



THE OREGON STATE BOARD OF EDUCATION

Provide leadership and vision for Oregon's Public Schools and districts by enacting equitable policies and promoting educational practices that lead directly to the educational and life success of students.

AGENDA

Regular Meeting
Public Service Building 251 A/B
255 Capitol Street NE
Salem, OR 97310
Thursday, September 21, 2023

State Board of Education meetings comply with open meeting laws and accessibility requirements. Requests for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be given to [Corey Rosenberg](#) at 503-947-5740, at least 48 hours before the meeting. You can access all board materials on our [Boardbook](#) page. Staff respectfully request that you submit email copies of written materials before or after your testimony.

Please note: all times are approximate.

1. Call to Order

A. **Roll Call**

Time: 9:00 AM

B. **Board Member Reports**

Time: 9:05 AM

C. **Break**

Time: 10:05 AM

D. **Director's Report**

Time: 10:10 AM

2. Public Comment

Time: 11:00 AM

A. The State Board of Education will accept up to 15 minutes of virtual public comment. Individuals must register to provide virtual comment. Written public comment received will be posted to BoardBook. 3

3. Consent Agenda

Time: 11:15 AM

A. 2023-2024 Student Advisor Nominations 70

B. 2023-2024 Teacher Advisor Nomination 73

C. 2023-2024 Superintendent Advisor Nomination 75

4. Adoptions

A. Early Literacy Success School Grant Fund Administration: Temporary Rules 77

Time: 11:20 AM

Rachael Moser and Scott Nine, Office of Education Innovation and Improvement

5. First Readings

A. Farm to School Technical Assistance Grant Rule Repeal: OAR 581-017-0448 90

Time: 11:50 AM

Jessica Visinsky and Rick Sherman, Child Nutrition Team

6. Break for Lunch

Time: 12:00 PM

7. First Readings (continued)

A. Special Education Evaluation & Eligibility Rule Revision 99

Time: 1:00 PM

Kara Nystrom Boulahanis, Sarah Soltz, and Tenneal Wetherell, Office of Enhancing Student Opportunities

B. Early Intervention/Early Childhood Special Education (EI/ECSE) Authorization 131

Time: 1:25 PM

Holly Reed Schindler and Kara Williams, Office of Enhancing Student Opportunities

C. Science Instructional Materials Adoption 147

Time: 1:55 PM

Aujalee Moore, Jamie Rumage, and Alexa Pearson, Office of Teaching, Learning, and Assessment

D. K-12 Health Education Standards Revision 168

Time: 2:10 PM

Suzanne Hidde, Sasha Grenier, and Alexa Pearson, Office of Teaching, Learning, and Assessment

E. Instructional Materials List Update - New Edition of Bedford, Freeman, & Worth's 303

Foundations of Language and Literature

Time: 3:00 PM

Aujalee Moore, Tina Roberts, and Alexa Pearson, Office of Teaching, Learning, and Assessment

F. Alternate English Language Proficiency Assessment (Alt ELPA) Cut Score and 314

Achievement Level Descriptor

Time: 3:10 PM

Dan Farley, Andrea Lockard, Mason Rivers, and Ben Wolcott, Office of Research, Data, Accountability, and Reporting

8. Informational Reports

A. Students Experiencing Poverty Project Update 374

Written Report Only

9. Adjourn

Time: 3:40 PM

ROSENBERG Corey * ODE

From: Rep McIntire <Rep.EmilyMcIntire@oregonlegislature.gov>
Sent: Tuesday, June 20, 2023 8:51 AM
To: ODE.RuleTestimony@state.or.us; StateBoard Public Email
Subject: In regards to Rules for menstrual dignity

You don't often get email from rep.emilymcintire@oregonlegislature.gov. [Learn why this is important](#)

Hello, I am writing to you today to give concern for putting this into rules.

Schools already provide and have provided feminine products to those in need. If the school didn't have it- then a teacher most certainly did. If there was a school that ODE knew wasn't offering this- then they should have been contacted and told to provide it.

In this rule making- will you be collecting data that follows how much money is spent on the destruction that having these products in all bathrooms causes? The plumbing, the ripping the dispensers off the walls, etc? And will there be differentiation as to what bathrooms this is happening in?

Because of the cost of feminine products- I have been to several schools where the products provided are the cheapest on the market- the SUPER thick, diaper like pads that only the desperate would be willing to stuff in their underwear... Compassion tells me when we force schools to provide for all- then the quality of what is there is not helpful. I have been told that IF a school puts out tampons- they are gone instantly- as in someone has stolen them... Are we missing the mark here? Is our drive to make sure some sort of product- whether good or bad is in every bathroom- making a statement or providing for a need??

When something is mandated, it breeds waste, discontent, and rebellion. When you offer up a grant- optional, with flexibility, yet the intent is there- provide products for those who don't have them- it allows for schools to be purposeful in their program. They are able to actual address the true issues- give those who need what is needed.

This should not be in rules.

Thank you for your consideration. Blessings, Emily

TRACY CRAMER
State Representative
House District 22



OREGON HOUSE OF REPRESENTATIVES

September 18, 2023

Via Electronic Mail

Oregon State Board of Education
255 Capitol Street NE
Salem, OR 97310

RE: State Board of Education's September 21, 2023 Consent Agenda

Chair Martinez Zapata, Vice Chair Scurlock, and Board Members Wheeler, Morales, Russell, Howard Wade, and Montgomery:

As a member of the House Committee on Education and Joint Committee on Ways and Means Subcommittee on Education, I request the removal of item 3A from Board of Education's September 21, 2023 agenda.

I understand that the Superintendent of Public Instruction (the Governor) has the authority to place items on the Consent Calendar. Per page 48 of the Board's Policy Manual, "items may be placed on the consent agenda upon the recommendation of the superintendent."

The consent agenda is a tool that should only be for non-controversial business items, but this proposal would fast-track a consequential decision that impacts the next four years of Oregon high school graduates.

I request you exercise your power as board members to remove item 3A from the consent agenda to allow for more parental and public input.

In the September 2023 Docket Packet for item 3A, Department staff acknowledges that suspending the Assessment of Essential Skills requirement "may also result in less student accessibility, public transparency, and comparability." These concerns should not be downplayed by rushing this decision through the consent agenda.

Senate Bill 744 (2021) suspended the Essential Skills Learning requirements through the end of this school year. Further, it gave you, as the Board of Education, unilateral authority over the future use of Essential Skills Learning requirements.

Beyond being what I believe is an improper delegation of power by the previous Legislature, I wholeheartedly disagree with the idea that we should have no graduation standards for students graduating for the better part of this decade. The Essential Skills Learning requirements provide

valuable assessments and data to ensure our students can read, write, and do math before graduation.

If the current standards are not working as intended, let's replace them. Having no standards turns our diplomas into participation trophies. As we have seen an inching up of our graduation rates in the last few years, we have seen a corresponding decline in achievement.

The suspending of graduation standards is only a disservice to Oregon students and erodes trust with parents who expect that when they send their students off to school, they come home better prepared for their future.

Trust in our public schools is dwindling. At a time when a record number of parents have pulled their kids from public schools, we should be doing more to earn their trust. I believe pulling item 3A from the consent calendar and rescheduling more time for public input would be a good first start in earning some of that trust back.

Sincerely,

A handwritten signature in black ink, appearing to read "Tracy Cramer". The signature is fluid and cursive, with a long horizontal stroke at the end.

Tracy Cramer
Oregon State Representative
House District 22

CC:

Governor Tina Kotek
Charlene Williams, Acting Director of the Department of Education and Deputy Superintendent of Public Instruction
Nicole Peterson, Legislative Coordinator – Oregon Department of Education
Zoe Larmer, Government Relations & External Affairs Director – Oregon Department of Education

ROSENBERG Corey * ODE

From: Gary Richardson <grichardson@csbo.org>
Sent: Tuesday, September 19, 2023 4:03 PM
To: StateBoard Public Email
Cc: csboteam@csbo.org
Subject: Public comment: 7.D. K-12 Health Education Standards Revision

[You don't often get email from grichardson@csbo.org. Learn why this is important at <https://aka.ms/LearnAboutSenderIdentification>]

Hello,

Please return the standard to the draft stage and aim for a more balanced representation of viewpoints. What the ODE (Oregon Department of Education) seems to have overlooked is the age-old adage of "do no harm."

The new standard appears to diminish the role of parents in a child's life. In the current standard, parents are mentioned 27 times, while in the draft standard, parents are only mentioned 4 times, with the term "trusted adult" being used 29 times. The new standard seems to imply that trusted adults are equivalent to parents.

It's crucial to recognize that parents invest significant amounts of both time and money in their children. The level of commitment parents have in their child's life far exceeds that of a public school teacher. If a teacher leads a child down an unfavorable path, they bear no long-term responsibility for the consequences. However, if a parent does the same, they may have to deal with the repercussions for a lifetime.

While the ODE may want to use extreme cases of irresponsible parents as examples of why these new standards are necessary, we can also find examples of reprehensible teachers who should not have the same authority as parents.

Let's take a look at a kindergarten standard from each of the standards for clarification. The terminology "parents or other trusted adult" has been replaced by "trusted adult" throughout the new standard:

Old standard:

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.

New standard:

K.SFA.3 Practice how to ask trusted adults for help when feeling uncomfortable, scared, confused, or unsafe.

We understand that the ODE is trying to assist children in the most challenging circumstances. However, it's essential to ensure that in helping these children, we do not harm the much larger group of children.

Especially when it comes to elementary-age children, some of whom still believe in Santa Claus, it seems unreasonable to elevate a trusted adult to a position where they might influence a child's perception of their gender in a way that doesn't align with their biological sex. Parents are understandably terrified that a teacher, who has very limited responsibility for the child's life, could be granted equal authority to make such a significant decision.

Here are some reasons why parents often have a strong self-interest in their child's success:

Emotional Bond: Parents typically share a profound emotional connection with their children, finding personal fulfillment and joy in their children's growth and accomplishments.

Biological Connection: Biological parents have a unique genetic tie to their children, which often leads to a heightened sense of responsibility and attachment.

Parental Investment: Parents dedicate substantial time, effort, and resources to raise their children. Their own well-being and future retirement may hinge on their child's success and ability to become independent.

Legacy and Family Name: Parents often take pride in preserving their family's legacy and reputation, which can be influenced by their child's achievements.

Emotional Support: Parents typically provide emotional support and act as a safety net for their children, so their child's well-being significantly impacts the parents' emotional well-being and peace of mind.

Please consider these points when revisiting the standards. We believe that it is possible to help vulnerable children without jeopardizing the rights and responsibilities of parents.

Gary Richardson
Community School Boards of Oregon

ROSENBERG Corey * ODE

From: LaNita Hafer <lanitahafer@me.com>
Sent: Tuesday, September 19, 2023 2:52 PM
To: StateBoard Public Email
Subject: Standards

[You don't often get email from lanitahafer@me.com. Learn why this is important at <https://aka.ms/LearnAboutSenderIdentification>]

Please reinstate and recommend the State of Oregon Education Standards.

All students deserve the opportunity to participate in best practice as transition in their learning trajectory. Don't deny them the opportunity to achieve these standards. Teachers in Oregon, are prepared to teach, allow them to do so as they partner with students and their families to achieve the standards.

Thank you,

L. Hafer, retired Special educator.

Sent from my iPhone

ROSENBERG Corey * ODE

From: Gary Richardson <grichardson@csbo.org>
Sent: Wednesday, September 20, 2023 7:23 AM
To: StateBoard Public Email
Cc: csboteam@csbo.org
Subject: Public comment: 3.A. Suspension of the Assessment of Essential Skills through the 2027-2028 School Year: OAR 581-022-2115

Senate Bill 744 does not grant the Oregon Department of Education the authority to suspend the Essential Skills requirement for any school years beyond 2023-2024.

The legislature was clear about the years the suspension was to be available.

Here's the relevant excerpt from SB744:

SECTION 3. Notwithstanding any rules adopted by the State Board of Education, a student may not be required to show proficiency in Essential Learning Skills as a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year.

Thank you for your consideration.

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Gary Richardson
Community School Boards of Oregon



September 20, 2023

Via Electronic Mail
Oregon State Board of Education
255 Capitol Street NE
Salem, OR 97310

RE: State Board of Education's September 21, 2023 Meeting – Health Standards and Consent Agenda

Chair Martinez Zapata, Vice Chair Scurlock, and Board Members Wheeler, Morales, Russell, Howard Wade, and Montgomery:

As school board members, we are concerned with the potential change in the Health Standards curriculum for our K-12 students being proposed.

As you are aware students throughout our state are struggling to recover from the Covid pandemic that shut our kids out of school for a year and a half. Our teachers are having to deal with behavioral issues, students that are having challenges in being behind with the math, language arts, and science standards, as well as just the social challenges after having been isolated during the pandemic. There is a lot that needs to be addressed with our students to help them succeed.

We feel that adding the additional burden of creating new learning tools to meet the new standards for health will be too much for our teachers and our students will feel it is one more thing that they will be behind in. In addition, the National Health Education standards are currently in public review through September 30, 2023. As our standards are a reflection of the national standards, we should wait until that process has been completed before starting our own.

There are items in the new curriculum that a lot of our parents are just now reading about. To ask for public comment right as school is getting back is not the correct time. Families are very busy getting back into the routine of school and this simply is one more thing that they want to comment on but, in the busyness of life is going to be missed.

We would like the Board of Education to allow for more time for public comment. Ideally, we would like to see more local control of what changes are made in standards. Currently our health curriculum meets the national standards. We would like to see them stay the same as they currently exist. We would also specifically ask for the removal of these items from the consent agenda at the 9.21.2023 State Board of Education meeting:

- 3.A Suspension of the assessment of the essential skills thorough the 2027-2028 School Year.
OAR 581-022-2115
- 3.B Menstrual Dignity for students: OAR 581-022-XXXX

These items are still very polarizing in our community or are in the development stages and they need more time for public comment or revisions.

Thank you for considering the needs of the diverse school districts of our State.

Respectfully,

Eagle Point School District 9 Board of Directors

Matt Stone, Board Chair

Chery Stritenberg, Board Vice Chair

Emily McIntire, Board Member

Josh Graves, Board Member

Randy Wolf, Board Member

ROSENBERG Corey * ODE

From: Temara Presley <Temara@sanderspresley.com>
Sent: Wednesday, September 20, 2023 10:12 AM
To: StateBoard Public Email
Subject: Public Comment

You don't often get email from temara@sanderspresley.com. [Learn why this is important](#)

My comment is regarding ODE's plans to drop high school graduation requirements for essential skills proficiency through 2028.

Do not drop the essential skills proficiency. If the student has not learned the material, they should not get a diploma. Period. Your diplomas are worthless, otherwise. Graduation rates are literally meaningless if the student doesn't have to meet a standard.

This is not about your reputation. It's not about your numbers. This is about what is REALITY. Please teach the kids their subjects, and a lesson in reality – if they don't learn a subject, they don't get a certificate that says they did.

Temara Presley
Cell/Text: 503.705.2546

ROSENBERG Corey * ODE

From: Mary Scarlato <maryscarlato@icloud.com>
Sent: Wednesday, September 20, 2023 10:31 AM
To: StateBoard Public Email
Subject: Public Comment on Proposal to Eliminate Graduation Proficiency Requirements

You don't often get email from maryscarlato@icloud.com. [Learn why this is important](#)

I am writing to express my grave concerns about the Board's plans to drop high school graduation requirements for essential skills proficiency through 2028.

It's absurd that this is even under consideration. The state is doing a grave disservice to our students and the entire state's citizens. Improve standards, remove nonsense from the curriculum and increase teacher licensure and continuation requirements to demonstrate knowledge and teaching proficiency—that's where the focus needs to be—not on the absurd proposal to eliminate high school graduation proficiency requirements.

As an educator, I speak for many when I say stop this nonsense. Stop damaging our students and removing opportunities for success for our children. Why are you promoting harm rather than good? This absurdity needs to end.

Mary Scarlato, PhD

ROSENBERG Corey * ODE

From: Neil <ur4solutions@gmail.com>
Sent: Wednesday, September 20, 2023 10:43 AM
To: StateBoard Public Email
Subject: graduation

You don't often get email from ur4solutions@gmail.com. [Learn why this is important](#)

By not requiring a level of proficiency to graduate, many students won't apply themselves if all they need to graduate is to attend classes. Curriculum needs to be personalized to the levels and needs of every student. Click on the link below to see how this can be done. This PEP approach has been proven to guarantee at least five times the results in our schools. Scroll down the website to view



The Answer To More Effective Schools

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www.personalassistedlearning.info

Please respond to this email.

ROSENBERG Corey * ODE

From: chad1776 <chad1776@charter.net>
Sent: Wednesday, September 20, 2023 10:55 AM
To: StateBoard Public Email
Subject: I disagree with allowing H.S students to graduate with no discipline.

You don't often get email from chad1776@charter.net. [Learn why this is important](#)

There are several unintended consequences of graduating high school students who haven't been required to meet a standard of discipline. Some of these consequences could include:

1. Lack of preparedness for college or the workforce: Discipline and adherence to rules and standards are essential skills for success in higher education or the professional world. If students haven't been required to develop these skills in high school, they may struggle to adapt to the expectations and demands of college or their future careers.
2. Difficulty in managing time and responsibilities: Discipline is closely linked to self-control, time management, and prioritization skills. Without having to meet a standard of discipline, students may not have learned how to effectively manage their time and responsibilities, leading to difficulties in balancing academic, personal, and professional tasks.
3. Reduced motivation and work ethic: Discipline often fosters a sense of motivation and work ethic. When students are held accountable for their behavior and academic progress, they develop a sense of responsibility and discipline. If these expectations are lacking, students may lack the drive to put in consistent effort and may not fully explore their potential.
4. Increased disciplinary issues and disruptive behavior: Without a standard of discipline, there may be a higher prevalence of disciplinary issues and disruptive behavior in schools. Students who haven't experienced consistent discipline may disregard rules, challenge authority, and disrupt the learning environment for themselves and others.
5. Inequality in educational outcomes: Graduating students without a standard of discipline may exacerbate existing inequities in education. Those who have self-discipline or come from supportive environments will likely fare better, while students lacking discipline due to factors beyond their control (such as home environments) may suffer from an unfair disadvantage.
6. Challenges in building character and resilience: Discipline often fosters the development of character traits like resilience, perseverance, and determination. Graduating students without a standard of discipline may find it more challenging to cultivate these important qualities, which are necessary for overcoming obstacles and setbacks throughout life.

If it is your plan to fundamentally change our country from a skilled workforce to a nation of welfare recipients, then please move forward with you delusional liberal plan.

I will sue for school choice and enroll my kids in private schools that will ensure my children have a productive and successful career as future leaders of our country.

Sincerely, Mr Chad Johnson of Klamath County

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Sent from my T-Mobile 5G Device

ROSENBERG Corey * ODE

From: amothfam@proaxis.com
Sent: Wednesday, September 20, 2023 11:05 AM
To: StateBoard Public Email
Subject: Oregon's graduation standards

You don't often get email from amothfam@proaxis.com. [Learn why this is important](#)

Dear ODOE,

You have effectively made education in Oregon the “Laughing Stock of the Nation” by reducing academic standards and encouraging faculty at all levels to focus on everything BUT class discipline, teaching effectiveness; and, virtually non-existent standards needed to move from grade-to-grade and/or to graduate from high school. Your graduation standards are embarrassing and no one at the State level seems to give a damn.

Although I have no children in Oregon’s schools, I do have a 12-year old grandson enrolled on one of the State’s highly regarded school systems and he has been struggling for years because of non-existent teacher priorities, no discipline management by school officials, and frequent “bullying” that has affected his interest in learning.

If you can’t do an effective job Please resign. You are responsible for making Oregon a prime example of education at its worst.

Sincerely,

Alan Amoth
Corvallis

ROSENBERG Corey * ODE

From: Aaron Starr <starrit@yahoo.com>
Sent: Wednesday, September 20, 2023 11:38 AM
To: StateBoard Public Email
Subject: September 21, 2023 Meeting Input

You don't often get email from starrit@yahoo.com. [Learn why this is important](#)

To whom it may concern,

I strongly oppose any removal of Oregon High School Graduation Standards. Firstly, removal of these standards immediately makes all Oregon State High School Diplomas useless (of which, I am a holder). Secondly, this is a pure cultural Marxist tactic to 'dumb down' the masses to break society apart to then reform in a demonic socialist "utopia" (mind you, all socialist experiments have failed leaving 150 million dead). Thirdly, if the reason for this proposed change is lack of students to reach the standards, maybe you should look at your system first. Maybe your system, which has been controlled by one party for over 30 year, is broken.

Just the fact a policymaker is seriously considering such a change, is a wake-up call that the whole leadership needs a serious overhaul.

Astarr

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ROSENBERG Corey * ODE

From: Lawrence Tucker <fyretuck@gmail.com>
Sent: Wednesday, September 20, 2023 11:48 AM
To: StateBoard Public Email
Subject: ODE's plans to drop high school graduation requirements for essential skills proficiency through 2028

You don't often get email from fyretuck@gmail.com. [Learn why this is important](#)

Please DO NOT drop the essential skills proficiency requirements through 2028.

A Diploma from an Oregon High School needs to have value!

Lawrence Tucker
Lyons, OR



OREGON ATTORNEY GENERAL'S SEXUAL ASSAULT TASK FORCE

3625 River Road N. Suite #275
Keizer, Oregon 97303
971.410.7283

Oregon State Board of Education,

We are writing to express our support for Oregon's Updated Health Education Standards as they will serve to prevent abuse and violence, and promote safety for Oregon kids.

Thank you for your time and energy reviewing these robust standards updates. Throughout Oregon schools have been partnering in meaningful ways with community programs (like local domestic/sexual violence agencies and child advocacy centers) to implement the health education standards and prevent violence and abuse to Oregon's kids. This includes comprehensively and impactfully implementing Erin's Law (Oregon's Child Sex Abuse Prevention Education Law) and the Healthy Teen Relationships Act (HTRA). The updated standards are critical for ensuring that we as a state are implementing the most effective abuse and violence prevention education with youth.

The updated standards improve upon the existing ones, bolstering research-based prevention practices (see attached infographic), and providing more concrete knowledge and skills for people to navigate safety, access help, and promote health in their relationships and lives. All kids in Oregon deserve a safe learning environment, and safe homes/communities to grow up and thrive in. These standards are a key tool to do that. We cannot emphasize enough how important these standards are for enhancing the safety of kids in our state. As leaders in violence and abuse response and prevention in Oregon and beyond, we are excited by the meaningful work these standards can and will enable statewide.

Thank you,

Shannon Rose,
Executive Director

Meg Foster, Prevention
Program Coordinator

Eli Cox, Abuse Prevention
Coordinator



Healthy Sexuality Education is Necessary to Prevent Violence and Abuse in/and Outside of our K-12 Schools

Comprehensive Sexuality Education ¹:

- Increases Gender Equitable Beliefs, Attitudes, and Behaviors, & Combats Rigid Gender Role Stereotypes
- Increases Positive Social Behaviors and Decreases Conduct Problems and Levels of Emotional Distress
- Helps children recognize signs of abuse, name their body parts correctly, and communicate w/ trusted adults about perceived or real danger



Mitigates these Risk Factors:

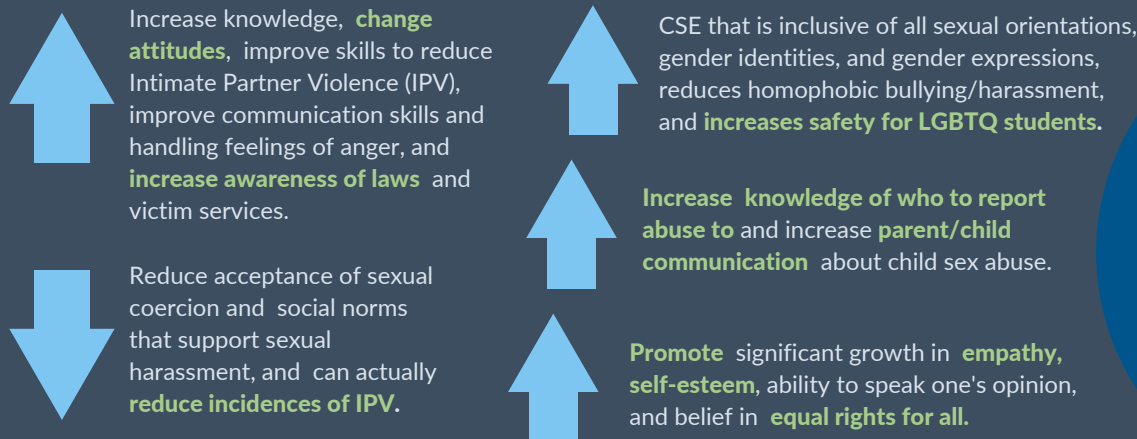
- Rape Myth Acceptance
- Acceptance of Violence
- Peer Approval of Forced Sex
- Peer Sexual Aggression
- Childhood Sexual Abuse
- Peer Pressure for Sexual Activity
- Early Sexual Initiation
- Sexual Risk Taking
- Delinquency
- Empathetic Deficits



Which Leads to:

A Reduction in Sexual Violence Perpetration

30 Years of Research on Comprehensive Sexuality Education (CSE) shows that CSE leads to appreciation of sexual diversity, dating and intimate partner violence prevention, development of healthy relationships, prevention of child sex abuse, improved social/emotional learning, and increased media literacy. **CSE can ²:**



There is substantial evidence that sexuality education is most effective when begun early and before sexual activity begins.

Evidence shows that the physical and emotional health of young people is related to their academic achievement, as healthier students are more likely to stay in school and achieve higher grades.

Only ³ 1/2 of all students approximately received sex education that met the minimum national standards in the U.S. from 2011-2019. Young people are **less likely to receive sex education** on key topics needed to protect their sexual health **than they were 25 years ago**.

Oregon's K-12 Healthy Sexuality Education Standards house child sex abuse prevention (Erin's Law), dating violence prevention (the Healthy Teen Relationship Act), and include suicide prevention (Adi's Act), along with mental health promotion, physical health, and well-being.

- The Oregon Department of Education (ODE), in partnership with others around the state, helps school districts prevent sexual violence and abuse by offering:
- Individualized Technical Support
 - Administrator and Community Engagement
 - Curricular and Standards Resources
 - Professional Development
 - Community Input and Coalition Building
 - Sharing Resources and Best Practices
 - Implementation of Healthy Sexuality Education Every Year K-12 (OAR 581-022-2050)

A 2017 study conducted by WestEd's Justice & Prevention Research Center with Oregon Youth Authority (OYA) male youth in juvenile justice facilities, ages 14-19, found ⁴:

65% identified not having received information on how to resist pressures to have sex before coming to OYA.

50% identified not having received information on how to have a good romantic relationship before coming to OYA.

1. Schneider M, Hirsch JS. Comprehensive Sexuality Education as a Primary Prevention Strategy for Sexual Violence Perpetration. *Trauma Violence Abuse*. 2020 Jul;21(3):439-455. doi: 10.1177/1524838018772855. Epub 2018 May 2. PMID: 29720047; PMCID: PMC6283686. 2. Goldfarb ES, Lieberman LD. Three Decades of Research: The Case for Comprehensive Sex Education. *J Adolesc Health*. 2021 Jan;68(1):13-27. doi: 10.1016/j.jadohealth.2020.07.036. Epub 2020 Oct 12. PMID: 33059958. 3. Lindberg, L. D., & Kantor, L. M. (2021). Adolescents' receipt of sex education in a nationally representative sample, 2011-2019. *Journal of Adolescent Health*. <https://doi.org/10.1016/j.jadohealth.2021.08.027>. 4. Wested: Healthy U: HHS Office of Population Affairs. OPA Office of Population Affairs. (n.d.). Retrieved December 30, 2021, from <https://opa.hhs.gov/grant-programs/teen-pregnancy-prevention-program-tpp/tpp-successful-strategies/wested-healthy-u>

Snapshot of Sexual Violence and Abuse in Oregon's K-12 Schools

K-12 Sexual Violence in Oregon's News

Below are some hyperlinked examples of news stories about sexual violence occurring in Oregon's K-12 schools and the response to these incidents, including the calls for change by Oregon students. Comprehensive Sexuality Education prevents this violence as well as its ongoing impacts. Inclusive sex education makes our schools and communities safer for all kids in Oregon.

[Centennial High Vice Principal among those arrested in human sex trafficking sting](#)

[Dating violence theme of teen's presentation](#)

[Hundreds of high school students walk-out after 'I Resolve' educators reinstated](#)

[Students, parents call for district to rein in sexual harassment, fighting at Northeast Portland middle school](#)

[Suit: Student sexually abused in Reynolds High parking lot](#)

[Family sues Hillsboro School District over school bus sexual assault](#)

[This Spring, Teens at Portland High Schools Turned to Snapchat to Make Allegations of Sexual Violence Against Other Students](#)

[Suit: Girl sexually abused at North Clackamas middle school](#)

[Former Deep Creek Elementary School principal faces child sex-abuse charges](#)

[Students protest at football game](#)

[Oregon high school basketball coach arrested for alleged sexual abuse](#)

[Student-run initiative calls on school to take sexual assault claims seriously](#)

[Tigard-Tualatin schools investigating dozens of sexual harassment incidents students allege on social media](#)

[Oregon teacher arrested after confronting sex assault victim at restaurant](#)

[Grants Pass School Dist. may settle harassment lawsuits](#)

[Investigation Alleges Decades Of Sexual Misconduct By Teachers At Catlin Gabel School](#)

[Damning report shows Portland Public Schools disregard of sexual misconduct over decades](#)

[Dufur track coach sentenced to prison for sex abuse](#)

[Holt Elementary employee facing sexual harassment allegations](#)

[Students at Grant High School Posted List of "Sexual Predators in Hallways" in Girls' Bathrooms Last Week](#)

[Salem family fights to change sexual harassment policies in K-12 schools](#)

[Meet The Teen Sexual Assault Survivors Who Took On Their School District And Won](#)

[Former student sues Reynolds School District claiming sexual abuse](#)

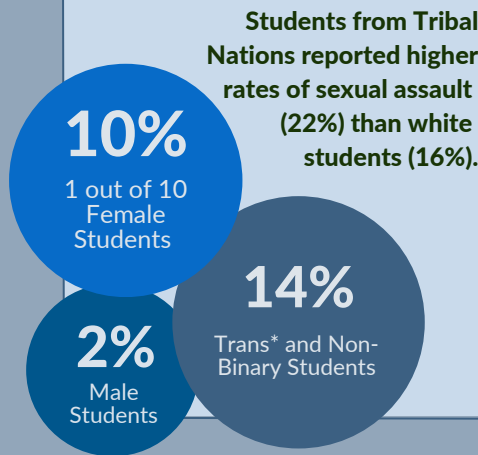
[Summit student faces rape allegation: Federal complaint for \\$2.5M alleges abuse of a vulnerable person](#)

[Pendleton Substitute Teacher Arrested for Sexual Abuse of Underage High School Student](#)

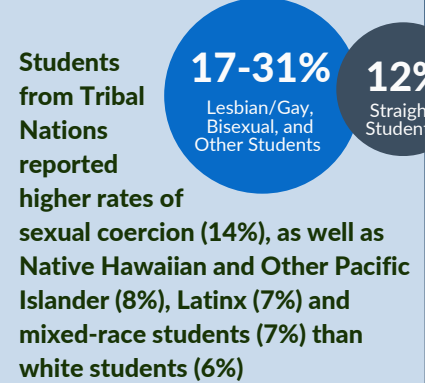
[Alleged 'sextortion' and sexual harassment at Clatskanie school spur three girls to file federal lawsuit](#)

Oregon 11th Grade Students Report Experiencing⁵:

SEXUAL ASSAULT



SEXUAL COERCION



SEXUAL VIOLENCE

While sexual pressure and intimate violence generally happen outside of the school setting, students are most often victimized by a school peer/s. This in turn means survivors of sexual coercion and sexual assault are frequently forced into an education setting alongside the very person or people who victimized them.

- 2020 OSSCC State of Safe Schools Report

A University of Oregon study found "the **more gender harassment** and institutional betrayal (like mishandling of the situations by schools) teens encounter in high school, the **more mental, physical and emotional challenges** they experience in college," lead researcher Monika Lind explains.⁶



In Oregon, **Erin's Law** requires schools to offer professional training regarding communicating child sexual abuse prevention techniques and receiving child sexual abuse reports and disclosures AND the **Healthy Teen Relationships Act** requires schools to adopt policy and uniform procedure for reporting an act of harassment, intimidation or bullying including identifying the school officials responsible for receiving such a report at a school.

33%

Oregon 11th grade students identify having fair/poor emotional and mental health.

- Oregon Healthy Teens Survey

Youth said they were not discouraged by negativity from other people, but that they do **need more support** from the adults in their lives, they feel that they are not taken seriously enough and that their voices often go unheard.

- El Programa Hispano Catolico

Oregon students report believing there is not an atmosphere of trust and respect at school.

42%

- Oregon Student Voice Report

5. 2019 Oregon healthy teens survey. Oregon.gov : State of ... 2019 Oregon Healthy Teens Survey State of Oregon Report. (n.d.). Retrieved March 25, 2022, from <https://www.oregon.gov/oha/PH/BIRTHDEATHCERTIFICATES/SURVEYS/OREGONHEALTHYTEENS/Documents/2019/2019%20State%20of%20Oregon%20Profile%20Report.pdf> & Lind, M. N., Adams-Clark, A. A., & Freyd, J. J. (2020). Isn't high school bad enough already? rates of gender harassment and institutional betrayal in high school and their association with trauma-related symptoms. PLOS ONE, 15(8). <https://doi.org/10.1371/journal.pone.0237713>

ROSENBERG Corey * ODE

From: Greg Sears <gleggley@gmail.com>
Sent: Wednesday, September 20, 2023 12:09 PM
To: StateBoard Public Email
Cc: Sen Lieber; Rep Grayber
Subject: Public Comment: Suspension of the Assessment of Essential Skills through the 2027-2028 school year

You don't often get email from gleggley@gmail.com. [Learn why this is important](#)

Based on the unsupported claims, and unsupported research, I object to moving forward with forward with the suspension of the assessment of essential skills through the 2027-2028 school year.

- SB 744 is criticized for making assertions about the causes of differential educational attainment without evidence. The bill's focus on race is also highlighted, with the report suggesting that variations in cultural and social norms within groups might be a more likely explanation for disparities in educational attainment.
- It illustrates how ODE violated the terms of SB744, misused and misrepresented research findings, engaged in plagiarism, and made racially biased statements. The report dives deeper into these topics and more:
 - ODE's violation of SB 744's political neutrality requirements.
 - ODE's racist claim that graduation requirements are "White".
 - ODE's unfair attack on Oregon teachers.
 - ODE's misrepresentation of research on the discipline of Black students.
 - ODE's erroneous citation of research on student belonging research.
 - ODE's attempt to dumb-down education for Black and Hispanic students.

The ODE's report lacks evidence of bias, only including an anonymous statement from one Oregon Superintendent. In the report it states: "Grades are completely subjective and an unreliable measure of student growth and potential from one year to the next. Grading is inconsistent from teacher to teacher. Bias is heavily present in grading ESPECIALLY at the high school level. You will need to regulate grades [in the absence of a secondary validation system]."

The cited study shows a very low correlation between a student's sense of belonging and their academic achievement. This study also clearly stated: "conclusions about causality cannot be drawn".

The Oregon Department of Education's claims are unsupported and fraudulent.

Oregon's teachers and students deserve better than what is being offered.

Oregon's legislature should reject the Oregon Department of Education's report and call for an immediate investigation into this report, other recent ODE reports, and the people involved in any of this fraudulent activity.

ROSENBERG Corey * ODE

From: Cheyenne Edgerly <bcedgerly8@gmail.com>
Sent: Wednesday, September 20, 2023 2:04 PM
To: StateBoard Public Email
Subject: K-12 health standards

[You don't often get email from bcedgerly8@gmail.com. Learn why this is important at <https://aka.ms/LearnAboutSenderIdentification>]

I am writing this statement as a parent, and as my personal opinion. The ODE K-12 Health Education Draft Standards will sexually exploit our young children. These standards undermine parents rights, and will cause irreparable harm to our youth. They are destructive, and inappropriate. Do NOT approve this draft.

Cheyenne Edgerly
Parent

Date: September 20, 2023

To: Oregon State Board of Education

From: Parasa Chanramy, Coalition of Oregon School Administrators
Ozzie Rose, Oregon Association of Education Service Districts
Reed Scott-Schwalbach, Oregon Education Association
Lori Sattenspiel, Oregon School Boards Association
Susan Miller, Oregon School Employees Association

Subject: 4.A. Early Literacy Success School Grant Fund Administration – Temporary Rules

Dear Chair Martinez Zapata, Vice Chair Scurlock, and Members of the State Board of Education,

On behalf of the Coalition of Oregon School Administrators, Oregon Association of Education Service Districts, Oregon Education Association, Oregon School Boards Association, and Oregon School Employees Association, we urge you to adopt the temporary rules – as presented – for administering the Early Literacy Success School Grant Fund.

We want to thank the Oregon Department of Education (ODE) for their tremendous work in developing [Oregon's latest Early Literacy Framework](#) in collaboration with education leaders and partners, as well as their support in helping districts understand the goals and requirements of House Bill 3198 – the Early Literacy Success Initiative.

Across Oregon, our members are eager to apply for the Early Literacy Success School Grants. The temporary rules before you are an important step in helping jumpstart those efforts.

These temporary rules:

- Support the technical administration of the school grant
- Help clarify who is eligible to apply for the grants
- Remove financial barriers for eligible applicants (with an ADM of 50 or less) by exempting them from the 25% match
- Ensure a level of flexibility for eligible applicants that are required to meet the 25% match by allowing the use of any other sources of funding available to the district – without adding requirements that might create barriers to apply for the grant funds
- Make clear that the funding grantees receive can be carried over in the second half of a biennial budget cycle

We are deeply appreciative of the Department's work on these temporary rules, especially given the accelerated timeline, and their efforts to incorporate our feedback in the draft before you.



These rules are critical to helping roll out the Early Literacy Success Initiative across schools in Oregon. With that, we urge you to adopt the temporary rule to support the administration of the Early Literacy Success School Grant Fund.

We look forward to continuing to partner with the Governor's team, ODE, and many other education and community partners to ensure that all Oregon students achieve literacy success.

Thank you again for your service and for taking the time to review our letter of support.

ROSENBERG Corey * ODE

From: Jared <jwcarkin@gmail.com>
Sent: Wednesday, September 20, 2023 2:14 PM
To: StateBoard Public Email
Subject: Essential Skills Grad Requirement pause Comment

You don't often get email from jwcarkin@gmail.com. [Learn why this is important](#)

Hello,

It's frustrating to see the Oregon State Board of Education will vote this Thursday on extending the Essential Skills graduation requirement pause until the 2027-28 school year, I'm strongly opposed to extending this foolish policy for any longer.

--

Regards,
~Jared Carkin

ROSENBERG Corey * ODE

From: Jen Scott <justjennyscott@gmail.com>
Sent: Wednesday, September 20, 2023 3:21 PM
To: StateBoard Public Email
Subject: Board Meeting 9/21

[You don't often get email from justjennyscott@gmail.com. Learn why this is important at <https://aka.ms/LearnAboutSenderIdentification>]

I am urging ODE to seek public and parental feedback on the Essential Skills requirements for high school graduation. More specifically, the plan ODE has to drop requirements through 2028.

The high school diploma will be nothing more than a participation trophy that has no meaning. Without standards, students are left behind and forgotten about when they need the most academic support.

After graduation, the students who have not met standards will be even further behind. Showing up and not doing the work in high school may get them a diploma, but showing up to work and not completing their job will get them fired.

You can do better for Oregon students!!

ROSENBERG Corey * ODE

From: Jennifer Peterson <mamoo72662@hotmail.com>
Sent: Wednesday, September 20, 2023 1:05 PM
To: StateBoard Public Email
Subject: High School Requirements

[You don't often get email from mamoo72662@hotmail.com. Learn why this is important at <https://aka.ms/LearnAboutSenderIdentification>]

Greetings,

I have read several articles as of late indicating that the Departure of Education plans to continue the ridiculous pause on requirements for kids to graduate. So why bother going to school at all. Maybe start handing put diplomas before they waste their time going to kindergarten.

A kid from a poor area is going to feel much better about themselves as adults if they can read and write and do math.

Stop worrying about their feelings. They will feel a lot worse when they realized they just wasted 13 years in school and the only thing they got out of is what gender they are or what color they don't want to be.

Stop handing out awards for something that they didn't work towards. You are destroying our children's brains.

Thank you for your consideration. Bring competency tests back to the schools

Jennifer Peterson

ROSENBERG Corey * ODE

From: Tim Foster <retsof@aol.com>
Sent: Wednesday, September 20, 2023 1:07 PM
To: StateBoard Public Email
Subject: SB 744 commentary - Please read in Public Forum

You don't often get email from retsof@aol.com. [Learn why this is important](#)

Lowering the standards is no answer for solving the HS graduation crisis in Oregon. This woke equity agenda will only cause students to enter the culture without the necessary skills to succeed. The community, state, nation, and economy will suffer as a result. Standards must be reinstated and school curriculum must be geared for the fundamentals of reading, writing, math, science, and history. This "equity agenda" is hurting our youth and putting ill prepared persons into the work force. Therefore I want these recommendations (below) to be read into the agenda when this issue is discussed in the public forum.

1. ODE's Community-Informed Recommendations for Equitable Graduation Outcomes report fails to respond to the requirements of SB744 and should be rescinded. The report is unscientific, deplorably written, and poorly researched. It also imposes ideological biases that are not contained in the legislation.
2. Oregon's legislature should reject the ODE report and call for an immediate investigation into this report, other recent ODE reports, and the people involved any of this fraudulent activity. Processes and systems should also be established to ensure no public agency is able to similarly publish fraudulent information to influence and mislead legislators and the community at large.

Respectfully,
Tim Foster
TAXPAYER in Oregon since 1985

ROSENBERG Corey * ODE

From: Cheryl Gore <crednc@comcast.net>
Sent: Wednesday, September 20, 2023 4:57 PM
To: StateBoard Public Email
Subject: Dropping graduation requirements

[You don't often get email from crednc@comcast.net. Learn why this is important at <https://aka.ms/LearnAboutSenderIdentification>]

How dumb an idea is this to further dumb down our educational requirements. Oregon is already next to the bottom in ranking for educational proficiency in the US, why in the world would we want to drop requirements? At this rate we will be producing a whole generation of deadbeats who could never hold a job, pay taxes, buy homes, raise a family. Is this really what our State looks forward to? We are already a drug cartel State, let's clean things up, raise our children to succeed rather than languish in stupidity like we have in the legislators that are proposing this change.

Sent from my iPhone

ROSENBERG Corey * ODE

From: Steven Rebischke <srebischke@yahoo.com>
Sent: Wednesday, September 20, 2023 5:25 PM
To: StateBoard Public Email
Subject: Public Comment

You don't often get email from srebischke@yahoo.com. [Learn why this is important](#)

Please DO NOT remove graduation standards! Standards matter - any parent KNOWS this to be true. Dumbing down requirements is racist and is destroying public education.

Steven Rebischke
Parent/Citizen of Portland Public Schools a bastion of toxic, neo-racist indoctrination.

"Removing graduation standards in 2021 was a step in the wrong direction for Oregon students," said Jeff Myers, parent and owner of Save Oregon Schools. "The report ODE published regularly misrepresented and manipulated research findings to frame the narrative they wanted, not what was best for Oregon students."

Key findings from the report:

- *Research Methodology Concerns: The report points out instances of potential plagiarism and mis-citations in ODE's work. It emphasizes ODE's lack of practicing even basic, high-school writing skills, such as using reputable sources and proofreading.*
- *Significant, Unsupported Claims: Some of ODE's most significant claims were without evidence or ODE misrepresented research to appear supportive. For example, there were many claims that a student's sense of belonging was a significant, important factor for improving graduation rates and academic achievement, but the cited research made no such claims.*
- *Unfair Attack on Oregon Teachers: SB 744 questions the equity of high school diploma requirements, prompting the Oregon Department of Education (ODE) to investigate. Instead of an objective analysis, ODE leans heavily on claims of systemic racism and bias without substantial evidence. ODE even insinuates that teacher biases might influence grading, a claim that lacks concrete support and paints Oregon educators in a negative light.*

"The findings of this report underscore the importance of rigorous research methods, transparency, and adherence to legislative mandates," said Dr. Bruce Gilley, President of the Oregon Association of Scholars. "It calls for a re-evaluation of ODE's practices, rejection of all work found to be fraudulent, and a commitment to more accurate and unbiased research in the future."

Sent from my iPhone

Public Comment regarding Oregon Department of Education and TSPC
Submitted to the State Board of Education for 9/21/2023 meeting

Thank you for taking the time to read my statement. My name is Glenda Scherer, and my family resides in Gladstone. I am a licensed teacher and a parent of two school aged children. I understand that you are not a regulatory board. I am waiting patiently to hear back from the Office of Constituent Services for Governor Kotek regarding my situation. I expect that as Superintendent of Schools for Oregon, Governor Kotek will respond soon.

Unbeknownst to me, the Oregon Department of Education has been tracking my tweets on my account, <https://twitter.com/unheardparent> since October 2020 (I learned about this through a public records request in early 2023). This is important to note because many ODE staff (I can provide further details to any person in the media) knew about what transpired at my local school through my tweets, but not one person from ODE helped us as our local school retaliated against us, withheld information about my son, and refused to provide special education services for which my son was qualified. To be clear, I was in direct communication with ODE on multiple occasions through emails in addition to them tracking me.

On August 18, 2022 I observed a staff person from my local school grab my son by the wrist as he ran in the classroom. It was a huge safety concern, and my son could have been injured. I had previously requested to convene an IEP team multiple times between June and August 2022. When I saw how my son was treated, I again requested an IEP meeting. The director of student services completely dismissed my concern and refused to convene an IEP team meeting even though I had new information and expressed concerns for my son's safety and staff putting hands on him.

On August 22, 2022 in response to ODE's tweet about schools being safe and welcoming, I tweeted regarding my safety concerns and the district's refusal to have an IEP meeting. ODE staff had an internal conversation with at least 9 emails between staff about whether or not they should respond to me. They chose not to help me.

This is that tweet:

[.https://twitter.com/unheardparent/status/1561789976852910080](https://twitter.com/unheardparent/status/1561789976852910080)

Instead, an ODE staff person reached out to the district who misrepresented my concerns to ODE, by saying,

“So mom is requesting that her kindergartener goes to a local private Christian school...and wants the district to provide full SPED services as well as pay the tuition. They may be requesting mediation.”

No one reached out to me from the Oregon Department of Education. People who were supposed to support the Free Appropriate Public Education for my 5 year old son did nothing. Instead the ODE communication director decided that they did not need to respond.

Was this religious discrimination?

Retaliation?

<https://twitter.com/unheardparent/status/1699839371141345755>

I happened to run into Colt Gill at the Oregon Department of Education on August 30, 2023, and I asked him directly.

“Why is the Oregon Department of Education tracking me?”

He replied, “We sent those around so that people could know what to improve on or what people are saying.”

<https://twitter.com/unheardparent/status/1697023200834851306>

What was the purpose of the Oregon Department of Education tracking me if they had no intent on actually helping?

Was Colt Gill passing on my name to Twitter to be censored?

Was I on a list to be marked as a domestic terrorist?

I am just a mom advocating for my son and others who might not have the agency I have. It is a complete waste of Oregon taxpayer money, and I feel like the Oregon Department of Education had a bias against me and helped the local district sidestep an ODE complaint regarding restraint and retaliation. I was never interviewed by the ODE investigator nor asked to submit evidence that countered the local school’s altered attendance records when I ended up filing a complaint in December 2022.

My son started the kindergarten year in September 2022 with an inadequate IEP and lack of sufficient support in place. He paid the price with bruises, trauma, and fear. And the district covered up the abuse. The district’s version of what transpired did not add up. My son had bruises under both armpits, on his collar bone, and forearm. Before we even knew what had transpired, he showed signs of abuse: regression, sleep trouble, and daytime potty accidents. They did not follow any of the requirements for restraint and seclusion outlined in the OARs.

<https://twitter.com/unheardparent/status/1581431940670193665>

I am a mandatory reporter, and I reported the suspected abuse. The investigation did not conclude until June 2023. My son was not able to attend his local public school because the person suspected of abusing him was still working at the school in his classroom while under investigation for abuse. The district refused to provide homebound instruction, and once they illegally removed him from enrollment on November 2, 2022 they refused to enroll him unless he physically returned to the same classroom (with the instructional assistant who was STILL under investigation). I have attendance records regarding his enrollment. I don’t understand why no one from ODE helped us.

I did file two complaints with TSPC (at the suggestion of an ODE employee and a state senator), and I was never interviewed by the TSPC investigator. One allegation had already been founded at the local school district regarding the school principal’s failure to provide same day notification of a restraint. The principal had also withheld information about two additional restraints. The second complaint I filed with TSPC was against the Assistant Superintendent who failed to place or keep the instructional assistant on paid administrative leave while the child abuse investigation transpired. Neither individual was charged by TSPC despite their

egregious and retaliatory actions towards my son. The Assistant Superintendent's wife works for the Oregon Department of Education, but I don't know it that impacted the outcome.

<https://twitter.com/unheardparent/status/1704574941784588391>

Through a public records request with TSPC in spring 2023, I learned that the Director of TSPC had violated OARs in regards to license waivers, specifically the Director of Student Services at my local school. His license had expired in 2001, There are certain requirements built into the waiver process, but those were sidestepped for his application. Additionally the applicant failed to submit a complete and accurate application as required.

I also discovered through the public records requests that 3 other administrators in my local school district had discrepancies in their license applications or documentation. Two worked without a valid license, and one filled out his own PEER form.

<https://twitter.com/unheardparent/status/1702853155040743692>

The Oregon Department of Education's web page on the internet states it "fosters equity and excellence for every learner through collaboration with educators, partners and communities." In the case of my family they have fostered distrust, lack of communication and an illegal coverup at the local school district of abuse (illegal restraint) used against my son.

TSPC's website states that its "mission is to ensure Oregon schools have access to well trained, effective and accountable education professionals so all students have the opportunity to reach their full potential." It clearly has violated its own mission by allowing school administrators to work without valid licenses, to work in violation of OARS in regards to license waivers which has the effect of not allowing all students to have the opportunity to reach their full potential (my son is one of them).

ROSENBERG Corey * ODE

From: Lisa Lettenmaier <lisal@healthsourcenw.com>
Sent: Wednesday, September 20, 2023 7:57 PM
To: StateBoard Public Email
Cc: Lisa Lettenmaier
Subject: Re: Pending Vote on Essential Skills requirements for graduation

You don't often get email from lisal@healthsourcenw.com. [Learn why this is important](#)

Board Members:

I was made aware that the OR State Board of Education is going to vote this Thursday to extend the “pause” on Essential Skills graduation requirements through 2027-28!

Why? What good are we doing our kids if we do not require, they are able to meet essential skills and scores in reading, math, and science?

I have personal experience with my younger sibling, who struggled in school, being passed through the system only to graduate without the skills to spell or write properly. Her Math skills were also subpar.

For my sister, that meant she was embarrassed whenever she had to fill out an application for employment or do any type of paperwork or use math skills. My sister did not attempt to go to college because of her deficiencies and constantly held herself back from learning new skills on the job or changing jobs for fear of what people would think.

Later in life, my sister was working as a Pre School teacher in WA state at a community college. Due to regulation changes, to continue with her position and advance, she was required to get an AA. The thought of going back to school after her experience from 4th through 12th grade, left her paralyzed with fear and anxiety and she sought counseling. Through the entire process, she found out she was not a “slow learner”, a label from her school days, she just has a different learning style. Once she fought thru the anxiety, understood what worked best for her and communicated with her teachers, she graduated with her AA degree while achieving high scores in ALL classes.

My sister had been a victim of poor choices made by the school system at the time to “pass kids along” for fear of how they would “feel” if held back or how it would look if they were put into different classes with different learning environments. The school system was more concerned about “feelings” then the practicality of what harm would be done when she graduated and headed into adulthood without proper skills.

To be honest, the school system was also afraid of reduced funding if they didn't “artificially” keep their graduation rates up.

As I said before, we are not helping our youth when we waive away the scoring systems, we have in place to gage where they are on their learning path and where they need help. We certainly don't help them in the long term when they are looking for gainful employment.

We did enough damage to our kids in Oregon when we kept them out of schools. We need to get the train back on the tracks and fix our system, NOT perpetuate the problem.

Respectfully,

Lisa Lettenmaier

ROSENBERG Corey * ODE

From: Cindy Burrell <cindyburrell1@gmail.com>
Sent: Wednesday, September 20, 2023 8:05 PM
To: StateBoard Public Email
Subject: "Public comment: 7.D. K-12 Health Education Standards Revision"

You don't often get email from cindyburrell1@gmail.com. [Learn why this is important](#)

To Whom It May Concern:

My husband and I are strongly opposed to the language being proposed relating to sex education to delete HE3.K.2 that *"encourages minor to children to "Identify sources of support, such as parents or other trust adults to seek information about sexual and reproductive health, including pregnancy and birth,"* and replaces it with K.SFA3, which only instructs children to *"Practice how to ask "trusted adults" for help when feeling uncomfortable, scared, confused or unsafe."*

The school district's efforts to diminish the role of parents in their children's lives is appalling and unacceptable.

Please kill this proposal, and inform us of the outcome of the actions taken and how the voting members voted.

Sincerely,

Doug and Cindy Burrell

800 Eric Loop

Grants Pass, OR 97526

ROSENBERG Corey * ODE

From: William Burt <williamburt250@gmail.com>
Sent: Wednesday, September 20, 2023 8:27 PM
To: StateBoard Public Email
Subject: High school graduation requirements

You don't often get email from williamburt250@gmail.com. [Learn why this is important](#)

To whom it may concern:

I am writing in reference to ODE's proposal to drop high school graduation requirements for essential skills proficiency through 2028. This is a spectacularly poor idea! Dropping essential skills proficiency requirements as a prerequisite for graduation helps nobody—not minorities or anyone else. Employers in this state (and elsewhere) have their own "essential skills proficiency requirements" as prerequisites for hiring applicants! It would appear that the ODE isn't interested in the employability of Oregon high school graduates. If this proposal is approved, an Oregon high school diploma won't be worth the paper it's printed on.

Sincerely,

William Burt, M.S.

ROSENBERG Corey * ODE

From: Robert Powell <bbracketb@bctonline.com>
Sent: Wednesday, September 20, 2023 8:50 PM
To: StateBoard Public Email
Cc: Robert Powell
Subject: RE: Ending Graduation Degrees for several years / 2028
Attachments: OR Ed for Sust..pdf; Sustainable Dev. AG21.pdf

You don't often get email from bbracketb@bctonline.com. [Learn why this is important](#)

Good Day to Meeting Participants

This E letter with support documents is to assist in the question of Graduation Requirements deletion for some years, up to 2028 if I am correct.

The only apparent reason for this, is the abject failure of the Oregon Education For Sustainability that was promoted as the best program.

Why I note that rather bluntly? One needs to pass tests for so many issues, that I provide just one example: Drivers test.

Since it is most apparent that the challenge you now face is of Leadership ambivalence, ideological interest and misguided direction the subject must finally be addressed in truth, not fiction of utopian coverup of failure.

To the above ends I post documents that provide the road to this point with all the utopian fanfare that typically accompanies.

1. This first document, a powerpoint usable in groups pinpoints the overall lack of understanding of the political situation nationally, and in Oregon specifically. The document, while usable in other aspects of true classical education, I guide you to page # 7 - then #13. where this came from entails the pre-and remainder of the powerpoint.

1. http://www.slideshare.net/slideshow/embed_code/28345505

2. This second document is the initial agitprop that led to this decline we now face.

2.

3. This quite early document illustrates the verbal dichotomy between Sustainable Development language and the American Founding documents that are what we are supposed to be inculcating into our young to stay competitive in the world arena. To gain printing 10,000 we had to provide an business hence the " Pacific Freedom Foundation". There is a typo as well, in one place, but irrelevant to the subject of Oregon Department of Education failures.

3.

So, where did Sustainable Development come from in term ~~40d~~ actions.: *Abstract document*

The term "sustainable development" is usually credited to the 1987 report of the World Commission On Environment And Development, entitled Our CommonFuture. To achieve the changes in human actions judged necessary to restore and preserve the planet's environment, the Commission recommended the development of a United

Nations' program on sustainable development. The discussions and recommendations concerning this program provided

the impetus for the United Nations' Conference on Environment and Development, held in Rio de Janeiro, Brazil in June, 1992. Debate at this conference focused on, among other things, world environmental and development issues related to climate change and sustainability. Since this conference, many nations have pursued the concept of sustainable development through entities appointed to formulate a process to define a sustainable future. In the U.S., this approach has taken the form of the President's Council on Sustainable Development, created in 1992 by President Clinton. Since 1988, pursuant to a bilateral agreement between the U.S. National Oceanic and Atmospheric Administration and Environment Canada, the United States and Canada have jointly sponsored a series of five symposia on the implications of climate change. These meetings have focused on regions of mutual interest such as the Great Lakes, Great Plains, and the Pacific Northwest. This series continues in May, 1995, with a much broader focus: sustainable development in the context of global environmental change. The latest symposium, Planning for a Sustainable Future: The Case of the North American Great Plains, will emphasize a region that represents a critical environmental zone, where the impacts of climate change are likely to be more severe and to materialize more rapidly than in less fragile ecosystems. This symposium, the rationale for it, its planning, implementation and intended results, will be discussed as a model process by which a region can begin defining its sustainable future.

Sponsor: Sponsored and Organized by: U.S. Geological Survey, Georgia Department of Natural Resources, The University of Georgia, Georgia State University, Georgia Institute of Technology

For my last thoughts, this is a discussion of a reword of Constitution Article 1, Section 8, Clause 1. My point is not so the reword, as the result of not having clarity, in Governmental action at literally every level.

Reading from Thomson:

Article I, Section 8, Clause 1 - This clause should be reworded as follows: The words "...and provide for the common Defense and (provide for)the general Welfare of the United States;...", should instead mirror the thoughts presented in the Preamble where it says, "...provide for the common Defense, (and) promote the general Welfare...". The difference in the wording is important and needs to be clarified if we are to continue to clear up the problems in our current system.

You dump billions of dollars into welfare, you get billions of people wanting it, and nobody left to give it. That's just human nature. That's why Socialism NEVER works! Because it's like a parasitic vine on a tree. The vine will use the tree to flourish in much the same way as Socialism relies on taxes to survive, until it ultimately kills the tree and itself in the process. That is exactly what happens in Socialist/Communist regimes throughout history. Socialism NEVER works!

In conclusion, Oregon has been under the thumb of the United Nations since 1973, and the Rockefeller \$500,000 to Oregon State noted on page 14, and the rest is the result of blindly following agitprop, and ignoring the continuing low devaluation of Oregon Education on the pretext that a utopian, Socialist U.N. program is better than a classical, historical education.

With respect, and am at your service. The truth will simply be hidden and children lived destroyed by the position that reality is hidden from view. Good teachers are abuse, and administrations are forced to show reality to a corrupt Genesis, which always leads to a negative result. One your Agency is now faced with.

The last lie will be the total collapse of the beauty and honor of being educators into feeding children into a flawed system,

to protect what?

In Service to Country Via Oath not Party

ph: 971-275-0510

Lieutenant Robert Keith Powell Jr. GDO (Ret) HFCA

13790 S Mueller RD

Oregon City, Oregon 97045



Education for Sustainability (EFS) *Also known as* Education for Sustainable Development (ESD)

About Sustainability

Natural systems have limits, beyond which they cannot function as we know them. Human health and well-being are increasingly impacted as a result of global changes that are pressing against these limits, such as:

- climate change
- peak petroleum
- population growth
- urbanization
- land use changes
- resource depletion (e.g. soil, fresh water, fisheries)
- biodiversity loss

In the long term, societies have no choice but to understand and operate within the limits of the natural systems, which requires respecting the interdependence of economy, society and the environment.

- The most direct impact of sustainability challenges today is to the health of living things, such as ourselves, and to our economy (whereby this is sometimes due to underlying environmental issues).
- The legacy we leave to future generations and their sustainability, is contained in the environment.

Why Educate for Sustainability?

Our students deserve an education that provides them with the attitudes, skills, values, perspectives and knowledge necessary to understand and successfully manage these many interconnected global systems and changes. Students find this education more relevant and engaging which increases learning. Ultimately,

- EVERY organization needs all employees to have this education, to help them support a sustainable future.
- EVERY citizen needs this education to be able to contribute to a sustainable society.

The K-12 system must provide the foundation.

What is Education for Sustainability?

- Education **for** Sustainability (EFS) utilizes the entire education system to provide students with the attitudes, skills, values, perspectives and knowledge they need in order to transform our societies to achieve a sustainable future.
- Every academic subject contributes to education for sustainability.
- A sustainable facility and practices contribute to Education for Sustainability too, providing a living laboratory in which students can deepen their understanding of sustainability.
Without this, students learn through observation that although such practices make sense in theory, they are not valued enough to actually implement.
- It integrates environmental, economic, and social issues.
- It is based on local needs, but recognizes that fulfilling local needs often has global consequences.
- Note that education **about** sustainability is just one aspect of this; to understand the concept of sustainability (and often focuses on UN-sustainability).

United Nations Decade for Education for Sustainable Development (2005-2014)

The UN Decade seeks to integrate the principles, values, and practices of sustainable development into all aspects of education and learning, in order to address the social, economic, cultural and environmental problems we face in the 21st Century. <http://www.unesco.org/en/esd> The Decade encompasses the 4 major thrusts of education for sustainability first articulated in Chapter 36 of Agenda 21:

1. Improve access to quality education
2. Reorient existing education programs
3. Develop public understanding and awareness of sustainability; and
4. Provide practical training.

The United States participates in the UN Decade through the US Partnership, which includes a K-12 and Teacher Education Sector Team. Learn more and view resources, including national education standards for sustainability at their website: http://www.uspartnership.org/main/show_passage/33

Sustainable Oregon Schools Initiative, www.sustainableschools.org

May 2010

Sustainability Education Is-

- Integrative
 - Multidisciplinary
 - Inside and outside of the classroom
 - Linked to content standards in multiple areas
 - Highly motivating to students
- But it might not be every one of these things all the time.

It may include, but is not only-

- Environmental Education
- Science education
- Social Studies
- Advanced or enrichment curriculum
- An add-on module

It is NOT based on a particular political bias

Ha!

Core Content Areas: Education for Sustainability

These nine content areas do a great job of encompassing the key aspects needed for sustainability, and can be spread throughout the various academic subjects. *(from the Cloud Institute for Sustainability Education)*

• Cultural Preservation and Transformation

How the preservation and transformation of cultural identities and practices contribute to sustainable communities.

• Responsible Local/Global Citizenship

The rights, responsibilities and actions associated with leadership and participation toward healthy, sustainable communities.

• The Dynamics of Systems & Change

A system is made up of two or more parts in a dynamic relationship that forms a whole. The elements 'hang together' and change because they continually affect each other over time.

• Sustainable Economics

An evolving study and practice of the connections between economic, social and natural systems...

• Healthy Commons

The Commons are that upon which we all depend and for which we are all responsible (i.e., air, water, public health, etc.).

• Natural Laws and Ecological Principles

Nature's laws and science principles that help us to understand the interconnectedness of humans and all of the Earth's systems...

• Inventing and Affecting the Future

The vital role of vision, imagination and intention in creating the desired future.

• Multiple Perspectives

Valuing and learning from the life experiences and cultures of others, as well as our own...

• Sense of Place

Connecting to and valuing the places in which we live...

How is Education for Sustainability (EfS) Delivered?

The following strategies can be utilized; there is no "right" way to begin.

- Educate about Sustainability itself, and related topics, as their own subject via short or long units.
- Use aspects of Sustainability as the context for teaching any or all subjects
- Offer Sustainability topics as the basis for student projects
- Implement sustainable practices in the classroom and school. *(Based on a model from Facing the Future)*

Well-recognized teaching pedagogies such as place-based education, service learning and experiential learning are all effective options for delivering sustainability education.

The ULTIMATE GOAL is that the elements needed to provide EfS are integrated into teaching and learning at the district level, and delivered via all the strategies included above. Some sustainability content is typically present in existing curriculum. It's helpful to conduct an audit to identify what's already there, and what's missing. A framework should guide the effort, such as the Cloud Institute core content areas noted above.

How Do We Enable Schools to Provide Education for Sustainability?

- Provide professional development for educators
- Provide educators with resources and curriculum to teach for sustainability, and integrate them into the foundation of the school and district education program.
- Integrate Education for Sustainability into pre-service education through Colleges of Education
- Ensure that state standards incorporate the needed elements to educate for sustainability.
- Recognize the contribution of a sustainable school facility and practices to student education.

