culturally responsive, and trauma-informed prevention programming**. This is done best on a foundation of strong, safe, and connected relationships between students, families, and staff.



Principles of Effective Prevention

Prevention programming MUST be implemented on a foundation of safe, strong, and consistent relationships between school staff, students, and their families. Schools staff can be powerful resiliency builders for students, particularly for those students who have experienced trauma, including child sexual abuse.

Definitions¹

Effective sexual abuse prevention implements established best practices, which are consistent with those in healthy sexuality education. Child abuse prevention efforts are directed towards the root causes of child sexual abuse. Health promotion, as primary prevention, is the most effective and occurs prior to any concerns of abuse arising. It is comprehensive, includes varied teaching methods, is sufficiently dosed, theory driven, appropriately timed, and evaluated and delivered by well-trained staff.

Trauma informed prevention services are designed in a manner to acknowledge the roles violence and victimization play in the lives of many children and families. Trauma of any kind often causes lasting (and sometimes severe) changes in the survivor’s basic sense of themselves, trust in others, participation in society, their culture, their health, and integrity of the child’s body.

Trauma informed educators recognize the impact of past and current traumatic stress on community members including; children, caregivers, and school staff. They may act in collaboration with other school staff and community programs, using the best available science to facilitate and support the resiliency of the child, family, and community. Trauma informed practices and programming leads to changes in student and staff behavior and attitudes, as well as changes in school culture, practices, and policies.

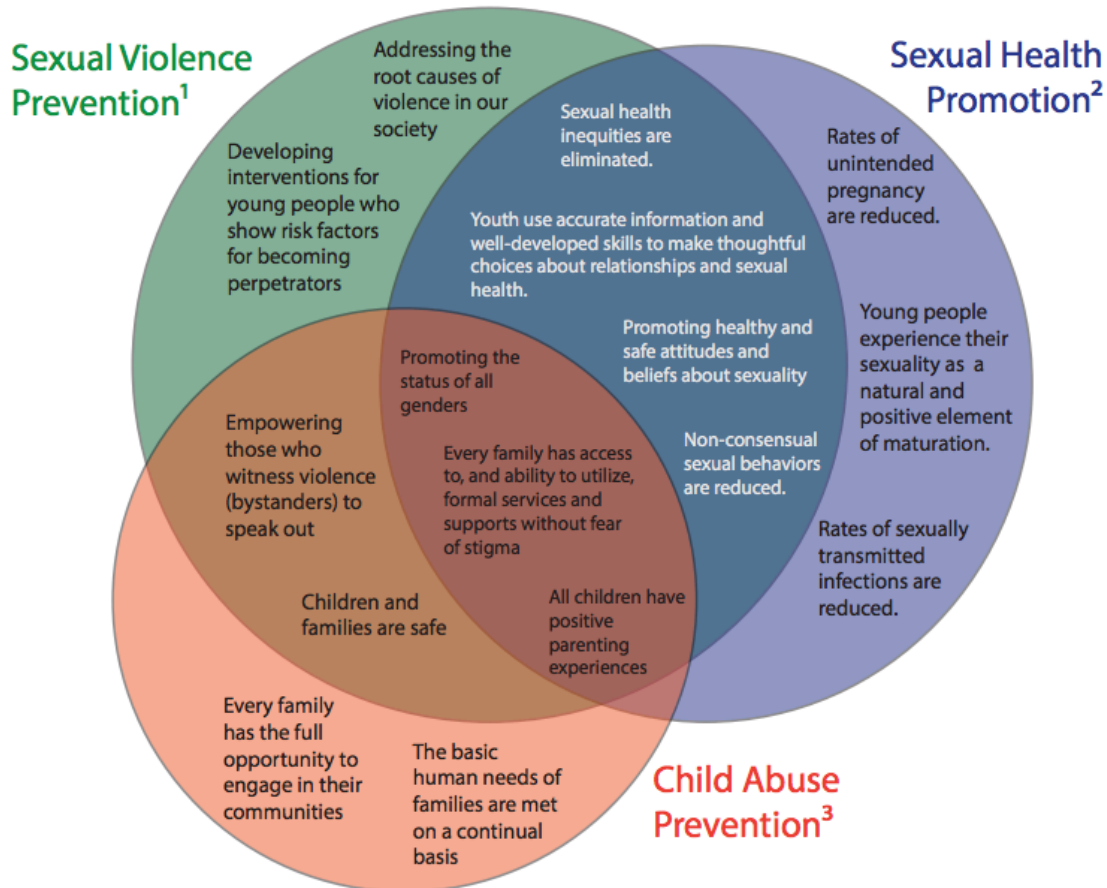
Culturally Responsive prevention programs recognize that the diverse cultural characteristics of students, caregivers, and staff enhance the learning experience of all students. These programs empower students intellectually, socially, and emotionally by using cultural referents to impart knowledge and skills.

¹ Sex Abuse Prevention Advisory Group 2015-16
ODE 8/1/2016



Connecting Goals and Strategies of Violence Prevention Efforts for Youth in Oregon

In working to prevent different forms of violence and promote healthy attitudes, beliefs, and behaviors for all, much of our work overlaps and impacts the work being done in other sectors. When we start to look at the various goals and strategies of these sectors we can start to see overlaps and identify more clearly, places to collaborate and coordinate our efforts.



<p>Healthy Teen Relationships Act (House Bill 4077)</p>	<p>Requires schools to incorporate age-appropriate education into new or existing training programs in grades 7-12 about teen dating violence and domestic violence, with a focus on promoting healthy relationships.</p>
<p>Erin's Law: Child Sex Abuse Prevention (Senate Bill 856)</p>	<p>Requires every school district board to adopt a developmentally appropriate and culturally sensitive child sexual abuse prevention instructional program for students K-12 with a minimum of four instructional sessions per year, as well as professional training for school personnel.</p>
<p>Human Sexuality Education (OAR Rule 581-022-1440)</p>	<p>Requires that each school teach comprehensive, age appropriate, medically accurate sexuality education. In addition to sex education topics, this law requires instruction of child abuse prevention, healthy relationships, and goal setting.</p>

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1. Oregon, The Oregon Attorney General's Sexual Assault Task Force. (2006). Recommendations to Prevent Sexual Violence in Oregon: A Plan. <http://oregonsatf.org/wp-content/uploads/2012/01/svpplow.pdf>
2. United States, Oregon Department of Human Services, Children, Adults, and Families Division (2007). The Oregon Youth Sexual Health Plan. <http://www.oregon.gov/DHS/CHILDREN/MFMC/Documents/Oregon%20Youth%20Sexual%20Health%20Plan.pdf>
3. Oregon Elevating Prevention Initiative (Jan 4, 2016, Publication). (n.d.). doi:<http://ctfo.org/wp-content/uploads/2016/01/Elevating-Prevention-Report-FINAL.pdf>

Estacada School District 108

Code: IGAI

Adopted: 7/12/89

Readopted: 6/11/14; 6/08/16; 10/12/16

Orig. Code(s): IGAI

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**

The district shall provide an age-appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS, and sexually-transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects.

Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, HIV/AIDS and sexually-transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8 and at least twice during grades 9 through 12.

Parents, teachers, school administrators, local health department staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that his/her child be excused from that portion of the instructional program under the procedures set forth in ORS 336.035(2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;

5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C, and other sexually-transmitted infections and diseases;
6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;
7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;
8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives, including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;
9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;
13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or sexually exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and shall encourage active student bystander behavior;
15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;
16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's personal actions;
17. Uses inclusive materials and strategies that recognize different sexual orientations, gender identities and gender expression;
18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources.

The comprehensive plan of instruction shall emphasize skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self esteem and the ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to develop and communicate sexual and reproductive boundaries;
5. Is research based, evidence based or best practice; and
6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of education about contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases and hepatitis B/C. Such courses shall acknowledge the value of abstinence without devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies and activities must not, in any way, use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

END OF POLICY

Legal Reference(s):

<u>ORS 336.035</u> <u>ORS 336.107</u> <u>ORS 336.455 to -336.475</u>	<u>ORS 339.370 to -339.400</u> <u>OAR 581-022-0705</u>	<u>OAR 581-022-1440</u> <u>OAR 581-022-1910</u>
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Cross Reference(s):

IGBHD - Program Exemptions

ESTACADA **—SCHOOLS—**

Course Descriptions **Content Standard Strands by Grade Level**

KINDERGARTEN

FIRST GRADE

SECOND GRADE

THIRD GRADE

FOURTH GRADE

FIFTH GRADE

SIXTH GRADE

SEVENTH GRADE

EIGHTH GRADE

HIGH SCHOOL HEALTH 9

HIGH SCHOOL HEALTH 10

KINDERGARTEN

INTRODUCTION

The Estacada School District Comprehensive Sexuality Education Plan reflects the growing body of science-based research emphasizing the teaching of functional health knowledge that supports students in developing the essential health skills necessary to adopt, practice, and maintain a lifetime of good health and wellness.

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, instructional materials are available for public review and have gone through such a process before the approval from the school board for purchasing. Some of these materials are available at the local school level or online. Parents and guardians are asked to check with the principal and/or the child's teacher to view the materials.

The standards that all students K-5 will address from the Comprehensive Sexuality Education plan include standards from the following 2012 Oregon Health Standards strands: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

All classrooms will receive yearly instruction to address Oregon requirements. These lessons, from the Second Step Child Protection Unit Curriculum, support the following standards for K-3:

- Explain the difference between appropriate touch and inappropriate touch.
- Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.
- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an uncomfortable way.
- Practice and use refusal skills if someone is touching you inappropriately.

Schools will hold a yearly meeting for parents and guardians to review the Comprehensive Sexuality Education program. This is an opportunity for parents and guardians to be informed about the program, when materials will be taught, and how parents and guardians can reinforce the content.

Parents/guardians may choose to have their children opt-out of one or more of the standards pertaining to the comprehensive sexuality plan. Students whose parents choose to opt-out of one or more standards, will spend that time outside the classroom in a designated area such as the Media Center or other classroom to be determined by the school's administrator. Students will not be penalized if parents or guardians choose to opt-out; however students will be expected to work independently during that time with minimal adult supervision and engage in other age-appropriate health related study.

If you have any questions, please contact your child's teacher, principal, or the Director of Teaching and Learning at (503) 630-6871.

