

K-12 Comprehensive Sexuality Education Plan

Morrow County School District Guidelines



**Morrow County School District
PO Box 100 Heppner, OR 97836**

Adopted: March 9, 2020

Development Team:

2020 MCSD Health Renewal Advisory Committee Contributors

Jacob Arnold+

Teacher
Irrigon Elementary School

Jason Dunten ++

Teacher
Irrigon JR/SR High School

Heidi Garcia**

Parent

Diane Kilkenny**

County Health Nurse

Nicole Mahoney **

Parent

Amy Mueller**

Parent

Diedra Nitz +

Teacher
Sam Boardman Elementary

Petra Payne ++

Teacher
Heppner JR/SR High School

Dr. Marie Shimer*

Director of Educational Services
Morrow County School District

Dave Boor ++

Teacher
Riverside JR/SR High School

Kersten Ellsworth**

Parent

Sandra Gomez**

Parent

Ashley Lindsey**

Parent

Sarah Matheny +

Teacher
Heppner Elementary School

Sonja Neal**

Columbia River Health

David Norton ++

Principal
Riverside JR/SR High School

Josie Sepulveda**

Parent

Erin Stocker+

Principal
Irrigon Elementary

Minerva DeLoera +

Teacher
A.C. Houghton Elementary

Andrea Fletcher**

Parent

Tracey Johnson +

Principal
A.C. Houghton Elementary

Vanesa Lopez**

Parent

Martha Mitchell +

Teacher
Sam Boardman Elementary

Toni Nichols**

Parent

Steve Partlow**

Parent

George Shimer**

School Resource Officer
Boardman Police Department

Dieter Waite+

Principal
Heppner Elementary

ODE Consultant and Contributor:

Ely Sanders

Sexual Health and School Health Specialist, Oregon Department of Education
Office of Learning, Student Services Unit

Key:
* oversight
+ K-6 Subcommittee
+ + 7-12 Subcommittee
**Community/Parent partner

K-12 Comprehensive Sexuality Education Plan

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EXECUTIVE SUMMARY



Dirk Dirksen
Superintendent
PO Box 100
Heppner, Oregon 97836

Executive Summary

Morrow County Schools lead students toward graduation, empowering and inspiring them to strengthen the quality of life in our local and global communities. The decisions students make regarding their personal health will either support or hinder their ability to graduate prepared for the demands of college, career, and life.

Health education has long been a component of a well-rounded education in Morrow County. As each student shapes their own personal values and beliefs about healthy behaviors, the role of public schools in Oregon is to provide medically accurate and balanced information that is age-appropriate, and inclusive.

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

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

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

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

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

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

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

INTRODUCTION

INTRODUCTION

The Oregon Department of Education (ODE) conducted an instructional materials adoption in 2017 in alignment with the state legislation passed in 2009. Specifically, ORS 336.455 requiring school districts to provide human sexuality education courses in all public elementary and secondary schools as part of health education curriculum. MCS D elementary schools began using resources from ODE as well as an elementary text from McGraw-Hill that included teacher resources for HIV/AIDS and Drug Education.

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

- (1)(b) Program is “**balanced**,” which means instruction that provides information with the understanding of, and strength of the preponderance of evidence.
- (2) In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan **shall** provide adequate instruction at least annually, for all students grades 6-8 and at least twice during grades 9-12.
- (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.

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

In 2015, the National Health Education Standards were revised from the 1995 standards. Some of the changes included the addition of one more standard (from 7 to 8 standards), revision of specific grade level bands, revisions of performance indicators, a new chapter on equity and access for all students, and a new chapter on student assessment. This national work impacted ODE, and as a result, new state health standards are slated to be approved in late 2016. At any point that ODE adopts new standards, MCSD will modify instruction to adjust to the revisions. In addition, district and school communication to parents and guardians will be revised as needed to reflect current standards. The CSEP will be reviewed every two years to ensure that it complies with ODE updates.

In early 2018, MCSD conducted a curriculum renewal process to replace outdated materials in order to comply with the national and state legislation. A committee made up of teachers, administrators, parents, guardians and community members were created at the elementary, middle, and high school levels. The

committee reviewed the health standards and updated the materials to match the current legislation. Community forums were held in each community in order to inform parents about the health standards and new curriculum. Parents were able to view the materials and provide feedback. Following the meetings, the feedback was used to revise the proposal.

The school board approved the purchase of Goodheart-Wilcox’s *Comprehensive Health Skills for Middle School* and *Comprehensive Health* for the secondary. The board also approved the purchase of *The Great Body Shop* curriculum for K-6 grades. The “FLASH” curriculum adoption was continued for the Human Growth and Development lessons at 5th grade.

Guiding the instructional work are the policies put forth as well as a vision for Comprehensive Sexuality Education programs. Below are two forms 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. The first is specific to integrating Child Sexual Abuse Prevention (SB 856).

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.

Trauma Informed

Culturally Responsive

Principles of Effective Prevention

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

Definitions¹

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

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

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

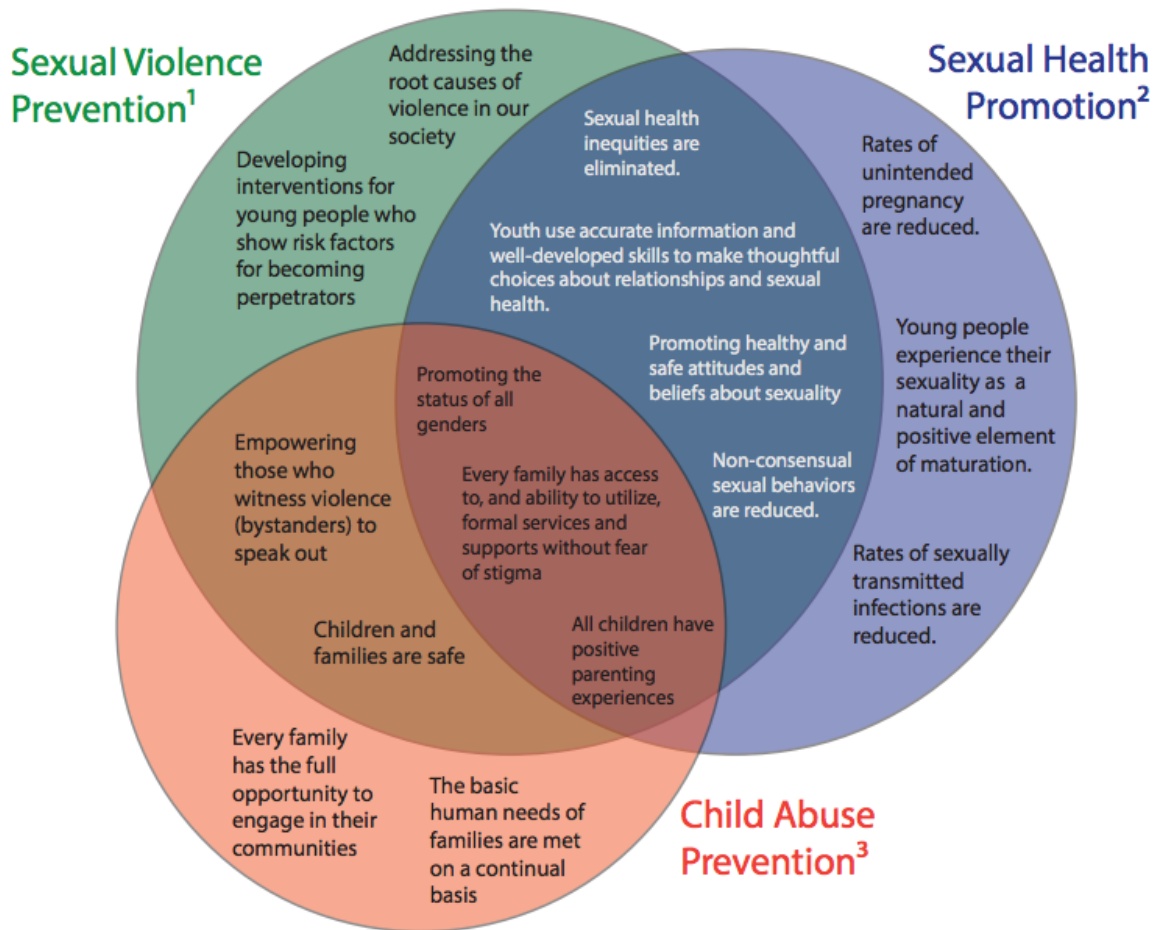
Culturally Responsive prevention programs recognize that the diverse cultural characteristics of students, caregivers, and staff enhance the learning experience of all students. These programs empower students intellectually, socially, and emotionally by causing referents to impart knowledge and skills.



