



SHERIDAN
SCHOOL DISTRICT

Sheridan School District
**Comprehensive
Human Growth &
Development
Education Plan**
Spring 2023

Sheridan School District

Comprehensive Human Sexuality Education Plan

Introduction

Sheridan School District is located in the West Willamette Valley. Faulconer-Chapman and Sheridan High School serve approximately 700 students in grades K-12. Each school district in Oregon, including Sheridan 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 Sheridan 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)

In addition, many secondary state sources are 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),

Effective teaching and learning provides opportunities for each student to make sense 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 health concepts, accessing information, self-management, analyzing influences, interpersonal communication, goal setting, decision-making, and self-advocacy.

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

In this plan, each grade level is broken out by the corresponding standards, the curriculum used to address those standards, and the option for parents or community members to make choices for their child about their level of participation in the program.

Acknowledgements:

The Sheridan School District would like to thank the following people for their contributions to the Health education program curriculum adoption process:

Teacher Curriculum Adoption Team Members:

- Adam DeLatte
- Alanna Russell
- Alastair Green
- Becky Hasel
- Jeremy Brown
- Karen Daniels
- Karen Swinkels
- Krysia Wakefield
- Missy Love

- Pat Schrader
- Jason Hohnbaum
- Lyndsay Cornwell

Sheridan School District Board of Directors:

- Samantha Bagby
- Michael Griffith
- Larry Diebel
- Scott Burke
- Judy Breeden

Parents/guardians/community members who served on the parent advisory committee:

- Mina Hutchinson
- Nicole Mirabito
- ?

Timeline of Oregon Legislative and Local District Action

Within the last ten years, there have been many changes and updates to health instruction requirements, both at the state level, and at the district level. Below is a timeline of some of the major milestones related to health instruction.

2009: The Oregon state legislature passed ORS 336.455, a law requiring school districts to provide human sexuality education courses in all public elementary and secondary schools as part of the health education curriculum.

2011: Sheridan School District adopted the Children's Health Market curriculum, *The Great Body Shop*. The middle school and high school adopted *Glencoe Health* from McGraw Hill for their instructional programs.

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 9-12.
- (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.

2015: Several Senate Bills added new components or clarification to past bills:

- **SB 79** mandated Cardiopulmonary Resuscitation (CPR) instruction and Automated External Defibrillators (AED) instruction to include grades 7-12.
- **SB 790** required school boards to adopt policies about instructing students in grades 7-12 using age appropriate lessons on domestic violence.
- **SB 865** (Erin's Law) requires school boards to adopt a child sexual abuse prevention instructional program for grades K-12. This program must be delivered to students the equivalent of four class periods per year in each grade. It must be age-appropriate, it must provide training for staff members delivering instruction, and it must include provisions to inform parents about the child sexual abuse topics.

2016: Oregon Department of Education Board of Directors adopted new health standards based on the National Health Standards which were revised in 2015.

2018: SSD Teacher teams reviewed curricula that were approved by Oregon Department of Education for meeting the new standards. The teams recommended the following curricula for adoption; the Sheridan School District Board of Directors approved the adoption in June 2018:

- K-5: Continuation of *The Great Body Shop*, by Children's Health Market

- 6-8: *Teen Health*, by Glencoe/McGraw-Hill
- 9-12: *Comprehensive Health*, by Goodheart/Wilcox

Not all health content standards, particularly those required for SB 856, were addressed in the approved curricula. As a result, our Board of Directors, acting on recommendation of the teacher teams and the Curriculum Director, adopted the following supplementary curricula to include those compliance standards:

- K-5: Continuation of *Second Steps* (Social Emotional Learning) by Committee for Children •
- K-5: Continuation of *Second Steps: Child Protection Unit* by Committee for Children
- Grades 6-7: *My Future, My Choice*: Department of Human Services, State of Oregon

In addition, certificated staff members will create standards-based lessons that meet the criteria for SB 856 to address any other gaps in the purchased curricula.

Information about Erin's Law/SB 856

Erin's Law (SB 856) provided changes to the Oregon health standards focused on child sexual abuse. To better understand the law, the two forms below from the 2015-16 ODE Sexual Abuse Prevention Advisory Group, the Oregon Attorney General's Sexual Assault Task Force, and the Oregon Department of Human Services: Children, Adults, and Families Division explain the vision and the integration of the compliance standards.

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. School staff can be powerful resiliency builders for students, particularly for those students who have experienced trauma, including child sexual abuse.

Definitions

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 causing referents to impart knowledge and skills.



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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>

Sheridan School Board Policies Related to Sex Education

The Sheridan School District has approved several policies regarding curriculum, and particularly health curriculum. Two of those policies are included here:

HIV, AIDS, HBV and HCV, Health Education**

Policy IGAI, adopted 11.20.19

The Board wants the schools to play an important role in reducing the fears about HIV/AIDS/HBV1 and in reducing the risk behaviors that lead to infection by educating students with current, factual information about the disease; i.e., how it attacks the body's system and how it is and is not transmitted. AIDS is a deadly disease; there is no known cure. The Board believes the best course of action is to attempt to contain or to reduce the spread of the disease by creating an informed public; one that is aware of the physiological and psychological aspects of the disease.

A curriculum shall be developed cooperatively by parents, teachers, administration, local health department staff and others. The plan of instruction shall include information:

- a. About hygienic practices which reduce the risk of exposure to HIV, HBV and other infectious diseases;
- b. Designed to allay those fears concerning HIV which are scientifically groundless;
- c. Promotes abstinence for school-aged youth and mutual monogamous relationships for adults as the safest and most responsible sexual behaviors;
- d. About responsible sexual behaviors which may reduce or eliminate exposure to HIV, HBV and other STD's;
- e. About the high risk of contracting HIV, HBV and other infectious diseases through sharing intravenous needles/syringes.

The age-appropriate curriculum shall be taught annually in grades K-12.

The District will designate a staff person to facilitate communication between the Oregon Health Division, Oregon Department of Education and teaching staff regarding this program.

The District shall develop procedures for parent notification, exemption and alternative credit.

Parents of minor students shall be notified in advance that the material regarding HIV/AIDS/HBV/HCV will be taught. Any parent may request his/her student be excused from the class under the provisions set forth in Oregon Revised Statutes and Administrative Rules.

1HIV - Human Immunodeficiency Virus, AIDS - Acquired Immune Deficiency Syndrome, HBV, - Hepatitis B Virus
HIV, AIDS, HBV and HCV, Health Education** -IGAI

END OF POLICY

Legal Reference(s):

ORS 336.035 (2) ORS 336.455 - 336.475 OAR 581-022-0705

OAR 581-022-1440 OAR 581-022-1910

Code: IGBHD Adopted: 7/26/07

Program Exemptions

Policy IGBHD

Adopted:6/20/12

The District may excuse students from a state-required program or learning activity.

An Alternative Program for credit may be provided.

Approval of the alternative will be based upon and include:

1. A written statement from the student and the student's parent or guardian of the anticipated educational advantages which will result from the alternative;
2. An evaluation of the request by appropriate District personnel;
3. Other information as requested by the high school administration. Following approval by the high school administration and upon completion of the alternative, credit will be granted to the student.

END OF POLICY

Legal Reference(s):

ORS 336.035 (2) OAR 581-021-0071 ORS 336.615 OAR 581-022-0612 ORS 336.625 OAR 581-022-1350 ORS 336.635 OAR 581-022-1440 OAR 581-022-1910 OAR 581-022-1920

SSD Health
Course Descriptions
Content Standard Strands by Grade Level
Substitute Learning Experience Forms

Kindergarten Course Description

The Sheridan School District (SSD) Human Growth and Development Education Plan (HGDEP) is written in accordance with the Oregon Health Standards adopted by Oregon Department of Education in December 2016. These standards help define the knowledge and skills that our students will need throughout their K-12 experience and beyond in order to lead healthy lives.

Copies of the Oregon Comprehensive Sexuality Education standards can be found at:
<https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

The adopted textbooks and any supplementary materials are available for public review. Some of these materials are available at your child's school or online, so please check with your principal and/or child's health teacher first.

The standards that all students in grades K-5 will address include:

- Human Growth and Development
- Health Promotion
- Healthy Relationships and Violence Prevention

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* curriculum from Children's Health Market (<https://www.thegreatbodyshop.net/>). Supplemental lesson materials may be incorporated from the [Advocates for Youth curriculum](#).

In addition, the elementary school students receive age-appropriate lessons provided by the Juliette's House to address how to prevent/recognize/respond to child sex abuse.

All three curricula were adopted by the district's Board of Directors in 2011, and again in 2018.

Parents and guardians are invited to review the District's Comprehensive Sexuality Education program. Materials are available at the District Office for review.

For more information about curriculum standards and associated materials, please visit the Oregon Department of Education Health Education website at
<https://www.oregon.gov/ode/educator-resources/standards/health/Documents/2016ORHEStandards.pdf>

Please read the standards carefully, and attend any school meetings for parents/guardians regarding the Comprehensive Sexuality Education Program at your school. We believe the health education 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 or principal.

Kindergarten Standards:

Human Growth and Development

- Name reproductive body parts using proper anatomical terms
- Name the basic stages of the human growth process
- Identify different kinds of family structures

Health Promotion

- Explain ways to prevent communicable and noncommunicable disease and understand the difference.
- Identify important personal health care practices that prevent the spread of communicable disease, including HIV/AIDS, and Hepatitis B and C.
- Share strategies for preventing the spread of communicable disease to others.

Healthy Relationships and Violence Prevention

- Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.
- Demonstrate how to respond and report if someone is bullying, harassing, or teasing.
- Describe how to be a good friend
- Recognize diversity among people including: age, disability, national origin, race, color, marital status, and sex, sexual orientation, and gender identity.
- 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.
- Discuss ways to communicate respectfully with others regardless of differences
- 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.
-

**Sheridan School District
Comprehensive Sexuality Education
Parent/Guardian Health Learning Experience Substitution Request**

Form KINDERGARTEN

If your child will participate in this health instruction, you do NOT need to return this form.

If you do **NOT** want your child to receive instruction in any of the standards, please fill out the form below and return it to your child's teacher. Your child will be given an individualized assignment in place of the instruction. This assignment is expected to be similar in nature, length and depth of the substituted standards. Your child may be placed in another supervised area of the school (a different classroom, the library, or the office, for example) during the class instruction.

It is important to understand there may be times when your child is in class where a discussion or review may include content from a substituted section. In addition, other students may informally discuss the content of the lessons from a substituted section. As these types of discussions can occur spontaneously, please understand that we cannot ensure students will not bring up this content in school. We encourage parents who exercise their right to substitute a child's lesson to have a discussion with their child about this content.

If you would like to substitute the content of the lesson, please sign below and return to your child's teacher. The teacher and/or principal will contact you to discuss a plan to best meet the needs of your child during instruction.

If you wish to substitute your child's learning experience from any aspect of the health curriculum standards above, please return this form to the teacher so they can contact you for clarification.

Student Name _____ Teacher Name _____

Parent/Guardian (Printed) _____ Date _____

Parent/Guardian (Signature) _____

Phone Number: _____ Email Address: _____

First Grade Course Description

The Sheridan School District (SSD) Human Growth and Development Education Plan (HGDEP) is written in accordance to the Oregon Health Standards adopted by Oregon Department of Education in December 2016. These standards help define the knowledge and skills that our students will need throughout their K-12 experience and beyond in order to lead healthy lives.