STANDARDS ADDRESSED: KINDERGARTEN GRADE LEVEL

Grade	Strand	Frequency	Responsible Person
K	Prevention and Control of Disease		Classroom Teacher
K	Explain ways to prevent communicable and noncommunicable disease and understand the difference		Classroom Teacher
K	Identify important personal health care practices that prevent the spread of communicable disease, including HIV/AIDS, and Hepatitis B and C.		Classroom Teacher
K	Share strategies for preventing the spread of communicable disease to others.		Classroom Teacher
K	Promotion of Mental, Social and Emotional Health		Classroom Teacher
K	Describe prosocial behaviors within healthy relationships.		Classroom Teacher
K	Recognize diversity among people including: age, disability, national origin, race, color, marital status, and sex, sexual orientation, and gender identity.		Classroom Teacher
K	Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.		Classroom Teacher
K	Describe different emotions and internal/external influences on emotions.		Classroom Teacher
K	Identify personal stressors at home, in school, and community. Set a goal to help manage stress.		Classroom Teacher
K	Describe differences and similarities in how boys and girls may be expected to act and provide examples of how friends, family, media, society, and culture influence the way youth act based on gender.		Classroom Teacher
K	Violence and Suicide Prevention		Classroom Teacher
K	Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.		Classroom Teacher
K	Demonstrate how to respond and report if someone is bullying, harassing, or teasing.		Classroom Teacher

K	Promotion of Sexual Health		Classroom Teacher
K	<p>Explain the difference between appropriate touch and inappropriate touch.</p> <p>Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.</p> <p>Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an uncomfortable way.</p> <p>Practice and use refusal skills if someone is touching you inappropriately.</p>	4 lessons per year	<p>Licensed School Counselor</p> <p>Using the Second Step Child Prevention Unit.</p>

FIRST GRADE

INTRODUCTION

The Estacada School District Comprehensive Sexuality Education Plan reflects the growing body of science-based research emphasizing the teaching of functional health knowledge that supports students in developing the essential health skills necessary to adopt, practice, and maintain a lifetime of good health and wellness.

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, instructional materials are available for public review and have gone through such a process before the approval from the school board for purchasing. Some of these materials are available at the local school level or online. Parents and guardians are asked to check with the principal and/or the child's teacher to view the materials.

The standards that all students K-5 will address from the Comprehensive Sexuality Education plan include some standards from the following 2012 Oregon Health Standards strands: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

All classrooms will receive yearly instruction to address SB-856. These lessons, from the Second Steps Child Prevention Unit curriculum, support the following standards for K-3:

- Explain the difference between appropriate touch and inappropriate touch.
- Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.
- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an uncomfortable way.
- Practice and use refusal skills if someone is touching you inappropriately.

Schools will hold a yearly meeting for parents and guardians to review the Comprehensive Sexuality Education program. This is an opportunity for parents and guardians to be informed about the program, when materials will be taught, and how parents and guardians can reinforce the content.

Parents/guardians may choose to have their children opt-out of one or more of the standards pertaining to the comprehensive sexuality plan. Students whose parents choose to opt-out of one or more standards, will spend that time outside the classroom in a designated area such as the Media Center or other area to be determined by the school's administrator. Students will not be penalized if parents or guardians choose to opt-out; however students will be expected to work independently during that time with minimal adult supervision and engage in other age-appropriate health related study.

If you have any questions, please contact your child's teacher, principal, or the Director of Teaching and Learning at (503) 630-6871.

STANDARDS ADDRESSED: FIRST GRADE LEVEL

Grade	Strand	Frequency	Responsible Person
1	Prevention and Control of Disease		Classroom Teacher
1	Explain ways to prevent communicable and noncommunicable disease and understand the difference.		Classroom Teacher
1	Identify important personal health care practices that prevent the spread of communicable disease, including HIV/AIDS, and Hepatitis B and C.		Classroom Teacher
1	Share strategies for preventing the spread of communicable disease to others.		Classroom Teacher
1	Promotion of Mental, Social and Emotional Health		Classroom Teacher
1	Describe pro-social behaviors within healthy relationships.		Classroom Teacher
1	Recognize diversity among people including: age, disability, national origin, race, color, marital status, and sex, sexual orientation, and gender identity.		Classroom Teacher
1	Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.		Classroom Teacher
1	Describe different emotions and internal/external influences on emotions.		Classroom Teacher
1	Identify personal stressors at home, in school, and community. Set a goal to help manage stress.		Classroom Teacher
1	Describe differences and similarities in how boys and girls may be expected to act and provide examples of how friends, family, media, society, and culture influence the way youth act based on gender.		Classroom Teacher
1	Violence and Suicide Prevention		Classroom Teacher
1	Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.		Classroom Teacher

1	Explain how helpful and hurtful messages in media and technology can influence.		Classroom Teacher
1	Demonstrate how to respond and report if someone is bullying, harassing, or teasing.		Classroom Teacher
1	Demonstrate the steps of problem solving, anger management, and impulse control.		Classroom Teacher
1	Set a goal to engage in positive, helpful behaviors.		Classroom Teacher
1	Demonstrate ways to prevent violence and unsafe situations.		Classroom Teacher
1	Promotion of Sexual Health		Classroom Teacher
	<p>Explain the difference between appropriate touch and inappropriate touch.</p> <p>Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.</p> <p>Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an uncomfortable way.</p> <p>Practice and use refusal skills if someone is touching you inappropriately.</p>	4 lessons per year	<p>Licensed School Counselor</p> <p>Using the Second Step Child Prevention Unit.</p>

SECOND GRADE

INTRODUCTION

The Estacada School District Comprehensive Sexuality Education Plan reflects the growing body of science-based research emphasizing the teaching of functional health knowledge that supports students in developing the essential health skills necessary to adopt, practice, and maintain a lifetime of good health and wellness.

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, instructional materials are available for public review and have gone through such a process before the approval from the school board for purchasing. Some of these materials are available at the local school level or online. Parents and guardians are asked to check with the principal and/or the child's teacher to view the materials.

The standards that all students K-5 will address from the Comprehensive Sexuality Education plan include some standards from the following 2012 Oregon Health Standards strands: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

All classrooms will receive yearly instruction to address SB-856. These lessons, from the Second Step Child Protection Unit curriculum, support the following standards for K-3:

- Explain the difference between appropriate touch and inappropriate touch.
- Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.
- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an uncomfortable way.
- Practice and use refusal skills if someone is touching you inappropriately.

Schools will hold a yearly meeting for parents and guardians to review the Comprehensive Sexuality Education program. This is an opportunity for parents and guardians to be informed about the program, when materials will be taught, and how parents and guardians can reinforce the content.

Parents/guardians may choose to have their children opt-out of one or more standards pertaining to the comprehensive sexuality plan. Students whose parents choose to opt-out of one or more standards, will spend that time outside the classroom in a designated area such as the Media Center or other area to be determined by the school's administrator. Students will not be penalized if parents choose to opt-out; however students will be expected to work independently during that time with minimal adult supervision and engage in other age-appropriate health related study.

If you have any questions, please contact your child's teacher, principal, or the Director of Teaching and Learning at (503) 630-6871.

STANDARDS ADDRESSED: SECOND GRADE LEVEL

Grade	Strand	Frequency	Responsible Person
2	Prevention and Control of Disease		Classroom Teacher
2	Explain ways to prevent communicable and noncommunicable disease and understand the difference.		Classroom Teacher
2	Identify what the school and community members can do to support health practices and behaviors.		Classroom Teacher
2	Share strategies for preventing the spread of communicable disease to others including HIV/AIDS, and Hepatitis B and C.		Classroom Teacher
2	Promotion of Mental, Social and Emotional Health		Classroom Teacher
2	Describe pro-social behaviors within healthy relationships.		Classroom Teacher
2	Recognize diversity among people including: age, disability, national origin, race, color, marital status, and sex, sexual orientation, and gender identity.		Classroom Teacher
2	Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.		Classroom Teacher
2	Describe different emotions and internal/external influences on emotions.		Classroom Teacher
2	Identify personal stressors at home, in school, and community. Set a goal to help manage stress.		Classroom Teacher
2	Describe differences and similarities in how boys and girls may be expected to act and provide examples of how friends, family, media, society, and culture influence ways youth act based on gender.		Classroom Teacher
2	Violence and Suicide Prevention		Classroom Teacher

2	Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.		Classroom Teacher
2	Explain how helpful and hurtful messages in media and technology can influence.		Classroom Teacher
2	Demonstrate how to respond and report if someone is bullying, harassing, or teasing.		Classroom Teacher
2	Demonstrate the steps of problem solving, anger management, and impulse control.		Classroom Teacher
2	Set a goal to engage in positive, helpful behaviors.		Classroom Teacher
2	Demonstrate ways to prevent violence and unsafe situations.		Classroom Teacher
2	Promotion of Sexual Health		Classroom Teacher
	<p>Explain the difference between appropriate touch and inappropriate touch.</p> <p>Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.</p> <p>Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an uncomfortable way.</p> <p>Practice and use refusal skills if someone is touching you inappropriately.</p>	4 lessons per year	<p>Licensed School Counselor</p> <p>Using the Second Step Child Prevention Unit.</p>

THIRD GRADE

INTRODUCTION

The Estacada School District Comprehensive Sexuality Education Plan reflects the growing body of science-based research emphasizing the teaching of functional health knowledge that supports students in developing the essential health skills necessary to adopt, practice, and maintain a lifetime of good health and wellness.

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, instructional materials are available for public review and have gone through such a process before the approval from the school board for purchasing. Some of these materials are available at the local school level or online. Parents and guardians are asked to check with the principal and/or the child's teacher to view the materials.

The standards that all students K-5 will address from the Comprehensive Sexuality Education plan include some standards from the following 2012 Oregon Health Standards strands: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

All classrooms will receive yearly instruction to address SB-856. These lessons, from the Second Steps Child Protection Unit curriculum, support the following standards for K-3:

- Explain the difference between appropriate touch and inappropriate touch.
- Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.
- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an uncomfortable way.
- Practice and use refusal skills if someone is touching you inappropriately.

Schools will hold a yearly meeting for parents and guardians to review the Comprehensive Sexuality Education program. This is an opportunity for parents and guardians to be informed about the program, when materials will be taught, and how parents and guardians can reinforce the content.

Parents/guardians may choose to have their children opt-out of one or more standards pertaining to the comprehensive sexuality plan. Students whose parents choose to opt-out of one or more standards, will spend that time outside the classroom in a designated area such as the Media Center or other area to be determined by the school's administrator. Students will not be penalized if parents or guardians choose to opt-out; however students will be expected to work independently during that time with minimal adult supervision and engage in other age-appropriate health related study.

If you have any questions, please contact your child's teacher, principal, or the Director of Teaching and Learning at (503) 630-6871.

