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# **Best Practices for Trauma-Informed, Culturally Proficient, Comprehensive Sex Education**

OSBA 73<sup>rd</sup> Annual Convention  
November 16, 2019

Moderated by: Ely Sanders, Oregon Department of Education.



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# Let's Talk about Sex Ed in Oregon Schools

Human Sexuality  
Education Law  
(2009)

ORS 336.455

Healthy Teens  
Relationships Act  
(2013)

HOUSE BILL 4077

"Erin's Law"  
Child Sexual Abuse  
Prevention (2015)

SENATE BILL 856

Human Sexuality Education

OAR Rule 581-022-1440



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# K-12 Plan of Instruction

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





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# K-12 Plan of Instruction:

**Human Sexuality Education OAR 581-022-1440 (3)**

**Parents, teachers, school administrators, local health department staff, other community representatives, and persons from the medical community** who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction required by this rule, and in alignment with the **Oregon Health Education Standards and Benchmarks**, cooperatively.

## **K-12 Comprehensive Sexuality Education Plan**

**North Clackamas School District Guidelines**



North Clackamas School District  
Milwaukie, Oregon 97222  
<http://www.nclack.k12.or.us/>

**Adopted: November 17, 2016**



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# Health and Sexuality Education Standards

(OAR) 581-022-2050

***Age-appropriate*** means curricula designed to teach concepts, information, and skills based on the social, cognitive, emotional, experience and developmental level of students.

***Culturally inclusive*** means using materials and instruction strategies that respond to culturally diverse individuals, families, and communities in a respectful and effective manner.

***Medically accurate*** means information that is established through the use of the scientific method. Results can be measured, quantified, and replicated to confirm accuracy, and are reported or recognized in peer-reviewed journals or other authoritative publications.



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# Health and Sexuality Education Standards

OAR 581-022-2050:

Curriculum can't be shame or fear based. **Shame or fear based** means terminology, activities, scenarios, context, language, and/or visual illustrations that are used to devalue, ignore, and/or disgrace students who have had or are having sexual relationships.

**Positive family communication and involvement** helps students learn to make responsible, respectful and healthy decisions.

**Inclusive materials** means using language, and strategies that recognize different sexual orientations, gender identities and gender expression.

**Affirmative consent** is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and encourage active student bystander behavior.





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# K-12 Health Education Standards & Performance Indicators



## Oregon Comprehensive Sexuality Education: Consent

Oregon's Health Education Standards are designed to promote healthy, safe, violence-free communities for all people. This includes promoting concepts and fostering skills for healthy individuals and healthy relationships in age-appropriate ways. By aligning the standards with best-practice and the unique policy infrastructure in Oregon (including OAR Rule 581-0221.440, SB 856, and HB 4077) our state is working to address and end violence in our schools and communities.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Recognize that everyone has the right to say who touches their body, when and how, and explain why.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Explain that it is never ok to touch someone, or make someone touch you if they don't want to, and describe why.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Define and practice consent as it relates to personal boundaries.	✓	✓	✓	✓	✓					
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.							✓	✓		
Explain effective communication skills to ensure affirmative consent in all sexual relationships.							✓	✓		
Practice a decision making process to give or receive consent.							✓	✓		
Discuss how affirmative consent mitigates confusion within a sexual relationship.							✓			
Assess a decision making process to give or receive consent for consensual sexual activity.									✓	
Practice effective communication skills to ensure affirmative consent in all sexual relationships.								✓	✓	✓
Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.							✓	✓	✓	
Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.								✓	✓	
Define sexual consent and explain its implications for sexual decision making.										✓
Define affirmative consent as a freely given enthusiastic yes.										✓
Describe how alcohol and other drug use can affect one's ability to perceive or provide consent.										✓
Demonstrate respect for the boundaries of others and practice affirmative consent.										✓
Apply a decision making process to promote consensual sexual activity within healthy relationships.										✓

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## Oregon Comprehensive Sexuality Education: Relationships