Copies of the Oregon Comprehensive Sexuality Education standards can be found at:
<https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

The adopted textbooks and any supplementary materials are available for public review. Some of these materials are available at your child's school or online, so please check with your principal and/or child's health teacher first. The standards that all students in grades K-5 will address:

- Human Growth and Development
- Health Promotion
- Healthy Relationships and Violence Prevention

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* curriculum from Children's Health Market (<https://www.thegreatbodyshop.net/>). Supplemental lesson materials may be incorporated from the [Advocates for Youth curriculum](#).

In addition, the elementary school students receive age-appropriate lessons provided by the Juliette's House to address how to prevent/recognize/respond to child sex abuse.

All three curricula were adopted by the district's Board of Directors in 2011, and again in 2018.

Parents and guardians are invited to review the District's Comprehensive Sexuality Education program. Materials are available at the District Office for review.

For more information about curriculum standards and associated materials, please visit the Oregon Department of Education Health Education website at
<https://www.oregon.gov/ode/educatorresources/standards/health/Pages/default.aspx>

Please read the standards carefully, and attend any school meetings for parents/guardians regarding the Comprehensive Sexuality Education Program at your school. We believe the health education 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 or principal.

First Grade Standards:

Human Growth and Development

- Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people
- Describe different kinds of family structure

Health Promotion

- Explain ways to prevent communicable and noncommunicable disease and understand the difference.
- Identify important personal health care practices that prevent the spread of communicable disease, including HIV/AIDS, and Hepatitis B and C.
- Share strategies for preventing the spread of communicable disease to others.
- List sources of support, such as parents or other trusted adults, to seek information about health, including pregnancy and birth

Healthy Relationships and Violence Prevention

- Recognize the importance of treating other with respect, regardless of differences
- Provide examples of how friends and family influence how people think they should act on the basis of their gender.
- 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.
- Describe consent as it relates to personal boundaries
- Describe how they can be a good friend
- Recognize diversity among people including: age, disability, national origin, race, color, marital status, and sex, sexual orientation, and gender identity.
- Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.
- Describe different emotions and internal/external influences on emotions.
- Identify personal stressors at home, in school, and community. Set a goal to help manage stress.
- Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.
- Demonstrate how to respond and report if someone is bullying, harassing, or teasing.

**Sheridan School District
Comprehensive Sexuality Education
Parent/Guardian Health Learning Experience Substitution Request**

Form FIRST GRADE

If your child will participate in this health instruction, you do NOT need to return this form.

If you do **NOT** want your child to receive instruction in any of the standards, please fill out the form below and return it to your child's teacher. Your child will be given an individualized assignment in place of the instruction. This assignment is expected to be similar in nature, length and depth of the substituted standards. Your child may be placed in another supervised area of the school (a different classroom, the library, or the office, for example) during the class instruction.

It is important to understand there may be times when your child is in class where a discussion or review may include content from a substituted section. In addition, other students may informally discuss the content of the lessons from a substituted section. As these types of discussions can occur spontaneously, please understand that we cannot ensure students will not bring up this content in school. We encourage parents who exercise their right to substitute a child's lesson to have a discussion with their child about this content.

If you would like to substitute the content of the lesson, please sign below and return to your child's teacher. The teacher and/or principal will contact you to discuss a plan to best meet the needs of your child during instruction.

If you wish to substitute your child's learning experience from any aspect of the health curriculum standards above, please return this form to the teacher so they can contact you for clarification.

Student Name _____ **Teacher Name** _____

Parent/Guardian (Printed) _____ **Date** _____

Parent/Guardian (Signature) _____

Phone Number: _____ **Email Address:** _____

Second Grade Course Description

The Sheridan School District (SSD) Human Growth and Development Education Plan (HGDEP) is written in accordance with the Oregon Health Standards adopted by Oregon Department of Education in December 2016. These standards help define the knowledge and skills that our students will need throughout their K-12 experience and beyond in order to lead healthy lives.

Copies of the Oregon Comprehensive Sexuality Education standards can be found at:
<https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

The adopted textbooks and any supplementary materials are available for public review. Some of these materials are available at your child's school or online, so please check with your principal and/or child's health teacher first. The standards that all students in grades K-5 will address from the Comprehensive Sexuality Education Plan (CSEP) include:

- Human Growth and Development
- Health Promotion
- Healthy Relationships and Violence Prevention

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* curriculum from Children's Health Market (<https://www.thegreatbodyshop.net/>). Supplemental lesson materials may be incorporated from the [Advocates for Youth curriculum](#).

In addition, the elementary school students receive age-appropriate lessons provided by the Juliette's House to address how to prevent/recognize/respond to child sex abuse.

All three curricula were adopted by the district's Board of Directors in 2011, and again in 2018.

For more information about curriculum standards and associated materials, please visit Oregon Department of Education Health website at <https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

Parents and guardians are invited to review the District's Comprehensive Sexuality Education program. Materials are available at the District Office for review. Please read the standards carefully, and attend any school meetings for parents/guardians regarding the Comprehensive Sexuality Education Program at your school. We believe the health education 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 or principal.

Second Grade Standards:

Human Growth and Development

- Identify reproductive body parts, using proper anatomical terms and stages in the basic growth processes of all people
- Explain different kinds of family structures

Health Promotion

- Explain ways to prevent communicable and noncommunicable disease and understand the difference.
- Identify important personal health care practices that prevent the spread of communicable disease, including HIV/AIDS, and Hepatitis B and C.
- Describe the qualities of reliable sources of support, such as parents or other trusted adults, to seek information about health, including pregnancy and birth

Healthy Relationships and Violence Prevention

- Recognize the importance of treating others with respect regardless of differences
- Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender
- List ways to communicate respectfully with others regardless of differences
- Describe how they can be a good friend
- Explain that everyone has the right to say who touches their body, when and how
- Explain that it is never okay to touch someone, or make someone touch you if they don't want to
- Explain bullying and teasing and why they are inappropriate behaviors
- Identify how media and technology influence our ideas about friendships
- Practice consent as it relates to personal boundaries
- List ways to communicate personal boundaries and show respect for the boundaries of others
- Identify positive and negative ways friends and peers can influence various relationships
- 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.

**Sheridan School District
Comprehensive Sexuality Education
Parent/Guardian Health Learning Experience Substitution Request**

Form GRADE 2

If your child will participate in this health instruction, you do NOT need to return this form.

If you do **NOT** want your child to receive instruction in any of the standards, please fill out the form below and return it to your child's teacher. Your child will be given an individualized assignment in place of the instruction. This assignment is expected to be similar in nature, length and depth of the substituted standards. Your child may be placed in another supervised area of the school (a different classroom, the library, or the office, for example) during the class instruction.

It is important to understand there may be times when your child is in class where a discussion or review may include content from a substituted section. In addition, other students may informally discuss the content of the lessons from a substituted section. As these types of discussions can occur spontaneously, please understand that we cannot ensure students will not bring up this content in school. We encourage parents who exercise their right to substitute a child's lesson to have a discussion with their child about this content.

If you would like to substitute the content of the lesson, please sign below and return to your child's teacher. The teacher and/or principal will contact you to discuss a plan to best meet the needs of your child during instruction.

If you wish to substitute your child's learning experience from any aspect of the health curriculum standards above, please return this form to the teacher so they can contact you for clarification.

Student Name _____ **Teacher Name** _____

Parent/Guardian (Printed) _____ **Date** _____

Parent/Guardian (Signature) _____

Phone Number: _____ **Email Address:** _____

Grade 3 Course Description

The Sheridan School District (SSD) Human Growth and Development Education Plan (HGDEP) is written in accordance with the Oregon Health Standards adopted by Oregon Department of Education in December 2016. These standards help define the knowledge and skills that our students will need throughout their K-12 experience and beyond in order to lead healthy lives.

Copies of the Oregon Comprehensive Sexuality Education standards can be found at:
<https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

The adopted textbooks and any supplementary materials are available for public review. Some of these materials are available at your child's school or online, so please check with your principal and/or child's health teacher first. The standards that all students in grades K-5 will address from the Comprehensive Sexuality Education Plan (CSEP) include:

- Human Growth and Development
- Health Promotion
- Healthy Relationships and Violence Prevention

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* curriculum from Children's Health Market (<https://www.thegreatbodyshop.net/>). Supplemental lesson materials may be incorporated from the [Advocates for Youth curriculum](#).

In addition, the elementary school students receive age-appropriate lessons provided by the Juliette's House to address how to prevent/recognize/respond to child sex abuse.

All three curricula were adopted by the district's Board of Directors in 2011, and again in 2018.

For more information about curriculum standards and associated materials, please visit the Oregon Department of Education Health Education website at <https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

Parents and guardians are invited to review the District's Comprehensive Sexuality Education program. Materials are available at the District Office for review. Please read the standards carefully, and attend any school meetings for parents/guardians regarding the Comprehensive Sexuality Education Program at your school. We believe the health education 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 or principal.

GRADE 3 STANDARDS:

Human Growth and Development

- Recognize how peers and family can influence ideas about body image
- Recognize sources of medically-accurate information about human anatomy, puberty, and personal hygiene.
- Recognize people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality

Health Promotion

- Explain why it is important to stay away from potentially unsafe body fluids and objects
- Identify practices that prevent the spread of communicable diseases (including HIV/AIDS, and Hepatitis B and C)
- Recognize sources of support, such as parents or other trusted adults, to seek information about reproductive health, including pregnancy and birth

Healthy Relationships and Violence Prevention

- Recognize the importance of treating others with respect regardless of differences
- Recognize how friends, family, media, society, and culture influence how people think they should act on the basis of their gender
- Identify potential impacts of power differences (e.g., age, status, or position) as they relate to personal boundaries
- List ways to treat yourself and others with dignity and respect regardless of differences
- Identify the characteristics of a healthy relationship
- Explain that everyone has the right to say who touches their body, when and how
- Explain that it is never ok to touch someone, or make someone touch you if they don't want to
- Describe a variety of ways people express affection within various types of relationships
- Explain why bullying and teasing are inappropriate behaviors
- Explain how media and technology influence our ideas about friendships
- Define consent as it relates to personal boundaries
- Describe positive and negative ways friends and peers can influence various relationships
- Recognize sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships
- Recognize sources of support, such as parents or other trusted adults, including school staff; they can tell if they are experiencing sexual abuse
- Recognize sources of support such as parents or other trusted adults they can tell if they are being teased, harassed, or bullied
- Recognize sources of support such as parents or other trusted adults they can tell if they are feeling uncomfortable about being touched
- Recognize nonviolent strategies to manage or resolve conflict
- Identify ways to communicate your thoughts and feelings while maintaining healthy relationships
- Identify effective ways to communicate your thoughts and feelings while maintaining healthy relationships
- Identify effective ways to communicate personal boundaries and show respect for the boundaries of others
- Identify ways to ask for help and support, if they or someone they know is being hurt or feels unsafe

**Sheridan School District
Comprehensive Sexuality Education
Parent/Guardian Health Learning Experience Substitution Request**

Form GRADE 3

If your child will participate in this health instruction, you do NOT need to return this form.