STANDARDS ADDRESSED: THIRD GRADE LEVEL

Grade	Strand	Frequency	Responsible Person
3	Prevention and Control of Disease		Classroom Teacher
3	Explain ways to prevent communicable and noncommunicable disease and understand the difference		Classroom Teacher
3	Share strategies for preventing the spread of communicable disease to others, including HIV/AIDS, and Hepatitis B and C.		Classroom Teacher
3	Identify what the school and community members can do to support personal health practices and behaviors.		Classroom Teacher
3	Describe how each body system contributes to personal health.		Classroom Teacher
3	Promotion of Mental, Social and Emotional Health		Classroom Teacher
3	Describe pro-social behaviors within healthy relationships.		Classroom Teacher
3	Recognize diversity among people including: age, disability, national origin, race, color, marital status, and sex, sexual orientation, and gender identity.		Classroom Teacher
3	Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.		Classroom Teacher
3	Describe different emotions and internal/external influences on emotions.		Classroom Teacher
3	Identify personal stressors at home, in school, and community. Set a goal to help manage stress.		Classroom Teacher
3	Describe differences and similarities in how boys and girls may be expected to act and provide examples of how friends, family, media, society, and culture influence ways youth act based on gender.		Classroom Teacher

3	Violence and Suicide Prevention		Classroom Teacher
3	Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.		Classroom Teacher
3	Explain how helpful and hurtful messages in media and technology can influence.		Classroom Teacher
3	Demonstrate how to respond and report if someone is bullying, harassing, or teasing.		Classroom Teacher
3	Demonstrate the steps of problem solving, anger management, and impulse control.		Classroom Teacher
3	Set a goal to engage in positive, helpful behaviors.		Classroom Teacher
3	Demonstrate ways to prevent violence and unsafe situations.		Classroom Teacher
3	Promotion of Sexual Health		Classroom Teacher
	<p>Explain the difference between appropriate touch and inappropriate touch.</p> <p>Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.</p> <p>Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an uncomfortable way.</p> <p>Practice and use refusal skills if someone is touching you inappropriately.</p>	4 lessons per year	<p>Licensed School Counselor</p> <p>Using the Second Step Child Prevention Unit.</p>

FOURTH GRADE

INTRODUCTION

The Estacada School District Comprehensive Sexuality Education Plan reflects the growing body of science-based research emphasizing the teaching of functional health knowledge that supports students in developing the essential health skills necessary to adopt, practice, and maintain a lifetime of good health and wellness.

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, instructional materials are available for public review and have gone through such a process before the approval from the school board for purchasing. Some of these materials are available at the local school level or online. Parents and guardians are asked to check with the principal and/or the child's teacher to view the materials.

The standards that all students K-5 will address from the Comprehensive Sexuality Education plan include some standards from the following 2012 Oregon Health Standards strands: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

All classrooms will receive yearly instruction to address SB-856. These lessons, from the Second Step Child Protection Unit Curriculum, support the following standards for 4-5:

- Recognize sexual harassment and sexual abuse.
- Identify trusted adult(s) to report sexual harassment or sexual abuse.
- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report the situation to a trusted adult.
- Practice and use refusal skills.

Schools will hold a yearly meeting for parents and guardians to review the Comprehensive Sexuality Education program. This is an opportunity for parents and guardians to be informed about the program, when materials will be taught, and how parents and guardians can reinforce the content.

Parents and guardians may choose to have their children opt-out of one or more standards pertaining to the comprehensive sexuality plan. Students whose parents choose to opt-out of one or more standards, will spend that time outside the classroom in a designated area such as the Media Center or other area to be determined by the school's administrator. Students will not be penalized if parents or guardians choose to opt-out; however students will be expected to work independently during that time with minimal adult supervision and engage in other age-appropriate health related study.

If you have any questions, please contact your child's teacher, principal, or the Director of Teaching and Learning at (503) 630-6871.

STANDARDS ADDRESSED: FOURTH GRADE LEVEL

Grade	Strand	Frequency	Responsible Person
4	Prevention and Control of Disease		Classroom Teacher
4	Differentiate between communicable diseases and noncommunicable diseases.		Classroom Teacher
4	Explain health care practices that prevent the spread of communicable disease, including HIV/AIDS, Hepatitis B and C.		Classroom Teacher
4	Recognize the importance of healthy body systems and how each contributes to personal health.		Classroom Teacher
4	Identify examples of communicable and noncommunicable diseases.		Classroom Teacher
4	Describe how each body system contributes to personal health.		Classroom Teacher
4	Demonstrate effective health care practices.		Classroom Teacher
4	Promotion of Mental, Social and Emotional Health		Classroom Teacher
4	Describe how prosocial behaviors help to build and maintain healthy relationships.		Classroom Teacher
4	Identify people to talk with about social/emotional needs and relationships		Classroom Teacher
4	List characteristics that contribute to a healthy self-image.		Classroom Teacher
4	Demonstrate verbal and nonverbal, prosocial communication.		Classroom Teacher
4	Recognize diversity among people including: race, disability, gender identity, gender expression, and sexual orientation.		Classroom Teacher
4	Demonstrate prosocial behaviors including respect for self and others.		Classroom Teacher
4	Verbally and nonverbally communicate respect for diversity.		Classroom Teacher
4	Advocate respect for diversity.		Classroom Teacher

4	Violence and Suicide Prevention		
4	Recognize bullying and cyberbullying behavior and what to do in a bullying situation.		Classroom Teacher
4	Demonstrate safe ways to respond to bullying and cyberbullying.		Classroom Teacher
4	Demonstrate what to say and do as a victim or bystander of bullying and cyberbullying.		Classroom Teacher
4	Recognize the importance of problem-solving, anger management, and impulse control in violence prevention.		Classroom Teacher
4	Demonstrate problem solving skills, anger management steps, and impulse control.		Classroom Teacher
4	Describe child abuse reporting law.		Classroom Teacher
4	Identify how to report unsafe situations to trusted adults.		Classroom Teacher
4	Advocate for a safe school environment.		Classroom Teacher
4	Promotion of Sexual Health		Classroom Teacher
4	Describe physical, social, and emotional changes that occur during puberty.		Classroom Teacher
4	Recognize female and male reproductive systems including reproductive anatomy and function.		Classroom Teacher
4	Recognize that puberty prepares the female and male reproductive systems for the potential to reproduce.		Classroom Teacher
4	Identify people at home, school or in the community who can provide medically accurate information about puberty.		Classroom Teacher
4	Identify medically accurate information about female and male anatomy.		Classroom Teacher
	<p>Recognize sexual harassment and sexual abuse.</p> <p>Identify trusted adult(s) to report sexual harassment or sexual abuse.</p> <p>Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to a trusted adult.</p>	<p>4 lessons per year</p>	<p>Licensed School Counselor</p> <p>Using the Second Step Child Prevention Unit.</p>

	Practice and use refusal skills.		
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FIFTH GRADE

INTRODUCTION

The Estacada School District Comprehensive Sexuality Education Plan reflects the growing body of science-based research emphasizing the teaching of functional health knowledge that supports students in developing the essential health skills necessary to adopt, practice, and maintain a lifetime of good health and wellness.

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, instructional materials are available for public review and have gone through such a process before the approval from the school board for purchasing. Some of these materials are available at the local school level or online. Parents and guardians are asked to check with the principal and/or the child's teacher to view the materials.

The standards that all students K-5 will address from the Comprehensive Sexuality Education plan include some standards from the following 2012 Oregon Health Standards strands: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

All classrooms will receive yearly instruction to address SB-856. These lessons, from [TBD], support the following standards for 4-5:

- Recognize sexual harassment and sexual abuse.
- Identify trusted adult(s) to report sexual harassment or sexual abuse.
- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report the situation to a trusted adult.
- Practice and use refusal skills.

Schools will hold a yearly meeting for parents and guardians to review the Comprehensive Sexuality Education program. This is an opportunity for parents and guardians to be informed about the program, when materials will be taught, and how parents and guardians can reinforce the content.

Parents/guardians may choose to have their children opt-out of one or more standards pertaining to the comprehensive sexuality plan. Students whose parents choose to opt-out of one or more standards, will spend that time outside the classroom in a designated area such as the Media Center or other area to be determined by the school's administrator. Students will not be penalized if parents or guardians choose to opt-out; however students will be expected to work independently during that time with minimal adult supervision and engage in other age-appropriate health related study.

If you have any questions, please contact your child's teacher, principal, or the Director of Teaching and Learning at (503) 630-6871.

STANDARDS ADDRESSED: FIFTH GRADE LEVEL

Grade	Strand	Frequency	Responsible Person
5	Prevention and Control of Disease		Classroom Teacher
5	Differentiate between communicable diseases and noncommunicable diseases.		Classroom Teacher
5	Explain health care practices that prevent the spread of communicable disease, including HIV/AIDS, Hepatitis B and C.		Classroom Teacher
5	Identify examples of communicable and noncommunicable diseases.		Classroom Teacher
5	Recognize the importance of healthy body systems and how each contributes to personal health.		Classroom Teacher
5	Describe how each body system contributes to personal health.		Classroom Teacher
5	Demonstrate effective health care practices.		Classroom Teacher
5	Encourage effective health care practices at home and school.		Classroom Teacher
5	Promotion of Mental, Social and Emotional Health		Classroom Teacher
5	Describe how prosocial behaviors help to build and maintain healthy relationships.		Classroom Teacher
5	Identify people to talk with about social/emotional needs and relationships.		Classroom Teacher
5	Demonstrate verbal and nonverbal, prosocial communication.		Classroom Teacher
5	List characteristics that contribute to a healthy self-image.		Classroom Teacher
5	Identify personal characteristics that reflect a healthy self-image.		Classroom Teacher
5	Analyze how culture, media and others influence feelings related to self-image.		Classroom Teacher

5	Recognize diversity among people including race, disability, gender identity, gender expression, and sexual orientation.		Classroom Teacher
5	Demonstrate prosocial behaviors including respect for self and others.		Classroom Teacher
5	Verbally and nonverbally communicate respect for diversity.		Classroom Teacher
5	Advocate respect for diversity.		Classroom Teacher
5	Violence and Suicide Prevention		Classroom Teacher
5	Recognize bullying and cyberbullying behavior and what to do in a bullying situation.		Classroom Teacher
5	Identify how to report unsafe situations to trusted adults.		Classroom Teacher
5	Demonstrate safe ways to respond to bullying and cyberbullying.		Classroom Teacher
5	Demonstrate what to say and do as a victim or bystander of bullying and cyberbullying.		Classroom Teacher
5	Advocate for a safe school environment.		Classroom Teacher
5	Recognize the importance of problem-solving, anger management, and impulse control in violence prevention.		Classroom Teacher
5	Demonstrate problem solving skills, anger management steps, and impulse control.		Classroom Teacher
5	Promotion of Sexual Health		Classroom Teacher
5	Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy		Classroom Teacher
5	Advocate for choosing abstinence.		Classroom Teacher
5	Describe physical, social, and emotional changes that occur during puberty.		Classroom Teacher
5	Identify health care practices related to physical changes during puberty.		Classroom Teacher