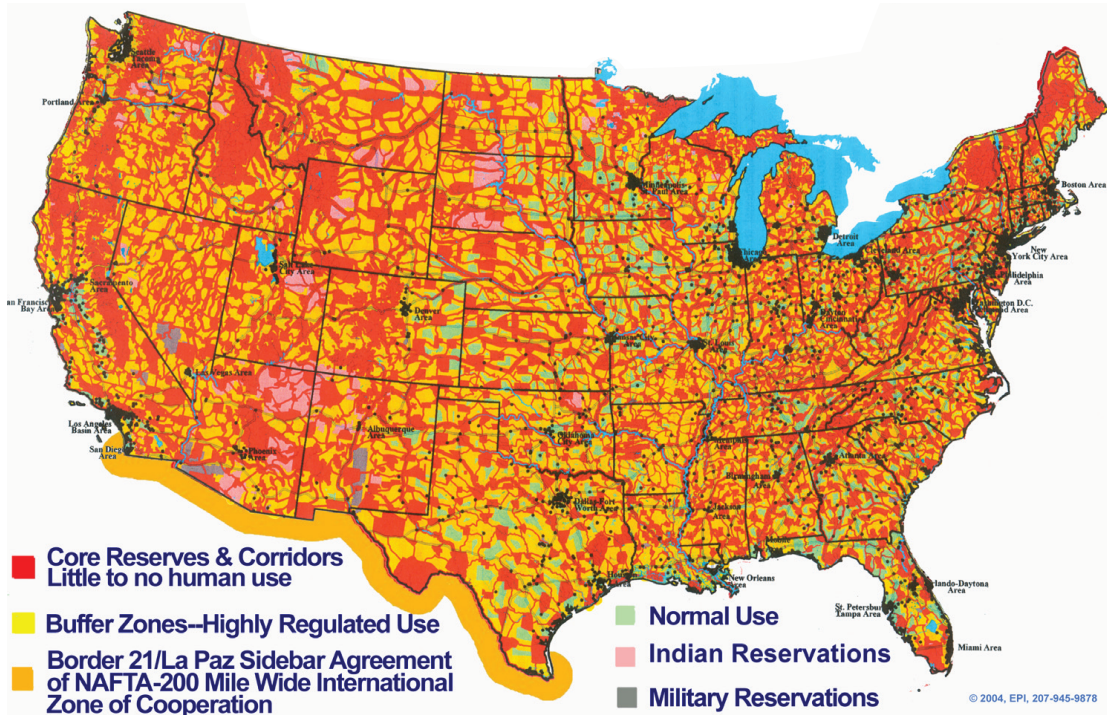
For more information on Education for Sustainability: Visit the many links accessible from the Sustainable Oregon Schools Initiative website: <http://sustainableschools.org/resources/education/susedother.htm>

Sustainable Oregon Schools Initiative, www.sustainableschools.org

Sustainable Development

Creating a Crisis

Reinventing Government and Removing rights



Taken From: The United Nations Convention on Biological Diversity, Article 8a-e; United Nations Global Biodiversity Assessment, Section 13.4.2.2.3; US Man and the Biosphere Strategic Plan, UN/US Heritage Corridor Program, "The Wildlands Project," WildEarth, 1992. Also see Science, "The High Cost of Biodiversity," 25 June, 1993, pp 1968-1871 and the Border 21 Sidebar of NAFTA. The very high percentage of buffer zone in the West is due to the very high percentage of federal land. NOTE: Do not use this map for real estate purposes. Copyright 1997, Environmental Perspectives, Inc. (207) 945-9878

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In acknowledgment

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Introduction

We should all want to be wise and careful stewards of the beautiful planet we call home. But most of us realize that humans in general, are not always the best stewards. We can be wasteful of our natural resources and have on occasion reduced biodiversity. Therefore, when we read about groups and organizations calling for a “Green Revolution”, and a new relationship between humanity and nature it is easy to engage some agreement with their ideas. However, the motive of “Sustainable Development” that is permeating our society is not about protecting the environment. Influential leaders and willing dupes are using good citizens concerns about future stewarding of resources to legislate “Government Control” of all lands, water, and human production. Please carefully consider the implications outlined in this material, the instigators so freely express in the following pages.

The Green-Agenda.com

What is Sustainable Development?

**Sustainable Development is in most simple terms
“A process” created with engineered crisis, crisis being
elevated through repeated declaration of facts, (most
often inaccurate) with a pre-ordained solution designed
from the beginning.**

Agenda 21 or “Sustainable Development” is creating alarm across the nation as citizens in community after community are learning what their city planners are actually up to. As awareness grows, many complain that elected officials just won't read detailed reports or watch long videos. “Can you give us something that is quick, and easy to read that we can hand out,” I'm asked.

So here it is. A quick description of Agenda 21 that fits on a few pages. This brochure provides you both American values and beliefs, “What is now protected by the Constitution” and what the elite who created the issue actually intend for you and your children as you are living your life unaware of the coming agenda.

A word of caution, this is a starter pamphlet, do not allow it to be your only knowledge of this subject. To kill it you have to know the facts. Research, know your details; discover the key players in your community; everyone will be victimized by the policies. Recruit them to your fight; and then kill Agenda 21. That's how it must be done. The information below is only your first step. Success is being hailed around the country. Happy hunting. Follow the steps in the next few pages to become a protector of the United States. By the numbers.

The term Sustainable Development was first introduced to the world in the pages of a 1987 report (Our Common Future) produced by the United Nations World Commission on Environmental and Development, authored

by G. Harlem Brundtland, **VP of the World Socialist Party**. The term was first offered as official UN policy in 1992, in a document called UN Sustainable Development Agenda 21, issued at the UN's Earth Summit, today referred to simply as Agenda 21.

“Agenda 21 proposes an array of draconian actions which are intended to be implemented by EVERY person on Earth...it calls for specific changes in the activities of ALL people... Effective execution of Agenda 21 will REQUIRE a profound reorientation of ALL humans, unlike anything the world has ever experienced...” -Agenda 21: The Earth Summit Strategy to Save Our Planet (Earthpress, 1993). Emphases – DR

“Individual rights will have to take a back seat to the collective.” -Harvey Ruvin, Vice

Design the Crisis — U.N. Agenda 21 False Crisis Claims Stated in Public by the Designers of this Political Crisis

“We need to get some broad based support, to capture the public's imagination... So we have to offer up scary scenarios, make simplified, dramatic statements and make little mention of any doubts... Each of us has to decide what the right balance is between being effective and being honest.”¹

**- Prof. Stephen Schneider,
Stanford Professor of Climatology,
lead author of many IPCC reports**

“Humanity is sitting on a time bomb. If the vast majority of the world's scientists are right, we have just ten years to avert a major catastrophe that could send our entire planet's climate system into a tail-spin of epic destruction involving extreme weather, floods,

droughts, epidemics and killer heat waves beyond anything we have ever experienced - a catastrophe of our own making.”²

**- Al Gore,
An Inconvenient Truth**

“We need a new paradigm of development in which the environment will be a priority. World civilization as we know it will soon end. We have very little time and we must act. If we can address the environmental problem, it will have to be done within a new system, a new paradigm. We have to change our mindset, the way humankind views the world.”³

**- Mikhail Gorbachev,
founder of Green Cross International**

“We must make this an insecure and inhospitable place for capitalists and their projects. We must reclaim the roads and plowed land, halt dam construction, tear down existing dams, free shackled rivers and return to wilderness millions of acres of presently settled land.”⁴

**- David Foreman,
co-founder of Earth First!**

“My three main goals would be to reduce human population to about 100 million worldwide, destroy the industrial infrastructure and see wilderness, with it's full complement of species, returning throughout the world.”⁵

**- Dave Foreman,
co-founder of Earth First!**

Driving The Crisis — U.N. Agenda 21 False Crisis Claims stated in Public by the designers and now propagandists for this political crisis

"No matter if the science of global warming is all phony... climate change provides the greatest opportunity to bring about justice and equality in the world."⁶

- Christine Stewart,
former Canadian Minister
of the Environment

"The data doesn't matter. We're not basing our recommendations on the data. We're basing them on the climate models"⁷

Prof. Chris Folland,
Hadley Centre for Climate
Prediction and Research

"Global Sustainability requires the deliberate quest of poverty, reduced resource consumption and set levels of mortality control."⁸

- Professor Maurice King

"... the resultant ideal sustainable population is hence more than 500 million but less than one billion."⁹

- Club of Rome,
Goals for Mankind

"Current lifestyles and consumption patterns of the affluent middle class - involving high meat intake, use of fossil fuels, appliances, air-conditioning, and suburban housing - are not sustainable."¹⁰

- Maurice Strong,
Rio Earth Summit

"The common enemy of humanity is man. In searching for a new enemy to unite us, we came up with the idea that pollution, the threat of global warming, water shortages, famine and the like would fit the bill. All these dangers are caused by human intervention, and it is only through changed

attitudes and behavior that they can be overcome. The real enemy then, is humanity itself."¹¹

- Club of Rome,
premier environmental think-tank,
consultants to the United Nations

"The earth is not dead matter. She is alive. Now begin to speak to the earth as you walk. You can speak out loud, or just talk to her in your mind. Send your love into her with your exhalation. Feel your heart touching upon the heart of the planet. Say to her whatever words come to you: Mother Earth, I love you. Mother Earth, I bless you. May you be healed. May all your creatures be happy. Peace to you, Mother Earth. On behalf of the human race, I ask forgiveness for having injured you. Forgive us, Mother Earth"¹²

- US Student Textbook,
"Prayer to the Earth"

Pre-engineered Solutions to the False Crisis by the designers waiting for the right moment

"We need a new collaborative decision process that leads to better decisions, more rapid change, and more sensible use of human, natural and financial resources in achieving our goals." -Report from the President Clinton's 1994 Council on Sustainable Development.

Authors note: the shift from Individual rights and responsibilities starts here. Also, a review of the countries signing on to the agreement use the U.N. as a lever toward the United States. Of the nations involved, many are 3d # 4th world. A study of the origins of the U.N. Charter, and the writers of the document will note decided communist intent.

More than 178 nations adopted Agenda 21 as official policy during a signing cer-

emony at the Earth Summit. US president George H.W. Bush signed the document for the US. In signing, each nation pledges to adopt the goals of Agenda 21. Initially it was soft or passive law, unsigned by the Senate of the United States. In 1995, **President Bill Clinton**, in compliance with Agenda 21, **signed Executive Order #12858 to create the President's Council on Sustainable Development.** This duplicitous action in order to "harmonize" US environmental policy with UN directives as outlined in Agenda 21. The EO directed all agencies of the Federal Government to work with state and local community governments in a joint effort "reinvent" government using the guidelines outlined in Agenda 21.

Who is behind it?

ICLEI – Local Governments for Sustainability (formally, International Council for

Local Environmental Initiatives). Communities pay ICLEI dues to provide "local" community plans, software, training, etc. Addition groups include American Planning Council, The Renaissance Planning Group, International City/ County Management Group, aided by US Mayors Conference, National Governors Association, National League of Cities, National Association of County Administrators and many more private organizations and official government agencies. Foundation and government grants drive the process.

Authors note; This single step, unseen or heard by citizens, radically changed the Federal Agencies available actions toward oppression of citizens of the United States. As well President Obama has written 923 Executive orders, many directly threaten citizen safety and Constitutional rights.

U.S. Constitution

or

U.N. Control

You choose:

American Rights
Protect the natural or unalienable rights of each individual
“That all Men are created equal, that they are endowed by their Creator with certain unalienable right...”
You're born with rights, government exists to protect them. You and the product of your labor belong to you.
Constitutional Separation of Powers constrains Government abuse
Private Property Ownership and protection of Illegal access without warrant
Natural Law and Stewardship founding The citizen or person is self endowed

United Nations Rights
Control the individual for the greater good of a global community
“Rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations”
Government grant, restrict or withdraws your right according to its needs. You and the product of your labor belong to the community.
No Governmental Constraint on citizen abuse/
No Private Property ownership and no protection from warrantless search
No Religion/ One marries the State The citizen is subservient to the state

2007 FREEDOMADVOCATES

The Local Collective Style Propaganda Push

Who is behind it?

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Oregon Leaders Destroy the Glory of our State

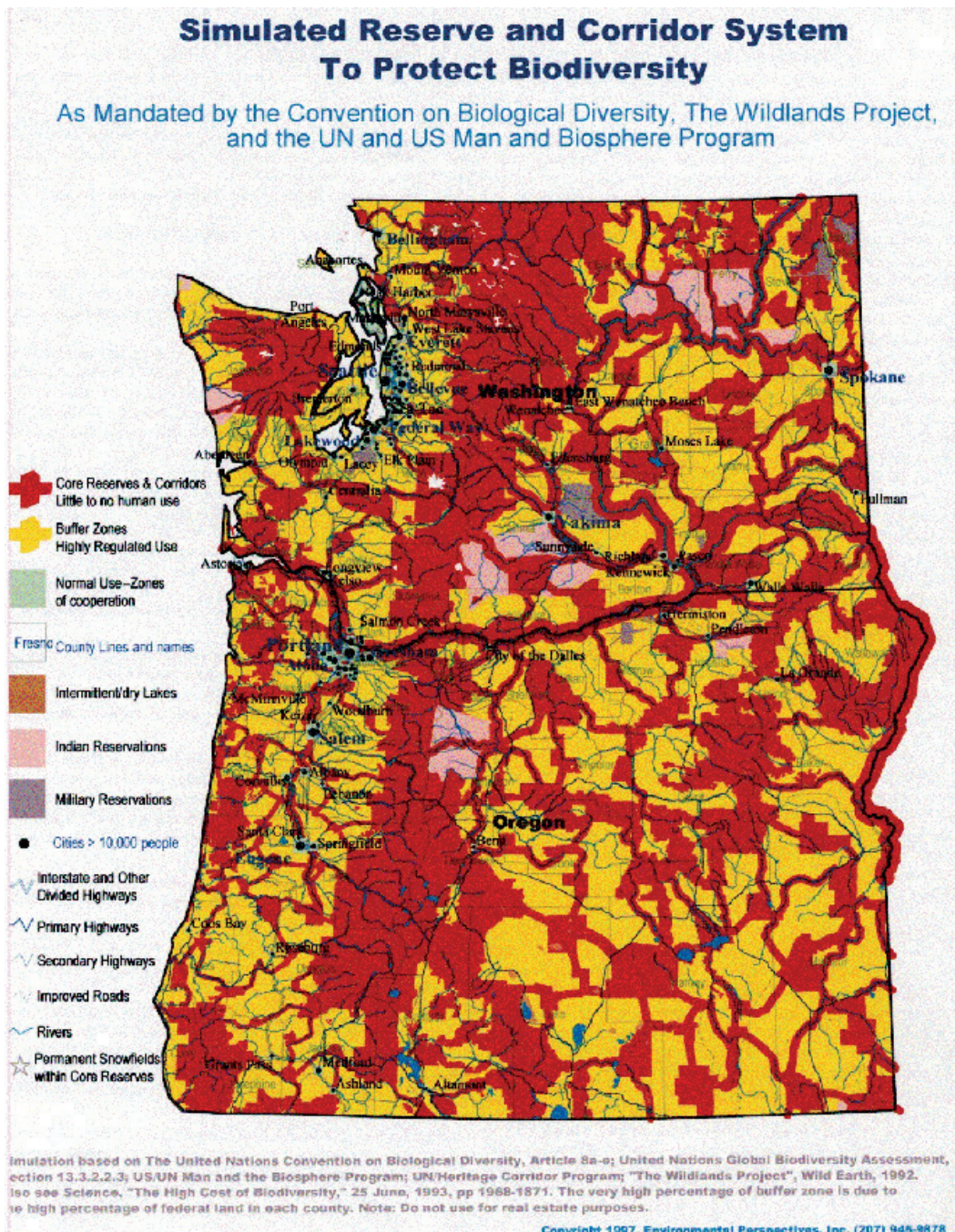
Estulin has cited David Rockefeller's own admission. Rockefeller, a Bilderberg member, wrote: "Some even believe we are part of a secret cabal working against the best interests of the United States, characterizing my family and me as 'internationalists' and of conspiring with others around the world to build a more integrated global

political and economic structure – one world, if you will. If that's the charge, I stand guilty, and I am proud of it."

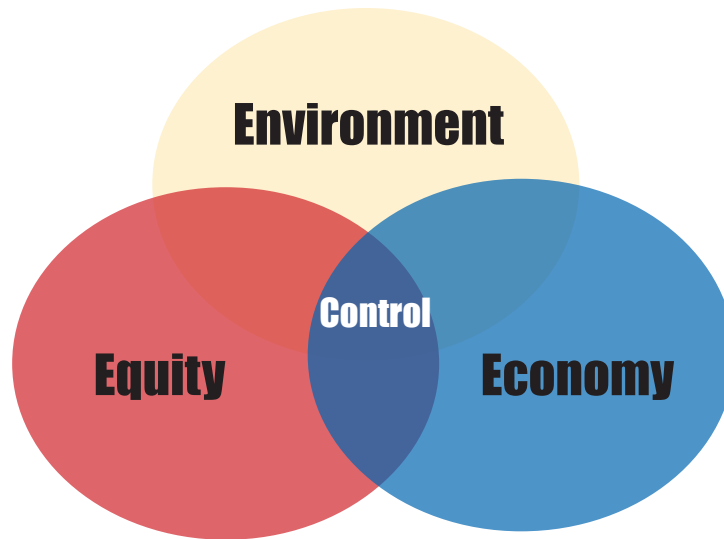
In 1973, the Rockefeller foundation, in concert with Oregon State University and a few political anti-citizen operatives, in short, created SB100 evolving into LCDC and a well orchestrated, behind the scenes crippling of the production capability of the

State. This activity was what Tom McCall had been advocating for some time. He was assisted by Mark Hatfield and a few other well placed political members.

McCall testified before Congressional Committee that Oregon had the most restrictive land use policies in the nation.



Packaging the Crisis for Public Acceptance



Economy — Agenda 21 Designers Public Statements

Social Equity (Social Justice)

Social justice is described as the right and opportunity of all people "to benefit equally from the resources afforded us by society and the environment." Redistribution of wealth. Private property is a social injustice since not everyone can build wealth from it. National sovereignty is a social injustice. Universal health care is a social justice. All part of Agenda 21 policy.

Economic Prosperity

Public Private Partnerships (PPP). Special dealings between government and certain,

chosen corporations which get tax breaks, grants and the government's power of Eminent Domain to implement sustainable policy. Government-sanctioned monopolies.

Private Property Ownership

"Land...cannot be treated as an ordinary asset, controlled by individuals and subject to the pressures and inefficiencies of the market. Private land ownership is also a principle instrument of accumulation and concentration of wealth, therefore contributes to social justice." -From the report from the 1976 UN's Habitat I Conference.

"Private land use decisions are often

driven by strong economic incentives that result in several ecological and aesthetic consequences...The key to overcoming it is through public policy..."¹³

Report/ The President's Council on Sustainable Development, page 112.

"Current lifestyles and consumption patterns of the affluent middle class – involving high meat intake, use of fossil fuels, appliances, home and work air conditioning, and suburban housing are not sustainable."¹⁴

Maurice Strong, Secretary General of the UN's Earth Summit, 1992.

Economy — Agenda 21 Designers Private Statements

"The only hope for the world is to make sure there is not another United States. We can't let other countries have the same number of cars, the amount of industrialization, we have in the US. We have to stop these Third World countries right where they are."¹⁵

- Michael Oppenheimer, Environmental Defense Fund

"A massive campaign must be launched to de-develop the United States. De-development means bringing our economic system into line with the realities of ecology and the world resource 'situation.'" ¹⁶

- Paul Ehrlich, Professor of Population Studies

If we don't overthrow capitalism, we don't have a chance of saving the world ecologically. I think it is possible to have an ecologically sound society under socialism. I don't think it is possible under capitalism"¹⁷

- Judi Bari, principal organizer of Earth First!

Environmental Protection — Public Statements

The Preamble of the United Nations Earth Charter states:

... we are one human family and one Earth community with a common destiny. We must join together to bring forth a sustainable global society founded on respect for nature.... Towards this end, it is imperative that we, the peoples of

Earth, declare our responsibility to one another, to the greater community of life, and to future generations.

The Rockefeller-Gorbachev Earth Charter effort is already fast at work on that score. Their website declares: The Earth Charter values and principles must be taught, contemplated, applied and internalized.

To this end, the Earth Charter needs to be incorporated into both formal and non-formal education. This process must involve various communities, continue to integrate the Charter into the curriculum of schools and universities, and constitute an ongoing process of life-long learning.

Environmental Protection — Private Statements

“Christianity is our foe. If animal rights is to succeed, we must destroy the Judeo-Christian Religious tradition.”¹⁸

- Peter Singer, founder of Animal Rights

“Nature is my god. To me, nature is sacred; trees are my temples and forests are my cathedrals.”¹⁹

- Mikhail Gorbachev,
Green Cross International

“I pledge allegiance to the Earth and all its sacred parts. Its water, land and living things and all its human hearts.”²⁰

- Global Education Associates,
The Earth Pledge

Social Equity — Social Justice In Public

Social justice is described as the right and opportunity of all people “to benefit equally from the resources afforded us by society and the environment.”

Redistribution of wealth. Private property is a social injustice since not everyone can build wealth from it. National sovereignty is a social injustice. Universal health care is a

social justice. All part of Agenda 21 policy.

Social Equity — Social Justice In Private

Author’s Note: This is marxism, cloaked in benign speech, as all economic funds come from the citizen through taxes. Our founders came from persecution of many kinds.

“The goal now is a socialist, redistributionist society, which is nature’s proper steward and society’s only hope.”²¹

- David Brower,
founder of Friends of the Earth

“Regionalism must precede globalism. We foresee a seamless system of governance from local communities, individual states, regional unions and up through to the United Nations itself.”²²

- UN Commission on Global Governance

Childbearing should be a punishable crime against society, unless the parents hold a government license. All potential parents should be required to use contraceptive chemicals, the government issuing antidotes to citizens chosen for childbearing.”²³

- David Brower,
first Executive Director of the Sierra Club

Cloak of Green

By Rodney Stubbs;
Thursday, 15 January 2009 02:11
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Cloak of Green

I know you have seen the entire Obama transition team take on the appearance of the Clinton Administration. That was done by design and is under the direction of Sandy Burger. There is evidence of Obama's Pro-U.N. Policy.

In 1991 we saw the concept of smart growth emerge from the lexicon of Salem, Oregon Mayor Mike Swaim. The Smart Growth movement is a part of the Sustainable Development movement and is the primary driving force behind community organization to adopt Smart Growth like Salem Futures. You can research for evidence of Obama's National Strategy for Sustainability. The information I have laid out above is embodied in the transition team establish-

ment of actions that will occur when Obama takes control of the White House. There is more information available.

The U.S. agreed to create a National Strategy for Sustainability during the UN Rio Earth Summit Conference in 1992 and again in 2002. Our Plan should include all Americans and review the reports and recommendations from the President's Council on Sustainable Development.

I know Randall Franke played a major role in introducing the concept of Sustainable Development in the State of Oregon. I would like Randall to appear before our group and explain what this means to America. As you can see Randall Franke and Theodore Strong played a key role as members of Clinton's PCSD. Theodore Strong is related to Maurice Strong who is the main instigator in the overthrow of the Brazilian government. A key player in Brazil was the World Wildlife Fund and that same group is

a key player here in Oregon and is closely tied with John Ledger, Associated Oregon Industries.

When a politician takes an oath of office to uphold and defend the Constitution of the United States on the day he entered office and fails to uphold that oath is that a high crime or misdemeanor?

"I believe that banking institutions are more dangerous to our liberties than standing armies. If the American people ever allow private banks to control the issue of their currency, first by inflation, then by deflation, the banks and corporations that will grow up around the banks will deprive the people of all property until their children wake-up homeless on the continent their fathers conquered." — Thomas Jefferson.

Rodney Stubbs is WebPublisher for the Oregon Spectator at www.oregonspectator.com. This article is from Freedom Advocates.

Indoctrinating Youth to Mold Minds of Tomorrow via: One World Religion & Non-American Education

Many Christians concerned about this trend are looking hopefully to the U.S. Supreme Court to reverse the 9th Circuit's ruling, as it has done with some of that court's previous radical rulings. Even if that were to happen, developments at the World Summit on Sustainable Development (also known as Earth Summit II) could ultimately undo any Supreme Court reversal. If the Earth Summiteers have their way, Johnny and Suzie will not be able to pledge allegiance to "one nation, under God," but they will be able to pledge to "One World, under Gaia" — that is, Mother Earth.

They will not be allowed to have the Ten Commandments or the Holy Bible in class, but could soon be bowing before the pagan "Ark of Hope," reading the "sacred" Temenos Books, and reverently intoning the text of the new UN Earth Charter.

Those decrying the 9th Circuit Court's harmful decisions will take little comfort in

learning that senior 9th Circuit Court Judge J. Clifford Wallace was among the jurists attending the Johannesburg Summit's Global Judges Symposium. That meeting was hosted by several globalist institutions with a pronounced hostility toward the United States. The participants, which included judges from Communist regimes, pledged to "apply new legal instruments in keeping with the principals of sustainable development," and in international "Rule of Law."

The long awaited EarthCharter, was formally unveiled to the world at Johannesburg. Crafted by a conclave of "Wise Persons" headed by former Soviet dictator Mikhail Gorbachev, it is set to become the Holy Writ of the UN's new "global spirituality."

The Earth Charter states:

...we are one human family and one Earth community with a common destiny. We must join together to bring forth a sustainable global society founded on respect for nature... Towards this end, it is imperative

that we, the peoples of Earth, declare our responsibility to one another, to the greater community of life, and to future generations.

According to the Charter, humanity must undergo a global "change of mind and heart." And the UN's all-wise seers visualize themselves as the lead change agents for this global undertaking. The Earth Charter Initiative, however, candidly admits that it intends to recruit your children as change agents, as well. "We seek to increase the participation of young people in utilizing the Earth Charter as a guideline in their work as active agents of change," says Earth Charter Initiative website. They have been doing precisely that, and will be accelerating their program throughout the world — including schools in your neighborhood. The U.S. Conference of Mayors is but one of hundreds of organization, schools, municipalities, and other entities that have signed on as supporters of this declaration of a new "global ethic" for the world.

Hans van Ginkel, chairman of the International Association of Universities, told the

symposium: “we must mobilize all in education about sustainability; that’s how we meet the next generation.” Sixteen million teachers must be trained, he noted, and “the only way to move forward is by **integrating the Earth Charter into curriculum.**”

The Earth Council, UNESCO, and the Earth Charter Initiative folks already have many of the curriculum materials and programs prepared. Some American schools got an advance start on the rest of humanity with Charter activities, coinciding with the journey last year of the Ark and its content to the UN in New York.

The Charter’s authors are not shy about the importance of their handiwork.

“My hope is that this charter will be a kind of Ten Commandment, ‘Sermon on the Mount,’ that provides a guide for human behavior toward the environment in the next century and beyond,” Gorbachev stated in a 1997 interview with the *Los Angeles Times*.

Canadian billionaire socialist Maurice Strong, who presided over the 1992 Earth Summit in Rio de Janeiro, is somewhat less tentative. **“The real goal of the Earth Charter,” said Strong, “is that it will in fact become like the Ten Commandments.”** Mr. Strong had high hopes that the Charter, conceived in 1987, would be adopted by the world at Rio.

- “Recognize that all beings are interdependent and every form of life has value...” (Unborn children, of course, are not included in the UN’s definition of “every form of life.” The Earth Summit II documents continue to support the UN’s pro-abortion policies.)
- “Affirm faith in the inherent dignity of all human beings.” (UN agencies, however, support policies of euthanasia for those determined not capable of living a “quality” life.)
- “Adopt at all levels sustainable development plans and regulations...” (This is a prescription for global socialism in a super-regulated global state.)
- “Prevent pollution of any part of the environment...” (Enforcing this dictum would mean stopping virtually all human activity.)
- “Internalize the full environmental and social costs of goods and services in the selling price.” (This seemingly harmless sentence would empower the state to price, tax, and regulate all production and consumption.)
- **“Ensure universal access to health care that fosters reproductive health and responsible reproduction. (This is a thinly disguised call for socialized medicine that includes abortion and population control.)**

- “Eliminate discrimination in all its form, such as that based on race ... [and] sexual orientation.” (This provision is clearly aimed at criminalizing those who refuse to accept homosexuality as positive and good.)
- **“Promote the equitable distribution of wealth within nations and among nations.** (Few Marxist documents have put their “redistribution of wealth” program more plainly.)

The Charter will soon be making its way to schools, city governments, state legislatures, teachers organization, civic groups, professional associations, judges, and law schools. **The aforementioned Global Judges Symposium concluded its summit activities by issuing the so-called Johannesburg Principles on the Rule of Law and Sustainable Development. “We recognize,” it states, “the importance of ensuring that environmental law and law in the field of sustainable development feature prominently in academic curricula, legal studies and training at all levels, in particular among judges and others engaged in the judicial process.”**

Education Quotes from Dictatorial Leaders of The Past

“Give us the child for 8 years and it will be a Bolshevik forever”

Vladimir Lenin, Soviet Dictator & Architect of the Bolshevik Revolution

“Education is a weapon whose effects depend on who holds it in his hands and at whom it is aimed.”

Joseph Stalin, Soviet Dictator

“When an opponent declares, ‘I will not come over to your side,’ I calmly say, ‘Your child belongs to us already...In a short time they will know nothing else but this new community.’”

Adolf Hitler, Speech November 1933

“...education should aim at destroying free will...”

Adolf Hitler

Parents and Grandparents, check what your children are studying in Public school.

Oregon's Education for Sustainability (EfS)

False Education for False Crisis.

About Sustainability

Natural systems have limits, beyond which they cannot function as we know them. Human health and wellbeing are increasingly impacted as a result of global changes that are pressing against these limits, such as:

- climate change
- urbanization
- resource depletion (e.g. soil, fresh water, fisheries)
- peak petroleum
- land use changes
- population growth
- biodiversity loss

In the long term, societies have no choice but to understand and operate within the limits of the natural systems, which requires respecting the interdependence of economy, society and the environment.

- The most direct impact of sustainability challenges today is to the health of living things, such as ourselves, and to our economy (whereby this is sometimes due to underlying environmental issues).
- The legacy we leave to future generations and their sustainability, is contained in the environment.

Why Educate for Sustainability?

Our students deserve an education that provides them with the attitudes, skills, values, perspectives and knowledge necessary to understand and successfully manage these many interconnected global systems and changes. Students find this education more relevant and engaging which increases learning. Ultimately,

- **EVERY organization needs all employees to have this education, to help them support a sustainable future.**
- **EVERY citizen needs this education to be able to contribute to a sustainable society. The K-12 system must provide the foundation.**

What is Education for Sustainability?

- **Education for Sustainability (EfS) utilizes the entire education system to provide students with the attitudes, skills, values, perspectives and knowledge they need in order to transform**

our societies to achieve a sustainable future.

- **Every academic subject** contributes to education for sustainability.
- **A sustainable facility and practices contribute** to Education for Sustainability too, providing a living laboratory in which students can deepen their understanding of sustainability.

Without this, students learn through observation that although such practices make sense in theory, they are not valued enough to actually implement.

- **It integrates environmental, economic, and social issues.**
- It is based on local needs, but recognizes that fulfilling local needs often has global consequences.
- Note that education **about** sustainability is just one aspect of this; to understand the concept of sustainability (and often focuses on UN-sustainability).

United Nations Decade for Education for Sustainable Development (2005-2014)

The UN Decade seeks to integrate the principles, values, and practices of sustainable development into all aspects of education and learning, in order to address the social, economic, cultural and environmental problems we face in the 21st Century. <http://www.unesco.org/en/esd>. The Decade encompasses the four major thrusts of education for sustainability first articulated in Chapter 36 of Agenda 21:

1. Improve access to quality education
2. Reorient existing education programs
3. Develop public understanding and awareness of sustainability; and
4. Provide practical training.

The United States participates in the UN Decade through the US Partnership, which includes a K-12 and Teacher Education Sector Team. Learn more and view resources, including national education standards for sustainability at their website: http://www.uspartnership.org/main/show_passage/33

Sustainability Education Is-

- Integrative

- Multidisciplinary
- Linked to content standards in multiple areas
- Highly motivating to students
But it might not be every one of these things all the

It may include, but is not only-

- Environmental Education
- Science education
- Social Studies
- Advanced or enrichment curriculum
- An add-on module
It is **NOT** based on a particular political bias

Core Content Areas: Education for Sustainability

These nine content areas do a great job of encompassing the key aspects needed for sustainability, and can be spread throughout the various academic subjects. (*from the Cloud Institute for Sustainability Education*)

- **Cultural Preservation and Transformation** — How the preservation and transformation of cultural identities and practices contribute to sustainable communities.
- **Responsible Local/Global Citizenship** — The rights, responsibilities and actions associated with leadership and participation toward healthy, sustainable communities.
- **The Dynamics of Systems & Change** — A system is made up of two or more parts in a dynamic relationship that forms a whole. The elements 'hang together' and change because they continually affect each other over time.
- **Sustainable Economics — An evolving study and practice of the connections between economic, social and natural systems ...**
- **Healthy Commons** — The Commons are that upon which we all depend and for which we are all responsible (i.e., air, water, public health, etc.).
- **Natural Laws and Ecological Principles — Nature's laws and science principles that help us to understand the interconnectedness of humans and all of the Earth's systems ...**

- **Inventing and Affecting the Future** — The vital role of vision, imagination and intention in creating the desired future.
- **Multiple Perspectives** — Valuing and learning from the life experiences and cultures of others, as well as our own...
- **Sense of Place** — Connecting to and valuing the places in which we live...

How is Education for Sustainability (EfS) Delivered?

The following strategies can be utilized; there is no "right" way to begin.

- Educate about Sustainability itself, and related topics, as their own subject via short or long units.
- **Use aspects of Sustainability as the context for teaching any or all subjects**
- **Offer Sustainability topics as the basis for students projects**
- Implement sustainable practices in the

classroom and school (*Based on a model from Facing the Future*)

Well-recognized teaching pedagogies such as place-based education, service learning and experiential learning are all effective options for delivering sustainability education.

The ULTIMATE GOAL is that the elements needed to provide EfS are integrated into teaching and learning at the district level, and delivered via all the strategies included above. Some sustainability content is typically present in existing curriculum. It's helpful to conduct an audit to identify what's already there, and what's missing. A framework should guide the effort, such as the Cloud Institute core content areas noted above.

How Do We Enable Schools to Provide Education for Sustainability?

- Provide professional development for

educators

- Provide educators with resources and curriculum to teach for sustainability, and integrate them into the foundation of the school and district education program.
- **Integrate Education for Sustainability into pre-service education through Colleges of Education**
- Ensure that state standards incorporate the needed elements to educate for sustainability.
- Recognize the contribution of a sustainable school facility and practices to student education.

For more information on Education for Sustainability: Visit the many links accessible from the Sustainable Oregon Schools Initiative website: <http://sustainableschools.org/resources/education/susedother.htm>

What is "Unsustainable" by your Elected Officials

The Global Biodiversity Assessment Report directed by the United Nations Environment Programme (UNEP) calls for urgent action to reverse the effects of unsustainable human activities on global biodiversity, including but not limited to the following:

Page references from "The Global Biodiversity Assessment Report"

337 to 351

Ski Runs; Grazing of Livestock: cows, sheep, goats, horses; Disturbance of the Soil Surface; Large hoofed animals, compaction of soil, reducing filtration Fencing of Pastures or Paddocks

728 to 783

Agriculture; Modern Farm Production Systems; Chemical Fertilizers; Herbicides; Building Materials; Fossil Fuels — Used for driving various kinds of machines; Synthetic drugs; Industrial Activities; Human-Made caves of brick and motor, concert and steel; Paved and Tarred roads, highways, rails; Railroads; Floor and Wall Tiles; Aquaculture; Technology Improvements; Farmlands, Rangelands; Pastures, Rangelands; Pastures; Fish Ponds; Plantations; Modern Hunting; Harvesting of Timber; Logging Activities; Dams, Reservoirs, Straightening Rivers; Power Line Construction; Economic systems that fail to set a proper value on the environment?; Inappropriate Social

Structures; Weaknesses in Legal and Institutional Systems; Modern Attitudes toward nature; Judaeo-Christian-Islamic religious; Private Property; Population Growth — Human Population Density; Consumerism;

Fragmentation of Habitat — cemeteries, derelict lands, rubbish tips, etc.; Sewers, Drain Systems, Pipelines; Land use that serves human needs

969 to 990

Fisheries; Golf Courses; Scuba Diving; Fragmentation — Agricultural development, Forestry Urbanization (impervious surfaces)

Verification of "Your" Post Sustainable Future

Other Venona related documents
An April 14, 1941 Memorandum from the U.S. Military Attaché (G-2) in Moscow, found in the Harry Hopkins Papers at the FDR Library, entitled NKVD of the USSR, [12] it states in part:

"Although the Soviets disclaim forced labor in this country, the organization of this commissariat is interesting to note. In it are the means to apprehend (militia), try and sentence (advisory council) and

imprison offenders (corrective labor). Any governmental organization that has a crying need for labor simply calls upon the NKVD to supply it. If the amount of labor is insufficient to supply the need, it is relatively an easy matter to institute a reign of terror on any pretext and fill up labor colonies to meet requirements....Its close supervision over the people, its pogroms, its raids and arrests, has instilled fear...The NKVD has every individual under observation from birth to death...its secret agents

are everywhere; its actions are swift. An individual simply disappears in the middle of the night and no one ever sees or hears of him again. ...When Stalin needs scapegoats to cover government mistakes he unleashes his NKVD...The Soviet Union is in itself a prison and the NKVD and State Security are its keepers. [4]

4. Roosevelt and Hopkins : An Intimate History, Robert E. Sherwood, New York Harper and Brothers, 1948, pg. 129 pdf

“The Final Solution” — Your Post Sustainable Future

FROM: ORAGENDA21
FROM DEMOCRATSAGAINSTUNAGENDA21.
COM

Your government is a corporatocracy, a new authoritarian state in the process of consolidating your output into a more controllable, exploitable channel. The reason you are being misled by your government and told that all of this is good for you, is because there is no profit in managing a mass uprising. It is too disruptive. The markets want you to continue to consume — quietly and obediently. The technology that is being marketed to you is actually being used to condition you to expect to be spied on, and to spy on others. Every totalitarian state e Nazis were masters of data collection and analysis. Your government now has technological capabilities that far exceed anything ever seen on the planet to this date. **You are in the midst of the biggest public relations scam in the history of the world. The pretty pastel vision of life in a SmartGrowth development is a manipulation, a mask. In fact these plans are designed to restrict your freedom of movement and choice.**

Transit villages (formerly known as cities) will be restricted to having only the population that can be supported by food grown within a 100 mile radius (called a ‘food shed’). **Food sheds will dictate where you can live and when you can change your residence.** Calculations, such as those done recently at Cornell University, will determine how much food can be grown within that area and then the Transit Village population will be limited to the number of people who can be fed by that land. It is reasonable to expect rationing based on this mode. If you want to move to that village you will have to apply and wait for an opening.

The recent crash/depression is world-wide and was engineered to destroy expectations of long-term economic employment. If people have no expectation of long-term employment they cannot plan for the future, and cannot comfortably buy a home and contract for a 30 year mortgage. They cannot create community with long-term neighbors. With long-term employment

plummeting there is a shift to a more transient life-style which is more conducive to living in SmartGrowth Transit Villages: Condominiums and apartments. **Private property ownership and financial security will be phased out through excessive regulations and land use restrictions.**

Do you see? According to ICLEI, if you only have one car or no car your disposable income will be at least 20% higher. Does this mean that you will have 20% more money to spend? No. It means that corporations can lower your wages by 20% and still sell you the same number of goods. A compression of the economy with a more efficient outcome for big business. **Concentrating populations into urban areas where they can be easily monitored, where their usage of energy can be regulated, and where their consumption of goods can be restricted, is a goal of UN Agenda 21.**

THINK ABOUT THIS: We’re going to describe a potential green community of the near future.

Everyone lives in small units just big enough for the number of residents to have a bed and small sitting space. Bathrooms are communal. Energy is generated by recycling human waste (methane). Everyone works collectively since that is the more efficient, and food is produced on combine farms that ring the community. No animals are permitted that consume food that could be eaten by humans unless those animals are working. Because the food generated is seldom enough to feed everyone with sufficient calories, there is malnutrition and general exhaustion. Any surplus goods are generated by the group are sold for a small profit to more urban areas which do not have food sheds sufficiently large enough to provide for their inhabitants.

Since there are more people than necessary, human energy is cheaper than using machinery. Therefore tasks that previously had been done with machines, like washing clothes or pumping water, are done with human labor. The community does not value education and considers reading a waste of precious labor time. Few would have the mental patience to read: social

media technology has retained their brains to need rapidly changing images in order to keep their attention. Basic tasks require full time commitments from all community members, and credits are issued. Certain people can earn loyalty points for non-physical tasks such as spying, reporting, organizing work groups, and generally making sure that any sign of independence or dissent is silenced before it is allowed to impact the group. **Life in condominiums/ apartments makes surveillance easy and subjects residents to rules and regulations enforced by Neighborhood Associations.** Requests for visits to the city or for relocation to another unit will be considered based on loyalty points and the opinion of the group.

Transportation is via rail or bus and very few (top officials only) will have private vehicles. **Roads will be destroyed or fall into ruin if they are considered redundant or go to areas that are off-limits to people.** Travelers will be required to identify themselves every time they enter or exit a mode of transportation much in the way that air travelers now are required to show identification and be searched. Customs officers in US airports now have retinal and fingerprint scanners at every entry point though they are not used for every traveler, yet. The retinal and fingerprint scans now are made available to frequent travelers as a ‘perk’ to speed them through the customs process, but in the future will be required for every traveler. Senator Schumer (D-NY) recently called for a ‘no-ride list’ for trains which would necessarily require all train travelers to show ID before boarding a subway train or Amtrak. The next step would be to have all persons carry identification at all times and show it on demand. For security reasons. Air and train travel, along with any other carbon heavy activity, will be taxed via carbon credits. Payment will be made by working extra hours (mandatory volunteering.)

Information on each individual will be coded to their place of residence and their employment source, with Global Information System (GIS) mapping technology. This is already happening. Mapping will include all relevant documents, reports, and files on each person through

a data base keyed to location. Asset Based Community Development is the first step. Mandatory volunteering will be part of the social fabric. **Social media like Facebook²⁴ trains users to accept loss of privacy and the expectation of access to personal information, and is integral to data collection.** People trained to accept social media by a young age will be more susceptible to manipulation, distraction, and social pressure to conform. As we are seeing now, and have seen in the past, people are told who is 'bad' and who is 'good' for the community, and are expected to support that view or face rejection.

Most activities will be communal, and desire for privacy will be considered anti-social and a cause for investigation. A philosophy of fatalism will be developed, a sort of Zen, that discourages fighting against fate and encourages acceptance of 'What Is.' People dealing with the unfairness and abuse in the government system will be told that they are 'too negative' and that their attitude is responsible for their difficulties.

Those who attempt redress from the police or courts will routinely be drained of their finances and subjected to counter-suits that place them in danger of being jailed for insisting on their rights. Rights will still be written into the laws but will be used selectively without consistent results.

Children will be expected to work unless they are in the cities, in which case there will be little employment available to anyone and most will be on government assistance living in subsistence level Transit Villages with inadequate food sheds. The majority of members of the 'community' will be deeply in debt and committed to petty lenders. Cash will be non-existent, having been replaced with a combination identification/credit card that has your entire weekly, monthly, or yearly allotment connected to it. There will be very little underground economy and barter will be illegal, though most will participate in it. Crime will expand in scope and many victimless or social crimes will be punishable with a variety of levels of

servitude.

Health care will be minimal, and life expectancy will be short. Drugs for depression and anxiety will be even more heavily prescribed than they are now, and children can expect to be on anti-depressants for their entire lives. Anti-depressants carry a warning label that they may lead to suicidal or aggressive behavior. Prescription drugs are making their way into the water supply as community waste water is processed and recycled — drugs cannot be removed from the water. Low fertility rates are linked to excessive prescription drug use.

What we are describing is the New Feudalism. Neo-Feudalism. Peonage. UN Agenda 21/Sustainable Development taken to its logical culmination. Remember, Revolution is bad for business.²⁵

923 Obama Administration Executive Orders since taking office! These are a few of the more oppressive ... there are 923

- EXECUTIVE ORDER 10990 allows the government to take over all modes of transportation and control of highways and seaports.
- EXECUTIVE ORDER 10995 allows the government to seize and control the communication media.
- EXECUTIVE ORDER 10997 allows the government to take over all electrical power, gas, petroleum, fuels and minerals.
- EXECUTIVE ORDER 10998 allows the government to take over all food resources and farms.
- EXECUTIVE ORDER 11000 allows the government to mobilize civilians into work brigades under government supervision.
- EXECUTIVE ORDER 11001 allows the government to take over all health, education and welfare functions.
- EXECUTIVE ORDER 11002 designates to all persons. Postmaster General to operate a national registration
- EXECUTIVE ORDER 11003 allows the government to take over all airports and aircraft, including commercial aircraft.
- **EXECUTIVE ORDER 11004 allows the Housing and Finance Authority to relocate communities, build new housing with public funds, designate areas to be abandoned, and establish new locations for populations.**
- EXECUTIVE ORDER 11005 allows the government to take over railroads, inland waterways and public storage facilities.
- EXECUTIVE ORDER 11049 assigns emergency preparedness function to federal departments and agencies, consolidating 21 operative Executive Orders issued over a fifteen year period.
- EXECUTIVE ORDER 11051 specifies the responsibility of the Office of Emergency Planning and gives authorization to put all Executive Orders into effect in times of increased international tensions and economic or financial crisis.
- EXECUTIVE ORDER 11310 grants authority to the Department of Justice to enforce the plans set out in Executive Orders, to institute industrial support, to establish judicial and legislative liaison, to control all aliens, to operate penal and correctional institutions, and to advise and assist the President.
- **EXECUTIVE ORDER 11921 allows the Federal Emergency Preparedness Agency to develop plans to establish control over the mechanisms of production and distribution, of energy sources, wages, salaries, credit and the flow of money in U.S. financial institutions in any undefined national emergency. It also provides that when a state of emergency is declared by the President, Congress cannot review the action for six months.**

Feel free to verify the "executive orders" at will ... and these are just the major ones...²⁶

Endnotes

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- 21 Brower, David. <http://www.the-thinking-man.com/environmentalism.html>
- 22 United Nations. Our Global Neighbourhood, The Commission on Global Governance (1995). Oxford University Press.
- 23 Brower, David. Interview with Dixy Lee Ray in Trashing the Planet. http://www.activistcash.com/biography_quotes.cfm/bid/3507
- 24 See Democrats Against UN Agenda 21 blog posts
- 25 See DemocratsAgainstUNAgenda21.com
- 26 Acknowledgement to anonymous



ROSENBERG Corey * ODE

From: Holly Hanes <bellefonte2012@gmail.com>
Sent: Wednesday, September 20, 2023 9:49 PM
To: StateBoard Public Email
Subject: Public comment

[You don't often get email from bellefonte2012@gmail.com. Learn why this is important at <https://aka.ms/LearnAboutSenderIdentification>]

I am writing to express my very strong concern about the proposed health education standards. The standards present a number of subjective issues as fact, ready to be taught to Oregon students. One issue in particular is age-inappropriate sexual content at the lower grades. There is simply no justification for young children to be exposed to some of the content the state of Oregon is attempting to push through. This "reform" has no place in Oregon's schools.

—

Holly Hanes
Parent
Sent from my iPhone

ROSENBERG Corey * ODE

From: Debbie Brown <debbiebrown162@yahoo.com>
Sent: Thursday, September 21, 2023 5:47 AM
To: StateBoard Public Email
Subject: Essential Skills graduation requirement

You don't often get email from debbiebrown162@yahoo.com. [Learn why this is important](#)

Expect excellence and you will get it. Stop dunning down our kids! Do not lessen requirements for students with the extending of the *Essential Skills graduation requirement pause until 2027-28 school year.*

Debbie Brown

Date: September 21, 2023
To: Oregon State Board of Education
From: Literacy and Equity Advocates
RE: Early Literacy Success School Grant Fund Administration: Temporary Rules

Dear Oregon State Board of Education,

As you consider ODE's recommendations for Temporary Rules for Early Literacy Success School Grant Fund Administration, we write to request that the Board ensure that approved rules uphold the enrolled bill's legislative intent to prioritize schools with the lowest rates of proficiency in literacy:

[SECTION 3. Uses of Early Literacy Success School Grants](#)

*(4) The State Board of Education may adopt any rules necessary for the administration of grants under sections 3 to 7 of this 2023 Act. Rules shall, to the greatest extent practicable, **prioritize schools with the lowest rates of proficiency in literacy** and assist in the operational alignment of grant programs and improvement strategies administered by the Department of Education*

Such prioritization is rooted in racial and geographic equity: Black, Brown, and Indigenous students and rural students are all vastly overrepresented in [100 Oregon schools](#) with the highest percentage of struggling readers, where 75 percent or more of 3rd-5th graders are not reading at grade level. This means that in a class of 20 students in these schools, Oregon is providing only 5 of them what they need to succeed.

The temporary rules being proposed DO NOT contain any mention of prioritization. While the slide presentation states that the temporary rules are technical in nature, districts are already receiving [FAQs](#) and [guidance](#) from ODE on how to apply for grants - neither resource mentions prioritization.

Districts may backdate expenditures to October 1, 2023, which effectively means they could start spending grant funds in less than two weeks. Failing to articulate prioritization in rules now does a disservice to districts and could mean that schools with lowest proficiency rates may yet again be deprived of the resources and support they deserve.

States that meaningfully move the needle on literacy for their historically underserved students specifically focus resources on those students and their schools. Again, we urge the Board to fulfill the legislative intent behind prioritization and adopt rules that accurately reflect that intent and center the needs of our historically underserved students.

Julie Esparza Brown, Ed.D, Professor in Special Education, Portland State University, Former School Board Co-Chair, Portland Public Schools, Vice-President of the Division for Diverse Exceptional Learners, Council for Exceptional Children

Ronda Fritz, Ph.D, Associate Professor of Education, Eastern Oregon University

Lisa Lyon, Founder, Decoding Dyslexia Oregon

Anna Myers, Ph.D. Assistant Professor, School of Education, University of Portland

Andy Saultz, Professor of Educational Policy

Jennifer Schuberth, Ph.D., Oregon Kids Read/Decoding Dyslexia Oregon

Angela Uherbelau, Founder, Oregon Kids Read



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Tina Kotek, Governor

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www.oregon.gov/oha

September 21, 2023

Oregon Department of Education
State Board of Education
255 Capitol St NE
Salem, OR 97310

<sent via email only: StateBoard.PublicEmail@ode.oregon.gov>

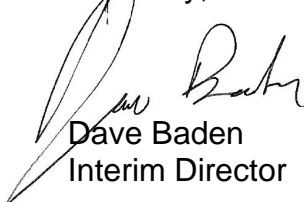
RE: Letter of Support for ODE's Revision of Health Education Standards

The Oregon Health Authority (OHA) appreciates this opportunity to provide public comment in support of the proposed revisions to the Oregon Health Education Standards. The standards provide a strong foundation for multiple programs within OHA to align effective and inclusive health education for students throughout Oregon.

The changes impact students of all ages and backgrounds who deserve accurate information and multiple opportunities to develop the skills needed to make thoughtful choices throughout their lives. Issues affecting Oregonians and priorities of our community partners are addressed succinctly and in an age-appropriate progression from kindergarten to 12th grade, from substance use and counterfeit pills to suicide prevention and mental health. The revised standards consistently address cultural relevance and inclusivity, and will contribute to our agency's ability to meet our goal of ending health inequities by 2030.

The new standards provide OHA and many community partners providing health education support in schools a guide for improving health literacy for a lifetime. We applaud these efforts and look forward to partnering with ODE, school communities, students, and families toward improved safety, health and wellness.

Sincerely,



Dave Baden
Interim Director



September 22, 2023

Ms. Guadalupe Martinez Zapata
Oregon State Board of Education
255 Capitol Street NE
Salem, OR 97310

Dear Ms. Zapata:

Greetings. My name is Mary Miller and I spoke yesterday raising concern about the “K-12 Health Education Standards Revision” agenda item.

I am writing to follow up on my public comment so you, the rest of the board, and the public can reflect on my message about the health standards. But first, let me address the comments about essential skills assessments you made yesterday.

ESSENTIAL SKILLS

I was glad to see you remove the suspension of essential skills assessments from the meeting’s consent agenda. During the meeting I heard you explain that suspending the assessments does not mean that essential basic reading, writing, and math skills aren’t being taught. The word “taught” caught my attention. As a mother of three school age children including one who holds a diploma from an Oregon public high school, I know that a high school diploma isn’t supposed to be an indicator of what is being *taught*, but rather what has been *learned*.

A *standard* high school diploma has always been proof to the public and employers that a graduate has *learned* essential basic reading, writing, and math skills. This objective measure is even more important today given the increased opportunities for student work samples to be plagiarized, especially using new artificial intelligence tools such as ChatGPT and the like. At the same time, students with documented learning differences can be supported and granted *modified* diplomas. This is transparency and common sense.

I do also have some somewhat firsthand knowledge to share about how the essential skills assessments benefit students. As a volunteer in my oldest child’s high school in 2019 (the last year the test was regularly administered statewide), I saw that essential skills assessments were used by school guidance counselors to mobilize support around students who failed the test. Guidance counselors engaged and prescribed extra tutoring and other interventions and students were allowed to retest to prove proficiency. I am sure that extra help has been a great benefit later in life to those students.

It is proven that high standards prompt students to work harder. A high school diploma that is little more than a participation trophy does no one any favors, and the proof of that is in the assessment results released yesterday by the governor.

HEALTH STANDARDS

Regarding standards, I submit to you here in writing my notes for my spoken public comment about the proposed “K-12 Health Education Standards Revision” you considered yesterday:

Chair Zapata, members of the board, my name is Mary Miller and I am the Western Oregon chapter lead for the Independent Women’s Forum, a family advocacy nonprofit. As a parent of three school-age children who have all been subject in the past to Oregon state-mandated sex ed lessons in their public-school classrooms, I’d like to raise awareness today about the Oregon statewide [K-12 Health Education Standards](#) sex ed you will be voting to adopt.

Simply put, if your objectives are to increase student health and decrease student bullying and violence, which you’ve said today you want to do, these standards will not help you achieve those goals. In fact, these standards are counterproductive.

Since I only have three minutes, I will just make three brief points and then offer two simple solutions.

POINT #1: THE RESEARCH

[The research](#) used to justify the standards is suspect. There is no proof that teaching explicit sexual content and teaching preschoolers that they can change their gender makes kids healthier or reduces incidents of bullying and violence.

Furthermore, the authors of these so-called studies, who are also the same ones who wrote the “[national sex education standards](#),” have an inherent conflict of interest. The authors are the ones who stand to gain financially from consulting and curriculum writing. Their side hustles deserve a second look.

POINT #2: THE SOURCES

The sources of the standards, policies, and curriculum all seem to be radical “LGBTQ2SIA” activist groups. For example, ODE’s “[Student Success Plan](#)” uses source material from activist groups such as [Gender Spectrum](#), [HRC](#), [Trevor Project](#), [GLSEN](#), and Planned Parenthood.

And parents may wonder why every bit of “early learning” [preschool-age health curriculum](#) on the ODE’s “Oregon Open Learning Hub” is written by the Department’s “LGBTQ2SIA Student Success Coordinator.”

POINT #3: THE CURRICULUM

The curriculum recommendations on the ODE website that accompany the standards are extreme. For example, the “[Oregon Open Learning Hub](#)” for Grades 3-5 includes books such as *I am Jazz*, *When Aiden Became a Brother*, and *Julian is a Mermaid*, I encourage

you to check them out for yourself. Why would the ODE want to glorify teens chopping off their genitals, as the book I am Jazz does, which has already led Jazz Jennings to a lifetime of misery?

ODE's standards have been used to justify the Hillsboro School District teaching teens about [numerous sexual positions via emojis](#), the Eugene School District [assigning essays](#) about sexual fantasies, and Portland Public Schools stocking copies of the pornographic graphic novel Gender Queer in school libraries for 11 year olds. Does anyone in the room have an 11 year old? This is ridiculous. Enough is enough.

SUMMARY

The bottom line is that ODE's draft standards, even before they've been adopted, are a failed experiment. How do I know this? Because the curriculum has essentially been taught in Portland Public Schools since 2016. And since then, has student well-being increased? No. Have incidents of bullying decreased? Have incidents of violence decreased? No and No.

The problems in Portland Public Schools are the canary in the coal mine for what will happen in all 197 school districts across the state if these standards are adopted.

I ask you to also consider the Oregon state board of education's fiduciary duty to protect students and protect the ODE from risk. These standards do neither. In fact, they are a nightmare from a risk-management perspective. Think of the potential lawsuits coming down the pike now that HB2002 has been signed into law with the classroom-to-exam room pipeline of radical sex ed gender ideology, to school-based health centers, to [OHSU](#).

The irony here is that while this board is considering mandating this radical sex ed as a requirement to get a high school diploma in Oregon, it is at the same time allowing high schoolers to get that same diploma without demonstrating basic reading, writing, and math essential skills.

In other words, in porn lessons like the ones high schoolers in Hillsboro are getting, students will be taught more sexual positions than they'll know how to count. It is beyond farce at this point and a national embarrassment.

The Oregon Department of Education is undeserving its students by pushing porn in place of basic academic proficiency. While some Oregon parents are willing to go along with this, most Oregon parents are demanding better public education.

SOLUTIONS

So let me wrap up with two simple solutions to get us out of this mess:

1. This board needs to immediately pause the adoption of these sex standards until an independent investigation into the research, sources, and curriculum that underpin them can take place.

2. This board needs to come out in full support of policies that allow families to take their education tax dollars to the schools of their choosing: public, charter, or private, so they can carry out their constitutionally-protected responsibility educate their children while still protecting them.

Thank you.

VISION FOR K-12 EDUCATION

Ms. Zapata, one final thought. Perhaps the RADAR group who presented at yesterday's meeting could be useful in finding some common ground on these issues.

Could RADAR please prepare a regression analysis of Portland Public Schools sex ed requirements against Smarter Balanced test results?

I believe we would see swift progress, both in academic achievement and student well-being, if we returned as a state to the standards, policies, and curriculum that Matthew Prophet, the first black superintendent of Portland Public Schools, supported during his tenure in the 1980s and '90s.

Sincerely,

Mary Miller

Oregon State Board of Education

September 22, 2022

AGENDA ITEM: 7.A

SUBJECT: State Board of Education Student Advisor Nominations STAFF NAME & OFFICE: Corey Rosenberg, State Board of Education Administrator	<input type="checkbox"/> First Reading <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation <input checked="" type="checkbox"/> Action <input type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> No Presentation
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BACKGROUND

The State Board of Education Procedures & Policy Manual states in Policy Number 102 that each year, the board may elect to have board advisors. The Board of Education selects new or reappoints Advisors on a yearly basis. The selection process begins in March of every year. Advisors will serve a one-year term from July 1 through June 30. Advisors may serve more than a single term and be re-elected for consecutive terms. Advisors will receive all materials distributed to the board as a whole.

The procedures and policy manual calls for the nominations of four advisors: K-12 Administrator, K-12 Teacher, K-12 Student, and Early Learning Advisor.

Policy # 102 also provides a process for accepting nominations:

K-12 Student: The board administrator will solicit candidates, review applications, and forward up to three names to an interviewing committee named by the board chair who will recommend a candidate to the full board who will vote on the selection.

Responsibilities of Advisors

- Attend board meetings
- Assist the board in analyzing issues, proposals, and requests before it
- Other duties as assigned by the board chair

A vote of the full board is required

The following nominations have been made:

Jenneh Hall, Senior at Southridge High School, Beaverton School District; and
Betsy Rodriguez, Senior at Hood River Valley High School, Hood River County School District

SUMMARY OF PREVIOUS BOARD ACTION

The Board has not taken action on these nominations before.

Oregon State Board of Education

September 22, 2022

AGENDA ITEM: 7.A

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

- N/A; first read—hasn't been before board
- No; same as last month
- Yes – As follows:

POLICY ISSUE OR CONCERNS

For the Student Advisor positions, the Board Administrator initiated a recruitment process by sending an announcement and application instructions to all Oregon Superintendents and Principals, Oregon Advanced Placement and International Baccalaureate Coordinators and Teachers, ODE's SSA Advisory Groups, Charter School Leaders, K-12 Public Information Officers, and general interest lists. The announcement and instructions were also shared via social media and the State Board webpage. Students were asked to fill out a nomination application and respond to three essay questions addressing the challenges in the K-12 system as they see them, how their past experiences prepares them for the student advisor role, and their reasons for wanting to serve. Forty-eight applications were received. The Board Administrator reviewed all nominations and used a rubric to determine the twelve candidates for second-round interviews with the Board Administrator. From those interviews, the Board Administrator again used a rubric to determine four finalists. These candidates were then considered by an interview committee named by the Chair.

The Chair and the interview committee are now making their final recommendations to the full board.

EQUITY IMPACT ANALYSIS

In an effort to provide more opportunities to students from historically underserved populations, the Board has made an intentional effort to ensure opportunities are provided statewide and to students from both geographical and diverse backgrounds. The selection of new student advisors provides an avenue for the Board to close the opportunity gap and provide professional development to students who otherwise would not have the ability to serve on a professional state board.

FISCAL ANALYSIS

Advisors are eligible for reimbursement of actual expenses incurred in attending board meetings and board-related activities, including mileage, meals and hotels.

Oregon State Board of Education

September 22, 2022

AGENDA ITEM: 7.A

EFFECT OF A "YES" OR "NO" VOTE

A yes vote confirms the appointments. A no vote would leave the board without student advisors while alternative candidates were identified and interviewed.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time
Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1:

Oregon State Board of Education

September 21, 2023

AGENDA ITEM: 3.D

SUBJECT: State Board of Education Teacher Advisor Nomination STAFF NAME & OFFICE: Corey Rosenberg, State Board of Education Administrator	<input type="checkbox"/> First Reading <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation <input checked="" type="checkbox"/> Action <input type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation
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BACKGROUND

The State Board of Education Policy and Procedures Manual states in Policy Number 102 that each year, the board may elect to have board advisors. The Board of Education selects new or reappoints advisors on a yearly basis. Advisors serve a one-year term from July 1 through June 30 and may serve more than a single term and be re-elected for consecutive terms.

The Policy and Procedure manual, with the revisions adopted by the Board on November 19, 2020, calls for the nominations of five advisors: K-12 Administrator, K-12 Teacher, K-12 Student, K-12 Elected School Board Member and an Early Learning Advisor.

Advisors must be willing to serve as an advisor for one year; a commitment to attend board meetings and any special board functions; and a willingness to participate in policy discussions and policy deliberation.

A vote of the full board is required.

The Oregon Education Association submitted three Teacher Advisor candidates for consideration. In consultation with the Director of the Oregon Department of Education and the Board Chair, the Board Executive Committee reviewed the applications and is now making its final recommendations to the full board.

The following nomination is being made:

Mona Khalil, Third Grade Teacher at Deer Creek Elementary, Tigard-Tualatin School District

SUMMARY OF PREVIOUS BOARD ACTION

This is the second year that Mona Khalil is being submitted for consideration by the full board.

Oregon State Board of Education

September 21, 2023

AGENDA ITEM: 3.D

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

- N/A; first read—hasn't been before board
- No; same as last month
- Yes – As follows:

POLICY ISSUE OR CONCERNS

The Oregon Education Association (OEA) originally submitted Mona Khalil as one of three candidates for consideration during the 2022-2023 school year, and the Board selected her. Board leadership is now proposing that Mona Khalil continue in this position for an additional year.

EQUITY IMPACT ANALYSIS

The Board is focused on efforts to enhance equity, diversity, and inclusion policies and practices including the role of and standards for compulsory bilingual education. Having a bilingual speech pathologist voice in these discussions will be valuable to the Board.

FISCAL ANALYSIS

Advisors are eligible for reimbursement of actual expenses incurred in attending board meetings and board-related activities, including mileage, meals and hotels.

EFFECT OF A "YES" OR "NO" VOTE

A yes vote confirms the appointment. A no vote leaves the board without a teacher advisor.

STAFF RECOMMENDATION

- Approve Approve next month No recommendation at this time
- Prompted by:** State law changes Federal law changes other

ATTACHMENTS

Attachment 1:

Oregon State Board of Education

September 21, 2023

AGENDA ITEM: 3.E

SUBJECT: State Board of Education Advisor Nominations STAFF NAME & OFFICE: Corey Rosenberg, State Board of Education Administrator	<input type="checkbox"/> First Reading <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation <input checked="" type="checkbox"/> Action <input type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation
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BACKGROUND

The State Board of Education Procedures & Policy Manual states in Policy Number 102 that each year, the board may elect to have board advisors. The Board of Education selects new or reappoints Advisors on a yearly basis. The selection process begins in March of every year. Advisors will serve a one-year term from July 1 through June 30. Advisors may serve more than a single term and be re-elected for consecutive terms. Advisors will receive all materials distributed to the board as a whole.

The procedures and policy manual calls for the nominations of four advisors: K-12 Administrator, K-12 Teacher, K-12 Student, and Early Learning Advisor.

Policy # 102 also provides a process for accepting nominations:

K-12 School Administrator: Up to three nominations from the Confederation of School Administrators (COSA) will be submitted to the board. The board Executive Committee will recommend a candidate to the full board who will vote on the selection.

Responsibilities of Advisors

- Attend board meetings
- Assist the board in analyzing issues, proposals, and requests before it
- Other duties as assigned by the board chair

A vote of the full board is required.

The following recommendation has been made:

K-12 School Administrator: Dr. Paul Coakley, Superintendent, Multnomah Education Service District

SUMMARY OF PREVIOUS BOARD ACTION

This is the second year that Dr. Paul Coakley is being considered by the full board.

Oregon State Board of Education

September 21, 2023

AGENDA ITEM: 3.E

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

- N/A; first read—hasn't been before board
- No; same as last month
- Yes – As follows:

POLICY ISSUE OR CONCERNS

The Coalition of Oregon School Administrators (COSA) originally submitted Dr. Paul Coakley as one of three candidates for the 2022-2023 year, and the Board selected him. Board leadership is now proposing that Dr. Paul Coakley continue in this position for an additional year.