If you do **NOT** want your child to receive instruction in any of the standards, please fill out the form below and return it to your child's teacher. Your child will be given an individualized assignment in place of the instruction. This assignment is expected to be similar in nature, length and depth of the substituted standards. Your child may be placed in another supervised area of the school (a different classroom, the library, or the office, for example) during the class instruction.

It is important to understand there may be times when your child is in class where a discussion or review may include content from a substituted section. In addition, other students may informally discuss the content of the lessons from a substituted section. As these types of discussions can occur spontaneously, please understand that we cannot ensure students will not bring up this content in school. We encourage parents who exercise their right to substitute a child's lesson to have a discussion with their child about this content.

If you would like to substitute the content of the lesson, please sign below and return to your child's teacher. The teacher and/or principal will contact you to discuss a plan to best meet the needs of your child during instruction.

If you wish to substitute your child's learning experience from any aspect of the health curriculum standards above, please return this form to the teacher so they can contact you for clarification.

Student Name _____ **Teacher Name** _____

Parent/Guardian (Printed) _____ **Date** _____

Parent/Guardian (Signature) _____

Phone Number: _____ **Email Address:** _____

GRADE 4 COURSE DESCRIPTION:

The Sheridan School District (SSD) Human Growth and Development Education Plan (HGDEP) is written in accordance with the Oregon Health Standards adopted by Oregon Department of Education in December 2016. These standards help define the knowledge and skills that our students will need throughout their K-12 experience and beyond in order to lead healthy lives.

Copies of the Oregon Comprehensive Sexuality Education standards can be found at:

<https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

The adopted textbooks and any supplementary materials are available for public review. Some of these materials are available at your child's school or online, so please check with your principal and/or child's health teacher first.

The standards that all students in grades K-5 will address from the Comprehensive Sexuality Education Plan (CSEP) include:

- Human Growth and Development
- Health Promotion
- Healthy Relationships and Violence Prevention

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* curriculum from Children's Health Market (<https://www.thegreatbodyshop.net/>). Supplemental lesson materials may be incorporated from the [Advocates for Youth curriculum](#).

In addition, the elementary school students receive age-appropriate lessons provided by the Juliette's House to address how to prevent/recognize/respond to child sex abuse.

All three curricula were adopted by the district's Board of Directors in 2011, and again in 2018.

For more information about curriculum standards and associated materials, please visit the Oregon Department of Education website at <https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

Parents and guardians are invited to review the District's Comprehensive Sexuality Education program. Materials are available at the District Office for review. Please read the standards carefully, and attend any school meetings for parents/guardians regarding the Comprehensive Sexuality Education Program at your school. We believe the health education 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 or principal.

GRADE 4 STANDARDS:

Human Growth and Development

- Identify human reproductive systems including reproductive anatomy and function
- Define sexual orientation
- Describe differences and similarities of how individuals identify regarding gender or sexual orientation
- Describe how friends and family can influence ideas about body image
- Describe sources of medically-accurate information about human sexual and reproductive anatomy
- Identify people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty

Health Promotion

- Identify people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality
- List ways to manage the physical and emotional changes associated with puberty, including personal health care practices
- Recognize that abstinence is the most effective method of protection from SD/HIV and pregnancy
- Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD
- Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth

Healthy Relationships and Violence Prevention

- Understand the importance of treating others with respect regardless of differences
- Describe how friends, family, media, society, and culture influence how people think they should act on the basis of their gender
- Practice ways to communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientations
- Describe the characteristics of a healthy relationship.
- Explain that everyone has the right to say who touches their body, when and how.
- Describe why it is never ok to touch someone, or make someone touch you if they don't want to.
- Describe a variety of ways people express affection within various types of relationships.
- Define why bullying and teasing are inappropriate behaviors.
- Identify how media and technology influence our ideas about healthy relationships.
- Discuss consent as it relates to personal boundaries.
- Compare positive and negative ways friends and peers can influence various relationships.
- Identify sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.
- Identify sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.
- Identify sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.
- Identify sources of support such as parents or other trusted adults they can tell if they are being sexually harassed or abused.

- Describe nonviolent strategies to manage or resolve conflict.
- Describe ways to communicate your thoughts and feelings while maintaining healthy relationships.
- Describe effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Describe how to ask for help and support, if they or someone they know is being hurt or feels unsafe.
- Describe how others can take action when someone else is being teased, harassed or bullied.

**Sheridan School District
Comprehensive Sexuality Education
Parent/Guardian Health Learning Experience Substitution Request**

Form GRADE 4

If your child will participate in this health instruction, you do NOT need to return this form.

If you do **NOT** want your child to receive instruction in any of the standards, please fill out the form below and return it to your child's teacher. Your child will be given an individualized assignment in place of the instruction. This assignment is expected to be similar in nature, length and depth of the substituted standards. Your child may be placed in another supervised area of the school (a different classroom, the library, or the office, for example) during the class instruction.

It is important to understand there may be times when your child is in class where a discussion or review may include content from a substituted section. In addition, other students may informally discuss the content of the lessons from a substituted section. As these types of discussions can occur spontaneously, please understand that we cannot ensure students will not bring up this content in school. We encourage parents who exercise their right to substitute a child's lesson to have a discussion with their child about this content.

If you would like to substitute the content of the lesson, please sign below and return to your child's teacher. The teacher and/or principal will contact you to discuss a plan to best meet the needs of your child during instruction.

If you wish to substitute your child's learning experience from any aspect of the health curriculum standards above, please return this form to the teacher so they can contact you for clarification.

Student Name _____ Teacher Name _____

Parent/Guardian (Printed) _____ Date _____

Parent/Guardian (Signature) _____

Phone Number: _____ Email Address: _____

GRADE 5 COURSE DESCRIPTION:

The Sheridan School District (SSD) Human Growth and Development Education Plan (HGDEP) is written in accordance with the Oregon Health Standards adopted by Oregon Department of Education in December 2016. These standards help define the knowledge and skills that our students will need throughout their K-12 experience and beyond in order to lead healthy lives.

Copies of the Oregon Comprehensive Sexuality Education standards can be found at:
<https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

The adopted textbooks and any supplementary materials are available for public review. Some of these materials are available at your child's school or online, so please check with your principal and/or child's health teacher first. The standards that all students in grades K-5 will address from the Comprehensive Sexuality Education Plan (CSEP) include:

- Human Growth and Development
- Health Promotion
- Healthy Relationships and Violence Prevention

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* curriculum from Children's Health Market (<https://www.thegreatbodyshop.net/>). Teachers also use supplemental materials from the [Oregon Open Learning Hub](#) and [Advocates for Youth](#).

In addition, the elementary school students receive age-appropriate lessons provided by the Juliette's House to address how to prevent/recognize/respond to child sex abuse.

All three curricula were adopted by the district's Board of Directors in 2011, and again in 2018.

For more information about curriculum standards and associated materials, please visit the Oregon Department of Education Health Education website at
<https://www.oregon.gov/ode/educatorresources/standards/health/Pages/default.aspx>

Parents and guardians are invited to review the District's Comprehensive Sexuality Education program. Materials are available at the District Office for review. Please read the standards carefully, and attend any school meetings for parents/guardians regarding the Comprehensive Sexuality Education Program at your school. We believe the health education 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 or principal.

GRADE 5 STANDARDS:

Human Growth and Development

- Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender.
- Identify health care practices related to physical changes during puberty.
- Explain differences and similarities of how individuals identify regarding gender or sexual orientation.
- Identify the physical, social and emotional changes that occur during puberty and adolescence.
- Discuss ways of expressing gender
- Discuss how friends and family can influence ideas about body image.
- Demonstrate how to access sources of medically-accurate information about human sexual and reproductive anatomy
- Demonstrate how to access resources, including people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.
- Discuss the qualities of people at home, school or in communities who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.
- Explain ways to manage the physical and emotional changes associated with puberty, including personal health care practices.

Health Promotion

- Discuss how abstinence is the most effective method of protection from STD/HIV and pregnancy.
- Discuss that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.
- Discuss the sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.

Health Relationships and Violence Prevention

- Describe the importance of treating others with respect including gender expression and sexual orientation
- Discuss potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.
- Demonstrate ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
- Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.
- Discuss the characteristics of a healthy relationship.
- Explain that everyone has the right to say who touches their body, when and how.
- Discuss why it is never ok to touch someone, or make someone touch you if they don't want to.
- Analyze a variety of ways people express affection within various types of relationships.
- Analyze why bullying and teasing are inappropriate behaviors.
- Discuss how culture, media and technology influence our ideas about healthy relationships.
- Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.
- Practice how consent relates to personal boundaries.
- Analyze ways friends and peers can influence various relationships.
- Discuss the sources of support, such as parents or other trusted adults, they can talk to about healthy and unhealthy relationships.
- Discuss the sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.

- Discuss sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.
- Discuss sources of support such as parents or other trusted adults they can tell if they are being sexually harassed or abused.
- Demonstrate nonviolent strategies to manage or resolve conflict.
- Demonstrate ways to communicate your thoughts and feelings while maintaining healthy relationships.
- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe.
- Define sexual violence including but not limited to interpersonal violence (physical, verbal, emotional and sexual violence).
- Persuade others to take action when someone else is being teased, harassed or bullied

**Sheridan School District
Comprehensive Sexuality Education
Parent/Guardian Health Learning Experience Substitution Request**

Form GRADE 5

If your child will participate in this health instruction, you do NOT need to return this form.

If you do **NOT** want your child to receive instruction in any of the standards, please fill out the form below and return it to your child's teacher. Your child will be given an individualized assignment in place of the instruction. This assignment is expected to be similar in nature, length and depth of the substituted standards. Your child may be placed in another supervised area of the school (a different classroom, the library, or the office, for example) during the class instruction. It is important to understand there may be times when your child is in class where a discussion or review may include content from a substituted section. In addition, other students may informally discuss the content of the lessons from a substituted section. As these types of discussions can occur spontaneously, please understand that we cannot ensure students will not bring up this content in school. We encourage parents who exercise their right to substitute a child's lesson to have a discussion with their child about this content.

If you would like to substitute the content of the lesson, please sign below and return to your child's teacher. The teacher and/or principal will contact you to discuss a plan to best meet the needs of your child during instruction.

If you wish to substitute your child's learning experience from any aspect of the health curriculum standards above, please return this form to the teacher so they can contact you for clarification.

Student Name _____ **Teacher Name** _____

Parent/Guardian (Printed) _____ **Date** _____

Parent/Guardian (Signature) _____

Phone Number: _____ **Email Address:** _____

GRADE 6 COURSE DESCRIPTION:

The Sheridan School District (SSD) Human Growth and Development Education Plan (HGDEP) is written in accordance with the Oregon Health Standards adopted by Oregon Department of Education in December 2016. These standards help define the knowledge and skills that our students will need throughout their K-12 experience and beyond in order to lead healthy lives.

Copies of the Oregon Comprehensive Sexuality Education standards can be found at:
<https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

The adopted textbooks and any supplementary materials are available for public review. Some of these materials are available at your child's school or online, so please check with your principal and/or child's health teacher first. The standards that all students in grades 6-12 will address from the Comprehensive Sexuality Education Plan (CSEP) include:

- Human Growth and Development
- Health Promotion
- Healthy Relationships and Violence Prevention

Teachers provide age-appropriate lessons on these topics using The *Teen Health grades 6-8* curriculum from McGraw Hill (mheducation.com). Teachers also use supplemental materials from the [Oregon Open Learning Hub](#) and [Advocates for Youth](#).