5	Recognize female and male reproductive systems including reproductive anatomy and function. Describe physical changes related to reproduction, including menstruation.		Classroom Teacher
5	Identify sexual orientation as the romantic attraction to someone of different or same gender.		Classroom Teacher
5	Identify trusted adult(s) to seek information about sexual orientation and healthy sexuality.		Classroom Teacher
5	Demonstrate respect for self and others.		Classroom Teacher
5	Identify HIV and methods of transmission.		Classroom Teacher
5	Identify how culture, media, and technology influence our ideas about healthy relationships.		Classroom Teacher
5	Describe the characteristics of a healthy relationship.		Classroom Teacher
5	Identify influences that encourage young people to be abstinent.		Classroom Teacher
5	Demonstrate positive ways to communicate differences of opinion while maintaining a healthy relationship.		Classroom Teacher
	<p>Recognize sexual harassment and sexual abuse.</p> <p>Identify trusted adult(s) to report sexual harassment or sexual abuse.</p> <p>Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report the situation to a trusted adult.</p> <p>Practice and use refusal skills.</p>	4 lessons per year	<p>Licensed School Counselor</p> <p>Using the Second Step Child Prevention Unit.</p>

STANDARDS ADDRESSED: SIXTH, SEVENTH, and EIGHTH GRADE LEVEL

SIXTH GRADE

Introduction:

In accordance with the requirements of the State of Oregon, the Estacada School District School Board has adopted a Comprehensive Sexuality Education Program. Topics covered in Comprehensive Sexuality Education are based on the strands with standards related to prevention of control of disease, promotion of mental, social, and emotional health, promotion of sexual health, and violence and suicide prevention.

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for public review and have gone through such a process before the approval from the school board for purchasing. Some of these materials are available at your child's school, so please check with your principal and/or child's health teacher first.

Annually, parents and guardians will be invited to review the Comprehensive Sexuality Education program. At that time, you will learn when the materials will be taught and how you as a parent or guardian can reinforce the materials. You will receive a letter outlining the program and reminding you of the opportunity to review curriculum materials.

Although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents/guardians may choose to have their children participate in an individualized learning experience as an alternative to instruction of certain standards. Please carefully consider the educational opportunities your child may be missing before substituting an individualized learning experience for your child.

If you exercise your option to substitute your child's learning experience for any part of the Comprehensive Sexuality Education program, your child will spend that time outside the classroom in a designated area to be determined by the school's administrator (e.g. the media center). Your child will not be penalized if you exercise this option. Your child will be expected to work independently during that time with minimum adult supervision.

Please read the standards carefully. Please attend the Comprehensive Sexuality Education Program parent meeting at your school and review the curriculum. Estacada School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

If you have any questions, please contact your child's teacher, principal, or the Director of Teaching and Learning at (503) 630-6871.

STANDARDS ADDRESSED: SIXTH GRADE LEVEL

Grade	Strand	Frequency	Responsible Person
6	ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION		Classroom Teacher
6	Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior		Classroom Teacher
6	Analyze the short and long term effects of drugs using the decision making model.		Classroom Teacher
6	PREVENTION AND CONTROL OF DISEASE		Classroom Teacher
6	Identify the differences between communicable and noncommunicable diseases.		Classroom Teacher
6	Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS, STDs, and Hepatitis B and C.		Classroom Teacher
6	Demonstrate personal health care practices that prevent the spread of communicable disease.		Classroom Teacher
6	PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH		Classroom Teacher
6	Identify home, school, and community resources for mental and emotional health concerns.		Classroom Teacher
6	Explain how to build and maintain healthy family, peer, and dating relationships.		Classroom Teacher
6	Demonstrate effective communication skills that encourage healthy relationships.		Classroom Teacher
6	Make decisions that enhance or establish healthy relationships.		Classroom Teacher
6	Use a decision making model to avoid or refuse addictive substances and/or behaviors.		Classroom Teacher

6	Advocate for healthy communication skills within relationships.		Classroom Teacher
6	Identify qualities that contribute to a healthy self-image		Classroom Teacher
6	Analyze influences that may affect self-esteem (e.g., peers, media, and adults).		Classroom Teacher
6	Set goals around increasing healthy self-image.		Classroom Teacher
6	Recognize diversity among people, including age, disability, national origin, race, color, marital status, sex, sexual orientation, and gender identity.		Classroom Teacher
6	Demonstrate appropriate ways to respect and include others who are different from you.		Classroom Teacher
6	Advocate respect for diversity.		Classroom Teacher
6	Identify how to manage emotions during adolescence.		Classroom Teacher
6	Identify home, school and community resources for mental and emotional health concerns.		Classroom Teacher
6	Describe law for reporting child abuse.		Classroom Teacher
6	Identify home, school, and community resources for reporting child abuse.		Classroom Teacher
6	PROMOTION OF SEXUAL HEALTH		Classroom Teacher
6	Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.		Classroom Teacher
6	Identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the result of one's decisions.		Classroom Teacher
6	Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation and identity.		Classroom Teacher
6	Describe physical, social, and emotional changes that occur during puberty.		Classroom Teacher

6	Identify medically accurate sources of information about puberty, development and sexuality.		Classroom Teacher
6	Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.		Classroom Teacher
6	Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.		Classroom Teacher
6	Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.	4 lessons per year	Classroom Teacher & Licensed Counselor
6	Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.		Classroom Teacher
6	Demonstrate ways they can respond when someone is being bullied or harassed.		Classroom Teacher
6	Explain how to promote safety, respect, awareness and acceptance.		Classroom Teacher
6	Compare and contrast the characteristics of healthy and unhealthy relationships.		Classroom Teacher
6	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.		Classroom Teacher
6	Advocate for school policies and programs that promote dignity and respect for all.		Classroom Teacher
6	Advocate for the promotion of empathy for individual differences.		Classroom Teacher
6	Define STDs, HIV, Hepatitis B and C and how they are and are not transmitted.		Classroom Teacher
6	Demonstrate the steps to using a condom.		Classroom Teacher
6	Analyze how friends, family, media, society and culture can influence self-concept and body image.		Classroom Teacher
6	Define values and what influences our values, including the media; analyze how our values impact our sexual health related decisions.		Classroom Teacher

6	VIOLENCE AND SUICIDE PREVENTION		Classroom Teacher
6	Explain prosocial behaviors.		Classroom Teacher
6	Demonstrate effective ways to promote respect for self and others.		Classroom Teacher
6	Practice and use a variety of clear communication skills and peer resistance skills to promote prosocial behavior.		Classroom Teacher
6	Demonstrate a variety of clear communication skills to report dangerous situations.		Classroom Teacher
6	Explain how violence, aggression, bullying, cyberbullying, and harassment affect health and safety.		Classroom Teacher
6	Describe the differences between physical, verbal, relational, sexual, and dating violence.		Classroom Teacher
6	Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.		Classroom Teacher
6	Set a personal goal to prevent and stop violence (including bullying and cyberbullying).		Classroom Teacher
6	Identify that media and technology may contain violent messages and images.		Classroom Teacher
6	Differentiate between prosocial and antisocial words and actions in the media.		Classroom Teacher
6	Set personal media and technology viewing goals.		Classroom Teacher
6	Identify reporting process within school setting.		Classroom Teacher
6	Design an advocacy campaign for preventing violence, aggression, bullying, cyberbullying and harassment.		Classroom Teacher
6	Advocate for a safe and civil school environment that fosters learning and achievement.		Classroom Teacher
6	CPR & AED Training		Health and/or P.E. Teacher

SEVENTH GRADE

Introduction:

In accordance with the requirements of the State of Oregon, the Estacada School District School Board has adopted a Comprehensive Sexuality Education Program. Topics covered in Comprehensive Sexuality Education are based on the strands with standards related to prevention of control of disease, promotion of mental, social, and emotional health, promotion of sexual health, and violence and suicide prevention.

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for public review and have gone through such a process before the approval from the school board for purchasing. Some of these materials are available at your child's school, so please check with your principal and/or child's health teacher first.

Annually, parents and guardians will be invited to review the Comprehensive Sexuality Education program. At that time, you will learn when the materials will be taught and how you as a parent or guardian can reinforce the materials. You will receive a letter outlining the program and reminding you of the opportunity to review curriculum materials.

Although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents/guardians may choose to have their children participate in an individualized learning experience as an alternative to instruction of certain standards. Please carefully consider the educational opportunities your child may be missing before substituting an individualized learning experience for your child.

If you exercise your option to substitute your child's learning experience for any part of the Comprehensive Sexuality Education program, your child will spend that time outside the classroom in a designated area to be determined by the school's administrator (e.g. the media center). Your child will not be penalized if you exercise this option. Your child will be expected to work independently during that time with minimum adult supervision.

Please read the standards carefully. Please attend the Comprehensive Sexuality Education Program parent meeting at your school and review the curriculum. Estacada School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

If you have any questions, please contact your child's teacher, principal, or the Director of Teaching and Learning at (503) 630-6871.

STANDARDS ADDRESSED: SEVENTH GRADE LEVEL

Grade	Strand	Frequency	Responsible Person
7	ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION		Classroom Teacher
7	Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior		Classroom Teacher
7	Analyze the short and long term effects of drug using the decision making model.		Classroom Teacher
7	PREVENTION AND CONTROL OF DISEASE		Classroom Teacher
7	Identify the differences between communicable and noncommunicable diseases.		Classroom Teacher
7	Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS, STDs, and Hepatitis B and C.		Classroom Teacher
7	Demonstrate personal health care practices that prevent the spread of communicable disease.		Classroom Teacher
7	PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH		Classroom Teacher
7	Identify home, school, and community resources for mental and emotional health concerns.		Classroom Teacher
7	Explain how to build and maintain healthy family, peer, and dating relationships.		Classroom Teacher
7	Demonstrate effective communication skills that encourage healthy relationships.		Classroom Teacher
7	Make decisions that enhance or establish healthy relationships.		Classroom Teacher
7	Use a decision making model to avoid or refuse addictive substances and/or behaviors.		Classroom Teacher