EQUITY IMPACT ANALYSIS

A major consideration in the selection of the school district administrator advisor was balanced and diverse geographical representation. Taking into account the current geographical makeup of the Board, including members and advisors, board leadership sought to ensure a voice from eastern Oregon was included.

FISCAL ANALYSIS

Advisors are eligible for reimbursement of actual expenses incurred in attending board meetings and board-related activities, including mileage, meals and hotels.

EFFECT OF A "YES" OR "NO" VOTE

A yes vote will confirm the nomination. A no vote will leave the board without a school district superintendent advisor.

STAFF RECOMMENDATION

- Approve Approve next month No recommendation at this time
- Prompted by:** State law changes Federal law changes other

ATTACHMENTS

Attachment 1:

Definitions for Early Literacy School Grants

(1) “ADMw” means the extended weighted average daily membership computed as provided in ORS 327.013(1)(c).

(2) “Early Literacy Success Plan” means the plan as defined in ORS xxx.xxx.

Commented [1]: Placeholder for Literacy ORS

(3) “Early Literacy Success School Grant” means the program established in ORS xxx.xxxx and may also be referred to as “Early Literacy Success School District Grants”.

Commented [2]: Placeholder for Literacy ORS

(4) “Eligible Applicant” means a school district or public charter school that serves students in grades pre-kindergarten through fifth grade. This can include districts and public charter schools that serve students in grades pre-kindergarten through eighth grade or pre-kindergarten through twelfth grade, given the application focuses on specific grade levels named in ORS xxx.xxx.

Commented [3]: Placeholder for Literacy ORS

(5) “Statewide Education Initiatives Account” means the account as established in ORS 327.250.

Fund Administration for Early Literacy School Grants

(1) For each biennium, the Oregon Department of Education will determine the amount of grant funds from the Statewide Education Initiatives Account to be apportioned among eligible applicants for each year of the biennium.

(2) For each school year, the Oregon Department of Education shall determine the portion of funds available to each eligible applicant, using K-5 data. In calculating the portion available to each eligible applicant, the Oregon Department of Education shall use the most current finalized ADMw from the State School Fund from the prior year.

(3) The department will determine floor funding each biennium while ensuring eligible applicants with an ADMw of at least 50 or less, but not greater than 350 ADMw, will receive a minimum grant award.

(4)(a) An eligible applicant must advance the Early Literacy Success Plan with at least a 25 percent match of the allocation using any other fund sources available to the applicant. Eligible applicants are required to report the matching fund source in their application.

(b) Any eligible applicant with an ADMw of 50 or less is exempt from the matching requirement.

(5) If an eligible applicant does not apply for the Early Literacy Success School Grant by the close of the application period, the amount of their grant funds will revert to the Statewide Education Initiatives Account.

(6) Following approval of the grant agreement, an eligible recipient will receive payments of at least 25 percent on a quarterly basis per annual allocation. If adjustments to installment payments are required, a lower percentage may be used.

(7) Funds that are apportioned to an eligible applicant for a given biennium must be apportioned by the school district, public charter school, or ESD in that biennium. Grant recipients will be eligible to expend funds until September 30 each year. Funds that are not used by a grant recipient during year one of a given biennium may be carried over and used in year two of that same biennium. Any allocated funds that are not used by a grant recipient at the end of a biennium will be returned to the Statewide Education Initiatives Account.

(8) Funds received by a grant recipient under this section must be separately accounted for and must be used in accordance with the legislation's allowable expenses and detailed in the recipient's plan and grant agreement for the Early Literacy Success School Grant. A grant recipient may use funds for administrative costs, including indirect costs, directly related to allowed expenditures as provided in the grant agreement. Administrative costs are limited to five percent of the total expenditures.

(9) The Deputy Superintendent of Public Instruction shall resolve any issues arising from the administration of the Early Literacy Success School Grants not specifically addressed by this rule. The Deputy Superintendent of Public Instruction's determination shall be final.

(10) In the case of a public charter school closure that impacts a sponsoring district's allocation, the Department will determine the best way to reapportion funds based on the timing of the closure, context, and communication with the closing charter school and the sponsoring district. The Department may;

1. Allocate what have been apportioned to the charter school to the sponsoring district at the same time as the district allocations are made.
2. Allocate what would have been apportioned to the charter school to the charter schools successor entity.
3. Return the apportioned amount to the Statewide Education Initiatives Account for reallocation in a subsequent fiscal year.



Early Literacy Success School Grant Fund Administration Temp Rules

Scott Nine (he/him) & Rachael Moser (she/her)

Office of Education Innovation and Improvement

scott.nine@ode.oregon.gov - rachael.moser@ode.oregon.gov

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Early Literacy Success Initiative (HB 3198)

Early Literacy
Success
Tribal Grants



Early Literacy
Success
Community Grants



Early Literacy
Success School
District Grants*



Birth
through Five
Literacy Plan



80

**Inclusive of eligible public charter schools and consortia.*

Early Literacy: Fund Admin Temp Rules

Subject: Temporary Rules for Early Literacy Success School Grant Fund Administration

Concept: Creates temporary rules for allocation of funding for Early Literacy Success School Grant for the 2023-2024 year. Also establishes rules for expenditure deadlines and return of unexpended funds.

Background:

- The Oregon Legislature passed HB 3198 during the 2023 session. This bill creates the Early Literacy Success Initiative, which includes the Early Literacy Success School Grants. The act requires that the distribution of grant funds to school districts and public charter schools for the 2023-2024 school year. In order to facilitate the distribution of grant funds, a set of narrowly focused temporary rules for fund administration are necessary and will be followed by a fuller set of permanent rules for three of the grants outlined in the Early Literacy Success Initiative - Community grants, School District grants, and Tribal grants.

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Early Literacy: Fund Admin Temp Rules

- **Proposed Rules**

- Definitions for Fund Administration Only
 - ADMw
 - Early Literacy Success Plan
 - Early Literacy Success School Grant
 - Eligible Applicant
 - Statewide Education Initiatives Account

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Early Literacy: Fund Admin Temp Rules

- **Proposed Rules Continued**

- Fund Administration

- Establishes how the Department will determine the amount of grant funds to school districts
- Establishes the required 25% match with other funding sources, while releasing the requirement for applicants with 50 ADMw or less
- Establishes what happens for funds when an eligible applicant doesn't apply
- Establishes disbursement model for grants as well as a quarterly disbursement schedule
- Establishes when allocated funds must be expended by and when unexpended funds must be returned
- Establishes a procedure to reallocate funds in the event of a closure of a charter school that has received funds

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Early Literacy: Fund Admin Temp Rules

As these are new temporary rules stemming from new legislation, there has not been any prior engagement on these rules. However, these temporary rules are heavily based on and aligned with the fund administration rules for the Student Investment Account grants and High School Success grants, which have gone through multiple rounds of engagement through the RAC.

- Timeline:
 - 9/7/2023 - Presented temporary rules to the ODE Rules Advisory Committee
 - 9/15/2023 - Additional follow up with community partners on temporary rules
 - 9/21/2023 - Present temporary rules to the State Board of Education for adoption. If adopted, the temporary rules will be effective for up to 6 months.

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Proposed Rule Impacts: Early Literacy: Fund Admin Temp Rules

Racial Equity:

- These temporary rules are technical in nature and are aimed at ensuring funds can be distributed to all eligible school districts and public charter schools.

Fiscal/Economic & Small Business Impact:

- These temporary fund administration rules should have minimal to no impact on potential grantees as these rules are aligned with existing practice of fund administration for both the Student Investment Account Grants and High School School Success Grants.
- There is no small business impact of the proposed rules.

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Early Literacy: Fund Admin Temp Rules

Questions?

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Oregon State Board of Education

MEETING DATE

AGENDA ITEM:

<p>SUBJECT: Early Literacy Success School Grant Fund Administration Temp Rules</p> <p>STAFF NAME & OFFICE: Office of Education Innovation and Improvement</p> <p>The Oregon Legislature passed HB 3198 during the 2023 session. This bill creates the Early Literacy Success Initiative, which includes the Early Literacy Success School Grants. The act requires that the distribution of grant funds to school districts and public charter schools be made for the 2023-2024 school year. In order to facilitate the distribution of grant funds, temporary rules for fund administration are necessary. This will be followed later this year by a fuller set of permanent rules for several of the grants outlined in the Early Literacy Success Initiative – Community Grants, School District Grants, and Tribal Grants.</p> <p><input checked="" type="checkbox"/> New Rule <input type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule</p>	<p><input type="checkbox"/> First Reading <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p> <p><input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Temp Rule <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p>
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BACKGROUND

The legislature passed HB 3198 during the 2023 session, establishing the Early Literacy Success Initiative and the Early Literacy Success School Grants. In establishing these grants the legislature required that the first round of funding be disbursed during the 2023-2024 school year. To ensure that ODE is able to distribute the funding this school year, ODE is advancing these temporary fund administration rules. The purpose of these rules is a narrow focus on disbursement and administration of funding in advance of a broader and more expansive rule set as necessitated by HB 3198 to administer the overall Early Literacy Success Initiative.

The legislation also requires alignment with the Student Investment Account (SIA) and other improvement strategies administered by the department. To that end, these temporary fund administration rules are aligned with the existing fund administration rules from both the SIA as well as the High School Success (HSS) administrative rules. This ensures alignment with existing programs – and also builds on lessons learned from administering those two funding streams to date. This should also reduce administrative burden for grantees as they are familiar with similar fund administrative rules for the SIA and HSS.

As these are temporary rules needed at speed, the department had a limited engagement process for these specific rules. ODE presented the temporary rules to the ODE Rules Advisory Committee (RAC) in early September prior to bringing them to the State Board. ODE received a few questions on the rules from RAC members. ODE had a much more robust engagement process for both the SIA and HSS fund administrative rules on which these temporary rules are rooted in.

Oregon State Board of Education

MEETING DATE

AGENDA ITEM:

In addition to a handful of questions about the rules at the RAC, ODE received some additional communication and questions from advocates over the past week. Some of the feedback was technical in nature and ODE was able to respond by making language shifts to the definition for “eligible applicant” to clarify that school districts and public charter schools are eligible if they serve students in grades pre-kindergarten through 5th grade. ODE also adjusted the language in #2, #7, and #8 to get sharper on the temporary fund administration rules. On #2, ODE incorporated feedback to get clearer that districts and public charter schools need to apply for the funding, rather than individual elementary schools, while also not losing the technical piece that allocation calculations are based on K-5 school data.

There was additional feedback the department received that was not incorporated into the temporary rules. The first piece was around the request to have any unspent early literacy funds revert back, across the biennium, to be distributed to other applicants rather than to the Statewide Education Initiatives Account. In consultation with ODE leadership and DAS (Department of Administration Services), ODE determined that the State Board does not have the authority to establish a dedicated account for the early literacy funds in the Statewide Education Initiatives Account. A dedicated fund that would allow for this kind of dedicated retention of funds can only be established by the Legislature in statute. The department; however, did make an adjustment to #7 that allows for unspent funds to roll from year 1 to year 2 within a biennium. This puts in rule what is generally standard operating practice.

The second piece of feedback that was not incorporated was around further distinguishing what qualifies for the 25% match from eligible applicants. Specifically, there was a request to update the rules to note that the matching funds (25%) must be spent and be limited to the allowable uses outlined in the statute in Section 3 of the statute. Given that there is nothing specifically noted in the statute on the 25% match requirement, it only is named in the budget report, and that there are differing opinions on the intent of the match, ODE is recommending that the temporary rules are not adjusted at this point. This will support districts accessing these funds in line with the Governor’s goals for universal access. This is a valuable and important conversation that can be addressed further in permanent rulemaking.

SUMMARY OF PREVIOUS BOARD ACTION

1. This item has not been before the board previously.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

- N/A; first read—hasn’t been before board
- No; same as last month
- Yes – As follows:

POLICY ISSUE OR CONCERNS

Oregon State Board of Education

MEETING DATE

AGENDA ITEM:

The temporary fund administration rules are very narrowly focused technical rules to facilitate the administration of funds in order to comply with the legislative requirement that funds be disbursed during the 2023-2024 school year. As such, there have been limited engagement opportunities in bringing these temporary rules forward. As ODE moves through the permanent rule process there will be more robust engagement efforts for both the technical and additional programmatic rules for the Early Literacy Initiative.

EQUITY IMPACT ANALYSIS

These temporary rules are technical in nature and are aimed at ensuring funds can be distributed during the 2023-2024 school year to all eligible school districts and charter schools. As ODE proceeds through the permanent rule making process for the full rule set relate to early literacy, there will be a further discussion an analysis of the equity impact of the rule set.

FISCAL ANALYSIS

These temporary fund administration rules should have minimal to no impact on potential grantees as these rules are aligned with existing practice of fund administration for both the Student Investment Account Grants and High School Success Grants.

EFFECT OF A "YES" OR "NO" VOTE

If the Board does not approve these temporary rules the department will not have a framework by which to disburse early literacy school grants in accordance with the legislative requirements.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time
Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1:

Oregon State Board of Education

September 21, 2023

AGENDA ITEM: 5.A.

<p>SUBJECT: Farm to School Technical Assistance Grant Rule Repeal</p> <p>STAFF NAME & OFFICE:</p> <p>Farm to School in Oregon is a robust state program. With stakeholder involvement, the Department is seeking to transition technical assistance funds from a competitive grant process to an interagency agreement with a single partner organization. This interagency agreement will require them to create and make subgrants to community organizations, and should lead to less hurdles in speed and completion of funding for organizations/projects.</p> <p><input type="checkbox"/> New Rule <input type="checkbox"/> Amend Existing Rule <input checked="" type="checkbox"/> Repeal Rule</p>	<p><input checked="" type="checkbox"/> First Reading <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p> <p><input type="checkbox"/> Action <input type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p>
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BACKGROUND

Include the following points for new OARs, OAR updates or changes.

1. History:
 - a. Farm-to-School (F2S) statute [ORS 336.431 - Farm-to-School Grant Program to purchase Oregon food products and to fund certain educational activities \(public.law\)](#) requires ODE to ensure that recipients of F2S funding are also provided technical assistance, training, and resources by entering into an agreement with one or more statewide, regional or community partner. A piece of F2S allocated funding was set aside for this purpose.
 - b. Initially, ODE and the Farm to School and School Garden Network (“The Network”) decided to distribute this funding through competitive grants and set up rules around that grant process. [OAR 581-017-0448 - Competitive Oregon Farm-to-School Program Technical Assistant Grants — Oregon Administrative Rules \(public.law\)](#)
 - c. After a decade of working through the competitive grant process, the ODE and the Network, after consultation with stakeholders determined that there are very few organizations in Oregon that participate in this sort of work (training, resource building and technical assistance for F2S) and that the process associated with the grant was making it unavailable to many entities, particularly smaller non-profits. The determination was made that a shift away from a competitive grant process and toward an agreement with a single entity that may then provide subgrants would be a more beneficial use of the funds allocated.
2. Purpose
 - a. The current function of the rule is to set parameters and guidelines for a competitive grant process for technical assistance work. The rules have been in place for 12 years.
3. Does the board have any areas of discretion or is this strictly mirroring statute?
 - a. The repeal of the rules and move to an interagency agreement mirrors what is set forth in statute.
4. Stakeholder voice/input (individual and collective i.e., groups)

Oregon State Board of Education

September 21, 2023

AGENDA ITEM: 5.A.

- a. These changes were actually prompted by the Network and stakeholders of F2S programs. They saw the need for a more efficient process to provide funding to organizations and partners to meet the requirements of the statute.
- b. While this changes the way that the funds are handled by ODE, from a competitive process to an single agreement, the interagency agreement will have stipulations that subgrants must be awarded to community organizations for work within this realm.

SUMMARY OF PREVIOUS BOARD ACTION

- 1. This has not been in front of the board before.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

- N/A; first read—hasn't been before board
- No; same as last month
- Yes – As follows:

POLICY ISSUE OR CONCERNS

No Policy Issues or concerns. This was a change initiated by the Stakeholders.

EQUITY IMPACT ANALYSIS

- 1. The Technical Assistance grant process has been a difficult one to complete for some organization, particularly the time that it has taken and so many projects failed to be realized due to lack or delay in funding. This change will transition the funding to one partner organization through an interagency agreement and require them to create and make subgrants to community organizations. It is believed that this will contain less hurdles in speed and completion of funding.

FISCAL ANALYSIS

- 1. There is no fiscal impact.

EFFECT OF A "YES" OR "NO" VOTE

A yes vote will move this Technical Assistance funding away from a competitive grant process administered by ODE to an interagency agreement. The interagency agreement will provide funding to a single partner organization and will stipulate that some of the funding be provided to community based organizations for technical assistance work.

STAFF RECOMMENDATION

Oregon State Board of Education

September 21, 2023

AGENDA ITEM: 5.A.

Approve Approve next month No recommendation at this time
Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1: Rule 581-017-0448

Rule 581-017-0448 – Repeal Rule

Competitive Oregon Farm to School Program Technical Assistant Grants

(1) As used in this section:

(a) “Commodity commission or council” means a commodity commission or council organized under ORS 576.051 (Definitions for ORS 576.051 to 576.455) to 576.455 (Moneys of abolished commission), the Oregon Beef Council, or the Oregon Wheat Commission.

(b) “Education service district” has the meaning given that term in ORS 334.003 (Definitions for chapter).

(c) “Eligible entity” means:

(A) A commodity commission or council;

(B) An education service district;

(C) A federally recognized Indian tribe;

(D) An institution of higher education;

(E) A nonprofit organization;

(F) A school district;

(G) A school overseen by the federal Bureau of Indian Education; or

(H) An administrative agency within the executive branch of Oregon’s state government.

(d) “Including” means “including but not limited to.”

(e) “Institution of higher education” means:

(A) A public university listed in ORS 352.002 (Public universities);

(B) A community college, as defined in ORS 341.005 (Definitions for chapter);

(C) The Oregon Health and Sciences University; or

(D) An Oregon-based, accredited, private, non-profit college or university that is authorized to confer degrees in this state.

(f) “Nonprofit organization” means:

(A) A nonprofit business corporation incorporated under ORS Chapter 65 (Nonprofit Corporations);

(B) A foreign nonprofit business corporation authorized to transact business in the state of Oregon; or

~~(C) An organization that is recognized as tax exempt under section 501(c)(3) of the Internal Revenue Code of 1986.~~

~~(g)(A) "School district" means an Oregon common school district, joint school district, union high school district, or public charter school.~~

~~(B) "School district" does not include an education service district.~~

~~(2) The purpose of the competitive Oregon Farm to School Program technical assistance grant is to help those entities identified in either OAR 581-017-0430 (Noncompetitive Farm to School Grant) or 581-017-0432 (Definitions: Farm to School Education Grants) as eligible to apply for a noncompetitive Oregon Farm to School Program procurement grant or competitive Oregon Farm to School Program education grant, respectively, as well as other entities that would contribute to the success of the Oregon Farm to School Grant Program, receive the technical assistance, training, and resources they need for the successful operation of their programs.~~

~~(3) An eligible entity that receives a competitive Oregon Farm to School Program technical assistance grant may use the grant for costs directly associated with the provision of technical assistance, training, and resources that are:~~

~~(a) Provided to those entities identified in either OAR 581-017-0430 (Noncompetitive Farm to School Grant) or 581-017-0432 (Definitions: Farm to School Education Grants) as eligible to apply for a noncompetitive Oregon Farm to School Program procurement grant or competitive Oregon Farm to School Program education grant, respectively, as well as other entities that would contribute to the success of the Oregon Farm to School Grant Program; and~~

~~(b) Needed for the successful operation of their Oregon Farm to School Programs.~~

~~(4)(a) An eligible entity that applies for a competitive Oregon Farm to School Program technical assistance grant may partner with one or more organizations to provide technical assistance, training, and resources to those entities identified in either OAR 581-017-0430 (Noncompetitive Farm to School Grant) or 581-017-0432 (Definitions: Farm to School Education Grants) as eligible to apply for a noncompetitive Oregon Farm to School Program procurement grant or competitive Oregon Farm to School Program education grant, respectively, as well as other entities that would contribute to the success of the Oregon Farm to School Grant Program. Grant applicants that partner with other organizations to provide technical assistance, training, or resources must serve as the fiscal agent for the partnered organizations.~~

~~(b) Fiscal agents are responsible for:~~

~~(A) Ensuring that their partner organizations comply with the terms and conditions of the competitive Oregon Farm to School Program technical assistance grant;~~

~~(B) Overseeing the delivery of technical assistance, training, or resources to those entities identified in either OAR 581-017-0430 (Noncompetitive Farm to School Grant) or 581-017-0432 (Definitions: Farm-~~

to-School-Education-Grants) as eligible to apply for a noncompetitive Oregon Farm-to-School Program procurement grant or competitive Oregon Farm-to-School Program education grant, respectively, as well as other entities that would contribute to the success of the Oregon Farm-to-School Grant Program;

(C) Incorporating the principles of the Oregon Equity Lens, OAR 581-017-0010 (Equity Lens), into the development and delivery of technical assistance, training, or resources funded with competitive Oregon Farm-to-School Program technical assistance grant dollars;

(D) Maintaining all records regarding the technical assistance, training, or resources provided using, and any costs paid for with, grant funds; and

(E) Delivering those records and any completion reports regarding the technical assistance, training, and resources funded with, and the expenditure of, grant funds to the department.

(5) An eligible entity may lose its eligibility to apply for a competitive Oregon Farm-to-School Program technical assistance grant during the succeeding biennium, or continue receiving a previously awarded grant, if the eligible entity does not:

(a) Comply with the applicable provisions of ORS 336.431 (Farm-to-School Grant Program to purchase Oregon food products and to fund certain educational activities);

(b) Comply with the provisions of this section;

(c) Comply with the grant criteria printed in the competitive Oregon Farm-to-School Program technical assistance grant request for proposals and any related guidance documents produced by the department;

(d) If awarded a competitive Oregon Farm-to-School Program technical assistance grant, spend the entire amount of the grant award during the biennium for which the grant was awarded; or

(e) If awarded a competitive Oregon Farm-to-School Program technical assistance grant, spend the majority of the grant award on technical assistance, training, or resources provided to those entities identified in either OAR 581-017-0430 (Noncompetitive Farm-to-School Grant) or 581-017-0432 (Definitions: Farm-to-School Education Grants) as eligible to apply for a noncompetitive Oregon Farm-to-School Program procurement grant or competitive Oregon Farm-to-School Program education grant, respectively, as well as other entities that would contribute to the success of the Oregon Farm-to-School Grant Program.

(6)(a) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted each biennium for which competitive Oregon Farm-to-School Program technical assistance grant funds are available.

(b) The department shall notify eligible entities of the proposal process and the dates when proposals are due, and make available necessary guidelines and application forms.

~~(7)(a) Eligible entities must submit their grant proposals on the most current form prescribed by the Oregon Department of Education. The department shall publish the current request for proposals solicitation forms on the department's website.~~

~~(b) If an eligible entity that has applied for a competitive Oregon Farm-to-School Program technical assistance grant is unable to provide the information required in the request for proposals, then the grant applicant must provide an explanation why the information cannot be provided. Grant applicants may submit additional information that will aid the department in evaluating their grant proposals.~~

~~(8)(a) To be considered by the Oregon Department of Education, the grant proposals submitted by eligible entities must include the following information:~~

~~(A) The name of the entities identified in either OAR 581-017-0430 (Noncompetitive Farm-to-School Grant) or 581-017-0432 (Definitions: Farm-to-School Education Grants) as eligible to apply for a noncompetitive Oregon Farm-to-School Program procurement grant or competitive Oregon Farm-to-School Program education grant, respectively, or the entities that would contribute to the success of the Oregon Farm-to-School Grant Program, which will receive technical assistance, training, or resources;~~

~~(B) The name of the person who will serve as the grant applicant's primary contact regarding the grant proposal and that person's contact information, including the primary contact's email address and telephone number;~~

~~(C) The name of the organizations with which the grant applicant has partnered, or is intending to partner, for the purpose of providing technical assistance, training, or resources;~~

~~(D) The name and contact information of the persons who will serve as the partner organizations' primary contacts regarding the grant proposal and the technical assistance, training, or resources the grant applicant and its partner organizations intend to provide;~~

~~(E) A description of the technical assistance, training, or resources the grant applicant proposes to provide;~~

~~(F) An explanation of how the technical assistance, training, or resources will benefit those entities identified in either OAR 581-017-0430 (Noncompetitive Farm-to-School Grant) or 581-017-0432 (Definitions: Farm-to-School Education Grants) as eligible to apply for a noncompetitive Oregon Farm-to-School Program procurement grant or competitive Oregon Farm-to-School Program education grant, respectively, as well as other entities that would contribute to the success of the Oregon Farm-to-School Grant Program;~~

~~(G) An estimate of the costs associated with providing the proposed technical assistance, training, or resources; and~~

~~(H) An analysis of the proposed technical assistance, training, or resources, and the proposed means of delivering them, using the Oregon Equity Lens, OAR 581-017-0010 (Equity Lens).~~

(b) Additional information may be required and additional criteria may be identified in the applicable request for proposal and guidelines published by the department.

(9) Grant applicants' proposals will be reviewed for completeness and how well they address the evaluation criteria adopted by the Oregon Department of Education.

(10) The Oregon Department of Education shall allocate funds for competitive Oregon Farm-to-School Program technical assistance grants.

(11) Competitive Oregon Farm-to-School Program technical assistance grants will be awarded to those eligible entities whose grant proposals are judged by the department as best addressing the applicable evaluation criteria.

(12) The Oregon Department of Education will notify the eligible entities selected for a proposed competitive technical assistance grant award by either mail or email. Within two weeks of receiving notice, the entity must notify the department whether it accepts the award.

(13) The Oregon Department of Education will award competitive Oregon Farm-to-School Program technical assistance grants for the biennium beginning on July 1, 2019, and ending on June 30, 2021. If funding is available, additional competitive grants will be awarded in subsequent biennia.

(14) The amount of any competitive Oregon Farm-to-School Program technical assistance grants awarded by the department on or after July 1, 2019, for the biennium beginning on July 1, 2019, will be at least \$5,000.00.

(15)(a) The recipient of a competitive Oregon Farm-to-School Program technical assistance grants that was awarded by the department on or after July 1, 2019, for the biennium beginning on July 1, 2019, may reserve up to twenty percent of the total amount awarded for all indirect costs incurred providing the technical assistance, training, or resources for which a grant was awarded.

(16) Grant funds awarded for use in one biennium may not be carried over to the following biennium, and will revert to the department at the end of the biennium, unless otherwise determined by the department.

(17) Recipients of a competitive Oregon Farm-to-School Program technical assistance grants:

(a) Must deposit the grant funds they receive in an account that is separate from their nonprofit food service account, if they have one, or assign those funds a separate account or index number.

(b) May only use their grant awards for the purpose of providing the technical assistance, training, or resources it proposed to offer.

(c) Comply with all applicable federal, state, and local procurement laws and procedures when purchasing equipment with grant dollars.

~~(18) The department may reallocate competitive Oregon Farm to School Program technical assistance grant funds to other eligible entities if competitive technical assistance grant funds either remain after awards are made or become unobligated, or if a grant recipient does not spend all of its grant award during the biennium in which the award was made.~~

~~(19) The department, at its sole discretion, may disburse up to twenty-five percent of a grant recipient's award in advance if the recipient can first demonstrate a compelling need.~~

~~(20)(a) The Oregon Department of Education shall publish performance measures for recipients of a competitive Oregon Farm to School Program technical assistance grant in the request for proposals solicitation forms and any related guidance documents produced by the department.~~

~~(b) The department shall provide grant recipients with a template for an interim and final grant report. To receive the final disbursement of grant funds, grant recipients must submit both a completed interim and final grant report to the department.~~

~~(21)(a) If a grant recipient does not comply with this section, or the terms included in the request for proposals solicitation published by the Oregon Department of Education, then the department may take appropriate action, including wholly or partially terminating or suspending the recipient's grant award, disallowing some or all unallowable or noncompliant costs, or recovering grant funds spent on unallowable or noncompliant costs.~~

~~(b) If the department takes action to address a grant recipient's noncompliance with this section, or the terms included in the department's request for proposals solicitation, then the grant recipient may appeal the department's decision as provided in OAR 581-001-0005 (Model Rules of Procedure).~~

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AGENDA ITEM: 7.A.

<p>SUBJECT: Special Education Evaluation & Eligibility OAR Updates</p> <p>STAFF NAME & OFFICE: Kara Nystrom Boulahanis, Sarah Soltz, & Tenneal Wetherell, Office of Enhancing Student Opportunities</p> <p>ODE updated all 13 special education evaluation and eligibility rules in Spring 2023 to align with the requirements of Senate Bills 13 (2019) and 16 (2019). After the updates were passed, ODE identified a group of minor language changes that were necessary for clarity or correction in order to ensure the rules were able to be implemented as intended.</p> <p><input type="checkbox"/> New Rule <input checked="" type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule</p>	<p><input checked="" type="checkbox"/> First Reading <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p> <p><input type="checkbox"/> Action <input type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p>
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BACKGROUND

Include the following points for new OARs, OAR updates or changes.

1. History:
 - a. What prompted the rule (why do we have it?) State law? Federal law? Incident? Why are changes/amendments being proposed?
 - b. What is the current requirement in rule or statute?
 - c. Why is this rule being brought forward right now?

In the 2019 legislative session, the Oregon legislature [revised the terms under the definition of “child with a disability”](#) in Oregon Revised Statute (ORS) 343.035 and updated [the requirements for medical, health, audiological, and vision assessment statements](#) in ORS 343.146. Those changes must be incorporated into rules adopted by the State Board of Education as authorized by ORS.

During the 2019-20 school year, ODE led a community engagement process to guide rule development based on the legislative requirements and requested updates. This process targeted a limited array of stakeholders and resulted in a broad slate of recommended changes. In addition to the required changes, the updates incorporated existing early intervention (EI) and early childhood special education (ECSE) requirements into the school age eligibility and evaluation OARs.

Based on this process, two OARs were revised in March 2020:

- OAR 581-015-2150: Deaf or Hard of Hearing
- OAR 581-015-2175: Traumatic Brain Injury

Prior to making any further updates, the State Board of Education requested that ODE conduct additional engagement opportunities. This occurrence was concurrent with the state’s response to

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COVID-19, which significantly shifted ODE's focus throughout the 2019-20, 2020-21, and 2021-22 school years.

In Summer 2022, ODE determined it was necessary to complete the updates required by SBs 13 & 16, resumed the OAR revision project, conducted additional community engagement activities, and is prepared to bring proposed revisions to the State Board of Education.

These updates were completed in March 2023, with all 13 eligibility and evaluation rules having been updated. However, as the rules moved to implementation, the team identified minor language or grammatical errors in 6 of the 13 updated rules. These minor changes are being brought to the Board in order to ensure the rule implementation is in alignment with the engagement and notice provided to the community.

2. Purpose
 - a. What function does the current rule hold?
 - b. How long has the rule been in place?

The OARs being updated define the evaluation and eligibility process for each of Oregon's 12 special education eligibility categories as delineated by the Individuals with Disabilities Education Act (IDEA) (2004). Updates are also proposed to the definitions for the division (OAR 581-015-2000 Definitions). These OARs have been in place since the initial implementation of the IDEA in the 1970s, with varied updates to align with reauthorizations and revisions to the implementing regulations at the Federal level. The last reauthorization of the IDEA was in 2004, generally resulting in the most significant recent substantive changes to these rules in March 2023.

3. Does the board have any areas of discretion or is this strictly mirroring statute?
 - a. If the board does have discretion, those areas should be called out here or in the next section.

These changes are simple grammatical and language updates to align with the

4. Stakeholder voice/input (individual and collective i.e., groups)
 - a. Who was involved in bringing this to the Board?
 - b. What did engagement in this process entail?
 - c. Who may be affected by this?
 - d. Whose voice is missing?
 - e. What additional information does the Board need prior to moving forward?

For the updates completed in March 2023, extensive community engagement was conducted, which included three engagement sessions that were held for anyone to attend (after work hours, during lunch hours, and before work hours) and a survey was shared for additional input. The outreach focused on special education directors, school based special education evaluation staff, special and general educators, education partners, as well as families and students who experience special education. Over 125+ people attended across all three sessions and provided incredibly helpful feedback and suggestions on our draft rules. A survey with the draft language was also distributed

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widely, including to attendees of the engagement sessions, requesting feedback on the proposed changes. These changes were also presented to the Rules Advisory Committee on January 5th, 2023.

Following the community engagement sessions held in December, ODE reached out to all attendees to provide revised draft language and request their input on the updates made in response to community engagement. ODE also hosted an Oregon Educators Association (OEA) special education committee engagement session in February 2023. Additionally, ODE hosted an additional hearing for public comment in February 2023.

The updates being proposed were brought forward by multiple community members' engagement with the Department including email outreach and direct engagement with the experts who support the special education evaluation & eligibility process.

SUMMARY OF PREVIOUS BOARD ACTION

1. Has this been before the board before? If so, what action did the board take?

Yes, all 13 evaluation and eligibility rule updates were most recently approved by the Board in March 2023.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

- N/A; first read—hasn't been before board
- No; same as last month
- Yes – As follows:

POLICY ISSUE OR CONCERNS

These policy issues or concerns could be from the field, stakeholder groups, statements submitted during the comment period, or discussions among ODE staff. Consider the following questions:

1. Stakeholders
 - a. How have you intentionally involved stakeholders who are also members of communities affected by this rule?
 - b. Who are the historically underserved groups affected?
 - c. Has there been consultation or collaboration with tribes in this rule change or policy decision?
 - d. How has the Oregon Department of Education modified or enhanced the rule change or policy decision to address the needs of historically underserved communities?

The Department utilized all methods at our disposal to connect with relevant stakeholders during the Winter 2023 rule update process including direct outreach to district special education directors and our state parent advocacy organization for families of students experiencing disability, FACT Oregon,

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in order to ensure our outreach engaged the groups most likely to be impacted by these updates. In addition, we designed our engagement strategy to offer multiple methods and times for feedback, to allow individuals with differing schedules and differing access needs to provide feedback in the way that best worked for them. This included offering translation services, closed captioning, and other accessibility supports at each of our virtual engagement sessions.

Since the update, the Department has been in close contact with special education technical systems which provide IEP systems to districts as well as with the providers who implement the special education evaluation and eligibility process to identify the needed minor updates to ensure the rules function as intended.

Students experiencing disability as a whole are a historically excluded and underserved group, but within that there are other marginalized populations as well who experience the compounded impacts of ableism and other forms of systemic oppression, including racism.

In March 2023 the rules were updated to decrease the number of special education eligibility types that require a medical statement in order to establish eligibility for services. Removing the requirement to obtain a medical statement when it is not necessary is designed to reduce barriers to accessing eligibility for historically marginalized groups, including BIPOC youth, youth who experience homelessness, and rural youth, all of whom are more likely to experience challenges in accessing medical care. *The current proposed updates do not have a significant impact on underserved and marginalized populations, however.*

2. Negative/Positive Effects
 - a. What is the impact on the population most affected by this rule that the board should consider?
 - b. What possible opportunities, assets or access could this rule provide?
 - c. What is the impact on eliminating the opportunity or achievement gap?
 - d. Have all the potential unintended consequences been considered?
 - e. Does this rule advance the ESSA goals?

The most important update included in the new proposed rules, is the change to Developmental Delay to ensure that it is available as an eligibility category through age 9 instead of to age 9. This ensures that students are able to access the supports they need without being potentially inappropriately labeled as they are still growing and maturing into school age eligibility.

The other language changes do not change the substance of the rule, they merely clarify and align to the existing requirements.

3. What are the barriers to more equitable outcomes, either:
 - a. State or federally mandated?
 - b. Political?
 - c. Emotional?
 - d. Financial?
 - e. Programmatic?

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- f. Language?
- g. Geography?
- h. Size?

The IDEA was most recently reauthorized in 2004 and is long overdue to be reauthorized. In the almost 20 years since it was last approved, there have been significant changes in language use (e.g., while emotional disturbance is the Federal category, it is no longer preferred language in many states). Additional requirements in OAR based on the IDEA (e.g., evaluation and eligibility requirements) would similarly benefit from being further updated, but timing should be carefully considered to align to needed reauthorizations.

EQUITY IMPACT ANALYSIS

The following questions are designed to examine how the proposed rule, policy or action systematically affect historically underserved students and/or communities.

1. How are historically underserved populations impacted by this docket item?
 - a. Demonstrate how the rule changes, policy, or action could produce other unintended consequences not listed in the docket.
 - b. Refer to *Policy Issue or Concerns* and identify the historically underserved populations affected. Conduct a reflection and examination, which will and should answer 1a.

While the March 2023 updates were expected to address the harmful impacts of the label “emotional disturbance and increase access to special education eligibility for those students by removing the unnecessary barrier of a medical examination from certain categories which would impact BIPOC, houseless, and rural youth in particular, these updates are merely expected to ensure that the impact is alignment with the intended impacts of the March 2023 updates.

2. Examine the impact of the rule changes, policy, or action on historically underserved populations in Oregon. Describe this ongoing and/or foreseeable impact, using as much detail as possible.

Please see above.

3. Explain how the rule change, policy or action works toward improving achievement, opportunities and a sense of worthiness for underserved students?

While the March 2023 updates were expected to have an impact, these rule updates are merely expected to ensure that the impact is in alignment with the intended impacts of those updates.

FISCAL ANALYSIS

What is the fiscal impact of the proposed rule changes to the Department of Education, school districts, education service districts or schools? Use the following suggestions as a guide:

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1. How does the proposed rule fit within the budget of the agency?
 - a. Which units/divisions/offices will be impacted and how?
2. How does the proposed rule change impact school districts and ESDs?
3. How does the proposed rule change impact schools and other educational institutions?
4. Does the proposed rule change impact other stakeholders?

This rule change will not have an impact on the agency budget. Districts will need to update their Student Information Systems/IEP software to reflect the updated language, however since these changes are prompted by rule changes they will be completed by most providers at no cost. We are not aware of any other partner that might experience a fiscal impact of these rule updates.

EFFECT OF A "YES" OR "NO" VOTE

If the board does not approve these OARs, the rules will continue to have minor grammatical and language errors that impact the implementation of the rules as intended.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time

Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1: 581-015-2000 Definitions
581-015-2127 Developmental Delay
581-015-2130 Autism Spectrum Disorder
581-015-2150 Deaf or Hard of Hearing
581-015-2170 Specific Learning Disability
581-015-2175 Traumatic Brain Injury

581-015-2000

Definitions

The definitions below apply to OARs 581-015-2000–581-015-2999, unless the context indicates otherwise.

(1) "Adult student" is a student for whom special education procedural safeguard rights have transferred as described in OAR 581-015-2325.

(2) "Assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.

(3) "Assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

(a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;

(b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;

(c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

(d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

(e) Training or technical assistance for a child with a disability or, if appropriate, that child's family; and

(f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.

(4) "Audiological assessment" means an assessment given by an audiologist licensed under ORS chapter 681 or by the appropriate authority in another state.

(5)(a) "Children with disabilities" or "students with disabilities" means children or students evaluated in accordance with OAR 581-015-2100 through 581-015-2180 as having autism spectrum disorder; speech or language impairment; deafblindness; developmental delay; emotional behavior disability; deaf or hard of hearing; intellectual disability; orthopedic impairment; other health impairment; specific learning disability; traumatic brain injury; or visual impairment, including blindness, and who, by reason thereof, need special education and related services.

(A) If it is determined through an appropriate evaluation in accordance with OAR 581-015-2100 through 581-015-2180, that a child has one of the disabilities identified above, but only needs a related service and not special education, the student is not a student with a disability under this OAR.

(B) If, consistent with OAR 581-015-2000, the related service required by the child is considered special education rather than a related service, the child would be determined to be a child with a disability under this OAR.

(b) The terms used in the definition of a child with a disability are defined as follows:

(A) "Autism Spectrum Disorder" means a developmental disability that includes persistent deficits in social communication and social interaction across multiple contexts; and restricted, repetitive patterns of behavior, interests, or activities. Characteristics are generally evident before age three but may not become fully evident until social demands exceed limited capacities, or may be masked by learned strategies. Characteristics cause educationally and developmentally significant impairment in social, occupational, or other important areas of current functioning. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional behavior disability. However, a child who qualifies for special education under the category of autism spectrum disorder may also have an emotional behavior disability as a secondary disability if the child meets the criteria under emotional behavior disability. The term "Autism Spectrum Disorder" is equivalent to the term "autism" used in 34 CFR § 300.8.

(B) "Deaf or Hard of Hearing" means an impairment in hearing, whether permanent or fluctuating, that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification.

(i) For early intervention: This impairment in hearing must currently affect or have the potential to significantly affect an infant or toddler's developmental progress. The infant or toddler's hearing level does not need to be presently affecting their development for the infant or toddler to be eligible for early intervention services.

(ii) For early childhood and school age special education: This impairment in hearing must adversely affect the child's developmental progress (age 3 through 5) or educational performance (age 5 through 21).

(C) "Deafblindness" means having both hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems needs that the child cannot be accommodated in special education programs designed solely for students who are deaf or hard of hearing or have a visual impairment.

(D) "Developmental Delay" means:

(i) For early intervention, 2 standard deviations or more below the mean in one or more of the developmental areas, or 1.5 standard deviations below the mean in two or more of the developmental areas;

(ii) For early childhood and school age special education, 1.5 standard deviations or more below the mean in two or more of the developmental areas; that

(I) For age 3 to kindergarten, adversely affects the child's developmental progress;

(II) For kindergarten through age 9, adversely affects the student's educational performance.

(iii) For the purposes of this definition, the developmental areas are: cognitive development, physical development, communication development, social or emotional development, and adaptive development.

(E) "Emotional Behavior Disability" means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(i) An inability to learn that cannot be explained by intellectual, sensory, or health factors;

(ii) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(iii) Inappropriate types of behavior or feelings under normal circumstances;

(iv) A general pervasive mood of unhappiness or depression; or

(v) A tendency to develop physical symptoms or fears associated with personal or school problems;

(vi) The term includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional behavior disability.

(F) "Intellectual Disability" means significantly subaverage general intellectual functioning, and includes a student whose intelligence test score is two or more standard deviations below the norm on a standardized individual intelligence test, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, and that adversely affects a child's educational performance.

(G) "Orthopedic Impairment" means a motor disability that adversely affects the infant or toddler's development or a child's educational performance. The term includes impairments caused by an anomaly, disease or other conditions (e.g., cerebral palsy, spina bifida, muscular dystrophy or traumatic injury).

(H) "Other Health Impairment" means limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

(i) Is due to chronic or acute health problems (e.g., a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, attention

deficit disorder, attention deficit hyperactivity disorder, leukemia, Tourette's syndrome, or diabetes); and

(ii) Adversely affects a child's educational performance.

(I) "Specific Learning Disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. Specific learning disability includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, intellectual disability, emotional behavior disability, or of environmental, cultural, or economic disadvantage.

(J) "Speech or Language Impairment" means the impairment of speech articulation, voice, fluency, or the impairment or deviant development of language comprehension and/or expression, or the impairment of the use of a spoken or other symbol system that adversely affects educational performance. The language impairment may be manifested by one or more of the following components of language: morphology, syntax, semantics, phonology, and pragmatics.

(K) "Traumatic Brain Injury" means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both. The term includes open or closed head injuries resulting in impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving; sensory, perceptual, and motor abilities, psychosocial behavior, physical functions, information processing, and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma. Students with brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma, are not eligible under the category of traumatic brain injury but may be eligible under a different category.

(i) For early intervention: The infant or toddler's disability does not need to be presently affecting their development for the infant or toddler to be eligible for early intervention services.

(ii) For early childhood and school age: The acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's developmental progress (age 3 to 5) or educational performance (age 5 to 21).

(L) "Visual Impairment" means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term visual impairment includes low vision, total blindness, limited visual acuity after correction, restricted visual field, and progressive eye conditions.

(6) "Consent" means that:

(a) The parent or adult student has been fully informed of all information relevant to the activity for which consent is sought, in the parent's native language or other mode of communication;

(b) The parent or adult student understands and agrees in writing to the carrying out of the activity for which consent is sought; and the consent describes that activity and lists any records that will be released and to whom; and

(c) The parent or adult student understands that the granting of consent is voluntary and may be revoked at any time in accordance with OAR 581-015-2090(4) or 581-015-2735.

(7) "Day" means calendar day unless otherwise indicated as:

(a) "Business day," which means Mondays through Fridays, other than holidays; or as

(b) "School day," which means any day, including partial days that children are in attendance at school for instructional purposes. The term "school day" has the same meaning for all children in school, including those with and without disabilities.

(8) "Department" means the Oregon Department of Education.

(9) "Developmental History" means gathering information regarding the following: the child's prenatal and birth history, including prenatal exposure to alcohol, prescription and non-prescription medications, or other drugs; meeting of developmental milestones; socialization and behavioral patterns; health and physical/medical history; family and environmental factors; home and educational performance; trauma or significant stress experienced by the child; and the display of characteristics of any additional learning or behavioral problems.

(10) "EI/ECSE" means early intervention/early childhood special education and refers to services or programs for infants, toddlers, and preschool children with disabilities.

(11) "Elementary or secondary school or facility" means a school or facility with any combination of grades K through 12.

(12) "Evaluation" means procedures used to determine whether the child has a disability, and the nature and extent of the special education and related services that the child needs.

(13) "General education curriculum" means the same curriculum as for children without disabilities. For preschool children with disabilities, the term means age-appropriate activities.

(14) "Homeless children" (or "homeless youth") has the same meaning as in section 725 of the McKinney-Vento Act, 42 USC § 11434a (2).

(15) "Identification" means the process of determining a child's disability and eligibility for special education and related services.

(16) "Individualized Education Program" (IEP) means a written statement of an educational program which is developed, reviewed, revised and implemented for a school-aged child with a disability.

(17) "Individualized Family Service Plan" (IFSP) is defined in OAR 581-051-2700.

(18) "Limited English proficient" has the same meaning as in the Elementary and Secondary Education Act, 20 USC § 9101(25).

(19) "Mediation" means a voluntary process in which an impartial mediator assists and facilitates two or more parties to a controversy in reaching a mutually acceptable resolution of the controversy and includes all contacts between a mediator and any party or agent of a party, until such a time as a resolution is agreed to by the parties or the mediation process is terminated.

(20) "Medical Examination" means an examination conducted by:

(a) A physician licensed under ORS chapter 677 or by the appropriate authority in another state;

(b) A naturopathic physician licensed under ORS chapter 685 or by the appropriate authority in another state;

(c) A nurse practitioner licensed under ORS 678.375 to 678.390 or by the appropriate authority in another state; or

(d) A physician assistant licensed under ORS 677.505 to 677.525 or by the appropriate authority in another state.

(21) "Native language", when used with respect to a person who is limited English proficient, means the language normally used by that person or, in the case of a child, the language normally used by the parent of the child. For an individual who is deaf or hard of hearing, with blindness, with deafblindness or with no written language, the term means the mode of communication normally used by the person (such as sign language, Braille, or oral communication). In direct contact with a child, the term means the language normally used by the child.

(22) "Parent" means:

(a) One or more of the following persons:

(A) A biological or adoptive parent of the child;

(B) A foster parent of the child;

(C) A legal guardian, other than a state agency;

(D) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or

(E) A surrogate parent who has been appointed in accordance with OAR 581-015-2320, for school-age children, or 581-015-2760 for preschool children.

(b) Except as provided in subsection (c), if more than one party is qualified under subsection (a) to act as a parent and the biological or adoptive parent is attempting to act as the parent, the biological or adoptive parent is presumed to be the parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.

(c) If a judicial decree or order identifies a specific person under subsection (a) to act as the parent of a child or to make educational decisions on behalf of a child, then that person will be the parent for special education purposes.

(23) "Participating agency" means a state or local agency, other than the school district responsible for a student's education that is financially and legally responsible for providing transition services to the student.

(24) "Personally identifiable information" means information as defined in the Family Educational Rights and Privacy Act (FERPA), found at 34 CFR 99.3, which includes, but is not limited to:

(a) The name of the child, the child's parent, or other family member;

(b) The address of the child or the child's family;

(c) A personal identifier, such as the child's social security number or student number, or biometric record; and

(d) Other indirect identifiers, such as the child's date of birth, place of birth, and mother's maiden name;

(e) Other information that alone or in combination is linked or linkable to a specific child that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the child with reasonable certainty; or

(f) Other information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

(25) "Placement" means educational placement, not social service placement by a state agency.

(26) "Preschool child" means "preschool child with a disability" as defined under OAR 581-015-2700.

(27) "Private school" means an educational institution or agency not operated by a public agency.

(28) "Public agency" means a school district, an education service district, a state agency or institution, EI/ECSE contractor or subcontractor, responsible for early intervention, early childhood special education or special education.

(29) "Related services" includes transportation and such developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education, and includes orientation and mobility services, speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation including therapeutic recreation, school health services and school nurse services, counseling services including rehabilitation counseling services, social work services in schools, parent counseling and training, school health services and medical services for diagnostic or evaluation purposes, and includes early identification and assessment of disabling conditions in children. This definition incorporates the exception for services for children with surgically implanted devices, including cochlear implants, in 34 CFR § 300.34(b) and the definitions for individual related services in 34 CFR § 300.34(c).

(30) "School age child or children" means a child or children who have reached 5 years of age but have not reached 21 years of age on or before September 1 of the current school year.

(31) "Scientifically Based Research" is defined in section 9101(37) of the Elementary and Secondary Education Act of 1965, as amended ESEA.

(32) "School district" means the public education agency (school district, ESD, or state agency) that is responsible by statute, rule or contract for providing education to children with disabilities.

(33) "Services plan" is defined in OAR 581-015-2450.

(34) "Sheltered Workshop" is a facility in which individuals with disabilities, including intellectual or developmental disabilities, are congregated for the purpose of receiving employment services and performing work tasks for pay at the facility. A Sheltered Workshop primarily employs these individuals with the exception of service support staff. A Sheltered Workshop is a fixed site that is owned, operated, or controlled by a provider, where an individual has few or no opportunities to interact with nondisabled individuals, except paid support staff. A Sheltered Workshop is not Small Group Employment in an Integrated Employment Setting as defined in Executive Order 15-01, and is not otherwise an Integrated Employment Setting as defined in Executive Order 15-01.

(35) "Short term objectives" means measurable intermediate performance steps that will enable parents, students and educators to gauge, at intermediate times during the year, how well the child is progressing toward the annual goals by either:

(a) Breaking down the skills described in the goal into discrete components, or

(b) Describing the amount of progress the child is expected to make within specified segments of the year.

(36) "Special education" means specially designed instruction that is provided at no cost to parents to meet the unique needs of a child with a disability. "Special education" includes instruction that:

(a) May be conducted in the classroom, the home, a hospital, an institution, a special school or another setting; and

(b) May involve physical education services, speech-language services, transition services or other related services designated by rule to be services to meet the unique needs of a child with a disability.

(37) "Specially designed instruction" means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction:

(a) To address the unique needs of the child that result from the child's disability; and

(b) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

(38) "Supplementary aids and services" means aids, services and other supports that are provided in regular education classes or other education-related settings and in extracurricular and nonacademic settings to enable children with disabilities to be educated with children without disabilities to the maximum extent appropriate.

(39) "Superintendent" means the State Superintendent of Public Instruction or the designee of the State Superintendent of Public Instruction.

(40) "Surrogate parent" means an individual appointed under OAR 581-015-2320 for school age children or 581-015-2760 for preschool children who acts in place of a biological or adoptive parent in safeguarding a child's rights in the special education decision-making process.

(41) "Transition services" means a coordinated set of activities for a student with a disability that:

(a) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(b) Is based on the individual student's needs, taking into account the student's preferences and interests; and

(c) Includes:

(A) Instruction;

(B) Related services;

(C) Community experiences;

(D) The development of employment and other postschool adult living objectives; and

(E) If appropriate, acquisition of daily living skills and functional vocational evaluation; and

(d) May be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

(42) "Vision examination" means an examination conducted by;

(a) A person licensed to practice optometry under ORS chapter 683 or by the appropriate authority in another state; or

(b) A physician who specializes in ophthalmology and who is licensed under ORS chapter 677 or by the appropriate authority in another state.

(43) "Ward of the state" means child who is in the temporary or permanent custody of, or committed to, the Department of Human Services or Oregon Youth Authority through the action of the juvenile court

581-015-2127

Developmental Delay

(1) Definition of “Developmental Delay”. “Developmental Delay” means,

(a) For early intervention, 2 standard deviations or more below the mean in one or more of the developmental areas or 1.5 standard deviations below the mean in two or more of the developmental areas;

(b) For early childhood and school age special education, 1.5 standard deviations or more below the mean in two or more of the developmental areas that:

(A) For age 3 to kindergarten, adversely affects the child's developmental progress;

(B) For kindergarten through age 9, adversely affects the student's educational performance.

(c) For the purposes of this rule, the developmental areas are: cognitive development, physical development, communication development, social or emotional development, and adaptive development.

(2) Comprehensive Evaluation: If a child is suspected of having a developmental delay, a comprehensive evaluation must be conducted for early intervention, early childhood special education or school age special education services, including the following:

(a) For early intervention:

(A) At least one norm-referenced, standardized test addressing the infant or toddler's level of functioning in each of the developmental areas;

(B) At least one additional procedure to confirm the infant or toddler's level of functioning in each area of suspected delay listed in this rule;

(C) At least one 20-minute observation of the infant or toddler;

(D) All evaluations and assessments of an infant or toddler must be conducted in the native language of the child, unless it is clearly not feasible to do so.

(b) For early childhood and school age special education:

(A) Developmental history as defined in OAR 581-015-2000;

(B) At least one norm referenced, standardized test in each area of suspected delay;

(C) At least one additional procedure to confirm the child's level of functioning in each area of suspected delay;

(D) At least one 20-minute observation of the child;

(E) Any additional assessments necessary to determine the impact of the suspected disability:

- (i) On the child's developmental progress for birth to 5; or
 - (ii) On the child's educational performance for 5 to 21.
- (c) For early intervention, early childhood special education, and school age special education:
- (A) A review of previous testing, medical data, and parent reports; and
 - (B) Any other evaluative information as necessary to determine eligibility.
- (3) Eligibility Criteria: To be eligible for services as a child with a developmental delay,
- (a) For early intervention, the infant or toddler must meet one of the following minimum criteria.
 - (A) 2 or more standard deviations below the mean in one or more of the developmental areas;
or
 - (B) 1.5 or more standard deviations below the mean in two or more of the developmental areas; or
 - (C) Medical examination as defined in OAR 581-015-2000. Documentation of a medical examination which includes a diagnosed physical or mental condition that has a high probability of resulting in developmental delay.
 - (b) For early childhood and school age special education, the child must meet the following minimum criteria: 1.5 or more standard deviations below the mean in two or more of the developmental areas;
- (4) Eligibility Determination: To be eligible for special education services as a child with a developmental delay for early intervention, early childhood special education, or school age special education services, the eligibility team must also determine that:
- (a) The child has a developmental delay as defined in this rule; and
 - (b) By reason thereof, the child requires early intervention (OAR 581-015-2780), early childhood special education (OAR 581-015-2795), or school age special education (OAR 581-015-2120) services.

[581-015-2130](#)

Autism Spectrum Disorder

(1) Definition of “Autism Spectrum Disorder”: For early intervention, early childhood special education, and school age special education, “Autism Spectrum Disorder” means a developmental disability that includes persistent deficits in social communication and social interaction across multiple contexts; and restricted, repetitive patterns of behavior, interests, or activities. Characteristics are generally evident before age three but may not become fully evident until social demands exceed limited capacities, or may be masked by learned strategies. Characteristics cause educationally and developmentally significant impairment in social, occupational, or other important areas of current functioning. The term does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional behavior disability. However, a child who qualifies for special education under autism spectrum disorder may also have an emotional behavior disability as a secondary disability if the child meets the criteria under emotional behavior disability. The term “Autism Spectrum Disorder” is equivalent to the term “autism” used in 34 CFR § 300.8.

(2) Comprehensive Evaluation: If a child is suspected of having autism spectrum disorder, a comprehensive evaluation must be conducted for early intervention, early childhood special education or school age special education services, including the following:

(a) Developmental history as defined in OAR 581-015-2000.

(b) Information from parents and other knowledgeable individuals regarding the child’s historical and current characteristics that are associated with an autism spectrum disorder, including:

(A) Deficits in social communication and social interaction across multiple contexts as manifested by deficits in social-emotional reciprocity, nonverbal communicative behaviors used for social interaction, and developing, maintaining, and understanding relationships; and

(B) Restricted, repetitive patterns of behavior, interests, or activities, as manifested by stereotyped or repetitive motor movements, use of objects, or speech; insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior; highly restricted, fixated interests that are abnormal in intensity or focus; hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment.

(c) Observations. Three observations of the child’s behavior; at least one of which involves direct interactions with the child, and at least one of which involves direct observation or video of the child’s interactions with one or more peers in an unstructured environment when possible, or with a familiar adult. The observations must occur in multiple environments, on at least two different days, and be completed by one or more licensed professionals knowledgeable about the behavioral characteristics of autism spectrum disorder.

(d) Social Communication Assessment. Assessments conducted by a speech and language pathologist licensed by the State Board of Examiners for Speech-Language Pathology and

Audiology or the Teacher Standards and Practices Commission, in reference to developmental expectations and that address the characteristics of autism spectrum disorder to develop a profile of:

(A) Functional receptive and expressive communication, encompassing both verbal (level of spoken language) and nonverbal skills;

(B) Pragmatics across natural contexts; and

(C) Social understanding and behavior, including social-emotional reciprocity.

(e) Standardized Autism Identification Tool. One or more valid and reliable standardized rating scales, observation schedules, or other assessments that identify core characteristics of autism spectrum disorder.

(f) Medical Examination. Documentation of a medical examination shall be completed for children age birth to five for initial eligibility determinations, and may be completed for children ~~above~~ age five and above, as determined necessary by the team. The purpose of a medical examination is to ensure consideration of other health and/or physical factors that, for a child age birth to 5, may impact the child's developmental performance or, for a child age 5 to 21, may impact the child's educational performance. A medical diagnosis of autism spectrum disorder is not required to determine eligibility.

(g) Vision and Hearing Screening. Review existing screening or, if none, conduct a new screening.

(h) Other.

(A) Any additional assessments that may include, measures of cognitive, adaptive, academic, behavioral-emotional, executive function/self-regulation, or sensory processing necessary to determine the impact of the suspected disability:

(i) On the child's developmental progress for a child age birth to 5; or

(ii) On the child's educational performance for a child age 5 to 21.

(B) Any additional evaluations or assessments necessary to identify the child's educational needs.

(3) Eligibility Criteria: To be eligible as a child with autism spectrum disorder for early intervention, early childhood special education, or school age special education services, the child must meet all of the following minimum criteria:

(a) The team must have documented evidence that the child demonstrates a pattern of characteristics defined as all three social communication deficits, and at least two of the four restricted, repetitive patterns of behavior, interests, or activities contained in this section:

(A) Child demonstrates persistent deficits in social communication and social interaction across multiple contexts, as evidenced by the all of the following, currently or by history (examples are illustrative, not exhaustive):

(i) Deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions;

(ii) Deficits in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication; and

(iii) Deficits in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.

(B) Restricted, repetitive patterns of behavior, interests, or activities, as evidenced by at least two of the following, currently or by history (examples are illustrative, not exhaustive):

(i) Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypes, lining up toys or flipping objects, echolalia, idiosyncratic phrases);

(ii) Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take the same route or eat the same food every day);

(iii) Highly restricted, fixated interests that are abnormal in intensity or focus (e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interests); or

(iv) Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).

(b) Characteristics are generally evident before age three, but may not have become fully evident until social demands exceed limited capacities, or may be masked by learned strategies.

(c) The characteristics of autism spectrum disorder are not better described by another established or suspected eligibility for special education services. A child may not be eligible for special education services on the basis of an autism spectrum disorder if the child's primary disability is an emotional behavior disability under OAR 581-015-2145. However, a child with autism spectrum disorder as a primary disability may also have an emotional behavior disability as a secondary disability.

(4) Eligibility Determination: To be eligible for services as a child with autism spectrum disorder, the eligibility team must also determine that:

(a) The child has autism spectrum disorder as defined in this rule; and

(b) By reason thereof, the child requires early intervention (OAR 581-015-2780), early childhood special education (OAR 581-015-2795), or school age special education (OAR 581-015-2120) services.

581-015-2150

Deaf or Hard of Hearing

(1) Definition of "Deaf or Hard of Hearing": "Deaf or hard of hearing" means an impairment in hearing, whether permanent or fluctuating, that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification.

(a) For early intervention: this impairment in hearing must currently affect or have the potential to significantly affect an infant or toddler's developmental progress. The infant or toddler's hearing level does not need to be presently affecting their development for the infant or toddler to be eligible for early intervention services.

(b) For early childhood and school age special education: this impairment in hearing must adversely affect the child's developmental progress (age 3 to 5) or educational performance (age 5 to 21).

(2) Comprehensive Evaluation: If a child is suspected of being deaf or hard of hearing, a comprehensive evaluation for early intervention, early childhood special education, or school age special education services must be conducted, including the following:

(a) Documentation of an audiological assessment as defined in OAR 581-015-2000;

(A) The audiological assessment must indicate whether the hearing loss is conductive hearing loss or sensorineural hearing loss.

(B) For conductive hearing loss, a medical examination as defined in OAR 581-015-2000 that documents whether the hearing loss is treatable.

(b) For early intervention, any additional evaluations or assessments necessary to identify the infant or toddler's needs.

(c) For early childhood and school age special education: Any additional assessments necessary to determine the impact of the suspected disability:

(A) On the child's developmental progress for a preschool child (age 3 through 5); or

(B) On the child's educational performance for a school-age child (age 5 through 21); and

(C) Any additional evaluations or assessments necessary to identify the child's developmental or educational needs.

(3) Eligibility Criteria: To be eligible as an infant or toddler a child who is deaf or hard of hearing for early intervention, early childhood special education, or school age special education, the child must meet the following criteria

(a) The child must have hearing thresholds in at least one ear of 25 dBHL or greater at two or more consecutive frequencies at 500 Hz, 1000 Hz, 2000 Hz, 4000 Hz, 6000 Hz and 8000 Hz; or

(b) The hearing loss is due to auditory neuropathy spectrum disorder (ANSO) or aural microtia/atresia, as determined by documentation of an audiological assessment as defined by OAR 581-015-2000.

(4) Eligibility Determination: For a child to be eligible for early intervention, early childhood special education, or school age special education services as a child who is deaf or hard of hearing, the eligibility team must determine that:

(a) The child is deaf or hard of hearing as defined in this rule; and

(b) By reason thereof, the child requires early intervention (OAR 581-015-2780), early childhood special education (OAR 581-015-2795), or school age special education (OAR 581-015-2120) services.

[581-015-2170](#)

Specific Learning Disability

(1) Definition of “Specific Learning Disability”: For early childhood and school age special education, “Specific Learning Disability” means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Specific learning disability includes conditions such as perceptual disabilities, brain injury, dyslexia, minimal brain dysfunction, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, ~~hearing,~~ or motor disabilities, deaf or hard of hearing, intellectual disability, emotional behavior disability, or environmental, cultural, or economic disadvantage.

(2) Comprehensive Evaluation: If a child is suspected of having a specific learning disability, a comprehensive evaluation must be conducted for early childhood or school age special education services, including the following:

(a) Academic assessment. An assessment of the child's academic achievement toward Oregon grade-level standards;

(b) Review. A review of cumulative records, previous IEPs or IFSPs and teacher collected work samples;

(c) Observation. An observation of the child in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty, which must consist of:

(A) Information from an observation by a qualified professional in routine classroom instruction and monitoring of the child's performance before the child was referred for an evaluation; or

(B) An observation conducted by a qualified professional (who is a member of the evaluation team) of the child's academic performance in a regular classroom after the child has been referred for an evaluation and parent consent obtained; or

(C) For a child who is less than school age or out of school, an observation in an age-appropriate environment.

(d) Progress monitoring data, including:

(A) Data that demonstrate that before, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

(B) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress that is directly linked to instruction.

(e) For a student evaluated using a response to intervention model as part of a comprehensive evaluation process to determine if the child has a specific learning disability, the evaluation must include documentation of:

(A) The type, intensity, and duration of scientific, research-based instructional intervention(s) provided in accordance with the district's response to intervention model;

(B) The student's rate of progress during the instructional intervention(s);

(C) A comparison of the student's rate of progress to expected rates of progress.

(D) Progress monitoring on a schedule that:

(i) Allows a comparison of the student's progress to the performance of peers;

(ii) Is appropriate to the student's age and grade placement;

(iii) Is appropriate to the content monitored; and

(iv) Allows for interpretation of the effectiveness of intervention.

(f) For a student evaluated using a model that is based on the student's strengths and weaknesses, the evaluation must include an assessment of the student's strengths and weaknesses in classroom performance and academic achievement, relative to age, Oregon grade-level standards, or intellectual development.

(g) Other:

(A) If needed, a developmental history;

(B) If needed, an assessment of cognition, fine motor, perceptual motor, communication, social or emotional, and perception or memory if the child exhibits impairment in one or more these areas;

(C) If needed, a medical statement or health assessment indicating whether there are any physical factors that may be affecting the child's educational performance; and

(D) Any other assessments required to determine the impact of the suspected disability:

(i) On the child's educational performance for a school-age child; or

(ii) On the child's developmental progress for a preschool child.