In addition, the middle school students receive age-appropriate lessons provided by the Juliette's House to address how to prevent/recognize/respond to child sex abuse.

All three curricula were adopted by the district's Board of Directors in 2011, and again in 2018.

For more information about curriculum standards and associated materials, please visit the Oregon Department of Education Health Education website at
<https://www.oregon.gov/ode/educatorresources/standards/health/Pages/default.aspx>

While it is the intent of the district to support parents as they educate their children in the area of sexuality/sex abuse prevention, some parents may request that their children have alternative lessons substituted during class instruction on sexual health. We ask that parents please consider the educational opportunities that their children will miss before requesting substitute lessons for their children.

If, however, you choose to exercise your option to opt-out of the learning experience for any part of the Comprehensive Sexuality Education program, your child will likely spend that time outside the classroom in an area to be determined by the school's principal. Your child will not be penalized if you choose this option. Your child will be expected to work independently during that time with minimum adult supervision.

Sheridan School District believes the program is important for your child. Please read the standards carefully and contact your child's teacher, principal, or the curriculum director for the school district.

If you have any questions, please contact your child's teacher or principal.

GRADE 6 STANDARDS:

Human Growth and Development

- Investigate external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.
- Describe qualities that contribute to a healthy body image.
- Identify the human sexual and reproductive systems including body parts and their functions.
- Describe health care practices related to physical changes during puberty.
- Identify the differences between biological sex, sexual orientation, and gender identity and expression.
- Describe the physical, social, cognitive and emotional changes of adolescence.
- Define sexual intercourse and its relationship to human reproduction.
- Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.
- Describe how friends and family can influence ideas about body image.
- Explain the influence of personal values and beliefs on individual health practices and behaviors.
- Identify sources of medically-accurate information about human sexual and reproductive anatomy.
- Identify resources, including people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.
- Identify resources, including people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.
- Describe ways to manage the physical and emotional changes associated with puberty, including personal health care practices.

Health Promotion

- Describe personal health care practices that prevent the spread of communicable and noncommunicable diseases.
- Define sexual abstinence as it relates to pregnancy prevention.
- Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.
- Identify various methods of contraception, including abstinence, condoms, and emergency contraception.
- Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.
- Identify myths and facts of how STDs are transmitted and not transmitted.
- Identify ways to prevent HIV and other STDs.
- Recognize the importance of getting tested for HIV and other STDs when people are sexually active.
- Examine factors that may influence condom use and other safer sex decisions.
- Identify medically-accurate information about STDs and HIV transmission and prevention.
- Identify medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.
- Identify medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.
- Explain effective communication skills about the use of contraception including abstinence, condoms, and other safer sex practices.
- Explain the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.
- Practice a decision making process to make healthy choices around sexual health.

- Identify the steps to correctly use a condom.
- Describe strategies to use social media safely, legally and respectfully.
- Describe personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

Healthy Relationships and Violence Prevention

- Consider potential impacts of power differences (e.g., age, status or position) within friendships, on self and others.
- Identify how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
- Identify the characteristics of healthy and unhealthy relationships.
- Identify everyone has the right to say who touches their body and how.
- Identify how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety.
- Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.
- Identify situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
- List the differences between physical, verbal, relational, sexual, and dating violence.
- Discuss how to build and maintain healthy family, peer, and dating relationships
- Identify the potential impacts of power differences such as age, status or position within relationships, including friendships.
- Identify consent as a freely given yes.
- Describe how consent is a foundational principle in healthy sexuality and in violence prevention.
- Identify that no one has the right to touch anyone else without giving and receiving consent.
- Identify why a person who has been raped or sexually assaulted is not at fault
- Recognize the roles of problem-solving, anger management and impulse control have on preventing violence.
- Examine the impact of technology and social media on various types of relationships.
- Explain how family and friends can influence one's beliefs about what constitutes a healthy intimate relationship.
- Investigate external influences and societal messages that impact attitudes about interpersonal violence.
- Identify information and sources of support for healthy and unhealthy relationships.
- Identify sources of support, such as parents or other trusted adults, including school staff they can tell if they are experiencing sexual abuse.
- Identify sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.
- Identify school and community resources for reporting child abuse.
- Describe effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.
- Explain effective conflict management or resolution strategies.
- Explain communication skills that foster healthy relationships.
- Explain effective ways to communicate personal boundaries and show respect for the boundaries of others.
- List a variety of clear communication skills to report and/or access help in dangerous situations
- Explain effective communication skills to ensure affirmative consent in all sexual relationships.
- Explain effective skills to negotiate agreements about the use of technology in relationships.
- Recognize when individual or collaborative decision making is appropriate.
- Describe how the decision-making process can be used to enhance or establish healthy relationships.
- Practice a decision making process to give or receive consent.

- Create a goal to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying)
- Set a personal goal to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).
- Identify a personal goal to treat your partners with dignity and respect.
- Identify a personal goal to be treated with dignity and respect.
- List criteria for evaluating the health of a relationship.
- List ways to treat your friends, family and partner with dignity and respect.

**Sheridan School District
Comprehensive Sexuality Education
Parent/Guardian Health Learning Experience Substitution Request**

Form GRADE 6

If your child will participate in this health instruction, you do NOT need to return this form.

If you do **NOT** want your child to receive instruction in any of the standards, please fill out the form below and return it to your child's teacher. Your child will be given an individualized assignment in place of the instruction. This assignment is expected to be similar in nature, length and depth of the substituted standards.

It is important to understand there may be times when your child is in class where a discussion or review may include content from a substituted section. In addition, other students may informally discuss the content of the lessons from a substituted section. As these types of discussions can occur spontaneously, please understand that we cannot ensure students will not bring up this content in school. We encourage parents who exercise their right to substitute a child's lesson to have a discussion with their child about this content.

If you would like to substitute the content of the lesson, please sign below and return to your child's teacher. The teacher and/or principal will contact you to discuss a plan to best meet the needs of your child during instruction.

If you wish to substitute your child's learning experience from any aspect of the health curriculum standards above, please return this form to the teacher so they can contact you for clarification.

Student Name _____ **Teacher Name** _____

Parent/Guardian (Printed) _____ **Date** _____

Parent/Guardian (Signature) _____

Phone Number: _____ **Email Address:** _____

GRADE 7 COURSE DESCRIPTION:

The Sheridan School District (SSD) Human Growth and Development Education Plan (HGDEP) is written in accordance with the Oregon Health Standards adopted by Oregon Department of Education in December 2016. These standards help define the knowledge and skills that our students will need throughout their K-12 experience and beyond in order to lead healthy lives.

Copies of the Oregon Comprehensive Sexuality Education standards can be found at:
<https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

The standards that all students in grades 6-12 will address from the Comprehensive Sexuality Education Plan (CSEP) include:

- Human Growth and Development
- Health Promotion
- Healthy Relationships and Violence Prevention

Teachers provide age-appropriate lessons on these topics using The *Teen Health grades 6-8* curriculum from McGraw Hill (mheducation.com). Teachers also use supplemental materials from the [Oregon Open Learning Hub](#) and [Advocates for Youth](#)

In addition, the middle school students receive age-appropriate lessons provided by the Juliette's House to address how to prevent/recognize/respond to child sex abuse.

All three curricula were adopted by the district's Board of Directors in 2011, and again in 2018.

For more information about curriculum standards and associated materials, please visit the Oregon Department of Education Health Education website at
<https://www.oregon.gov/ode/educatorresources/standards/health/Pages/default.aspx>

While it is the intent of the district to support parents as they educate their children in the area of sexuality/sex abuse prevention, some parents may request that their children have alternative lessons substituted during class instruction on sexual health. We ask that parents please consider the educational opportunities that their children will miss before requesting substitute lessons for their children.

If, however, you choose to exercise your option to opt-out of the learning experience for any part of the Comprehensive Sexuality Education program, your child will likely spend that time outside the classroom in an area to be determined by the school's principal. Your child will not be penalized if you choose this option. Your child will be expected to work independently during that time with minimum adult supervision.

Sheridan School District believes the program is important for your child. Please read the standards carefully and contact your child's teacher, principal, or the curriculum director for the school district.

If you have any questions, please contact your child's teacher or principal.

GRADE 7 STANDARDS:

Human Growth and Development

- Describe qualities that contribute to a healthy body image.
- Describe the human sexual and reproductive systems including body parts and their functions.
- Explain health care practices related to physical changes during puberty.
- Define the differences between biological sex, sexual orientation, and gender identity and expression.
- Describe the physical, social, cognitive and emotional changes of adolescence.
- Describe sexual intercourse and its relationship to human reproduction.
- Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.
- Recognize the signs and symptoms of a pregnancy.
- Describe what influences our values around body image, including the media.
- Examine the influence of personal values and beliefs on individual health practices and behaviors.
- Describe sources of medically-accurate information about human sexual and reproductive anatomy.
- Describe medically accurate sources of information about puberty, development and sexuality.
- Describe accurate information about healthy sexuality, including sexual orientation and gender identity.

Health Promotion

- Analyze personal health care practices that prevent the spread of communicable and noncommunicable diseases.
- Describe how sexual abstinence relates to pregnancy prevention.
- Define how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.
- Define various methods of contraception, including abstinence, condoms, and emergency contraception
- Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.
- Define the myths and facts of how STDs are transmitted and not transmitted.
- Define ways to prevent HIV and other STDs.
- Describe the importance of getting tested for HIV and other STDs when people are sexually active.
- Compare factors that may influence condom use and other safer sex decisions.
- Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.
- Describe how our values impact our sexual health-related decisions.
- Describe medically-accurate information about STDs and HIV transmission and prevention.
- Describe medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.
- Describe medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.
- Practice the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.
- Practice the use of effective communication skills to reduce or eliminate risk for STDs, including HIV
- Practice a decision making process to make healthy choices around sexual health.
- Describe the steps to correctly use a condom.
- Discuss personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.
- Identify how informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STD/STI's.

Healthy Relationships and Violence Prevention

- Compare potential impacts of power differences (e.g., age, status or position) within friendships and intimate relationships, of self and others
- Practice how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations
- Describe ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.
- Define the characteristics of healthy and unhealthy relationships.
- Discuss why everyone has the right to say who touches their body and how.
- Describe a range of ways people express affection within various types of relationships.
- Explain how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety.
- Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.
- Define situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
- Describe the differences between physical, verbal, relational, sexual, and dating violence.
- Discuss how to build and maintain healthy family, peer, and dating relationships.
- Describe the potential impacts of power differences such as age, status or position within relationships.
- Define consent as a freely given yes.
- Discuss how affirmative consent mitigates confusion within a sexual relationship.
- Describe why no one has the right to touch anyone else without giving and receiving consent.
- Explain why a person who has been raped or sexually assaulted is not at fault.
- Explain the roles of problem-solving, anger management and impulse control have on preventing violence.
- Describe the impact of technology and social media on various types of relationships.
- Analyze external influences that can impact one's beliefs about what constitutes a healthy intimate relationship.
- Compare external influences and societal messages that impact attitudes about sexual, dating, and domestic violence.
- Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.
- Describe information and sources of support for healthy and unhealthy relationships.
- Describe sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.
- Describe sources of support, such as parents, other trusted adults, and community resources, which they can go to if they are or someone they know is being sexually harassed, bullied, abused, assaulted, or stalked.
- Review school and community resources for reporting child abuse.
- Analyze effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.
- Demonstrate effective conflict management or resolution strategies.
- Practice communication skills that foster healthy relationships.
- Practice effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Practice effective communication skills to report and/or access help in dangerous situations.
- Practice effective communication skills to ensure affirmative consent in all sexual relationships.
- Practice effective skills to negotiate agreements about the use of technology in relationships
- Practice asking for help and support if they or someone they know is being hurt or feels unsafe in an intimate relationship.