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

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

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



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

3625 River Rd N, Suite 275, Keizer, OR 97303-5985 I Phone: (503) 990-6541 I Email: taskforce@oregonsatf.org I Web: www.oregonsatf.org

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>

MCSO IGAI POLICY: HUMAN SEXUALITY, HIV/AIDS,

SEXUALLY TRANSMITTED INFECTIONS, HEALTH EDUCATION GUIDELINES

Code: **IGAI**

Revised/Readopted: 10/14/19

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

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

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

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

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

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

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;
5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;
6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;
7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;
8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the

latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;

9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;
13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;
16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;
17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression;
18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources.
19. Is culturally inclusive.

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

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

5. Is research based, evidence based or best practice; and
6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

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

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies, and activities must not, in any way use shame or fear-based tactics.

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

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.107](#)
[ORS 336.455 to -336.475](#)
[ORS 339.370 to -339.400](#)

[OAR 581-021-0009](#)
[OAR 581-022-2030](#)
[OAR 581-022-2050](#)
[OAR 581-022-2220](#)

Cross References(s):

IGBHD – Program Exemptions

MCS D HEALTH

COURSE DESCRIPTIONS AND INDIVIDUALIZED LEARNING EXPERIENCE SUBSTITUTION FORMS

(with content standard strands by grade level)

KINDERGARTEN

1ST GRADE

2ND GRADE

3RD GRADE

4TH GRADE

5TH GRADE

6TH GRADE

7TH / 8th GRADE

HIGH SCHOOL HEALTH

HIGH SCHOOL HONORS HEALTH

KINDERGARTEN COURSE DESCRIPTION

INTRODUCTION

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

Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for public review and have gone through such a process before the approval from the school

board for purchasing. Some of these materials are available at your child's school or online, so please check with your principal and/or child's health teacher first.

The standards that all students in grades K-12 will address from the Comprehensive Sexuality Education plan include: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* (The Children's Health Market) and Oregon Department of Education's Healthy Kids: Keeping Safe - Disease Prevention for Elementary Students.

In addition, all classrooms will also receive yearly instruction by licensed school counselors or child development specialists to address SB-856. These lessons, support the following standards for grades K-6:

- 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.

Annually, parents and guardians will be notified when this instruction is planned in their child's classroom. The notification will include when the materials will be taught and how you as a parent or guardian can reinforce the materials. You will receive a letter outlining the program and reminding you of the opportunity to review curriculum materials.

Morrow County School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

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

Kindergarten Standards:

Prevention and Control of Disease

HE.1.K.5 List potentially unsafe body fluids and objects to avoid.

HE.1.K.6 Identify ways to prevent communicable and non-communicable disease and understand the difference (including HIV/AIDS, and Hepatitis B and C).

Promotion of Mental, Social, and Emotional Health

HE.2.K.3 Identify how the media can influence health behaviors.

HE.2.K.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender.

HE.4.K.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.K.6 Discuss effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.7.K.3 Recognize how to clearly say no, and or leave an uncomfortable situation.

Violence and Suicide Prevention

HE.1.K.10 Recognize everyone has the right to say who touches their body, when and how.

HE.1.K.11 Recognize that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.K.13 Define bullying and teasing and why bullying and teasing are inappropriate behaviors.

HE.3.K.4 Identify sources of support if someone is touching them in a way that makes them feel uncomfortable.

HE.4.K.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.

Promotion of Sexual Health

HE.1.K.4 Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people.

HE.1.K.7 Recognize that there are many ways to express gender.

HE.3.K.2 Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.

GRADE 1 COURSE DESCRIPTION

INTRODUCTION

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

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

The standards that all students in grades K-12 will address from the Comprehensive Sexuality Education plan include: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* (The Children's Health Market) and Oregon Department of Education's Healthy Kids: Keeping Safe - Disease Prevention for Elementary Students.

In addition, all classrooms will also receive yearly instruction by licensed school counselors or child development specialists to address SB-856. These lessons, support the following standards for grades K-6:

- 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.

Annually, parents and guardians will be notified when this instruction is planned in their child's classroom. The notification will include when the materials will be taught and how you as a parent or guardian can reinforce the materials. You will receive a letter outlining the program and reminding you of the opportunity to review curriculum materials.

Morrow County School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

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

Grade 1 Standards:

Prevention and Control of Disease

HE.1.1.3 Identify when it is important to seek healthcare.

HE.1.1.4 Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people.

HE.1.1.5 Describe ways to prevent communicable and non-communicable disease and understand the difference (including HIV/AIDS, and Hepatitis B and C).

HE.1.1.6 Explain that it is important to stay away from potentially unsafe body fluids and objects.

Promotion of Mental, Social and Emotional Health

HE.1.1.7 Explain that there are many ways to express gender.

HE.1.1.13 Describe bullying and teasing and why bullying and teasing are inappropriate behaviors.

HE.2.1.3 Describe how the media can influence health behaviors.

HE.2.1.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender.

HE.4.1.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.1.6 Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.

Violence and Suicide Prevention

HE.1.1.10 Explain that everyone has the right to say who touches their body, when and how.

HE.1.1.11 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.3.1.1 Describe ways to locate school and community health helpers.

HE.3.1.3 Identify sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse including if someone is touching them in a way that makes them feel uncomfortable.

HE.3.1.4 List who to report to at home, school and in the community if they see unsafe objects or situations.

HE.4.1.4 Describe ways to tell sources of support if threatened or harmed.

HE.4.1.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.

Promotion of Sexual Health

HE.1.1.3 Identify when it is important to seek healthcare.

HE.1.1.4 Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people.

HE.1.1.12 Identify a variety of ways people express affection within various types of relationships.

HE.1.1.15 Describe consent as it relates to personal boundaries.

HE.3.1.2 List sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.

HE.4.1.1 Identify healthy ways to express needs, wants, and feelings.

HE.7.1.3 Describe how to clearly say no and how to leave an uncomfortable situation.

GRADE 2 COURSE DESCRIPTION

INTRODUCTION

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

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

The standards that all students in grades K-12 will address from the Comprehensive Sexuality Education plan include: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* (The Children's Health Market) and Oregon Department of Education's Healthy Kids: Keeping Safe - Disease Prevention for Elementary Students.

In addition, all classrooms will also receive yearly instruction by licensed school counselors or child development specialists to address SB-856. These lessons, support the following standards for grades K-6:

- 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.

Annually, parents and guardians will be notified when this instruction is planned in their child's classroom. The notification will include when the materials will be taught and how you as a parent or guardian can reinforce the materials. You will receive a letter outlining the program and reminding you of the opportunity to review curriculum materials.

Morrow County School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

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

Grade 2 Standards:

Prevention and Control of Disease

HE.1.2.6 Explain ways to prevent communicable and noncommunicable disease and understand the difference.

HE 1.2.3 Identify what the school and community members can do to support health practices and behaviors.

HE 1.2.5 Share strategies for preventing the spread of communicable disease to others including HIV/AIDS, and Hepatitis B and C.

HE.1.2.6 Explain why it is important to stay away from potentially unsafe body fluids and objects.

Promotion of Mental, Social and Emotional Health

HE 1.2.3 Describe pro-social behaviors within healthy relationships.

HE.1.2.1 Recognize examples of different dimensions of health (e.g. physical, mental, social, emotional, and environmental).

HE.1.2.9 Describe how they can be a good friend.

HE.1.2.12 Describe a variety of ways people express affection within various types of relationships.

HE.2.2.1 Demonstrate how family influences personal health practices and behaviors.

HE.2.2.4 Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their GENDER

HE.1.2.13 Explain bullying and teasing and why bullying and teasing are inappropriate behaviors.

HE.4.2.4 Demonstrate ways to tell sources of support if threatened or harmed.

HE.7.2.3 Demonstrate how to clearly say "no" and/or how to leave an unsafe/uncomfortable

HE.7.2.2 Demonstrate behaviors that avoid or reduce health risks.

HE.7.2.3 Demonstrate how to clearly say "no" and/or how to leave an unsafe/uncomfortable situation.

HE.1.2.8 Recognize the importance of treating others with respect including gender expression.

Violence and Suicide Prevention

HE.3.2.1 Demonstrate ways to locate school and community health helpers.

HE.3.2.2 Describe the qualities of reliable sources of support, such as parents or other trusted adults, when seeking information about sexual and reproductive health, including pregnancy and birth.

HE.3.2.3 Describe sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.

HE.3.2.4 List sources of support if someone is touching them in a way that makes them feel uncomfortable.

HE.3.2.5 Describe who to report to at home, school and in the community if they see unsafe objects.