(3) Eligibility Team: For consideration of eligibility in the area of specific learning disabilities, the eligibility team must include:

(a) A group of qualified professionals and the parent;

(b) The child's regular classroom teacher or, if the child does not have a regular classroom teacher, a regular classroom teacher qualified to teach a child of his or her age, or, for a child of less than school age, a preschool teacher; and

(c) A person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or other qualified professional.

(4) Eligibility Criteria: To be eligible as a child with a specific learning disability for early childhood or school age special education services, the child must meet all of the minimum criteria:

(a) The child does not achieve adequately for the child's age or to meet Oregon grade-level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or Oregon grade-level standards:

(A) Basic reading skills:

(B) Reading fluency skills;

(C) Reading comprehension;

(D) Mathematics calculation;

(E) Mathematics problem-solving;

(F) Written Expression;

(G) Oral expression; or

(H) Listening comprehension.

(b) For a student evaluated using a response to intervention model, in relation to one or more of the areas in subsection (3)(a), the student does not make sufficient progress to meet age or Oregon grade-level standards based on the student's response to scientific, research-based intervention.

(c) For a student evaluated using a model that is based on the student's strengths and weaknesses, in relation to one or more of the areas in subsection (3)(a), the student exhibits a pattern of strengths and weaknesses in classroom performance, academic achievement, or both, relative to age, Oregon grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability.

(d) The child's rate of progress in subsection (3)(b) or pattern of strengths and weaknesses in subsection (3)(c) is not primarily the result of:

(A) A visual, ~~hearing~~, or motor impairment; deaf or hard of hearing; intellectual disability or emotional ~~disturbance~~behavior disability;

(B) Cultural factors;

(C) Environmental or economic disadvantage; or

(D) Limited English proficiency.

(5) Eligibility Determination: For a child to be eligible for early childhood or school age special education services as a child with a specific learning disability, the eligibility team must also determine that:

(a) The child has a specific learning disability as defined in this rule; and

(b) By reason thereof, the child requires early childhood special education (OAR 581-015-2795) or school age special education (OAR 581-015-2120) services.

(6) Eligibility Report: The eligibility team must prepare an evaluation report and written statement of eligibility documenting its findings, including:

(a) The evaluation data considered in determining the child's eligibility;

(b) A determination of whether the child meets the minimum criteria for a specific learning disability;

(c) The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning;

(d) The educationally relevant medical findings, if any;

(e) If the child participated in a response to intervention process, documentation that the parents were notified in a timely manner about: the state's policies regarding the amount and nature of student performance data that would be collected, and the general education services that would be provided, as part of the response to intervention process; strategies for increasing the child's rate of learning; and the parent's right to request an evaluation.

(f) The determination of the team concerning the effects of a visual, ~~hearing~~, or motor disability; deaf or hard of hearing; intellectual disability; emotional ~~disturbance~~ behavior disability; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and

(g) A determination of whether the primary basis for the suspected disability is:

(A) A lack of appropriate instruction in reading or math; or

(B) Limited English proficiency;

(h) A determination of whether the child's disability has an adverse impact on the child's educational performance;

(i) A determination of whether, as a result of the disability, the child needs special education services; and

(j) The signature of each member of the team indicating agreement or disagreement with the eligibility determination.

581-015-2175

Traumatic Brain Injury

(1) Definition of Traumatic Brain Injury: For early intervention, early childhood special education, and school age special education, "Traumatic Brain Injury" means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma. Students with brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma, are not eligible under the category of traumatic brain injury but may be eligible under a different category.

(a) For early intervention: The impairments should currently affect or have the potential to significantly affect an infant or toddler's developmental progress. The infant or toddler's disability does not need to be presently affecting their development for the infant or toddler to be eligible for early intervention services.

(b) For early childhood and school age special education: The acquired injury to the brain must adversely affects a child's developmental progress (age 3 to 5) or educational performance (age 5 to 21).

(2) Comprehensive Evaluation: If a child is suspected of having a traumatic brain injury, a comprehensive evaluation must be conducted, including the following:

(a) A medical examination as defined in OAR 581-015-2000 or, with documentation of sufficient efforts by the Local Education Agency to obtain appropriate medical information through a medical examination and evidence that such information cannot be obtained, guided credible history interview process indicating that an event may have resulted in a traumatic brain injury;

(b) The guided credible history interview process is an interview facilitated by an individual familiar with the symptoms of a traumatic brain injury to thoroughly explore a family's report of a possible traumatic brain injury. The guided credible history interview process must:

(A) Document one or more traumatic brain injuries,

(B) Be reported by a reliable and credible source, and

(C) Be corroborated by more than one reporter.

(c) A psychological assessment. A comprehensive psychological assessment using a battery of instruments intended to identify deficits associated with a traumatic brain injury administered and interpreted by a school psychologist licensed by Oregon Teacher Standards and Practices Commission (TSPC), a psychologist or a psychologist associate licensed under Chapter 675 by

the Oregon Board of Psychological Examiners (OBPE), or in the case of a student from another state an individual similarly credentialed in another state;

(d) A developmental history as defined in OAR 581-015-2000; and

(e) Other:

(A) Other assessments including, but not limited to, motor assessments if the child exhibits motor impairments; communication assessments if the child exhibits **communication disorders** or **speech or language impairment**; and psychosocial assessments if the child exhibits changed behavior. These assessments must be completed by qualified personnel knowledgeable in the specific area being assessed;

(B) Other information related to the child's suspected disability, including pre-injury performance and a current measure of adaptive ability;

(C) An observation in at least two different settings. For early childhood and school age special education, an observation in the classroom and in at least one other setting;

(D) Any additional assessments necessary to determine the impact of the suspected disability:

(i) On the child's developmental progress for a child age birth to 5; or

(ii) On the child's educational performance for a child age 5 to 21.

(3) Eligibility Criteria: To be eligible as a child with a traumatic brain injury for early intervention, early childhood special education, or school age special education services, the child must meet all of the following criteria:

(a) The child has an acquired injury to the brain caused by an external physical force;

(b) The child's condition is permanent or expected to last for more than 60 calendar days; and

(c) The child's injury results in an impairment of one or more of the following areas:

(A) Communication;

(B) Behavior;

(C) Cognition, memory, attention, abstract thinking, judgment, problem-solving, reasoning, and/or information processing; or

(D) Sensory, perceptual, motor, and/or physical abilities.

(4) Eligibility Determination: For a child to be eligible for early intervention, early childhood special education, or school age special education services as a child with a traumatic brain injury, the eligibility team must determine that:

(a) The child has a traumatic brain injury as defined in this rule; and

(b) By reason thereof, the child requires early intervention (OAR 581-015-2780), early childhood special education (OAR 581-015-2795), or school age special education (OAR 581-015-2120) services.

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<p>SUBJECT: Early Intervention/Early Childhood Special Education (EI/ECSE)</p> <p>Standards: OAR 581-015-2900 (EI/ECSE Personnel Standards) OAR 581-015-2905 (Authorization of Early Childhood Specialist) OAR 581-015-2910 (Authorization of Early Childhood Supervisor)</p> <p>STAFF NAME & OFFICE: Holly Reed Schindler and Tenneal Wetherell, Office of Enhancing Student Opportunities</p> <p>ODE is adopting the national Division for Early Childhood (DEC) EI/ECSE Standards. We are proposing to update language in the EI/ECSE Personnel Standards and Authorization OARs to align with language in the DEC Standards. The revisions would be minor, updating the word “competencies” to “standards” and DEC standard area titles for Authorization OARs.</p> <p><input type="checkbox"/> New Rule <input checked="" type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule</p>	<p><input checked="" type="checkbox"/> First Reading <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p> <p><input type="checkbox"/> Action <input type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p>
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BACKGROUND

Include the following points for new OARs, OAR updates or changes.

1. History:
 - a. What prompted the rule (why do we have it?) State law? Federal law? Incident? Why are changes/amendments being proposed?
 - i. The EI/ECSE Personnel Standard’s OAR defines the requirements that must be met in Oregon to be employed and work as an EI/ECSE Supervisor, EI/ECSE Specialist, EI/ECSE Related Service Personnel and EI/ECSE Assistant.
 - ii. The Authorization OARs were created in 1997 to offer an alternative licensure pathway to Teachers Standards and Practices Commission (TSPC) due to increasing EI/ECSE staff shortages in rural areas of the state.
 - iii. We are requesting approval from the SBE to adopt the national Division of Early Childhood (DEC) EI/ECSE Specialist Standards and the national Council for Exceptional Children (CEC) Administrator standards in place of our current Oregon EI/ECSE Specialist and Supervisor standards. Minor changes in OAR language are also being proposed to align with the adoption of the new DEC and CEC Standards.
 - b. What is the current requirement in rule or statute?
 - i. The requirements would not change, only the language in updating “competencies” to “standards” and the DEC and CEC standard area titles for the Authorization OARs

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2. Purpose
 - a. What function does the current rule hold?
 - i. The EI/ECSE Personnel Standard's OAR defines the requirements that must be met in Oregon to be employed and work as an EI/ECSE Supervisor, EI/ECSE Specialist, EI/ECSE Related Service Personnel and EI/ECSE Assistant.
 - ii. The Authorization OARs offers an alternative licensure pathway to Teachers Standards and Practices Commission (TSPC) for EI/ECSE Specialist and EI/ECSE Supervisors.
 - b. How long has the rule been in place?
 - i. EI/ECSE Personnel Standard OAR was originally effective in 1992.
 - ii. EI/ECSE Authorization OARs were originally effective in 1997.
3. Does the board have any areas of discretion or is this strictly mirroring statute?
 - i. Statutes are not changing. We are requesting adoption of the national standards from DEC and CEC and updating minor language to align with the standard adoption.
4. Stakeholder voice/input (individual and collective i.e., groups)
 - a. Who was involved in bringing this to the Board?
 - i. ODE Assistant Superintendent of Office of Enhancing Student Opportunities, ODE EI/ECSE Director and ODE EI/ECSE Specialists
 - b. What did engagement in this process entail?
 - i. ODE offered six feedback sessions over zoom to various partners; EI/ECSE Contractors & Supervisors; Regional Inclusive Services; Related Services; State Interagency Coordinating Council; ODE Office of Equity, Diversity and Inclusion; EHDI; TSPC; EI/ECSE Higher Education; ELD, Home Visiting Programs (OHA); Early Learning System Initiative; ORIMH; Head Start/Community Partners; Families and Parents (FACT Oregon).
 - ii. ODE sent written feedback surveys to our EI/ECSE contractors, subcontractors and supervisors; EI/ECSE higher education faculty; Early Learning HUBS; anyone who indicated they wanted to provide written feedback instead of attending a feedback session
 - iii. We also held an expert review of the Administrator standards (including a crosswalk with TSPC Administrator Standards) by a former director of Educational Administration program
 - iv. We presented to the RAC on September 7th, 2023 and are no longer requesting to change the word "Supervisor" to "Administrator" based on their feedback regarding possible confusion with TSPC Administrator licenses.
 - c. Who may be affected by this?
 - i. EI/ECSE specialists and administrators and EI/ECSE programs.
 - d. Whose voice is missing potentially?
 - i. It was important to ODE to include a wide range of stakeholders and partners and also voices from historically underrepresented communities in feedback sessions and surveys.
 - e. What additional information does the Board need prior to moving forward?
 - i. The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for

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children with disabilities. The Division for Early Childhood (DEC) is one of seventeen divisions of CEC that specifically promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children (age 0-8) who have developmental delays and other special needs and their families.

- ii. DEC Created a new set of EI/ECSE Personnel Standards, which represent the first standards to focus specifically on the preparation of professionals who work with young children with disabilities and their families. The standards were finalized in 2020. In order to develop the Standards, DEC convened a Standard’s Development Task Force. Fifteen nationally recognized experts in the field representing fifteen different universities across the United States partnered to help create the new standards. This task force analyzed various established research with continued input and feedback from the field. So, these national standards have been vetted and represent current best practice for EI/ECSE professionals.
- iii. The national CEC Administrator standards were developed in 2022 specifically to prepare administrators to serve in special education roles. In 1922, the founders of CEC identified the establishment of professional standards as one of the primary aims of the organization. They have been a leader among education associations in the development of Ethical Principles, Preparation Standards, and [Resources for using the Standards](#).
- iv. ODE, as part of their Comprehensive System of Personnel Development (which is a federal requirement for all states), reviews and updates Oregon’s standards every 5 years to make sure we are aligning with the most up to date national standards. Many of our trainings and resources we offer to our Oregon EI/ECSE programs are from DEC and CEC, so it made sense to align with the new DEC Specialist and CEC Administrator Personnel Standards.
- v. Also, with this most recent update, it was a goal of ours to use an equity lens and include standards that focused on inclusion and cultural responsiveness. In DEC’s and CEC’s design of their standards, they included all of these focal points.

SUMMARY OF PREVIOUS BOARD ACTION

- 1. Has this been before the board before? No

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

- N/A; first read—hasn’t been before board
- No; same as last month
- Yes – As follows:

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POLICY ISSUE OR CONCERNS

These policy issues or concerns could be from the field, stakeholder groups, statements submitted during the comment period, or discussions among ODE staff. Consider the following questions:

1. Stakeholders
 - a. How have you intentionally involved stakeholders who are also members of communities affected by this rule?
ODE invited stakeholders, early childhood partners, families, and others potentially affected by this rule to four feedback sessions and also offered written feedback through surveys.
 - b. Who are the historically underserved groups affected?
All EI/ECSE professionals, families, and students benefit from the alignment of Oregon's competencies with the DEC and CEC Standards. The quality of the alternative licensure pathway of Authorization will be enhanced, further promoting this free option, without the need for additional education, to potential EI/ECSE Specialists and Administrators.
 - c. If the rule change or policy decision has tribal implications and it has been deemed appropriate by the Department's Tribal Liaison, the Deputy Superintendent, or State Board, has there been engagement or collaboration with tribes in this rule change or policy decision?
 - i. There are no tribal implications, but tribal community members were invited to participate in feedback sessions and through written feedback.
 - d. How has the Oregon Department of Education modified or enhanced the rule change or policy decision to address the needs of historically underserved communities?
 - i. National DEC and CEC standards focus on equity, cultural responsiveness and inclusion. All EI/ECSE professionals, families, and students benefit from the alignment of Oregon's standards with the DEC and CEC Standards. The alternative licensure pathway of Authorization will be enhanced, further promoting this free option, without the need for additional education, to potential EI/ECSE Specialists and Administrators.
2. Negative/Positive Effects
 - a. What is the impact on the population most affected by this rule that the board should consider? All EI/ECSE professionals, families, and students benefit from the alignment of Oregon's standards with the national DEC and CEC Standards. The alternative licensure pathway of Authorization will be enhanced, further promoting this free option, without the need for additional education, to potential EI/ECSE Specialists and Administrators.

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- b. What is the impact on eliminating the opportunity or achievement gap? National DEC and CEC standards focus on equity, cultural responsiveness and inclusion. Oregon's EI/ECSE standards will be enhanced for EI/ECSE specialists and supervisors, therefore improving the quality, knowledge, and skills for professional development planning and those applying for authorization. This should have a positive impact on minimizing the achievement gap.
 - c. Have all the potential unintended consequences been considered? Yes
 - d. Does this rule advance the 40/40/20 goals? No. You must already have a BA or MA in early childhood, special education, or a related field to apply for EI/ECSE Authorization or to work as an EI/ECSE Specialist or Administrator with TSPC licensure.
3. What are the barriers to more equitable outcomes:
National DEC standards focus on equity, cultural responsiveness and inclusion. While all EI/ECSE professionals, families, and students benefit from the alignment of Oregon's standards with the DEC and CEC Standards, the changes proposed to the OARs are minor language changes and would not have a specific impact on barriers to more equitable outcomes.

EQUITY IMPACT ANALYSIS

The following questions are designed to examine how the proposed rule, policy or action systematically affect historically underserved students and/or communities.

1. Will historically underserved populations be impacted by this docket item?
All EI/ECSE professionals, families, and students benefit from the alignment of Oregon's standards with the national DEC and CEC Standards. The alternative licensure pathway of Authorization will be enhanced, further promoting this free option, without the need for additional education, to potential EI/ECSE Specialists and Administrators.
2. Examine the potential impact of the rule changes, policy, or action on historically underserved populations in Oregon. Describe this ongoing and/or foreseeable impact, using as much detail as possible:
National DEC and CEC standards focus on equity, cultural responsiveness and inclusion. All EI/ECSE staff in Oregon (administrators, teachers, and assistants) each year create improvement goals as part of their Professional development plans and according to our Personnel Standard's OAR, these plans must be based on the state EI/ECSE standards. Applicants for ODE Authorization must also show their mastery and knowledge of the state EI/ECSE Standards. We will also be updating the application and documents for Authorization to align with the DEC and CEC standard's adoption.
Authorization supports staff recruitment and retention efforts across the state as an alternative to TSPC licensure for specialists and supervisors. The ODE Authorization was developed in 1998 as a way to provide support for staff shortages in rural areas. With the

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pandemic and the nation wide shortage in EI/ECSE providers, Authorization has been a great help to our state. We are seeing more diversity in our workforce, as well as an increase in Authorizations from tribal communities and educational assistants who are bi-lingual and have been in the EI/ECSE classroom for several years. There is no additional higher education needed, as long as you hold a Bachelors in early childhood, special education or a related field. To apply for Authorization and renewal is free – which is a more affordable and convenient option for working staff.

3. Explain how the rule change, policy, or action works toward the elimination of either (one or both) – achievement or opportunity gap:
National DEC and CEC standards focus on equity, cultural responsiveness and inclusion. Oregon’s EI/ECSE standards will be enhanced for EI/ECSE specialists and supervisors, therefore improving the quality, knowledge, and skills for professional development planning and those applying for authorization. This should have a positive impact on minimizing the achievement gap.

FISCAL ANALYSIS

What is the fiscal impact of the proposed rule changes to the Department of Education, school districts, education service districts or schools? Use the following suggestions as a guide:

There are no fiscal impacts

EFFECT OF A “YES” OR “NO” VOTE

Explain the consequences of a Board approving or not approving the staff recommendation.

If the Board adopts the DEC and CEC standards, the quality of the Oregon EI/ECSE Personnel Standards will be enhanced to include nationally vetted standards, focusing on equity, cultural responsiveness and inclusion. If we do not align the OAR language with the national standards, it would be confusing to the EI/ECSE professionals in the state, since we will be using this language in trainings and for professional development planning and also add to inconsistency in language across the state.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time
Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1: Proposed revisions for OAR 581-015-2900 OAR EI/ECSE Personnel Standards

Attachment 2: Proposed revisions for OAR 581-015-2905 OAR Authorization of Early Childhood Specialist

Attachment 3: Proposed revisions for OAR 581-015-2910 OAR Authorization of Early Childhood Supervisor

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Attachment 4: Link to DEC [EI/ECSE Standards \(2020\) | DEC](#)

Attachment 5: Link to CEC [Administrator of Special Education Standards \(2022\) CEC](#)

Attachment 6: EI/ECSE Standard's Manual (if approved):

https://drive.google.com/file/d/1F03Qh25rw7tTu1eULLOYTFXsnGo-ecc8/view?usp=drive_link

Chapter 581

OAR [581-015-2910](#)

Authorization of Early Childhood Supervisor

(1) This rule establishes an alternative to a Teacher Standards and Practices Commission (TSPC) administrative license for individuals to serve as Early Childhood Supervisors for Programs. Individuals with a TSPC issued administrative license and who hold a masters degree in early childhood education, special education or a related field with three years of experience working with infants, toddlers, young children and families are not covered by sections (4) through (12) of this rule.

(2) Responsibilities of the Early Childhood Supervisor may include but are not limited to:

- (a) Oversight of EI/ECSE services;
- (b) Supervision and training of personnel in EI/ECSE programs;
- (c) Serving as administrative representative at IFSP meetings;
- (d) Facilitating meetings with personnel and families; and
- (e) Facilitating interagency collaboration.

(3) Early Childhood Supervisors must possess a minimum of a master's degree in early childhood education, special education or a related field.

(4) Individuals without a TSPC administrative license must successfully demonstrate competency at the supervisor level in the following areas, which are described in the document, "**Standards Competencies for Professionals Working in EI/ECSE in Oregon**":

- (a) **Vision, Mission, & Direction Setting** ~~Typical/Atypical Childhood Development~~;
- (b) **Implementation of Policy, Legal, & Ethical Practices for Special Education Programs & Services** ~~Assessment~~;
- (c) **Organizational Leadership & Management for Special Education** ~~Family~~;
- (d) **Program Oversight, Improvement, & Instructional Leadership for Special Education** ~~Service Delivery~~;
- (e) **Human & Fiscal Resource Management of Special Education Programs & Services** ~~Program Management~~;
- (f) **Collaboration & Communication with Special Education Stakeholders** ~~Service Coordination~~;
- (g) **Equity & Cultural Responsiveness** ~~Research~~;
- (h) **Professional Development Values/Ethics**.

(5) Candidates for the Early Childhood supervisor authorization must complete an application and portfolio that documents their mastery level of each component within the **standard competency** areas listed in section (4) of this rule.

(6) The candidate must submit the application and portfolio to the Oregon Department of Education for review. Supervisors employed on or after October 1, 1998, must complete the authorization within 12 months of employment. The Office of Special Education will convene a panel at least two times per year to review candidate portfolios. The panel will consist of a minimum of three professionals representing the Oregon Department of Education, higher education, and EI/ECSE service providers. The panel will recommend approval or non-approval of the Early Childhood Supervisor authorization for the candidate to the State Superintendent of Public Instruction.

(7) The Superintendent will approve or deny the candidate's application considering the recommendation of the panel:

(a) Each approved candidate will receive authorization from the Department as an Early Childhood Supervisor;

(b) Each non-approved candidate will receive notice from the Department. The notice will include the reasons for denial and the right of appeal to the State Board of Education.

(8) Initial authorization is valid for a period of three years. Subsequent authorization is valid for a period of five years.

(9) Applicants renewal of the Early Childhood Supervisor authorization must include the following:

(a) For initial renewal, a minimum of two years experience between issuance of initial authorization and renewal application;

(b) For subsequent renewal, a minimum of three years experience between previous renewal and current application.

(c) Written verification by the applicant's supervisor documenting:

(A) Completion of a minimum of 75 Professional Development Units for initial reauthorization or a minimum of 125 Professional Development Units for subsequent reauthorization;

(B) Completion of a Professional Development Plan developed with the applicant's supervisor; and

(C) Development of a new Professional Development Plan developed with the applicant's supervisor.

(10) The Department will deny or revoke authorization of an Early Childhood Supervisor under any of the following conditions:

(a) The individual has been convicted of any of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number; or

(b) The individual has made a false statement as to the conviction of a crime.

(11) The Department may deny or revoke authorization for an Early Childhood Supervisor if the individual is charged with a breach of professional responsibilities, which is verified by his/her immediate supervisor.

(12) Individuals whose authorization has been revoked will receive notice from the Department. The notice will include the reasons for denial and the right of appeal to the State Board of Education.

(13) All supervisors employed by EI/ECSE contractors or subcontractors must have a professional plan based on the content of the EI/ECSE standards competencies as listed in section (4) of this rule.

(14) A temporary waiver may be requested by the EI/ECSE contractor when an emergency arises due to a misassignment or unsuccessful recruitment efforts. The request for the waiver must be submitted to the Oregon Department of Education and must include:

(a) Documentation of efforts to employ personnel who meet the required competencies;

(b) The name, position, and qualifications of the employed personnel;

(c) A copy of the professional development plan as described in section (13) of this rule; and

(d) Assurances that the plan will be implemented.

Statutory/Other Authority: ORS 343.055 & 343.475

Statutes/Other Implemented: ORS 343.055 & 343.475

History:

Renumbered from 581-015-1106, ODE 10-2007, f. & cert. ef. 4-25-07

ODE 14-2003, f. & cert. ef. 8-14-03

ODE 8-2003, f. 6-9-03, cert. ef. 6-10-03

ODE 24-2000, f. & cert. ef. 10-16-00

EB 15-1997, f. & cert. ef. 12-29-97

[Division 15](#)
[SPECIAL EDUCATION](#)

581-015-2905

Authorization of Early Childhood Specialist

(1) This rule establishes an alternative to Teacher Standards and Practices Commission (TSPC) licensure or endorsements for individuals to serve as Early Childhood Specialists for Programs. Individuals with TSPC issued endorsements in EI/ECSE or a related field are not covered by sections (4)-(12).

(2) Responsibilities of the Early Childhood Specialist may include but are not limited to:

- (a) Coordination of EI/ECSE services to children and their families;
- (b) Assessment of children in EI/ECSE programs;
- (c) Development and implementation of IFSP;
- (d) Development and implementation of data collection systems;
- (e) Provision of consultation and support, as necessary, to families and staff;
- (f) Training of EI/ECSE assistants;
- (g) Compliance with procedural safeguards; and
- (h) Provision of specialized instruction.

(3) Early Childhood Specialists must possess a minimum of a bachelor degree in early childhood education, special education or a related field.

(4) Individuals without a TSPC endorsement in EI/ECSE or a related field must successfully demonstrate competency at the specialist level in the following areas, which are described in the document, "[Standards Competencies for Professionals Working in EI/ECSE in Oregon](#)":

- (a) [Child Development and Early Learning Typical/Atypical Childhood Development](#);
- (b) [Partnering with Families Assessment](#);
- (c) [Collaboration and Teaming Family](#);
- (d) [Assessment Processes Service Delivery](#);
- (e) [Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience Program Management](#);
- (f) [Using Responsive and Reciprocal Interactions, Interventions, and Instruction Service Coordination](#);

(g) Professional and Ethical Practice Research; and

~~(h) Professional Development Values/Ethics.~~

(5) Candidates for the Early Childhood Specialist authorization must complete an application and portfolio that documents their mastery level of each component within the standard competency areas listed in section (4) of this rule.

(6) The candidate must submit the application and portfolio to the Oregon Department of Education for review. Specialist employed on or after October 1, 1998, must complete the authorization within 12 months of employment. The Office of Special Education will convene a panel at least two times per year to review the candidate's portfolio. The panel will consist of a minimum of three professionals representing the Oregon Department of Education, higher education, and EI/ECSE service providers. The panel will recommend approval or non-approval of the Early Childhood Specialist authorization for the candidate to the State Superintendent of Public Instruction.

(7) The Superintendent will approve or deny the candidate's application considering the recommendation of the panel:

(a) Each approved candidate will receive authorization from the Department as an Early Childhood Specialist;

(b) Each nonapproved candidate will receive notice from the Department. The notice will include the reasons for denial and the right of appeal to the State Board of Education.

(8) If a candidate is unable to complete the authorization process within a 12-month period, the EI/ECSE contractor may request a waiver from the Oregon Department of Education for up to one year to allow for the candidate's completion of the authorization process.

(9) Initial authorization is valid for a period of three years. Subsequent authorization is valid for a period of five years.

(10) Applicant renewal of the Early Childhood Specialist authorization must include the following:

(a) For initial renewal, a minimum of two years experience between issuance of initial authorization and renewal application;

(b) For subsequent renewal, a minimum of three years experience between previous renewal and current application.

(c) Written verification by the applicant's supervisor documenting:

(A) Completion of a minimum of 75 Professional Development Units for initial reauthorization or a minimum of 125 Professional Development Units for subsequent reauthorization;

(B) Completion of a Professional Development Plan developed with the applicant's supervisor; and

(C) Development of a new Professional Development Plan developed with the applicant's supervisor.

(11) The Department will deny or revoke authorization of an Early Childhood Specialist under any of the following conditions:

(a) The individual has been convicted of any of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number; or

(b) The individual has made a false statement as to the conviction of a crime.

(12) The Department may deny or revoke authorization for an Early Childhood Specialist if the individual is charged with a breach of professional responsibilities, which is verified by his/her immediate supervisor.

(13) Individual whose authorization has been revoked will receive notice from the Department. The notice will include the reasons for denial and the right of appeal to the State Board of Education.

(14) All specialists employed by EI/ECSE contractors or subcontractors must have a professional development plan based on the content of the EI/ECSE standards Competencies as listed in section (4) of this rule.

(15) A temporary waiver may be requested by the EI/ECSE contractor when an emergency arises due to a misassignment or unsuccessful recruitment efforts. The request for the waiver must be submitted to the Oregon Department of Education and must include:

(a) Documentation of efforts to employ personnel who meet the required standards competencies;

(b) The name, position, and qualifications of the employed personnel;

(c) A copy of the professional development plan as described in section (13) of this rule; and

(d) Assurances that the plan will be implemented.

Statutory/Other Authority: ORS 343.055 & 343.475

Statutes/Other Implemented: ORS 343.055 & 343.475

History:

Renumbered from 581-015-1105, ODE 10-2007, f. & cert. ef. 4-25-07

ODE 8-2003, f. 6-9-03, cert. ef. 6-10-03

ODE 24-2000, f. & cert. ef. 10-16-00

EB 15-1997, f. & cert. ef. 12-29-97

[Chapter 581](#)

[Division 15](#)

[SPECIAL EDUCATION](#)

581-015-2900

Personnel Standards

(1) Personnel employed to provide EI or ECSE services include:

- (a) Supervisors;
- (b) EI and ECSE specialists;
- (c) Related services personnel; and
- (d) EI and ECSE assistants.

(2) Supervisors must meet the following criteria:

(a) Possess a minimum of a masters degree in early childhood, special education or a related field, and have three years experience with infants, toddlers, young children, and families.

(b) Hold a TSPC administrative endorsement or, within 12 months of employment, complete authorization as an Early Childhood Supervisor under OAR 581-015-2910; and

(c) Have a professional development plan based on the content of the EI/ECSE [standards competencies](#).

(3) EI and ECSE specialists must meet the following criteria:

(a) Possess a minimum of a baccalaureate degree in early childhood, special education or a related field;

(b) Have a professional development plan based on the content of the EI/ECSE [standards competencies](#); and

(c) Hold one of the following credentials:

(A) TSPC licensure or endorsement in EI/ECSE;

(B) TSPC licensure or endorsement in related field; or

(C) Within 12 months of employment, authorization as an Early Childhood Specialist under OAR 581-015-2905.

(4) Related services personnel must possess a minimum of a baccalaureate degree and a valid license necessary to practice in Oregon. Related services personnel who also provide service coordination as outlined in OAR 581-015-2840 must have:

(a) TSPC licensure in their area of discipline; or

(b) State licensure in their area of discipline; and

(c) A professional development plan based on the content of the EI/ECSE standards competencies.

(5) EI and ECSE assistants must be at least 18 years old, have a high school diploma or equivalent, experience working with young children. EI/ECSE assistants must have a professional development plan based on the content of the EI/ECSE standards competencies.

Statutory/Other Authority: ORS 343.055 & 343.475

Statutes/Other Implemented: ORS 343.055 & 343.475

History:

Renumbered from 581-015-1100, ODE 10-2007, f. & cert. ef. 4-25-07

ODE 2-2003, f. & cert. ef. 3-10-03

ODE 24-2000, f. & cert. ef. 10-16-00

EB 10-1997, f. & cert. ef. 6-26-97

EB 23-1992, f. & cert. ef. 6-23-92

Oregon State Board of Education

September 21, 2023

AGENDA ITEM: Science Instructional Materials Adoption/OAR 581-011-0070 & 0071
Instructional Materials Adopted by the State Board of Education

<p>SUBJECT: Science Instructional Materials Adoption/OAR 581-011-0070 & 0071 Instructional Materials Adopted by the State Board of Education</p> <p>STAFF NAME & OFFICE: Aujalee Moore, Jamie Ramage, Alexa Pearson; Office of Teaching, Learning and Assessment</p> <p>Rules 581-011-0070 and 581-011-0071 instruct the State Board of Education to adopt a list of basal instructional materials annually in the subject matter cycle adopted by the Board according to the criteria adopted by the Board under OAR 581-011-0117. The science basal instructional materials list is ready for the Oregon State Board of Education to review and adopt.</p> <p><input type="checkbox"/> New Rule <input type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule</p>	<p><input checked="" type="checkbox"/> First Reading</p> <p><input checked="" type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p> <p><input type="checkbox"/> Action</p> <p><input type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p>
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BACKGROUND

The State Board of Education adopts instructional materials on a seven-year subject matter cycle prior to October 31 each year. Traditionally, the adoption results in a seven-year contract with publishers for the content area proposed for adoption (ORS 337.050, OAR 581-011-0070, and OAR 581-011-0071). 2023 is the adoption year for science.

The work of the instructional materials review built on the review and revision of our state standards that occurred between January 2021 - June 2022. The goal of the science standards review within grades K-5 was to add supporting statements to the standards and specify the assessment boundaries for each standard; the goal in grades 6-8 was to provide flexibility in standards sequencing that maintained coherence within integrated courses as well as supported localized programmatic needs (i.e. Outdoor School); and the goal across K-12 was to elevate opportunities for climate change education by identifying those standards with proximal connections to climate science.

During the summer of 2023, the Science Instructional Materials Evaluation Committee, composed of K-12 science educators, received a combination of synchronous and self-paced training. The training included an equity grounding, information about the academic content standards and adoption criteria, and a section on Ratings, Consensus, & Feedback which provided clarity on how to determine group scores and provide high-quality feedback. Additionally, the panel received technical training about scoring and writing high-quality feedback statements. The training materials will be included on the Instructional Materials site as guidance for school districts that wish to conduct independent reviews and/or professional development.

Oregon State Board of Education

September 21, 2023

AGENDA ITEM: Science Instructional Materials Adoption/OAR 581-011-0070 & 0071
Instructional Materials Adopted by the State Board of Education

The evaluation committee reviewed and evaluated materials in a hybrid format during the month of July. The evaluators provided comments and feedback describing how each submission conformed to the review criteria. The comments and feedback will be shared when the adopted list is published and can be used by districts to support their local adoptions. Final score notification was provided to publishers on August 11, 2023, and a list of materials recommended for adoption was compiled.

The Oregon Department of Education hereby requests the State Board of Education adopt basal instructional materials for science with a contract period beginning February 1, 2023 and ending June 30, 2030.

Basal instructional materials are not considered a comprehensive curriculum. To that end, school districts will need to review the strengths and weaknesses of each instructional material listed to guide supplemental material selection. The reviewed science instructional materials must meet all non-negotiable criteria, which include content alignment and equitable student engagement. Additionally, materials must meet a majority threshold within the technical usability and assessment criteria in order to be recommended for adoption.

Following adoption by the State Board of Education, school districts make the local decision to either select and adopt from the ODE list (ORS 337.050 and OAR 581-022-2355), independently adopt instructional materials using the state criteria (OAR 581-022-2350), or postpone adoption for up to two years (OAR 581-022-2360).

SUMMARY OF PREVIOUS BOARD ACTION

The science instructional materials adoption list was last revised by the State Board of Education in October 2017. The list of recommendations for the 2023 adoption have not been before the Board previously.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

- N/A; first read—hasn't been before board
- No; same as last month
- Yes – As follows:

POLICY ISSUE OR CONCERNS

There are no known policy questions raised due to this request.

EQUITY IMPACT ANALYSIS

The review of instructional materials is an opportunity to set a vision of what equitable teaching and learning looks like within adopted materials in K-12 science. Equitable access to high quality materials, teaching practices, and expectations are the foundation to the vision of K-12 science education. ODE

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shares the vision of access and equity described in the Framework for K-12 Science Education developed by the National Research Council:

“Equity in science education requires that all students are provided with equitable opportunities to learn science and become engaged in science and engineering practices; with access to quality space, equipment, and teachers to support and motivate that learning and engagement; and adequate time spent on science. In addition, the issue of **connecting to students’ interests and experiences is particularly important for broadening participation in science.”**

NRC: A Framework for K-12 Science Education, 2012.

By conducting a state-level instructional materials adoption process, all school districts have access to a list of vetted high-quality instructional materials. "High-quality curriculum allows for students to build knowledge and skills that will prepare and provide opportunities for critical thinking and discourse to engage with the world successfully. Thus we get to the heart of equity and empowerment." (*Nychelle Toussaint, CA EdReports evaluator*). Adopting the approved list for science will support districts in selecting instructional materials that meet Oregon’s high standards for alignment to standards, instructional excellence, and cultural responsiveness. Materials on the approved list of science instructional materials have been evaluated using adoption criteria that are focused on cultural responsiveness and diverse representation.

Adoption of the list of science instructional materials will save school districts money and time by allowing them to choose from the list rather than conducting independent adoptions. Districts that purchase from the state adopted list receive a guaranteed contract price for seven years. However, school districts may still conduct independent adoptions if they so choose.

EFFECT OF A “YES” OR “NO” VOTE

A “Yes” vote will provide Oregon school districts with a list of science instructional materials to choose from that meet the science adoption criteria.

A “No” vote will mean that there will not be an ODE approved list of adopted science instructional materials for Oregon school districts; therefore, all public school districts would need to conduct independent adoptions to choose their science materials.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time
Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1: 2023 Science Category 1-3 (Grades K-12) Adoption List

* indicates "exemplary" program scoring of 80% or higher with no criterion score of

Category	Oregon Adoption	Publisher
Category 1: Grades K-5	MEETS*	Accelerate Learning Inc
Category 1: Grades K-5	MEETS*	Accelerate Learning Inc
Category 1: Grades K-5	DOES NOT MEET	Activate Learning
Category 1: Grades K-5	MEETS*	Amplify Education
Category 1: Grades K-5	DOES NOT MEET	Carolina Biological Supply
Category 1: Grades K-5	MEETS*	Discovery Education
Category 1: Grades K-5	MEETS*	Great Minds
Category 1: Grades K-5	MEETS*	Houghton Mifflin Harcourt
Category 1: Grades K-5	MEETS*	McGraw Hill
Category 1: Grades K-5	DOES NOT MEET	Studies Weekly
Category 1: Grades K-5	MEETS*	Twig Education (Imagine
Category 2: Grades 6-8	MEETS*	Accelerate Learning Inc
Category 2: Grades 6-8	MEETS*	Accelerate Learning Inc
Category 2: Grades 6-8	MEETS*	Activate Learning
Category 2: Grades 6-8	MEETS*	Amplify Education
Category 2: Grades 6-8	MEETS*	Carolina Biological Supply
Category 2: Grades 6-8	MEETS*	Discovery Education
Category 2: Grades 6-8	MEETS*	Educurious Partners
Category 2: Grades 6-8	MEETS*	Green Ninja
Category 2: Grades 6-8	MEETS*	Houghton Mifflin Harcourt
Category 2: Grades 6-8	MEETS*	Kendall Hunt
Category 2: Grades 6-8	MEETS*	Lab Aids
Category 2: Grades 6-8	DOES NOT MEET	McGraw Hill
Category 2: Grades 6-8	DOES NOT MEET	McGraw Hill
Category 2: Grades 6-8	MEETS*	Propello
Category 2: Grades 6-8	MEETS*	Stile Education
Category 2: Grades 6-8	MEETS*	Twig Education (Imagine
Category 2: Grades 6-8	MEETS*	Twig Education (Imagine
Category 3: Grades 9-12	MEETS*	Accelerate Learning Inc
Category 3: Grades 9-12	DOES NOT MEET	Activate Learning
Category 3: Grades 9-12	MEETS	Discovery Education
Category 3: Grades 9-12	MEETS*	Houghton Mifflin Harcourt
Category 3: Grades 9-12	MEETS*	McGraw Hill
Category 3: Grades 9-12	MEETS*	Savvas

Oregon Instructional Materials in Science

f zero.

Program Title & Score Sheets	Copyright	Price List	1.1 Alignment	1.2 Science
Collaborate Science K-5	2023	Price List	2	2
STEMscopes K-5	2023	Price List	2	2
PRIME K-5	2020	N/A	2	2
Amplify Science K-5	2022	Price List	2	2
Building Blocks of Science K-5	2018	N/A	2	1
Science Techbook for Oregon K-5	2024	Price List	2	2
PhD Science K-5	2023	Price List	2	2
HMH Into Science K-5	2021	Price List	2	2
Inspire Science K-5 with Actively Learn	2020	Price List	2	2
Explore Science K-5	2022	N/A	2	2
Twig Science Oregon K-5	2022	Price List	2	2
<hr/>				
Collaborate Science Middle School	2023	Price List	2	2
STEMScopes Middle School	2023	Price List	2	2
Activate Learning's OpenSciEd Middle School	2020	Price List	2	2
Amplify Science Middle School	2022	Price List	2	2
Carolina Biological Supply Company's	2022	Price List	2	2
Science Techbook for Oregon 6-8	2024	Price List	2	2
Educurious Science - Middle School (includes	2022	Price List	2	2
Green Ninja Middle School Science	2023	Price List	2	2
HMH Into Science Middle School	2022	Price List	2	2
Kendall Hunt's OpenSciEd Middle School	2022	Price List	2	2
Issues and Science by Lab Aids - Middle	2020	Price List	2	2
Inspire Science Middle School with Actively	2020	N/A	2	2
Integrated - Inspire Science Middle School	2020	N/A	2	2
Propello Science for Oregon - Middle School	2022	Price List	2	2
Stile Digital - Middle School	2023	Price List	2	2
Twig Science Oregon Middle School	2022	Price List	2	2
Integrated - Twig Science Oregon Middle	2022	Price List	2	2
<hr/>				
STEMscopes High School	2023	Price List	2	2
Active Science (Physics, Chemistry,	2020	N/A	0	2
Science Techbook for Oregon HS	2024	Price List	1	1
HMH Science Dimensions	2018 & 2020	Price List	2	2
Inspire Science High School	2020	Price List	2	2
Savvas High School Science (Environmental	2019, 2021, 2022	Price List	2	2



4.2	4.3 Integrated	Legal	Publisher	Demo
2	1	YES	N/A	
1	2	YES	N/A	
2	1	NO	PRIME	
1	N/A	YES	K-5 response	
2	1	NO	Carolina	
2	2	YES	Response	
1	N/A	YES	PhD Science	PhD Science
1	1	YES	HMH K-5	HMH Demo
1	2	YES	N/A	
1	N/A	NO	Studies	
1	1	YES	N/A	



2	0	YES	N/A	
1	2	YES	N/A	
2	2	YES	N/A	
2	N/A	YES	Middle School	
2	2	YES	Carolina	
2	2	YES	Discovery	
1	1	YES	N/A	
2	N/A	YES	Green Ninja	
2	2	YES	Into Science	HMH Demo
2	2	YES	N/A	
2	2	YES	N/A	
1	2	NO	MHE	
1	2	NO	MHE	
1	1	YES	N/A	
1	2	YES	Stile Response	
2	1	YES	N/A	
2	1	YES	N/A	



1	1	YES	N/A	
2	1	NO	Activate HS	
1	1	YES	Discovery	
2	2	YES	Science	HMH Demo
2	2	YES	N/A	
2	2	YES	Savvas	





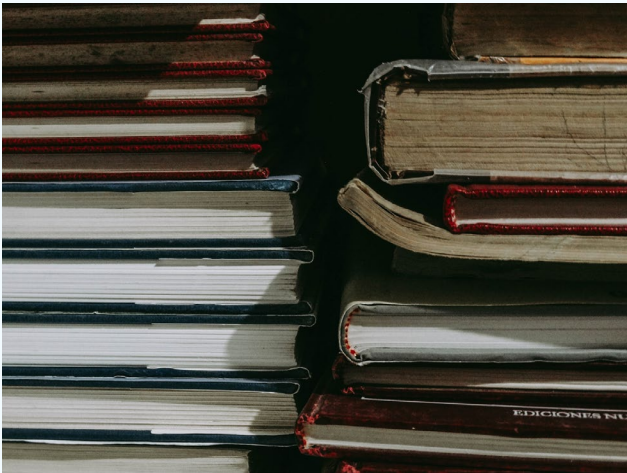


Science Instructional Materials Adoption

Aujalee Moore, Instructional Materials Coordinator
Alexa Pearson, Director of Standards and Instructional Support
Jamie Ramage, Science Education Specialist

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The Importance of High-Quality Instructional Materials



Oregon Department of Education

“A growing and compelling research base suggests that high-quality instructional materials can **yield improvements in student learning outcomes equal to or greater than many interventions** that are often more costly....[high-quality instructional materials] “are about **bringing equity to the district—a shared experience** creating a floor, but not a ceiling, around the teaching and learning that happens in our classrooms.”

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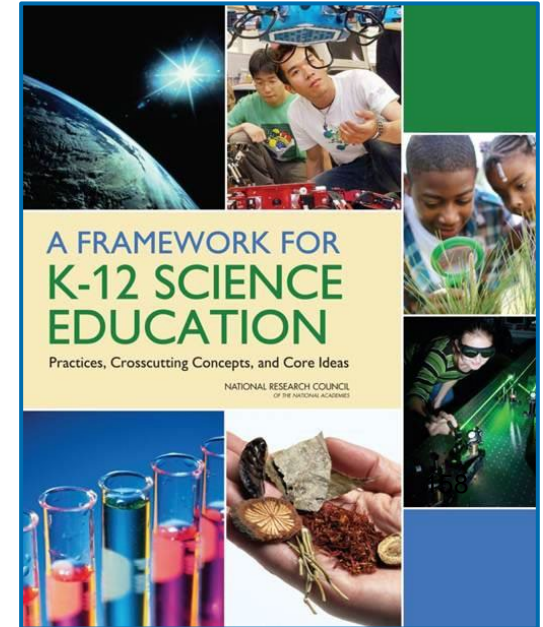
(Ilan, S., & Leifer, R. *How High-Quality Instructional Materials Can Drive Teacher Growth - K-12 Education.*)

Purpose

- Share science instructional materials evaluation
 - Relevant policy:
 - ORS 337.050: List of textbooks and instructional materials.
 - OAR 581-011-0070: State Board's decision-making role
 - OAR 581-011-0071: adoption cycle
- Adopt Oregon's recommended list of science instructional materials



“Equity in science education requires that all students are provided with equitable opportunities to learn science and become engaged in science and engineering practices; with access to quality space, equipment, and teachers to support and motivate that learning and engagement; and adequate time spent on science. In addition, the issue of **connecting to students’ interests and experiences is particularly important for broadening participation in science.**”



Structure of the Science IM Criteria

Part 1: Oregon Science Baseline Criteria [K-HS]

- 1.1 - Alignment to Three-Dimensional (3D) Learning
- 1.2 - Science Phenomena & Engineering Design Based Engagement
- 1.3 - Learning Progressions & Coherent Storylines

Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]

- 2.1 - Engagement & Motivation
- 2.2 - Culturally Responsive Instructional Support

Part 3: Technical Usability Criteria [K-HS]

- 3.1 - Supports for Teachers
- 3.2 - Supports for Students
- 3.3 - Digital Learning Design Elements

Part 4: Assessment Criteria [K-HS]

- 4.1 - Formative Assessment Process
- 4.2 - Performance Assessments
- 4.3 - Integrated Assessment System



Driving Questions to Find Evidence



Oregon Department of Education

Criterion 1.2: Science Phenomena & Engineering Design-Based Engagement

- ❖ How do the anchoring phenomena and/or engineering challenges provide a **common experience** for students that are **engaging and eliciting student questions for deeper understanding(s)**?
- ❖ How do the materials provide clear connections for students **to understand the relevance and importance** to their daily lives, homes, neighborhoods and communities?

Driving Questions to Find Evidence



Oregon Department of Education

Criterion 2.2: Culturally Responsive Instructional Support

- ❖ How do the materials **present a variety of cultures and perspectives as an asset** in science?
- ❖ Do the materials **avoid inclusion of harmful biases or stereotypes** that marginalize cultures, languages, and lived experiences of the students?
- ❖ How do the materials **provide guidance** to encourage educators to **draw upon student cultural and social backgrounds**?

Hybrid Evaluation Process

Virtual

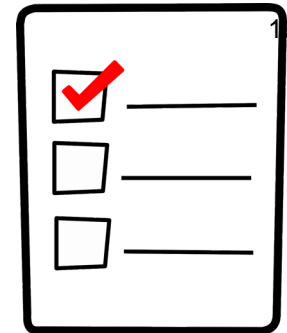
- Evaluation committee training
- Publisher presentations
- Q&A with publishers
- Review of digital materials using Quality Criteria Documentation (QCD) and standards alignment documents as a guide.
- Complete an individual Instructional Materials Evaluation Tool (IMET)

In-person

- Reviewing print samples
- Group scoring
- Consensus discussions
- High-quality feedback statements

Post-Evaluation

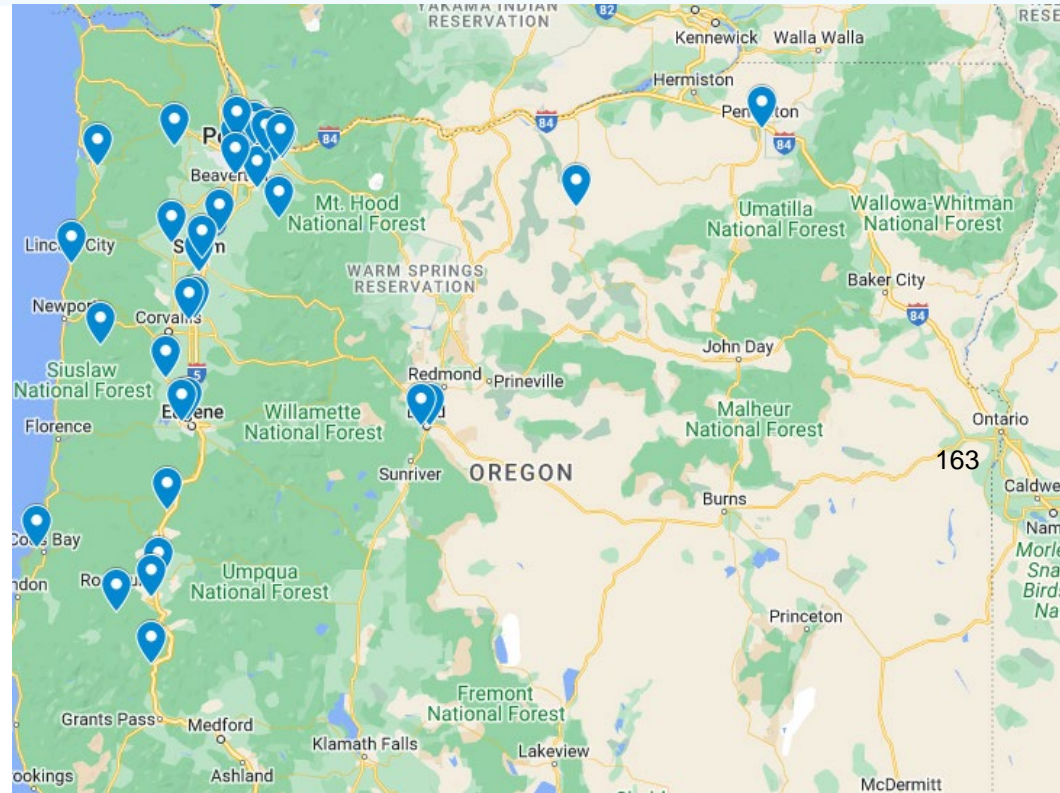
- Score Notification
- Publisher Responses



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Evaluation of Science Instructional Materials

- [OAR 581-011-0066](#): outlines required committee composition
 - 43 total evaluators
- 34 programs reviewed across five categories
 - 11 programs in Grades K-5
 - 17 programs in Middle School
 - 6 programs in HS



Evaluation Results



- 28 of 34 submissions were recommended for adoption.
 - 27 recommended submissions received an exemplary designation.
- Publishers received feedback from the evaluation teams and were given the opportunity to respond.
- Quality Criteria Documentation, score sheets, feedback from evaluation committees, and publisher responses are available for districts to review prior to selecting science materials for local adoption.

Next Steps for Districts

Fall 2023	October 2023	2024
<ul style="list-style-type: none">● Construct an instructional vision.<ul style="list-style-type: none">○ EdReports' <u>How to Articulate an Instructional Vision During a Materials Adoption</u>	<ul style="list-style-type: none">● Determine which materials meet the district's instructional vision and begin the selection process.● ODE Webinar <i>Science Instructional Materials Adoption: Next Steps for Districts</i>	<ul style="list-style-type: none">● Implementation supports provided by ODE in Fall 2023/Winter 2024● Contract period begins February 1, 2024.● Expected implementation date is Fall 2024.● With an approved postponement, the implementation date will be Fall 2026 at the latest.

Celebrations from the Evaluation Committee

I love that we were given the opportunity to help publishers understand where they need to grow, especially in areas of **cultural representation and celebration**.

I appreciate the **emphasis placed on culturally responsive curriculum**, and the rigorous nature of the relevant metrics.

I'm honored to have been on two of these committees now and feel that I not only give my opinions but also **gain knowledge in the process**.

There were no "egos" and **everyone's voice was heard!**

This was my first time serving in a materials review process and I thought the whole thing was **engaging, informative, and an overall positive experience**. The IMET and evidence guide were helpful in completing the evaluations, and the group review process was well-supported and effective.

This is important work, especially **moving the bar for being more culturally inclusive**.

I worked with and met some amazing science educators from all over the state and we collaborated on look fors in curriculum. It was a very useful time and I am **thankful for this opportunity**.

I learned a lot during the process and **connected with some excellent educators**. I now feel better prepared to support my school district in curriculum adoption this forthcoming school year.



Oregon State Board of Education

September 21, 2023

AGENDA ITEM: 7.D.

<p>SUBJECT: K-12 Health Education Standards Revision</p> <p>STAFF NAME & OFFICE: Jennifer Patterson, Alexa Pearson, Suzanne Hidde and Sasha Grenier – Office of Teaching, Learning and Assessment</p> <p>The Oregon Department of Education has spent the last year working in collaboration with a diverse group of internal and external partners, including a statewide Health Education panel, to develop the 2023 K-12 Health Education Standards with the goal of promoting comprehensive, inclusive, and culturally relevant topics that impact health and well-being. This work represents a periodic review (every 7 years) of the Health Education Standards. The last review was conducted in 2016.</p> <p><input type="checkbox"/> New Rule <input type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule</p>	<p><input checked="" type="checkbox"/> First Reading</p> <p><input checked="" type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p> <p><input type="checkbox"/> Action</p> <p><input type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p>
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BACKGROUND

History & Purpose:

The Oregon State Board of Education last adopted the Health Education Standards in December of 2016. The Health Education Standards Advisory Panel, educational partners, and internal ODE staff have reviewed and revised these standards as scheduled. The State Board of Education is required to review and revise “all adopted academic content standards necessary for students to successfully transition to the next phase of their education” (ORS329.045). The Oregon Department of Education asks the State Board of Education to conduct a first read of the revised Oregon Health Education Standards with the intention of a second read and consideration for a full adoption at the October 2023 meeting.

Establishment of Health Education Standards Advisory Panel

In March 2022, ODE announced the recruitment of a health education standards advisory panel via ODE educator listservs, ODE advisory groups, newsletters, and emails. Panelists reviewed and revised the standards during the summer of 2022 and throughout the 2022- 2023 school year. At the start of each panel meeting, members engaged in grounding activities to center our shared purpose for undertaking this work—to put forth relevant, equitable, inclusive, accessible, rigorous standards, and to challenge inadvertent contributions to systemic barriers and inequities in health education. The Health Panel grounded their work in the ODE Equity Stance, the National Health Education and National Sexuality Education Standards, and the 2016 adopted Health Education Standards, to make revisions to the Oregon standards based on collective input.

The advisory panel members engaged virtually in monthly three-hour meetings in July, August, October, and December. In between those meetings, grade band specific groups met at least three times. A total of 31 educators, district administrators, university faculty, public health professionals, and community education partners participated on the health education standard advisory panel. The panel had 13% of the members self-identify as a person of color and 29% self-identified as being part of the LGBTQ2SIA+ community. In total, over half of the health education standards advisory panel

Oregon State Board of Education

September 21, 2023

AGENDA ITEM: 7.D.

consisted of K-12 classroom educators in Oregon. The panel also represented most regions of the state as well as varying sized school districts.

The ODE Health Education team consulted with staff from the Office of Enhancing Student Opportunities, Office of Equity, Diversity & Inclusion, Office of Indian Education, the Office of Teaching, Learning, and Assessment, and the Director’s Office in the development and review of the 2023 Standards.

Over the past year, ODE also consulted with other state agencies such the Oregon Health Authority and the Oregon Department of Human Services and with experts in the fields of oral health, organ and tissue donation, mental health, substance use/abuse, nutrition, eating disorders/disordered eating, transformative social-emotional learning, sexual health, and violence/abuse prevention for input on the draft standards.

SUMMARY OF PREVIOUS BOARD ACTION

The Oregon State Board of Education previously adopted Oregon K-12 Health Education Standards in December 2016. This is the first read presentation for feedback on the proposed revised 2023 Health Education Standards.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

- N/A; first read—hasn’t been before board
- No; same as last month
- Yes – As follows:

POLICY ISSUE OR CONCERNS

The draft 2023 Health Education Standards reflect updated national education standards, research on best practices in health education, newly passed Oregon laws, and adolescent health data from the Oregon Student Health Survey. In response to feedback, these standards were also made more concise and more readily accessible for schools and educators to use. New and expanded health topics include: oral health, organ and tissue donation, violence and trafficking prevention, synthetic opioid overdose prevention and response, how to access sexual and reproductive healthcare, and eating disorder prevention.

The draft Health Education Standards are also driven and supported by ten specific statutes and rules passed by the Oregon Legislature and State Board of Education that describe what Health Education must cover in K-12 public education (see Appendix B of the 2023 Draft Health Education Standards document for a full list).

In August 2023, ODE launched a public comment survey on the draft 2023 Health Education Standards and received 550 unduplicated responses. The majority of feedback received centered around

Oregon State Board of Education

September 21, 2023

AGENDA ITEM: 7.D.

objections to inclusion of gender identity and gender expression, and to objections of teaching comprehensive sexuality education.

Major Concerns:

- Discussions of gender, gender expression, and gender identity and affirming healthcare.
- Introduction of menstrual health, menstrual products, and menstruation in elementary.
- Sexuality education topics, including sexual behaviors.
- Child abuse prevention topics, including anatomy.
- ODE's Transformative Social Emotional Learning (TSEL) standards.
- Power and privilege impacts on violence and relationships.

Specific Comments Related to Concerns about the Standards:

"Sexuality, gender, and menstruation are deeply personal topics in our community. Families view these topics as overstepping our educational bounds. ODE including topics such as these at the K-5 level creates a political controversy that public schools are forced to navigate."

"I am concerned about some of the information that to me seems developmentally inappropriate. Teaching kindergartners and first graders, for example, about menstruation and menstrual products is beyond their 'need to know.'"

"I love the idea of having students understand how policies can impact an individual's health, however I do not see the point of including historical reference. Some of the standards are more a public health and social conditions focus that can divert from current content we cover. If there was more time to teach the current standards, I would love to see those integrated, however we struggle as it is to meet them."

Areas Named as Strengths:

Elementary School Level Strengths

- Food, Nutrition, and Physical Activity and Safety (FNP) and First Aid Topics (SFA) topic areas
- Health promotion, substance use, and social, emotional, and mental health focus
- Well organized with a clear progression
- Comprehensive breadth of standards while reduced in number
- Developmentally/age appropriate
- Medically accurate anatomy/terminology and focus on violence/abuse prevention

Middle School Level Strengths

- Food, Nutrition, and Physical Activity and Safety (FNP) and First Aid Topics (SFA) topic areas
- Health promotion, substance use, and social, emotional, and mental health focus
- Comprehensive sexual/reproductive health
- Focus on violence prevention, consent, and inclusivity
- Organized, focused, and fewer standards

High School Level Strengths

- Inclusive and comprehensive

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- Focus on comprehensive sexual and reproductive health, substance use prevention, nutrition, and mental health
- Developmentally/age appropriate
- Well organized

Specific Comments Related to Strengths of the Standards:

“Reduced number of performance indicators/skills to target each year, MUCH easier to “translate” into units of study, clearer numbering system, better distribution of DOK levels, better building of concepts/skills over grade levels, integration of TSEL, updated language in areas related to nutrition, substance use, healthy relationships/sexuality, for example... etc.”

“I really appreciate how holistic they are. They don't feel like they're isolating a handful of topics, but rather promoting overall health for young people and building a foundation for the later grades to come. As a parent who's kid will be starting with these in Kindergarten in a few years - I feel excited and appreciative that this is what they would be getting!”

“I think all of the standards are thorough and build upon themselves at every level, which I highly appreciate. I like that at the K-5 level, violence prevention included more than just encouraging kids to speak up about abuse but involved true primary prevention.”

“More comprehensive sexual health standards in 4th and 5th grade. This is great. Too many 6th graders are coming to middle school with no prior knowledge”.

Revisions Made to Draft Based on Public Feedback

Based on the public comments received, ODE staff made adjustments to the draft standards, including:

- Simplified K-5 language to address concerns around age-appropriateness.
- Reframed grade level health skills to be more relevant to student development and instructional focus.
- Added references to neurodiversity.
- Strengthened references to eating disorders and disordered eating as suggested by professionals in the field.

EQUITY IMPACT ANALYSIS

Health education saves lives. The draft 2023 Health Education Standards support all young people to gain age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being. The Health Education Standards intentionally support instruction that affirms historically and currently underserved and underrepresented student populations to ensure an equitable opportunity for all students to feel included and to receive health information that is relevant to their individual and community identities, and develop skills that will serve them throughout their lives. The Health Education Standards reflect the goals of Every Student Succeeds Act (ESSA), the ODE Equity Stance and

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the Student Success Act (SSA) plans. Research shows that when health education is comprehensive, inclusive, skills-based, and scaffolded across grades it leads to improved school climate, individual academic achievement, and long lasting intergenerational benefits.

FISCAL ANALYSIS

If adopted by the State Board, a communication rollout of the newly adopted standards may require statewide travel for the health and sexuality education specialists. Professional learning for standards implementation and high quality health education instruction will require statewide travel and training meetings. Resources will be needed to support a state review of instructional materials, currently scheduled to occur throughout 2024. District staff will need to review and revise instructional materials in the 2024-2025 school year to meet current Division 22 requirements. Cost to perform these requirements will be absorbed through existing budget authority.

EFFECT OF A "YES" OR "NO" VOTE

This is a First Reading of the proposed Health Education Standards and does not require a vote at this time. ODE staff will continue to provide information as requested by the State Board.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time
Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1: Draft 2023 Health Education Standards



K-12 Health Education Draft Standards

September 18, 2023

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I. Introduction

A Vision of Health Education

Health Education envisions that all students have the health knowledge and skills they need to meet their goals, flourish and thrive, and contribute to their communities.

Health education supports young people to gain age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being. [Research](#) shows that when health education is comprehensive, inclusive, skills-based, and scaffolded across grades it leads to improved school climate and decreased violence, individual academic achievement, and long lasting intergenerational benefits. Health education saves lives.

ODE Equity Stance

Health Education works to center students' cultures, interests, values, and identities as they learn how to live healthy, safe, and flourishing lives as young people and adults, in relationships with one another, in communities, and in the world. To do so, the Health Education Standards reflect the Oregon Department of Education's commitment, set forth in its [Education Equity Stance](#):

... the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the dismantling and restructuring of systems and institutions that create a dichotomy of beneficiaries over oppressed & marginalized peoples. (Oregon Department of Education's [Equity Stance](#))

The Oregon Department of Education recognizes that student health and safety are the cornerstone of education and that all students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin, and without fear or hatred, racism or violence.

Oregon Statute and Rules

Oregon's Health Education Standards are built on Oregon Statute and Administrative Rules, passed by the Oregon Legislature and the Oregon State Board of Education ([see Appendix B](#)).

The Health Education Standards also reflect Oregon's laws (ORS 659.850) that define protected class as a "group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, national origin, marital status, familial status, source of income or disability." HB 3041 (2021) adds gender identity as a separate protected class.

Health Education Foundations

The 2023 Oregon Health Education Standards have specific grade level requirements that outline what students should know and be able to do by the end of specified grades. According to OAR 581-022-2030, each school district shall provide a planned K–12 instructional program, including the academic content standards adopted by the State Board of Education. These standards serve as a valuable tool for schools in selecting, designing, or revising curriculum and instruction.

Oregon Standards reflect the National Health Education Standards and the National Sexuality Education Standards, which focus on knowledge and skill development for health literacy. Like the National Education Standards, student knowledge and skill development are interwoven throughout K-12. Oregon's grade-level standards point to and imbed the overarching 8 knowledge and skill standards set forth by the National Health Education Standards. Knowledge 1 focuses on knowledge attainment and skills 2-8 focus on the practices necessary for students to maintain and promote individual, family, and community health.

Knowledge & Skills

Based on the National Standards for Health Education

Knowledge 1: Students comprehend functional health knowledge to enhance health.

Skill 2: Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.

Skill 3: Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.

Skill 4: Students demonstrate effective interpersonal communication skills to enhance health.

Skill 5: Students demonstrate effective decision-making skills to enhance health.

Skill 6: Students demonstrate effective goal-setting skills to enhance health.

Skill 7: Students demonstrate observable health and safety practices.

Skill 8: Students advocate for behaviors that support personal, family, peer, school, and community health.

II. Cross-cutting Concepts

This section describes the connections between Health Education and other ODE statewide initiatives and efforts. The Health standards integrate Oregon’s Transformative Social Emotional Learning (TSEL) Standards, align with the Oregon Student Success Plans and the Tribal History/Shared History law, and co-leverage other content area standards. These linkages support a comprehensive educational approach, where Health Education can be woven into broader frameworks, facilitating holistic student development. This integration equips students to not only acquire health-related knowledge in one class or at one time, but also to apply and deepen learning throughout a well-rounded educational experience.

Transformative Social Emotional Learning (TSEL) Standards

The Health Education Standards integrate [Oregon's Transformational Social Emotional Learning \(TSEL\) Standards](#). Incorporating the Transformative SEL standards ensures a comprehensive educational framework that provides schools with a cohesive roadmap to nurture students' holistic development, equipping them with essential life skills in and beyond the classroom. At each grade level, Transformative SEL Practices are mapped to connect Transformative SEL Standards with health topics. Each Transformative SEL Practice is labeled in this document, and has its own [corresponding growth indicators](#) that provide guidance on what learning opportunities can look like in practice.