7	Advocate for healthy communication skills within relationships.		Classroom Teacher
7	Identify qualities that contribute to a healthy self-image		Classroom Teacher
7	Analyze influences that may affect self-esteem (e.g., peers, media, and adults).		Classroom Teacher
7	Set goals around increasing healthy self-image.		Classroom Teacher
7	Recognize diversity among people, including age, disability, national origin, race, color, marital status, sex, sexual orientation, and gender identity.		Classroom Teacher
7	Demonstrate appropriate ways to respect and include others who are different from you.		Classroom Teacher
7	Advocate respect for diversity.		Classroom Teacher
7	Identify how to manage emotions during adolescence.		Classroom Teacher
7	Identify home, school and community resources for mental and emotional health concerns.		Classroom Teacher
7	Describe law for reporting child abuse.		Classroom Teacher
7	Identify home, school, and community resources for reporting child abuse.		Classroom Teacher
7	PROMOTION OF SEXUAL HEALTH		Classroom Teacher
7	Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.		Classroom Teacher
7	Identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the result of one's decisions.		Classroom Teacher
7	Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation and identity.		Classroom Teacher
7	Describe physical, social, and emotional changes that occur during puberty.		Classroom Teacher

7	Identify medically accurate sources of information about puberty, development and sexuality.		Classroom Teacher
7	Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.		Classroom Teacher
7	Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.		Classroom Teacher
7	Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.	4 lessons per year	Classroom Teacher & Licensed Counselor
7	Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.		Classroom Teacher
7	Demonstrate ways they can respond when someone is being bullied or harassed.		Classroom Teacher
7	Explain how to promote safety, respect, awareness and acceptance.		Classroom Teacher
7	Compare and contrast the characteristics of healthy and unhealthy relationships.		Classroom Teacher
7	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.		Classroom Teacher
7	Advocate for school policies and programs that promote dignity and respect for all.		Classroom Teacher
7	Advocate for the promotion of empathy for individual differences.		Classroom Teacher
7	Define STDs, HIV, Hepatitis B and C and how they are and are not transmitted.		Classroom Teacher
7	Demonstrate the steps to using a condom.		Classroom Teacher
7	Analyze how friends, family, media, society and culture can influence self-concept and body image.		Classroom Teacher
7	Define values and what influences our values, including the media; analyze how our values impact our sexual health related decisions.		Classroom Teacher

7	VIOLENCE AND SUICIDE PREVENTION		Classroom Teacher
7	Explain prosocial behaviors.		Classroom Teacher
7	Demonstrate effective ways to promote respect for self and others.		Classroom Teacher
7	Practice and use a variety of clear communication skills and peer resistance skills to promote prosocial behavior.		Classroom Teacher
7	Demonstrate a variety of clear communication skills to report dangerous situations.		Classroom Teacher
7	Explain how violence, aggression, bullying, cyberbullying, and harassment affect health and safety.		Classroom Teacher
7	Describe the differences between physical, verbal, relational, sexual, and dating violence.		Classroom Teacher
7	Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.		Classroom Teacher
7	Set a personal goal to prevent and stop violence (including bullying and cyberbullying).		Classroom Teacher
7	Identify that media and technology may contain violent messages and images.		Classroom Teacher
7	Differentiate between prosocial and antisocial words and actions in the media.		Classroom Teacher
7	Set personal media and technology viewing goals.		Classroom Teacher
7	Identify reporting process within school setting.		Classroom Teacher
7	Design an advocacy campaign for preventing violence, aggression, bullying, cyberbullying and harassment.		Classroom Teacher
7	Advocate for a safe and civil school environment that fosters learning and achievement.		Classroom Teacher
7	CPR & AED Training		Health and/or P.E. Teacher

EIGHTH GRADE

Introduction:

In accordance with the requirements of the State of Oregon, the Estacada School District School Board has adopted a Comprehensive Sexuality Education Program. Topics covered in Comprehensive Sexuality Education are based on the strands with standards related to prevention of control of disease, promotion of mental, social, and emotional health, promotion of sexual health, and violence and suicide prevention.

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for public review and have gone through such a process before the approval from the school board for purchasing. Some of these materials are available at your child's school, so please check with your principal and/or child's health teacher first.

Annually, parents and guardians will be invited to review the Comprehensive Sexuality Education program. At that time, you will learn when the materials will be taught and how you as a parent or guardian can reinforce the materials. You will receive a letter outlining the program and reminding you of the opportunity to review curriculum materials.

Although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents/guardians may choose to have their children participate in an individualized learning experience as an alternative to instruction of certain standards. Please carefully consider the educational opportunities your child may be missing before substituting an individualized learning experience for your child.

If you exercise your option to substitute your child's learning experience for any part of the Comprehensive Sexuality Education program, your child will spend that time outside the classroom in a designated area to be determined by the school's administrator (e.g. the media center). Your child will not be penalized if you exercise this option. Your child will be expected to work independently during that time with minimum adult supervision.

Please read the standards carefully. Please attend the Comprehensive Sexuality Education Program parent meeting at your school and review the curriculum. Estacada School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

If you have any questions, please contact your child's teacher, principal, or the Director of Teaching and Learning at (503) 630-6871

STANDARDS ADDRESSED: EIGHTH GRADE LEVEL

Grade	Strand	Frequency	Responsible Person
8	PREVENTION AND CONTROL OF DISEASE		Classroom Teacher
8	Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS, STDs, and Hepatitis B and C.		Classroom Teacher
8	Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.		Classroom Teacher
8	PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH		Classroom Teacher
8	Identify different types of addictive behaviors, including drug use and problem gambling.		Classroom Teacher
8	Explain how to build and maintain healthy family, peer, and dating relationships.		Classroom Teacher
8	Describe law for reporting child abuse.		Classroom Teacher
8	Identify home, school and community resources for mental and emotional health concerns.		Classroom Teacher
8	Identify school and community resources that provide support for addictive behaviors.		Classroom Teacher
8	Identify school and community resources for reporting child abuse.		Classroom Teacher
8	Demonstrate appropriate ways to respect and include others who are different from you.		Classroom Teacher
8	Analyze influences that may affect self-esteem (e.g., peers, media, and adults).		Classroom Teacher
8	Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.		Classroom Teacher

8	Use a decision making model to avoid or refuse addictive substances and/or behaviors.		Classroom Teacher
8	Advocate respect for diversity.		Classroom Teacher
8	PROMOTION OF SEXUAL HEALTH		Classroom Teacher
8	Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.		Classroom Teacher
8	Advocate for the promotion of abstinence as the safest most effective method of protection from STD/HIV, Hepatitis B and C, and pregnancy.		Classroom Teacher
8	Identify methods of protection including abstinence, disease reduction measures and contraception, from STD/HIV, Hepatitis B and C and pregnancy.		Classroom Teacher
8	Identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the result of one's decisions.		Classroom Teacher
8	Describe gender roles, gender identity and sexual orientation within healthy sexuality.		Classroom Teacher
8	Differentiate between biological sex, sexual orientation, and gender identity and expression.		Classroom Teacher
8	Define sexual intercourse and its relationship to human reproduction.		Classroom Teacher
8	Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.	4 lessons per year	Classroom Teacher & Counselor
8	Describe a range of ways people express affection within various types of relationships.		Classroom Teacher
8	Define STDs, HIV, Hepatitis B and C and how they are and are not transmitted.		Classroom Teacher
8	Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.		Classroom Teacher

8	Access appropriate school, home and community resources to meet specific needs for sexual health, including pregnancy, and STD/HIV/Hepatitis B and C testing, and contraception.		Classroom Teacher
8	Identify medically accurate sources of information about puberty, development and sexuality.		Classroom Teacher
8	Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.		Classroom Teacher
8	Identify medically accurate information about STDs, HIV, and Hepatitis B and C.		Classroom Teacher
8	Demonstrate the steps to using a condom.		Classroom Teacher
8	Explain how to promote safety, respect, awareness and acceptance.		Classroom Teacher
8	Explain the criteria for evaluating the health of a relationship.		Classroom Teacher
8	Analyze the role of alcohol and other drug use in sexual violence-related situations.		Classroom Teacher
8	Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation and identity.		Classroom Teacher
8	Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence, condoms and other safer sex practices.		Classroom Teacher
8	Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.		Classroom Teacher
8	Set a personal goal to avoid an unintended pregnancy.		Classroom Teacher
8	Use a decision making model to choose abstinence or effective contraceptives, other safer sex practices.		Classroom Teacher

8	Use a decision making model to avoid sexual activity that may put you and your partner at personal risk.		Classroom Teacher
8	Advocate for school policies and programs that promote dignity and respect for all.		Classroom Teacher
8	Advocate for the promotion of empathy for individual differences.		Classroom Teacher
8	VIOLENCE AND SUICIDE PREVENTION		Classroom Teacher
8	Describe the differences between physical, verbal, relational, sexual, and dating violence.		Classroom Teacher
8	Identify that media and technology may contain violent messages and images.		Classroom Teacher
8	Identify reporting process within school setting.		Classroom Teacher
8	Demonstrate effective ways to promote respect for self and others.		Classroom Teacher
8	Demonstrate a variety of clear communication skills to report dangerous situations.		Classroom Teacher
8	Set a goal to prevent and avoid physical, verbal, relational and sexual, and dating violence.		Classroom Teacher
8	Set a personal goal to prevent and stop violence (including bullying and cyberbullying).		Classroom Teacher
8	Set personal media and technology viewing goals.		Classroom Teacher
8	CPR & AED Training		Health and/or P.E. Teacher

HIGH SCHOOL HEALTH 9

Introduction:

In accordance with the requirements of the State of Oregon, the Estacada School District School Board has adopted a Comprehensive Sexuality Education Program. Topics covered in Comprehensive Sexuality Education are based on the strands with standards related to prevention of control of disease, promotion of mental, social, and emotional health, promotion of sexual health, and violence and suicide prevention.

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for public review and have gone through such a process before the approval from the school board for purchasing. Some of these materials are available at your child's school, so please check with your principal and/or child's health teacher first.

Annually, parents and guardians will be invited to review the Comprehensive Sexuality Education program. At that time, you will learn when the materials will be taught and how you as a parent or guardian can reinforce the materials. You will receive a letter outlining the program and reminding you of the opportunity to review curriculum materials.

Although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents/guardians may choose to have their children participate in an individualized learning experience as an alternative to instruction of certain standards. Please carefully consider the educational opportunities your child may be missing before substituting an individualized learning experience for your child.

If you exercise your option to substitute your child's learning experience for any part of the Comprehensive Sexuality Education program, your child will spend that time outside the classroom in a designated area to be determined by the school's administrator (e.g. the media center). Your child will not be penalized if you exercise this option. Your child will be expected to work independently during that time with minimum adult supervision.

Please read the standards carefully and attend the Comprehensive Sexuality Education Program parent meeting at your school and review the curriculum. Estacada School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

If you have any questions, please contact your child's teacher, principal, or the Director of Teaching and Learning at (503) 630-6871.