- Distinguish when individual or collaborative decision making is appropriate.
- Practice using a decision-making process to enhance or establish healthy relationships.
- Practice a decision making process to give or receive consent.
- Create and analyze a goal to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying).
- Through the goal setting process, create and analyze ways to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).
- Set a personal goal to treat your partners with dignity and respect.
- Set a personal goal to be treated with dignity and respect.
- Assess the criteria for evaluating the health of a relationship.
- Practice ways to treat your friends, family and partner with dignity and respect.
- Demonstrate how to set and respect boundaries around social media and technology use in relationships.

**Sheridan School District
Comprehensive Sexuality Education
Parent/Guardian Health Learning Experience Substitution Request**

Form GRADE 7

If your child will participate in this health instruction, you do NOT need to return this form.

If you do **NOT** want your child to receive instruction in any of the standards, please fill out the form below and return it to your child's teacher. Your child will be given an individualized assignment in place of the instruction. This assignment is expected to be similar in nature, length and depth of the substituted standards. Your child will likely spend that time outside the classroom in an area to be determined by the school's principal. Your child will be expected to work independently during that time with minimum adult supervision. Your child will not be penalized if you choose this option.

It is important to understand there may be times when your child is in class where a discussion or review may include content from a substituted section. In addition, other students may informally discuss the content of the lessons from a substituted section. As these types of discussions can occur spontaneously, please understand that we cannot ensure students will not bring up this content in school. We encourage parents who exercise their right to substitute a child's lesson to have a discussion with their child about this content.

If you would like to substitute the content of the lesson, please sign below and return to your child's teacher. The teacher and/or principal will contact you to discuss a plan to best meet the needs of your child during instruction.

If you wish to substitute your child's learning experience from any aspect of the health curriculum standards above, please return this form to the teacher so they can contact you for clarification.

Student Name _____ **Teacher Name** _____

Parent/Guardian (Printed) _____ **Date** _____

Parent/Guardian (Signature) _____

Phone Number: _____ **Email Address:** _____

GRADE 8 COURSE DESCRIPTION:

The Sheridan School District (SSD) Human Growth and Development Education Plan (HGDEP) is written in accordance with the Oregon Health Standards adopted by Oregon Department of Education in December 2016. These standards help define the knowledge and skills that our students will need throughout their K-12 experience and beyond in order to lead healthy lives.

Copies of the Oregon Comprehensive Sexuality Education standards can be found at:
<https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

The standards that all students in grades 6-8 will address from the Comprehensive Sexuality Education Plan (CSEP) include:

- Human Growth and Development
- Health Promotion
- Healthy Relationships and Violence Prevention

Teachers provide age-appropriate lessons on these topics using The *Teen Health grades 6-8* curriculum from McGraw Hill (mheducation.com). Teachers also use supplemental lessons from the *Native, It's Your Game* curriculum from Healthy Native Youth (healthynativeyouth.org).

In addition, the middle school students receive age-appropriate lessons provided by the Juliette's House to address how to prevent/recognize/respond to child sex abuse.

All three curricula were adopted by the district's Board of Directors in 2011, and again in 2018.

For more information about curriculum standards and associated materials, please visit the Oregon Department of Education Health Education website at
<https://www.oregon.gov/ode/educatorresources/standards/health/Pages/default.aspx>

While it is the intent of the district to support parents as they educate their children in the area of sexuality/sex abuse prevention, some parents may request that their children have alternative lessons substituted during class instruction on sexual health. We ask that parents please consider the educational opportunities that their children will miss before requesting substitute lessons for their children.

If, however, you choose to exercise your option to opt-out of the learning experience for any part of the Comprehensive Sexuality Education program, your child will likely spend that time outside the classroom in an area to be determined by the school's principal. Your child will not be penalized if you choose this option. Your child will be expected to work independently during that time with minimum adult supervision.

Sheridan School District believes the program is important for your child. Please read the standards carefully and contact your child's teacher, principal, or the curriculum director for the school district.

If you have any questions, please contact your child's teacher or principal.

GRADE 8 STANDARDS:

Human Growth and Development

- Describe qualities that contribute to a healthy body image.
- Explain the human sexual and reproductive systems including body parts and their functions.
- Explain the health care practices related to physical changes during puberty.
- Explain the differences biological sex, sexual orientation, and gender identity and expression.
- Explain the physical, social, cognitive and emotional changes of adolescence.
- Explain sexual intercourse and its relationship to human reproduction.
- Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.
- Describe the signs, symptoms, and stages of a pregnancy.
- Identify physical, emotional, and social effects of sexual activity.
- Analyze what influences our values around body image, including the media.
- Assess the influence of personal values and beliefs on individual health practices and behaviors.
- Access sources of medically-accurate information about human sexual and reproductive anatomy.
- Access medically accurate sources of information about puberty, development and sexuality.
- Access accurate information about healthy sexuality, including sexual orientation and gender identity.

Health Promotion

- Assess personal health care practices that prevent the spread of communicable and noncommunicable diseases.
- Explain how sexual abstinence relates to pregnancy prevention.
- Explain how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.
- Explain various methods of contraception, including abstinence, condoms, and emergency contraception.
- Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.
- Explain the differences between the myths and facts of how STDs are transmitted and not transmitted.
- Explain ways to prevent HIV and other STDs.
- List the reasons why it is important to get tested for HIV and other STDs when people are sexually active.
- Identify prenatal practices that can contribute to a healthy pregnancy.
- Assess factors that may influence condom use and other safer sex decisions.
- Assess influences that may have an impact on deciding whether or when to engage in sexual behaviors.
- Analyze how our values impact our sexual health-related decisions.
- Assess internal and external influences on decisions about pregnancy options and parenthood.
- Access medically-accurate information about STDs and HIV transmission and prevention.
- Access medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.
- Access medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.
- Demonstrate the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.
- Demonstrate skills to communicate with a partner about STD and HIV prevention, testing and disclosure of status.
- Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and to practice safer sex.

- Assess a decision making process to make healthy choices around sexual health.
- Assess a decision making process to give or receive consent for consensual sexual activity.
- Establish a personal goal to not have sex until you're ready.
- Establish a personal goal to use protection when sexually active.
- Develop a plan to eliminate or reduce risk for STDs, including HIV.
- Demonstrate the steps to correctly use a condom.

Healthy Relationships and Violence Prevention

- Assess potential impacts of power differences (e.g., age, status or position) within intimate relationships, of self and others.
- Assess external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.
- Demonstrate how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
- Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.
- Compare and contrast the characteristics of healthy and unhealthy relationships.
- Explain why everyone has the right to say who touches their body and how.
- Discuss the range of ways people express affection within various types of relationships.
- Assess how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety.
- Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.
- Discuss situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
- Compare and contrast the differences between physical, verbal, relational, sexual, and dating violence.
- Discuss how to build and maintain healthy family, peer, and dating relationships
- Discuss the potential impacts of power differences such as age, status or position within relationships.
- Discuss consent as a freely given yes.
- Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.
- Discuss that no one has the right to touch anyone else without giving and receiving consent.
- Discuss why a person who has been raped or sexually assaulted is not at fault.
- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
- Analyze the roles of problem-solving, anger management and impulse control have on preventing violence.
- Assess the impact of technology and social media on various types of relationships.
- Analyze how family and friends can influence one's decisions within a healthy intimate relationship.
- Assess external influences and societal messages that impact attitudes about sexual, dating, and domestic violence.
- Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.
- Access information and sources of support for healthy and unhealthy relationships.
- Assess sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.
- Assess sources of support, such as parents, other trusted adults, and community resources, which they can go to if they are or someone they know is being sexually harassed, bullied, abused, assaulted, or stalked
- Select school and community resources for reporting child abuse.

- Apply effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.
- Demonstrate and/or assess effective conflict management or resolution strategies.
- Demonstrate communication skills that foster healthy intimate relationships.
- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Demonstrate effective communication skills to report and/or access help in dangerous situations
- Demonstrate effective communication skills to ensure affirmative consent in all sexual relationships
- Demonstrate effective skills to negotiate agreements about the use of technology in relationships
- Demonstrate asking for help and support if they or someone they know is in an abusive relationship.
- Demonstrate effective strategies to avoid or end an unhealthy relationship.
- Justify when individual or collaborative decision making is appropriate.
- Apply the decision-making process to enhance or establish healthy relationships.
- Create a goal and practice methods to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying).
- Develop a goal and practice methods to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).
- Discuss a personal goal to be treated with dignity and respect.
- Analyze the criteria for evaluating the health of a relationship.
- Assess ways to treat your partner with dignity and respect.
- Demonstrate effective ways to communicate personal boundaries and respect the boundaries of your partners when using technology and social media in a relationship

**Sheridan School District
Comprehensive Sexuality Education
Parent/Guardian Health Learning Experience Substitution Request**

Form GRADE 8

If your child will participate in this health instruction, you do NOT need to return this form.

If you do **NOT** want your child to receive instruction in any of the standards, please fill out the form below and return it to your child's teacher. Your child will be given an individualized assignment in place of the instruction. This assignment is expected to be similar in nature, length and depth of the substituted standards. Your child will likely spend that time outside the classroom in an area to be determined by the school's principal. Your child will be expected to work independently during that time with minimum adult supervision. Your child will not be penalized if you choose this option.

It is important to understand there may be times when your child is in class where a discussion or review may include content from a substituted section. In addition, other students may informally discuss the content of the lessons from a substituted section. As these types of discussions can occur spontaneously, please understand that we cannot ensure students will not bring up this content in school. We encourage parents who exercise their right to substitute a child's lesson to have a discussion with their child about this content.

If you would like to substitute the content of the lesson, please sign below and return to your child's teacher. The teacher and/or principal will contact you to discuss a plan to best meet the needs of your child during instruction.

If you wish to substitute your child's learning experience from any aspect of the health curriculum standards above, please return this form to the teacher so they can contact you for clarification.

Student Name _____ **Teacher Name** _____

Parent/Guardian (Printed) _____ **Date** _____

Parent/Guardian (Signature) _____

Phone Number: _____ **Email Address:** _____

High School Health Course Description

The Sheridan School District (SSD) Human Growth and Development Education Plan (HGDEP) is written in accordance with the Oregon Health Standards adopted by Oregon Department of Education in December 2016. These standards help define the knowledge and skills that our students will need throughout their K-12 experience and beyond in order to lead healthy lives.