HE.4.2.6 List effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.2.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.

HE.1.2.13 Explain bullying and teasing and why bullying and teasing are inappropriate behaviors.

HE.1.2.16 Practice consent as it relates to personal boundaries.

HE.7.2.3 Demonstrate how to clearly say “no” and/or how to leave an unsafe/uncomfortable situation.

Promotion of Sexual Health

HE.1.2.11 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.1.4 Identify reproductive body parts, using proper anatomical terms and stages in the basic growth processes of all people

HE.3.2.1 Demonstrate ways to locate school and community health helpers.

HE.3.2.2 Describe the qualities of reliable sources of support, such as parents or other trusted adults, when seeking information about sexual and reproductive health, including pregnancy and birth.

HE.3.2.3 Describe sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.

HE.3.2.4 List sources of support if someone is touching them in a way that makes them feel uncomfortable.

HE.3.2.5 Describe who to report to at home, school and in the community if they see unsafe objects.

HE.1.2.16 Practice consent as it relates to personal boundaries.

HE.1.2.10 Explain that everyone has the right to say who touches their body, when and how.

HE.1.2.11 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

HE.4.2.2 Demonstrate effective active listening skills.

HE.7.2.3 Demonstrate how to clearly say “no” and/or how to leave an unsafe/uncomfortable situation.

GRADE 3 COURSE DESCRIPTION

INTRODUCTION

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

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

The standards that all students in grades K-12 will address from the Comprehensive Sexuality Education plan include: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* (The Children's Health Market) and Oregon Department of Education's Healthy Kids: Keeping Safe - Disease Prevention for Elementary Students.

In addition, all classrooms will also receive yearly instruction by licensed school counselors or child development specialists to address SB-856. These lessons, support the following standards for grades K-6:

- 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.

Annually, parents and guardians will be notified when this instruction is planned in their child's classroom. The notification will include when the materials will be taught and how you as a parent or guardian can reinforce the materials. You will receive a letter outlining the program and reminding you of the opportunity to review curriculum materials.

Morrow County School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

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

GRADE 3 STANDARDS:

Prevention and Control of Disease

HE.1.3.1 Identify the relationship between healthy behaviors and personal health.

HE.1.3.7 Explain why it is important to stay away from potentially unsafe body fluids and objects

HE.1.3.8 Identify practices that prevent the spread of communicable diseases (including HIV/AIDS, and Hepatitis B and C).

HE.1.3.14 Explain that everyone has the right to say who touches their body, when and how.

HE.1.3.15 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.3.17 Explain why bullying and teasing are inappropriate behaviors

Promotion of Mental, Social, and Emotional Health

HE.2.3.2 Explain how school resources support health practices and behaviors.

HE.1.3.2 List examples of physical, mental, social, emotional, and environmental health.

HE.2.3.3 Recognize how media influences thoughts, feelings, and health behaviors. HE.4.3.7 Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.2.3.6 Recognize how friends, family, media, society and culture influence how people think they should act on the basis of their gender.

HE.2.3.7 Recognize ways that technology can influence personal health.

HE.2.3.8 Describe positive and negative ways friends and peers can influence various relationships.

Violence and Suicide Prevention

HE.1.3.12 Recognize the importance of treating others with respect regarding gender expression and sexual orientation.

HE.1.3.14 Explain that everyone has the right to say who touches their body, when and how.

HE.1.3.15 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.3.17 Explain why bullying and teasing are inappropriate behaviors.

HE.2.3.9 Identify potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.

HE.3.3.7 Recognize sources of support, such as parents or other trusted adults, including school staff;

they can tell if they are experiencing sexual abuse.

HE.4.3.8 Identify ways to ask for help and support, if they or someone they know is being hurt or feels unsafe.

Promotion of Sexual Health

HE.4.3.5 Describe ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.1.3.6 Identify human reproductive systems including reproductive anatomy and function.

HE.1.3.9 Recognize how puberty prepares human bodies for the potential to reproduce.

HE.1.3.12 Recognize the importance of treating others with respect regarding gender expression and sexual orientation.

HE.3.3.3 Recognize sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.

HE.3.3.4 Recognize sources of medically-accurate information about human sexual and reproductive anatomy, puberty and personal hygiene.

HE.3.3.5 Recognize 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.

GRADE 4 COURSE DESCRIPTION

INTRODUCTION

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

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

The standards that all students in grades K-12 will address from the Comprehensive Sexuality Education plan include: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* (The Children's Health Market) and Oregon Department of Education's Healthy Kids: Keeping Safe - Disease Prevention for Elementary Students.

In addition, all classrooms will also receive yearly instruction by licensed school counselors or child development specialists to address SB-856. These lessons, support the following standards for grades K-6:

- 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.

Annually, parents and guardians will be notified when this instruction is planned in their child's classroom. The notification will include when the materials will be taught and how you as a parent or guardian can reinforce the materials. You will receive a letter outlining the program and reminding you of the opportunity to review curriculum materials.

Morrow County School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

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

GRADE 4 STANDARDS:

Prevention and Control of Disease

HE.1.4.7 Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.

HE.1.4.8 Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

Promotion of Mental, Social, and Emotional Health

HE.1.4.2 Describe examples of physical, mental, social, emotional, and environmental health.

HE.1.4.5 Describe why it is important to seek help with a health issue.

HE.1.4.12 Describe the characteristics of a healthy relationship.

HE.2.4.1 Describe the influence of culture on personal health practices and behaviors.

HE.2.4.3 Describe how media influences thoughts, feelings, and health behaviors.

HE.2.4.4 Describe how peers and family can influence healthy and unhealthy behaviors.

HE.2.4.7 Describe ways that technology can influence personal health.

HE.2.4.8 Compare positive and negative ways friends and peers can influence various relationships.

HE.2.4.9 Describe potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.

Violence and Suicide Prevention

HE.1.4.13 Explain that everyone has the right to say who touches their body, when and how.

HE.1.4.14 Describe why it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.4.16 Define why bullying and teasing are inappropriate behaviors.

HE.1.4.17 Identify how media and technology influence our ideas about healthy relationships.

HE.1.4.18 Discuss consent as it relates to personal boundaries.

HE.3.4.7 Identify sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.

HE.3.4.8 Identify sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.

HE.3.4.9 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.

HE.3.4.10 Identify sources of support such as parents or other trusted adults they can tell if they are being sexually harassed or abused.

HE.4.4.4 Describe nonviolent strategies to manage or resolve conflict.

HE.4.4.8 Describe how to ask for help and support, if they or someone they know is being hurt or feels unsafe.

HE.8.4.3 Describe how others can take action when someone else is being teased, harassed or bullied.

HE.8.4.4 Describe ways students can work together to promote dignity and respect for all people.

Promotion of Sexual Health

HE.1.4.6 Identify human reproductive systems including reproductive anatomy and function.

HE.1.4.9 Define sexual orientation.

HE.1.4.10 Describe differences and similarities of how individuals identify regarding gender or sexual orientation.

HE.3.4.3 Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.

HE.3.4.4 Describe sources of medically-accurate information about human sexual and reproductive anatomy.

HE.3.4.5 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.

HE.3.4.6 Identify 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.

GRADE 5 COURSE DESCRIPTION

INTRODUCTION

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

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The standards that all students in grades K-12 will address from the Comprehensive Sexuality Education plan include: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* (The Children's Health Market) and Oregon Department of Education's Healthy Kids: Keeping Safe - Disease Prevention for Elementary Students.

In addition, all classrooms will also receive yearly instruction by licensed school counselors or child development specialists to address SB-856. These lessons, support the following standards for grades K-6:

- 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.

Annually, parents and guardians will be notified when this instruction is planned in their child's classroom. The notification will include when the materials will be taught and how you as a parent or guardian can reinforce the materials. You will receive a letter outlining the program and reminding you of the opportunity to review curriculum materials.

Morrow County School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

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

GRADE 5 STANDARDS:

Prevention and Control of Disease

HE.1.5.1 Analyze the relationship between healthy behaviors and personal health.

HE.1.5.2 Analyze examples of physical, mental, social, emotional, and environmental health.

HE.1.5.3 Analyze ways in which safe and healthy school and community environments can promote personal health including but not limited to respect for diversity; safe routes to school/bike and walk; school gardens; and other school policies and programs that promote health literacy.

HE.1.5.4 Demonstrate ways to prevent common childhood injuries and health problems.

HE.1.5.6 Discuss human reproductive systems including reproductive anatomy and function.

HE.1.5.7 Discuss how abstinence is the most effective method of protection from STD/HIV and pregnancy.

HE.1.5.8 Discuss that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

HE.1.5.9 Identify health care practices related to physical changes during puberty.