STANDARDS ADDRESSED: HIGH SCHOOL HEALTH 9

Grade	Strand	Frequency	Responsible Person
HS 9	PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH		Health Teacher
HS 9	Explain how to build and maintain healthy family and peer relationships.		Health Teacher
HS 9	Identify resources at home, school, and in the community for managing family and healthy relationships.		Health Teacher
HS 9	Analyze how personal, family, and cultural values influence healthy behaviors.		Health Teacher
HS 9	Describe qualities that contribute to a healthy self-image.		Health Teacher
HS 9	Identify influences, peer, family, community and media that contribute to a healthy self-image.		Health Teacher
HS 9	Advocate for healthy communication skills within relationships.		Health Teacher
HS 9	Classify personal stressors at home, in school and community.		Health Teacher
HS 9	Practice strategies for managing and reducing stress, anger, and conflict.		Health Teacher
HS 9	Set a goal to reduce/cope with life stressors in a health enhancing way.		Health Teacher
HS 9	Describe law for reporting child abuse.		Health Teacher
HS 9	Identify resources at school and in the community for reporting child abuse.		Health Teacher
HS 9	Recognize diversity among relationships including age, disability national origin, race, color, marital status, sex, sexual orientation and gender identity.		Health Teacher
HS 9	Advocate respect for diversity.		Health Teacher
HS 9	Describe how social environments affect health and well-being.		Health Teacher

HS 9	Identify the social environments that influence health and well-being.		Health Teacher
HS 9	Explain the causes, effects and symptoms of depression, including suicide and psychosis.		Health Teacher
HS 9	Identify school and community resources that can help a person who is depressed or contemplating suicide.		Health Teacher
HS 9	PREVENTION AND CONTROL OF DISEASE		Health Teacher
HS 9	Describe strategies for preventing communicable diseases and early detection of noncommunicable diseases.		Health Teacher
HS 9	Identify screenings, including melanoma, breast and testicular self-examinations, and medical examinations, including pap smear, HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health.		Health Teacher
HS 9	Explain how public health policies and government regulations influence health promotion and disease prevention.		Health Teacher
HS 9	PROMOTION OF SEXUAL HEALTH <i>(Includes some standards Strand: ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION related to CSEP)</i>		Health Teacher
HS 9	Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C, and pregnancy.		Health Teacher
HS 9	Describe physical, social, and emotional changes during the transition from adolescence to adulthood.		Health Teacher
HS 9	Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.		Health Teacher
HS 9	Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.		Health Teacher
HS 9	Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors, and to practice safer sex.		Health Teacher

HS 9	Effectively communicate the decisions and behaviors of family, peers and others that promote healthy sexual behaviors.		Health Teacher
HS 9	Use the decision making process to make healthy choices around sexual health.		Health Teacher
HS 9	Explain how to promote safety, respect, awareness and acceptance.		Health Teacher
HS 9	Describe the impact of alcohol and other drug use on sexual decision-making.		Health Teacher
HS 9	Describe a range of ways to express affection with healthy relationships.		Health Teacher
HS 9	Demonstrate an understanding of “consent” through effective communication skills.		Health Teacher
HS 9	Set a personal goal to treat partners with respect and to be treated with respect.		Health Teacher
HS 9	Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.		Health Teacher
HS 9	Explain how media can influence one’s beliefs about what constitutes a healthy relationship.		Health Teacher
HS 9	Describe strategies for preventing communicable diseases (and early detection of non-communicable diseases).		Health Teacher
HS 9	Identify common symptoms of and treatments for STDs and HIV, including increased risk with multiple partners.		Health Teacher
HS 9	Explain how to access local STD and HIV testing and treatment services.		Health Teacher
HS 9	Analyze individual responsibility about testing for and informing partners about STDs and HIV status.		Health Teacher
HS 9	Demonstrate skills to communicate about STD and HIV prevention and testing.		Health Teacher
HS 9	Identify school and community resources that support early detection.		Health Teacher

HS 9	Set a goal to practice strategies for preventing communicable and noncommunicable diseases.		Health Teacher
HS 9	Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.		Health Teacher
HS 9	Demonstrate how to perform self-exams with anatomical models.		Health Teacher
HS 9	Set a personal goal to avoid an unintended pregnancy.		Health Teacher
HS 9	Describe contraceptive methods, disease reduction measures, their proper use, and their effectiveness including condoms.		Health Teacher
HS 9	Demonstrate the steps to using a condom correctly.		Health Teacher
HS 9	Advocate for using sexual protection if having sex.		Health Teacher
HS 9	VIOLENCE AND SUICIDE PREVENTION		Health Teacher
HS 9	Interpret school policy related to bullying, cyberbullying, harassment, and intimidation.		Health Teacher
HS 9	Examine how violence, aggression bullying, cyber-bullying and harassment affect health and safety.		Health Teacher
HS 9	Identify the reporting process within the school setting and describe where and when to report dangerous situations.		Health Teacher
HS 9	Demonstrate pro-social communication skills.		Health Teacher
HS 9	Differentiate between prosocial and antisocial words and actions in the media.		Health Teacher
HS 9	Demonstrate the ability to take the perspective of others in a conflict situation.		Health Teacher
HS 9	Advocate for a safe and civil environment to foster student learning and achievement.		Health Teacher
HS 9	Describe how alcohol and other drug use can affect decision-making and influence violence.		Health Teacher
HS 9	Use a decision making model to achieve a healthy		Health Teacher

	outcome when confronted with a dangerous situation.		
HS 9	Use the decision making process to comply with federal, state and local laws intended to prevent violence.		Health Teacher
HS 9	Domestic Violence		Health Teacher
HS 9	Child Sexual Abuse Prevention	4 lessons per year	Licensed Counselor
HS 9	CPR & AED Training		Health Teacher

HIGH SCHOOL HEALTH 10

Introduction:

In accordance with the requirements of the State of Oregon, the Estacada School District School Board has adopted a Comprehensive Sexuality Education Program. Topics covered in Comprehensive Sexuality Education are based on the strands with standards related to prevention of control of disease, promotion of mental, social, and emotional health, promotion of sexual health, and violence and suicide prevention..

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for public review and have gone through such a process before the approval from the school board for purchasing. Some of these materials are available at your child's school, so please check with your principal and/or child's health teacher first.

Annually, parents and guardians will be invited to review the Comprehensive Sexuality Education program. At that time, you will learn when the materials will be taught and how you as a parent or guardian can reinforce the materials. You will receive a letter outlining the program and reminding you of the opportunity to review curriculum materials.

Although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents/guardians may choose to have their children participate in an individualized learning experience as an alternative to instruction of certain standards. Please carefully consider the educational opportunities your child may be missing before substituting an individualized learning experience for your child.

If you exercise your option to substitute your child's learning experience for any part of the Comprehensive Sexuality Education program, your child will spend that time outside the classroom in a designated area to be determined by the school's administrator (e.g. the media center). Your child will not be penalized if you exercise this option. Your child will be expected to work independently during that time with minimum adult supervision.

Please read the standards carefully and attend the Comprehensive Sexuality Education Program parent meeting at your school and review the curriculum. Estacada School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

If you have any questions, please contact your child's teacher, principal, or the Director of Curriculum, Instruction, and Assessment at (503) 630-6871.

STANDARDS ADDRESSED: HIGH SCHOOL HEALTH 10

Grade	Strand	Frequency	Responsible Person
HS10	PREVENTION AND CONTROL OF DISEASE		Health Teacher
HS10	Describe strategies for preventing communicable diseases and early detection of noncommunicable diseases.		Health Teacher
HS10	Identify screenings, including melanoma, breast and testicular self-examinations, and medical examinations, including pap smear, HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health.		Health Teacher
HS10	Explain how public health policies and government regulations influence health promotion and disease prevention.		Health Teacher
HS10	PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH		Health Teacher
HS10	Explain how to build and maintain healthy family and peer relationships.		Health Teacher
HS10	Identify resources at home, school, and in the community for managing family and healthy relationships.		Health Teacher
HS10	Analyze how personal, family, and cultural values influence healthy behaviors.		Health Teacher
HS10	Describe qualities that contribute to a healthy self-image. Identify influences, peer, family, community and media that contribute to a healthy self-image.		Health Teacher
HS10	Advocate for healthy communication skills within relationships.		Health Teacher
HS10	Classify personal stressors at home, in school and community.		Health Teacher
HS10	Practice strategies for managing and reducing stress, anger, and conflict.		Health Teacher

HS10	Set a goal to reduce/cope with life stressors in a health enhancing way.		Health Teacher
HS10	Describe law for reporting child abuse.		Health Teacher
HS10	Identify resources at school and in the community for reporting child abuse.		Health Teacher
HS10	Advocate respect for diversity.		Health Teacher
HS10	Describe how social environments affect health and well-being.		Health Teacher
HS10	Identify the social environments that influence health and well-being.		Health Teacher
HS10	Explain the causes, effects and symptoms of depression, including suicide and psychosis.		Health Teacher
HS10	Identify school and community resources that can help a person who is depressed or contemplating suicide.		Health Teacher
HS10	Explain different signs and symptoms of addictive behaviors.		Health Teacher
HS10	Identify school and community resources that support people with addictive behaviors.		Health Teacher
HS10	Identify how to communicate to a friend or relative you think is an addict and should get support/help.		Health Teacher
HS10	PROMOTION OF SEXUAL HEALTH <i>(Includes some standards Strand: ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION related to CSEP)</i>		Health Teacher
HS10	Describe strategies for (preventing communicable diseases and) early detection of non-communicable diseases.		Health Teacher
HS10	Identify and advocate to others the importance of screenings, including melanoma, breast and testicular self-examinations, and medical examinations, including pap smear, HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health.		Health Teacher

HS10	Identify common symptoms of and treatments for STDs and HIV, including increased risk with multiple partners.		Health Teacher
HS10	Explain the menstrual cycle and its relationship to conception and pregnancy.		Health Teacher
HS10	Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.		Health Teacher
HS10	Develop short and long-term goals that will maintain sexual health and avoid unintended pregnancy and STDs.		Health Teacher
HS10	Describe how alcohol and other drugs can affect decision-making and influence sexual risk taking.		Health Teacher
HS10	Compare the effectiveness of a variety of contraceptives, including abstinence and other safer sex practices.		Health Teacher
HS10	Explain the laws related to reproductive and sexual health care.		Health Teacher
HS10	Analyze and Explain how public health policies and government regulations influence health promotion and disease prevention.		Health Teacher
HS10	Differentiate between biological sex, sexual orientation, and gender identity and expression.		Health Teacher
HS10	Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity.		Health Teacher
HS10	Advocate for school policies and programs that promote dignity and respect for all.		Health Teacher
HS10	Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.		Health Teacher
HS10	Demonstrate how to access valid information and resources about healthy and unhealthy relationships.		Health Teacher
HS10	Explain how media can influence one's beliefs about what constitutes a healthy relationship.		Health Teacher