Copies of the Oregon Comprehensive Sexuality Education standards can be found at:
<https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

The adopted textbooks and any supplementary materials are available for public review. Some of these materials are available at your child's school or online, so please check with your principal and/or child's health teacher first. The standards that all students in high school will address from the Comprehensive Sexuality Education Plan (CSEP) include:

- Human Growth and Development
- Health Promotion
- Healthy Relationships and Violence Prevention

Teachers provide age-appropriate lessons on these topics using The *Teen Health grades 6-8* curriculum from McGraw Hill (mheducation.com). Teachers also use supplemental materials from the [Oregon Open Learning Hub](#) and [Advocates for Youth](#)

In addition, the high school students receive age-appropriate lessons provided by the Juliette's House to address how to prevent/recognize/respond to child sex abuse.

All three curricula were adopted by the district's Board of Directors in 2011, and again in 2018.

For more information about curriculum standards and associated materials, please visit the Oregon Department of Education Health Education website at
<https://www.oregon.gov/ode/educatorresources/standards/health/Pages/default.aspx>

While it is the intent of the district to support parents as they educate their children in the area of sexuality/sex abuse prevention, some parents may request that their children have alternative lessons substituted during class instruction on sexual health. We ask that parents please consider the educational opportunities that their children will miss before requesting substitute lessons for their children.

If, however, you choose to exercise your option to opt-out of the learning experience for any part of the Comprehensive Sexuality Education program, your child will likely spend that time outside the classroom in an area to be determined by the school's principal. Your child will not be penalized if you choose this option. Your child will be expected to work independently during that time with minimum adult supervision.

Sheridan School District believes the program is important for your child. Please read the standards carefully and contact your child's teacher, principal, or the curriculum director for the school district.

If you have any questions, please contact your child's teacher or principal.

High School Health Course Description

Human Growth and Development

- Compare and contrast human sexual and reproductive systems including body parts and their functions.
- Identify health care practices related to physical changes during adolescent development and early adulthood.
- Differentiate between biological sex, sexual orientation, sexual identity and sexual behavior, gender identity and gender expression.
- Explain how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood.
- Describe the human sexual response cycle, including the role hormones play.
- Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.
- Explain how fertilization occurs, the stages of pregnancy, and responsibility of parenting.
- Explain the ovulation cycle and its relationship to fertilization and pregnancy.
- Analyze what influences our values around self-concept and body image, including the media.
- Analyze how personal values and beliefs influence individual health practices and behaviors.
- Access community resources that provide medically-accurate information about adolescent sexual anatomy and reproductive health.
- Access accurate information about healthy sexuality, including sexual orientation and gender identity.

Health Promotion

- Describe the laws related to sexual health care services, including confidential testing and treatment; and disclosure of STD status.
- Identify the laws related to reproductive and sexual health care service (i.e., confidentiality, contraception, pregnancy options, safe surrender policies, prenatal care).
- Explain Oregon laws relating to minors' rights around contraception pregnancy, adoption, abortion and parenting.
- Describe the importance of getting tested for HIV and other STDs when people are sexually active.
- Recognize that many teens successfully use condoms.
- Discuss laws related to sex and sexual health.
- Analyze factors that may influence condom use and other safer sex decisions.
- Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.
- Analyze how our values impact our sexual health-related decisions.
- Analyze internal and external influences on decisions about pregnancy options and parenthood.
- Access medically-accurate information and resources about pregnancy, pregnancy options, including parenting, abortion, and adoption, prenatal care and services
- Access medically-accurate information about STDs and HIV transmission and prevention, including local STD and HIV testing and treatment services with support for disclosure of STD status.
- Access medically-accurate information and resources about contraceptive methods, including abstinence, emergency contraception, and condoms.
- Demonstrate the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.
- Demonstrate skills to communicate decisions about whether or when to engage in sexual behaviors, and to practice safer sex, including STD and HIV prevention, and STD and HIV testing and disclosure of status.

- Apply a decision-making process to make choices about contraception, including abstinence and condoms.
- Model a decision making process to make healthy choices around sexual health
- Set a personal goal to not have sex until you're ready.
- Set a personal goal to use protection when sexually active
- Develop short and long-term goals to maintain sexual health.
- Explain individual responsibility for testing and informing partners about STDs and HIV status.
- Demonstrate on anatomical models, or list the steps for how to perform breast, testicular, and genital self-exams.
- Demonstrate the steps to correctly use a condom and/or other barrier methods.
- Advocate for programs that support young parents and families.
- Advocate for access to products, services and medical care to maintain sexual and reproductive health.
- Advocate for use of products, services and medical care to maintain sexual and reproductive health.

Healthy Relationships and Violence Prevention

- Discuss the importance of treating people with HIV or other STDs with respect.
- Analyze the influence of friends, family, media, society, and culture on the intersections of gender, sexual orientation, race, ethnicity, and other identities.
- Demonstrate respectful communication with and about people of all gender identities, gender expressions and sexual orientations
- Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation
- Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.
- Explain characteristics of a healthy relationship that is free from threats, coercion or abuse.
- Express that everyone has the right to say who touches their body and how.
- Express that it is never ok to touch someone, or make someone touch you if they don't want to.
- Describe a range of ways to express affection within healthy relationships.
- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, and dating violence.
- Define sexual consent and explain its implications for sexual decision-making.
- Explain the role and impact of technology and social media in personal safety.
- Explain Oregon's laws related to bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
- Define affirmative consent as a freely given enthusiastic yes.
- Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.
- Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
- Explain the key concepts of violence and suicide prevention including roots of violence, signs and symptoms of suicidal thoughts, strategies for preventing violence.
- Analyze external influences that can impact one's decisions within a healthy intimate relationship.
- Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
- Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.
- Access reliable information and resources about healthy and unhealthy relationships, and healthy boundaries as they relate to intimacy and sexual behavior.
- Access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

- Access resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted or otherwise feel unsafe.
- Practice effective and appropriate verbal and nonverbal communication skills with peers and adults to enhance health
- Demonstrate and/or assess strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- Demonstrate communication skills that foster healthy intimate and sexual relationships and show personal boundaries and respect for the boundaries of others.
- Practice effective communication skills to ensure affirmative consent in all sexual relationships.
- Demonstrate effective skills to negotiate agreements about the use of technology in relationships.
- Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe in an intimate or sexual relationship.
- Demonstrate effective strategies to avoid or end an unhealthy relationship.
- Apply a decision making process to promote consensual sexual activity within healthy relationships.
- Develop a personal goal to be treated with dignity and respect.
- Analyze the criteria for evaluating the health of a relationship.
- Demonstrate respect for the boundaries of others and practice affirmative consent.
- Demonstrate how to set and respect boundaries around social media and technology use in relationships.

**Sheridan School District
Comprehensive Sexuality Education
Parent/Guardian Health Learning Experience Substitution Request**

Form High School Health

If your child will participate in this health instruction, you do NOT need to return this form.

If you do **NOT** want your child to receive instruction in any of the standards, please fill out the form below and return it to your child's teacher. Your child will be given an individualized assignment in place of the instruction. This assignment is expected to be similar in nature, length and depth of the substituted standards. Your child will likely spend that time outside the classroom in an area to be determined by the school's principal. Your child will be expected to work independently during that time with minimum adult supervision. Your child will not be penalized if you choose this option.

It is important to understand there may be times when your child is in class where a discussion or review may include content from a substituted section. In addition, other students may informally discuss the content of the lessons from a substituted section. As these types of discussions can occur spontaneously, please understand that we cannot ensure students will not bring up this content in school. We encourage parents who exercise their right to substitute a child's lesson to have a discussion with their child about this content.

If you would like to substitute the content of the lesson, please sign below and return to your child's teacher. The teacher and/or principal will contact you to discuss a plan to best meet the needs of your child during instruction.

If you wish to substitute your child's learning experience from any aspect of the health curriculum standards above, please return this form to the teacher so they can contact you for clarification.

Student Name _____ **Teacher Name** _____

Parent/Guardian (Printed) _____ **Date** _____

Parent/Guardian (Signature) _____

Phone Number: _____ **Email Address:** _____

Opportunities for Parent/Guardian/Community Involvement

Because of the sensitive nature of the content of the sexual education standards, it is important that parents/guardians and community members have input and information about the program. The Sheridan School District's CSE plan includes the following opportunities for parent/guardian/community involvement:

- 1. Community Involvement Team:** This team's function is to give input to the district on how best to inform parents of the compliance child sex abuse education standards, and how to share content with parents so that parents can continue the conversations at home that begin at school.
- 2. Review of Curricula:** Curricula is available at the schools, the district office, and online for parents/guardians/community to review in advance of instruction.
- 3. CSE Meetings/Substitute Learning:** Parent meetings may be held for staff to share the compliance standards and to inform parents of the substitute lessons if they choose to remove their child from the learning opportunities provided by the regular curriculum.
- 4. Parent/Guardian Education:** At the K-6 grade levels, teachers will send home information about the lessons as well as information about recognizing child sexual abuse. At the 6-12 grade levels, that information will be available online for parent access.

Guidelines and Training for Staff Members Who Are Teaching Sexuality Education

Sheridan School District provides a Comprehensive Human Growth and Development 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.

Training for Staff Members

Oregon Department of Education provided training to a representative group of staff members (teachers, counselors) during the winter of 2018. Oregon Department of Education will provide online training for all teachers who will be teaching about sexuality education during the 2018-19 school year. The Department of Human Services will provide training for teachers using *My Future, My Choice* in the fall of 2018. Training is also embedded in the purchased/adopted curricula.

Elementary School Level

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

- SB 856 (Erin's Law) compliance topics around Sex Abuse Prevention Education K-5 will be taught in four sessions by Juliette's House representatives or school counselor.
- All other topics will be taught at an age-appropriate level by a designated teacher at the grade level and the district medical specialist.
- 4th and 5th grade human sexuality content will be taught by the classroom teacher, and/or the school district medical specialist, and/or the school counselor. Please refer to the course outlines for concrete content expectations per grade level.
- Lessons may be supplemented with presentations by community resource representatives with expertise in the relevant topics.

Secondary Level

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

- SB 856 compliance topics around Sex Abuse Prevention Education in **grades 6-8** will be taught in four sessions by Juliette's House representatives, certified health teachers, the school counselor, and/or the district medical specialist.

- SB 856 compliance topics around Sex Abuse Prevention Education in **grades 9-12** will be taught in at least four sessions by Juliette’s House representatives, certified health teachers, the school counselor, and/or the district medical specialist.
- All other topics will be taught at an age-appropriate level by a designated teacher at the grade level and the **district medical specialist**.

In addition, SB 856 requires that 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.

In compliance with SB 856, this Comprehensive Sex Education Plan will be reviewed and updated every two years. The process will include parental input, staff input, and Board of Directors approval. The next scheduled date for review is Spring 2020.

Implementation Timeline for Reproductive Education and Child Sex Abuse Education

The Sheridan School District will be transitioning to the new standards over the next two years. Senate Bill 856 requires districts to train their staff members who will be teaching new information at these grade levels. New Oregon health standards move the instruction of reproductive systems to 4th and 5th grade, and child sexual abuse to all grades K-12. The sensitive nature of these topics require us to make sure we have parental information in place, and staff members at those grade levels trained appropriately to teach new information. Our timeline for implementing our plan is as follows:

Elementary Level

- **Fall 2018** – School counselors and classroom teachers will teach the SB 856 lessons using Second Step Curriculum, and the Child Protection Unit curriculum. This is not new, because counselors have been using these two curricula in the classrooms K-5 for the past 7+ years.
- **Fall 2018** – Staff to deliver presentations to parents explaining the new standards and laws as well as importance of their child’s participation as well as the process for substituting lessons (to begin 2018-19).
- **School Year 2018-19** – Staff members who will be teaching puberty/reproductive health will participate in Oregon Department of Education training programs to prepare for health instruction.
- **Fall 2019** - Trained staff members will begin addressing all new Oregon standards including puberty/reproductive health standards.