Student Success Plans

During the 2019 legislative session, Oregon’s leaders passed the Student Success Act (SSA) to improve access and opportunities for students who have been historically underserved in the education system. This law resulted in the creation of new programs or expansion of existing programs at the Oregon Department of Education aimed at improving educational opportunities for Oregon students, especially historically underserved student groups. [Many of these programs](#) are guided by the African American/Black Student Success Plan, American Indian/Alaska Native Student Success Plan, Latino/a/x & Indigenous Student Success Plan, Native Hawaiian/Pacific Islander Student Success Plan, and the LGBTQ2SIA+ Student Success Plan.

The Health Education Standards connect and uplift these plans by setting forth learning standards that empower young people to use their individual and cultural strengths, values, and goals to define what health means to them and access the information and tools that help them to live safe and healthy lives of their choosing.

Tribal History/Shared History lessons

In 2017, the Oregon Legislature enacted Senate Bill (SB) 13, now known as [Tribal History/Shared History](#). The Health Education Standards reflect the law’s intention to promote learning about the distinct tribal nations in Oregon. Grade-level standards align with Tribal History/Shared History lessons.

The Health Education Standards incorporate learning opportunities, in multiple topics and throughout the grades, about the tribal nations in Oregon, reinforcing the value of learning shared history within health-related contexts.

Integration with other content areas

There are a number of meaningful individual and community issues that are covered in health education classes. These same issues or topics can be, or are currently explored in other content areas as well. Teachers are encouraged to collaborate and help each other reinforce concepts that cross content areas.

III. Guiding Principles and Practices in Health Education

This section provides essential principles and key teaching practices for delivering effective health education. These guiding principles and core [instructional](#) ideas describe overarching language and approaches that foster inclusivity and empower students with a lifetime sense of self-efficacy to help them make informed decisions, access resources, and consent to issues that relate to their health, safety, and bodily autonomy.

Guiding Principles

Health education

- adopts a strengths-based approach, centering on both individual and systemic protective factors that enrich and advance health and well-being, while refraining from value judgments.
- provides students with knowledge and skills that are culturally responsive and inclusive.
- strives to incorporate local connections and local knowledge, including resources and data.
- is trauma informed and creates the conditions for students to feel safe, known, and cared for.
- is grounded in medical and scientific accuracy and supported by peer-reviewed research and leading medical and public health professional organizations.
- focuses on skills-based instruction to empower students to make informed and critical decisions that impact their health throughout their lives.uses qualitative and quantitative local, state and national data to inform instruction.
- inspires critical analysis of a variety of cultural, community, and individual factors that influence health behavior.
- avoids fear- or shame-based instruction that rely on scare tactics, stereotypes, and/or disparaging messages about student, family, and community identities and health decisions.

Topics and Core Instructional Practices

Oregon’s Health Education Standards are organized into topic areas that allow students to gain knowledge and skills in core health topics, aligning with [Oregon Statutes and Administrative Rules](#) and [CDC Health Education priorities](#), and are informed by the [Oregon’s Student Health Survey](#) and the [ODE](#)

[Student Educational Equity Development \(SEED\) Survey](#). Topic areas help serve districts and educators develop units of learning experiences. These topics are subdivided into subtopics that are vertically aligned throughout the K-12 grade level standards to ensure a progression of learning. This helps build and advance student knowledge from the fundamentals to more in-depth knowledge and skill proficiency to be used throughout their lifetime. For a complete list of subtopics, please see [Appendix A](#).

Topic Areas

- Wellness and Health Promotion (WHP)
- Safety and First Aid (SFA)
- Substance Use, Misuse, and Abuse (SUB)
- Food, Nutrition, and Physical Activity (FNP)
- Social, Emotional, and Mental Health (SEM)
- Healthy Relationships and Violence/Abuse Prevention (HRVP)
- Growth and Development (GD)
- Sexual and Reproductive Health (SRH)

The following sections provide guidance for teachers to infuse the Guiding Principles into each topic area. The instructional practices below provide clarity for teachers on how to effectively communicate important concepts in ways that are empowering, inclusive, strengths-based, and culturally responsive.

Wellness and Health Promotion:

- Reinforces that health is more than the absence of disease and that health status changes throughout our lives.
- Recognizes that health is multidimensional and includes physical, emotional, social, mental, and environmental well-being.
- Defines wellness and well-being as terms used interchangeably with health.
- Defines and uses the concept of social determinants of health in discussions around community health, including instruction around access to health services, health outcomes, and health behavior.

Safety and First Aid:

- Assists students in identifying trusted adults to talk to when feeling unsafe, scared, or uncomfortable.
- Provides real-life connections to school safety and emergency plans, rules, and policies.
- Recognizes that safety includes in person situations as well as online safety.
- Defines and promotes the importance of inclusive and accessible spaces so people with disabilities and without disabilities can safely access public services, including school.

Substance Use, Misuse, and Abuse:

- Provides information and resources on the adverse effects that substances can have on young people without using fear- or shame-based approaches.
- Offers skill-building opportunities to analyze cultural influences, communicate effectively, and make decisions in navigating internal and external factors related to substance use.
- Provides clarity that substances refer to all types of legal and illicit drugs including alcohol, tobacco, marijuana/cannabis, prescription, and over-the-counter medications.

- Provides students with real-life connections to people and other local resources in the school and in the community to get assistance for themselves or others.

Food, Nutrition, and Physical Activity:

- Promotes well-rounded understanding of food and nutrition that encourages students to have a healthy relationship with food, stressing the importance of eating enough food, eating food on a regular basis, and acknowledging the pleasure that eating food can bring.
- Uses terminology that honors cultural traditions and practices, and does not label “good food” or “bad food”.
- Physical activity focuses on the positive aspects of movement and the important role that physical activity has on our overall health and well-being.

Social, Emotional, and Mental Health:

- Provides instruction that empowers students to understand what supports their mental health and that of their peers.
- Creates learning environments and conditions that affirm people of all genders, race and ethnicities, cultures, and abilities.
- Refers to emotions and feelings as part of the developmental and learning process.
- Emphasizes that mental health is an important part of overall health.
- Explains the importance of talking with trusted adults about feelings and where to access resources in the school and community.

Healthy Relationships and Violence/Abuse Prevention:

- Promotes positive social norms that encourage healthy and safe interactions, relationships, and sexuality and help young people thrive to prevent violence and abuse before they even occur. This focuses [beyond risk reduction strategies](#) that can often be victim-blaming.
- Defines and communicates safe boundaries, inappropriate touch, and consent, rather than “good and bad touch” which is often not clear enough for a child.
- Recognizes that sometimes adults may need to make health or safety decisions for children, and that children can still ask questions and discuss what and why these decisions are being made.
- Uses language, messages, and instructional approaches that do not focus on fear- or shame-based messaging. Research around child abuse patterns and [prevention education](#) show that concepts such as “stranger danger” are ineffective in promoting personal safety.
- Gives young people skills to identify and respond to unsafe situations, accurately name body parts, understand how different relationships have different safety rules and boundaries (e.g., boundaries with a parent may be different than with a friend’s older sibling), and how to get help when needed.
- Affirms that people of all genders, race and ethnicities, cultures, and abilities deserve mutual respect and kindness. Research shows that these approaches [prevent sexual violence perpetration](#).

Growth and Development:

- Refers to internal and external sexual and reproductive body parts with medical accuracy and not slang, in order to normalize and promote effective communication with trusted adults when questions or concerns arise.

- Provides instruction that treats all aspects of puberty with dignity.
- Uses language that is affirming of gender expansiveness when discussing gender, sex, reproductive anatomy, and puberty.

Sexual and Reproductive Health:

- Refers to sexuality as a normal part of human development and does not use shame- or fear-based language or messaging.
- Defines sexuality concepts as thoughts, feelings, and behaviors related to: being attracted to someone, emotional closeness, relationships, bodily safety, human reproduction, sexual and reproductive body parts, [and more](#). This foundation allows for instructional [scaffolding on topics related to sexuality](#), including sexual abuse, STIs, and sexual orientation.
- Discusses abstinence alongside contraception in an [honest, age-appropriate way](#) that provides space for each student to consider their own personal, familial, and cultural values, health history, and goals, while maintaining privacy.
- Provides medically accurate information on pregnancy options and access to necessary healthcare that is not shaming, stigmatizing, inaccurate, or purposefully incomplete.
- Includes LGBTQ2SIA+ inclusive discussions, information, and resources that address healthy relationships, the many ways to form family, and how to make informed choices around sexual activity.
- Discusses the choice to parent in ways that are not stigmatizing to young parents.
- Is supplemented by information about youth-friendly comprehensive community resources that are available in local communities. This could be local community health centers, local public health centers, school based health centers, and hospitals that provide comprehensive information and services.

IV. How to Read the Standards

Incorporating Grade Level Skill Focus

Skill development is a key focus area in Health Education. Research shows that when students are taught using a skills-based approach, they are more likely to make informed health-related decisions throughout their lives. [Skill development](#) takes time for skill instruction, skill practice, and then skill performance. Each of these are critical parts of the skill development process for students to successfully transfer learning outside of the classroom environment to practical application in their lives.

The grade level standards embed the practice of health skills throughout each grade and in every topic area. Each grade level also names specific skills (two in early grades and more in later grades) for teachers to focus on in-depth. For example, in Kindergarten teachers will focus on communication skills and analyzing influences throughout the topics and across the year. Teachers can also reinforce skills in other parts of the school day (e.g., morning circle).

The Standards are organized by grade level, topic area, and skill focus. The Grade Level Skill Focus are listed in boxes at the top of each grade.

**Grade Level
Skill
Focus**

- Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. *(Skill 2)*
- Students demonstrate observable health and safety practices. *(Skill 7)*

Below the grade level skill focus box are the grade level standards organized by topic area. Topic areas provide for groupings that can help educators define units and instructional activities. Each grade level standard is listed and numbered with a reference code beneath each topic heading.

Wellness and Health Promotion (WHP)

- K.WHP.1** Define what a value is and name values that different people and families care about.
- K.WHP.2** Identify illnesses that are easily transmitted and illnesses that are not.
- K.WHP.3** Understand steps to protect eyes, teeth, skin, and ears.

Reading the Standard Numbering Code

Each grade level standard is numbered for reference as: *Grade level.Topic Abbreviation.Standard Number*

Key:

K.WHP.1 = Grade level (Kindergarten)

K.**WHP**.1 = Topic area abbreviation (abbreviation for Wellness and Health Promotion)

K.WHP.**1** = Grade level standard number (first grade level standard for this topic and grade)

V. Oregon Health Education Grade Level Standards

Kindergarten

Grade Level Skill Focus	<p>→ Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. <i>(Skill 2)</i></p> <p>→ Students demonstrate effective interpersonal communication skills to enhance health. <i>(Skill 4)</i></p>
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Wellness and Health Promotion (WHP)

- K.WHP.1** Define what a value is and name values that different people and families care about.
- K.WHP.2** Identify illnesses that are easily transmitted and illnesses that are not.
- K.WHP.3** Understand steps to protect eyes, teeth, skin, and ears.
- K.WHP.4** Identify three wellness practices that help one feel good and have energy.
- K.WHP.5** Identify different types of healthcare workers who help people feel better.
- K.WHP.6** Describe how family and friends influence health practices and behaviors.
- K.WHP.7** Understand the importance of access to clean air, clean water, food, and shelter.

Safety and First Aid (SFA)

- K.SFA.1** Identify how to stay safe and prevent injury when riding in a vehicle, crossing streets, riding a bicycle, in the water, and playing.
- K.SFA.2** Understand how to identify trusted adults that can help keep people safe at home, at school, and in the community.
- K.SFA.3** Practice how to ask trusted adults for help when feeling uncomfortable, scared, confused, or unsafe.
- K.SFA.4** Explain safety rules for home, school, and the community, including firearm safety rules.
- K.SFA.5** Identify when it is ok to share and not ok to share personal information, such as individual names, parent's or caregiver's names, phone numbers, and addresses.

Substance Use, Misuse, and Abuse (SUB)

- K.SUB.1** Discuss how to use medicines correctly.
- K.SUB.2** Understand that some medicines and substances can be poisonous.
- K.SUB.3** Identify family and school rules about medicine use.

Food, Nutrition, and Physical Activity (FNP)

- K.FNP.1** Understand that food comes from plants and animals and provides energy to help people grow, develop, and learn.
- K.FNP.2** Understand the importance of eating a variety of foods and trying new foods and activities.
- K.FNP.3** Describe the benefits of drinking water, especially when physically active.
- K.FNP.4** Analyze how people eat and prepare foods differently based on culture, personal preference, and availability.

- K.FNP.5 Identify food practices that make mealtimes enjoyable.
- K.FNP.6 Understand that not all people can eat all kinds of food.

Social, Emotional, and Mental Health (SEM)

- K.SEM.1 *TSEL Practice 4B* Demonstrate empathy and affirm other’s perspectives during teamwork and collaborative problem solving.
- K.SEM.2 Identify how mental health is a part of overall health and well-being.
- K.SEM.3 Identify a trusted parent, caregiver, or adult to talk with about feelings.
- K.SEM.4 Identify ways to appreciate and take care of body and mind.

Healthy Relationships and Violence Prevention (HRVP)

- K.HRVP.1 Define what a relationship is and identify different kinds of relationships.
- K.HRVP.2 Understand that all people have the right to feel safe and free from bullying and violence.
- K.HRVP.3 Recognize that everyone has different interests, likes, and ways to express identities.
- K.HRVP.4 Define what a personal boundary is and recognize that personal boundaries differ in different kinds of relationships and for different people.
- K.HRVP.5 Discuss how to use words to communicate needs and boundaries, and how to listen to the needs of others.
- K.HRVP.6 Describe the characteristics of a trusted adult.
- K.HRVP.7 Identify that bullying and teasing are harmful.
- K.HRVP.8 Understand that it is never okay to touch someone without their permission.
- K.HRVP.9 Identify that abuse is never a child’s fault and discuss how to communicate personal boundaries and report unsafe or unwanted touch.

Growth and Development (GD)

- K.GD.1 Discuss different types of family structures and why all families deserve respect.
- K.GD.2 Identify ways in which human bodies are the same and different from each other, and how bodies change over time.
- K.GD.3 Name reproductive body parts, using medically accurate terminology.

First Grade

Grade Level Skill Focus	<p>→ Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. <i>(Skill 2)</i></p> <p>→ Students demonstrate effective interpersonal communication skills to enhance health. <i>(Skill 4)</i></p>
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Wellness and Health Promotion (WHP)

- 1.WHP.1 Recognize at least three dimensions (physical, social, emotional, mental, and/or environmental) of being healthy and well.
- 1.WHP.2 Explain what people can do to reduce and treat illness.
- 1.WHP.3 Describe at least three things to do to maintain good health, including brushing teeth daily.
- 1.WHP.4 Identify where to locate trusted adults who can help with health related questions.
- 1.WHP.5 Recognize how friends and media influence personal health behaviors, both positively and negatively.
- 1.WHP.6 Define environment and environmental health.

Safety and First Aid (SFA)

- 1.SFA.1 Demonstrate how to communicate safety rules for crossing streets, riding a bicycle, water safety, and playing.
- 1.SFA.2 List the steps to identify and respond to emergency situations.
- 1.SFA.3 Identify safety hazards, including those related to fire, water, and dangerous objects.
- 1.SFA.4 Recognize that it is important to stay away from potentially unsafe body fluids and objects, including needles and syringes.
- 1.SFA.5 Discuss why it is important to ask a trusted adult before using online devices.

Substance Use, Misuse, and Abuse (SUB)

- 1.SUB.1 Identify trusted adults who can answer questions about medicines and household products.

Food, Nutrition, and Physical Activity (FNP)

- 1.FNP.1 Identify the five food groups and what a balanced meal could look like.
- 1.FNP.2 Identify the connection between eating nutrient dense food and physical activity to help our bodies grow, learn, and develop.
- 1.FNP.3 Discuss how food advertisements, social media, and commercials influence our food and beverage decisions.
- 1.FNP.4 Identify feelings of thirst and hunger as signals for needing to drink water and eat food.
- 1.FNP.5 Describe how to keep food safe from harmful germs.

Social, Emotional, and Mental Health (SEM)

- 1.SEM.1 *TSEL Practice 1A* Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).

- 1.SEM.2** *TSEL Practice 1B* Understand the stress response system ([regulation](#) and [dysregulation](#)) and what environments and experiences activate those responses.
- 1.SEM.3** Identify basic brain regions and their functions and recognize that everyone’s brain functions differently.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 1.HRVP.1** *TSEL Practice 4A* Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.
- 1.HRVP.2** Demonstrate healthy ways for friends to express feelings, both physically and verbally.
- 1.HRVP.3** Discuss the ways that all people are unique and valuable and have a right to be treated with dignity and respect and be free from bullying and violence.
- 1.HRVP.4** Define consent and discuss how it is important in all types of relationships.
- 1.HRVP.5** Demonstrate how to communicate wants, needs, and boundaries and how to listen to the needs of others.
- 1.HRVP.6** Explain that everyone has the right to decide who can touch one’s own body, where, and in what way to prevent violence and abuse.

Growth and Development (GD)

- 1.GD.1** Discuss and affirm different physical characteristics that people may have, including differences in body size, shape, ability, skin color, and hair texture.
- 1.GD.2** Identify medically accurate names for sexual and reproductive anatomy.
- 1.GD.3** Discuss that there are many ways that people can express love and attraction.

Second Grade

Grade Level Skill Focus	<p>→ Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. <i>(Skill 2)</i></p> <p>→ Students demonstrate effective interpersonal communication skills to enhance health. <i>(Skill 4)</i></p>
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Wellness and Health Promotion (WHP)

- 2.WHP.1** Discuss how many of our personal values come from families, communities, and culture.
- 2.WHP.2** Identify practices that reduce illness.
- 2.WHP.3** Describe ways to protect vision, hearing, and teeth.
- 2.WHP.4** Describe the benefits of getting enough sleep and potential problems associated with not getting enough sleep.
- 2.WHP.5** Locate a trusted adult in the school building to help access valid and reliable health information and services.
- 2.WHP.6** Describe ways in which schools and neighborhoods influence health behaviors.

Safety and First Aid (SFA)

- 2.SFA.1** Demonstrate the importance of wearing helmets, pads, mouth guards, personal flotation devices, and other safety equipment during athletic and outdoor activities.
- 2.SFA.2** List examples of dangerous behaviors that might lead to injuries.
- 2.SFA.3** Identify trusted adults that help keep people safe at home, at school, and in the community.
- 2.SFA.4** Identify why it is important that people of all abilities can safely access school and other buildings.
- 2.SFA.5** Discuss threats of safety or harm and protective procedures, including those related to dangerous objects and firearms.
- 2.SFA.6** Explain why it is important to ask a trusted adult before using online devices.

Substance Use, Misuse, and Abuse (SUB)

- 2.SUB.1** Identify the difference between medicine to help people who are sick and other types of substances that can be harmful to the body.
- 2.SUB.2** Describe how tobacco and secondhand smoke harms the body.
- 2.SUB.3** Describe safety rules for over-the-counter and prescription drug use.
- 2.SUB.4** List steps to take when offered substances.
- 2.SUB.5** List family, cultural, and school values and rules about medicine use.

Food, Nutrition, and Physical Activity (FNP)

- 2.FNP.1** Identify a variety of places and sources that food can come from and how it gets to people.
- 2.FNP.2** Identify the five major food groups and give an example of foods in each group.
- 2.FNP.3** Describe the importance of eating a variety of fruits and vegetables and identify foods that provide the nutrients required to help the body grow, learn, and develop.

- 2.FNP.4** Develop a plan and set a goal to keep hydrated and limit sugary beverages.
- 2.FNP.5** Explain how physical activity and eating patterns can affect a person’s health.
- 2.FNP.6** Recognize how the foods that people eat can reflect cultural backgrounds and the area in which people live.
- 2.FNP.7** Recognize some people have intolerances and allergies to foods including nuts, wheat, eggs, shellfish, and dairy products.
- 2.FNP.8** Identify how people have different levels of access to foods.

Social, Emotional, and Mental Health (SEM)

- 2.SEM.1** *TSEL Practice 1B* Understand the stress response system ([regulation](#) and [dysregulation](#)) and what environments and experiences activate those responses.
- 2.SEM.2** *TSEL Practice 1C* Reflect on and evaluate how one’s emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.
- 2.SEM.3** Describe the different ways that people can experience or exhibit stress, anxiety, social isolation, and sadness.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 2.HRVP.1** *TSEL Practice 4C* Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.
- 2.HRVP.2** Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.
- 2.HRVP.3** Discuss how diversity in race, gender, and ability enrich relationships and communities.
- 2.HRVP.4** Define bodily autonomy, personal boundaries, and consent.
- 2.HRVP.5** Recognize that friends, family, teachers, and community members can help each other.
- 2.HRVP.6** Recognize bullying, cyberbullying, and teasing in multiple types of relationships and the need to tell a trusted source that can help.
- 2.HRVP.7** Define and identify different forms of violence and abuse, including physical, verbal, sexual, and emotional.
- 2.HRVP.8** Identify that abuse is never a child’s fault and describe how to communicate personal boundaries and report unsafe or or unwanted touch.

Growth and Development (GD)

- 2.GD.1** Recognize that humans grow and mature at different ages and in different ways.
- 2.GD.2** Recognize that there are many different types of families that may or may not be genetically related, including blended, adopted, and foster families.

Third Grade

Grade Level	→ Students demonstrate effective decision-making skills to enhance health. <i>(Skill 5)</i>
Skill Focus	→ Students demonstrate effective goal-setting skills to enhance health. <i>(Skill 6)</i>

Wellness and Health Promotion (WHP)

- 3.WHP.1** Discuss what it means to be healthy, considering five dimensions of health (physical, social, emotional, mental, and environmental).
- 3.WHP.2** Describe the basic function of the immune system.
- 3.WHP.3** Explain the benefits of personal health care practices.
- 3.WHP.4** Describe specific things to do to take care of one's teeth, including daily brushing and flossing teeth.
- 3.WHP.5** Discuss reasons to go to a healthcare provider for physical and mental health concerns.
- 3.WHP.6** Identify ways in which media, social media, and technology influence self-perception, feelings, decisions, and behaviors.
- 3.WHP.7** Recognize the connection between environmental health, including the effects of climate change, and personal health.

Safety and First Aid (SFA)

- 3.SFA.1** Identify how concussions can be prevented, recognized, and treated.
- 3.SFA.2** Practice how to assess and choose safe options when experiencing unsafe situations.
- 3.SFA.3** Recognize that infections, including Hepatitis B and C and HIV/AIDS, can be transmitted through blood and other body fluids.
- 3.SFA.4** Describe how to identify and respond to emergency situations.
- 3.SFA.5** Describe safety procedures for responding to natural disasters.

Substance Use, Misuse, and Abuse (SUB)

- 3.SUB.1** Identify that substances are chemicals that can change how the mind and body function and can cause addiction.
- 3.SUB.2** Identify how alcohol, marijuana/cannabis, tobacco, and other substances can be harmful to minds, bodies, and brains.
- 3.SUB.3** Discuss how to recognize social pressures, peer influences, and internal feelings and emotions around substance use.
- 3.SUB.4** Describe how and where to access help from trusted adults if substances are being misused or abused.

Food, Nutrition, and Physical Activity (FNP)

- 3.FNP.1** Identify methods for reducing food waste.
- 3.FNP.2** Recognize that food contains essential nutrients that benefit different systems in our bodies.
- 3.FNP.3** Explain how to create a balanced daily food plan for individual needs and health considerations.
- 3.FNP.4** Understand the basic function of the cardiovascular system.
- 3.FNP.5** Describe a decision making process about what foods and beverages to consume and ways to be physically active.
- 3.FNP.6** Describe foods using the senses.

3.FNP.7 Explain what food-borne illnesses are and how to prevent them.

Social, Emotional, and Mental Health (SEM)

3.SEM.1 *TSEL Practice 1B* Understand the stress response system ([regulation](#) and [dysregulation](#)) and what environments and experiences activate those responses.

3.SEM.2 *TSEL Practices 2B* Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one’s identity.

3.SEM.3 Identify the impacts of stress on mental health.

3.SEM.4 Recognize how emotions can impact eating patterns and that people can get help if necessary.

3.SEM.5 Explain the importance of talking with trusted adults about feelings.

3.SEM.6 Identify personal or community activities that are meaningful or enjoyable.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

3.HRVP.1 *TSEL Practice 3B* Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.

3.HRVP.2 Describe characteristics of a healthy and safe relationship.

3.HRVP.3 Discuss the importance of using affirming language around protected classes of people including people of all genders, race and ethnicities, sexual orientations, and abilities.

3.HRVP.4 Demonstrate effective ways to verbally and nonverbally communicate personal boundaries and show respect for the boundaries of others.

3.HRVP.5 Identify trusted support people and helpers to talk to about uncomfortable situations or when a boundary has been crossed.

Growth and Development (GD)

3.GD.1 Discuss attributes and characteristics that make every person unique and valued, including physical diversity and neurodiversity.

3.GD.2 Identify the medically accurate names for body parts, including external and internal sexual and reproductive anatomy.

3.GD.3 Recognize that puberty is a time of physical, emotional, and social changes that is a part of human development.

3.GD.4 Recognize that menstrual pads and tampons are medical products some people use to take care of their bodies.

3.GD.5 Recognize that there are different kinds of families that have unique characteristics and identities.

Sexual and Reproductive Health (SRH)

3.SRH.1 Explain that many people enjoy consensual affection and physical closeness throughout their lives and every individual gets to decide what they are comfortable with.

Fourth Grade

Grade Level	→ Students demonstrate effective decision-making skills to enhance health. <i>(Skill 5)</i>
Skill Focus	→ Students demonstrate effective goal-setting skills to enhance health. <i>(Skill 6)</i>

Wellness and Health Promotion (WHP)

- 4.WHP.1 Identify individual, cultural, and family values that affect one's health.
- 4.WHP.2 Identify common noncommunicable childhood conditions, including asthma, allergies, diabetes, and epilepsy, and how they are managed.
- 4.WHP.3 Understand why sleep is necessary for the brain and body and describe how sleep works.
- 4.WHP.4 Compare and contrast the validity of health and wellness information from a variety of media, products, and services.
- 4.WHP.5 Define social pressures and peer influences and identify how they can impact behavior.

Safety and First Aid (SFA)

- 4.SFA.1 Identify the steps of what to do if firearms are seen or found.
- 4.SFA.2 Identify strategies for staying safe online.

Substance Use, Misuse, and Abuse (SUB)

- 4.SUB.1 Discuss how alcohol, marijuana/cannabis, tobacco, and other substances can be addictive and cause harm to the body.
- 4.SUB.2 Identify the basic function of body organs and systems and how different substances can affect them.
- 4.SUB.3 Discuss the impact that alcohol, marijuana/cannabis, tobacco, and other substances can have on reaching goals.
- 4.SUB.4 Demonstrate how to read medicine labels and prescription instructions.
- 4.SUB.5 Identify procedural steps in decision making around substance use.
- 4.SUB.6 Demonstrate communication skills for asserting boundaries around substance use.
- 4.SUB.7 Understand that a substance use disorder is a medical condition and that there are resources in communities that can provide support, treatment, and healing.

Food, Nutrition, and Physical Activity (FNP)

- 4.FNP.1 Identify examples of food items grown in different regions throughout the state, including in Oregon's nine federally recognized tribes.
- 4.FNP.2 Identify the functions of the six categories of nutrients: protein, carbohydrates, fats, vitamins, minerals, and water.
- 4.FNP.3 Identify foods and beverages with high sugar content and the negative effects of too much added sugar.
- 4.FNP.4 Describe the relationship between physical activity and the need for food and hydration.
- 4.FNP.5 Describe differences in food customs, traditions, and preparations.
- 4.FNP.6 Identify internal and external influences that affect food choices and physical activities.
- 4.FNP.7 Describe the basic functions of the digestive system.
- 4.FNP.8 Explain why some people eat or avoid certain foods, including allergies, other medical conditions, religious beliefs, and culture.
- 4.FNP.9 Discuss factors that affect the availability of food, including socioeconomic status and

location.

Social, Emotional, and Mental Health (SEM)

- 4.SEM.1** *TSEL Practice 5C* Anticipate, reflect and evaluate the impacts of one’s choices and contributions in promoting personal, family, and community well-being.
- 4.SEM.2** Identify ways of dealing with stress, anxiety, social isolation, and depression that contribute to the well-being and mental health of self and others.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 4.HRVP.1** *TSEL Practice 4D* Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.
- 4.HRVP.2** Describe a variety of healthy ways to show and express liking or loving someone.
- 4.HRVP.3** Discuss how power and inequality influence different types of relationships and boundaries.
- 4.HRVP.4** Demonstrate ways to treat all people with dignity and respect, including people of all genders, gender expressions, and gender identities.
- 4.HRVP.5** Identify the different personal boundaries and privacy needs of self and others at school, with friends, and at home.
- 4.HRVP.6** Discuss communication skills to build healthy relationships and manage conflict.
- 4.HRVP.7** Identify situations when someone is being abused or harassed and identify people or resources to get help from.
- 4.HRVP.8** Demonstrate how to be an upstander to respond to bullying or teasing based on physical characteristics, ability, or cultural identity.
- 4.HRVP.9** Identify different behaviors that would be considered child abuse, neglect, and sexual abuse.

Growth and Development (GD)

- 4.GD.1** Discuss physical, emotional, neurological, and social changes associated with puberty.
- 4.GD.2** Identify body care practices related to puberty, including using menstrual products.
- 4.GD.3** Discuss the importance of treating people with dignity and respect in regards to their sexual orientation, including other students, their family members, and members of the school community.

Sexual and Reproductive Health (SRH)

- 4.SRH.1** Recognize that people can show affection and care for other people in different ways, including consensual kissing, hugging, and touching.

Fifth Grade

Grade Level Skill Focus	→ Students demonstrate effective decision-making skills to enhance health. (Skill 5) → Students demonstrate effective goal-setting skills to enhance health. (Skill 6)
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Wellness and Health Promotion (WHP)

- 5.WHP.1** Reflect on what the five dimensions of health (physical, social, emotional, mental, and environmental) look like for individuals, families, and communities.
- 5.WHP.2** Explain how vaccines work to prevent an illness and reduce severe symptoms.
- 5.WHP.3** Describe benefits of practicing health promoting behaviors.
- 5.WHP.4** Explain ways to engage in healthy practices and behaviors that prevent or reduce oral health risks, including brushing, flossing, reducing sugary drink consumption, wearing mouth guards, and visiting a dentist.
- 5.WHP.5** Practice how to talk to a healthcare provider about health concerns, including dental pain.
- 5.WHP.6** Evaluate health messages depicted in the media, including in social media and in advertisements.
- 5.WHP.7** Discuss how the location and environment of where people live can affect their health.

Safety and First Aid (SFA)

- 5.SFA.1** Compare and contrast safe and unsafe situations and events.
- 5.SFA.2** Discuss reasons why people take risks that may lead to injuries, including dental injury and concussions, and identify steps to avoid injuries.
- 5.SFA.3** Demonstrate first aid skills and skills for a range of common minor emergencies.
- 5.SFA.4** Demonstrate how to identify and communicate with trusted adults to keep people safe at home, at school, and in the community.
- 5.SFA.5** Explain the importance of being inclusive and affirming and making accessible accommodations for people with disabilities.
- 5.SFA.6** Discuss steps to take to prepare for natural disasters.
- 5.SFA.7** Describe internet safety rules and how to respond to cyberbullying and exposure to inappropriate material.

Substance Use, Misuse, and Abuse (SUB)

- 5.SUB.1** Recognize that substances can be addictive and harmful for adolescents during physical and neurological development.
- 5.SUB.2** Describe how alcohol, marijuana/cannabis, tobacco, and other substances impact the human body and brain, interpersonal relationships, and decision-making.
- 5.SUB.3** Describe the appropriate use for over-the-counter and prescription medicines.
- 5.SUB.4** Describe how substance use, misuse, and abuse can affect peoples' abilities to reach personal goals.
- 5.SUB.5** Discuss ways that advertising can influence alcohol, marijuana/cannabis, and tobacco use.
- 5.SUB.6** Demonstrate how to use decision making steps around substance use.
- 5.SUB.7** Demonstrate refusal skills to avoid or reduce health risks around substance use.
- 5.SUB.8** Identify trusted adults to talk to about substance use, misuse, and abuse.
- 5.SUB.9** Identify school policies, local, state, and federal laws related to substance use.

Food, Nutrition, and Physical Activity (FNP)

- 5.FNP.1 Discuss the impact of food production and food waste on the environment.
- 5.FNP.2 Demonstrate how to read food labels to determine nutrient, sugar, and sodium content.
- 5.FNP.3 Describe nutrient dense breakfasts, meals, and snacks and their impact on growth, learning, and development.
- 5.FNP.4 Compare and contrast the nutrition content of different beverages for hydration.
- 5.FNP.5 Identify the basic functions of the skeletal and muscular systems.
- 5.FNP.6 Identify how different factors impact decision-making around food, beverages, and physical activity.
- 5.FNP.7 Illustrate and describe the pathway of food during the process of digestion.
- 5.FNP.8 Demonstrate how to prepare a nutritious snack or meal using sanitary food preparation and storage practices.

Social, Emotional, and Mental Health (SEM)

- 5.SEM.1 *TSEL Practice 5B* Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.
- 5.SEM.2 Reflect on external factors and systems that may contribute to stress and anxiety, including microaggressions, and identify coping strategies.
- 5.SEM.3 Identify the benefits of talking to trusted adults about feelings and thoughts.
- 5.SEM.4 Identify potential impacts of social media on mental health and body image.
- 5.SEM.5 Identify decision-making steps to take when deciding whether to share personal information about self or others on social media, considering the potential social, emotional, and mental health impacts.
- 5.SEM.6 Analyze the impact of identity-based bullying and violence on mental health.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 5.HRVP.1 *TSEL Practice 3C* Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.
- 5.HRVP.2 Describe how friendship and love can be expressed differently as children become adolescents.
- 5.HRVP.3 Identify characteristics of safe and equitable relationships.
- 5.HRVP.4 Explain the relationship between consent, personal boundaries, and bodily autonomy.
- 5.HRVP.5 Explain why it is harmful to tease or bully others based on personal abilities, characteristics, or identities.
- 5.HRVP.6 Define sexual harassment, trafficking, and domestic violence.
- 5.HRVP.7 Identify that abuse is never a child's fault and demonstrate how to communicate personal boundaries and report unsafe or unwanted touch.

Growth and Development (GD)

- 5.GD.1 Describe the human sexual and reproductive system, including external and internal anatomy and basic functions.
- 5.GD.2 Examine the physical, social, and emotional changes during puberty and adolescence.
- 5.GD.3 Identify trusted adults, including parents, caregivers, and health care professionals, to ask questions about puberty and adolescent health.
- 5.GD.4 Describe the menstrual cycle and how menstrual products are used.
- 5.GD.5 Define gender identity, gender expression, gender roles, and sex assigned at birth, and sexual orientation.

- 5.GD.6** Identify trusted adults one could talk to about sexual orientation questions.
- 5.GD.7** Describe how genetics can affect personal and family health.

Sexual and Reproductive Health (SRH)

- 5.SRH.1** Discuss different personal, familial, and cultural values about physical and emotional intimacy.
- 5.SRH.2** Identify that pregnancy can occur in different ways, including sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.
- 5.SRH.3** Define STIs, including HIV, and describe ways to prevent them, including abstinence and the human papillomavirus (HPV) vaccine.

Sixth Grade

Grade Level Skill Focus	→ Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health. (Skill 3)
	→ Students demonstrate effective interpersonal communication skills to enhance health. (Skill 4)

Wellness and Health Promotion (WHP)

- 6.WHP.1** Describe the interrelationship of the five dimensions of health (physical, social, emotional, mental, and environmental).
- 6.WHP.2** Describe the difference between communicable and noncommunicable diseases, including cancer, diabetes, and asthma.
- 6.WHP.3** Demonstrate appropriate habits to protect vision, hearing, skin, and teeth.
- 6.WHP.4** Distinguish between habits that enhance or hinder personal health.
- 6.WHP.5** Interpret numerical and graphical information to make an informed health decision..
- 6.WHP.6** Demonstrate how to access valid and reliable health information online for building health habits.
- 6.WHP.7** Define different forms of discrimination and understand how it influences the health of communities.
- 6.WHP.8** Identify actions that can help to create a healthier environment for individuals and communities.

Safety and First Aid (SFA)

- 6.SFA.1** Identify unsafe situations at home, at school, and in communities that can lead to injury.
- 6.SFA.2** Explain first aid and response procedures to treat injuries and other emergencies.
- 6.SFA.3** Understand firearm safety rules for individuals, families, and communities.
- 6.SFA.4** Distinguish when decisions around digital safety, managing privacy online, and protecting against identity theft can be made individually or with help from others.

Substance Use, Misuse, and Abuse (SUB)

- 6.SUB.1** Explain differences between use, misuse, and abuse of substances.
- 6.SUB.2** Discuss short- and long-term mental, physical, and social health consequences of substance use and misuse, including vaping of nicotine and marijuana/cannabis.
- 6.SUB.3** Identify at least three reasons why someone would decide not to use alcohol, marijuana/cannabis, tobacco, and other substances.
- 6.SUB.4** Identify how “fake pills” and other substances could contain fentanyl and other unknown harmful and deadly chemicals.
- 6.SUB.5** Discuss the relationship between using substances and other health risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.
- 6.SUB.6** Analyze the influence of family, school, peers, culture, media, social media, personal values, and perceived norms on the use of alcohol, marijuana/cannabis, tobacco, and other drugs.
- 6.SUB.7** Describe personal decision-making strategies around substance use.
- 6.SUB.8** Discuss communication skills to avoid alcohol, marijuana/cannabis, tobacco and drug use, especially in peer-pressure situations.
- 6.SUB.9** Analyze health-related messages in print and electronic materials to determine credibility of the health message related to substance use.

- 6.SUB.10** Locate and summarize Oregon laws on alcohol, marijuana/cannabis, tobacco, and other substances.

Food, Nutrition, and Physical Activity (FNP)

- 6.FNP.1** Compare and contrast foods grown and produced in the United States and other countries.
- 6.FNP.2** Explain why it is important to respect different nutrition choices based on culture, needs, and preferences.
- 6.FNP.3** Analyze how internal and external influences can affect decisions about eating and physical activity.
- 6.FNP.4** Identify the six categories of nutrients and explain why each of them are important to the body.
- 6.FNP.5** Discuss the physical and mental impacts of missing, skipping meals, or ‘fad’ dieting.
- 6.FNP.6** Identify intuitive eating practices that can increase a person's healthy relationship with food, and lower the risk for eating disorders and disordered eating.
- 6.FNP.7** Analyze benefits of regular physical activity to promote health.
- 6.FNP.8** Describe safe food handling to prevent illness.

Social, Emotional, and Mental Health (SEM)

- 6.SEM.1** *TSEL Practice 1B* Understand the stress response system ([regulation](#) and [dysregulation](#)) and what environments and experiences activate those responses.
- 6.SEM.2** Demonstrate how to access credible mental health information and services in the community, including the Suicide & Crisis Lifeline 988.
- 6.SEM.3** Describe how sharing information about self and others online can impact social, emotional, and mental health.
- 6.SEM.4** Describe how prejudice, discrimination, and bias can impact mental health, violence, and traumatic stress.
- 6.SEM.5** Locate and summarize laws and policies to protect student mental health, including excused absences.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 6.HVRP.1** *TSEL Practice 3B* Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.
- 6.HVRP.2** Discuss how family, media, social media, society, culture, and personal identities can influence attitudes, beliefs, and expectations about relationships and physical affection.
- 6.HVRP.3** Identify sources of support, such as parents or other trusted adults, to tell if being teased, harassed, or bullied based on gender, sexual orientation, race, and physical appearance.
- 6.HVRP.4** Describe personal feelings when boundaries, consent, and privacy needs are not respected.
- 6.HVRP.5** Practice communication skills to build healthy relationships and manage conflict.
- 6.HVRP.6** Demonstrate ways to start a conversation when seeking help from a trusted adult about uncomfortable or dangerous situations including bullying, teasing, child sexual abuse, and trafficking.
- 6.HVRP.7** Demonstrate strategies to use technology and social media safely, legally, and respectfully.
- 6.HVRP.8** Create an advocacy message that describes the role of upstanders in preventing or stopping bullying and cyberbullying.

- 6.HVRP.9** Define child sexual abuse, sexual assault, sexual exploitation, and gender-based violence and analyze potential impacts on physical, social, emotional, and mental health.
- 6. HVRP.10** Recognize some of the ways in which norms and laws around gender and sexual orientation have changed over time.

Growth and Development (GD)

- 6.GD.1** Describe how to show respect for one's own physical appearance, the appearance of others, and how it impacts self-esteem.
- 6.GD.2** Identify the human sexual and reproductive systems, including external and internal anatomy and their functions, and recognize that there are variations in human bodies.
- 6.GD.3** Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, and timing of pubertal onset).
- 6.GD.4** Explain how menstruation is a part of life and begins during puberty and that pads, tampons, and other products are important for body care.
- 6.GD.5** Discuss how affirming healthcare is important for everyone, including people of all genders, people who are transgender, people who have other gender expansive identities, and people of all races and sexual orientations.
- 6.GD.6** Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, two-spirit, and pansexual.
- 6.GD.7** Recognize that there are many kinds of family structures and discuss ways in which families can change.

Sexual and Reproductive Health (SRH)

- 6.SRH.1** Identify examples of how culture, religion, society, technology, and media influence understanding and expressions of sexuality.
- 6.SRH.2** Recognize that people define sexual intercourse differently.
- 6.SRH.3** Identify factors that are important in deciding whether and when to engage in romantic and sexual behaviors.
- 6.SRH.4** Identify the functions of the ovulation cycle, sperm development, and pregnancy.
- 6.SRH.5** Identify the benefits, risks, and effectiveness of various methods of contraception, including abstinence, the correct usage of barrier methods, and emergency contraception.
- 6.SRH.6** Identify the stages of pregnancy.
- 6.SRH.7** Describe pregnancy options, including parenting, abortion, safe surrender, and adoption.
- 6.SRH.8** Identify the transmission and prevention of various sexually transmitted infections (STIs) and HIV/AIDS, including abstinence, barrier methods, and the human papillomavirus (HPV) vaccine.
- 6.SRH.9** Demonstrate communicating with trusted adults and asking questions about comprehensive sexual and reproductive health.
- 6.SRH.10** Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and sexually transmitted infection (STI) and HIV/AIDS prevention, testing, care, and treatment.
- 6.SRH.11** Discuss the importance of sexual and reproductive health care that aligns with personal needs, desires, and cultural values.

Seventh Grade

Grade Level Skill Focus	<ul style="list-style-type: none">→ Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. <i>(Skill 2)</i>→ Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health. <i>(Skill 3)</i>
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Wellness and Health Promotion (WHP)

- 7.WHP.1** Describe how personal values, self-esteem, and identity affect personal health.
- 7.WHP.2** Analyze how personal practices and behaviors reduce or prevent disease, including health screenings.
- 7.WHP.3** Describe the connections between oral health and overall health.
- 7.WHP.4** Set a personal health goal for a habit that promotes physical, social, emotional, mental, and environmental health.
- 7.WHP.5** Practice and demonstrate communication skills to improve personal health, including communicating with healthcare providers.
- 7.WHP.6** Analyze the influence of family, school, peers, culture, technology, media, social media, personal values, and perceived norms on the dimensions of health.
- 7.WHP.7** Evaluate how social determinants of health influence health outcomes.

Safety and First Aid (SFA)

- 7.SFA.1** Discuss how to reduce the risk of unintentional injuries for individuals, families, and communities.
- 7.SFA.2** Identify unsafe situations at home, at school, and in communities that can lead to injury and describe possible strategies to reduce risk.
- 7.SFA.3** Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), and use of an automated external defibrillator (AED).
- 7.SFA.4** Demonstrate how to ask for help to promote personal safety and injury prevention for self and others.
- 7.SFA.5** Recognize common ways to make spaces safer and more accessible for people with disabilities and why it is important.
- 7.SFA.6** Describe basic fire safety and wildfire prevention steps.
- 7.SFA.7** Describe strategies for using social media safely, legally, and respectfully.

Substance Use, Misuse, and Abuse (SUB)

- 7.SUB.1** Evaluate the differences between addictive behavior, addiction, and dependence and their impacts on self and society.
- 7.SUB.2** Analyze the effects of substance use, misuse, and abuse on communities and society.
- 7.SUB.3** Analyze the outcomes of making decisions to not use alcohol, marijuana/cannabis, tobacco, and other drugs.
- 7.SUB.4** Explore data on current trends around opioids, including fentanyl, and other substance use, misuse, and abuse.
- 7.SUB.5** Describe the social and economic consequences of substance use, misuse, abuse on self, families, and communities.
- 7.SUB.6** Examine risk and protective factors to prevent use, misuse, and abuse of substances, and list alternatives to using.
- 7.SUB.7** Analyze how personal and family beliefs can affect decisions about substance use.
- 7.SUB.8** Demonstrate how to ask a trusted adult for help accessing resources for self and

- 7.SUB.9 others regarding situations related to the use of alcohol, tobacco, and other drugs. Describe situations that require professional substance abuse treatment services and locate valid information and community resources.

Food, Nutrition, and Physical Activity (FNP)

- 7.FNP.1 Discuss how food waste and the environment are interconnected.
- 7.FNP.2 Analyze ways that media influence our decisions around food and physical activity.
- 7.FNP.3 Compare and contrast the nutrient density between ultra-processed, minimally processed, or non processed foods and snacks.
- 7.FNP.4 Compare and contrast the differences in community or geographic access to nutrient dense foods.
- 7.FNP.5 Identify the oral health benefits of hydrating with non-sugar sweetened beverages.
- 7.FNP.6 Identify the social, emotional, and cognitive benefits of eating nutrient dense foods and engaging in regular physical activity.
- 7.FNP.7 Identify how personal food and beverage choices, including eating times, affects health and well being.
- 7.FNP.8 Describe personal hunger and fullness cues.
- 7.FNP.9 Describe common food allergies and how to manage them.

Social, Emotional, and Mental Health (SEM)

- 7.SEM.1 **TSEL Practice 1D** Analyze personal and social intersectional identities and [positionality](#), and how they relate to one's interests, purpose, and sense of belonging.
- 7.SEM.2 **TSEL Practices 2B** Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.
- 7.SEM.3 Identify and discuss causes, symptoms, and impacts of depression, anxiety, including eating disorders and disordered eating, , trauma, self-harm, and suicide.r
- 7.SEM.4 Describe how mental health professionals and other trusted adults can help prevent, treat, and heal from mental health challenges, including suicidal thoughts, eating disorders, and disordered eating.
- 7.SEM.5 Develop a plan to practice effective and appropriate communication skills via electronic devices and social media to prevent and resolve interpersonal conflict.
- 7.SEM.6 Identify how connecting with the community, and personal and cultural identity development contribute to mental health.
- 7.SEM.7 Discuss resiliency and the strategies that individuals and communities use to promote health, overcome health and mental health challenges, address barriers to health, and promote health equity and justice.
- 7.SEM.8 Identify laws related to student mental health days and age of consent to mental health services.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 7.HRVP.1 **TSEL Practice 3A** Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.
- 7.HRVP.2 Discuss the right of all people to decide if, when and, with whom to be in a relationship.
- 7.HRVP.3 Identify strategies to maintain a safe relationship, end an unsafe, inequitable, or unhealthy relationship, manage conflict, and navigate rejection.
- 7.HRVP.4 Compare multiple external influences that have an impact on one's attitudes about gender and gender identity.
- 7.HRVP.5 Explain the impact that media, including social media, sexually explicit media and

- sexting, can have on one's body image and self-esteem.
- 7.HRVP.6** Develop a decision making model to determine if and how to intervene and support a person who is being harassed, bullied, or coerced, including assessing when and how and how it is safe to do so.
 - 7.HRVP.7** Analyze dating violence and sexual violence, including harassment, abuse, and trafficking, and their impact on physical, social, emotional, and mental health.
 - 7.HRVP.8** Explain why a survivor/victim of interpersonal violence, including sexual violence and trafficking, is never to blame for the actions of the person who perpetrates the violence.
 - 7.HRVP.9** Identify strategies that people might use to traffic and exploit youth, actions to prevent and counter trafficking, and places to get help.
 - 7.HRVP.10** Identify state and federal laws on sexual consent and mandatory reporting.

Growth and Development (GD)

- 7.GD.1** Discuss how peers, media, family, and culture can influence self-concept, body image, and self-esteem.
- 7.GD.2** Describe how puberty can prepare human bodies for the potential to reproduce and that some people have conditions that impact the ability to reproduce.
- 7.GD.3** Describe human reproductive systems, including the external and internal body parts and their functions, and variations in human bodies, including intersex conditions.
- 7.GD.4** Access medically accurate, not fear- or shame- based, comprehensive, and inclusive sources of information about sexual and romantic orientation.

Sexual and Reproductive Health (SRH)

- 7.SRH.1** Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexuality
- 7.SRH.2** Apply a decision-making model to choices about engaging in sexual behaviors.
- 7.SRH.3** Describe a range of ways a viable pregnancy can occur.
- 7.SRH.4** Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them.
- 7.SRH.5** Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
- 7.SRH.6** Discuss the symptoms and treatments of various sexually transmitted infections (STIs), including HIV/AIDS.
- 7.SRH.7** Describe the steps to using barrier methods correctly, including external and internal condoms and dental dams.
- 7.SRH.8** Identify medically accurate sources of information about comprehensive sexual and reproductive health.
- 7.SRH.9** Examine how discrimination and racism negatively impact sexual and reproductive health.

Eighth Grade

Grade Level Skill Focus

- Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health. *(Skill 3)*
- Students demonstrate effective decision-making skills to enhance health. *(Skill 5)*
- Students advocate for behaviors that support personal, family, peer, school, and community health. *(Skill 8)*

Wellness and Health Promotion (WHP)

- 8.WHP.1** Describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental).
- 8.WHP.2** Compare and contrast how communicable and noncommunicable diseases are treated and managed.
- 8.WHP.3** Explain why it is important to protect vision, hearing, skin, and teeth.
- 8.WHP.4** Describe strategies to integrate healthy habits related to sleep, physical activity, hygiene, breakfast, social media, and technology habits.
- 8.WHP.5** Identify personal signs and symptoms of needing healthcare and discuss age of consent laws for accessing physical health services.
- 8.WHP.6** Analyze the validity of health information in print and online using established criteria.
- 8.WHP.7** Describe how societal issues of inequity, discrimination, and poverty influence the ability to engage in healthy behavior.
- 8.WHP.8** Examine the relationship between environmental conditions, including air and water quality and climate change, on personal and community health outcomes.

Safety and First Aid (SFA)

- 8.SFA.1** Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease and injury.
- 8.SFA.2** Analyze the likelihood of personal injury or illness if engaging in unsafe and unhealthy behaviors.
- 8.SFA.3** Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), use of an automated external defibrillator (AED), and treatment of an opioid overdose emergency.
- 8.SFA.4** Work cooperatively to create projects that advocate for practices that promote safe and accessible communities.
- 8.SFA.5** Describe the school and community safety and disaster protocols for a natural disaster or threat of violence.

Substance Use, Misuse, and Abuse (SUB)

- 8.SUB.1** Identify risk and protective factors related to substance use, misuse, and abuse.
- 8.SUB.2** Understand how substance use, misuse, and abuse affects the basic function of the central and autonomic nervous systems including brain function.
- 8.SUB.3** Describe the risks of fentanyl exposure and overdose and identify harm reduction strategies, including testing, naloxone, and other interventions.
- 8.SUB.4** Examine the relationship between substance use, misuse, and abuse risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.
- 8.SUB.5** Evaluate the influence of family, school, peers, culture, media, personal values, and perceived norms on the use of alcohol, marijuana/cannabis, tobacco, and other drugs.

- 8.SUB.6 Discuss decisions around substance use and the benefits of being substance-free.
- 8.SUB.7 Demonstrate communication skills to avoid alcohol, marijuana/cannabis, tobacco, or other drug use, especially in peer-pressure situations.
- 8.SUB.8 Describe where to find reliable information and services regarding substance use, misuse, and abuse.
- 8.SUB.9 Examine the history and impact of drug laws and prosecution on communities.

Food, Nutrition, and Physical Activity (FNP)

- 8.FNP.1 Explain how food is transported from farm to table, focusing on maintaining quality and safety.
- 8.FNP.2 Discuss ways that the foods and beverages that people consume have a profound impact on their health.
- 8.FNP.3 Assess personal eating and physical activity behaviors.
- 8.FNP.4 Discuss cultural dishes, identify ingredients, and find the origins of the food in each recipe.
- 8.FNP.5 Analyze the impacts of media, social media, and marketing on food habits.
- 8.FNP.6 Describe the personal feelings associated with engaging in physical activity, eating nutritious food, and staying hydrated and identify strategies to take care of one's body.
- 8.FNP.7 Examine food insecurity and injustice, lack of access, and impacts on individual and community health, cultural preservation and practices.

Social, Emotional, and Mental Health (SEM)

- 8.SEM.1 **TSEL Practice 1D** Analyze personal and social intersectional identities and [positionality](#), and how they relate to one's interests, purpose, and sense of belonging.
- 8.SEM.2 **TSEL Practice 5C** Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.
- 8.SEM.3 Develop an action plan to respond to stress, anxiety, including eating disorders and disordered eating, depression, self-harming behaviors, trauma, , substance use and abuse, or suicidal thoughts.
- 8.SEM.4 Recognize when professional services are needed for self and others experiencing chronic or serious mental health concerns and traumatic stress, including self-harm, eating disorders and disordered eating,, substance use and abuse, and suicidal ideation.
- 8.SEM.5 Discuss the impact of social media use on our social, emotional, and mental health for individuals and the community.
- 8.SEM.6 Analyze how social systems of inequity and discrimination impact mental health and well-being, and identify ways to promote health equity and justice.
- 8.SEM.7 Discuss how state and federal laws and policies can influence access to mental health.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 8.HVRP.1 **TSEL Practice 2D** Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.
- 8.HRVP.2 Examine how power, privilege, positionality, and inequity are root causes of interpersonal and community violence and discuss what people can do to prevent it.
- 8.HRVP.3 Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions.
- 8.HRVP.4 Demonstrate verbal and nonverbal communication skills that express personal

- boundaries and consent and how to show respect for the boundaries of others.
- 8.HRVP.5** Demonstrate strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.
- 8.HRVP.6** Identify community resources and other sources of support, including confidential advocates, that students can go to if they have questions about sexual safety or if someone is being sexually harassed, abused, assaulted, or trafficked.
- 8.HRVP.7** Explain the impact that media, including social media, sexually explicit media and sexting, can have on one's body image, self-esteem, and relationships.
- 8.HRVP.8** Identify the short- and long-term impacts of bullying for the people targeted, the people who perpetrate bullying, bystanders, and upstanders.
- 8.HRVP.9** Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone is perpetuating unhealthy or coercive behaviors.
- 8.HRVP.10** Collaborate with others to advocate for raising awareness and reducing the risk related to trafficking in physical and online settings.
- 8.HRVP.11** Describe the state and federal laws on sexual consent, child pornography, sexting, and sex trafficking.

Growth and Development (GD)

- 8.GD.1** Reflect on external influences that may affect personal body image and how others are perceived.
- 8.GD.2** Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health.
- 8.GD.3** Identify the rights of students and the responsibilities of schools under Oregon's Menstrual Dignity Act.
- 8.GD.4** Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
- 8.GD.5** Discuss how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to sexual and romantic orientation and sexual identity.
- 8.GD.6** Describe what can connect a family and discuss different ways to define family.

Sexual and Reproductive Health (SRH)

- 8.SRH.1** Evaluate the influence of family, peers, school, community, culture, social norms, media, marketing, technology, and a person's intersecting identities can influence personal beliefs and behaviors regarding sexual activity and sexuality.
- 8.SRH.2** Identify safer sex strategies for vaginal, oral, and anal sex.
- 8.SRH.3** Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms, and/or contraception.
- 8.SRH.4** Practice using a decision-making model in response to various sexual health scenarios.
- 8.SRH.5** List the steps necessary for a viable pregnancy to occur with sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.
- 8.SRH.6** Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams.
- 8.SRH.7** List methods of contraception that are available without a prescription in Oregon and where these can be accessed.
- 8.SRH.8** Define prenatal care and identify medically accurate sources of information about prenatal care.
- 8.SRH.9** Develop a plan to eliminate or reduce risk of unintended pregnancy and sexually transmitted infections (STIs), considering biomedical approaches, including vaccines,

Pre-Exposure Prophylaxis and (PrEP) Post-Exposure Prophylaxis (PEP), and barrier methods.

- 8.SRH.10** Identify comprehensive sexual and reproductive health services offered in school or in the local community.
- 8.SRH.11** Discuss the various state and federal laws related to minors' access to sexual and reproductive healthcare services, including pregnancy and sexually transmitted infection (STI) and HIV/AIDS prevention, testing, care, and treatment.
- 8.SRH.12** Discuss how oppression against historically and currently marginalized people impacts sexual and reproductive health and rates of violence.

High School

Grade Level Skill Focus

- Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. *(Skill 2)*
- Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health. *(Skill 3)*
- Students demonstrate effective interpersonal communication skills to enhance health. *(Skill 4)*
- Students demonstrate effective decision-making skills to enhance health. *(Skill 5)*
- Students demonstrate effective goal-setting skills to enhance health. *(Skill 6)*
- Students demonstrate observable health and safety practices. *(Skill 7)*
- Students advocate for behaviors that support personal, family, peer, school, and community health. *(Skill 8)*

Wellness and Health Promotion (WHP)

- HS.WHP.1** Identify and describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental) and how they affect health-related behaviors and impact holistic well-being.
- HS.WHP.2** Discuss personal and family values and behaviors that impact individual, interpersonal, and community health.
- HS.WHP.3** Analyze health promotion and disease prevention guidelines and recommendations, including those for infectious diseases, from credible federal, professional, and voluntary health organizations.
- HS.WHP.4** Identify individual practices that protect vision, hearing, skin, and teeth.
- HS.WHP.5** Identify at least two strategies to promote health and wellness for individuals, families, and communities.
- HS.WHP.6** Identify and discuss the life-saving benefits of organ and tissue donation, and analyze how personal, familial, media, and cultural factors influence decisions about donation.
- HS.WHP.7** Demonstrate how to access medically accurate, comprehensive, and inclusive health-related resources online and in the community or at school.
- HS.WHP.8** Analyze how public health policies and government regulations can influence health promotion and disease prevention.
- HS.WHP.9** Analyze how the history of health and social policy impacts individual and community health status.
- HS.WHP.10** Discuss the intersections between built environment, green spaces, climate change, and the five dimensions of health.
- HS.WHP.11** Advocate for everyone, regardless of physical ability or location, to have access to nutritious food, clean water, clean air, and accessible places.

Safety and First Aid (SFA)

- HS.SFA.1** Analyze current data on unintentional injury among adolescents.
- HS.SFA.2** Formulate a plan to recognize and respond to situations that may lead to injury between individuals, in groups, and in communities.
- HS.SFA.3** Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), use of an automated external defibrillator (AED), and treatment of an opioid overdose emergency.
- HS.SFA.4** Access a variety of resources in the home, school, and community that prevent injury.

- HS.SFA.5** Examine laws and practices related to increasing accessibility for people with disabilities and identify why they are important for individual, interpersonal, community, and environmental health.
- HS.SFA.6** Analyze community and individual preparation and emergency response in case of natural disasters, including wildfires and earthquakes, and acts of violence.
- HS.SFA.7** Evaluate strategies for using social media safely, legally, and respectfully.

Substance Use, Misuse, and Abuse (SUB)

- HS.SUB.1** Identify and promote protective factors related to substance use, misuse, and abuse, including harm reduction and emergency action.
- HS.SUB.2** Identify how to recognize and respond to overdose emergencies, including how to access, administer, and use naloxone for opioid overdose prevention and reversal.
- HS.SUB.3** Access valid and reliable health information on short- and long-term effects of substance use from print and electronic materials that are available from credible health organizations.
- HS.SUB.4** Analyze how laws, rules, policies, and regulations influence health promotion and disease prevention related to tobacco, marijuana, and other drugs.
- HS.SUB.5** Analyze the data on overdose and fentanyl laced over-the-counter and prescription medications.
- HS.SUB.6** Analyze the relationship between substance use, misuse, abuse and other health risks, including unintentional injuries, violence, self-harm, suicide, and sexual risk behaviors.
- HS.SUB.7** Analyze reasons why individuals use or do not use alcohol, marijuana/cannabis, tobacco, and other drugs, including the influence of family, peers, school, community, culture, and social norms on personal values, beliefs, and behaviors.
- HS.SUB.8** Identify potential barriers to making healthy decisions regarding substance use and identify personal strategies and community support to overcome those barriers.
- HS.SUB.9** Demonstrate decision-making skills in regards to substance use, misuse, and abuse in varying situations.
- HS.SUB.10** Evaluate communication skills to manage social pressure to avoid or reduce health risks around substance use.
- HS.SUB.11** Describe how to access support services needed for substance misuse and abuse, harm reduction services, including needle exchanges, test strips, and prescription disposal sites, and community resources to help someone stop using.
- HS.SUB.12** Access and analyze the validity of information related to alcohol, marijuana/cannabis, tobacco, and other drug use, misuse, and abuse prevention.
- HS.SUB.13** Analyze the influence of public health and government laws and policies, as well as media and marketing, on alcohol, marijuana/cannabis, tobacco, and other drugs, past and present.

Food, Nutrition, and Physical Activity (FNP)

- HS.FNP.1** Analyze the political, economic, social, and environmental factors that influence our current food system.
- HS.FNP.2** Plan or prepare a balanced meal with nutrient-rich basic ingredients.
- HS.FNP.3** Evaluate the physical, emotional, and mental impacts of missing or skipping meals and “fad” dieting.
- HS.FNP.4** Explain the importance of drinking water and limiting sugar sweetened beverages and its effect on health.
- HS.FNP.5** Create a personal short- and long-term goal that incorporates nutritious eating, hydration, and physical activity as a daily part of life based on personal, cultural, and community influences.
- HS.FNP.6** Describe how to make nutritious food and beverage choices at home, school, and

- when dining out.
- HS.FNP.7** Analyze how people from all cultures and backgrounds are connected by their use of and shared experiences around food.
- HS.FNP.8** Analyze the influences of family, peers, school, community, culture, and social norms on personal values and beliefs about food choices and physical activity.
- HS.FNP.9** Describe how to prevent foodborne illnesses.
- HS.FNP.10** Identify policies, practices, and resources that support access to nutritious food, clean water, and accessible places for physical activity.

Social, Emotional, and Mental Health (SEM)

- HS.SEM.1** *TSEL Practices 2C* Plan, evaluate, and achieve personal and collective goals and aspirations.
- HS.SEM.2** *TSEL Practice 5A* Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.
- HS.SEM.3** Analyze physical and psychological effects of stress, anxiety, depression, social isolation, and individual and collective trauma.
- HS.SEM.4** Identify activities that promote social, emotional, and mental health.
- HS.SEM.5** Compare the validity, reliability, and accessibility of mental, social, and emotional health information, products, and services in the home, at school, and in the community.
- HS.SEM.6** Describe the signs and symptoms of mental health challenges, including the warning signs of suicide, self-harm, eating disorders and disordered eating, and other unsafe behaviors.
- HS.SEM.7** Analyze the impact of media, marketing, social media, internet use, and other technologies on social, mental, and emotional health.
- HS.SEM.8** Advocate for safer school communities to prevent bullying and violence and improve mental health.
- HS.SEM.9** Analyze laws related to minors accessing mental health care.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- HS.HRVP.1** *TSEL Practices 2A* Manage and express thoughts, emotions, impulses, and stressors ways that affirm one's identity.
- HS.HRVP.2** Analyze different ways that people can express consensual physical affection, love, friendship, empathy, and sympathy within different types of relationships.
- HS.HRVP.3** Analyze how culture and society can perpetuate stereotypes and expectations of people with different genders in relationships.
- HS.HRVP.4** Examine the impact of power differences within relationships and other factors that can affect the ability to give or perceive consent, including in sexual activity.
- HS.HRVP.5** Apply a decision-making model to maintaining a healthy relationship and ending an unhealthy relationship.
- HS.HRVP.6** Describe how to access resources for survivors of interpersonal violence, sexual violence and sex trafficking, including local confidential advocacy resources.
- HS.HRVP.7** Demonstrate ways to support a fellow student who is being sexually harassed or abused.
- HS.HRVP.8** Explain the impact media, including sexually explicit media, social media, and artificial intelligence (AI) can have on one's perceptions of, and expectations for, a healthy relationship.
- HS.HRVP.9** Model how to be an upstander by addressing hurtful comments, addressing concepts of intent, impact, and repair.
- HS.HRVP.10** Describe the types of abuse, including physical, emotional, psychological, financial, and sexual, and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, trafficking, and gender-based violence.

- HS.HRVP.11** Explain why a person who has been sexually harassed, abused, assaulted, or is a survivor/victim of child sexual abuse, rape, domestic violence, dating violence, or sex trafficking, is never to blame for the action of the perpetrator.
- HS.HRVP.12** Explain trafficking, including tactics people use to traffic and exploit youth.
- HS.HRVP.13** Summarize individual rights and responsibilities in regards to sexual consent, sexually explicit media, and sexting under state and federal law.