HE.1.5.10 Explain differences and similarities of how individuals identify regarding gender or sexual orientation.

HE.1.5.11 Identify the physical, social and emotional changes that occur during puberty and adolescence.

HE.1.5.12 Discuss ways of expressing gender.

HE.1.5.13 Describe the importance of treating others with respect regarding gender expression and sexual orientation.

HE.1.5.15 Explain that everyone has the right to say who touches their body, when and how.

HE.1.5.16 Discuss why it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.5.18 Analyze why bullying and teasing are inappropriate behaviors.

HE.1.5.21 Practice how consent relates to personal boundaries.

HE.7.5.3 Analyze a variety of behaviors to avoid or reduce health risks.

Promotion of Mental, Social and Emotional Health

HE.2.5.1 Analyze the influence of culture on personal health practices and behaviors. HE.2.5.2 Analyze how the school and community can support personal health practices and behaviors.

HE.2.5.3 Analyze how media influences thoughts, feelings, and health behaviors.

HE.2.5.4 Analyze how peers and family can influence healthy and unhealthy behaviors.

HE.2.5.5 Discuss how friends and family can influence ideas about body image.

HE.2.5.6 Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender.

HE.7.5.4 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.

HE.7.5.5 Explain ways to manage the physical and emotional changes associated with puberty, including personal health care practices.

Violence and Suicide Prevention

HE.4.5.3 Demonstrate refusal skills that avoid or reduce health risks.

HE.4.5.7 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.5.8 Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe.

HE.6.5.3 Define sexual violence including but not limited to interpersonal violence (physical, verbal, emotional and sexual violence).

HE.8.5.3 Persuade others to take action when someone else is being teased, harassed or bullied.

HE.8.5.4 Explain how to promote safety, respect, awareness and acceptance of yourself and others.

HE.8.5.5 Demonstrate ways students can work together to promote dignity and respect for all people.

Promotion of Sexual Health

HE.3.5.3 Discuss the sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.

HE.3.5.4 Demonstrate how to access sources of medically-accurate information about human sexual and reproductive anatomy.

HE.3.5.5 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.

HE.3.5.6 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.

HE.3.5.8 Discuss the sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.

HE.3.5.9 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.

HE.3.5.10 Discuss sources of support such as parents or other trusted adults they can tell if they are being sexually harassed or abused.

HE.4.5.5 Demonstrate ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

GRADE 6 COURSE DESCRIPTION

INTRODUCTION

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

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The standards that all students in grades K-12 will address from the Comprehensive Sexuality Education plan include: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health.

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* (The Children's Health Market) and Oregon Department of Education's Healthy Kids: Keeping Safe - Disease Prevention for Elementary Students.

In addition, all classrooms will also receive yearly instruction by licensed school counselors or child development specialists to address SB-856. These lessons, support the following standards for grades K-6:

- 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.

Annually, parents and guardians will be notified when this instruction is planned in their child's classroom. The notification will include when the materials will be taught and how you as a parent or guardian can reinforce the materials. You will receive a letter outlining the program and reminding you of the opportunity to review curriculum materials.

Morrow County School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

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

GRADE 6 STANDARDS

Prevention and Control of Disease

HE.1.6.1 Analyze the relationship between healthy behaviors and personal health.

HE.1.6.2 Describe qualities that contribute to a healthy body image.

HE.1.6.15 Recognize what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes.

HE.1.6.17 Describe personal health care practices that prevent the spread of communicable and non-communicable diseases.

HE.1.6.19 Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

HE.1.6.37 Identify myths and facts of how STDs are transmitted and not transmitted.

HE.1.6.38 Identify ways to prevent HIV and other STDs.

HE.1.6.39 Recognize the importance of getting tested for HIV and other STDs when people are sexually active.

HE.2.6.18 Examine how school and public health policies can influence health promotion and disease prevention.

HE.3.6.4 Describe situations that may require professional health services.

HE.3.6.14 Identify medically-accurate information about STDs and HIV transmission and prevention.

HE.4.6.11 Explain the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.

HE.8.6.8 Describe personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

Promotion of Mental, Social and Emotional Health

HE.1.6.3 Describe the interrelationships of physical, mental, social, emotional, and environmental health in adolescence.

HE.1.6.4 Identify how the environment affects personal health.

HE.1.6.9 List how witnesses and bystanders can help prevent violence by reporting dangerous situations.

HE.1.6.22 Describe the physical, social, cognitive and emotional changes of adolescence.

HE.1.6.26 Identify the characteristics of healthy and unhealthy relationships.

HE.1.6.29 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.

HE.1.6.32 Discuss how to build and maintain healthy family, peer, and dating relationships.

HE.1.6.40 Identify the potential impacts of power differences such as age, status or position within relationships, including friendships.

HE.1.6.41 Identify consent as a freely given yes.

HE.2.6.1 Recognize the influence of culture on health beliefs, practices, and behaviors.

HE.2.6.2 Identify how the school and community can affect personal health practices and behaviors.

HE.2.6.3 Examine how messages from media influence health behaviors.

HE.2.6.4 Describe how peers influence healthy and unhealthy behaviors.

HE.2.6.5 Describe how friends and family can influence ideas about body image.

HE.2.6.6 Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

HE.2.6.7 Examine the impact of technology and social media on various types of relationships.

HE.2.6.8 Recognize the influence of technology on personal and family health.

HE.2.6.9 Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions.

HE.2.6.10 Examine how the family influences the health of adolescents.

HE.2.6.11 Consider potential impacts of power differences (e.g., age, status or position) within friendships, on self and others.

HE.2.6.12 Recognize influences that may affect self-esteem (e.g., peers, media, and adults).

HE.2.6.13 Identify how the perceptions of norms influence healthy and unhealthy behaviors.

HE.2.6.14 Explain the influence of personal values and beliefs on individual health practices and behaviors.

HE.2.6.15 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

HE.2.6.16 Identify the influences that may encourage young people to engage in risky, addictive behaviors.

HE.2.6.21 Explain how family and friends can influence one's beliefs about what constitutes a healthy intimate relationship.

HE.3.6.10 Identify information and sources of support for healthy and unhealthy relationships.

HE.4.6.1 Describe effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.

HE.4.6.3 Explain refusal and negotiation skills that avoid or reduce health risks.

HE.4.6.4 Explain effective conflict management or resolution strategies.

HE.4.6.5 Identify how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.6.6 Explain communication skills that foster healthy relationships.

HE.4.6.7 Explain effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.6.12 Explain effective skills to negotiate agreements about the use of technology in relationships.

HE.5.6.9 Describe how the decision-making process can be used to enhance or establish healthy relationships.

HE.6.6.10 Identify a personal goal to treat your partners with dignity and respect.

HE.6.6.11 Identify a personal goal to be treated with dignity and respect.

HE.8.6.3 Identify how to promote empathy for individual differences.

HE.8.6.6 Work cooperatively to advocate for respect of diversity of individuals, families, and schools that fosters safety in learning and achievement.

HE.8.6.9 Investigate school policies and programs that promote healthy relationships and a safe and inclusive environment for all.

Violence and Suicide Prevention

HE.1.6.5 Describe ways to reduce or prevent injuries such as accidents, sports/recreational injuries, and substance overdose.

HE.1.6.28 Identify how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety.

HE.1.6.30 Identify situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.

HE.1.6.31 List the differences between physical, verbal, relational, sexual, and dating violence.

HE.1.6.33 Define the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes.

HE.2.6.22 Investigate external influences and societal messages that impact attitudes about interpersonal violence.

HE.3.6.1 Identify valid health information from home, school, and community for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.

HE.3.6.6 Identify valid and reliable school and community resources for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.

HE.3.6.11 Identify sources of support, such as parents or other trusted adults, including school staff they can tell if they are experiencing sexual abuse.

HE.3.6.12 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.

HE.3.6.13 Identify school and community resources for reporting child abuse.

HE.4.6.8 List a variety of clear communication skills to report and/or access help in dangerous situations.

HE.6.6.5 Create a goal to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying).

HE.6.6.9 Set a personal goal to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).

HE.8.6.4 Describe a safe environment, including one that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.

HE.8.6.5 Describe how to influence and support others to make positive health choices in creating an environment that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.

Promotion of Sexual Health

HE.1.6.16 Identify the human sexual and reproductive systems including body parts and their functions.

HE.1.6.18 Define sexual abstinence as it relates to pregnancy prevention.

HE.1.6.20 Describe health care practices related to physical changes during puberty.

HE.1.6.21 Identify the differences between biological sex, sexual orientation, and gender identity and expression.

HE.1.6.23 Define gender roles, gender identity and sexual orientation across cultures.