Secondary Level

- **August 2018** – Staff members will participate in training for *My Future, My Choice*. Topics include puberty and reproductive education as well as SB 856 Child Sexual Abuse compliance lessons.
- **Fall 2018** – Staff to deliver presentations to parents explaining the new standards and laws as well as importance of their child’s participation as well as the process for substituting lessons (to begin 2018-19).
- **Fall 2018**- Staff members at the middle school and high school level will continue to teach puberty/reproductive health as they have in the past, as well as SB 856 Child Sexual Abuse compliance lessons.

APPENDIX A

STATE OF OREGON LEGISLATION REGARDING COMPREHENSIVE SEXUALITY EDUCATION

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 standards. 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 students' understanding of sexuality as a normal and healthy aspect of human development.* School districts can meet new student sex abuse prevention instructional requirements by implementing and maintaining already required CSE instruction per OAR 581-022-1440. [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**, 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 below).

Socio-ecological Model Spectrum of Prevention



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. A culturally responsive prevention strategy recognizes that each school community, including those that have been historically oppressed, have powerful, and *often unrecognized*, sources of resiliency 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."

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.

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:

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APPENDIX B

ODE HEALTH STANDARDS

(K-3, 4-5, 6-8, HIGH SCHOOL)

Grades K-3

Prioritized Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards (read as, “By the end of 3rd grade, the student will be able to...”)

(note: This only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco, and drug prevention are not included. To see full standards, please visit the [ODE page linked here.](#))

Strand: PREVENTION AND CONTROL OF DISEASE

Concepts:

- Explain ways to prevent communicable and noncommunicable disease and understand the difference
- Identify important personal health care practices that prevent the spread of communicable disease (including HIV/AIDS, and Hepatitis B and C).

Self-Management:

- Demonstrate strategies for effective personal health care

Goal-Setting:

- Develop personal goals to prevent the spread of communicable diseases

Decision Making:

- Use the decision making model to make healthy decisions for preventing disease.

Advocacy:

- Share strategies for preventing the spread of communicable disease to others.

Related ORS: 336.455 Human Sexuality Education (K-12)

Related OAR: 581-022-1440 Human Sexuality Education (K-12)

581-022-0413 Prevention Education in Drugs and Alcohol (K-12)

581-022-1210 K-12 Plan of Instruction Based on the Common Curriculum Goals (K-12)

Strand: PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

Concepts:

- Describe prosocial behaviors within health relationships.
- Recognize diversity among people, including age, disability, national origin, race, color, marital status, sex, sexual orientation, and gender identity.

Interpersonal Communication:

- Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.

Advocacy:

- Advocate respect for diversity.

Related ORS: 336.455 Human Sexuality Education (K-12)

HB 4077 Teen Healthy Relationship Act (K-12)

339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Related OAR: 581-022-1440 Human Sexuality Education (K-12)

581-021-0045 Discrimination Prohibited

Strand: PROMOTION OF SEXUAL HEALTH

Concepts:

- Identify the physical similarities and differences between males and females.
- Identify body parts, proper anatomical names and stages in the basic growth process.
- Explain the difference between appropriate touch and inappropriate touch.
- Explain why it is important to stay away from potentially unsafe body fluids and objects.
 - Explain why bullying and teasing are inappropriate behavior

Accessing Information:

- Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.
- Identify who to report to at home, school, and in the community if you see unsafe objects.
- Identify parents and other trusted adults they can tell if they are being bullied or teased.

Self-Management:

- Use medically accurate anatomical names.
- 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.

Analyzing Influences:

- Provide examples of how friends, family, media, society, and culture influence how males and females think they should act.

Interpersonal Communication:

- Practice and use refusal skills if someone is touching you inappropriately.
- Demonstrate how to respond if someone is bullying or teasing them.

Related ORS: 336.455 Human Sexuality Education (K-12)

339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Related OAR: 581-022-1440 Human Sexuality Education (K-12)

581-022-1510 Comprehensive Guidance and Counseling (K-12)

Strand: VIOLENCE AND SUICIDE PREVENTION

Concepts:

- Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.
- Identify that media and technology may contain violent messages and images.

Accessing Information:

- Identify how to report unsafe situations to trusted adults.

Analyzing Influences:

- Explain how helpful and hurtful messages in media and technology can influence.

Interpersonal Communication:

- Demonstrate how to respond and report if someone is bullying, harassing, or teasing.

Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Related OAR: 581-022-1510 Comprehensive Guidance and Counseling (K-12)

Grades 4-5

Prioritized Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards (read as, “By the end of 5th grade, the student will be able to...”)

(note: This only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco, and drug prevention are not included. To see full standards, please visit the [ODE page linked here.](#))

Strand: PREVENTION AND CONTROL OF DISEASE

Concepts:

- Differentiate between communicable diseases and noncommunicable diseases.
- Explain health care practices that prevent the spread of communicable disease, including HIV/AIDS, Hepatitis B and C.
- Recognize the importance of healthy body systems and how each contributes to personal health.

Accessing Information:

- Identify examples of communicable and noncommunicable diseases.
- Describe how each body system contributes to personal health.

Self-Management:

- Demonstrate effective health care practices.

Goal-Setting:

- Set goal for personal health care.
- Set goal and track progress to improve/maintain personal health.

Advocacy:

- Encourage effective health care practices at home and school.

Related ORS: 336.455 Human Sexuality Education (K-12)

Related OAR: 581-022-1440 Human Sexuality Education (K-12)

Strand: PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

Concepts:

- Describe how prosocial behaviors help to build and maintain healthy relationships.
- List characteristics that contribute to a healthy self-image.
- Describe child abuse reporting law.
- Recognize diversity among people including race, disability, gender identity, gender expression, and sexual orientation.

Accessing Information:

- Identify people to talk with about social/emotional needs and relationships
- Identify school and community resources to report child abuse.

Self-Management:

- Demonstrate prosocial behaviors including respect for self and others.
- Identify personal characteristics that reflect a healthy self-image.

Analyzing Influences:

- Analyze how culture, media and others influence feelings related to self-image.

Interpersonal Communication:

- Demonstrate verbal and nonverbal, prosocial communication.
- Verbally and nonverbally communicate respect for diversity.

Advocacy:

- Advocate respect for diversity.

Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Related OAR: 581-022-0711 Child Abuse Reporting

581-022-1510 Comprehensive Guidance and Counseling (K-12)

Strand: PROMOTION OF SEXUAL HEALTH

Concepts:

- Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.
- Describe physical, social, and emotional changes that occur during puberty.
- Identify health care practices related to physical changes during puberty.
- Recognize female and male reproductive systems including reproductive anatomy and function. • Recognize that puberty prepares female and male reproductive system for the potential to reproduce.
- Identify sexual orientation as the romantic attraction to someone of different or same gender. • Identify HIV and methods of transmission.
- Recognize sexual harassment and sexual abuse.
- Identify how culture, media, and technology influence our ideas about healthy relationships. Describe the characteristics of a healthy relationship.

Accessing Information:

- Identify people at home, school or in the community who can provide medically accurate information about puberty.
- Identify people at home, school, or in the community who can provide information about health care practices during puberty.
- Identify medically accurate information about female and male anatomy.
- Describe physical changes related to reproduction, including menstruation.
- Identify trusted adult(s) to seek information about sexual orientation and healthy sexuality.
- Identify trusted adult(s) to report sexual harassment or sexual abuse.

Self-Management:

- Demonstrate personal health care practices.
- Demonstrate use of medically accurate language for reproductive anatomy and reproduction. Demonstrate respect for self and others.

- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to trusted adult.

Analyzing Influences:

- Identify influences that encourage young people to be abstinent.

Interpersonal Communication:

- Practice and use refusal skills
- Demonstrate positive ways to communicate differences of opinion while maintaining a healthy relationship.

Advocacy:

- Advocate for choosing abstinence.

Related ORS: 336.455 Human Sexuality Education (K-12)

339.351 -364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Related OAR: 581-022-1210 District Curriculum and Instruction (K-12)

581-022-1440 Human Sexuality Education (K-12)

Strand: VIOLENCE AND SUICIDE PREVENTION

Concepts:

- Recognize bullying and cyberbullying behavior and what to do in a bullying situation.
- Recognize the importance of problem-solving, anger management, and impulse control in violence prevention.

Accessing Information:

- Identify how to report unsafe situations to trusted adult(s).

Self-Management:

- Demonstrate safe ways to respond to bullying and cyberbullying.
- Demonstrate problem solving skills, anger management steps, and impulse control.

Interpersonal Communication:

- Demonstrate what to say and do as a victim or bystander of bullying and cyberbullying.

Advocacy:

- Advocate for a safe school environment.

Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Related OAR: 581-022-1510 Comprehensive Guidance and Counseling (K-12)

Grades 6-8

Prioritized Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards (read as, "By the end of 8th grade, the student will be able to...")

(note: This only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco, and drug prevention are not included. To see full standards, please visit the [ODE page linked here.](#))

Strand: ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Concepts:

- Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior

Decision Making:

- Analyze the short and long term effects of drug using the decision making model.

Related ORS: 336.455 Human Sexuality Education (K-12)

Related OAR: 581-022-1440 Human Sexuality Education (K-12)

581-022-1510 Comprehensive Guidance and Counseling (K-12)

Strand: PREVENTION AND CONTROL OF DISEASE

Concepts:

- Identify the differences between communicable and noncommunicable diseases.
- Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS, STDs, and Hepatitis B and C.

Self-Management:

- Demonstrate personal health care practices that prevent the spread of communicable disease.

Advocacy:

- Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

Related ORS: 336.455 Human Sexuality Education (K-12)

Related OAR: 581-022-1210 District Curriculum, instruction of infections diseases, including HIV/AIDS and Hepatitis B (K-12)

581-022-1440 Human Sexuality Education (K-12)

Strand: PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH (6-8)**Concepts:**

- Explain how to build and maintain healthy family, peer, and dating relationships.
- Identify qualities that contribute to a healthy self-image
- Recognize diversity among people, including age, disability, national origin, race, color, marital status, sex, sexual orientation, and gender identity.
- Identify how to manage emotions during adolescence.
- Identify different types of addictive behaviors, including drug use and problem gambling.
- Describe law for reporting child abuse.

Accessing Information:

- Identify home, school and community resources for mental and emotional health concerns.
- Identify school and community resources that provide support for addictive behaviors.
- Identify school and community resources for reporting child abuse.

Self-Management:

- Demonstrate appropriate ways to respect and include others who are different from you.

Analyzing Influences:

- Analyze influences that may affect self-esteem (e.g., peers, media, and adults).
- Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.

Interpersonal Communication:

- Demonstrate effective communication skills that encourage healthy relationships.

Goal Setting:

- Set goals around increasing healthy self-image.

Decision Making:

- Make decisions that enhance or establish healthy relationships.
- Use a decision making model to avoid or refuse addictive substances and/or behaviors.