Growth and Development (GD)

- HS.GD.1** Analyze how peers, media, family, society, history, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem.
- HS.GD.2** Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are variations in human bodies, including different shapes of vulvas, circumcised and uncircumcised penises, and intersex conditions.
- HS.GD.3** Describe the cognitive, social, and emotional changes of adolescence and throughout adulthood.
- HS.GD.4** Analyze the impact of Oregon's Menstrual Dignity Act on menstruation stigma and period poverty.
- HS.GD.5** Explain how identity-affirming support from peers, families, schools, communities and health care providers can improve a person's health and well-being.
- HS.GD.6** Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual and romantic orientation.
- HS.GD.7** Analyze familial factors that can limit access to genetic health information for many people, including adoption, foster care, migration, and donor conception.

Sexual and Reproductive Health (SRH)

- HS.SRH.1** Analyze societal factors that might inhibit honest discussion between sexual and romantic partners about their sexual histories, including sexually transmitted infections (STIs) and HIV/AIDS status, and identify ways to begin open and honest conversations.
- HS.SRH.2** Demonstrate the ability to effectively communicate with a partner to make decisions around abstinence and consensual sexual intimacy.
- HS.SRH.3** Describe how to make a decision about sexual behaviors, including virtual and in-person, that takes into consideration personal values and health and safety of self and others.
- HS.SRH.4** Summarize fertilization, fetal development, and childbirth.
- HS.SRH.5** Discuss skills and resources that can support people navigating parenthood.
- HS.SRH.6** Identify individual, familial, cultural, and systemic influences on barrier methods and contraceptive use.
- HS.SRH.7** Compare and contrast methods to prevent unintended pregnancy, considering effectiveness, access, and personal impact on health.
- HS.SRH.8** Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams.
- HS.SRH.9** Identify medically accurate sources of information for pregnancy, prenatal care, and pregnancy options, including parenting, surrogacy, adoption, abortion, and safe surrender, including community resources.
- HS.SRH.10** Analyze political and historical issues that were rooted in and have resulted in discrimination, oppression, and stigma against historically and currently marginalized people, including those with sexually transmitted infections (STIs) and HIV/AIDS.
- HS.SRH.11** Discuss responsibilities around sexually transmitted infection (STI) prevention, testing, treatment, and disclosure to sexual partners.

- HS.SRH.12** Assess the validity, reliability, and accessibility of comprehensive sexual and reproductive health information, products, and services offered online and in the local community.
- HS.SRH.13** Describe body literacy skills to notice changes, pain, or discomfort in one’s body related to the sexual and reproductive system and identify when to seek support from trusted adults and medical professionals.
- HS.SRH.14** Analyze public health and government policies on sexual and reproductive health practices.
- HS.SRH.15** Define reproductive justice and explain its history and how it relates to sexual health and health equity.
- HS.SRH.16** Analyze how history can influence attitudes, beliefs, and expectations about sexuality and identity, including the history of medical experimentation and eugenics.
- HS.SRH.17** Analyze systemic barriers to sexual, reproductive, and obstetric care, including prenatal care, childbirth, and postpartum care.

Appendix A. Content Topics and Subtopics

Wellness and Health Promotion (WHP) outlines the fundamental knowledge and skills students need to understand what social, familial and community factors influence the dimensions of health; how to prevent and protect against communicable and non-communicable diseases; analyze issues related to health equity and environmental health; and understand how to use health information and healthcare resources.

- Dimensions of health (physical, social, emotional, mental and environmental)
- Values
- Communicable and non-communicable disease prevention
- Protecting vision, hearing, and teeth
- Health practices and choices
- Health literacy
- Analyzing influences
- Health equity
- Environment and health

Safety and First Aid (SFA) outlines the knowledge and skills students need to feel more prepared and confident to prevent, identify, and address safety and emergency situations at home, at school, and in the community, including medical emergencies, firearm hazards, natural disasters, and digital safety.

- Unintentional injuries
- Identifying and reporting and reporting unsafe situations
- First aid and emergencies
- Identifying helpers
- Accessibility and safety
- Natural disasters and emergency situations
- Digital and online safety
- Firearm safety

Substance Use, Misuse, and Abuse (SUB) outlines the knowledge and skills students need to make decisions when faced with the pressures of using, misusing and abusing alcohol, tobacco, marijuana, and other substances, including over-the-counter and prescription drugs; analyze media messages and other influences; how to cope in stressful situations; how to set goals; and how to access community resources for assistance and to prevent and respond to overdose emergencies.

- Use, misuse, and abuse
- Short and long-term effects of substance use
- Tobacco, marijuana, alcohol, and other drugs
- Over the counter and prescription drugs
- Impact on self, communities, and other health outcomes
- Influences, social pressure, and coping skills
- Decision making around substance use
- Communication skills around substance use
- Getting help and accessing resources
- Laws and policies related to substance use

Food, Nutrition, and Physical Activity outlines the knowledge and skills students need to understand where food comes from, what foods have high nutrient content, and how culture plays an important role in nutrition and food experiences; develop decision-making skills around food and physical activity; decipher media messages around food; and analyze issues related to food insecurity and food policies.

- Food systems
- Nutrients
- Variety of foods and eating patterns
- Importance of hydration and moderation of sugary beverages
- Positive effects of healthy eating and physical activity
- Decision making around food and physical activity
- Culture and food
- Impact of media and family
- Sensory and social experience of eating
- Food safety
- Food insecurity and food policies

Social, Emotional, and Mental Health outlines the knowledge and skills students need to understand and express feelings, thoughts, and emotions; build healthy relationships with self and others; practice healthy decision-making skills; and support kindness, care, connection, equity, diversity, and inclusion. These align with [ODE's Integrated Model of Mental Health](#) and ODE's Integrated Model of Mental Health and [Oregon's Transformative Social and Emotional Learning \(TSEL\) Standards](#).

- Empathy and respect
- Feelings, emotions, and moods
- Mental health challenges (stress, anxiety, depression, social isolation, and eating disorders)
- Talking to trusted adults, accessing care and information
- Online safety
- Strategies for mind and body awareness
- Positive identity development
- Social justice and mental health
- Laws related to accessing mental health services

Healthy Relationships and Violence/Abuse Prevention outlines the knowledge and skills students need to; develop skills to build agency and self-awareness of personal boundaries and bodily autonomy; analyze influences in media and technology; identify characteristics of healthy and affirming interpersonal relationships; communicate about harm to trusted adults; understand the root causes of violence; collaborate with the larger community to provide safety, trust, respect, sharing of power, and identity-specific supports; and create affirming environments where students, families, and school staff can thrive. These align with Oregon's TSEL Standards.

- Expressing emotion and affection in relationships
- Violence prevention and equitable relationships
- Gender and relationships
- Personal boundaries, bodily autonomy, and consent
- Communication skills and conflict management
- Trusted adults and supportive community
- Media, cyberbullying, and relationships

- Bullying, harassment, and intimidation
- Violence and abuse
- Responding to violence and abuse
- Trafficking prevention
- Laws related to consent and access to services

Growth and Development outlines the knowledge and skills students need to understand the changes that people can experience during puberty and adolescence that impact physical, social, intellectual, and emotional development; understand that sexuality is a normal and positive aspect of development; identify medically accurate, inclusive reproductive anatomy; and support students in developing positive identities and self-esteem across the lifespan.

- Physical differences and respect
- Sexual and reproductive anatomy
- Puberty and changes
- Menstruation and self-care
- Gender roles, identity, and expression
- Sexual orientation
- Families

Sexual and Reproductive Health outlines the knowledge and skills students need to take care of their bodies and make informed decisions about their health, safety, relationships, and future. This includes shame-free instruction on communicable diseases, including STIs and HIV/AIDS, including how they are prevented and transmitted, their signs and symptoms, and testing and treatment; decision-making around sexual behavior, pregnancy, and parenting; and the personal, relational, cultural, and historical factors that influence sexuality, sexual and reproductive health, and access to healthcare.

- Influences on sexuality
- Intimacy and sex
- Decision making around sexual behavior
- Reproduction
- Pregnancy and pregnancy options
- Contraception
- STI prevention
- Trusted adults, information, and services
- Rights and access to sexual and reproductive healthcare
- Reproductive justice

Appendix B. Alignment with Oregon Statute and Administrative Rules and National Education Standards

District Curriculum

Requires health education as a content area that must be taught as part of K-12 instructional program. (OAR 581-022-2030)

Standard Education for Oregon Students

Common Knowledge and Skills. The Common Knowledge and Skills consists of facts, concepts, principles, rules, procedures and methods of inquiry associated with the following subject matter areas that include health education. (OAR 581-021-0200)

Diploma Requirements

Requires 1 credit of health education for graduation. (OAR 581-022-2000)

Oral Health Education

School districts must provide age-appropriate instruction in oral health. The standards shall prescribe the grades in which instruction in oral health is provided to students. (ORS 336.473)

Organ and Tissue Donation

In grades 9 - 12 districts must provide instruction on organ and tissue donation and education. (ORS 336.474)

Prevention Education in Drugs and Alcohol

Instruction in the effects of tobacco, alcohol, and drugs, as an integral part of the district's K–12 comprehensive health education program. In addition, at least annually, all high school students, grades 9–12 shall receive age-appropriate instruction about drug and alcohol prevention. (OAR 581-022-2045)

CPR and AED Instruction

As an integral part of the health education curriculum or the physical education curriculum for students in grades 7 through 12, each school district must provide instruction in CPR, AED and must include hands-on practicing of CPR. (ORS 336.472)

Human Sexuality Education Courses

The first comprehensive sexuality education law that requires instruction in elementary and secondary. It specifies that sexuality education must be taught annually 6 - 8 and twice 9 -12. (ORS 336.455)

Healthy Teens Relationships Act

This law requires that instruction on healthy relationships, friendships, and dating be provided to students annually in 7th - 12th grade. (ORS 339.366)

Child Sexual Abuse Prevention "Erin's Law"

This law requires that child abuse prevention education be provided in four sessions per year in Kindergarten through 12th grade. This also includes teacher training and school policy. (ORS 369.059)

Menstrual Dignity Act

This law requires that sexuality education include information on menstrual health. The education must be gender inclusive, accessible, and positive and not shame-based. HB 3294 (2021).

Human Sexuality Education

This is the Oregon Rule that weaves together all of the above laws within the core content area Health Education and the required “comprehensive plan of instruction”. Each district must have a plan that outlines how all of the above laws are met each year. The law also clearly names the cornerstone

approaches of sexuality education as being: LGBTQ2SIA+ inclusive, culturally responsive, age-appropriate, and not fear- or shame-based. The rule also names content requirements, such as STI prevention, child abuse prevention, and consent education. (OAR 581-22-2050)

Appendix C. Terminology Resources

For definitions of select terminology please see the Oregon’s [Transformative SEL Standards](#); Oregon’s [LGBTQ2SIA+ Student Success Plan](#); Oregon’s [Gender Expansive Student Guidance](#), [National Sex Education Standards: Core Content and Skills, K-12 \(Second Edition\)](#), and [the National Health Education Standards Guide](#).



Draft 2023 Health Education Standards

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Agenda



Oregon Department of Education

- The process so far
- The foundations of the work
- An outline of the new draft standards
- Looking at public comment
- Changes since public comment
- Questions & Discussion

Health Standards Development Timeline



School and Community External Partners

- North Clackamas SD
- Beaverton SD
- Sherman County SD
- David Douglas SD
- West Linn-Wilsonville SD
- Gresham-Barlow SD
- Portland Public Schools
- Hillsboro School District
- Eugene 4J
- Grants Pass SD
- Multnomah ESD
- Multnomah County Public Health
- Tigard-Tualatin SD
- Oregon State University
- Western Oregon University
- Oregon State University Extension Service
- Oregon Health Authority
 - Public Health Division
 - Oral Health Unit
 - Adolescent & School Health Unit
 - School Based Mental Health Partnership
 - Rape Prevention Program
 - Reproductive Health Unit
- Oregon Department of Human Services
- Healthy Teeth Bright Futures
- Donate Life NW
- Oregon Youth Sexual Health Partnership
- Oregon Sex Ed Steering Committee
- Cares NW
- Sexual Assault Support Services of Lane County
- Oregon Sexual Assault Task Force

Internal Partners

- Health in Education Team, Director's Office
- Government and Legal Affairs, Director's Office
- Child Nutrition Programs, Director's Office
- Standards and Instructional Supports Team, OTLA
- Equity Programs, OEDI
- Safe and Inclusive Schools, OEDI
- Systems Capacity & Improvement Team, OEII
- Office of Indian Education, OIE
- Inclusive Services, OESO

Health Education Panel Guiding Principles

- Center the **student experience**
- Prioritize **usability for teachers**
- Examine and dispel messages that perpetuate **harmful norms and stereotypes**
- Focus on **skill development**
- Balance being **specific and broad**
- Elevate **student autonomy and choice**
- Consider what goes in Standards and what goes **in future work**
- Uplift **student rights and human rights**
- Be **inclusive and affirming** of student and community identities
- Uphold **positive and not fear- or shame-based** messages
- Align with **ODE's [equity stance](#)** and Federal and State **civil rights laws**.

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Foundational Documents



The fundamental health education laws in Oregon

Prevention Education in Drugs and Alcohol (1989)

K-12 Instruction in the effects of tobacco, alcohol, and drugs in grades 9–12.

OAR 581-022-2045

CPR and AED Instruction (2015)

Students in grades 7 through 12 receive instruction in CPR, AED and must include hands-on practicing of CPR.

ORS 336.472

Organ and Tissue Donation (2022)

In grades 9 - 12 districts must provide instruction on organ and tissue donation and education.

ORS 336.474

Oral Health Education (2022)

The standards shall prescribe the grades in which instruction in oral health is provided to students.

ORS 336.473

The K-12 Health Education Standards

The fundamental sex ed laws in Oregon

Human Sexuality Education Law (2009)

Requires instruction in **elementary and secondary** and that sex ed must be taught annually 6-8 and twice 9-12

ORS 336.455

Healthy Teens Relationships Act (2013)

Requires instruction on healthy relationships, friendships, and dating be provided to students **annually in 7th - 12th grade.**

HOUSE BILL 4077

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

Requires that child abuse prevention education be provided every year K-12.

ORS.336.059

Menstrual Dignity Act (2021)

This law requires that sexuality education include information on **menstrual health.**

HOUSE BILL 3294

Human Sexuality Education OAR (2016)

The laws names that sex ed must be LGBTQ2SIA+ inclusive, culturally responsive, age-appropriate, and not fear- or shame-based. The rule also names content requirements, such as STI prevention, child abuse prevention, and consent education.

Menstrual Dignity for Students Rules (2022)

Names specific menstrual health education requirements.
OAR 581-21-0587 through 581-21-0596

The K-12 Health Education Standards

Key shifts/changes since 2016

- Organized by **topic area**
- **Condensed** number of standards while maintaining coverage of topics
- More specific focus on **skill development** in grade bands
- Reflect **current health issues** that reflect state and national data
- Integrate the importance of **diversity and inclusion** throughout topic areas
- **New and expanded health topics** reflect new Oregon laws and priorities:
 - oral health
 - organ and tissue donation
 - violence and trafficking prevention
 - synthetic opioid overdose prevention and response
 - access to sexual and reproductive healthcare
 - eating disorder prevention



Weaving it all Together: Towards a shared ODE Vision

- Transformative Social Emotional Learning Standards (TSEL)
- Social Science/Ethnic Studies Standards
- Gender Expansive Student Guidance
- Tobacco Free Schools
- Suicide Prevention Plan
- Oregon Safe Schools Plan
- Title IX & Civil Rights Protections
- Every Student Belongs
- LGBTQ2SIA+ Student Success Plan
- Black and African American Student Success Plan
- Latino/a/x Student Success Plan
- American Indian/Alaskan Native Student Success Plan

Oregon Health Education Topic Areas

1. **Wellness and Health Promotion (WHP)**
2. **Safety and First Aid (SFA)**
3. **Substance Use, Misuse, and Abuse (SUB)**
4. **Food, Nutrition, and Physical Activity (FNP)**
5. **Social, Emotional, and Mental Health (SEM)**
6. **Healthy Relationships and Violence/Abuse Prevention (HRVP)**
7. **Growth and Development (GD)**
8. **Sexual and Reproductive Health (SRH)**

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Grade Level Skill Focus & Grade Level Standards

Eighth Grade

Grade Level Skill Focus

Grade Level Skill Focus	<ul style="list-style-type: none">→ Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health. <i>(Skill 3)</i>→ Students demonstrate effective decision-making skills to enhance health. <i>(Skill 5)</i>→ Students advocate for behaviors that support personal, family, peer, school, and community health. <i>(Skill 8)</i>
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Grade Level Standards

Wellness and Health Promotion (WHP)	
8.WHP.1	Describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental).
8.WHP.2	Compare and contrast how communicable and noncommunicable diseases are treated and managed.

Analyzing Public Comment

Step 1: The Health Education Team read and categorized all 645 comments.

Step 2: A Research Analyst conducted a more formal qualitative analysis of the comments.

Step 3: Developed a summary of main findings and tallied a list of individual standards with many comments. 229

Step 4: The Health Education Team considered all comments and made adjustments to the Standards.

Public comment: A sentiment analysis

- Approximately **40% of the submissions were hostile**, using a mix of terms that were either profane, accusatory of indoctrination, or threatening.
- **60 comments** (approximately 10%) were coded as 'very positive'
- A majority of comments came from the **Willamette Valley and Southern Oregon**

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Major concerns

- **Discussions of gender**, gender expression, gender identity and **affirming healthcare**.
- **Introduction of menstrual health**, menstrual products, and menstruation in elementary.
- **Sexual health topics**, including sexual behaviors.
- Child abuse prevention topics, including **medically accurate anatomy**.
- ODE's **Transformative Social Emotional Learning (TSEL)** standards.
- **Power, privilege, inequity** & its impacts on violence, relationships, and health.

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With concern



There should never be any teaching regarding LGBTQ+. This is a topic that should be taught ONLY by parents, not the public school system. It is a huge waste of time and money for the school system to be doing this. Public school is for learning academics. Religion is not taught in school and neither should LGBTQ+.

The first grade standard specifically that is expecting teachers to teach 6 year old students about tampons and pads is an example that is inappropriate.

The standards surrounding gender identity contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school.

Firearms were only discussed in 2nd and 4th grade. That does not make sense. Gun violence is leading cause of death in youth in US.

*Not the school's place to teach about growth and development, sexual development and reproductive health. That is a parents job. These sections should be completely removed from the standards.

There is absolutely no reason to go into details about the different forms of intercourse.

Parent involvement is critical. Parents know their kids best and are responsible for all aspects of their growth. I for example do not believe my 10 year old is ready to learn about oral sex. These are sensitive topics that do not need to be [taught] in schools. I think educating the parents should be the focus and then leave it up to them to decide how/when to teach theirs young children these topics.


²³²
The introduction and understanding of "Neurodiversity" is entirely omitted from the health standards at every grade level. In 2023, this is inexcusable.

Themes of support

- **Well organized with a clear progression**
- **Food, Nutrition, and Physical Activity** (FNP) and **Safety and First Aid Topics** (SFA) topic areas
- Health promotion, **substance use**, and **social, emotional, and mental health**
- Comprehensive breadth of standards while **reduced in number**
- **Developmentally/age appropriate**
- Medically accurate anatomy and focus on **violence/abuse prevention**
- **Comprehensive** sexual and reproductive health
- Focus on **inclusivity and affirming identities**

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In support



All Standards, not just K5: Clear, progresses through the grades, relevant, and informed--awesome!!

It is very strong in understanding gender diversity including identity and expression and starts from kindergarten, which is very developmentally appropriate.

Builds successfully upon K-5 building blocks around consent, bodily autonomy, and diverse gender and sexual identities. Standards about understanding links between racism and sexual/reproductive health are essential.

Very comprehensive and a wonderful balance of functional knowledge and health enhancing skills. So great to see nothing fear or shame-based included and only effective pedagogy reflected throughout.

I really like how the concepts in high school build on the foundations established in the elementary and middle school levels... I was excited to see this woven in and thoughtfully connected to other forms of violence and abuse.

The new standards have addressed the fentanyl and trafficking epidemics that are going on in our state and directly impact teens. The new standards address more holistic health concepts as well as diversity, equity, and inclusion.

I love the sexual and reproductive health standards, and particularly appreciate the ways these highlight a breadth of what sexual health actually refers to.

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Reduced number of [standards] to target each year, MUCH easier to "translate" into units of study, clearer numbering system, better distribution of DOK levels, better building of concepts/skills over grade levels, integration of TSEL and updated language on nutrition...

Changes since Public Comment

→ Reconsidered most commented-on 20 standards

◆ 10 changes

- Simplified language, sequenced more definitions/fundamentals earlier, broadened inclusivity concepts, and adjusted language to allow adaptations in depth of coverage

◆ 2 deletions

- Reduced instances of repetition and responded to suggestions of age-appropriateness

◆ 2 moves

- Aligned with other content areas and responded to suggestions of age-appropriateness

◆ 6 no changes

- Changes would not be aligned with Oregon law & best practices

→ Responded to requests for new concepts

- ◆ Neurodiversity
- ◆ Online safety (earlier)

Health Education Saves Lives

Health education supports young people to gain age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting **individual, family, and community safety and well-being.**

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When health education is comprehensive, inclusive, skills-based, and scaffolded across grades it leads to **improved school climate and decreased violence, individual academic achievement, and long lasting intergenerational benefits.**

Health education saves lives.

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Thank you!

Questions & discussion

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What region do you live in?	Other region selected	Primary Role	Race and Ethnicity	LBGTQ2SIA+ Community	K-5 Standards- Strengths	K-5 Standards- Suggestions for Improvement	Middle School Standards- Strengths	Middle School Standards- Suggestions for Improvement	High School Standards- Strengths	High School Standards- Suggestions for Improvement	General comments
Central Oregon		District Administrator	White	No	Organized by topic area, which is how teachers think about and plan their units.	The performance indicators aren't aligned to the skill focus. Many of the performance indicators still appear to be written as knowledge standards rather than demonstrating the skill. If there's skill focus areas per grade level, where are the performance indicators of demonstrating proficiency in an applied skill. TSEL standards should be integrated across the topic areas, not just the social, emotional, and mental health (SEM) topics. It's not possible for all performance indicators to be met for each grade level, make it clear which performance indicators are most important for the skill focus at each grade level.	Organized by topic area, which is how teachers think about and plan their units.	The performance indicators aren't aligned to the skill focus. Many of the performance indicators still appear to be written as knowledge standards rather than demonstrating the skill. If there's skill focus areas per grade level, where are the performance indicators of demonstrating proficiency in an applied skill. TSEL standards should be integrated across the topic areas, not just the social, emotional, and mental health (SEM) topics. It's not possible for all performance indicators to be met for each grade level, make it clear which performance indicators are most important for the skill focus at each grade level.	High School Standards- Strengths	High School Standards- Suggestions for Improvement	Provide a sample of Health scope and sequence for middle schools with recommended skills-based curriculum – a template that can be adopted by districts that don't have the resources to make their own. Also provided a recommended K-5 Health/SEL scope and sequence with recommended curriculum.
Southern Oregon		Educational Services District (ESD) Employee Other Student Services Personnel (School Counselor, School Social Worker, School Psychologist)	White	No	1. It is very strong in understanding gender diversity including identity and expression and starts from kindergarten, which is very developmentally appropriate. 2. Understanding about consent and boundaries starts at kindergarten, and should be continued in every grade. 3. It understands the importance of integrating mental health and social emotional learning as part of the health curriculum. "Mental health is health." 4. Inclusion of online safety and digital literacy at every grade.	1. Concepts around abstinence/divisibility and inclusion should start in K and continue every year. Currently it is omitted from K standards. 2. Concept of being an "upstander" is not introduced until the 4th grade. That also should be introduced in Kindergarten and reinforced every year. 3. The introduction and understanding of "Neurodiversity" is entirely omitted from the health standards at every grade level. In 2023, this is inexcusable.	1. See K-5th above comments.	1. The introduction and understanding of "Neurodiversity" is entirely omitted from the health standards at every grade level. In 2023, this is inexcusable. 2. Talking about suicide is introduced in the 6th grade, but I don't see anywhere that students are taught how to recognize and respond to a peer with suicidal warning signs. 3. Firearms were only discussed in 2nd and 4th grade. That does not make sense. Gun violence is leading cause of death in youth in US.	1. See K-5th comments above. 2. It is good to talk about suicide directly in this standard. "Describe the signs and symptoms of mental health challenges, including the warning signs of suicide, self-harm, and other unsafe behaviors." But I don't see a discussion of how to respond to a peer with suicidal warning signs.	1. I don't see a discussion of how to respond to a peer with suicidal warning signs. 2. The introduction and understanding of "Neurodiversity" is entirely omitted from the health standards at every grade level. In 2023, this is inexcusable. 3. Firearms were only discussed in 2nd and 4th grade. That does not make sense. Gun violence is leading cause of death in youth in US.	1. The introduction and understanding of "Neurodiversity" is entirely omitted from the health standards at every grade level. In 2023, this is inexcusable. 2. 3. Firearms were only discussed in 2nd and 4th grade. That does not make sense. Gun violence is leading cause of death in youth in US.
Southern Oregon		Educational Services District (ESD) Employee			This is my second response because I forgot some comments in my first response, so I only deals with that. Concussion is introduced in 3rd grade, which is great. But then it is never discussed again in these standards.			No discussion of concussion. It is essential that students learn risks for concussion and what to do after any head injury.		Health standards must contain education on concussions: destigmatize students who don't talk about it because they don't want to miss sports/activities. They need to know the importance of prompt follow up and that they will likely need school accommodations for a few weeks after an injury and how they can request that. Peers need to be educated that students may have personality changes and need to know how to support their peers after a head injury. I did not see any mention of TBI or concussion or head injury care and return to school at all after the 3rd grade. That is a big oversight.	
Portland Metro		Parent/Guardian/Caregiver School Volunteer	White	No		Remove any discussions of sexual orientation and gender identity. Schools have no business discussing these topics with underage CHILDREN.		Remove any discussions of sexual orientation and gender identity. Schools have no business discussing these topics with underage CHILDREN. The state's continued insistence of focusing on these topics is indoctrination. Unless you're going to allow crosses to be hung on the walls and teach about religions, then this ideology must remain out of the classrooms as well!		Remove any discussions of sexual orientation and gender identity. Schools have no business discussing these topics with underage CHILDREN. The state's continued insistence of focusing on these topics is indoctrination. Unless you're going to allow crosses to be hung on the walls and teach about religions, then this ideology must remain out of the classrooms as well!	The gender people are sexually attracted to has nothing to do with one's health. And if you want to discuss gender identity it should only be about gender dysphoria and the acknowledgment that biology is SCIENCE. A lack of regard for that science and a belief that it doesn't exist is a mental illness.
Southern Oregon		Community Member			Good appropriate information about safety, good nutrition, and proper use of medication.	K.GD.1.2.4 is specious and not age appropriate for a child! 1.HRPV.4 is validating gender plurality and totally irresponsible to present to a child! 3.GD.4 unnecessary for this level of learning; will this knowledge make a child a better person? Shear lunacy!!! 5.SRH.1.2.3 Not appropriate at this age Not familiar	Same as above strengths	Drop 6.GD1-7 Totally inappropriate for a twelve year old child! Drop 6.SRH.1-11 Ditto above. 7.SRH.R and SRH.5 Teaching a boy how to put on a condom is grooming and a violation of parental rights!		Drop HS.GD.4 Irrelevant to student citizen formation and ridiculous HS.SRH.15 Pro abortion propaganda under the cover of "reproductive justice", where is any reference to abstinence in this Utopian dream!	Expunge all sex-ed lessons or at least explain why STD's are rampant in Oregon after all this "age appropriate" instruction!
Southern Oregon		6-8 Teacher	White	Yes	Not familiar		Our school is just now implementing health in 7th & 8th grades	I believe we should teach more about sex. Also more about drugs and alcohol.	Not familiar	Not familiar	
Southern Oregon		Other		No	Includes female and male anatomy starting early, includes SEL topics throughout	As a teacher I wonder where I'm supposed to find the resources that are age appropriate to "discuss" the topics Focus specifically on Marijuana and other illicit drugs. Remove gender identity topics	Same as above	Graphic sex acts such as oral and anal sex have no business in the curriculum. Focus on how liberal drug policies have negatively impacted society. Gender identity conversation is should be removed, unnecessary! Too much emphasis on Safe Sex.	Sexually transmitted disease, broader topics on drug abuse.	Focus on the nuclear family and how it supports a healthy society, less emphasis on sexuality, give the biology info, stop the indoctrination based on cultural fads.	
Other	foothills of the Cascades, SE Salem	Charter School Principal/Administrator Other	Prefer not to answer		Importance of Nutrition and exercise	Too much emphasis on sexual subjects and emphasis on children making decisions and analyzing family situations. This is a task above their abilities.	I haven't really noticed any. The short comes out way the sgrengths.		Are school only goes K-8.		In our school the parents do not like the role of the state into sexuality education. Especially in areas that go against the Christian-Judeo version of a healthy family. Begging you to stay liberal and not turn into Florida!
Willamette Valley		Parent/Guardian/Caregiver	White	Yes							
Portland Metro		Early Learning/Pre-K Educator		Prefer not to answer	In my opinion this is the reason everyone is paying so much to go to private schools. Instead of addressing school violence and behavior standards, you are making sure my kindergarten teacher is assigned a gender and knows what a tampon is. You are the last group of folks I'd trust to do that.						
Portland Metro		6-8 Teacher		No			comprehensive knowledge to standard reproductive health care, including contraception and abortion.				
Portland Metro		Parent/Guardian/Caregiver	White	No							
Portland Metro		Community Member Other	Hispanic/Latino(a)(x)(e)	No	Developmentally appropriate and science based. The discussion of consent at this age is key.	None	The discussion of abortion as a pregnancy option and explaining the correct use of a range of contraceptives.	I would like to know more about the abortion and adoption curriculum, but am pleased this appears to be evidence based.	Below are what I identify as top strengths. Teaching high school students about reliable sources of info and how to be critical media consumers is critical. - Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them - Describe the steps to using barrier methods correctly, including external and internal condoms and dental dams. - Identify medically accurate sources of information about comprehensive sexual and reproductive health.	None	Thank you for an outstanding job.
Portland Metro		6-8 Teacher 9-12 Teacher	White	No			I love that there is not as many and they have specific focuses! Much easier to plan lessons around knowing exactly what students should be learning.		I love that there is not as many and they have specific focuses! Much easier to plan lessons around knowing exactly what students should be learning.		

Portland Metro	Community Member Other	White	No	The focus on biologically accurate terms is a huge strength for reducing stigma, addressing myths and empowering accurate communication about sexual abuse.		Including full spectrum pregnancy options including abortion is a powerful tool for all students in Oregon, but really positions people from Oregon with lifelong language to help family and friends. I have seen many families where adolescents have learned more accurate language and communication skills at school which improve the health and healing of their whole family - for example if a mother ends a pregnancy and is discussing that with her family. I have also seen multiple high school graduates take what they learned in school in Oregon to other states where they are able to prevent unplanned pregnancies in friends with their knowledge of contraception.	The nuances about short- and long-acting contraception and the specific differentiation from emergency contraception is impressive and will be hugely powerful for people at risk of pregnancy in Oregon.		As someone who is from a state with abstinence-only education and raising their children in Oregon with comprehensive education, I have seen first hand how powerful this curriculum can be at preventing adverse outcomes during childhood, adolescence and beyond.	
Portland Metro	Community-based or Non-Profit Organization Employee		Yes	Breadth of standards Wonderful to teach about healthy eating and healthy sleep and healthy ways to manage conflict.	First graders do not need to know about menstrual pads and tampons. This begs the conversation of ovulation and reproduction. It's just too early and not relevant to what first graders are thinking about. No to language "sex assigned at birth" Sex is observed and it is biological reality. It is not assigned and we are confusing children by not being truthful with them. I am a liberal and thus language will have negative repercussions on children's mental health. No to discussing safer strategies for oral, anal and vaginal for 7th graders. This is more appropriate in 9th or 11th grade. Still discuss biology, genitalia but no need for safer sex strategies for 12 year olds.	Too complicated for 7th graders to identify how discrimination and racism negatively impact sexual health. Worth while concept, but add this at a more mature age when kids can reason beyond binary thinking.		Do not make the promote an ideology through these standards. For example, delete the 8th grade standard "identify ways to promote health equity and justice". Teach about the body, about relationships, about safety at appropriate developmental times. Believe in kids enough to trust that they will do what their conscious compels them to do regarding how they use their voice. Do not groom them to think in one activist way. This is cutlath and the social studies standards have been ruined by this type of thinking in Oregon. Kids will eventually see through this and it will backfire leading to bitterness and distrust of the public school system. We need more trust in kids and less agendas baked into our education standards. Sex education prevents abortion!!! Knowledge is power - I feel passionately that kids are capable of processing real-world information that's relevant to them and their changing bodies, and want my daughter to be exposed to accurate information about sexual health at school as well as at home		
Portland Metro	Community Member Community-based or Non-Profit Organization Employee Parent/Guardian/Caregiver	White	No			Describe ways to prevent sexually transmitted infections (STIs), including the human papillomavirus (HPV) vaccine	Highlighting the value and importance of HPV vaccination is hugely important to the health of our children. Placing it in a global context (the role of HPV worldwide in contributing to early, preventable deaths) may help students to think in a broader context	"Describe the difference between communicable and noncommunicable diseases, including cancer, diabetes, and asthma" - this is a great opportunity to highlight health disparities and the structural issues which place certain populations at higher risk of non-communicable diseases		
Portland Metro	Other Parent/Guardian/Caregiver	White	No Yes	Appreciate inclusion of how to talk to medical professionals about health concerns. Appreciate inclusion of social media/technology concerns and sexual health basics.	There is not any guidance on normal versus abnormal development. Up to 40% of adolescents have heavy menstrual bleeding leading to iron deficiency which disproportionately affects school attendance and performance for menstruating individuals (menarche is as young as 8 years old). I would propose the following addition related to menstrual health education: Current 5.GD.4. Describe the menstrual cycle and how menstrual products are used. Proposed additional. Identify warning signs for abnormal menstruation, including normal bleeding amount and frequency during puberty and common safe treatment options. This addition should be included annually beginning in 4th grade. Making sure the kids feel safe.	Inclusion of pregnancy options including abortion and pregnancy prevention and review of opioid overdose treatment	In the FNP section, I would propose elaborating on the point about eating behaviors: Current 8.FNP.3 Assess personal eating and physical activity behaviors Proposed...and discuss health impacts of undernutrition See comments related to K-5 standards for inclusion of menstrual health literacy in Growth and Development - proposed: Identify warning signs for abnormal menstruation, including normal bleeding amount and frequency during puberty and common safe treatment options.	I like that they are grouped by topic rather than performance standards again. I makes planning curriculum much easier. When did setting healthy goals leave the standards?	Assessment for iron deficiency during childhood and adolescence is part of the CDC Bright Futures milestones but screening is typically only prompted when a child reports heavy periods. We need more education about menstrual health to allow self-evaluation of menstrual health.	
Portland Metro	Other Parent/Guardian/Caregiver	White	No Yes			Okay	Making the kids feel safe and wanted.	Okay	Making sure they care about their selves.	Keep the kids in mind.
Eastern Oregon	Early Head Start Teacher Other	White	No	Okay		Okay	Making the kids feel safe and wanted.	Okay	Making sure they care about their selves.	Keep the kids in mind.
Southern Oregon	School-based Support Staff (Paraprofessionals, Education Assistants, etc).	White	Yes	Age appropriate material, use of medical terminology to refer to body parts. Kids should know the parts and how they work, just like any machine.	Not to have parents opt out of basics like body parts and how they function. Explaining things in a clinical manner in a familiar environment can help take away some of the fear and shame kids have when it comes to discussing difficult topic like above.					Acknowledgement of LGBTQIA+ identities and health/safety practices for them. Along with more mental health education.
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer		Very little anymore.	Focus on how the body works, real health, the lungs, the heart, how exercise can help improve your health, actually have students exercise and not be on screens.	None.	Let the parents teach sex Ed at home and the schools stay out of it.	Worse than none.	Same as above.	Quit trying to keep parents out, make curriculum transparent, quit shoving transgender agendas at the students.
Portland Metro	Community-based or Non-Profit Organization Employee	Black/African American	No	Social-Emotional Health section is very strong	Make section 2 HRVP 3 inclusive of race, sexual orientation, and ability - similar to 3.HRVP 3 K-4 seems really early to get specific about sexual orientation. I'm thinking that limiting information to what students specifically ask should be enough rather than doing direct instruction on orientation.	Strong Sexual and Reproductive Health standards	Many of the healthy relationship standards in grade 7 should be taught in grade 6.	High School looks great	N/A	
Southern Oregon	Community Member	White	No							
Southern Oregon	Parent/Guardian/Caregiver	White	No	As far as I am concerned there are no strengths. I opted both of my children out of the incredibly progressive curriculum.	Stop sexualizing our children.	None	Focus on exercise, healthy eating and anatomy and biology. Leave all of the liberal agenda out of the classroom.	None	Focus on the facts and not opinions. Stop trying to make kids find their identity in their sexual preference.	
Southern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	No		I think it is unacceptable and immoral to teach gender theories to children especially without their parents being present. Our education system should not be teaching that to children. Sexual morals are not the school's prerogative. It opens the door for curiosity and for students to abuse other students.				The curriculum should be abandoned immediately. This curriculum was state mandated and it is against the moral beliefs of the majority of teachers and parents. Unfortunately most people are very unaware of what's being taught and mandated. The assumption is all parents agree and you have to opt out if it's against your beliefs. The mandate puts teachers in a place of compromise to their belief system and their rights of freedom. It also brings up topics that kids look up on the internet and influence other kids. Vulnerable kids are being harmed on the bus rides home and other places at school.	I morally oppose this curriculum. It should NOT be taught in schools!

Portland Metro	Student Services Personnel (School Counselor, School Social Worker, School Psychologist)	Multi-racial	Prefer not to answer	Prefer not to answer	The indoctrination of students & staff will make pharmaceutical companies & doctors extra profitable, since encouraging gender mutilation surgeries will require participants to become dependent on medicines for their entire lives, as well as the need for extra surgical corrections due to the extreme complications which often arise (incontinence, need for colostomy bag, nerve damage so lack of feeling pleasure w/ sex organs.	Omit sex education for elementary students! Teach their healthy topics/lifestyles such as nutrition, the harmful effects of smoking anything, & the deadly effects of illegal drugs (show "The Faces of Meth" as well as videos of addicts contorting themselves while in the throes of addiction.)	The indoctrination of students & staff will make pharmaceutical companies & doctors extra profitable, since encouraging gender mutilation surgeries will require participants to become dependent on medicines for their entire lives, as well as the need for extra surgical corrections due to the extreme complications which often arise (incontinence, need for colostomy bag, nerve damage so lack of feeling any pleasure w/ sex organs.	Omit controversial subjects such as multiple genders (there are really only two-FACT!) Teach their healthy topics/lifestyles such as basic sex biology & pregnancy prevention/how to resist groomers & sexual assaulters/predators, teach them that violence against women is not ok in relationships--how to avoid unhealthy sexual relationships.	Omit controversial subjects such as multiple genders (there are really only two-FACT!) Teach their healthy topics/lifestyles such as basic sex biology & pregnancy prevention/how to resist groomers & sexual assaulters/predators, teach them that violence against women is not ok in relationships--how to avoid unhealthy sexual relationships.	Gay Pride flags should not be in any classrooms, because they promote sexuality, which is not what schools are supposed to be involved with--leaves that to the PARENTS! Gay lifestyles are fine, but any sexual promotions are not appropriate for schools--teach the basics instead! No secrets from parents--offer counseling sessions for parents & kids together!
Southern Oregon	Parent/Guardian/Caregiver		Prefer not to answer	Prefer not to answer				Specific programs targeted toward student interests	Stop focusing on non-education items such as pronouns, etc.	Keep girls sports safe by not letting trans athletes compete at the high school level as is currently happening today. I would like to see kids focusing on healthy living/lifestyle choices through the year as a core class. To promote abilities and personal fortitude through individual and teamwork activities.
Willamette Valley	Parent/Guardian/Caregiver	Multi-racial	No	No	Too much focus on sexual issues and not enough on getting kids caught up to be competitive/competent.	More emphasis on reading/writing/math, less emphasis on sexual orientation. That should be saved for high school psychology.	Middle school "health" standards are weak.	Not enough focus on resiliency in healthy lifestyles. We need healthy, capable, resilient youth. More emphasis on diet/exercise than sexual awareness.	I like that there's a P.E. class and health class talks a little bit about healthy diets....	More focus needs to be on overall health through the year. Physical/mental. Should be combined with P.E. to insure kids are knowledgeable on what it takes to keep a healthy body and mind. Core class.
Willamette Valley	6-8 Teacher 9-12 Teacher K-5 Teacher Parent/Guardian/Caregiver					It is not the public school's role or responsibility to educate students about adult content related to sexuality. Starting in the 3rd grade, the 2023 standards introduce human sexuality. In no way is this appropriate to be taught in a 3rd grade classroom. As the standards progress onward in grade level, the level of detailed instruction related to sexuality takes on language that is too explicit and is not meant for the classroom setting. In an era when our students are struggling with the basics to the point where they can not even compete on a global level our efforts should not be focused on subjects that is for the individual family to educate their children on. Fifth grade is the appropriate age to introduce the basics of human sexuality (i.e. female anatomy, male anatomy, etc).	Providing students with tools to recognize inappropriate physical and verbal interactions and how to handle said situations.	Human sexuality standards as written are too explicit and go way beyond the scope of what is appropriate in the public school setting. There is absolutely no reason to go into details about the different forms of intercourse.	Providing students with tools to recognize inappropriate physical and verbal interactions and how to handle said situations. Understanding what it means to be sexually active and what outcomes could result from the decision to be sexually active are.	Introduction of human sexuality is being proposed to early in child development with some unnecessary additions regarding gender identity during very impressionable years of development. Much of what is being introduced starting in 3rd grade is not the place of the public school to educate the youth but rather the individual families.
Oregon Coast	K-5 Teacher Parent/Guardian/Caregiver				Comprehensive and respectful	Need more teaching in SUB category for K1, specifically how to be safe with medicines				Thank you for being so complete in the topics
Southern Oregon	Parent/Guardian/Caregiver	Multi-racial	Prefer not to answer	Prefer not to answer	Nothing. I notice much of it is aimed at sex and is politically biased towards "equality" and "gender fluidity" and frankly comes across as sexual "grooming"! Not appropriate for schools at all.	This is NOT appropriate for K-5!!! Eliminate K.HRVP.3 Recognize that there are many ways to express gender Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. HE.2.K.1 Identify who influences personal health practices and behaviors. HE.2.K.2 Identify school resources that support health practices and behaviors. 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. 3.SRH.1 Explain that it is natural for people to enjoy consensual affection and physical closeness throughout their lives, while some people might not. 3.SRH.2 Recognize that there are people in families with different sexual and romantic orientations and identities. 4.HRVP.3 Discuss how power and inequality influence different types of relationships and boundaries. 4.HRVP.4 Demonstrate ways to treat	Nothing. It is a political agenda and not appropriate for schools.	See K-5 Standards comments.		This document needs to be majority edited for political and sexual "gender" agendas. It is completely biased and will result in many lawsuits.
Portland Metro	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Prefer not to answer	Biology is taught	Removal of all sexuality-related standards	Biology	REMOVE EVERYTHING related to the rainbow flag		STOP INDOCTRINATING CHILDREN
Other	Western Oregon not on coast	K-5 Teacher	Prefer not to answer	No	It's basic information at the correct comprehensive level of the children	I don't think it needs improvements				
Southern Oregon	Other	Multi-racial	No	No	I appreciate the inclusion of LGTBO+ language and diversity	I am however concerned that there is no mention of "neurodiversity"	I appreciate the inclusion of LGTBO+ language and diversity	I am however concerned that there is no mention of "neurodiversity".	I appreciate the inclusion of LGTBO+ language and diversity	I am however concerned that there is no mention of "neurodiversity".
Portland Metro	District Teacher on Special Assignment (TOSA)	White	No	No	Reduced number of performance indicators/skills to target each year, MUCH easier to "translate" into units of study, clearer numbering system, better distribution of DOK levels, better building of conceptual skills over grade levels, integration of 17SEL, updated language in areas related to nutrition, substance use, healthy relationships/sexuality, for example... etc.	While I love the idea of the "Grade Level Skill Focus", their distribution (K-12) does not make sense to me. I also do not think that "observable health/safety practices" should be the focus of any year, let alone every year. See my general comments below.	Same comments as above, for Elementary.	Same comments as above, for Elementary.	Same comments as above, for Elementary. AND I appreciate the addition of risk reduction and overdose response to SUB. For one, while I understand why "observable health behaviors" is not appropriate - Unexperienced educators are likely to try to grade/judge on student health behavior, which is not okay. A better fit would be Advocacy, Accessing Information (if anything, this should be the skill focus on every school year because it is so important and "grows" with the student to the point where we want HS students to be able to be very savvy at accessing and analyzing their sources of information), and Analyzing Influences. HS.HRVP.1 - Missing the word, "in."	It would be beneficial to have neurodiversity used within these updated 2023 Health Education Standards. Overall, I think this looks great and a vast improvement from the 2016 version. My biggest feedback at this point is that I think that the Focus Skills need an overhaul. For one, while I understand why "observable health/safety practices" needs to be a standard/skill, I do NOT think that it should be a focus skill any year, let alone EVERY year. With the exception of observable skills like first aid/CPR, it's just too easy for this one to turn into the judging/grading of student behavior, which is NOT okay. Also, the distribution of other skills is awkward with the same skills repeated over and over and others only focused on once, in HS. I think that the idea of Focus Skills would work much better if they were better distributed throughout K-5 and completely dropped in HS.

Southern Oregon	Parent/Guardian/Caregiver	White	Prefer not to answer	It wording is very vague and goes in circles.	There should never be any teaching regarding LGBTQ+. This is a topic that should be taught ONLY by parents, not the public school system. It is a huge waste of time and money for the school system to be doing this. Public school is for learning academics. Religion is not taught in school and neither should LGBTQ+.		There should never be any teaching regarding LGBTQ+. This is a topic that should be taught ONLY by parents, not the public school system. It is a huge waste of time and money for the school system to be doing this. Public school is for learning academics. Religion is not taught in school and neither should LGBTQ+.		There should never be any teaching regarding LGBTQ+. This is a topic that should be taught ONLY by parents, not the public school system. It is a huge waste of time and money for the school system to be doing this. Public school is for learning academics. Religion is not taught in school and neither should LGBTQ+.	There should never be any teaching regarding LGBTQ+. This is a topic that should be taught ONLY by parents, not the public school system. It is a huge waste of time and money for the school system to be doing this. Public school is for learning academics. Religion is not taught in school and neither should LGBTQ+.
Portland Metro	Parent/Guardian/Caregiver	Black/African American	Yes	They are lacking right now actually	Teach facts not ideology and politically biased fiction	Lacking	Teach facts not ideology and politically biased fiction	Very lacking	Teach facts not ideology and politically biased fiction	Get rid of this fictional and harmful trans ideology. I think we are exposing children to content too soon. Not all students are mature enough to handle the content. Why can't we keep them kids as long as possible?
Southern Oregon	K-5 Teacher				The required content regarding teaching gender and sexuality is not age appropriate. The required content for naming and visually showing students anatomy is not age appropriate. Part of my curriculum in 3rd grade focuses on community health. This is vague and not a concrete subject for 8 year olds. Why can't we teach body systems or something else more engaging?					
Southern Oregon	Community Member		Prefer not to answer	I feel it is forceful to one vision	Keep some things to basic info of the human body	In my experience my child cried everyday because they were made to feel they were not allowed to have their own thoughts!	Be open to both conservative and liberal lifestyles not just liberal! Indoctination is not the answer	Strength is indoctrination to one view	Let kids decide before forcing beliefs on them! Let them be kids!	Let kids be kids! Sexuality is not the most important! Prioritize math and science!
Portland Metro	District Teacher on Special Assignment (TOSA)	White	No	- I like that the concepts are separated from the skills.	- I'm not sure how helpful it is to include skill 7 repeatedly. Though I do think it is easier to assess health enhancing behaviors in elementary because they can do simple things like wash their hands.		- I believe Skill 7 should be identified for MS or HS. It would be nearly impossible to assess their ability to practice health enhancing behaviors without making subjective judgments. - It appears that skill 7 is prioritized over all the other skills and that doesn't make sense.		- I believe Skill 7 should be identified for MS or HS. It would be nearly impossible to assess their ability to practice health enhancing behaviors without making subjective judgments. - It appears that skill 7 is prioritized over all the other skills and that doesn't make sense. - It also doesn't make sense that goal setting and advocacy are only prioritized in high school. - Prioritizing skill 3 makes the most sense in HS when they will become more responsible for caring for their own health.	
Southern Oregon	Community Member	White	No		Let parents be parents!!!! Kids need to be kids not worrying about having sex changes. Don't teach them to lie to their parents.		The same as above. Kids don't need to be persuaded by adults that go behind parents. Abortions shouldn't be allowed at all.		Same as above	I truly believe if we was to put Goal 1st, great back, and teach the real history even if it hurts. Don't make lower standards make them high USA would a lot better off. If the teachers don't want to teach reading, writing, math just as they did 50 years ago our kids would be leading the world.
Columbia Gorge	6-8 Teacher Student Services Personnel (School Counselor, School Social Worker, School Psychologist)	Hispanic/Latino(a)(x)(e)	White	Prefer not to answer	All Standards, not just KS. Clear, progresses through the grades, relevant, and informed--awesome!	All Standards, not just 6-8. Clear, progresses through the grades, relevant, and informed--awesome!	There is a LOT to cover in the standards. As a past health teacher, it was nearly impossible to get through everything. This is much better, as the standards are more specific. I do feel like breaking some of them up thematically would help with the sheer amount of content. For example, focusing on nutrition and physical health in 6th grade, social/emotional and abuse in 7th, and then sexual education broken up in each grade: 6th=puberty, 7th=abuse, 8th=health relationships/pregnancy.	All Standards, not just HS. Clear, progresses through the grades, relevant, and informed--awesome!		
Southern Oregon	Community Member	White			I like that the broad concepts are introduced early, and specificity builds over the course of the elementary years.	Expecting kindergartners to "analyze" any concept probably exceeds their cognitive development. With very few exceptions, they do not grasp abstractions, so giving concrete examples of the concept and asking them to tell a story using the example is better pedagogy.	It is good that many of the 6-8 standards address the physical and emotional changes these students are experiencing.	Obesity is one of the most harmful health issues for American children and should be addressed specifically, not only as a physical health problem, but also the emotional consequences in our fat-shaming society.	It is a strength that the high school standards are all-inclusive and do not stay away from content that some will consider controversial. Health education must be factual, not political.	The high school standards seem well suited to the 9-12 age group. I hope that ODE's public communication about the new health ed standards will not get mired down in defending this curriculum against the very predictable claims that it is "indoctrination." Stop trying to sexualize our children!
Central Oregon	Parent/Guardian/Caregiver	White			There are no strengths.	Get rid of it completely!	Inappropriate	none	none	none
Portland Metro	Community Member	White	Prefer not to answer					Awesome! So inclusive and comprehensive		
Southern Oregon	OR	9-12 Teacher		They need help! Expand understanding of sustaining life on the planet vs the destruction of life.	Basic understanding of working systems in nature which affect human health. Understanding of food production which includes conventional pesticides vs organic. Basic understanding of sustainable environment, toxic free, clean water and air and how oceans and forests protect and enhance human and non-human health	They need help! Expand understanding of sustaining life on the planet vs the destruction of life.	Basic understanding of working systems in nature which affect human health. Understanding of food production which includes conventional pesticides vs organic. Basic understanding of sustainable environment, toxic free, clean water and air and how oceans and forests protect and enhance human and non-human health.	Strengths, are there any?	1st, shouldn't this question be grades 9-12? Basic understanding of working systems in nature which affect human health. Understanding of food production which includes conventional pesticides vs organic. Basic understanding of sustainable environment, toxic free, clean water and air and how oceans and forests protect and enhance human and non-human health. Mandatory sustainability and environmental education classes. How can anyone teach Health without these issues in the forefront? We are NOT teaching how to function nor survive in this ever changing world.	I have the program, taught and written by me, for 10 years. I would share it if anyone thought it might work. It will and it will keep students engaged and in school!
Southern Oregon	Parent/Guardian/Caregiver	Native American/Alaskan Native	No		Not the school's place to teach about growth and development, sexual development and reproductive health. That is a parents job. These sections should be completely removed from the standards.	Nutrition	Not the school's place to teach about growth and development, sexual development and reproductive health. That is a parents job. These sections should be completely removed from the standards.	Nutrition	Not the school's place to teach about growth and development, sexual development and reproductive health. That is a parents job. These sections should be completely removed from the standards.	I do not approve. Schools are to teach academics...reading, writing, math, history, not growth and development, sexual development and reproductive health. That should be left to the parent.
Willamette Valley	6-8 Teacher	White		I skipped them.	N/A	Not as many as in the past. I do like that there seems to be less focus on LGBTQ+. There was to big of a focus on that topic specifically in the past standards.	In the past there was such a strong focus on advocacy, reliable info, goal setting, etc. and now there is very little. Seems like a big shift. Not much on Diseases as a whole. So many on Sex Ed. at each grade level.	N/A	I skipped them.	The state needs to have curriculum available at teachers can actually teach to these standards at all grade levels. I'm going to say at the elementary specifically but all grades would benefit.
Portland Metro	9-12 Teacher	Prefer not to answer	Prefer not to answer					The new standards have addressed the fentanyl and trafficking epidemics that are going on in our state and directly impact teens. The new standards address more holistic health concepts as well as diversity, equity, and inclusion.	For the high school standards, the "Food, Nutrition, and Physical Activity" section mainly covers nutrition. I recommend that the ODE maintain the standard from 2021 in which students fast their target heart rate and develop a personal fitness plan. Heart disease is the number one cause of death in our country. Nutrition and physical activity need to coexist in the prevention of this lifestyle disease. Cancer is the second leading cause of death in our country. I recommend that we have a standard related to cancer screenings. I would revise the following standard and include skin, breast, and colon cancer screening language. HS.WHP.4 Identify individual practices that protect vision, hearing, skin, and teeth. Abortion should not be promoted within the school system.	
	Community Member			I see many affirmative areas in this curriculum.	Drop the areas that deal with a person or person's gender. This borders on indoctrination. Gender should be addressed in the home environment		Once again, gender is a family matter.			

				Basics of Health such as first aid and brushing of teeth, etc	The continued agenda pushing of racial and gender identity will continue to bring more opt outs by families, more online credits, and advance the flourishing private school and homeschool attendance in Oregon.	See above	See above	See above	See above	This is literally the type of educational agenda pushing that is causing the mass exodus from Oregon. The student declines will continue, learning mass shortfalls and the upcoming strikes that are forming this year.
Oregon Coast	9-12 Teacher		Most are age appropriate		Sexual identification is not age appropriate for pre-pubescent students.	Most are age appropriate	Move away from the political issues and stay grounded in individualized health.	It appears more up to date than the former standards	Grades 6-8 are not in high school, so I will assume that you mean 9-12. The big challenge is to not get political, stay current, and stay real with the students.	
Portland Metro	Other	Prefer not to answer Yes	I don't know		Better Health and education	They help teen for be better including help their children/baby.	I don't know.	Help teen in their problem especially mental health so teacher and counselor help student for better life.	I don't know	Help people do difference.
Southern Oregon	Community Member K-5 Teacher Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Really like the focus on nutrition, teeth, water consumption and basic health. Like the introduction of negative social media influence. Nice to focus on substance abuse and the effects of drugs	Many of the standards are not age appropriate. Examples- Guns and gun safety for kinder Menstruation and pad use for 1st grade Gender identities for 1st grade In second grade the focus on anxiety, sadness and isolation might put these ideas in an otherwise happy child 3rd grade focus on relationships and affirming language. These are kids. They don't need this at this stage. It seems as if sexual relationships are introduced in 4th and 5th grades. This is not age appropriate. This should be middle school.					Please be conscious of a parents right to introduce these sensitive concepts when they feel their child is ready. Sex, gender, depressions and mental illness are all things that are very sensitive for some families and some religions. When schools try to take this on, they are making these sensitive topics one size fits all. This is not what is best for children. These are family issues. They don't belong in school.
Oregon Coast	Parent/Guardian/Caregiver			5th graders do NOT need to be learning about sexual intercourse. What professional says that is ok? A pedafille?	Drop the intercourse and anything to do with sex until 6th grade	Food education	Why is there a push to include anal sex? That is not normal. That is Sodomy and illegal in most states. Do you want kids to learn to be criminals? What are you doing to these kids? This is sexual deviance. Anal sex should not be taught. And abortion should be discussed with parents NOT the school!			Stop pushing sexual deviance and premature, immaturity sexuality lessons in 3 through 6th
Oregon Coast	Parent/Guardian/Caregiver	No	I think teaching students about healthy eating, where their food comes from, natural disasters, and internet awareness are all really important topics.	I am concerned about the early introduction of sexuality in our classrooms. I think 3rd grade is too early to be discussing sexual and romantic orientations and identities. I'm sure it sounds archaic in this day and age, but let's let kids be innocent as long as possible.		I think teaching kids CPR and how to use an AED is great.	I do not agree that anal sex should be taught in the classroom.			I hope the ODE will hear the parents who are expressing concern about the early introduction to sexuality in the classroom. I am not against gender inclusivity. I do not want my 7 and 8 year olds to be discussing sexuality
Southern Oregon		Prefer not to answer	The strength is the nutrition and physical activity parts	Sexual education of any kind including your ideas of different genders when they are only 2 and the rare occasion of a 3rd should be left out of our children's education. Teaching them kindness (instead of the bullying that you teach and encourage towards others that have a different opinion of the agenda) should be left out.						Teach kindness and acceptance of all students not an agenda that is leading to population control. Students are very influenced by peer pressure (that is highly promoted in public school) You advocate for students with different beliefs to be bullied by the students that follow your given agenda. There should be no special treatment for students who are LGBTQ+ which is clearly not inclusive of straight students or those that don't follow your agenda.
Central Oregon	K-5 Teacher	Prefer not to answer	Prefer not to answer	Specific to kindergarten, just teach nutrition, dental health, and communicable diseases and how to prevent them. The rest is ridiculous!	When did it become an educators job to teach all of this extraneous information? If a teacher taught everything on the list, they wouldn't have time for reading and math! So we're going to have more illiterate children, but they'll know all the names of their body parts! They can learn these things when it's more developmentally appropriate!					When did educators become responsible for teaching things that should be the parent's responsibility? Our scores are going down and we aren't developing a competent workforce. Instead we're required to spend time on this. Look at the rest of the world, is this what they spend their precious classroom time on?
Portland Metro	Parent/Guardian/Caregiver	White	No		Proposed additional: Identify warning signs for abnormal menstruation, including normal bleeding amount and frequency during puberty.			Important to include information about pregnancy options including abortion. Important to include information about all methods of birth control.	Reiterate normal and abnormal menstrual bleeding patterns - amount and frequency	
Oregon Coast	Parent/Guardian/Caregiver	White	No				My 6th grader has no need to learn about oral or anal sex. Learning about reproductive health is 1 thing. Learning about anal is out of control.			
Portland Metro	6-8 Teacher					Strengths: Oregon state law mandates comprehensive sex education, and within that mandate, or house bill, I should say, is the inclusion of the concept of consent. I'm not sure if education around healthy versus unhealthy relationships is in the state standards, but it has been part of the training I have received, and curriculum I've delivered, and I believe this is a strength as well. Teenagers are so engaged in the topics surrounding friendships, dating, sexual intimacy, etc. It is a lost opportunity when we don't spend the time with them on these subjects when they are so obviously leaning in, and win their health and success as adults depends so much on their knowledge and skills in these areas.		We need to prioritize relational and sexual health over topics like nutrition in the middle and high school years. I'm not saying nutrition isn't important, but the extent to which kids are needing and engaging with topics related to relationships and sexual health is a clear indication of what they really need.		

Portland Metro	6-8 Teacher	White	Yes		Why are 6, 7, and 8 grades focused on the same three skills? Why isn't each year a different set of skill focuses? I teach the same kids every year, and the same content subjects every year - the skills focus are what has been different. I do not support this shift, especially since HS repeats a focus on Skill 7!			I would like to see these new standards clearly aligned to the skills standards. Currently, I cannot even tell what skills are tied to some of these standards. It needs to be clearly labeled.				
					Sexual health standards specifically call out vaginal, anal and oral sex - there could be a mention that sexual behaviors include sexting, manual sex, masturbation, sex with toys. When we only talk about sex in terms of pregnancy and STI transmission prevention, we ignore so many sexual behaviors. Can we at least name a wider variety of "sexual behaviors" in the standards?							
Southern Oregon	Community-based or Non-Profit Organization Employee			It is missing any mention of protecting children from sexual abuse and what to do if anyone is inappropriate with them. The content actually seems more like grooming, it isn't teaching them to protect themselves and their bodies but instead teaches them that it is normal to be touched. Very concerning	Remove current content and replace it information about boundaries, private body areas, and how to get help if you are being abused. Continue content for sexual/reproductive development.	Absolutely appalling. Teaching what anal, oral, and intercourse is. Surely there is a better way to teach sex Ed.	I think the content is going to make kids feel like these are things they are supposed to be doing and they are abnormal if they aren't. There is good curriculum on the website. culturereframed it is a professional website using evidence based sexual education. Model program after them.	Use content more inline with culture reframed. Teach dangers of media and the brain, teach safety and how to protect themselves.	I think this content inadvertently sexualizes kids. I work in the community with abused kids and they need more information on how to protect themselves and we need to change the oversexualization in our society especially among children.			
Willamette Valley	Other				Vehicle safety. Oregon Law requires the use of booster seats until 8 and a seat belt fits. Observations would indicate that many 1st, 2nd and 3rd grader who should be booster seats are not. Vehicle is only mentioned in K standards. And is there enough guidance for educators to understand booster seat use?			Vehicle Safety. Teen years are some of the greatest risk for motor vehicle safety. Nothing is mentioned. Seat belt use for every passenger, not riding in bed of truck. Not driving under the influence. No texting and driving	At some level is it pretty overwhelming to see the scope of what education is being asked to do for health standards. This is very comprehensive. Would be wise to better look at vehicle safety. ODOT has amazing traffic safety team that could contribute to this effort.			
Eastern Oregon	Community-based or Non-Profit Organization Employee	White	No					I think all grades should be required to provide nutrition education. In my experience kids are willing to try new foods and are more willing to try to change poor eating/physical activity levels after receiving nutrition education.				
Willamette Valley	District Administrator	White	No	They all look fine except you have self regulation starting in 3rd grade. That should start in Kindergarten. By the time the kids reach 3rd grade its too late they are bigger and can do more harm to themselves and those around them.	Self regulation teaching needs to begin in Kindergarten and Pre-K. Please take this to heart. This change could mean the difference from an exploding 3rd grader who is 4th and 125lb now, from a kinder who is ready to learn.							
					In our community, the teaching around "gender expression" and accurate names for "genitals" will have our community in an uproar. A literal uproar! If implemented, this will result in additional costs, as districts will look to contract this out as our staff DO NOT want to teach this to elementary age kids, like we do with P. Parenthood for 5th grade Human growth and development.			This is going to create significant opportunity for conflict in our community.				
Southern Oregon	Educational Services District (ESD) Employee		No					It is ABSURD to bring this up to a 1st Grader or any grade before they are grown adults. Analyze the differences and similarities in how people with different gender identities are expected to act. Let these kids grow up making some decisions once their brain has developed as an adult...not as a child. Only when they are in their 20's should they be able to make such massive decisions. They are influenced by everything around them. As an educator, it is our job to keep them safe, not allow them to jump in any direction regarding their sexuality!!! This goes for all of the grades. Shame on this state.				
Columbia Gorge	Community Member				Holistic approach includes wellness, health promotion and SEM	SUB: K-2 include the "ask" skill. Very important to relationships and interpersonal skills. Prevents exclusion and bullying which is upstream to preventing substance use. More on self care - breathing, medication, body/mind awareness. Overall more focus on internal power.	SRH HRPV: good, fact based and appropriate information	SUB: Include gaming and gambling use, misuse and abuse	focus on laws, rules, policies and regulations is an important approach to overall community health - recognizing the difference between individual choices and how policy and systems impact our health.	SUB: Include gaming and gambling use, misuse and abuse	SUB: similar to SEM would like to see more action (i.e. advocate for safe and drug free communities)	Oregon is hit hard by drugs. Drug prevention should be started among school children and teach them not to use tobacco, alcohol, and drugs when they are young - not now and not ever! What are the ways that schools are evaluated that they are reaching these standards? What is the process for evidence based, trauma informed and factual education? More SUB in primary K-5. Partner with local public health.