HE.1.6.24 Identify diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.

HE.1.6.25 Define sexual intercourse and its relationship to human reproduction.

HE.1.6.27 Identify everyone has the right to say who touches their body and how.

HE.1.6.34 Identify various methods of contraception, including abstinence, condoms, and emergency contraception.

HE.1.6.35 Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.

HE.1.6.36 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.

HE.2.6.19 Investigate external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.

HE.2.6.20 Examine factors that may influence condom use and other safer sex decisions.

HE.3.6.7 Identify sources of medically-accurate information about human sexual and reproductive anatomy.

HE.3.6.8 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.

HE.3.6.9 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.

HE.3.6.15 Identify medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.

HE.3.6.16 Identify medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.

HE.4.6.9 Explain effective communication skills about the use of contraception including abstinence, condoms, and other safer sex practices.

HE.4.6.10 Explain effective communication skills to ensure affirmative consent in all sexual relationships.

HE.5.6.10 Practice a decision making process to make healthy choices around sexual health.

HE.5.6.11 Practice a decision making process to give or receive consent.

HE.7.6.12 Describe ways to manage the physical and emotional changes associated with puberty, including personal health care practices.

HE.7.6.13 Identify the steps to correctly use a condom.

HE.7.6.14 List criteria for evaluating the health of a relationship.

HE 7.6.15 List ways to treat your friends, family and partner with dignity and respect.

GRADE 7 COURSE DESCRIPTION

INTRODUCTION

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Teachers will provide age-appropriate lessons on these topics using *Health Skills for Middle School* (Goodheart-Willcox).

Annually, parents and guardians will be notified when this instruction is planned in their child's classroom. The notification will include when the materials will be taught and how you as a parent or guardian can reinforce the materials. You will receive a letter outlining the program and reminding you of the opportunity to review curriculum materials.

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

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

Morrow County School District believes the program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

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

GRADE 7 STANDARDS:

Prevention of Contagious Disease

HE.1.7.18 Analyze personal health care practices that prevent the spread of communicable and non-communicable diseases.

HE.1.7.20 Define how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

HE.1.7.39 Define the myths and facts of how STDs are transmitted and not transmitted.
HE.1.7.40 Define ways to prevent HIV and other STDs.
HE.1.7.41 Describe the importance of getting tested for HIV and other STDs when people are sexually active.
HE.1.7.42 Describe the potential impacts of power differences such as age, status or position within relationships.
HE.3.7.14 Describe medically-accurate information about STDs and HIV transmission and prevention.
HE.4.7.11 Practice the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.
HE.7.7.11 Demonstrate behaviors to avoid or reduce health risks to self and others.
HE.7.7.12 Apply personal health care practices that prevent the spread of communicable disease.
HE.8.7.9 Discuss personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.
HE.8.7.10 Identify how informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STD/STI's.

Promotion of Mental, Social, and Emotional Health

HE.1.7.23 Describe the physical, social, cognitive and emotional changes of adolescence.
HE.1.7.24 Define gender roles, gender identity and sexual orientation across cultures
HE.1.7.25 Recognize diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.
HE.1.7.31 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.
HE.1.7.34 Discuss how to build and maintain healthy family, peer, and dating relationships.
HE.2.7.19 Compare multiple external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.
HE.4.7.5 Practice how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
HE.4.7.12 Practice effective skills to negotiate agreements about the use of technology in relationships.
HE.7.7.16 Demonstrate how to set and respect boundaries around social media and technology use in relationships.

Violence and Suicide Prevention

HE.1.7.27 Define the characteristics of healthy and unhealthy relationships.
HE.1.7.28 Discuss why everyone has the right to say who touches their body and how.
HE.1.7.29 Describe a range of ways people express affection within various types of relationships.
HE.1.7.30 Explain how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety.
HE.1.7.32 Define situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
HE.1.7.33 Describe the differences between physical, verbal, relational, sexual, and dating violence.
HE.1.7.43 Define consent as a freely given yes.
HE.1.7.44 Discuss how affirmative consent mitigates confusion within a sexual relationship.
HE.1.7.45 Describe why no one has the right to touch anyone else without giving and receiving consent.
HE.1.7.46 Explain why a person who has been raped or sexually assaulted is not at fault.
HE.2.7.21 Analyze external influences that can impact one's beliefs about what constitutes a healthy

intimate relationship.

HE.2.7.22 Compare external influences and societal messages that impact attitudes about sexual, dating, and domestic violence.

HE.2.7.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.

HE.3.7.11 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.

HE.3.7.12 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

HE.3.7.13 Review school and community resources for reporting child abuse.

HE.4.7.7 Practice effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.7.8 Practice effective communication skills to report and/or access help in dangerous situations.

HE.4.7.10 Practice effective communication skills to ensure affirmative consent in all sexual relationships.

HE.4.7.13 Practice asking for help and support if they or someone they know is being hurt or feels unsafe in an intimate relationship.

HE.6.7.9 Through the goal setting process, create and analyze ways to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).

Promotion Of Sexual Health

HE.1.7.17 Describe the human sexual and reproductive systems including body parts and their functions.

HE.1.7.19 Describe how sexual abstinence relates to pregnancy prevention.

HE.1.7.21 Explain health care practices related to physical changes during puberty.

HE.1.7.22 Define the differences between biological sex, sexual orientation, and gender identity and expression.

HE.1.7.26 Describe sexual intercourse and its relationship to human reproduction.

HE.1.7.36 Define various methods of contraception, including abstinence, condoms, and emergency contraception.

HE.1.7.37 Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.

HE.1.7.38 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.

HE.1.7.47 Recognize the signs and symptoms of a pregnancy.

HE.2.7.20 Compare factors that may influence condom use and other safer sex decisions.

HE.2.7.24 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.

HE.2.7.25 Describe how our values impact our sexual health-related decisions.

HE.3.7.7 Describe sources of medically-accurate information about human sexual and reproductive anatomy.

HE.3.7.8 Describe medically accurate sources of information about puberty, development and sexuality.

HE.3.7.9 Describe accurate information about healthy sexuality, including sexual orientation and gender identity.

HE.3.7.15 Describe medically-accurate resources that provide assistance around sexual health,

pregnancy, and emergency contraception.

HE.3.7.16 Describe medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.

HE.4.7.9 Practice the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.

HE.5.7.10 Practice a decision making process to make healthy choices around sexual health.

HE.5.7.11 Practice a decision making process to give or receive consent.

HE.7.7.10 Describe ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.

HE.7.7.13 Describe the steps to correctly use a condom.

GRADE 8 COURSE DESCRIPTION

INTRODUCTION

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GRADE 8 STANDARDS:

Prevention of Contagious Disease

HE.1.8.18 Assess personal health care practices that prevent the spread of communicable and non-communicable diseases.

HE.1.8.20 Explain how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

HE.1.8.39 Explain the differences between the myths and facts of how STDs are transmitted and not transmitted.

HE.1.8.40 Explain ways to prevent HIV and other STDs.

HE.1.8.41 List the reasons why it is important to get tested for HIV and other STDs when people are sexually active.

HE.3.8.14 Access medically-accurate information about STDs and HIV transmission and prevention.

HE.4.8.11 Demonstrate skills to communicate with a partner about STD and HIV prevention, testing and disclosure of status.

HE.6.8.13 Develop a plan to eliminate or reduce risk for STDs, including HIV.

HE.7.8.12 Evaluate personal health care practices that prevent the spread of communicable disease.

HE.8.8.8 Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

Promotion of Mental, Social, and Emotional Health

HE.1.8.23 Explain the physical, social, cognitive and emotional changes of adolescence.

HE.1.8.24 Explain gender roles, gender identity and sexual orientation across cultures.

HE.1.8.25 Examine diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.

HE.1.8.31 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.

HE.1.8.34 Discuss how to build and maintain healthy family, peer, and dating relationships.

HE.2.8.21 Analyze how family and friends can influence one's decisions within a healthy intimate relationship.

HE.2.8.22 Assess external influences and societal messages that impact attitudes about sexual, dating, and domestic violence.

HE.4.8.5 Demonstrate how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.8.6 Demonstrate communication skills that foster healthy intimate relationships.

HE.4.8.7 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.8.12 Demonstrate effective skills to negotiate agreements about the use of technology in relationships.

Violence and Suicide Prevention

HE.1.8.28 Explain why everyone has the right to say who touches their body and how.

HE.1.8.30 Assess how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety.

HE.1.8.32 Discuss situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.

HE.1.8.33 Compare and contrast the differences between physical, verbal, relational, sexual, and dating violence.

HE.1.8.45 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.