HS10	Demonstrate effective strategies to avoid or end an unhealthy relationship.		Health Teacher
HS10	Define sexual consent and explain its implications for sexual decision- making.		Health Teacher
HS10	Domestic Violence		Health Teacher
HS10	Child Sexual Abuse Prevention	4 lessons per year	Licensed Counselor
	Violence and Suicide Prevention		Health Teacher
HS10	Demonstrate the steps of healthy communication in problem solving, anger management and impulse control.		Health Teacher
HS10	Explain the role problem solving; anger management and impulse control have on preventing violence.		Health Teacher
HS10	Advocate for the promotion of respect and empathy for individual differences.		Health Teacher
HS10	Describe the consequences of prejudice and discrimination based on gender nonconformity, racism, sexism, and hate crimes.		Health Teacher
HS10	Describe how to access resources when you or someone else is depressed or considering suicide.		Health Teacher
HS10	Explain the relationship between alcohol and other drug use on violence, including suicide and sexual assault.		Health Teacher
HS10	Identify the warning signs of suicide and describe what to do if someone seems depressed or is considering suicide.		Health Teacher
HS10	Practice how to report and get help when depressed or considering suicide.		Health Teacher
HS10	Practice effective communication skills for reporting dangerous situations.		Health Teacher
HS10	Describe federal, state and local laws intended to prevent violence.		Health Teacher
HS10	Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.		Health Teacher

HS10	Identify public and private violence prevention resources.		Health Teacher
HS10	Explain pro-social behaviors and explain how they may prevent violence.		Health Teacher
HS10	Design an advocacy campaign for preventing violence, aggression, bullying, cyber- bullying and harassment.		Health Teacher
HS10	Differentiate between prosocial and antisocial words and actions in the media.		Health Teacher
HS10	Identify that media and technology may contain violent messages and images.		Health Teacher
HS10	CPR & AED Training		Health Teacher

Grades 11, & 12:

CPR & AED Training provided by Health and/or Physical Education Teacher

Domestic Violence Training provided by school counselor(s)

GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT (INCLUDES OPTING-OUT)

Introduction:

An important element in the successful implementation of a Comprehensive Sexuality Education program is parent/guardian/community involvement. A theme that runs throughout the program is the parent/guardian/teacher team approach to Comprehensive Sexuality Education. Because of the sensitive nature of program content, a planned approach to parent/community involvement is critical.

Plan for Parent/Guardian/Community Involvement:

In each school district that offers Comprehensive Sexuality Education (CSE), the superintendent will identify a community involvement team, or use the Estacada School District Wellness Committee, which should include individuals such as district office personnel, an elementary school principal, a secondary principal, teachers, a school board member, parents, a member of the medical and mental health profession, which may include a substance abuse prevention or treatment practitioner, and others in the community.

In the Winter and Spring of 2017-18 School Year, an advisory committee made up of principals, teachers, district office personnel, parents/guardians, community members, and medical/mental health professionals met as a part of this group to evaluate the current state of the CSE program as well as the standards and legislation updates. In the Spring of 2018, we hosted a parent/guardian/community information forum for feedback on the process, which included information which was critical to the proposal which was adopted by the School Board.

Parents/guardians and community-based personnel are encouraged to participate in all information forums, feedback loops, committee meetings, as well as statewide and local training sessions for Comprehensive Sexuality Education in Oregon.

Parent/Guardian Involvement Activities:

Department of Education staff members provide information sessions on Comprehensive Sexuality Education and related topics by request. We worked alongside ODE and Clackamas Education Service District experts in coming up with this plan.

Each teacher of the Comprehensive Sexuality Education plan is asked to communicate with parents and students involved in the program. Provision must be in place for an ongoing review of local curriculum and instructional materials before they are used in the classroom. It is recommended that a resource center containing Comprehensive Sexuality Education materials that may be checked out by parents is available in every school.

This document will complete this process for approval in July of 2018 for the instruction related to Comprehensive Sexuality Education, which will begin in the 2018-19 School Year.

COMPREHENSIVE SEXUALITY EDUCATION

The Estacada School District provides a Comprehensive Sexuality Education program that will include instruction that:

- Is age-appropriate, medically accurate, and is not shame or fear based.
- Is trauma informed, culturally inclusive and is responsive to diverse students including race, ethnicity, gender identity, and sexual orientation.
- Provides information with the understanding of, and strength of the preponderance of evidence.
- In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan **shall** provide adequate instruction at least annually, for all students grades 6-8 and at least twice during grades 9-12.
- And further, sexuality education materials, instructional strategies, and activities **must not, in any way**, use shame or fear based tactics.
- Is in compliance with state law and requirements.

The Estacada School Board recognizes the sensitive nature of some content in the Comprehensive Sexuality Education program. The program is not intended to conflict with family values and behavioral norms. Although the Comprehensive Sexuality Education program is designed to assist and support parents/guardians as they educate their children, some parents/guardians may choose to have their children opt out from instruction from certain standards. Parents/guardians wanting to opt their child out of any Comprehensive Sexuality Education instruction should obtain the opt out form from the web link listed below, at their school, or from the classroom teacher. In the event that a parent/guardian opts their child out of a specific objective, an alternative assignment will be given. A parent/guardian informational meeting will be held at each school. At this meeting, parents will have an opportunity to learn about the materials and how they can support instruction at home.

Comprehensive Sexuality Education program information including opt out forms can be accessed online at: www.estacadaschools.org If you want to review copies of the materials outside of the information meetings, please contact your child's school directly. If you have any questions, you can contact your child's teacher or principal, or please call me at 503-630-6871 or email me at behrmanj@estacada.or.us.

Sincerely,

Jennifer Behrman
Director of Teaching and Learning

Estacada School District
 Comprehensive Sexuality Education
 KG-5th & 6th-10th Parent/Guardian Opt-Out Form

SCHOOL _____ **DATE** _____

STUDENT NAME _____ **TEACHER NAME** _____

STUDENT'S PERMANENT HOME ADDRESS _____

_____ **PHONE NUMBER:** _____

EMAIL ADDRESS _____

The Comprehensive Sexuality Education standards taught in your child's class can be found online or at our parent information nights. If your child will participate in this instruction, you do not need to return this form. If you do NOT want your child to receive instruction in any of these standards, please list those standards below and return the form to your principal. Your child will be given an alternative assignment and assessment in place of the instruction on the initialed objective. The child is expected to comply with school rules and policies while working on the alternative assignment and assessment and a grade will be given for this assignment and assessment. Please contact your child's teacher for specifics as each case may be different depending on which standard(s) are initialed. The alternate assignment are to be similar in nature to length and depth of opted out standards.

Please list the standards that you wish your child to receive an alternate assignment and assessment for below:

PLEASE RETURN THIS FORM TO THE PRINCIPAL BY THE DATE ESTABLISHED BY YOUR SCHOOL

PARENT/GUARDIAN SIGNATURE _____

DATE _____

STATE OF OREGON LEGISLATION REGARDING COMPREHENSIVE SEXUALITY EDUCATION

In July of 2015, the Oregon Legislature passed Senate Bill 856 which requires schools to provide child sexual abuse prevention instruction in grades Kindergarten through 12. Subsequently, the Oregon State Board of Education passed changes to Oregon Administrative Rule (OAR) 581-022-1440 (Human Sexuality Education): *“As part of the comprehensive plan of human sexuality instruction, each school district board shall adopt a child sexual abuse prevention instructional program for students in kindergarten through grade 12 (OAR 581-022-1440).”*

This includes:

- A minimum of 4 instructional sessions (equal to or greater than a standard class period) of sex abuse prevention instruction per year for grades kindergarten through 12.
- Sexual abuse instruction is integrated and part of required district comprehensive sexuality education plan and is aligned with state standards.
- Instruction is age-appropriate, medically accurate, and is not shame or fear based.
- Instruction is culturally inclusive and is responsive to diverse students including race, ethnicity, gender identity, and sexual orientation.
- A parental involvement component to inform parents about child sexual abuse topics.
- A professional training component for administrators, teachers, and other school personnel.
- An evaluation component with measurable outcomes.
- Trauma informed instruction and services.

Comprehensive Sexuality Education and Healthy Teen Relationship Act

OAR 581-022-1440 (Human Sexuality Education) requires that each school teach comprehensive, age-appropriate, medically accurate sexuality education. In addition to sex education topics like growth and development; STD, STI, and HIV instruction; and abstinence promotion, Oregon’s Comprehensive Sexuality Education (CSE) law requires instruction on child abuse prevention, healthy relationships, and goal setting. In addition, CSE incorporates instructional requirements of the Oregon Healthy Teen Relationship Act (HTRA) passed by the legislature in 2013 and modified in 2015. HTRA requires schools to incorporate age-appropriate education into new or existing training programs in grades 7-12 about teen dating violence and domestic violence.

The Human Sexuality Education Law (2009); the Healthy Teen Relationship Act (2013); and most recently, SB 856 Child Sexual Abuse prevention (2015) collectively contribute to the Oregon Department of Education’s (ODE) Human Sexuality OAR and sexual health benchmarks and standards². Aligned to national standards, Oregon’s benchmarks support health, wellbeing, and safety of students. In addition, Oregon law requires that: *Course material and instruction for all human sexuality education courses that discuss human sexuality in public elementary and secondary schools shall enhance*

² Sexual Health benchmarks are part of the ODE Health Education Standards.

students' understanding of sexuality as a normal and healthy aspect of human development³. School districts can meet new student sex abuse prevention instructional requirements by implementing and maintaining already required CSE instruction per OAR 581-022-1440⁴. [4]

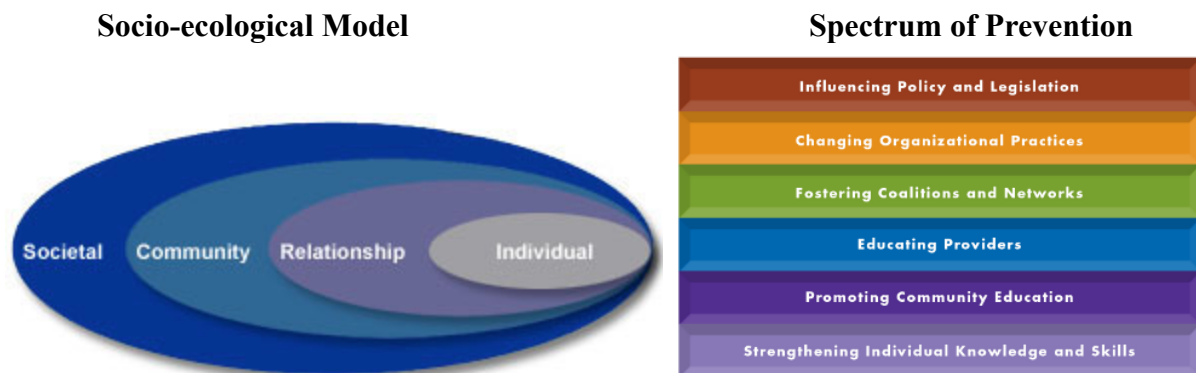
The Oregon Department of Education in partnership with over 20 community stakeholders specializing in child abuse and sexual violence prevention have developed the following guidance as a resource tool for school administrators.