Willamette Valley	District Administrator	White	No	Including SEL, mental health, and safety as part of health education.	Sexuality, gender, and menstruation are deeply personal topics in our community. Families view these topics as overstepping our educational bounds. ODE including topics such as these at the K-5 level creates a political controversy that public schools are forced to navigate.						
					The first grade standard specifically that is expecting teachers to teach 6 year old students about tampons and pads is an example that is inappropriate. As a female that began menstruating at a young age, I understand bringing this information down to upper elementary is appropriate. Taking it down to first grade is not. And it is putting our teachers directly into the political minefield. Our job as public educators is to build trust with our communities in order to support our students as they learn and grow. Instead ODE is setting up our public schools and educators to do battle.						
					Our lack of teachers and our drop in student enrollment is directly related to the public's trust and relationship with our schools. ODE is responsible for contributing to this trust and relationship.						
Portland Metro	Community-based or Non-Profit Organization Employee	White	No	I am thrilled to see the thoughtful way the health standards build upon each other as children progress through K-5, particularly in the areas of Health Relationships/Violence and Abuse, Social, Emotional, and Mental Health, and Growth/Development + Sexual and Reproductive Health. I work professionally in the field of violence prevention and response and helping kids learn these skill sets, boundaries, and accurate terminology from a young age is so crucial to preventing violence and abuse throughout those kids' lifetimes. We know this to be true from really solid data and research, as well as from the experiences of kids themselves, and it is great to see Oregon using that data to implement these standards. This WILL make youth, families, and communities safer and promote positive development.	I have no improvements suggested at this time.	The focus during these years of helping middle school students understand how to access safe adults and community resources for unsafe or unsettling situations is terrific. Especially at this age where young people are really starting to practice autonomy, it is important to help them know and practice how to connect and reach out when needed.	There is some mention of different cultural practices related to food, which is terrific, but it would be great to see more inclusion of cultural differences embedded in all of the topic areas, including different approaches to wellness, medicine, and healthcare.	The inclusion of accessibility laws and practices for people with disabilities is terrific. Also, I really appreciate the reiteration at this age that abuse is never the victim's fault and the focus on analyzing how stereotypes can influence people's understanding of gender. The inclusion of education on people, including youth's, rights during these grades is critical. This is key to build upon the empathy and understanding that have been practiced in earlier years and begin to see ways that youth can set boundaries within their rights, report violation of their rights, and advocate for themselves and their peers in positive, supportive ways.	No recommendations for improvement.	We are in a time where politically motivated resistance is limiting what information youth have access to and what avenues they have available to them. There is little to nothing that will help our communities thrive, be safer, be more connected, and more well adjusted, then supporting access to age appropriate education about people, communities, mental health, physical health, violence, abuse, and bodily autonomy and understanding. I applaud Oregon for recognizing and including these items in the health standards and encourage ODE to continue to stand behind these approaches that we know work. Thank you.	
Central Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		I do not approve of KHRVP.3 The public school system should not be taking it upon themselves to teach outside of actual science. Especially not at the kindergarten level.						I have an incoming kinder and 4th grader. We chose to withdraw from the public school system in 2020 due to the fact that our values do not align with our current school board. More so the means to the end vs the end. That being said I generally agree with the proposed standards with the exception of certain items under HRPV, GD and SRH. I think the school system is overstepping and veering from actual science in introducing certain material too early. Our children will not be returning to the school system any time soon which is incredibly unfortunate since we have no choice but to pay into it.
					3.SRH.2 "different sexual and romantic orientations". This could be presented in a wide array. Again, generally speaking this is not appropriate language for 8 year olds.						
Eastern Oregon	Community Member Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		Kindergartners do not need to be taught to recognize many genders. Genders shouldn't even be a topic for that grade. First grade should not be discussing the need for feminine hygiene products nor should they be talking about romantic feelings and attraction. 2.WHP.5 should also include trusted adults outside of school. 5.GD.5 should not be discussed in a classroom setting		6.GD.5, 6.GD.6, 6.SRH.1, & 6.SRH.2 are not appropriate for classroom discussion. 7.GD.4 sexual and romantic orientation should not be discussed in a school setting. 7.SRH.2 should be removed since 7.SRH.5 discusses contraceptives. 8.GD.4 & 8.GD.5 should be removed. We shouldn't be showing gender ideology down their throats.				Most of the sex topics are started at too young of an age and gender identity and the ability to choose your identity should not be discussed in classroom settings. Those are discussions to be happening at home.
Central Oregon	Community Member Other Parent/Guardian/Caregiver School Volunteer School-based Coach/Specialist	Prefer not to answer	No	Non. Just look at our graduation rates and how the State ranks among the other 49 states.	Go back to basics. Abandon DEI, CRT, and Gender issues that dont belong in school anyway.	Non. Just look at our graduation rates and how the State ranks among the other 49 states.	Go back to basics. Abandon DEI, CRT, and Gender issues that dont belong in school anyway.	Non. Just look at our graduation rates and how the State ranks among the other 49 states.	Go back to basics. Abandon DEI, CRT, and Gender issues that dont belong in school anyway.		Stop sexualizing children!
				Sequencing and content seem developmentally appropriate.	None	Developmentally appropriate	Too many for the amount of time actually spent in a health class.	Comprehensive and inclusive.	We only require students to take 1 credit of health their entire HS career in Oregon, yet we have standards that would take at least 2 full years to cover in a way that actually serves our students. We need to require more health, or trim this down to make it meaningful for students and their Health Teachers OR increase the amount of health education students need in high school.		I love how the sexual and reproductive health standards are inclusive and are in line with reality.
Central Oregon	Parent/Guardian/Caregiver				Stop pushing gender studies and discussions on children.		Stop pushing gender studies and discussions on children		Stop pushing gender studies and discussions on children		Stop pushing gender studies and discussions on children
Other	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Teaching kids about health, nutrition, and safety are important.	Sexual discussions are wholly inappropriate.	Social and familial discourse about health and safety are appropriate.	Sexual discussions before grade 8 are inappropriate.	None	Advanced discussions of sexuality beyond safety and biology are wholly inappropriate.		Obsessions with sexual discussions on the behalf of LHNTQIUOPLMMOP groupsare obscene

Central Oregon	Community Member Parent/Guardian/Caregiver School-based Support Staff (Paraprofessionals, Education Assistants, etc).			No need to discuss sexual preferences or any other private body function. This is not the role of public school education.	Please see above	None	Discussing anal sex, oral sex, abortion, dental dams—none of this has any value in a public education setting. Very disturbing. This is the kind of language that should frighten every parent.	No strengths	Stop indoctrinating the children.	Stop talking about sex, period. Start teaching math. Reading? Writing. Science! Something that adds value to the community as a whole. Everyone figures out sex. Everyone.
Southern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Overly strong presence focused on sexual ed	The education should be Focused on healthy choices, nutrition and exercise.	Heavily focused on sex ed.	Leave sex ed to us, the parents! Focus on healthy choices, nutrition, exercise!	Too heavily focused in sex ed. Leave that to us parents!	Leave sex ed to us, the parents! Focus on healthy choices, nutrition, exercise! How our physical body responds to positive and negative impacts.	Stop the sick sex education and go back to simpler health.
Willamette Valley	K-5 Teacher	White	No	A strength I noticed was that in every standard it addressed the need to locate a trusted adult to talk to and to identify which person that would be for each student.	For the healthy eating in fifth grade, I did not notice the food pyramid or portion control. Also, I did not notice it included the parts of the brain and their functions, as it correlates with emotion, behavior, and decision making.					So, we are no longer to use the Body Shop curriculum or is there another curriculum that will be required?
Willamette Valley	Community Member Parent/Guardian/Caregiver			Understanding physical health and relationship between nutrition and health.	To remove ALL teaching and references to sexual expressions, sexual behavior, sexual body parts and gender identity. These K - Grade children are not mature enough to have this type of information fed to them by a public school teacher. Their young minds will most likely be confused and life changing emotional trauma could be the result.	Understanding physical health and relationship between nutrition and health.	Remove all teaching and references to sexual expressions, sexual behavior and gender identity. Middle School children are at a vulnerable age and teaching sex lessons including identifying the human sexual body parts and their functions is inappropriate for a public school course. These types of conversations should be done at home by the parent(s) or guardian.	Understanding physical health and relationship between nutrition and health. Understanding personal health practices and behavior. Be able to identify the human sexual and reproductive systems and functions.	A public school teacher has no business teaching high school students (children) about sexuality including sexual expressions, behaviors, how to demonstrate on anatomical models the steps for how to perform breast, testicular and genital self-exams, how to use a condom, how to foster intimate sexual relationships and more..... Quite honestly this document is promoting sexual relationships in teens and how to go about it. This is not the public schools job.	This draft is overwhelmingly upsetting. To think the state public school system is planning on promoting sex relations for children, to influence health beliefs and behaviors that could have devastating consequences. This Health Education Standard you are proposing could very likely create an environment where children are hesitant to discuss their learning material with their parent(s) or guardian. I am overwhelmingly against this Health Standard draft. If you decide to proceed with this agenda then you MUST at least give parents the option to OPT OUT of this school subject.
Portland Metro	School-based Coach/Specialist	White	No	Seems to be comprehensive, like the awareness and goals for students in self-advocacy	1. (5.GD.5 Identify the differences and similarities between gender identity, gender expression, gender roles, and sex assigned at birth.) This can get confusing even for adults. Is there a way to slow not this in 5th and finish in 6th? For example focusing on birth assigned gender and how each individual may not conform to that role and they have the freedom to do so?		Most 6th grade looks great - (6.SRH.2 Define vaginal, oral, and anal sex.) this one may get a fair amount of parental push back.... esp when 6th graders are still in elem buildings... shouldn't matter but somehow the parents feel that their kids are a bit more "protected". I like the exploring of sexual feelings, pressure they may receive, etc. As a former 6th grade teacher, not sure I would even feel comfortable teaching this particular standard.			If we want the most kids to get the biggest bang for the buck, some smaller incremental steps, especially where topics around sex and sexuality are introduced, to go a little slower. I'd like to see us avoid some of the issues of other states without avoiding. I want all my students to be able to benefit from good topics of discussion and unfortunately - especially in this divided political climate - many students will be excluded by their parents from participation. And it may be only one or two standards they object to, but they will end up opting out of large swaths because the trust isn't fully there.
Southern Oregon	Parent/Guardian/Caregiver	Other			Get rid of gender ideology and age inappropriate material such as telling first graders about menstrual pads.		Get rid of gender ideology which is opposed to real science and real biology. It is so confusing to kids and causing an explosion in "nonbinary" kids or those who think they can become the opposite sex. Instead affirm the boys and girls can like and do things associated with the opposite sex. Gender ideology encourages kids to adopt stereotypes to show they are the other gender.			
Oregon Coast	Parent/Guardian/Caregiver	Native American/Alaskan Native White	No				The Health and Socioemotional areas of instruction are not rooted in strengths-based or positive language. It's not trauma informed. It's about teaching kids what not to do by sharing the concepts of abuse, drugs, etc. Our kids will learn better when they are empowered to make good action plans about their lives, not scaring them			
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Personal hygiene, healthy diet and activity level are age appropriate conversations for educators to have with elementary aged children.	Discussion of "affirming identity", "affirming language", "puberty", "sexual and romantic operations and identities" and "enjoy(ing) consensual affection" between educators and 3rd grade, 8 and 9 year old children is highly inappropriate. 3.SEM.2, 3.HRVP.1, 3.HRVP.3, 3.GD.5, 3.SRH.1, 3.SRH.2					
Portland Metro	Community Member		Yes	Really appreciate the standard about medically accurate names for genitals as well as the early focus on culturally sensitivity around food choices and encouraging a variety of foods while avoiding sugary beverages.	I think specifically in the substance use/misuse category having a standard about not taking medication unless it is directly given to kids to prevent unintentional overdose is important. I would also advocate for a standard teaching kids to look for a marijuana symbol on candies they find to avoid ingestions.	Great emphasis on identifying lots of different orientations, not just straight/gay/bi, as well as different methods of STI prevention and options for pregnancy. I also think the standards around social media use/safety are really important.		great to talk about trafficking and different types of abuse, really important information		
Oregon Coast	Board member Community Member Other Parent/Guardian/Caregiver	White	No		There needs to be nothing about "gender identity" that's disturbing and goes against so many families beliefs. You're overstepping your bounds by putting this into curriculums.		See above. There should be nothing being taught about "gender identity." It's made up. It's not a two thing and you're just pushing kids into a life if misery by shoving it in their faces. You are child abusers and you're sick.		See above comments.	
Southern Oregon	Parent/Guardian/Caregiver	White	Na		Teach actual education, more hands on	Na	Teach actual education, more hands on	Na	Teach actual classes that give our young adults career options, work ethic and thinking outside the box	

Willamette Valley	Other	No	Among the items which caught my attention are the Standards on Healthy Relationships and Violence Prevention. I am a school counselor educator and find these and many of the other Standards so closely related to the outcomes that school counselors want to include in their comprehensive school counseling programs.		This actually is a comment about both the middle school and the K-5 standards and that is that the ATOD standards are presented early in elementary which is as they should be!	Much appreciate the Standards related to reducing harassment and bullying behavior.		I am a motivational interviewing practitioner and have felt that one area not addressed in these standards is how students can motivate themselves to change behaviors which are self-defeating/delinquent.		
Willamette Valley	Community Member Parent/Guardian/Caregiver School Volunteer School-based Support Staff (Paraprofessionals, Education Assistants, etc).	Hispanic/Latino(a)(x)(e) White	No	The Safety and First Aid (SFA) portion is appropriate and relevant at every grade level.	Health Education should focus on developing healthy habits, knowing safe practices for home, school, online, and out in public, as well as general first-aid, developing healthy diets, exercise habits, drug/alcohol abuse prevention, and biological growth and development to include internal and external anatomy, as well as physical changes associated with puberty. SEM should focus on respect for self and others, advocating for one's self and others, and knowing how to identify and discuss one's feelings along with self-regulation. HRVP should focus on identifying helpers and trusted adults, building and maintaining friendships, and what mutual respect looks like and what it doesn't look like. SRH should focus on the biological process from conception to birth. The difference between physical and mental maturity, and how to recognize, express, and respect a person's physical and emotional boundaries. An introduction to sexually transmitted diseases and their prevention would also be appropriate. Anything beyond these parameters in any category does not belong in elementary schools. Anything more specific is a parent's responsibility. When you stray from the general, you'll undoubtedly trample someone's beliefs. Schools should be a safe place for all students.	The Safety and First Aid (SFA) portion is generally appropriate and relevant at every grade level.	Explaining the importance of respect and analyzing influences which affect decisions about eating and physical activity should not fall under FNP, which should only focus on food, nutrition, and physical activity and how it relates to a healthy body. Growth and Development does not need to include the topic of masturbation. The discussion of the importance of affirming healthcare infringes on the rights and beliefs of students/families whose beliefs are counter to that. Healthcare (standalone) is important to everyone. The topic of sexual orientation is outside of the public-school purview. SRH should be limited to the physical and biological development of bodies, physical and emotional maturity, and the importance of safe practices. The discussion of various types of sexual acts is beyond the purview of the school, as is the discussion of pregnancy options. Any reference to "affirming identities and perspectives" does not belong in the curriculum as it cannot be objectively aligned for ALL students. The same is also true for the term "judice." HRVP should focus on how students can build and maintain healthy relationships, how to recognize unhealthy relationships, and how to recognize and seek help when	I think overall the Standards set forth for High School students are appropriate and relevant.	HRVP: the need to include the term "affirm one's identity" is not necessary with regard to the ability to manage and express thoughts, emotions, impulses, and stressors. An explanation with regard to "identity affirming support" and the improved health and wellbeing of a person is debatable and controversial and infringes upon student/family rights and beliefs. Again, sexual and romantic orientation does not belong in the public-school sector.	Controversial topics such as gender identity, sexual orientation, privilege, injustice, and graphic sex which are not universally accepted should not be included in the Health Standards as they are instruction with regard to these topics is subjective and infringes upon students/families rights and beliefs.
Central Oregon	Parent/Guardian/Caregiver	White	No	I appreciate the topics taught in the health units - learning about how our bodies work, safety, first aid, etc.	I appreciate that my child's school leaves some of the units of the state health curriculum as optional. It gives the control to the parents so we can decide what we want our kids to be exposed to. Please don't change that!					
Southern Oregon	K-5 Teacher Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e)	No	I like the TSEL standard on teaching on dysregulation. Very helpful to teach about in school. First aid and safety are also important for students know about.	I believe we are not allowing individual families to teach their children about things that can be very sensitive. For example, the standards for kindergarten require children to be taught about the different ways to express gender. That is not developmentally appropriate and is a family's decision to decide when the right time is to talk to their children about that. It is our responsibility to teach children to show respect to all, without jumping into the details.	I think its strong in warning kids against addictive and risky behaviors. I also appreciate discussing suicide prevention and how to get help.	I would like to see more about what happens to your brain chemistry while participating in addictive behaviors.	I appreciate the discussion about preventing suicide and identifying mental illness. Collective goal setting was a really great idea.	Perhaps more opportunities to discuss the change from late adolescence to young adulthood. I have seen so many struggle with that transition. Discussing more of the changes that occur in their brains during this time to help them feel a bit more prepared.	I just really ask the committee to consider what is developmentally appropriate for students. There are some things that are being introduced too early.
Other	Clackamas county	Parent/Guardian/Caregiver		Inadequate. No anatomy or physiology included. No definition of what sex physically is. No information on menstruation provided despite many 5th grade girls starting that. Not even what to do if started at school.	Permission slips for parents, to include detailed overview of optional menstruation and or anatomy, especially for mature 5th grade females.					
Southern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	The Safety and First Aid: Substance Use, Misuse, and Abuse; and Food, Nutrition, and Physical Activity sounds beneficial.	Again, the only strengths lie in the The Safety and First Aid: Substance Use, Misuse, and Abuse; and Food, Nutrition and Physical Activity sounds beneficial.	Defining "vaginal, oral, and anal sex" along with all the other sexual and reproductive health "standards" is highly inappropriate to be taught at school and is a massive overreach of the government. Let alone highly inappropriate to be teaching these kinds of health "standards" to middle schoolers. Teaching about anal sex will not help a student achieve high academic excellence and will not help students compete in the job market.	Again, the only strengths lie in the "The Safety and First Aid; Substance Use, Misuse, and Abuse; and Food, Nutrition, and Physical Activity" sounds beneficial.	The very basics of social, emotional, and mental health; along with the other "standards" may help a child. However, the academic system needs to put their focus on the actual standards of the educational system- math, reading, writing, history, science, as we as a country, are behind in these standards of education.	The education department will never replace the role of the parent in their child's life. I fail to see how these "standards" will improve a child's ability to compete and thrive in an ever-changing world. Yes, it's important for children to learn how to set and meet goals, learn how to recognize a safe adult; however, much that are listed in these "standards" are my responsibility to teach my children not the government's. These "standards" are implementing the government's "values" and beliefs, which has no business instilling in our children. These "standards" will hinder and hurt our children more than help them.	
Southern Oregon	Community Member	White	No	Way out of line for the young kids to handle! There is no need for coercion or any sex teaching of our young children. LGBTQ is a small fraction of our citizens. You are putting them in a small minority first over our majority/how can that be right????	Not ANY kind of visual sex content period! Basic health of their bodies. Nor should ANY adult be advising them on any OTHER TYPES OF SEXUALITY!	Not appropriate!	Just basic sex and health education!	Not much now!	I know kids who were enticed to "TRY Gay" and they did. Right out of high school the changed course back to straight and now have families and opposite sex husbands and wives. Very few 1st thru 12th young people are capable of making those decisions on their own.	Put respect and sexual teaching of children, back into the parents hands.
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	No	There are no strengths	What you are asking of the kinders is inappropriate and it goes from there. Kids need to have a chance to be kids and figure out who they are before you start throwing labels and such at them. Kids this age are still learning how to share, how to be kind and get along, how to sit still and follow instructions. Why are you expecting them to learn about drugs, violence, and their genitals. Why are you wanting to teach 3rd graders about sex? What purpose does that serve? It was pretty taboo when I was in 7th grade and they taught it.	It appears a lot of sick people wasted a bunch of money to come up with these.	Why do kids need to know about masturbation and types of sex. These kids are not developed enough or mature enough to drive a car, but you want them to know the different types of sex? At one point, there was concern about teenage pregnancy... not apparently you want that brought down to the elementary age-teen aged kids, or is that so you can push abortions and damage their psyche even more?			
Southern Oregon Eastern Oregon	Other Parent/Guardian/Caregiver	White	No	I feel lots of the information is beneficial to children the SUB, FNP, SEM.	I am deeply concerned and discussed with the GD section of the standards, I do not agree with this being forced on our children.	Same as above	I am deeply concerned and discussed with the GD section of the standards, I do not agree with this being forced on our children. I am concerned with the whole section	Same as above strengths	I am deeply concerned and discussed with the GD section of the standards, I do not agree with this being forced on our children. This is an agenda the government is over stepping and using to influence our children	Do not force this on children, please reconsider. This is not health standards this is compion

Southern Oregon		Student Services Personnel White (School Counselor, School Social Worker, School Psychologist)	Yes	They seem very age appropriate in a way that's easily digestible. I love the way food and nutrition is talked about.		I LOVE the way the standards talk about nutrition education. It's SO much more trauma informed than previous standards in the way that they talk about nutrition, having had conversations with adults, marginalized folks, and so much more. It's done in a way that doesn't stigmatize the choices people make and gives such important information. I also really appreciate the way they include marginalized communities in an inclusive, non-stigmatizing way. It's clear that a lot of work went into these, and I'm so grateful. It really will make a positive impact on students and staff alike.		It touches on access and inclusivity for so many disadvantaged communities. I love the way it educates in a way that promotes understanding of different choices and ways of being and being. It also includes concrete ways of advocating for others and opening people's eyes to the struggles that marginalized folks face.		I anticipate that there will be pushback on these from some folks, but PLEASE know how much this means to marginalized folks to be included and seen in a concrete way. I leaped up reading some of these because I know what a difference it would have made for myself if I had this education growing up. Thank you for all the work you've put into this; it means the world.
Southern Oregon		Parent/Guardian/Caregiver White	No	Learning about foods and diet are great.	They do not need knowledge on sex!	Great Health advisory for body.	Kids this age do not need to know fentanyl!	They have options with body.	Not everyone in OR is a drug addict. The more you inform these kids of all the effects is when they will decide to join addictions without understanding a lifeing mess they become when they open that gateway!	Let kids be kids. Why punish them with uncertainty of their sexuality and fill in their drugs before they should even be thinking about them!!! Ridiculous
Southern Oregon		Parent/Guardian/Caregiver Prefer not to answer	No	No longer relevant	Leave lgbq out of education	None	Leave any lgbq out of the education. That is for family's to discuss and it is not appropriate for a school to teach such nonsense.	Not relevant yet	Leave lgbq out of education	Go back to the basics. Leave all of this controversy stuff out of education. It's worse than discussing politics with children.
Oregon Coast		Parent/Guardian/Caregiver White			3 grade doesn't need sexual education, this is ridiculous people as a parent I strongly disagree with that part of health education, stop filling our babies minds with filth but teach them how to use a button... whoever is in charge you should find another job how can you all sleep at night knowing what you are trying to turn our kids into in mad beyond compare what a joke...not		What are you getting ready to teach the 6 graders about sex is the most outrageous stupid thing I can even fathom the idea of ... what a joke you all must be ashamed of yourselves, our kids definitely don't need to be talking about anal and such stuff you going to make a lot of those kids to end up homeschooled if I wasn't for single parents that need to work... your health education about sex is very upsetting			
Southern Oregon		Parent/Guardian/Caregiver Prefer not to answer	No	Nothing	They are little kids and should be taught basic and you are desensitizing them with information that is too adult and quiet honesty its perverted grooming.	Nothing	Same as above. Information is going beyond age and I would consider this grooming	Nothing	Social Justice? That is a lie. We have laws, just because someone suffers injustice doesn't make them justified in screaming and yelling about it. That is a lie.	Stop grooming out children!! ONLY 2, I repeat TWO genders! Stop validating sick peoples delusions. It is a mental illness!
Central Oregon	OR	Gold Beach Prefer not to answer	No							
Oregon Coast	OR	K-12 Student	No							
Eastern Oregon		Educational Services District (ESD) Employee	No	I feel that they are more well-rounded than in the past until you get to the HRVP and the GD pieces.	K.HRVP 3 - What ways are taught to express the gender? - wondering what that may look like. K.GD 4 - Family configurations. I think that just that families may look different but that all people should be treated like you would like to be treated would be enough and encompass a lot of these. 1.HRVP 4 - What is meant by how they should act? 1.GD 4 - Menstrual product talk at this age? This will not go over well in the region. 2.SFA 6 - I feel that this should be moved to K. Those kids have already been exposed to devices and should learn that safely earlier than second grade. 3.WHP 7 - Climate change enters WHP and continues throughout. Who's/What version of climate change is being taught? Is it just the facts that there is climate and weather patterns associated with foodability to grow - or is it more? 3.SFA 3 - It mentions other bodily fluids. - what and how are those taught? 3.GD 1 - body parts, sexual and reproductive anatomy - how is this being taught and how are parents knowing its being taught? Is there an opt out if they want? All of 3 SRH - What does this look like at 3rd grade? sexual and romantic.	Appreciate the safety and first aid piece as well as the social-emotional and substance abuse parts.	7.SFA 6 - It talks about basic fire safety and wildfire prevention safety. Most fire safety is talked about in 2nd or 3rd grade. Wondering why it's in 7th and randomly put here. If the state is wanting to have students engage in conversations about sexually appropriate things, wildfire should start sooner. 7.GD 3 - Why are vulvas, circumsized and uncircumsized parts all talked about? Unsure of why this is in here. 7.SRH 2 - Identifying safer strategies for sex - 7.SRH 8-10 - They have to describe how all of these things work? Condoms? Dental dams? Then why is discrimination and racism impact talked about here? Can't all health barriers be discussed? This looks like a prime target for media to get a hold of and light up. 8.WHP 7 and 8 - Why are these brought in to health Standards? History may be the place or current topics, but unsure about 8th grade health class. 8.SRH 3-5 - Practice demonstrating how to use condoms and dental dams? sexual health scenarios? -How do you foresee this demonstrating going? How are teachers supposed to teach and address this without parents losing their minds? Districts getting possibly sued?	As mentioned earlier, good to see some added pieces to it - mental health, etc.	The high school standards are less controversial than the lower grades. It appears that these stayed primarily the same, while the lower grades got added on to a lot.	I would definitely take a hard look at these standards and see which ones would likely have districts end up in lawsuits and litigation. Also, these should be posted for parents and have an option of opting out of the sexual reproductive health if they so choose. Standard health practices are great, but there are pieces in here that over step the lines between school and families, which could result in numerous unintended consequences for districts and the state.
Portland Metro		Parent/Guardian/Caregiver Multi-racial	No							Please stop pushing a political, social and moral agendas and stick to health principles. Sexualizing children is abuse. Grooming children to a specific narrative is abuse. There are so many questionable parts to your curriculum it's impossible to list in a survey. The sad thing is a you believe you are doing what is right. Unfortunately your beliefs and mine contradict so neither belong in a publicly funded institution such as public schools. Conversation about SEX, "gender identity," etc. has NO place in a classroom. Keep that out of the curriculum. Stop indoctrinating our children. Stick to age appropriate facts for health and well being and leave the "sexual expansive identities" agenda out.
Southern Oregon		Parent/Guardian/Caregiver White	Prefer not to answer	When sticking to the basics of health there are strengths WHP, FNP, FSA	Social and Emotional is not based on medically or biologically accurate facts. 1.GD 3 Tampons are used by women with a vagina not "some people" 3. SRH 2: It is not the public schools role to introduce to a third grader "different sexual orientations & identities" 4.GD 3 "Sexual Orientation" should be left out of all k-6 curriculum.	Strengths are SEM,FNP & HRVP teaching children healthy habits and ways to get help is what the schools role is	Why are we pushing gender expansive identities in a curriculum for junior high who just now are beginning to understand and experience the differences puberty is causing in their bodies? It is not the public schools responsibility to teach my child about non-factual information. 6.GD 6 6.GD 5	WHP, SFA, FNP: Keeping focus on teaching kids how to advocate to have better health and over all wellness.	HS.SFA.3 & HS.SUB.2 Teaching how to respond to an opioid overdose is putting a heavy burden on a child's shoulders. How about teaching how to spot an overdose and call 911. HS.SRH.14 & 15 Reproductive Justice is not education in regard to facts of the biological parts of humans. It should be left out. HS.GD 4 Medically and Biologically inaccurate information. No biological male will ever need a tampon or pad.	
Central Oregon		Parent/Guardian/Caregiver Prefer not to answer	Prefer not to answer	Teach basic reading, writing, history, science, and math. The rest of the world has passed us and their tail lights are disappearing.	Teach basic reading, writing, history, science, and math. The rest of the world has passed us and their tail lights are disappearing.	Teach basic reading, writing, history, science, and math. The rest of the world has passed us and their tail lights are disappearing.	Teach basic reading, writing, history, science, and math. The rest of the world has passed us and their tail lights are disappearing.	Teach basic reading, writing, history, science, and math. The rest of the world has passed us and their tail lights are disappearing.	Teach basic reading, writing, history, science, and math. The rest of the world has passed us and their tail lights are disappearing.	Teach basic reading, writing, history, science, and math. The rest of the world has passed us and their tail lights are disappearing.
Willamette Valley		Parent/Guardian/Caregiver White	No	Substandard	Education on diet and exercise					

Willamette Valley	Community Member Parent/Guardian/Caregiver		Prefer not to answer	That it is kept basic and allows the parents to expand if questions are raised by our children. We know what they are ready to learn about and at what age.	Keep it this way. Teach basics: eat healthy food, brush your teeth, and move your body.	NA	NA	NA	NA	Keep gender anything out of everything. Schools are there to teach children about math, science, reading, physical fitness, and art. Not about mental health or creating mental health problems.
Willamette Valley	K-5 Teacher Parent/Guardian/Caregiver			They emphasize multiple facets of health. They explain healthy behaviors that kids can handle. They identify trusted adults. They talk about food and nutrition. They talk about health aspects related to social media. And they talk about stages of puberty.	Some improvements or changes could include the following: saving topics about substance, use domestic violence, sexual harassment, sexual intimacy, should be saved for middle or high school. They aren't really appropriate for kids under the age of 11.	They talk about healthy habits, unsafe situations, mental health, substance use, and some of the risks of sexual intimacy.	There are some improvements needed at the middle school level. For example, I don't understand the need for firearm safety taught to sixth seventh and eighth grade students. It's as important to limit details of sexual and my intimacy until they're older.	The standards at high school level are very specific to a number of different areas that do affect high school students. The wellness and safety cases are good information for kids. Substance-abuse, mental health, healthy relationships and sexual health are also critical at this time so that they don't have missing information when they graduate from high school.	The high school health standards could be more specific as the team gets older. In other words, limit certain subjects that ninth grade and add more subjects by 12th grade. Also require at least two semesters of health education.	
Willamette Valley	Parent/Guardian/Caregiver	White						Oral sex is inappropriate, abortion inappropriate highly inappropriate, quit trying to get our children excited about sex it's disgusting and a form of grooming. Leave sex education to home parents and guardians to educate, it is not the public's job to teach our children about sex. THEY ARE CHILDREN !!		
Eastern Oregon	Student Services Personnel (School Counselor, School Social Worker, School Psychologist)	White	No	It's very comprehensive and inclusive. I appreciate the range of topics and details outlined. I like the overlaying of standards from COE's Integrated Model of Mental Health and the TSEL Standards.	On page 9 under HRVP: 2.HRVP.7 has the word verbal duplicated. On page 9 under HRVP: 2.HRVP.8 has the word or duplicate.	I like the overall scope and sequence with future focus building upon and expanding what has previously been touched on.				
Central Oregon	K-5 Teacher Parent/Guardian/Caregiver	White	Prefer not to answer	Prefer not to answer	Keeping kids safe is important and taught. Nutrition is great.	The Growth and Development section is not age appropriate. Neither is the healthy relationships in many areas and I do not understand the need for the topics in the sexual and reproductive health sections, nor do I feel comfortable teaching these. We are giving our kids information they don't need yet.	Nutrition, exercise, personal safety are all necessary.	The Growth and Development along with Sexual and Reproductive Health sections are too much for these kids. Why can't we keep it to the basics? Please explain why an 8th grader needs to discuss anal and oral sex? Also, I don't even know what an oral damn is but my child is going to learn how to insert one? This is beyond ridiculous and opening doors these kids don't need.	I am afraid for our kids. These standards are an overreach of our education system. I'm an educator. I do not think many of these topics are developmentally correct or necessary. Oregon, you are going too far. Let parents do their job without you going over the boundaries of what your job is. I know of multiple families who have chosen not to enroll their kids in public school this year because of these draft health standards. If you pass these standards you will see many families pull their kids from your schools, funding will drop and the kids who's parents can't afford to figure out home-school or private school will suffer due to the decrease in resources.	
Portland Metro	Parent/Guardian/Caregiver	White	Prefer not to answer	Prefer not to answer	Scientific names of and the identification of reproductive anatomy, sexual preference/orientation and gender identity information is not an appropriate subject for school. These are lessons that should be left to the parents to discuss and is not something that we're sending our kids to school to learn from someone else. Please remove this from the curriculum. These are topics that have an agenda being pushed in politics and the media and school is not a place for this.			Scientific names of and the identification of reproductive anatomy, sexual preference/orientation and gender identity information is not an appropriate subject for school. These are lessons that should be left to the parents to discuss and is not something that we're sending our kids to school to learn from someone else. Please remove this from the curriculum. These are topics that have an agenda being pushed in politics and the media and school is not a place for this.		
Southern Oregon	6-8 Teacher	White	No	I like the way that the categories are broken up and clearly identified. I like that a lot of the previous standards are paired down and/or taken out. I like the blue box at the top that gives key grade level skills. This helps the teacher focus in on the most important standards.	I think 1.GD.A belongs in the HRVP section.	I like the way that the categories are broken up and clearly identified. I like that a lot of the previous standards are paired down and/or taken out. I like the blue box at the top that gives key grade level skills. This helps the teacher focus in on the most important standards.	7.SFA.7 should be moved to SEM or HRVP	I like the way that the categories are broken up and clearly identified. I like that a lot of the previous standards are paired down and/or taken out. I like the blue box at the top that gives key grade level skills. This helps the teacher focus in on the most important standards.	I noticed that the gender identity, and LGBTQ+ information was taken out and not addressed. I think if nothing less the key words and definitions should be taught so we can mitigate the ignorance of people.	
Willamette Valley Willamette Valley	Parent/Guardian/Caregiver Parent/Guardian/Caregiver	White White	No	Teach about nutrition	Should serve better, healthier lunches			Most of the things are fine to teach my student.	I do worry about teaching my child about family ethics. Not every family has the same Ethics or beliefs. I also do not like teaching the new menstrual dignity act. I don't mind my student learning that there are other people who feel differently than what their bodies tell you. However they do not have to be shown or told every detail. All they need to know is that everyone is different. There is nothing wrong with that. Treat everyone the same & don't shove other beliefs in their face! Do not make them feel like they don't belong or matter. This goes for everyone!	We need to get back to basics. Teaching about body parts, emotions, & how to handle them. Touch on the subject that not everyone is comfortable in their own bodies & it is normal to feel that way. Depending on age. Then talking to parents is very important! Or whoever their guardian is. Any trusted adult is safe. That's it!!!! Kids need to be kids & the parents need to be in charge of them. Nobody else! Leave out all LGBTQ, oral, sexual orientation bullshit from all grades curriculum. Gender confusion is a mental health issue. Stop confusing kids with sick ideologies. My kids will NOT respect any of that crap. I have taught them to stand against all the schools propaganda and sick ideologies of the LGBTQ
Other	Lane county oregon	Parent/Guardian/Caregiver	White	No						
Oregon Coast	Parent/Guardian/Caregiver	White	No	I don't trust the health care system anymore. I disapprove of the light community bullshit. Stop talking about it. More important things are kids could be learning that actual matter.	Stop teaching/preaching to our children about LGBTQA's +++++ and normalizing gender change is normal and you can identify as anything you want today. Teacher have absolutely no rights to discuss my child's gender identity/genitalia and preach to them about diversity. My kids are raised to accept everyone for who they are and should be focusing more on reading, writing, math, ect. Which they are falling in... Veneta Elementary showed 5th grade children actual pictures of penises and vaginas with piercing which is so incredibly talking about sex which is so inappropriate. That is not okay. That's called pedophilia. Not one parent I know, trust the schools and teacher and the health care system anymore at all. Livesuits waiting to happen. It's our tax dollars, their our children. If this continues, people will remove kids from schools.	Drug abuse	Stop teaching and preaching to our children about LGBTQA's +++++. Teacher have absolutely no rights to discuss my child's gender identity and preach to them about diversity. My kids are raised to accept everyone for who they are and should be focusing more on reading, writing, math, ect	Talking about drug abuse/addiction and the risks.	Stop teaching about gender identity & lgbq. That should not be a discussion in any class ever.	I know a lot of people who are very upset with the constant teaching & preaching to OUR CHILDREN under the age of 18 about their gender identity and normalizing LGBTQ +++++ bullshit. Parent will start suing the schools and any teacher involved if this continues to happen. My kids are raised to except everyone for who they are. I will continue to remove my kids from school the entire day if this is going to be taught. It's my tax dollars and I should get to choose what my kids should focus on in school like reading/ writing/ math ect...

Willamette Valley	Parent/Guardian/Caregiver	Asian White	No	Ready to pull my kids out of public school. Home school seems only option if this stupidity continues.	Teach, stop the political stupidity. ABC and 123. That is school. Stop the stupidity and stop fking with are kids. We are not going to put up with it.	None. Stop it.	ABC 123. Stop the political garbage. We need smart kids not morons who think men can have baby's.	Sam as all other grades. Intelligent classrooms.	Tech are children, stop the political stupidity	Just stop. My kids are my kids and you will not have them. You are stupid if you think the people are going to continue to take the government overspending. ABC and 123. That's what school is for.
Willamette Valley	Community Member Parent/Guardian/Caregiver	White	No	That they usually have a pretty basic class for this age group.	I believe this should go no further than body parts, their functions, and for girls their periods and for boys, maybe a brief discussion about erections.	That parents can opt out.	Basic body functions and safe sex are reasonable, but teaching children about extra things such as genital piercings, sexual acts in details, and in depth discussions about gay relationships when there are no gay students in the group is inappropriate. There are also discussions that do not need to be taught in school that some parents are not ready for their children to learn about. Just because you all feel it's appropriate, doesn't mean it is for every child/family. You are not the ones dealing with the after math of the courses.	The intention of trying to do right by all students.	Basic body functions and safe sex are reasonable, but teaching children about extra things such as genital piercings, and sexual acts in details is inappropriate. There are also discussions that do not need to be taught in school that some parents are not ready for their children to learn about. Just because you all feel it's appropriate, doesn't mean it is for every child/family. You are not the ones dealing with the after math of the courses.	Please keep it to basic health and anatomy. Agendas to push ideals on students is not appropriate. I'm ok with a person choosing to be gay or trans, but that doesn't mean all the children need an in-depth education on what this means. You can keep it sexual orientation neutral.
Willamette Valley Central Oregon	Other Parent/Guardian/Caregiver	White	No							Items that are up for discussion to children are not relevant nor needing to be discussed with children outside of their own family. All new changes are very inappropriate for conversations with this age of children. All health education should be optional and need parent consent. All of this is disgusting. You should be ashamed on what you want to teach these young kids. Regardless if a parent feels their children need to be taught this it's for them to do so not the schools. There better be a option out form because my kids will be pulled from this class!
Central Oregon	Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e)	No	About health and not about sexual education below a middle school level. If there is a class parents should be able to opt out students.	No sexual education unless parent consent is give and should not begin until 4th grade about menstrual cycle					
Central Oregon	Parent/Guardian/Caregiver	White	No							
Central Oregon	Community Member Parent/Guardian/Caregiver	White	No	Education on food and health,safety	it is well organized and user friendly	I would like to see more lgbtqia+ inclusive standards across all grade levels	growing inclusivity language is present	continued growth for inclusive language in curriculum	access to curriculum with inclusive experiences is becoming more available	continue to offer access to additional schools with increases in inclusive experiences within the curriculum
Central Oregon	Parent/Guardian/Caregiver	White	No		Do you really think a kindergarten kid knows about medicine and how to use correctly? NO. Growth kindergarten talking about genitals, really? Way to young. You have their attention for about 10 mins. 1st graders, I don't know many who start their periods. A little soon to talk an out pads and tampons. . just a few thoughts. What happened to teaching reading, writing, math, history, science. Some parenting needs to be done by the parents, not the teachers. The teachers have enough to deal with.		Sorry but the middle school kids need to be cracked down on. Way to lenient at the schools. Last year a kid brought a butterfly knife in to school. Punishment, had to leave school that day, and was back then next day. Not very safe. Listen to the kids there are drugs in the halls. I am scared too death to send my daughter to 6 th grade. Thank goodness my son still is there you keep an eye on her. Kids being allowed to bark and meow like cats and dogs disrupting classes so my kids can't learn unacceptable.			I am not against being gay or trans, but don't push these on the kids. Asking how they want to be identified. Some people say they are offended because they're not able to express themselves but what about others being offended having to abide by all of their rules. I'm not the only parent who has thought more than once about taking their kids out and homeschooling. Parents who work for a living and work hard don't have the time to homeschool but having to deal with the new teaching. Stop teaching our kids about the different sexualities and let them be kids. They are not adults and don't need to be treated as such. Kids do not need to learn about anal, or any other kind of sex for that matter until they are old enough to be having sex.
Central Oregon	OR	K-12 Student	Redmond	No	Normal health education is adapted.	The health curriculum needs improvement, there is no reason my kindergarten needs to learn about any kind of sexuality anything. Nor does my second grader. This is not okay I'm the least.				
Southern Oregon	Parent/Guardian/Caregiver	White	Prefer not to answer	Discussing nutrition and mental health is great. Education on abuse and how to get help is great.	I believe the sexual education should not be in there, particularly they don't need to hear about STI and different ways to get pregnant.	Mental health is good and absolutely food habits and activity is good. The social and emotional health was also good.	The sexual and reproductive health section is all inappropriate for middle school age.	I like the safety and first aid, the mental health especially as it relates to social media.	The sexual and reproductive health section all inappropriate. There are topics in there that are purposely divisive such as reproductive justice which is inappropriate. The high school curriculum is making the assumptions that all students in this required course are having sex and experiencing all these sexual experiences. If this is a required course, sexual topics should not be required curriculum.	I highly disagree with the amount of sexual content in this curriculum.
Willamette Valley	Parent/Guardian/Caregiver	Native American/Alaskan Native White	No	Including safety responses to inappropriate touch and creating boundaries is important, as well as ensuring the importance of confiding in an adult under the circumstance something may occur. I'm pleased that this standard is in place.	Children who are attending Elementary schools should not be taught about the sexual orientation of others. This leads to confusion, as I've commonly noticed children don't see others differently until made aware, creating a negative response. Most parents would like to acquaint their child with this on their own time. Consent to teach this topic has typically not been given as an option to parents, such as myself and other parents whose children attend in the corresponding district. Which in turn reasonably causes anger.					
Central Oregon	K-5 Teacher	White	No	The standards address all parts of staying healthy with emotional, social, physical and environmental.	ICD.3 Recognize that menstrual pads and tampons are products that some people, including older students, need to keep their bodies healthy. For first grade this is not really age appropriate, since they have a few years before they start, might be better in 3rd or 4th grade.	The standards address issues that the middle school students are facing including peer pressure, sexual pressures and using drugs.	N/A	The use of resources to go through and analyze to draw their own conclusions.	N/A	Overall these standards address where students are in their development and are developmentally appropriate except for the one for first graders.

Eastern Oregon	Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e) White	No	<p>It is very inappropriate for young children. It normalizes very sensitive topics. It begins a move into sexual dialogues/education before young kids should hear ANY of that info. Not only would I want my kids NOT to sit through the curriculum, but I would NOT want anyone else's kids sitting through the curriculum.</p> <p>This is NOT appropriate: List medically accurate names for body parts, including the genitals. Identify medically accurate names for sexual and reproductive anatomy. Discuss that there are many ways that people can feel love and attraction. Recognize that there are people in families with different sexual and romantic orientations and identities. Identify the differences and similarities between gender identity, gender expression, gender roles, and sex assigned at birth.</p>	<p>Stop trying to sexualize middle school students and the cartoon are very graphic. PLEASE allow parents to direct these very sensitive conversations. This should NOT be taught to middle school children.</p> <p>Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, and pansexual. Identify the benefits, risks, and effectiveness of various methods of contraception, including abstinence, the correct use of barrier methods, and emergency contraception.</p> <p>Describe human reproductive systems, including the external and internal body parts and their functions, and variations in human bodies, for example, different shapes of vulvas; circumcised and uncircumcised penises; and intersex conditions.</p>	<p>The above should read "for grades 9-12" instead of 6-8. I don't want my Oregon taxpayer money used for any of the following: Analyze different ways that people can express consensual physical affection, love, friendship, empathy, and sympathy within different types of relationships. HS HRVP 3 Analyze how culture and society can perpetuate stereotypes and expectations of people with different genders in relationships. Again, students are too young for such open topics that should be reserved for their older years and for parents to decide when is appropriate and how is the best method of addressing these issues.</p>	<p>Please do not proceed. Allow more time for parents, teachers, and community leaders to review your entire curriculum. You cannot assume that ALL kids want to hear this stuff nor that ALL parents would support this.</p>				
Eastern Oregon	K-5 Teacher	Prefer not to answer	No	<p>The essentials that have been presented for years (healthy food/diet, staying away from drugs, exercise, etc) are where the focus should be.</p>	<p>Students should not be taught detailed information about sexuality at this age. It is not developmentally appropriate. We are creating a culture entirely focused on sexualizing our kids. We need to focus on education, not indoctrination. Teaching kids to question who they are is dangerous and is resulting in kids who are depressed and confused. Teach them the basics of health, but not detailed information about sex (such as the how to's). You will likely see an increase in behavior through this teaching that will harm kids. Abstinence has always and will always be the best method for keeping kids safe! Your standards will result in pregnancy, disease, etc. That is disturbing and in the past would have been considered a need. Kids should focus on the fun of learning, they should keep their innocence. This type of teaching is exactly why people are moving out of state or finding alternative ways to educate their children.</p>						
Other	Washington, DC	Community-based or Non-Profit Organization Employee	White	No	<p>Really impressive breadth and scope of content covered in K-5, in particular it was great to see 3.HRVP.3, 5.SEM.2, 6.SEM.4 and 5.HRVP.7. There was clear foundation setting for some concepts that would allow terrific growth in subsequent years.</p>	<p>Some concepts were introduced without being defined (K.HRVP.3 - no definition of consent, 1.HRVP.4 - no definition of gender identity, etc.) and unclear why no mention of child sexual abuse until 4th and no definition of sexual orientation but application of that concept in 3rd and 4th.</p>	<p>Just incredible to see Intersex conditions, sexually explicit media and the racism's negative impact on sexual health in 7th grade. Outstanding!</p>	<p>I would move 6.GD.6 to earlier grades, add in some content explaining what gender affirming language is before asking students to demonstrate how to use it in 8.HRVP.3 (but LOVE that it's in there!) and consider whether the CDC's forthcoming recommendations about DoxyPEP should be added to 8.SRH.8 (https://www.cdc.gov/Programs/CID/DCDC/CDPH%20Document%20Library/CDPH-Doxy-PEP-Recommendations-for-Prevention-of-STIs.pdf)</p>	<p>Very comprehensive and a wonderful balance of functional knowledge and health enhancing skills. So great to see nothing fear or shame-based included and only effective pedagogy reflected throughout.</p>	<p>Consider adding "the discrimination and oppression that can lead to - mental health challenges" in HS.SEM.6. Consider adding "safety plan" to HS.HRVP.6. Consider the potential political ramifications of HS.HRVP.7 and the optics of supporting a person perpetrating sexual violence. Consider clarifying HS.HRVP.12 to indicate if you mean sex trafficking, human trafficking or both. Consider adding "access" to HS.SRH.7. Consider adding "anti-blackness and/or racism" to HS.SRH.16</p>	<p>These were excellent! Such a pleasure to read and would certainly cement Oregon's national reputation as the most inclusive and affirming state sex ed standards.</p>
Central Oregon	Parent/Guardian/Caregiver	White		<p>Nothing, severe over reach of the school system</p>	<p>Remove everything that has to do with indoctrinating our children into the LGBTQ lifestyle. There is no reason why elementary aged children need to be taught about sexual anything. What you are doing is absolutely disgusting. It is not your business to be teaching my children about sexual and gender identity. That is the job of the parent and family unit.</p>						
Southern Oregon	Community Member	White	No	<p>Wholistic and includes importance aspects of all areas of health</p>	<p>Too detailed for a large portion of parents demographics across the state - children are going to be given conflicting and contradicting information at home.</p>						
Central Oregon	Parent/Guardian/Caregiver	White	No	<p>That parent's rights to choose what is being taught to their children is being removed.</p>	<p>Topics are being discussed that are inappropriate for this age group and unnecessary. What consent can a second grader give??? Pads & tampons in first grade??</p>	<p>More education surrounded birth control and their bodies and the opposite sex.</p>	<p>Stop pushing LGBTQ and letting teachers (especially at Ridgeview) praise kids for being trans or bi and making it negative or "boing" for being straight. Teaching students that anal sex is a way to not lose their virginity.</p>	<p>More education and support on birth control and having control over their own bodies and medical care.</p>	<p>Teaching students that anal sex is a way to not lose their virginity.</p>		
Southern Oregon	Parent/Guardian/Caregiver			<p>Thank you for the time and comprehensive age appropriate restructuring of the standards. The wording is much more clear than the last iteration.</p>	<p>Restructured language of the gender role aspects will make this a manageable for many parents.</p>	<p>This is a great comprehensive list of social skills necessary to prevent addiction and early pregnancy.</p>					
Portland Metro	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		<p>Revamp entire sexual health and growth and development sections. Teaching children about sex and gender identity beginning in kindergarten is way too young and developmentally inappropriate. Teaching children gender identity politics in K-5 is also confusing in a setting with a classroom full of kids and one or two adults. Children coming from so many different backgrounds are bound to have different levels of understanding when it comes to gender politics, and many will not have the words to articulate deeper questions once they get home.</p>		<p>Again, you are teaching way too in-depth information about different sexual acts. You are also teaching gender identity politics that can seem akin to teaching religion. You are going way too deep in both areas.</p>		<p>In your verbiage when it comes to "consent" you have left out that it is not okay for anyone to touch a minor in a sexual way even if that minor is manipulated to "consent". It needs to be made crystal clear that children all the way to age 18 should not be sexualized and should never be touched in a sexual way by an adult or their peers. Obviously, this changes as children grow in the teen years, but they should never be approached in that way by a legal adult. Yes, grey areas exist between older and younger teens, but the language you use is way too ambiguous in this department.</p>		
Willamette Valley	Community-based or Non-Profit Organization Employee	White	No	<p>the term BMI isnt present and there is nothing about telling kids to "maintain healthy weight" Love that social barriers to health are addressed.</p>		<p>Asexuality should be explicitly explained.</p>	<p>the term BMI isnt present and there is nothing about telling kids to "maintain healthy weight" Love that social barriers to health are addressed.</p>	<p>Asexuality should be explicitly explained.</p>			

Portland Metro	6-8 Teacher	White	Yes			I notice a shift away from moralizing language around food, and I think that's excellent (towards language like "nutrient dense," etc.), happy to see we still have language that discusses the variety of human experiences, including folks who identify in the queer communities	As ever, there are so many standards, and it can feel overwhelming to try to imagine how to get everything taught in 10 weeks. I also notice that more of the standards have moved away from skills-focused (demonstrate, advocate, argue for, etc.) and more towards content memorization (list, explain, identify)				The standards, especially those that are around topics that have been politicized, protect educators who are working to provide inclusive education for all of their students. The stronger and more specific they are, the better that protection provides. I receive attacks from parents every term as I prepare to teach sex ed, and it is only becoming more frequent. My best defense is "this is in the Oregon standards, and I'm teaching what I've been told to teach." Please continue to do the work to protect educators, and our diverse students, with these clear statements.
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	No	The focus on mental health and well-being as part of overall health is a great improvement on part generations of health teaching	It's outrageously inappropriate to begin indoctrination of gender ideology in kindergarten. Teaching in the 1st grade about "some people" (women, you mean) needing menstrual products is too early.	Again the focus on mental health is great, especially considering the impact of things like social media.	The ratcheting up year by year of increased pushing of the gender ideology agenda is not just ridiculous, it's harmful. Middle School feels awkward for everyone. It always has. Teaching them it's okay to harm their bodies (disguised as "gender affirming healthcare") as opposed to acknowledging their feelings and assuring them that it's okay and normal to feel out of place in their changing bodies, is downright abusive.				I'm ashamed to live in a state so willing to kowtow to the minority voices at the risk of actual harm to our state's children. Disguising this as health education instead of the propaganda that it is, is unconscionable. Those involved in drafting and implementing these radical ideas will be held accountable one day.
Portland Metro	Community Member Community-based or Non-Profit Organization Employee	White	Yes	Strong foundation for learning about consent and bodily autonomy to establish building blocks for lifelong healthy boundaries and relationships. Standards about understanding and respecting diversity of genders and sexual orientations are essential.	N/A	Builds successfully upon K-5 building blocks around consent, bodily autonomy, and diverse gender and sexual identities. Standards about understanding links between racism and sexual/reproductive health are essential. Inclusion of P/PEEP/PEP is excellent.	Are there ways to more consistently address the impact of racism/antiracism on sexual/reproductive health in all three grades? I only noticed explicit language about this in the 7th Grade standards.	Inclusion of intersex bodies is essential for understanding growth and development. Standards related to analyzing systemic barriers and access to care are important, including reproductive justice concepts.	N/A	Thank you for the opportunity to comment.	
Other	Northwest (Columbia County)	Student Services Personnel (School Counselor, School Social Worker, School Psychologist)	White	I'm glad we are having information about the human body as I know some states aren't	Some of the girls are starting their periods in the 4th grade and maybe 3rd grade. Curriculum may need to be moved down to lower grades as well. If they aren't talking about drugs and alcohol at 5th grade, they should be.						Need warnings about fentanyl.
Central Oregon	K-5 Teacher	Prefer not to answer	Prefer not to answer	A school does not have the right to discuss sexual orientation or preferences or menstruation at such a young age. It is up to the family to decide if and when that is appropriate. Kindergarten should not be taught about gender expression EVER at school.			Middle schoolers should not be educated about vaginal, oral, and anal sex EVER by a school. They should not be educated about dental dams and condoms in middle school. Or intersecting identities. That again is up to the family.			Kids under 18 should not be taught by the school system about intersex conditions, nor have practice demonstrating internal condoms, etc.	The school system has no right to teach kids in school about gender identities, reproduction prior to High school, and definitely NEVER the idea of anything besides the two biological genders. Families have the right on when to introduce these topics. Public school is not the place for that. If you want a separate, voluntary Health class given to Middle and or High schoolers that is different. All topics should be disclosed to families and kids should not be subjected to it. Also teachers should never be put in the position to have to present such inappropriate topics to elementary students EVER!
Willamette Valley	Other			There are zero strengths to this agenda.	Remove all "gender" and/or sexual references immediately.	There is no health education-only sexual perversion.	Tell them what to expect from NATURAL hormonal changes that will occur. How to be active (NOT SEXUALLY) and food choices.	Nothing. Your goal is to confuse children into thinking they can become a different sex or animal.		Teach them life skills, how to read ingredient labels, how to cook, be active, recognize injuries or illness.	TAKE SEXUAL IDENTITY OUT OF PUBLIC EDUCATION! I pay taxes and I do not approve of any of this crap. please don't show any graphics pictures about penises and vulva.
Central Oregon	Parent/Guardian/Caregiver										
Willamette Valley	Parent/Guardian/Caregiver			Anything that has to do with gender "identity" has no place in education. This material doesn't even cover anything truly health related this is all worthless trash.	Anything that has to do with gender "identity" has no place in education. This material doesn't even cover anything truly health related this is all worthless trash.	Anything that has to do with gender "identity" has no place in education. This material doesn't even cover anything truly health related this is all worthless trash.	Anything that has to do with gender "identity" has no place in education. This material doesn't even cover anything truly health related this is all worthless trash.	Anything that has to do with gender "identity" has no place in education. This material doesn't even cover anything truly health related this is all worthless trash.	Anything that has to do with gender "identity" has no place in education. This material doesn't even cover anything truly health related this is all worthless trash.	Anything that has to do with gender "identity" has no place in education. This material doesn't even cover anything truly health related this is all worthless trash.	Clearly the person who drafted this lacks actual understanding of health and is only interested in parroting propaganda.
Willamette Valley	Community Member Parent/Guardian/Caregiver	White	No	Schools have no business teaching our kids about gender rolls, sex, master nation, and so on when our kids can't even read or do math....I don't see any strengths in your proposal. Just let kids be kids!	Work on improving our test scores, get back to the basic of reading, writing, arithmetic and stop showing all this other crap down kids throats. No wonder we have so much suicides within our school districts.	I don't feel any of these health standards are the school job to teach. These are things parents should be talking with their children about.	Let kids be kids. Stop showing all these woke ideas down their throats...in our school district our test scores are embarrassing and your not helping our kids to be successful, your forcing ideas onto them and then when they don't agree their made to feel bad about it. Not acceptable!	Get back to the basics reading, writing, arithmetic.	My daughters have had six of their school friends commit suicide because of all this crap you are pushing...it saddens me as a parent that these kids felt suicide was their only way out.		
Willamette Valley	Parent/Guardian/Caregiver	Black/African American	No	It's terrible that you are brainwashing our children! First of all there are only two genders, so snap out of your fairytale life.	How about taking the LGBTQ+ crap out of the learning environment and focus on math, English, science and social studies! Homeschooling never sounded better, to get my kid away from you Marxist communists.	None, get that woke crap out of our schools. Parents are sick and tired of the BS	Seriously, leave the kids alone, PERVERTS.	Stick your critical race theory up your Marxist asses.		ODE is corrupt and is attempting to alter society by brainwashing Oregon kids into believing there's hundreds of genders, it's okay to self mutilate your body's, gay porn literature in the library. FREAK PERVERTS.	Ya there is. I want to homeschool my kid and the money I pay in taxes should go to me and not your stupid asses.
Willamette Valley	K-5 Teacher	White	No	That only elementary kids should treat each other with compassion. The gender topics are not school appropriate.	Why do there have to be educational standards about gender identity? There should not be any mention of kissing etc. in elementary standards for health. These students are minors and these topics are for families to have, not teachers!!						
Central Oregon	Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e)	No	Nothing much	There needs to be more nutrition involved with physical education. American kids are obese.	Traditional	More nutrition information needs to be involved.	Pretty good.	More education	Build a store wide forum.	Go talk to the teachers.
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	No	K-3. The only thing that should be discussed at this age is keeping kids safe from predators. And that they need to speak out. 4-5- some discussions about puberty and body changing. Beginning stage of safe sex.	Nothing about gender, sexual choices or anything of that nature should be discussed At an elementary level.	Chances are I will be pulling my child from any lessons that you are implementing.		Will be pulling my child from any lessons that you are implementing.			Seems like you are more into pushing these ideas on children.

Southern Oregon	Parent/Guardian/Caregiver	White	No								Thank you for providing this survey. I am deeply concerned that beginning in kindergarten, our children will be instructed in gender options. Even in a mild broad sense, this is not acceptable. There are only two genders, and our young children should not be confused with the false possibilities that there are others. Families that may be struggling with this confusion need and deserve support and resources to help mature through that. Young children are accepting of each other as they grow when, kindness is shown and expected as they grow. The conversation for gender changes and same sex marriage are conversations for families to have regarding their beliefs, their children's level of maturity. Please continue to provide Opt Out option in our school curriculum. Bring a confusing message. Please, consult someone who has extensive knowledge about neurodiversity and add explicit, direct instruction from K through 12 grade.
Portland Metro	Community-based or Non-Profit Organization Employee	Prefer not to answer	Prefer not to answer	There are many, especially the focus on mental health.	There is no direct instruction outlined with regard to neurodiversity. This is an abtiseit oversight. As a former special educator and evaluator, we recognized those in the "fabry 80s" — the students who did not qualify for sped but who needed more support due to trauma, learning disabilities that didn't make the cut off or other neurodivergence, including autism/asth/dyslexia/dyscalcula and others. Oregon's K-5 students need to know how different brains process information. This is critical to creating healthy interpersonal — and intrapersonal — relationships.	There are many, especially the focus on WHP and SEM.	Again, there is nary a mention about the brain, the nervous system, neurodivergence, how different brains process information, and the impact of trauma on the brain. This is an astonishing oversight.	Again, there are many.	I think this is supposed to read for high school, instead of for grades 6-8. I read through them all and still — no mention of the brain, nervous system, neurodiversity, neurodivergence. This glaring omission is so disappointing. When are they going to learn about how their own brain processes information? How they themselves learn best? When are they going to learn about social interaction and social communication and sensory processing?		
Central Oregon	K-5 Teacher	White	No	Teaching 5-6 year olds about how to have control over their own bodies, that it's ok to for them to have a voice about their own bodies, and doing it in a non-scan way.							
Portland Metro	6-8 Teacher	Prefer not to answer	Prefer not to answer	The topics are well covered.	The sections on human development are too descriptive for younger children. The sexuality/gender issues need to be something discussed at home.	The topics are well covered.	The sexuality/gender issues need to be something discussed at home.	The topics are well covered.	The sexuality/gender issues need to be something discussed at home.	Support all humans' beliefs, not just the beliefs you think are important.	252
Eastern Oregon	Community Member Community-based or Non-Profit Organization Employee Other Parent/Guardian/Caregiver School Volunteer			There are no strengths. Only concerns. These are not age appropriate standards and were not written with the best interests of children in mind.	Remove the political, social, and sexual indoctrination. TSEL will be the end of public education. If a child's kindergarten teacher speaks to them about touching themselves in a specific way and talks regularly about their genitals, the police should be called and that teacher arrested. Why does ODE want to turn teachers into child predators?	There are no strengths. Only concerns. These are not age appropriate standards and were not written with the best interests of children in mind.	Remove the political, social, and sexual indoctrination. TSEL will be the end of public education. 11 year old children DO NOT need to define vaginal, anal, and oral sex to their teachers or peers. There are no "trusted adults" in schools who speak to children about when to engage in sexual behaviors.	There are no strengths. Only concerns. These are not age appropriate standards and were not written with the best interests of children in mind.	Remove the political, social, and sexual indoctrination. ODE is not a healthcare institution and never will be. The emphasis on sex, unhealthy lifestyles, and removing parents from the student's life is loud and clear. These standards will ensure parents who pay attention and protect their children will opt out of EVERYTHING health related or pull children out of public education all together.	It's clear Oregon does not want to educate children with literacy and academics. Why is making sure children know how define and practice anal sex so important to ODE? These are not health standards and are intended for sick and creepy adults to invite children into their demented fantasies. Based on these so-called health standards, we're left to conclude ODE must be full of disgusting perverts who prey on children. Children are not safe in Oregon public schools.	
Willamette Valley	Parent/Guardian/Caregiver	White	No	I understand teaching being kind to all, but there is no reason explaining details of trans, queer, people that don't understand their gender...those kids need help and it doesn't need to be pushed on the rest of the population		Teach no bullying/ be kind etc....but there is no reason to go into detail about kids mixed up sexual identities.					
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	There are no strengths in these standards. "Health Education" should not be taught in K-5	At a bare minimum, gender ideology needs to be removed completely from the verbiage in the curriculum. Lessons need to be based on scientific biology only.	There are no strengths in these standards. Should be science based instruction. Basic anatomy for male and female bodies and basic info on puberty.	At a bare minimum, gender ideology needs to be removed completely from the verbiage in the curriculum. Lessons need to be based on scientific biology only.	At a bare minimum, gender ideology needs to be removed completely from the verbiage in the curriculum. Lessons need to be based on scientific biology only.	At a bare minimum, gender ideology needs to be removed completely from the verbiage in the curriculum. Lessons need to be based on scientific biology only.	Encouraging/normalizing gender dysphoria by promoting it with this curriculum is not excusable. I'm wondering how students are able to take health 2 on line in HS when they are to be trained hands on and demo cpr and AEDs. We don't teach that in health 1.	
Willamette Valley	9-12 Teacher	White	Prefer not to answer				It doesn't look too different that what we have been doing.				
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		Discussions around gender affirmation and sexual preferences do not belong on our public K-5 schools.		Defining types of sex, teaching about dental dams and finger condoms like was taught in our district last year is inappropriate for public schools. Keep parents in the loop more.		Why is there no focus on real health issues? The alarming rate of childhood obesity, proper nutrition, overcoming the mental health crisis our youth endured during the lockdowns, abstinence, etc.		
Eastern Oregon	Parent/Guardian/Caregiver	White	No	You're definitely brave!	Reign it in with all of the sex talk, these primary level babies will lose their innocence in no time thanks to the government and social media.	At least the teachers are "present."		I'm hoping to see improvements this year.	Grades 9-12? Attention to detail, more human interaction, conversations with parents and students vs just referring us all to Google classroom when the kids are truly confused about their work, assignments being explained and graded in a timely fashion, at least returned email correspondence with parents that are reaching out to help their children.		
Portland Metro	District Administrator	White	No	Overall organization: Knowledge and skills integrated with topic areas is more clear. The grade level skill focus areas are useful for planning	Some standards are quite abstract, e.g., Explain that "natural" for people to enjoy consensual affection and physical closeness throughout their lives, while some people might not." The use of the word "natural" and what is meant by consensual affection and physical closeness can be interpreted numerous ways. Stop trying to sexualize and groom are children.	Overall organization: Knowledge and skills integrated with topic areas is more clear. The grade level skill focus areas are useful for planning	Is the purpose of standard 6.SRH.2 to clarify that there are different ways to engage in sexual behavior? Standards that state something will be defined may not provide this clarification and could be interpreted as teaching how to engage in sexual behaviors which is not part of the knowledge and skill or topic areas.	Overall organization: Knowledge and skills integrated with topic areas is more clear. The grade level skill focus areas are useful for planning	There is a beginning for teaching advocacy skills and focus areas that relate to health education. Should there be more focus on advocacy for understanding and acting on the effects of climate change? Should high school students apply their understanding of the five dimensions of health in terms of planning for their own future and community advocacy?		
Eastern Oregon	OR	White	No	After 3 grade none.							