HE.1.8.46 Discuss that no one has the right to touch anyone else without giving and receiving consent.

HE.1.8.47 Discuss why a person who has been raped or sexually assaulted is not at fault.

HE.1.8.50 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.

HE.2.8.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.

HE.3.8.11 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.

HE.3.8.12 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.

HE.4.6.8 Demonstrate effective communication skills to report and/or access help in dangerous situations.

HE.4.8.13 Demonstrate asking for help and support if they or someone they know is in an abusive relationship.

HE.6.8.9 Develop a goal and practice methods to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).

Promotion of Sexual Health

HE.1.8.17 Explain the human sexual and reproductive systems including body parts and their functions.

HE.1.8.19 Explain how sexual abstinence relates to pregnancy prevention.

HE.1.8.21 Explain the health care practices related to physical changes during puberty.

HE.1.8.22 Explain the differences biological sex, sexual orientation, and gender identity and expression.

HE.1.8.26 Explain sexual intercourse and its relationship to human reproduction.

HE.1.8.36 Explain various methods of contraception, including abstinence, condoms, and emergency contraception.

HE.1.8.37 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.

HE.1.8.38 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.

HE.1.8.48 Describe the signs, symptoms, and stages of a pregnancy.

HE.1.8.49 Identify physical, emotional, and social effects of sexual activity.

HE.2.8.19 Assess external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.

HE.2.8.20 Assess factors that may influence condom use and other safer sex decisions.

HE.2.8.24 Assess influences that may have an impact on deciding whether or when to engage in sexual behaviors.

HE.2.8.25 Analyze how our values impact our sexual health-related decisions.

HE.2.8.26 Assess internal and external influences on decisions about pregnancy options and parenthood.

HE.3.8.7 Access sources of medically-accurate information about human sexual and reproductive anatomy.

HE.3.8.8 Access medically accurate sources of information about puberty, development and sexuality.

HE.3.8.9 Access accurate information about healthy sexuality, including sexual orientation and gender identity.

HE.3.8.15 Access medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.

HE.3.8.16 Access medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.

HE.4.8.9 Demonstrate the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.

HE.4.8.10 Demonstrate effective communication skills to ensure affirmative consent in all sexual relationships.

HE.4.8.14 Demonstrate effective strategies to avoid or end an unhealthy relationship.

HE.4.8.15 Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and to practice safer sex.

HE.5.8.10 Assess a decision making process to make healthy choices around sexual health.
HE.5.8.11 Assess a decision making process to give or receive consent for consensual sexual activity.
HE.6.8.10 Establish a personal goal to not have sex until you're ready.
HE.6.8.11 Establish a personal goal to use protection when sexually active.
HE.7.8.10 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.
HE.7.8.13 Demonstrate the steps to correctly use a condom.
HE.8.8.9 Advocate for informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STD/STI's.

HIGH SCHOOL HEALTH COURSE DESCRIPTION

INTRODUCTION

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HIGH SCHOOL HEALTH STANDARDS:

Alcohol, Tobacco And Other Drug Prevention

HE.7.12.6 Describe how alcohol and other drug use can affect one's ability to perceive or provide consent.

Prevention And Control Of Disease

HE.1.12.5 Describe the importance of accessing medical care and self-care and exams

HE.1.12.33 Describe the importance of getting tested for HIV and other STDs when people are sexually active.

HE.7.12.5 Explain individual responsibility for testing and informing partners about STDs and HIV status.

HE.7.12.7 Demonstrate on anatomical models, or list the steps for how to perform breast, testicular, and genital self-exams.

HE.7.12.8 Demonstrate the steps to correctly use a condom and/or other barrier methods.

Promotion Of Mental, Social, And Emotional Health

HE.1.12.30 Explain Oregon’s laws related to bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.

HE.1.12.34 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.

HE.1.12.36 Define affirmative consent as a freely given enthusiastic yes.

HE.1.12.37 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.

HE.2.12.7 Analyze the influence of friends, family, media, society, and culture on the intersections of gender, sexual orientation, race, ethnicity, and other identities.

HE.2.12.19 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.

HE.2.12.20 Analyze how our values impact our sexual health-related decisions.

HE.2.12.21 Analyze internal and external influences on decisions about pregnancy options and parenthood.

HE.3.12.2 Evaluate the validity and reliability of health information, products, and services.

HE.3.12.3 Demonstrate how to access valid and reliable health products, resources, and services including but not limited to mental health, i.e., support for suicidal ideation and accessing culturally appropriate mental health support.

HE.3.12.5 Access community resources that provide medically-accurate information about adolescent sexual anatomy and reproductive health..

HE.3.12.6 Access medically-accurate information and resources about pregnancy, pregnancy options, including parenting, abortion, and adoption, prenatal care and services.

HE.3.12.7 Access accurate information about healthy sexuality, including sexual orientation and gender identity.

HE.3.12.8 Access reliable information and resources about healthy and unhealthy relationships, and healthy boundaries as they relate to intimacy and sexual behavior.

HE.3.12.9 Access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

HE.4.12.4 Demonstrate and/or assess strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

HE.4.12.5 Demonstrate respectful communication with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.12.6 Demonstrate communication skills that foster healthy intimate and sexual relationships and show personal boundaries and respect for the boundaries of others.

HE.5.12.9 Model a decision making process to make healthy choices around sexual health.

HE.5.12.10 Apply a decision making process to promote consensual sexual activity within healthy relationships.

HE.5.12.1 Determine the benefits of practicing a thoughtful decision-making process to enhance health.

HE.6.12.7 Set a personal goal to use protection when sexually active.

HE.7.12.2 Demonstrate the ability to practice a variety of healthy behaviors that can maintain or improve the health of self and others including explaining and demonstrating CPR Bill 79, 2015.

HE.7.12.4 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.

HE.7.12.9 Analyze the criteria for evaluating the health of a relationship.

HE.7.12.10 Demonstrate respect for the boundaries of others and practice affirmative consent.

HE.7.12.11 Demonstrate how to set and respect boundaries around social media and technology use in

relationships.

HE.8.12.4 Work cooperatively as an advocate for improving personal, family, and community health.

Violence and Suicide Prevention

HE.1.12.23 Explain characteristics of a healthy relationship that is free from threats, coercion or abuse.

HE.1.12.27 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, and dating violence.

HE.1.12.47 Explain the key concepts of violence and suicide prevention including roots of violence, signs and symptoms of suicidal thoughts, strategies for preventing violence.

HE.2.12.17 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.

HE.3.12.10 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.

Promotion Of Sexual Health

HE.1.12.13 Compare and contrast human sexual and reproductive systems including body parts and their functions.

HE.1.12.14 Define contraceptive methods including emergency contraception and describe their mechanism of action.

HE.1.12.15 Identify health care practices related to physical changes during adolescent development and early adulthood.

HE.1.12.16 Differentiate between biological sex, sexual orientation, sexual identity and sexual behavior, gender identity and gender expression.

HE.1.12.18 Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.

HE.1.12.19 Discuss the importance of treating people with HIV or other STDs with respect.

HE.1.12.20 Describe the human sexual response cycle, including the role hormones play.

HE.1.12.21 Describe the laws related to sexual health care services, including confidential testing and treatment; and disclosure of STD status.

HE.1.12.22 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.

HE.1.12.24 Express that everyone has the right to say who touches their body and how. HE.1.12.25

Express that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.12.26 Describe a range of ways to express affection within healthy relationships.

HE.1.12.28 Define sexual consent and explain its implications for sexual decision-making.

HE.1.12.31 Identify the laws related to reproductive and sexual health care service (i.e., confidentiality, contraception, pregnancy options, safe surrender policies, prenatal care).

HE.1.12.32 Explain Oregon laws relating to minors' rights around contraception pregnancy, adoption, abortion and parenting.

HE.1.12.35 Describe prenatal practices that can contribute to a healthy pregnancy and possible risk factors. (i.e. healthy nutrition, behaviors, etc.)

HE.1.12.38 Recognize that many teens successfully use condoms. HE.1.12.39 discuss laws related to sex and sexual health.

HE.1.12.40 Explain how fertilization occurs, the stages of pregnancy, and responsibility of parenting.

HE.1.12.41 Explain the ovulation cycle and its relationship to fertilization and pregnancy.

HE.1.12.42 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

HE.2.12.15 Analyze factors that may influence condom use and other safer sex decisions.

HE.3.12.4 Determine the accessibility of valid and reliable products and services that enhance health and resources or solutions to overcome barriers to access.

HE.3.12.11 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.

HE.3.12.12 Access medically-accurate information and resources about contraceptive methods, including abstinence, emergency contraception, and condoms.