Oregon's Health Education Standards are designed to promote healthy, safe, violence-free communities for all people. This includes promoting concepts and fostering skills for healthy individuals and healthy relationships in age-appropriate ways. By aligning the standards with best-practice and the unique policy infrastructure in Oregon (including OAR Rule 581-0221.440, SB 856, and HB 4077) our state is working to address and end violence in our schools and communities.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Identify healthy verbal and nonverbal ways to express needs, wants, and feelings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe a range of ways people express affection within various types of relationships.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.	✓	✓								
Describe the characteristics of healthy and unhealthy relationships.				✓	✓	✓	✓	✓	✓	✓
Discuss potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries in various types of relationships.				✓	✓	✓	✓	✓	✓	✓
Recognize sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.				✓	✓	✓	✓	✓	✓	
Practice communication skills that foster healthy relationships.				✓	✓	✓	✓	✓		
Investigate and assess school policies and programs that promote healthy relationships and a safe and inclusive environment for all.							✓			
List and practice ways to treat your friends, family and partner with dignity and respect.							✓	✓	✓	
Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.							✓	✓	✓	✓
Analyze how family, friends, and other external influences can impact one's beliefs about and decisions within a healthy intimate relationship.							✓	✓	✓	✓
Access reliable information and resources about healthy and unhealthy relationships, and healthy boundaries as they relate to intimacy and sexual behavior.							✓	✓	✓	✓
Explain and demonstrate effective skills to negotiate agreements about the use of technology in relationships.							✓	✓	✓	✓
Demonstrate how to set and respect boundaries around social media and technology use in relationships.							✓	✓	✓	✓
List criteria for evaluating the health of a relationship.							✓	✓	✓	✓
Demonstrate effective strategies to avoid or end an unhealthy relationship.									✓	✓
Explain characteristics of a healthy relationship that is free from threats, coercion or abuse.										✓
Demonstrate communication skills that foster healthy intimate and sexual relationships and show personal boundaries and respect for the boundaries of others.										✓

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## Instructional materials are part of the **comprehensive plan of instruction**

- Local Control State
- [ODE Reviewed Health Education Curricula](#)
- [Hillsboro School District CSE Plan Website](#)
- [Portland Public Schools Sample Health Ed Website](#)

### SAMPLE: K-12 HEALTH SCOPE AND SEQUENCE

Personal Health; Social, Emotional, and Mental Health; Alcohol, Tobacco, and Other Drugs; Sex Education; Violence Prevention  
Teach the Skill → Model the Skill → Functional Knowledge → Practice the Skill → Assess the Skill

Unit 1	Unit 2	Unit 3	Unit 4
Unit 1: Self-Management	Unit 2: Goal-Setting	Unit 3: Communication	Unit 4: Assessing Information
Disease and Illness Prevention	Nutrition	Social, Emotional, and Mental	Personal Health and Safety

HILLSBORO SCHOOL DISTRICT Home en español Community Message CSE Overview Videos Erin's Law More

## HSD COMPREHENSIVE SEXUALITY EDUCATION (CSE) PLAN

Community Message Erin's Law Lessons By Grade Level

Oregon Health Education Stan... CSE Overview Videos FAQs

Opt Out Comment

HILLSBORO SCHOOL DISTRICT  
Engage and challenge all learners to ensure academic excellence





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# K-12 sex education is a solution to multiple public health issues

- Unintended pregnancy
- STI's including HIV
- Dating/domestic violence
- Sexual violence
- Racism
- Homophobia/Transphobia
- Health care access
- Media literacy/health literacy
- Mental health
- Substance abuse
- Suicide

## Assessment and data?



## Student Success Act!





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# Oregon Sexual Violence Prevention Resource Map







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## Oregon launches new tool to help prevent sexual violence, bullying

[Natalie Pate](#), Salem Statesman Journal | Published 1:07 p.m. PT Jan. 25, 2019 | Updated 6:00 a.m. PT Jan. 26, 2019

### Preventing sexual violence requires early, appropriate sex ed

## Oregon Puts Sexual Violence Prevention On The Map

By THE JEFFERSON EXCHANGE TEAM • JAN 22, 2019

## New tool shows sex stats for Ore. youth

Youth pregnancy rate in Malheur County high

Hunter Marrow The Argus Observer | Jan 30, 2019 | 1

## New tool created to help prevent youth sexual violence in Oregon

FOX 12 Staff

© Posted Jan 16, 2019 | 0





# Resources

- [Prevention Resource Map](#) — Use it!!!
- Oregon Department of Education (ODE) [Sex Ed Page](#):
  - [Letter from Director of ODE, Colt Gill](#)
  - [Comprehensive Sexuality Education in OR 1-pager](#)
  - Sex Ed FAQ Sheet — [English](#) / [Spanish](#)
  - [Comprehensive Sex Ed Advocacy Toolkit](#)
  - ODE Guidance for [Guest Speakers of Sex Ed](#)
  - [Oregon Health Education Standards](#)
  - [SATF Comprehensive Health Education Standards & Performance Indicators Infographics](#)
- Sex Ed List Serv ([Sign Up Here](#))
- Sex Ed Made Simple [Webinar Series](#)
- CDC [Whole School, Whole Community, Whole Child \(WSCC\) Model](#)
- Student Success Act – Student Investment Account Grant Funds can be used to help implement the Health Education standards!



# Our Amazing Panelists!

- ***Lisa Allen, Hillsboro SD board member***
- ***Sonja McKenzie, Parkrose SD board member***
- ***Martina Shabram, Eugene 4J SD board member***
- ***Kathy Wai, North Clackamas SD board member***





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# We're here to help

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