ODE PRINCIPLES OF EFFECTIVE PREVENTION EDUCATION

In the article **What Works in Prevention: Principles of Effective Prevention Programs**⁵, the authors used a review-of-reviews approach across four areas (substance abuse, risky sexual behavior, school failure, and juvenile delinquency and violence) to identify characteristics consistently associated with effective prevention programs.

The characteristics below have been adapted to infuse a trauma informed and racial equity perspective. Students experience disparities in outcomes based on race, and so **culturally responsive practices**, a **trauma informed lens** and an **emphasis on building positive, safe relationships** with adults must be incorporated into any prevention program.

1. **Comprehensive:** Prevention strategies should include multiple types of activities, affect multiple settings, and go beyond awareness raising. Note: prevention is a component of a healthy sexuality education. There are several models of comprehensive prevention efforts, such as the Socio-ecological Model, and the Spectrum of Prevention (pictured below⁶).



³ ORS 336.455 and OAR 581-022-1440

⁴ The Oregon Department of Education is currently in process of updating benchmarks to align with the new requirements of SB 856. Expected completion of this update is September, 2016.

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8/1/2016

⁵ These nine components are heavily adapted from: Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003) **What works in prevention: Principles of Effective Prevention Programs**. *American Psychologist*, 58, 449-456.

⁶ Images taken from <http://www.preventioninstitute.org/component/jlibrary/article/id-105/127.html> and <http://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html>

- 2. Positive Relationships:** At the foundation of all programming, is a deliberate nurturing of strong and positive relationships between students and adults. Factors that contribute to positive relationships include school staffs' ability to have compassion and empathy for students' lived experiences, including experiencing trauma, racism and other forms of discrimination.
- 3. Culturally Responsive:** Prevention strategies recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally, and politically by using cultural reference to impart knowledge, skills, and attitudes.
⁷ A culturally responsive prevention strategy recognizes that each school community, including those that have been historically oppressed, have powerful, and *often unrecognized*, sources of resilience and protective factors that must be honored through dialogue.
- 4. Varied Teaching Methods:** Prevention strategies should include interactive, skills-based components, that are both culturally responsive and trauma informed. According to Erin Casey, "Factors likely to contribute to engagement and interaction include personal relevance of information or presenters, and opportunities to critically evaluate and discuss the content of the presentation."⁸
- 5. Sufficient Dosage:** Participants in your prevention programming need to be exposed to enough of the activities for them to have an effect. Prevention programming needs to be delivered over multiple sessions so that the programming impacts participants' knowledge, attitudes, beliefs, behaviors, and skill acquisition. This acquisition can only happen with the context of positive relationships with school staff, which also develops and grows over time.
- 6. Theory Driven:** Prevention programming should be grounded in prevention theory and research. Effective prevention programming should also be driven by research and knowledge about cultural responsiveness and trauma-informed practices.
- 7. Appropriately Timed:** Program activities should be research-informed regarding the developmentally appropriate time to be introduced to specific topics.
- 8. Well-trained Staff:** Programs need to be implemented by staff members who are empathetic, competent, and have received sufficient training, support, and supervision.
- 9. Outcome Evaluation:** A systematic outcome evaluation is necessary to determine whether a program or strategy worked.

⁷ Oregon Chief Education Office, Equity lens.

www.ode.state.or.us/superintendent/priorities/final-equity-lens-draft-adopted.pdf

⁸ Heppner, Neville, Smith, Kivlighan, & Gershuny, 1999.

Who Participated in the ODE Sexual Abuse and Sexual Violence Advisory Group?

Agencies represented on the advisory group include:

- Impact Northwest, Communities for Safe Kids Program
- CARES Northwest (Child Abuse and Evaluation Services)
- The Kid's Center, a child abuse intervention center
- Trauma-Informed Oregon
- The Oregon Network of Child Abuse Intervention Centers
- Multnomah County, Domestic and Sexual Violence Coordinating Office
- Oregon Health Authority, Adolescent and School Health Program
- Raphael House (Domestic Violence Agency).
- Jackson County Sexual Assault Resource Center
- Oregon Abuse Advocates and Survivors in Service
- Oregon Department of Education
- The Oregon Network of Child Abuse Intervention Centers
- Oregon Attorney General's Sexual Assault Task Force

Where can I access the documents?

ODE has posted guidance for implementation of SB 856 on our Sexuality Education Resources page: <http://www.ode.state.or.us/search/page/?id=1773>

What if I have additional questions?

ODE is happy to answer any questions you may have. In addition ODE may be able to provide technical assistance and/or training specific to comprehensive sexuality education and sexual violence prevention. For questions and assistance please contact:

Sasha Grenier, MPH, CHES
Sexual Health and School Health Specialist
Oregon Department of Education | Office of Student Services
503-947-5689 | oregon.gov/ode/students-and-family/healthsafety

APPENDIX C: GUIDELINES FOR TRAINING INDIVIDUALS WHO WILL BE TEACHING COMPREHENSIVE SEXUALITY EDUCATION

GUIDELINES FOR TRAINING INDIVIDUALS WHO WILL BE TEACHING COMPREHENSIVE SEXUALITY EDUCATION

INTRODUCTION:

Estacada School District provides a Comprehensive Sexuality Education program which includes instruction that:

- Is age appropriate, medically accurate, and is not shame or fear based.
- Is culturally inclusive and is responsive to diverse students including race, ethnicity, gender identity, and sexual orientation.
- Provides information with the understanding of, and strength of, the preponderance of evidence.
- Is provided in a sensitive manner that acknowledges and supports students who have experienced trauma.
- In addition, disease prevention education for HIV/AIDS, sexually transmitted infections, sexually transmitted diseases, and the human sexuality education comprehensive plan **shall** provide adequate instruction at least annually, for all students grades 6-8 and at least twice during grades 9-12.
- And further, sexuality education materials, instructional strategies, and activities **must not, in any way**, use shame or fear based tactics.

In order to best do this, it is important to outline the training procedures for those who will be instructing this critical content to our children. Below, it is broken down into elementary and secondary school as certifications and trainings may differ.

ELEMENTARY SCHOOL

To be in compliance with state legislation and aligned to the standards put out by ODE, Estacada School District elementary schools will follow the procedure related to our Comprehensive Sexuality Education Plan.

- SB 856 Compliance topics around Sex Abuse Prevention Education K-5 will be taught in four sessions by school counselors.
 - School counselors are trained and will use the Second Steps Curriculum provided.
 - The curriculum contains teacher training materials that provide resources and support for teachers to recognize and respond to reports of abuse by students.
- All other topics will be taught at an age-appropriate level by a designated teacher at the grade level.
- 4th and 5th grade human sexuality content will be taught by the classroom teacher and counselor. Please refer to the Estacada School District course outlines for concrete content expectations per grade level.

SECONDARY SCHOOL

To be in compliance with state legislation and aligned to the standards put out by ODE, Estacada School District secondary schools will follow the procedure related to our Comprehensive Sexuality Education Plan.

- SB 856 compliance topics around Sex Abuse Prevention Education in grades 6-12 will be taught in four sessions by classroom teachers and/or counselors.

In addition, SB 856 requires we include a parental involvement component to inform parents about child sexual abuse topics, including characteristics of offenders, “grooming” behaviors and how to discuss child sexual abuse prevention with children. To access more information, please click on the following links.

- [\(K-5\) Second Step](#)
- [\(6-12\) Clackamas Women’s Services](#)
- For Reference: [Senate Bill 856](#)

Frequently Asked Questions (FAQ)

- 1. Will teachers and counselors help our students determine their sexual identity or orientation?**
 - a. No. This is a family and/or individual decision. Our employees will be teaching tolerance and respect for all, but not promoting or assisting students to understand their own gender identity.
- 2. In school will my son or daughter be referred to in a gender neutral form?**
 - a. No. All students will be referred to by the gender their families put on the school registration forms. If the family or child makes changes to their identity they will notify the school and corrections will be made in our system and in how we refer to your child. School personnel will not make any gender specific decisions and will only use what the student, parent or guardian have provided to us.
- 3. If a family chooses to educate their child at home in the areas of human sexuality will students be punished for non-participation?**
 - a. Students are not to be punished in any way for their parents decision to opt out of participation. However, an alternative assignment may be assigned that is similar in length of the regular assignment.
- 4. At what age / grade level do we begin to educate students about suicide prevention?**
 - a. Not until grade 6 will “suicide” be specifically introduced in the strands of “Promotion of Mental, Social, and Emotional Health” and “Violence and Suicide Prevention”. This is where ODE has placed this topic.
- 5. Sexual Education / Human Sexuality Education begins at what age / grade level?**
 - a. According to the Oregon Department of Education and our CESP this broad topic is introduced in Kindergarten. However, its introduction is in the following standards K-3: “Explain the difference between appropriate touch and inappropriate touch,” “Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched,” “Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an uncomfortable way,” and to “Practice and use refusal skills if someone is touching you inappropriately.” At grade 4 students are beginning to learn about puberty, reproductive systems including anatomy and function, sexual harassment and sexual abuse, and how to say no.
- 6. Are boys and girls going to be taught in the same room or separated for certain units of study?**
 - a. K-3 will be taught in the same room because the content (see question 4 above) is fairly general. In grades 4-5 some content may be delivered separately to ensure student comfort levels. However, all content will be shared with both groups. Grades 6-10 will be in same classroom or may be separated. However, all content will be shared with both groups.
- 7. Can students make their own choice which group to join?**
 - a. Students will participate in the group that their family and student have identified as their gender. The school will not select a gender but will use the gender that a family enrolls their student as, or, if a family or student asks the school to change their gender identification to the principal.

- 8. What if they want to attend both the boys and girls units of study?**
 - a. The content will be the same for both boys and girls.
- 9. What grade level will gender expression and gender identity be taught?**
 - a. In eighth grade the following standards are first introduced: “Describe gender roles, gender identity and sexual orientation within healthy sexuality” and “Differentiate between biological sex, sexual orientation, and gender identity and expression.” Prior to the eighth grade gender issues are linked to “Recognizing diversity among people” and “Describing differences and similarities in how boys and girls may be expected to act and provide examples of how friends, family, media, society and culture influence the way youth act based on gender.”
- 10. Where did the standards come from?**
 - a. The Oregon Department of Education.