HE.4.12.7 Demonstrate the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.

HE.4.12.8 Practice effective communication skills to ensure affirmative consent in all sexual relationships.

HE.4.12.9 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.

HE.4.12.11 Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe in an intimate or sexual relationship.

HE.8.12.10 Advocate for use of products, services and medical care to maintain sexual and reproductive health.

HIGH SCHOOL HONORS HEALTH COURSE DESCRIPTION

INTRODUCTION

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HIGH SCHOOL HONORS HEALTH STANDARDS:

Alcohol, Tobacco And Other Drug Prevention

HE.7.12.6 Describe how alcohol and other drug use can affect one's ability to perceive or provide consent.

Prevention And Control Of Disease

HE.1.12.5 Describe the importance of accessing medical care and self-care and exams

HE.1.12.33 Describe the importance of getting tested for HIV and other STDs when people are sexually active.

HE.7.12.5 Explain individual responsibility for testing and informing partners about STDs and HIV status.

HE.7.12.7 Demonstrate on anatomical models, or list the steps for how to perform breast, testicular, and genital self-exams.

HE.7.12.8 Demonstrate the steps to correctly use a condom and/or other barrier methods.

Promotion Of Mental, Social, And Emotional Health

HE.1.12.30 Explain Oregon's laws related to bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.

HE.1.12.34 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.

HE.1.12.36 Define affirmative consent as a freely given enthusiastic yes.

HE.1.12.37 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.

HE.2.12.7 Analyze the influence of friends, family, media, society, and culture on the intersections of gender, sexual orientation, race, ethnicity, and other identities.

HE.2.12.19 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.

HE.2.12.20 Analyze how our values impact our sexual health-related decisions.

HE.2.12.21 Analyze internal and external influences on decisions about pregnancy options and parenthood.

HE.3.12.2 Evaluate the validity and reliability of health information, products, and services.

HE.3.12.3 Demonstrate how to access valid and reliable health products, resources, and services including but not limited to mental health, i.e., support for suicidal ideation and accessing culturally appropriate mental health support.

HE.3.12.5 Access community resources that provide medically-accurate information about adolescent sexual anatomy and reproductive health..

HE.3.12.6 Access medically-accurate information and resources about pregnancy, pregnancy options, including parenting, abortion, and adoption, prenatal care and services.

HE.3.12.7 Access accurate information about healthy sexuality, including sexual orientation and gender identity.

HE.3.12.8 Access reliable information and resources about healthy and unhealthy relationships, and healthy boundaries as they relate to intimacy and sexual behavior.

HE.3.12.9 Access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

HE.4.12.4 Demonstrate and/or assess strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

HE.4.12.5 Demonstrate respectful communication with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.12.6 Demonstrate communication skills that foster healthy intimate and sexual relationships and show personal boundaries and respect for the boundaries of others.

HE.5.12.9 Model a decision making process to make healthy choices around sexual health.

HE.5.12.10 Apply a decision making process to promote consensual sexual activity within healthy relationships.

HE.5.12.1 Determine the benefits of practicing a thoughtful decision-making process to enhance health.

HE.6.12.7 Set a personal goal to use protection when sexually active.

HE.7.12.2 Demonstrate the ability to practice a variety of healthy behaviors that can maintain or improve the health of self and others including explaining and demonstrating CPR Bill 79, 2015.

HE.7.12.4 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.

HE.7.12.9 Analyze the criteria for evaluating the health of a relationship.

HE.7.12.10 Demonstrate respect for the boundaries of others and practice affirmative consent.

HE.7.12.11 Demonstrate how to set and respect boundaries around social media and technology use in relationships.

HE.8.12.4 Work cooperatively as an advocate for improving personal, family, and community health.

Violence and Suicide Prevention

HE.1.12.23 Explain characteristics of a healthy relationship that is free from threats, coercion or abuse.

HE.1.12.27 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest,

rape, stalking, and dating violence.

HE.1.12.47 Explain the key concepts of violence and suicide prevention including roots of violence, signs and symptoms of suicidal thoughts, strategies for preventing violence.

HE.2.12.17 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.

HE.3.12.10 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.

Promotion Of Sexual Health

HE.1.12.13 Compare and contrast human sexual and reproductive systems including body parts and their functions.

HE.1.12.14 Define contraceptive methods including emergency contraception and describe their mechanism of action.

HE.1.12.15 Identify health care practices related to physical changes during adolescent development and early adulthood.

HE.1.12.16 Differentiate between biological sex, sexual orientation, sexual identity and sexual behavior, gender identity and gender expression.

HE.1.12.18 Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.

HE.1.12.19 Discuss the importance of treating people with HIV or other STDs with respect.

HE.1.12.20 Describe the human sexual response cycle, including the role hormones play.

HE.1.12.21 Describe the laws related to sexual health care services, including confidential testing and treatment; and disclosure of STD status.

HE.1.12.22 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.

HE.1.12.24 Express that everyone has the right to say who touches their body and how. **HE.1.12.25**

Express that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.12.26 Describe a range of ways to express affection within healthy relationships.

HE.1.12.28 Define sexual consent and explain its implications for sexual decision-making.

HE.1.12.31 Identify the laws related to reproductive and sexual health care service (i.e., confidentiality, contraception, pregnancy options, safe surrender policies, prenatal care).

HE.1.12.32 Explain Oregon laws relating to minors' rights around contraception pregnancy, adoption, abortion and parenting.

HE.1.12.35 Describe prenatal practices that can contribute to a healthy pregnancy and possible risk factors. (i.e. healthy nutrition, behaviors, etc.)

HE.1.12.38 Recognize that many teens successfully use condoms. **HE.1.12.39** discuss laws related to sex and sexual health.

HE.1.12.40 Explain how fertilization occurs, the stages of pregnancy, and responsibility of parenting.

HE.1.12.41 Explain the ovulation cycle and its relationship to fertilization and pregnancy.

HE.1.12.42 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

HE.2.12.15 Analyze factors that may influence condom use and other safer sex decisions.

HE.3.12.4 Determine the accessibility of valid and reliable products and services that enhance health and resources or solutions to overcome barriers to access.

HE.3.12.11 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.

HE.3.12.12 Access medically-accurate information and resources about contraceptive methods, including abstinence, emergency contraception, and condoms.

HE.4.12.7 Demonstrate the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.

HE.4.12.8 Practice effective communication skills to ensure affirmative consent in all sexual relationships.

HE.4.12.9 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.

HE.4.12.11 Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe in an intimate or sexual relationship.

HE.8.12.10 Advocate for use of products, services and medical care to maintain sexual and reproductive health.

GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT AND CONTACT FLOWCHART

Guidelines for Parent/Community Involvement and Communication

Introduction:

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

Plan for Parent/Guardian/Community Involvement:

It is recommended that in each school district that offers Comprehensive Sexuality Education, a community involvement team should be identified, such as our MCSD Health Advisory Committee. This may include anyone from the district office personnel, administrators, teachers, school board members, parents, a member of the medical and mental health profession.

In the winter and spring of 2018, three subcommittees made up of principals, teachers, district office personnel, parents/guardians, community members, and medical/mental health professionals met as a part of this group to evaluate the current state of the Comprehensive Sexuality Education program as well as the standards and legislation updates. In the spring of 2018, MCSD hosted parent/guardian/community information forums in all three communities for feedback on the process, which included information that was critical to the proposal which was adopted by the MCSD School Board in the spring of 2018.

Parents/guardians and community-based personnel are encouraged to participate in all information forums, feedback loops, and committee meetings.

Parent/Guardian Involvement Activities:

Oregon Department of Education staff members provide information sessions on Comprehensive Sexuality Education and related topics by request. Morrow County School District worked alongside ODE experts in coming up with this plan. Each teacher of the Comprehensive Sexuality Education plan is asked to communicate with parents and students involved in the program.

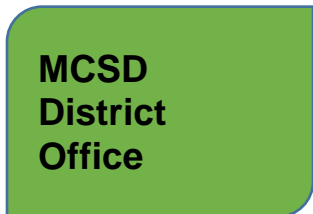
In the spring of 2018, during the parent/guardian/community information forums, everyone had the opportunity to have access to the standards, new legislation, FAQ, Q&A with committee members, as well as the proposed curriculum materials. Following these sessions, the feedback was then used to refine the proposal that was approved by the school board related to the curriculum that was to be purchased.