Advocacy:

- Advocate for healthy communication skills within relationships.
- Advocate respect for diversity.

Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

336.455 Human Sexuality Education (K-12)

Related OAR: 581-022-0413 Prevention Education for Drugs and Alcohol (K-12)

581-022-1440 Human Sexuality Education (K-12)

581-022-0711 Child Abuse Reporting

581-022-1510 Comprehensive Guidance and Counseling (K-12)

Strand: PROMOTION OF SEXUAL HEALTH**Concepts:**

- Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.

- Identify methods of protection including abstinence, disease reduction measures and contraception, from STD/HIV, Hepatitis B and C and pregnancy.
- Identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the result of one's decisions.
- Describe gender roles, gender identity and sexual orientation within healthy sexuality. •
- Identify the impact of alcohol and other drug use on sexual decision-making.
- Describe physical, social, and emotional changes that occur during puberty.
- Define sexual intercourse and its relationship to human reproduction.
- Explain how conception occurs, the stages of pregnancy, and responsibility of parenting. •
- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.
- Differentiate between biological sex, sexual orientation, and gender identity and expression. •
- Compare and contrast the characteristics of healthy and unhealthy relationships.
- Describe a range of ways people express affection within various types of relationships. •
- Define STDs, HIV, Hepatitis B/C and how they are and are not transmitted.
- Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.

Accessing Information:

- 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.
- Identify medically accurate sources of information about puberty, development and sexuality. •
- Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.
- Identify medically accurate information about STDs, HIV, and Hepatitis B/C

Self-Management:

- Demonstrate the steps to using a condom.
- Demonstrate ways they can respond when someone is being bullied or harassed.
- Explain how to promote safety, respect, awareness and acceptance.
- Explain the criteria for evaluating the health of a relationship.

Analyzing Influences:

- Analyze the role of alcohol and other drug use in sexual violence-related situations.
- Analyze how friends, family, media, society and culture can influence self-concept and body image. •
- Define values and what influences our values, including the media; analyze how our values impact our sexual health related decisions.
- Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation and identity.

Interpersonal Communication:

- Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence, condoms and other safer sex practices.
- Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.
- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

Goal Setting:

- Set a personal goal to avoid an unintended pregnancy.

Decision Making:

- Use a decision making model to choose abstinence or effective contraceptives, and other safer sex practices. •
- Use a decision making model to avoid sexual activities that may put you and your partner at personal risk.

Advocacy:

- Advocate for school policies and programs that promote dignity and respect for all.
- Advocate for the promotion of abstinence as the safest most effective method of protection from STD/HIV, Hepatitis B and C, and pregnancy.
- Advocate for the promotion of empathy for individual differences.

Related ORS: 336.455 Human Sexuality Education (K-12)

336.423 Local Wellness Program

339.351 -364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Related OAR: 581-022-1210 District Curriculum and Instruction (K-12)

581-022-1440 Human Sexuality Education (K-12)

581-022-0413 Prevention Education in Drugs and Alcohol (K-12)

581-022-1510 Comprehensive Guidance and Counseling (K-12)

Strand: VIOLENCE AND SUICIDE PREVENTION

Concepts:

- Explain prosocial behaviors.
- Explain how violence, aggression, bullying, cyberbullying, and harassment affect health and safety.
- Describe the differences between physical, verbal, relational, sexual, and dating violence.
- Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- Identify that media and technology may contain violent messages and images.

Accessing Information:

- Identify reporting process within school setting.

Self-Management:

- Demonstrate effective ways to promote respect for self and others.

Analyzing Influences:

- Differentiate between prosocial and antisocial words and actions in the media.

Interpersonal Communication:

- Practice and use a variety of clear communication skills and peer resistance skills to promote prosocial behavior.
- Demonstrate a variety of clear communication skills to report dangerous situations.

Goal Setting:

- Set a goal to prevent and avoid physical, verbal, relational and sexual, and dating violence.
- Set a personal goal to prevent and stop violence (including bullying and cyberbullying).
- Set personal media and technology viewing goals.

Advocacy:

- Design an advocacy campaign for preventing violence, aggression, bullying, cyberbullying and harassment.
- Advocate for a safe and civil school environment that fosters learning and achievement.

Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

336.455 Human Sexuality Education (K-12)

Related OAR: 581-022-1440 Human Sexuality Education (K-12)

581-022-1510 Comprehensive Guidance and Counseling (K-12)

High School Level

Prioritized Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards (read as, “By the end of the second high school health course, the student will be able to...”)

(note: This only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco, and drug prevention are not included. To see full standards, please visit the [ODE page linked here.](#))

Strand: ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Concepts:

- Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior
- Explain the effects of alcohol, tobacco and other drug use during pregnancy.

Analyzing Influences:

- Analyze the influences and pressures teenagers face regarding issues of alcohol, tobacco and other drug use.

Advocacy:

- Advocate for abstaining from alcohol, tobacco, and other drugs during pregnancy.

Related OAR: 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12)
581-022-1510 Comprehensive Guidance and Counseling (K-12)

Strand: PREVENTION AND CONTROL OF DISEASE**Concepts:**

- Describe strategies for preventing communicable diseases and early detection of noncommunicable diseases.
- 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.
- Explain how public health policies and government regulations influence health promotion and disease prevention.

Accessing Information:

- Identify school and community resources that support early detection.

Self-Management:

- Demonstrate how to perform self-exams with anatomical models.

Analyzing Influences:

- Analyze public health policies and regulations influence health promotion and disease prevention.

Goal Setting:

- Set a goal to practice strategies for preventing communicable and noncommunicable diseases.

Advocacy:

- Advocate to others the importance of screenings and medical examinations to maintain reproductive health.

Related OAR: 581-022-1210 District Curriculum, instruction of infections diseases (K-12)

Strand: PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH**Concepts:**

- Explain how to build and maintain healthy family and peer relationships.
- Describe qualities that contribute to a healthy self-image.
- Classify personal stressors at home, in school and community.
- Describe law for reporting child abuse.
- Recognize diversity among relationships including age, disability, national origin, race, color, marital status, sex, sexual orientation and gender identity.
- Explain the causes, effects, and symptoms of depression, including suicide and psychosis (essential)

Accessing Information:

- Identify resources at home, school, and in the community for managing family and healthy relationships.
- Identify resources at school and in the community for reporting child abuse.
- Identify school and community resources that can help a person who is depressed or contemplating suicide. (essential)

Self-Management:

- Practice strategies for managing and reducing stress, anger, and conflict.

Analyzing Influences:

- Analyze how personal, family, and cultural values influence healthy behaviors.
- Identify influences, peer, family, community, and media that contribute to a healthy self-image.

Goal Setting:

- Set a goal to reduce/cope with life stressors in a health enhancing way.

Advocacy:

- Advocate for healthy communication skills within relationships.
- Advocate respect for diversity.

Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Related OAR: 581-022-1440 Human Sexuality Education (K-12)

Concepts:

- Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy.
- Describe physical, social, and emotional changes during the transition from adolescence to adulthood.
- Explain the menstrual cycle and its relationship to conception and pregnancy.
- Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.
- Describe contraceptive methods, disease reduction measures, their proper use, and their effectiveness including condoms.
- Explain the laws related to reproductive and sexual health care.
- Identify common symptoms of and treatments for STDs and HIV, including increased risk with multiple partners.
- Differentiate between biological sex, sexual orientation, and gender identity and expression.
- Describe the impact of alcohol and other drug use on sexual decision making.
- Describe a range of ways to express affection with healthy relationships.
- Describe the characteristics of healthy and unhealthy romantic and/or sexual relationships.
- Define sexual consent and explain its implications for sexual decision-making.

Accessing Information:

- Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.
- Compare the effectiveness of a variety of contraceptives, including abstinence and other safer sex practices.
- Explain how to access local STD and HIV testing and treatment services.
- Demonstrate how to access valid information and resources about healthy and unhealthy relationships.
- Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.

Self-Management:

- Demonstrate the steps to using a condom correctly.
- Analyze individual responsibility about testing for and informing partners about STDs and HIV status.
- Explain how to promote safety, respect, awareness and acceptance

Analyzing Influences:

- Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation, and identity.
- Describe how alcohol and other drugs can affect decision-making and influence sexual risk taking.
- Explain how media can influence one's beliefs about what constitutes a healthy relationship.

Interpersonal Communication:

- Effectively communicate the decisions and behaviors of family, peers, and others that promote healthy sexual behaviors.
- Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and to practice safer sex.
- Demonstrate skills to communicate about STD and HIV prevention and testing.
- Demonstrate an understanding of "consent" through effective communication skills.
- Demonstrate effective strategies to avoid or end an unhealthy relationship.
- Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.

Goal Setting:

- Set a personal goal to avoid an unintended pregnancy.
- Develop short and long-term goals that will maintain sexual health and avoid unintended pregnancy and STDs.
- Set a personal goal to treat partners with respect and to be treated with respect.

Decision Making:

- Use a decision making process to make healthy choices around sexual health.

Advocacy:

- Advocate for using sexual protection if having sex.
- Advocate for school policies and programs that promote dignity and respect for all.

Related ORS: 336.455 Human Sexuality Education (K-12)

339.351 -364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Related OAR: 581-022-1210 District Curriculum and Instruction (K-12)

581-022-1440 Human Sexuality Education (K-12)

581-022-0413 Prevention Education in Drugs and Alcohol (K-12)

581-022-1510 Comprehensive Guidance and Counseling (K-12)

Strand: VIOLENCE AND SUICIDE PREVENTION

Concepts:

- Explain prosocial behaviors and explain how they may prevent violence.
- Examine how violence, aggression, bullying, cyberbullying and harassment affect health and safety.
- Explain the role of problem solving, anger management, and impulse control have on preventing violence.
- Interpret school policy related to bullying, cyberbullying, harassment, and intimidation.
- Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- Explain the relationship between alcohol and other drug use on violence, including suicide and sexual assault.
- Identify the warning signs of suicide and describe what to do if someone seems depressed or is considering suicide.
- Describe the consequences of prejudice and discrimination based on gender nonconformity, racism, sexism, and hate crimes.
- Describe federal, state, and local laws intended to prevent violence.
- Identify that media and technology may contain violent messages and images.

Accessing Information:

- Identify reporting process within school setting and describe where and when to report dangerous situations.
- Describe how to access resources when you or someone else is depressed, or considering suicide.
- Identify public and private violence prevention resources.

Self-Management:

- Demonstrate the ability to take the perspective of others in a conflict situation.
- Describe how alcohol and other drug use can affect decision making and influence violence.

Interpersonal Communication:

- Demonstrate prosocial communication skills.
- Demonstrate the steps of healthy communication in problem-solving anger management and impulse control.
- Practice effective communication skills for reporting dangerous situations.
- Practice how to report and get help when depressed or considering suicide.
- Differentiate between prosocial and antisocial words and actions in the media.

Decision Making:

- Use a decision making model to achieve a healthy outcome when confronted with a dangerous situation.
- Use the decision making process to comply with federal, state, and local laws intended to prevent violence.

Advocacy:

- Design an advocacy campaign for preventing violence, aggression, bullying, cyberbullying and harassment.
- Advocate for a safe and civil school environment that fosters learning and achievement.

Related ORS: 339.351 - 339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Related OAR: 581-022-1510 Comprehensive Guidance and Counseling (K-12)