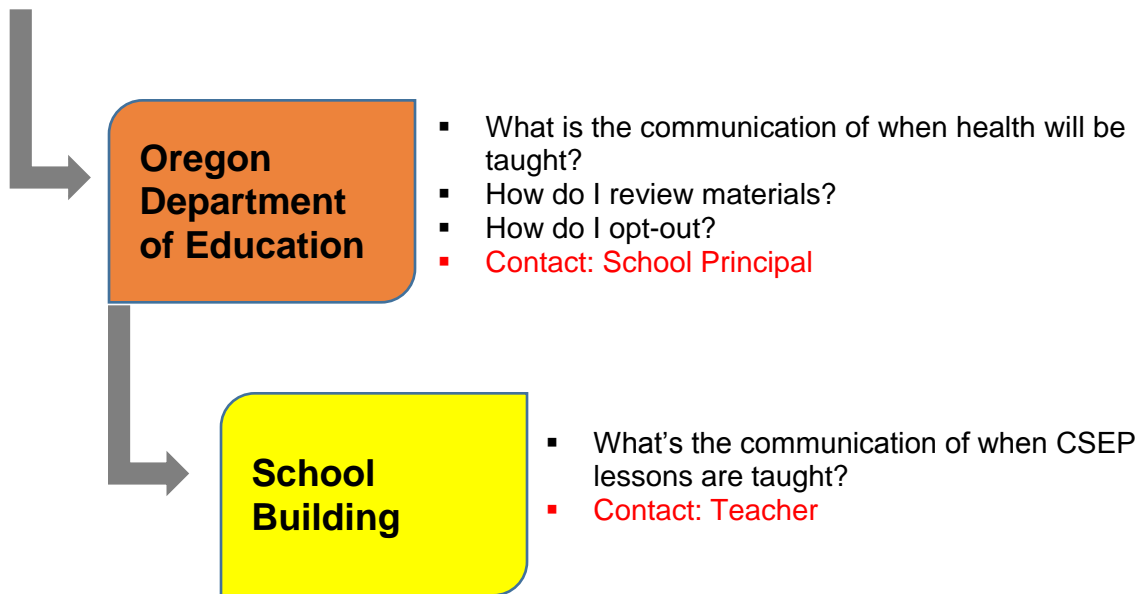
MCSL CONTACT FLOWCHART



- Why and how were these standards chosen?
- What is the legislation that impacts what my student learns in school?
- **Contact: ODE Sexual Health and School Health Specialist**



- How do we adopt materials for use in the classroom?
- What are the MCSL policies regarding CSEP?
- How can I get involved in the Advisory Committee or find information about communication of CSEP?
- **Contact: Director of Educational Services 541-922-4016 ext. 2370**



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 standards². Aligned to national standards, Oregon's benchmarks support health, wellbeing, and safety of students. In addition, Oregon law requires that: *Course material and instruction for all human sexuality education courses that discuss human sexuality in public elementary and secondary schools shall enhance students' understanding of sexuality as a normal and healthy aspect of human development*³. School districts can meet new student sex abuse prevention instructional requirements by implementing and maintaining already required CSE instruction per OAR 581-022-1440⁴. [4]

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

ODE PRINCIPLES OF EFFECTIVE PREVENTION EDUCATION

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

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

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

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

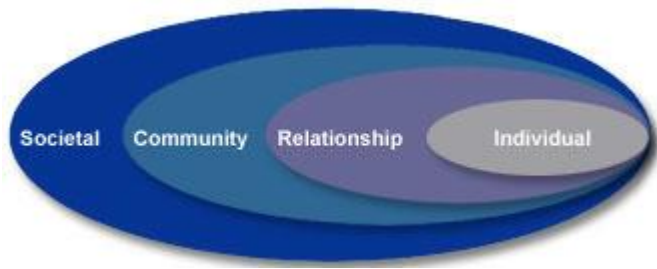
³ **ORS 336.455 and OAR 581-022-1440**

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

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

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

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



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.⁷ A culturally responsive prevention strategy recognizes that each school community, including those that have been historically oppressed, have powerful, and *often unrecognized*, sources of 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.”⁸

5. **Sufficient Dosage:** Participants in your prevention programming need to be exposed to enough of the activities for them to have an effect. Prevention programming needs to be delivered over multiple sessions so that the programming impacts participants’ knowledge, attitudes, beliefs, behaviors, and skill acquisition. This acquisition can only happen with the context of positive relationships with school staff, which also develops and grows over time.

6. **Theory Driven:** Prevention programming should be grounded in prevention theory and research. Effective prevention programming should also be driven by research and knowledge about cultural responsiveness and trauma-informed practices.

⁷ Oregon Chief Education Office, Equity lens. www.ode.state.or.us/superintendent/priorities/final-equity-lens-draft-adopted.pdf

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

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?

MCSD and 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:

Marie Shimer
 Director of Educational Services
 Morrow County School District
 541-922-4016
marie.shimer@morrow.k12.or.us

Ely Sanders, MPA
 Sexual Health and School Health Specialist | **Oregon Department of Education**
 Office of Learning | Student Services Unit
 Office: 503-947-5904
ely.sanders@state.or.us

APPENDIX B

**Human Growth & Development Passive Consent
Letter English and Spanish**

Dear Parent and Guardians,

The goal of a comprehensive Human Growth and Development program is to help students learn the facts and to make good decisions now, and later in life. As part of our ongoing efforts to foster a school climate of respect, and as part of our fifth grade health curriculum, we will begin a unit on Human Growth and Development on **(Add Date)**.

Our district followed a Health materials adoption process. The program materials were approved by our Student Health Advisory Council and School Board. The curriculum we offer aligns with Oregon State Health Standards, ORS 336.455 and OAR 581-022-1440. Our district nurses will be presenting material related to factors that contribute to healthy relationships, human reproduction, the prevention and transmission of sexually transmitted diseases, and sexual health.

Should you wish to review our curriculum you are welcome to contact your student's principal to set up an appointment. Curriculum resources will be located in the school office.

State law and Morrow County School District board policy *IGBHB Alternative Supplemental Programs* allows you to decide if you want to have your child participate in the unit, or in particular lessons. To remove your student from comprehensive sexual health education/prevention education instructional program please give a note to your student's teacher. The outcome of this letter will result in alternative Health and wellness coursework for your student to complete.

There will be a variety of health topics discussed during school. On occasion, your child may bring an activity or activities to complete together with an adult in the family. These assignments are strictly optional. They are also confidential; students will NOT be asked to report back what you have discussed. The purpose of these assignments is simply to give you a chance to communicate with one another.

Please call me if you have any questions. I would be glad to discuss how this curriculum will help your child make healthy decisions.

Sincerely,

(Add Principal's Name)

Estimados padres y Tutores Legales,

El objetivo de un programa integral de Desarrollo y Crecimiento Humano, es con el propósito de ayudar a los estudiantes a aprender la realidad de los hechos y tomar buenas decisiones ahora y más adelante en su vida. Como parte de nuestros esfuerzos continuos para fomentar un clima escolar respetuoso, y como parte de nuestro plan de estudios de nuestro quinto grado, vamos a comenzar una unidad sobre Crecimiento y desarrollo humano **(Add Date)**.

Nuestro distrito ha seguido un proceso de adopción de materiales de salud. Los materiales del programa fueron aprobados por nuestro Asesor de Salud Estudiantil y la Mesa directiva Escolar. El plan de estudios que ofrecemos se alinea con los Estándares de Salud del Estado de Oregón, ORS 336.455 y OAR 581-022-1440. Las enfermeras de nuestro distrito presentarán material relacionado con los factores que contribuyen a las relaciones saludables, la reproducción humana, la prevención y el contagio de enfermedades de transmisión sexual y la salud sexual.

Si desea revisar nuestro plan de estudios, puede comunicarse con el director de su estudiante para programar una cita. Los materiales educativos se ubicarán en la oficina de la escuela.

La ley estatal y la póliza de la junta directiva del Distrito Escolar del Condado de Morrow de los Programas Suplementarios Alternativos IGBHB le *permiten decidir* si desea que su hijo participe en la unidad, o en lecciones particulares. Para remover a su estudiante del programa educativo integral de educación de salud sexual / educación preventiva, por favor entregue una nota al maestro de su hijo. El resultado de esta carta dará como resultado cursos de salud y bienestar alternativos para que su estudiante los termine.

Habrà una variedad de temas de salud discutidos durante la clase. En ocasiones, su hijo puede traer una actividad o actividades para completar junto con un adulto en la familia. Estas asignaciones son estrictamente opcionales. También, son confidenciales; NO se les pedirá a los estudiantes que informen sobre lo que han discutido/hablado. El propósito de estas asignaciones es simplemente darles la oportunidad de comunicarse entre sí.

Por favor llámame si tienes alguna pregunta. Me encantaría discutir cómo este plan de estudios ayudará a su hijo a tomar decisiones saludables.

Sinceramente,

(Add Principal's Name)