Eastern Oregon	Community Member Parent/Guardian/Caregiver School Volunteer School-based Coach/Specialist	White	Yes									Children shouldn't be learning that "people" have menstrual cycles- women do, females do. Children under the age of consent also should not be learning about different sexual positions or identities. This is uncalled for. As a member of the LGBTQIA I find it disgusting that anyone would think this is a smart idea. Keep sexuality out of our schools
Southern Oregon	Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e)	No	Keep sexuality out of our schools!	Keep sexuality out of our schools	Keep sexuality out of our schools	Keep sexuality out of our schools	Keep sexuality out of our schools	Keep sexuality out of our schools	Keep sexuality out of our schools	Keep sexuality out of our schools	
Southern Oregon	Parent/Guardian/Caregiver	White	No	They can be kids, not worry about sexuality	No one that young should have any sexuality class for any reason	Basic of the human body and how it works	Nothing.	None. Should know what to expect when the feeling and emotions come.	Wow. Do you honestly have no limits for decency?	Yes. Fire the people who dreamed up this crap and proffer an actual education that is not steeped woke religion. Only breaks will get off on teaching this. nasty stuff.		You should be ashamed of yourselves. This is fifth misrepresenting as education. It is indoctrination! Please continue to include information about vaccine-preventable illnesses. Substance "abuse" is not accurate medical terminology. It seems like that section could be changed to "Substance Use Disorder Prevention".
Eastern Oregon	Community Member	Multi-racial	Prefer not to answer	The weaknesses far outweigh any strengths. What happened to a student having personal thoughts about these issues?	Stick to basic body functions as it relates to health.			Are you kidding me? This is inappropriate and best left to families.				
Portland Metro	Other	White	No									
Oregon Coast	Parent/Guardian/Caregiver	Native American/Alaskan Native White	No									
Eastern Oregon	Community Member	Prefer not to answer	Prefer not to answer	When are we going to get back to the basics that built a strong education for our students? Reading and writing skills, history, mathematics, spelling, learning the English language? Forget about the indoctrinations your are lasting. I can see a high percentage of parents taking their children out of these state sponsored schools.	It is not the responsibility of the school to discuss vaccinations, gender identity or the various kinds of sex a person can partake in. Teaching the basics of biology is understandable, but this list is completely overreaching. Stop trying to be social engineering parents and get back to real life skills that are necessary to be successful in life.	I don't see hardly any worth mentioning here.	Teach mathematics, history, English grammar, writing skills.	Get back to needed educational skills and scrap the social engineering.	Drop this social engineering and stop this propaganda.			We are not going to submit to this social engineering. If this goes through we will go elsewhere or go to home schooling!
Southern Oregon	Community Member	White	No					Absolutely unacceptable to teach 11 year olds about masturbation, changing sex or sex in general. Absolutely abhorrent you feel it is your business to teach someone else's children about these topics				Stop your indoctrination. No one under age 15 should have anyone sex education taught in public. Our children are not your children. How would you feel if specific religious standards were forced on your children?
Willamette Valley	Student Services Personnel (School Counselor, School Social Worker, School Psychologist)	Prefer not to answer	Prefer not to answer	I think it's very important to teach young students about the importance of finding trusted adults, and showing respect to all, regardless of differences. Basic health information about hygiene, proper eating, etc., is also important.	I am concerned about some of the information that is being shared developmentally inappropriate. Teaching kindergartners and first graders, for example, about menstruation and menstrual products is beyond their "need to know". I am also concerned about some of the standards around how and when people show physical intimacy. Children are very concrete at young ages and trying to teach them some of the very complicated, "shades-of-gray" issues that arise as we get older and develop into more mature beings concerns me. I think we have to be very careful when approaching some of these topics as they can become lightning rods for political stands, rather than simply straightforward, easy-to-understand, developmentally appropriate health guidance for children.							
Southern Oregon	Community Member Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	They're minimal. Firearm safety is great.	K-5 do not need a school to teach them about "expressing gender" or what a trusted adult is. That is the parents job. Kids this do not need to know about different types of relationships or those treated unfairly due to "gender". This does nothing but cause a young child confusion. I assume confusion about themselves and the world is not the goal. Most of these topics involving gender and relationships needs to be removed entirely and it's gross that the state believes young children need this knowledge. These kids don't even CARE or need to know about adult topics which most of these are.	Firearm safety		What is with the gender and relationship grooming of these children? They do not need to be taught, by a public school, about gender roles, gender lines, different ways to become pregnant or defining different types of sex. It is not a schools place to teach these things. "Sex Ed" needs only to be what a girl and boy go through at puberty, how babies are created, aids, protection, and how the process of birth goes for the majority of people. Everything else needs removal.	Most high school standards look appropriate. More in depth overview is needed.	There's a typo. I've already suggested improvements for 6-8. My suggestion for improvements for high-school is adding firearm safety, hopefully by a police officer. And removing info on needle exchanges and harm reduction services and replacing it with the harms and effects of drugs in the first place to avoid a child/young adult ever needing such services.		K-8 looks like nothing but grooming. I will pull all of my children out of school and know many others that will as well. Leave the teaching to be done by parents. Maybe encourage parents to teach these subjects rather than having public schools involved at all. These topics are MY place to teach. Not yours.
Eastern Oregon	Community Member Parent/Guardian/Caregiver	White	No	SFA & SUB, FNP seem to be reasonable. GD, WHP & SRH has an obvious underlying agenda towards Gender Identity issue & overall advocacy which is not appropriate or warranted.	There is an excessive focus on Human sexuality that is unnecessary below 5th grade. No need for a K to be able to "list medically accurate names for body parts, including the genitals." "Why???" Why does a K-3 need to "Identify ways in which human bodies are the same and different from each other, and how bodies change over time." HRPV has too many topics. Too much focus on Gender Issues. Grades K - 3 really have no need for instruction time to be used on any sexual education other than "Understand that it is never okay to touch someone in a nonconsensual way" and who is a trusted adult in the School that they can go to for help? Why do 1st graders need to "Recognize that menstrual pads and tampons are products that some people, including older students, need to keep their bodies healthy." This is not something that any First Grader wants to think about. One can easily imagine how that plays out on the playground. Next two points should not be taught in 3rd Grade, possibly late 4th but more like SR is more appropriate. -3.GD.3 Recognize that puberty is a period of physical, emotional, and social changes that is a part of human	FNP, SUB, SFA, WHP in general seem to hit the mark.		GD, SRH - too broad and agenda driven, very graphic, overly sexual. Example: How exactly is 7.SRH.2 Identify safer sex strategies for vaginal, oral, and anal sex taught without the use of some type of graphic display or description? Not appropriate. 7.SRH.8 Describe the steps to using barrier methods correctly, including external and internal condoms and dental dams. DENTAL DAMS for use during oral sex??? Not appropriate	Was more age appropriate than the grade 8 and lower curricula.	Same Objection - These guidelines easily allow for agenda driven indoctrination (Queer theory for example) which may not reflect a large portion of the community.		Need to focus on keeping body healthy & fit, understanding what is abuse and what to do about it, and how to stop pregnancy. Let's not go down the PPS Curriculum rabbit hole of the infinite gender spectrum. This is not healthy for the majority of our kids, who need to be focusing on academics, music education, etc. This needs to not be taking up a large part of the day.

Willamette Valley	District Administrator	Prefer not to answer	Prefer not to answer	I'm not sure about the strengths... What a child's gender is, does not belong in schools studied!	When did it become important for schools to start teaching about genders... If you have a penis, your a boy, if you have a vagina, you are a girl. No other scientific research needed.	As with K-5, not sure about strengths. When did it become important for schools to start teaching about genders... If you have a penis, your a boy, if you have a vagina, you are a girl. No other scientific research needed.	As with the younger years, not really about strengths. When did it become important for schools to start teaching about genders... If you have a penis, your a boy, if you have a vagina, you are a girl. No other scientific research needed.	Same as the younger years. Not so sure about strengths. When did it become important for schools to start teaching about genders... If you have a penis, your a boy, if you have a vagina, you are a girl. No other scientific research needed.	There is no reason to teach about a students sexuality. That is their business with their parents. Not the education program!!!	Sexuality of students don't belong in School! Only the study of sex, how the body works and how you make babies!!!
Oregon Coast	Parent/Guardian/Caregiver						Keep the local library staff or connections out of our classrooms pushing their ALA grooming! Teach the basics of English, Math.		Keep the "grooming" out of our school! Teach the essentials of English, Math, true Sciences.	Stop pushing the deep State and Federal evil agenda to our children!!! You will be held accountable eventually!!
Portland Metro	K-12 School Administrator			Food and nutrition	Not a schools job, this is a parents job..... we should not be teaching about different types if relationships or supposed gender identities...Healthy Relationships and Violence Prevention (HRVP)		Not a schools job, this is a parents job..... we should not be teaching about different types if relationships or supposed gender identities...Healthy Relationships and Violence Prevention (HRVP)		Not a schools job, this is a parents job..... we should not be teaching about different types if relationships or supposed gender identities...Healthy Relationships and Violence Prevention (HRVP)	
Willamette Valley	6-8 Teacher			More comprehensive sexual health standards in 4th and 5th grade. This is great. Too many 6th graders are coming to middle school with no prior knowledge.	None	Great improvements in specific language to describe standards in better detail	None	I like how laws are incorporated into the standards.	There are a lot of standards that say analyze. That might get old. Could HS students use even higher level thinking like create?	None
Southern Oregon	District Administrator Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	The increased emphasis on physical fitness.	The standards relating to sexuality are grossly inappropriate. HE, 14.8 - fourth graders do not need to be discussing AIDS. HE, 1.2.7 - second graders don't need to be discussing gender identity.		Same. Worry more about correctly spelling "improvement" (above) on a state wide survey rather than continually micromanaging schools from a state level for the sake of job ODE job security. Stop pushing political agendas; focus on the basic three R's.		Same	If a standard is polarizing, it shouldn't be taught in a public school. Until 100% of our kids can read and do math, keep the other crap out!
Southern Oregon	Community Member Other	White	No							Implementing health standards that are overly sexual for elementary students is a misguided approach that undermines the age-appropriate nature of their education. Elementary school is a time for children to establish a foundational understanding of health and wellness without delving into complex and mature topics prematurely. Introducing explicit sexual content at this stage could lead to confusion, discomfort, and an inappropriate acceleration of their sexual awareness. Instead, the focus should be on teaching basic hygiene, nutrition, and physical activity, which are essential building blocks for a healthy lifestyle.
Southern Oregon	Community Member	White		NOTHING! This looks like total indoctrination and grooming of young children. Elementary age children do not need to be taught what you are proposing. They need to learn reading, writing and math and "some" social skills NOT sexualization. That area belongs to parents not schools.	Take out all the sex education, that is not the states responsibility.	Nothing really just more of the same indoctrination. None of this will help these kids when they go to look for a job. Most kids today cannot even do simple math.	Again, there is very little being taught in Oregon schools today that prepare young people for future work. Go back to educating not grooming.	I think I've made my position on Oregon's Health Education at all levels quite clear. It appears that the focus is on confounding children about who they are and what their sexual identity is rather than than preparing them academically for their future.	Again, teach them subjects that will prepare them for a career or vocation. A U.S. Constitution class would be much more beneficial than trying to convince them they need to engage in deviate lifestyles.	Yes, if the ODE continues down this path of sexual indoctrination parents will remove their children from this system
Southern Oregon	Parent/Guardian/Caregiver School-based Support Staff (Paraprofessionals, Education Assistants, etc)			First aid, healthy eating, etc. are all age-appropriate and developmentally appropriate.	Healthy Relationships and Violence Prevention standards are unacceptable. To begin talking about gender expression at kindergarten is unfathomable. It makes sense to discuss different types of family configurations in this day and age but leave gender conversations for families to discuss based on their values and beliefs. Unless all viewpoints are going to be shared: including religious views and the research that gender confusion is a mental illness. If we want our students to be critical thinkers, we need to teach all viewpoints, including the ones that aren't widely promoted. I don't anticipate Oregon will allow for that. Also, what is a fourth grader learning about consensual touching?? Like hand-holding? Need a much clearer explanation. And we're teaching fifth graders about microaggressions? And what are these norms around gender we are going to recognize? That there are two genders? And menstruation is something some people experience? Do you mean girls and women? This is so confounding for little children.	I'm glad we are talking about fake pills early and often.	I did not even know what many of these things were when I was in sixth grade. How have we taken away so much of our children's innocence? These are not age-appropriate - 6-GD-5 Discuss how affirming healthcare is important for everyone, including people of all genders, people who are transgender, people who have other gender expansive identities, and people of all races and sexual orientations. 6-GD-5 Define sexual and romantic orientations, including heterosexual, bisexual, lesbian, gay, queer, asexual, and pansexual. And sex should NOT be discussed with 11-year-olds. In fact, sixth graders should not even be in middle school. We need bigger, K-6 elementary schools. And just how will privilege be discussed in 6th grade? This leaves more questions than answers.	If you are going to discuss pregnancy and abortion - the methods and the history - then there should also be a standard that discusses how different religions and cultures view and address these topics.	Finalize? You are asking for comment as you finalize? You should be asking for input on your first, second and third drafts. This needs to go back to the drawing board and have a second-look at what is truly developmentally-appropriate, comes across as well-rounded and inclusive of all religious and cultural views, and removes items that should really be left in a handout that is sent home to parents to discuss at home as they deem appropriate for their child's maturity and development.	
Columbia Gorge	District Administrator	Asian	Prefer not to answer		There should be no education to K-5 students regarding sexuality. K-5 should be focused on core subjects like, math, science, reading, history, music and arts.		Sexual education should be left for parents to teach.			I am highly disappointed that the state feels like they should be exposing grade school children to sexuality. Let kids be kids!
Southern Oregon	Other	Prefer not to answer	No	Information on substance abuse and teachings on good nutrition and physical activity.	Get rid of all the discussion promoting deviant sexual practices. Examples: K.HRVP.3, K.GD.1, 1.HRVP.4, 1.GD.2, 3.GD.2, 3.SRH.2, 4.HRVP.4, 4.GD.3, 5.GD.5.	Nutritional information	6GD.5, 6GDS.6, 7.GD.3, 7.SRH.2, 7.SRH.6.	Cautions concerning substance abuse and good nutritional habits.	Stop indoctrinating the children to accept abhorrent sexual lifestyles.	Leave the sex education to the parents and guardians.
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	I found the focus on encouraging healthy movement and food choices to be positive. The anti bullying is good and the focus on helping others.	Elementary age children should NOT be discussing gender identity and sexual orientation. These discussions are far beyond their development and ability to fully understand and should not be happening at the K-5 level. These types of discussions do not belong in a classroom between teachers and students but at home between parents and children. I also found it very disturbing that teachers would be asked to discuss human genitalia with K-3rd grade students. This is totally out of line and should not be happening at such a young age. A kindergarten teacher should never be using the words penis or vagina in a discussion with his or her students.	The focus on drug use prevention and healthy living habits is a positive.	The Growth and Development section along with the Sexual and Reproductive Health sections of grades 6-8 are far too focused on sex, types of sex, sexual orientation, sexual preferences and gender identity. A teacher's job it's not to suggest new ways for a child to get into trouble. Children should be allowed to be children. They should be advised to make smart decisions with their health, not encouraged to make unwise decisions that will affect them the rest of their lives. These standards go way too far and are not age appropriate for 12 to 14 year-old children.	I found the high school standards to be much more age-appropriate than either the middle school or elementary School standards.	I believe Oregon's Health standards are far too focused on sex and gender and need to be refocused on more age-appropriate material.	

Southern Oregon	Community Member	White	No	Stop teaching children about penetrative sex other than how it relates to procreation. The so called experts need to read a basic college psychology book about what "normal" sexual activities might include. Just because an extremely small percentage of the adult population want to be validated doesn't mean children need to be exposed to their personal issues. Let students know that they aren't alone that they can speak to someone and keep the parents involved unless there is extreme danger verified by proof other than the child's word.			Stop making Stop making school about sexuality especially through 8th grade		
Willamette Valley	Community Member			to mature of content for these children stop the grooming let them be kids		slow down with the sex talk- let them be kids	you do NOT represent families in Oregon- you push to far and to fast- slow down		
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	not many. I am a parent and I know these things are talked about at school but I want to be the one who teaches my kids about sex and gender and relationships. NOT A TEACHER- THIS IS NOT THEIR JOB	One parents need to be notified FIRST about when this may be taught in class and then have to ability to pull my student without penalty from class that day.	have this optional. My kids will learn this at home. I understand that other students have parents that wont teach this but again I want to teach my child NOT A TEACHER.			
Oregon Coast	District Administrator						I continue to be concerned with ODE's insistence on including age-inappropriate standards regarding sexuality, gender, and gender-identity. All this does is generate controversy that local school personnel must waste time and energy on navigating. ODE's insistence on including these controversial standards simply does not work. Districts with an ample percentage of parents who object cannot FORCE the children of parents who object to participate in the controversial lessons. Trying to force them creates a vortex of controversy that distracts educators from truly educating kids. It seems a smarter approach would be to make these standards optional and allow parents to opt their children in to these controversial lessons. ODE should follow the My concern with the proposed health standards is with the sexual and moral ideologies that are being taught in these requirements. The health and safety of our children is important, but this is first and foremost the responsibility of the parents. While the state can offer a service to educate children, they step beyond their bounds when they indoctrinate with ideologies that may contradict many of the family values that Oregonians hold dear, specifically the values of gender and sexuality and family relationships. The sexual views that these standards promote and require go against morality as our God designed. These ideologies have harmed our children over the years and will only continue to harm them further. These standards and requirements related to		
Central Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer						
Portland Metro	Community-based or Non-Profit Organization Employee	White	Yes	Appropriate language for children Appreciate the phrasing of K.FNP.4, especially regarding cultural specificity and accessibility Appreciate the age-appropriate anatomy/sex ed/healthy relationships training Appreciate the inclusion of LGBTQ+ themes, especially affirming gender diversity Appreciate the recognition of "many types of families" -would also include intergenerational and single-parent families Love that 3.FNP.1 promotes sustainability in diet Love that 4.FNP.1 includes tribal recognition Love that 5.SRH.2 includes alternative methods for achieving pregnancy Appreciate that there is consistent distinction between "communicable and noncommunicable" illnesses	1.HRVP.1 seems broad and vague-lots of objectives from one standard There is discussion of "violence and abuse"-are there any standards around defining violence and abuse (including mental/emotional, financial, religious, etc - beyond physical violence) for younger students? In reading 3.SEM.5 I'm noticing that there is a lot of emphasis on "trusted adults"- although important, I would love to also see representation of peer-based community building. How can students support their friends/siblings/peers, and ask for support in return? I wonder if there's room for 4.FNP.4 to include alternatives to high-sugar treats Re. 5.FSA.5- inclusivity is important, but I'd also want to stress belonging-something like "Identify the ways that people with disabilities are no different than people without disabilities" (and perhaps also explore visible/non-visible disabilities) 5.HRVP.7 - include dating violence?	6.FSA.3 - What are the safety principles? 6.SUB.3 - Identifying reasons why someone would choose not to use substances begs the question why someone WOULD choose to use substances. Is there room for a standard around identifying reasons why someone would use substances, and suggestions for management and/or healthier alternatives? Similar to how various standards involve ensuring students are aware of law/policy protecting their rights (e. 6.SEM.5), I would love to see standards around making student resources, especially around SRH, known: student health centers, community-based/culturally-specific support, school-based confidential advocates, etc. 7.WHP.4 seems moot unless there is support in tracking/achieving said goal 7.SUB.1 - include health/medical/spiritual/recreational substance use in that list 7.HRVP.10 - appreciate the acknowledgement of mandatory reporting laws; would potentially expand to include resources for support beyond reporting (e. peer support, family/community support, confidential advocacy) Related to 7.HRVP.10 - I believe educators and students alike could	HS.WHP.10 is intriguing-I appreciate that students are challenged to consider this HS.SUB.2 - appreciate the acknowledgement/inclusion of malpractice HS.SUB.11 - appreciate the inclusion of "community support" and destigmatized language HS.FNP.3 - appreciate the inclusion of "bad dating" HS.HRVP.7 - love this inclusion HS.HRVP.8 - I had never considered AI in this context and am stoked that students are being challenged for HS.HRVP.9 - love the discussion of impact vs. intent	HS.SEM.6 - would love to see the same encouragement of community support / response resourcing as demonstrated in HS.SUB.11	Appreciate the emphasis on equity and belonging. The cultural-inclusivity, promotion of tolerance and accepting of diversity in gender and sexuality was clear. appreciate the pragmatic, evidence-based, and justice-oriented goals laid out by these standards. This is the Oregon in which I want to live!

Southern Oregon	Other Parent	Prefer not to answer	Prefer not to answer	They are wildly inappropriate and do nothing to contribute to improving the education of Oregon's students. In fact, it does quite the opposite.	The graphic nature of what will be described and discussed in the classroom is absolutely abhorrent. Oregon is going too far. These are topics that should be discussed by parents, not teachers. Oregon students are falling in every measurable way, this is not what your focus should be on. You will also be placing teachers in a difficult position, many will either ignore the standards or resign, as this material violates their conscience or religious beliefs.	Absolutely NOTHING.	Don't teach them about anal sex, this is far too explicit. You think enrollment numbers are bad now? Just wait!	NOTHING.	You should be leaving it up to districts to decide what sort of curriculum and content that best serves their community.	Oregon public school enrollment is plummeting. Implement this, and it will freefall. You focus on all the wrong things for the wrong reasons, and parents and tax payers are fed up. Quit trying to over-sensitize children and allow PARENTS to decide when these sensitive topics should be introduced.
Central Oregon	Community Member			Do not include sexual programs for young children K-9.	Do not include sexual programs for young children K-9.	Do not include sexual programs for young children K-9.	Do not include sexual programs for young children K-9.	Do not include sexual programs for young children K-9.	Do not include sexual programs for young children K-9.	Do not include sexual programs for young children K-9.
Central Oregon	Community Member			Do not include sexual programs for young children K-9.	Do not include sexual programs for young children K-9.	Do not include sexual programs for young children K-9.	Do not include sexual programs for young children K-9.	Do not include sexual programs for young children K-9.	Do not include sexual programs for young children K-9.	Do not include sexual programs for young children K-9.
Central Oregon	school board member	Prefer not to answer	Prefer not to answer	Hygiene, non- sexual anatomy related education. Age appropriate to meet standards based on a societal, agreed upon, non-controversial norms (over 50%).	There is no place in K-5 education for discussions around gender, gender identities, pronouns, lifestyles, sexuality, intercourse, contraception etc. children should not be exposed to these confusing, contentious, non-agreed upon topics at such a young age.	N/A	There is no place in 6-8 grade education for discussions around gender, gender identities, pronouns etc. Middle school standards should involve hygiene, abstinence, contraception, STD prevention and societally non-controversial standards. Parents should have a right to opt out.	N/A	Examples of sex is not necessary.	
Eastern Oregon		White			Stop trying to define gender as other than sex.		Stop trying to minimize sex education to young children.			
Willamette Valley	Community Member K-12 Student Parent/Guardian/Caregiver School Volunteer			Weaknesses	It's not up to schools to teach any gender or sexuality to children	Weakness encourages children to act out on gender or animal preferences	Teach subjects for education like Math Reading Science Biology and PE	Health diet and nutrition along with exercise	Being a safe place to learn not maki g any uncomfortable with sex or gender	Yes let children alone to grow healthy
Eastern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	No	For the most part the sections on wellness, health and safety, first aid, and food nutrition and physical activity are well rounded and have decent curriculum for the topics. They explain what's necessary for children to learn, the basics of health education for grades k-5. What's important and what's not. How illnesses spread, good and bad foods, and safety processes.	Topics regarding to substance use, social and mental health, and healthy relationships aren't necessarily appropriate for the age group k-5. Why can't kids be kids and not be taught these things at such a young age. There's a point when kids have to grow up and live in this crazy world why make them grow up so soon. Yes there are some curriculum that's necessary but sexual orientation, teaching about sexuality before 6th grade isn't necessary, no child needs to be sexually active by choice at that age. Teaching children about the dangers out there might be alright. Children used to learn the basics. Girls get periods at some point and boys go through puberty. Etc. nothing more than basic info should be introduced to children in grades k-5. Introducing children at young ages takes away their innocence.	Topics: wellness, safety, food nutrition are all fine and necessary.	The topic of growth and development has nothing to do with sexual orientation, why are we throwing this stuff down their throats. If they are heterosexual or gay or lesbian, etc they can be they don't need to be talked to about it. This isn't a school related issue or topic. Teach children things that are important. Math, science, reading and writing. Give them physical education and music so they can learn different outlets for easy stress and anxiety relief.	Topics related to wellness and health, safety, food and nutrition and substance use are decent topics for the age group. High schoolers will have different peer pressures than those in the lower grades. They will have easier access to things that the younger children won't. So these topics are necessary.	The constant talk about mental health is just teaching the kids to be a certain way, to be dependent on others rather than teaching them to be independent and a good member of society. High school is the better age group to teach about sexual encounters, not orientation, or different ways to sexual please another being.	Over sexualization these are not necessary. Introducing sexual education to elementary children is inappropriate.
Willamette Valley	Community Member Parent/Guardian/Caregiver	White	No	None. I do not agree with the proposed draft 2023 health education standards.	Delete all of that K-5 draft 2023 health education standards you have written up and start over. EACH and every suggested "improvement" is quite the opposite... you are dismantling the education system and angering parents. This is NOT the majority. I will pull my kid from school if there is one ounce of this at my child's school. Let the parents do the sex teaching NOT the teachers!!	None. Let the parents, do the sex teaching not the teachers.	Let the parents do the sex teaching, not the teachers	Let the parents do the sex teaching, not the teachers	Let the parents do the sex teaching, not the teachers.	DO NOT FINALIZE IT. Whoever is writing these are not the majority and parents are rising up to fight against this nonsense that we call public schools. Some schools are rising up against this and what you are proposing is NOT at all appropriate. It is ungodly, satanic even. Let the parents do the teaching when it comes to that... not the schools
Willamette Valley	Community Member Parent/Guardian/Caregiver School Volunteer	Prefer not to answer	Prefer not to answer	There is too much emphasis put on "Trusted Adult" and seemingly a blatant disregard to the child / parent relationship.	I was in Boy Scouts, until a "trusted adult" was found to be a child molester. Coaching kids to just find "trusted adults" is a slippery slope. I only advise it in the event kids don't have parents they can talk to first. What is going on here? This is plain bad. Furthermore, pushing consensual touching and other types of relationships as early as 4th grade, is too young.	Promoting sexual activity more than it needs to be. And further promoting non-traditional sexual relationships is not for us.	Overly sexual, and undermining age-appropriate nature of education.		Please stop promoting explicit sexual content at such early ages, and trying to normalize for the minority. This is too much.	
Willamette Valley	K-12 Student Parent/Guardian/Caregiver	Prefer not to answer	No	Zero, it's all horrible.	My child does not need to be told anything about genders or sex, that is up to the parents regardless of beliefs THEY DO NOT BELONG IN SCHOOL.	It's all absolutely disgusting and a huge reason I am withdrawing my children from the public school system. You all disgust me, and the school system is a joke.	All of it. Make it about academics NOT SEX. Birds and the bees is for parents.		I hope you all lose your funding if this is supported and makes it into our classrooms.	
Eastern Oregon	Community Member Community-based or Non-Profit Organization Employee Parent/Guardian/Caregiver	Prefer not to answer		There are no strengths in these Health Education Standards. K-5 should not be taught any of these Standards. These are things to be taught at home by parents.	The improvements would be to remove all of these Standards. All of these should NOT be taught in public schools in Oregon.	There are no strengths in these standards for middle school.	Health is an important subject for K-8. Sex education is not to be taught in public school.	Sex education should NOT be taught in public school.	The only improvement would be for all of this nonsense to be forgotten!	I can not be more clear, sex education should not be taught in public school. Sex education in K-5 is ridiculous. Small children should not be subjected to sexual thoughts. Public school is no place for this type of education. Sex education is for parents, clergy, and doctors to teach is utterly ridiculous!
Portland Metro	Community-based or Non-Profit Organization Employee				Fifth-graders need more information on teen brain development and impact of drugs on normal development.		First, fix the typo -- improvement. There is not enough emphasis on teen brain development and the impact of drugs on normal development.			
Eastern Oregon	6-8 Teacher Community Member K-5 Teacher Parent/Guardian/Caregiver			SOCIAL AND MENTAL HEALTH	I feel you are implementing sexual topics at a too early if an age. The topics you're introducing from 3-8th are inappropriate.					
Central Oregon	Parent/Guardian/Caregiver	White	No		don't subject k-5 students to discussions on gender, sexuality and sexual orientation.		Don't teach students anything beyond hygiene and the basics of man/women sex. Basics of reproduction. Stop exposing them to pornographic content.		Teach health risks. Don't expose them to pornographic content. There is lacking an emphasis on healthy families. It is not your job to talk them into questioning their sexuality.	Stay in your lane. You are not their parents, you should only be teaching health and the basics of reproduction.

Eastern Oregon		Parent/Guardian/Caregiver	Hispano/Latino(a)(x)(e)								Implementing health standards that are overly sexual for elementary students is a misguided approach that undermines the age-appropriate nature of their education. Elementary school is a time for children to establish a foundational understanding of health and wellness without delving into complex and mature topics prematurely. Introducing explicit sexual content at this stage could lead to confusion, discomfort, and an inappropriate acceleration of their sexual awareness. Instead, the focus should be on teaching basic hygiene, nutrition, and physical activity, which are essential building blocks for a healthy lifestyle.
Southern Oregon	OR	Parent/Guardian/Caregiver			Teaching kids about their anatomy. Teaching children about inappropriate touching. Teaching children to respect their bodies and how to hold boundaries.	Only female and male anatomy should be discussed, no gender neutral topics or anything of that sort.	Teaching kids about their anatomy. Teaching children about inappropriate touching. Teaching children to respect their bodies and how to hold boundaries.	Only female and male anatomy should be discussed, no gender neutral topics or anything of that sort. Discuss respecting everyone for who they are, but do not push the topic. Discussion about abstinence, protection, and deep discussion about STDs, including AIDS	Teaching kids about their anatomy. Teaching teens about inappropriate adult touching. Teaching children to respect their bodies and how to hold boundaries. Std discussion.	Only female and male anatomy should be discussed, no gender neutral topics or anything of that sort. Discuss accepting everyone for who they are, but do not push the topic. Discussion about abstinence, protection, and deep discussion about STDs, including AIDS. More discussion about the importance about respecting your body and setting boundaries and respecting other people's boundaries. Discussion on what is rape, and making sure teenage boys know that pushing a girl into sex shows disrespect to boundaries and can be seen as rape if the girl said no, etc.	Do not confuse our children with LGBT+ topics. Teach how to accept everyone as they are and be respectful of others. Do not confuse innocent children's minds anymore.
Willamette Valley		Parent/Guardian/Caregiver	White	No	Good job teaching about healthy food choices.	Just teach the basics. Leave the sexual orientation out of the curriculum! Quit pushing that they can choose who or what they can be.	No comment	Quit pushing the ideas that they can choose who or what they should be! This is mental child abuse!	Quit pushing the ideas that they can choose who or what they should be! This is mental child abuse!	This is terrible! You are ruining the youth of America!	
Oregon Coast		Community Member Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Most of the guidelines will be beneficial.	I do not believe it is appropriate to teach young children in 5-6-7-8 grades about safe ways to have ORAL, VAGINAL, and ANAL sex. This is going to take away a child's innocence. Most children do not even start developing at these age. This is HIGHLY INAPPROPRIATE!	No comment	I do not believe it is appropriate to teach young children in 5-6-7-8 grades about safe ways to have ORAL, VAGINAL, and ANAL sex. This is going to take away a child's innocence. Most children do not even start developing at these age. This is HIGHLY INAPPROPRIATE!	No comment	If you must teach children about safe sex a good age for that would be around 16 no sooner.	
Willamette Valley		9-12 Teacher Community Member Parent/Guardian/Caregiver	White	Yes							
Willamette Valley		Community Member Parent/Guardian/Caregiver School Volunteer	Multi-racial		I have noticed absolutely nothing positive with the K-5 health education standards. I find the standards repulsive and inappropriate.	To remove all the false gender identities, gender affirming and gender types that you guys are pushing down kids throats. Telling them to recognize ways in which norms and laws around gender and sexual orientation have changed over time is absolute nonsense and NOTHING you should be disgusting with someone else's kid. You don't teach about christianity or waiting until you are married for sex, no you just push this nonsense of 103 different genders and that men can become women and vice versa which they can not and it is time this nonsense stops. You guys are literally making parents pull their child in masse right now and more and more will continue to do so if you continue this nonsense. I will for one pull all my kids if this pervense continues. Also, things like teaching first graders about attraction is crazy...they are six years old.	I notice they have none	Talking about masturbation and anal sex with kids that you don't know and have zero understanding of where their minds are emotionally and sexually is quite disgusting. That should be the job of the parent to discuss with their kids when THEY feel THEIR kids are ready, not some teacher who today, could be a pervert. We have had teachers ask their students to write about their sexual fantasies, it's who have been arrested for child sex crimes and representatives from Planned Parenthood come teach a health sex ed class that had images of vaginas with genital piercings which is completely unacceptable and a reason why parents do not want anyone teaching their kids this stuff.	Again, you are feeding these kids lies with this 103 gender nonsense and telling them that men can be women and women can be men. That is not the case, they can pretend but they will never be the opposite sex per their DNA...you know science. So stop feeding this crap to our kids. We are tired of it. We will not allow it and we will pull our kids from public schools.	Teach them the basics, STDs, protection, pregnancy info and stop with the pushing of this gender ideology on our kids. We are done with it.	We parents are not putting up with this disgusting curriculum that you are pushing on our kids. Stop with this gender nonsense. We have kids that can't read or barely write when they graduate high school. Kids who don't know how many wars we have been in and with who or the outcomes. Kids that can't sign their name in cursive or recite the months of the year in order and you guys are concerned with telling them the 103 made up genders that they can be. We have kids identifying as furries and wanting their boxes in the bathrooms...this is because of you guys creating this nonsense delusion by telling them that they can be a cat or a dog or whatever they identify with on any given day...just stop!
Willamette Valley		6-8 Teacher Community Member		Yes	Stupid very little. I feel that we are getting away from the core things that are important and focusing too much on gender information.	Remove gender ideology teaching from k-12 curriculum.	none. It seems to be pushing the gender issues on students rather than focusing on actual important health information. I get so much feedback of parents not wanting their kids to be part of these discussions and pull them from these lectures which in turn makes them miss out on important info on things like safe sex, STD's, pregnancy, testing etc.	Focus on actual health education and not gender ideology.	Again, the kids aren't paying attention and many are being pulled because of the GI being pushed.	Get back to the basic standards and not gender ideology.	We are losing kids in these classes in mass amounts and it will only continue to get worse as parents do not want a school telling their kids about gender expression, gender affirming care etc. This needs removed from our curriculum. Please do NOT pass this. This will ruin the lives of so many children. Bring confusion, sadness and turmoil to so many lives. Make it almost impossible for anyone who follows these horrible sexual suggestions and guidelines to have a healthy and unhealthy information and pressure they and going to push.
Eastern Oregon		Community Member Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	The WHP, SFA, SUB, and FNP areas provide some helpful, accurate and appropriate information.	I find nearly every bullet point in all K-6 SEM, HRVP, GD, SRH areas not age appropriate, agenda pushing, and an overreach into parental responsibilities. For example: K HRVP.3- that is detrimental and confusing and false. 1.GD.3- not age appropriate at all! 4.SRH.1, 4.HRVP.2, K.GD.1, 5.SRH.3, 6.GD.1: you are trying to get elementary aged kids to become sexually active. Whose agenda is it to push this on my kids? 4.SRH.1- love is not shown by kissing hugging and touching. Affection- yes. Love -no. Real love looks like service, respect, selflessness... again with teaching kids sex, sex, sex. Sex is a good thing. When you are an adult and married. NOT IN 4th GRADE!!! Not in schools. The GD and SRH sections at every grade level are complete garbage. False, misleading, facilitating confusion, agenda pushing, UNHEALTHY!	The WHP, SFA, SUB, and FNP areas provide some helpful, accurate and appropriate information. 8.GD.8- discussing different ways to connect a family- great.	6.GD.3- NO! 6.GD.5, 6.GD.6-garbage, agenda pushing. 6.SRH.2- 6.SRH.1.1- completely aligned with encouraging minors to engage in sex with sexual behaviors. Not healthy. Not healthy for the undeveloped brain, physically (STDs), self esteem, future relationships, economic situation, and I could go on and on and on.	Again, the WHP, SFA, SUB, and FNP areas provide some helpful, accurate and appropriate information, but less so than before. Definitely has a liberal undertone. HS-HRVP.5- helpful	I assume you mean grades 9-12 and not 6-8 in this section. Again, the GD and SRH sections are all about encouraging sex (HS GD.2 especially). It's all about what to do when you have sex, confusion, sadness and turmoil to so many lives. Make it almost impossible for anyone who follows these horrible sexual suggestions and guidelines to have a healthy and unhealthy information and pressure they and going to push.	

Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Black/African American Hispanic/Latino(a)(x)(e)	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD. WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY???? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD!! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE. YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT. TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Black/African American Hispanic/Latino(a)(x)(e)	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD. WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY???? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD!! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE. YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT. TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Black/African American Hispanic/Latino(a)(x)(e)	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD. WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY???? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD!! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE. YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT. TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Portland Metro	K-5 Teacher Parent/Guardian/Caregiver	Black/African American Hispanic/Latino(a)(x)(e)	No	WHOEVER CAME UP WITH THESE NEW "GUIDELINES" IS ABSOLUTELY DISGUSTING AND SICK IN THE HEAD. WHY THE HELL DO KIDS THIS YOUNG NEED TO LEARN ABOUT ORAL AND ANAL SEX???? OR GENDER IDENTITY???? THERE ARE TWO GENDERS, MALE AND FEMALE. PERIOD!! YALL ARE DISGUSTING	PARENTS TEACH THEIR KIDS AGE APPROPRIATE SEX EDUCATION NOT THE FUCKING SCHOOL!!!	SAME AS ABOVE. YALL ARE SICK IN THE FUCKING HEAD PIECES OF SHITS	PARENTS RESPONSIBILITY TO TEACH KIDS ABOUT SEX YOU SICK FUCKS	SAME AS ABOVE YOU MENTAL PATIENTS!	PARENTS CAN TEACH THEIR OWN KIDS AS THEY SEE FIT. TAKE A STEP BACK THESE ARE NOT YOUR KIDS YOU FUCKING PERVERTS	FUCK OREGON AND FUCK WHOEVER HELPED IMPLEMENT THIS DISGUSTING BULLSHIT GO SEE A THERAPIST FUCKING PERVERTS
Willamette Valley	Parent/Guardian/Caregiver			Idk						You should not be teaching anything about LGBT+ or gender dysphoria or transgender to children. It is not true and only recently become a theory. This is harmful to kids and "gender affirming care" has no evidence supporting it. You are over sexualizing kids in the name of equity but you are running them at the same time. Kids deserve to preserve their dignity. You have no right teaching this stuff to kids, stick to facts that ever walk of life and religion can agree on. Otherwise it's just propaganda. Wokeism has become the modern scholar religion. It has no place in schools
Eastern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	No	Topic areas 1-5 appear appropriate per grade level in the K-5 Health Education Standards.	I am so upset by many K-5 standards in topic areas 6, 7, 8. Healthy Relationships and Violence/Abuse Prevention, #7. Growth and Development, as well as topic area #8. Sexual and Reproductive Health. Overall, I feel there are numerous K-5 standards in topics 6, 7, and 8 that seem directed at sexualizing our children. The standards begin discussing sexual topics way too early. It appears seeds are being planted, starting in kindergarten (K.HRPV.3, K.GD.1, K.GD.2, and K.GD.4) to make children aware of genitals, the force of "choosing one's gender," and by different types of family configurations I am assuming homosexual relationships will be introduced. In Kindergarten! It is a parent's job to teach their child about private parts at these young ages, not the teacher's. Before reading the 2023 Health Education Standards, I was under the impression that matters of sex were not discussed until 5th grade. Reading through these standards it is clear that there is an agenda to make our children aware of sex at far too young of an age as well as to groom and brainwash our children into thinking that it is okay to choose your gender on a spectrum, have sex with whomever you please before marriage, and celebrate immoral behavior. So much removal of anything related to gender, affirmation, LGBT+ topics and the like. There are not appropriate for adults to be discussing with minors especially without their presence of their parent.	Topics 1, 2, 3, 4, 5, and most of topic 6 appear appropriate and on par with the health education needs of middle school students.	Again, I find many items in the topic areas, "Healthy Relationships and Violence/Abuse Prevention," "Growth and Development," and "Sexual and Reproductive Health," to be very suggestive. It is completely inappropriate to teach students about gender expansive identities, sexual orientation, masturbation, sexual expression. I am appalled to see 6.GD.6 which teaches 6th graders about 7 different types of sexual orientation. 6.SRH.2 should be eliminated as it is completely inappropriate to teach 6th graders about oral and anal sex. 6.SRH.3 should be deleted or amended to encourage children to wait until they are adults and married before having sex.	Topics 1, 2, 3, 4, 5, and most of topic 6 appear appropriate for High School students.	Similar to K-6 and middle school standards, I find some of topic 6 and much of topics 7 and 8 to push sexuality and ideas of transgenderism/gender dysphoria on our High School students. Please edit these standards appropriately.	God created each one of us for a specific time, place, and purpose and He intentionally created each of us to be our specific gender, not at birth, but at conception. At the moment of conception, a very specific and unique DNA code was created to make all parts of that baby either male or female. Are there occasionally, truly transgender people born? Yes, but it is very very rare. Our culture is pushing the idea of transgenderism on so many children right now, and it is wrong. To be even more specific, it is evil. Empathy should be shown to anyone who seems to be experiencing gender dysphoria as they have probably been through a lot and are still going through a lot, but they should be encouraged to be who God created them to be. Overall, I would like the Oregon Department of Education to know that we Get back to the basics and remove the DEQ, gender, and other politicized topics.
Southern Oregon	Parent/Guardian/Caregiver	Multi-racial	No		Remove anything related to gender, affirmation, LGBT+ topics and the like. There are not appropriate for adults to be discussing with minors especially without their presence of their parent.	There are topics that many families do not want taught to their children in schools.	Remove content pertaining to gender and sexuality.			This is too progressive. It's aggressive and an overreach. I pretty much have the same comment for all questions. I am disgusted and saddened that adults think it's ok to expose children to this. As far as sexual orientation, LBGTQ etc and ALL relating to that should be held until high school and should be in a completely different class that should be optional to attend per parents consent
Portland Metro	6-8 Teacher	Hispanic/Latino(a)(x)(e)	No	I think there is too much focus on gender and sexuality for the age groups.	Remove the curriculum having to do with gender and sexuality.					
Central Oregon	Parent/Guardian/Caregiver	White	No	Honestly, not much. A larger portion should not be taught in school. Learning about one's body and how it changes in puberty there are some obvious others, but it needs to be age appropriate!	Be more age appropriate!!! Most of it is way too inappropriate for the ages being taught, specifically about sex, different ways to express gender, Sexual and reproductive anatomy to a 7 year old?? Seriously? If I listed everything I would be here awhile. It's common sense that a lot of this shouldn't be taught at all and most of what should be is exposing children way too early to sex.					
Willamette Valley	Community Member Parent/Guardian/Caregiver	White	No	Teaching children about their normal bodily functions and what they should be concerned about, only when it directly pertains to their birth defined gender.	Close the gap between school responsibilities and parental responsibilities. Parents should have to opt in to opt out, and anything other than basic bodily functions, should offer parent and children classes together outside of normal school hours as a free course.	I haven't noticed strengths	Bullying is still a problem, despite all the efforts to persuade otherwise.	None	High school is grades 9 through 12, the information is incorrect. Same as above for middle school. Opt in not out. Offer parent/child classes after school for free, with childcare if possible, and allow for mini seminars. Teach kids with their families and/or parents alone and give them information needed to set their kids for success based on their family values	ODE is assuming too much of the role of the parents. Offer support, offer seminars, mini seminars or classes with childcare and teach parents how to teach their kids. It's the parents job, not ODE. Parents can then use information to make the best decisions for their families and their children.
Southern Oregon	Parent/Guardian/Caregiver	White	No							I believe that no sexual topics should be introduced in elementary school health education.

Willamette Valley	Parent/Guardian/Caregiver	White	No	That kids are being exposed to unnecessary sexual "education" a teacher doesn't need to be teaching a minor about oral anal or any other kind of sex. Also the "benefits" of vaccines why aren't the side effects being taught as well.	Getting rid of anything political. Lgbtq sexual orientation and climate change	Nothing	Stick to basic learning. Kids don't need it be kept rid about any of the stuff presented.				
Eastern Oregon		Prefer not to answer				In the first grade, there is a discussion planned of how people from different genders behave? What on earth are you talking about?		I have been devoting my life to rebuilding trust in the public schools. You are not helping.			
Oregon Coast	Parent/Guardian/Caregiver		Prefer not to answer	There are no strengths. It is a bunch of ideological propaganda meant to confuse our kids and indoctrinate them into the leftist gender identity and sexual identity BS.	Quit trying to talk to our children about gender, sexuality and sex.	There are no strengths. It is a bunch of ideological propaganda meant to confuse our kids and indoctrinate them into the leftist gender identity and sexual identity BS. Anyone talking to children about safe anal and oral sex practices should be locked away and not allowed contact with children.	Teach kids basics about anatomy and STD's and STI's and general reproduction. Absolutely no identity bullshit	There are no strengths, you are trying to teach kids that if they are uncomfortable in their body, which most kids going through puberty are, they can get on permanently damaging hormones and have life altering surgery and it will fix everything when in fact it fixes nothing and mutilates child.	Reiterate what the different STI's and STD's are and how to identify them. Talk about child birth. Discuss contraceptives and proper use.	Keep your political and social justice crap out of our schools. Anyone pushing or even talking about gender identity with children should be jailed, same goes for anyone teaching kids about sex.	
Portland Metro	9-12 Teacher			We have turned education into a social hearing entity rather than an education.	Leave sex out of it!	Focusing on proper body care (hygiene, nutrition, exercise)	This should be separated by male and female. Kids at this age do not need to know the specific names and locations of the opposite gender sexual anatomy.	Focusing on a well rounded health is good.	We do not need to be teaching about transformations, etc.	We have gone sideways with our morals. Teach morals if anything. Get back to the science of chromosomes! Just stop with the mental rape of our children	
Eastern Oregon	Community Member		No	Mental Rape to our children	Leave this mental rape of our children out of the schools	Mental rape of our children	Leave this mental rape of our children out of the schools	Mental rape of our children	Leave this mental rape of our children out of our schools		
Willamette Valley	Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e)	No	Nothing	Nothing	Nothing	Nothing	Nothing	Nothing	Nothing	
Eastern Oregon	Parent/Guardian/Caregiver	White		Please withdraw proposed standards with respect to sexuality required training. These are not agreed upon standards that should be taught to such young children and need to be age appropriate.	Please withdraw proposed standards with respect to sexuality required training. These are not agreed upon standards that should be taught to such young children and need to be age appropriate.					Provide more control to elected school board members that are care about and represent their communities	
Eastern Oregon	School-based Support Staff (Paraprofessionals, Education Assistants, etc).	White	No	There are NO strengths in this K-5 Health Education Standards. A bunch of garbage. Kids need to be kids. These types of standards do not need to be addressed at the elementary or middle school. These type of standards are just plain political and do not need any place in the education system.	K-5 students need to know they are loved. They do not need to have ideas put in their head they are all politically motivated. Go back to the old school-teach them how to eat healthy, exercise and the benefits of both. Talking about different genders, naming genital body parts and how they differ in KINDERGARTEN is WRONG!!! 3rd graders do not need to know about HIV/AIDS. These are topics for older age 9th grade and above. Please do not take away our children's innocents by filling their heads with this garbage.	NONE !!!	Stay with the basics. NO MORE POLITICALLY MOTIVATED STANDARDS !!	NONE !!!		Please do not take away our children's innocents by filling their heads with this garbage. These standards that you suggest are politically motivated and have no place in the classroom. The world we live in is crazy right now and we need to get back to basics and just LOVE our kids. Teach them right from wrong. Be parents to our kids and teachers just teach- no more brainwashing. I feel so sad for this younger generation, they have no idea how good it used to be. Please do not destroy these kids futures by meeting some political agenda.	
Portland Metro	Community Member	White	Yes	I think all of the standards are thorough and build upon themselves at every level, which I highly appreciate. I like that at the K-5 level, violence prevention included more than just encouraging kids to speak up about abuse but involved true primary prevention.	This is applicable for all grade levels, but as someone specialized in the violence prevention and healthy relationships section, including the gender identity standards in that section felt less strong. As a trans person and someone who believes strongly in teaching about gender identity, I like that it is in there and I can see the advantage of putting something that is currently controversial in a section of the standards that is less controversial. However, as a trainer on violence prevention, a thorough lesson on gender identity does not lie as strongly to our content as I believe it would in sexual and reproductive health.					While these standards are very king, they are also very thorough and are consistent with the most current best practices in my field, and I'm excited that we get to keep up with those best practices here in Oregon.	
Oregon Coast	Parent/Guardian/Caregiver	White	No		Keep lgbtq out of primary school		In my opinion, anything lgbtq shouldn't be a main focus.			Please protect our children and let them be children!	
Central Oregon	Community Member	White	No		Get back to the basic teaching of health in the primary grades and leave the "Sex Ed" until appropriate age of middle school when the understanding can be applied correctly.		Children don't need to be taught how to masturbate in school, teaching appropriate reproduction processes so the understanding of cause and effect are understood.				
Oregon Coast	Parent/Guardian/Caregiver		Prefer not to answer	I am agreement to teaching students to be kind to all and aware that all people matter.	Be careful of language and verbiage of people's choice outside a school setting. We can maintain being kind and treating people well without teaching personal life choice or anything around gender.	Teaching good soft skills and awareness of emotions	We can teach emotional awareness and kindness to all with out getting into personal choices of relationships and love feelings. Think everyone can agree no child in middle school should be dating or having sexual relationship and should focus on treating people equal and kind.	Awareness and good people skills. Teaching emotional language and awareness of behaviors	Schools need to focus on good human behavior as in kindness, inclusion regardless of a persons choice and preferences or skin or heritage. But talking about love relationships and pathways to exploration is not educational based and unnecessary in schools	I wish more time was spent on stress management, good eating habits and how body functions work.	
Other	WE live in Counties / Regionalism is socialist/communist construct - whether you know or not.	Other	Except for money why does this matter? Other	Not enough of the three R's - too much indoctrination UNESCO, used for years before "Faux" Sustainable Development" came along. Every change has lowered standards.	Parental control is a key element in healthy education - When aglpro becomes the starting point, the schism is continuous.	Not enough truth, mostly aglpro.	Remove UNESCO. Education for Sustainability, focus on learning not confusing the social issues.	Nothing	Stop using divisive Fabian Socialist equity when the students are individuals. There is no possible way to remove biases when you in fact create them.	Where were the parents in the beginning of this education lowering pogrom? My E mail for response: bbrocket@bctonline.com	
Southern Oregon	Other		No	Fitness/Diet	Remove focus on sexuality, sexual preference, etc. Discuss dangers of Marijuana, especially its impact on the developing brain.	Same as above	Same ad above	Same as above	Same as above	I find it fascinating how excited education and government curriculum designers are so enamored with talking about sex with children. You might want to check yourselves.	
Other	Oregon - all of Oregon	District Administrator	Prefer not to answer	Prefer not to answer	healthy living - unrelated to sexual agendas	what in the hell does "we're going to discuss the behaviors of different genders" mean? How they behave when making a sandwich? Sexual behaviors? Prefacing the standards statements by calling out the inclusion specifically of LGBTQ alphabet soup tends to put everyone on edge that that is the sole purpose of the standards.	no problem with middle school	You need to spell "improvmt" correctly in this title	none	none	I would hope that ODE will respect the myriad of opinions that come in on this survey and does NOT elevate one group's opinion over another group because of an abdication of parental responsibilities.

Southern Oregon	Community Member	Prefer not to answer	Prefer not to answer	Wellness, lifetime physical fitness, basic hygiene, nutrition are all positive goals and subjects to teach.	Elementary school is a time for children to establish a foundational understanding of health and wellness without delving into complex and mature topics prematurely. Introducing explicit sexual content at this stage could lead to confusion, discomfort, and an inappropriate acceleration of their sexual awareness. Instead, the focus should be on teaching basic hygiene, nutrition, and physical activity, which are essential building blocks for a healthy lifestyle. Myself, family and friends who have children and grandchildren in our District 7 schools are appalled at the proposed Oregon ODE "K-5 Standards" up for approval that include ANY instruction on sexuality beyond the very basics of age appropriate biology and individual hygiene practices. This must not go forward as proposed. The People of Oregon have had enough of these tyrannical decisions without considering what parents want or what is good for the emotional well being of our children. Do not proceed with this "Standard" revision.	Same as I commented above .		Same as commented above. Any instruction in "sexuality" should be by Opt-In only. Those parents who want their children sexualized can chose to put them in optional sexuality instruction classes by opting them in. Opt -out needs to be the default .	Cease and desist and do NOT finalize these abhorrent "Standards" as written which include sexual instruction. Put all of the updated wording on a ballot and let the People of Oregon decide if their tax-dollars should cover such offensive material (sexual preference, gender identity, sexual awareness exercises, arousal etc).	
Central Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Nothing	Stop pushing sexuality on children.	Nothing	Stop pushing sexuality on children.	Nothing	Stop pushing parents out of the relationship.	Prease stop pushing sexuality, gender education, etc. on our students. Things like this are taught in the home. These standards are to be focused on gender identity and how others should accept subtle differences, but children should not be learning about that! Especially if they don't even know how to eat healthy and keep their bodies strong and healthy!! We should not be wasting precious time and resources on gender, without even focusing on the basics of staying alive!!!
Willamette Valley	Other	Prefer not to answer	Prefer not to answer	We do need to teach children to accept everyone for anything they want to do within reason, as long as it causes no harm to themselves or others.	We should not be focused on societal acceptance of how different genders "should act." We should be focused on accepting people for what they want to do, whether it is a "gender norm" or not. Cultural and societal "norms" are worthless and wasting valuable education time on this is ridiculous! Lets learn about regular laws instead of sexual and gender laws!!! Why are the kids learning about every little thing about gender differences, when in health they should be learning about where their food comes from???	Children should learn about changes happening in their body and mood swings associated.	Children should not be taught at school about masturbating and/or anal!!	Can we focus on healthy eating and exercise and how to get a fit healthy body instead of gender affirming behaviors????	Children should not be taught at school about masturbating and/or anal!!	
Central Oregon	Community Member			The K, I think that the only thing that the kids need to know is that they are boy or girl .	Dont try to brain wash them or make them look or feel like they need to change who they are, like right from wrong. A boy is a boy and A girl is a girl, not someone who is in the wrong body and you think that they will feel better if they can change the sex that they are born in.	Not much	Reference back to K to 5 I hear that the kids act like dogs and cats they bark and mew at the teachers and children are given litter boxes, come on people what are you doing. Then you pushed the transgender Igtbxyz+ WOKE bull shit .What kind of Brain washing is going on. Do you think that this generation will be able to run this country. WHAT Planet are you from. GOD help Us All	Not sure???	All the hidden information,indoctrination for the communism. Passed down by the educational system to the kids. Can you see what is coming. What happens to society, you' are going to put your life in the hands of the the kids that you are teaching Ha Ha Ha .What a bunch of blind people!!!!	Our only hope that we have now is . That you have the balls to get some backbone and stop the WOKE Agenda. I challenge you to make the best decision for the kids who will lead the great country of ours in the future Free to know the basics of right and Wrong.
Central Oregon	Community Member			The K, I think that the only thing that the kids need to know is that they are boy or girl .	Dont try to brain wash them or make them look or feel like they need to change who they are, like right from wrong. A boy is a boy and A girl is a girl, not someone who is in the wrong body and you think that they will feel better if they can change the sex that they are born in.	Not much	Reference back to K to 5 I hear that the kids act like dogs and cats they bark and mew at the teachers and children are given litter boxes, come on people what are you doing. Then you pushed the transgender Igtbxyz+ WOKE bull shit .What kind of Brain washing is going on. Do you think that this generation will be able to run this country. WHAT Planet are you from. GOD help Us All	Not sure???	All the hidden information,indoctrination for the communism. Passed down by the educational system to the kids. Can you see what is coming. What happens to society, you' are going to put your life in the hands of the the kids that you are teaching Ha Ha Ha .What a bunch of blind people!!!!	Our only hope that we have now is . That you have the balls to get some backbone and stop the WOKE Agenda. I challenge you to make the best decision for the kids who will lead the great country of ours in the future Free to know the basics of right and Wrong.
Portland Metro	Parent/Guardian/Caregiver	White	No absolutley not	No strengths whatsoever. I think its sick and evil to even consider adopting this crap in schools.	Improvements would be to drop all this bunch of satanic BS and go back to teaching useful subjects in life such as (reading, writing, spelling, history ,math) you know, what you use to teach.	Plain and simple everyday healthiness , not on whether a child has issues of not feeling normal about ones self. School hasbusiness what so ever in this crap you are trying to shove down our throats				I don't see any , none , zero. Improvements in this bunch of crap your trying to ram this crap down our throats. Get over yourselves and your genese ideology of school curriculum. This really BS. If we were raising kids now they Would Not be attending any school that follows these standards
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Important standards include safety and first aid and food/nutrition/physical exercise	I plead with you to please remove the following standards that are confusing to children and worse - may embarrass/humiliate them publicly. I have seen children humiliated and bullied when these topics are taught in classroom settings to young children: Kindergarten: K.HRVP.3 Recognize that there are many ways to express gender. First Grade: 1.HRVP.4 Analyze the differences and similarities in how people with different gender identities are expected to act Fifth Grade: 5.GD.5 Identify the differences and similarities between gender identity, gender expression, gender roles, and sex assigned at birth.	Again, I believe the safety and first aid and food/nutrition/physical exercise instruction is critically important, including instruction about cyberbullying	Certain sexual and reproductive health standards encourage/invoke potentially dangerous exploration in sexual activities in children/young teens that are unprepared for this material. Please remove the following: Sixth Grade 6.SRH.2 Define vaginal, oral, and anal sex. Seventh Grade 7.SRH.2 Identify safer sex strategies for vaginal, oral, and anal sex. 7.SRH.8 Describe the steps to using barrier methods correctly, including external and internal condoms and dental dams. The following topic should not be taught in schools and if taught should be reserved for high school, with accompanying information about the reality of detransitioning and associated bullying: 6.GD.5 Discuss how affirming healthcare is important for everyone, including people of all genders, people who are transgender, people who have other gender expansive identities, and people of all races and sexual orientations.	The following are strengths: All Wellness and Health Promotion (WHP) standards All Safety and First Aid (SFA) standards And these particular standards are especially helpful: HS.SEM.6 Describe the signs and symptoms of mental health challenges, including the warning signs of suicide, self-harm, and other unsafe behaviors. HS.HRVP.11 Explain why a person who has been sexually harassed, abused, assaulted, or is a survivor/victim of child sexual abuse, rape, domestic violence, dating violence, or sex trafficking, is never to blame for the action of the perpetrator. HS.SRH.4 Summarize fertilization, fetal development, and childbirth. HS.SRH.5 Discuss skills important in being an effective parent.	As indicated above, many of the standards proposed for young children and middle school students with regard to sexuality and gender should be either eliminated from the curriculum or reserved for high school. Teaching that information to young children and middle school aged children leads to confusion, shame, and even bullying, which I have witnessed.	I would like you to focus instruction on Wellness and Health Promotion (WHP), Safety and First Aid (SFA), Substance Use, Misuse, and Abuse (SUB), Food, Nutrition, and Physical Activity (FNPA), Social, Emotional, and Mental Health (SEM), and basic education about human anatomy and sexuality for middle school and high school students. Leave these topics out of K-5 education. And please leave discussions of oral sex, anal sex, and gender fluidity out of public school classrooms where I have seen them lead to increased shame, isolation, and bullying. That helps no one.

Willamette Valley	K-12 School Administrator	White	No	I appreciate that bodily autonomy is taught early on.	While there are plenty of standards in K-5 regarding the impact of external factors on social and emotional well-being, by the time you get to 5th Grade, there are almost no standards related to the internal factors that build resilience and a healthy, positive self-image. I do not want my students to develop learned helplessness, but to build the inner strength that will carry them through any adversity.	We should not wait until 6th grade to teach healthy internet/social media use. So many students come to middle school with extremely unhealthy habits already ingrained.		Intuitive Eating needs more research, and then clear, research-based curricula before we should be teaching it in schools. I don't believe teachers are equipped to teach it without it being misused, misunderstood or resulting in unhealthy practices. Teaching students how to sift through social and media influences and eat healthfully and mindfully is a good thing. Intuitive eating delves a lot deeper and wider and can get conflated with all sorts of things. And it is demonstrably not good for anyone who is hanging on to any desire to lose weight through diet. Trying to teach it at this stage of development and with the lack of curricula based on a large body of research can result in confusion and unhealthy practices.			
Willamette Valley	Parent/Guardian/Caregiver	White	No	The Standards' strength is its attempt to provide guidance for all possible situations a kid may encounter and prepare them for adulthood.	Remove any type of sex and gender education. These things should be discussed at home, at this age, or left to guidance counselors for those children that need it.		Its attempt to provide guidance for children that might not get guidance at home.	I do not understand why any student Remove such detailed sexual education. It oversocializes young children to teach them vaginal/anal/oral sex. At that age they only need to know the biological basics. Anything else can be taught at home or by a guidance counselor.	Its attempt to provide guidance and information for those who might not get it at home.	Remove such detailed sexual education, such as types of sex. To teach them this expects them to be sexually active and sets them up for poor relationships by placing an emphasis on sexuality instead of how to have good relationships. It's not the school's job to teach sex or gender.	This is a lot to expect teachers to teach on top of everything else they do.
Central Oregon	Other School-based Support Staff (Paraprofessionals, Education Assistants, etc.)				Take away immoral teachings. Our children are too young to be taught these kinds of things. It's up to parents to teach their children right from wrong.						
Willamette Valley	Community Member			I do think children need to know the anatomically correct names of their body parts.	Do not discuss variety of gender options. Nothing needs to start being addressed until 4th or 5th grade. The terms male and female should be used. Anal and oral sex do not need discussed until 7th or 8th grade. No contracts of any sort should be being required for kids to sign. Parents must be allowed to continue opting children out of these lessons.		Students do need to know about menstruation, STDs and wet dreams only.	No contracts to be signed. Parents continue to be able to opt. Their children out. The terms male and female continue to be used.	Students need to know how to opt. Their child out. Terminology of male and female continue to be used.	No contracts to be signed by students. Parents must be able to opt. Their child out. Terminology of male and female continue to be used.	Deep sexual topics are not appropriate for children under 12 period. Let kids be kids.
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer					You speak of having discussions or examples of how to respond to sexual situations. This is ambiguous at best.			I will be opting my child out of all of ODE's new health curriculum at MS and HS.
				Nothing	Do NOT teach sex education to children under the age of 10			They do not need to hear about oral and anal sex			A child is not supposed to watch an r rated movie but you want to teach very young children about anal and oral sex. What are you trying to do? This is sounds like grooming. Stop trying to teach young children about sex a form of grooming
Central Oregon	Community Member	White	No	Why do you feel the need to teach Oregon children about sex at a young age? That is inappropriate and not the scope of your job.	Teach children the basics of reading and writing, math, history. Use the truth as a guide line from a Christian Bible. Let parents and faith communities teach. It's obvious that there is an agenda of affirming gender choice. Let parents decide.		You've moved away from teaching true history...our schools have fallen behind when compared with the world. Nothing and we strongly resent our tax dollars being f used for this Health curriculum	Stick to what worked 20 years ago...teach the truth...cut out sex and woke agenda from these kids.	Disgusted with all the Health curriculum. Get back to Basic Academics. Ans be ready to be sued by kids and parents who were encouraged to gender transition.		Go back to the drawing and talk to kids who were encouraged to made gender transitions only to regret them. Do your Homework. Affirming is not surgical removal of a child's body.
OR	Community Member	West Linn		Nothing				Our kids are behind due to Covid. Now they need to spend time talking about different genders and sexual behaviors? Seriously, I will never approve another school levy until common sense returns to our schools.			
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		Please stop the gender nonsense. There are two genders. If you chose to ignore reality please just don't address gender.			Please stop the gender nonsense. There are two genders. If you chose to ignore reality please just don't address gender.		Please stop the gender nonsense. There are two genders. If you chose to ignore reality please just don't address gender.	
Willamette Valley	Community Member	Prefer not to answer	No	Why must the education system promote gender issues to minor children. THE SCHOOL SYSTEM IS NOT THE PLACE TO PROMOTE DEVIANT SEXUAL BEHAVIOR.	Why must the education system promote gender issues to minor children. THE SCHOOL SYSTEM IS NOT THE PLACE TO PROMOTE DEVIANT SEXUAL BEHAVIOR.		Why must the education system promote gender issues to minor children. THE SCHOOL SYSTEM IS NOT THE PLACE TO PROMOTE DEVIANT SEXUAL BEHAVIOR.	Why must the education system promote gender issues to minor children. THE SCHOOL SYSTEM IS NOT THE PLACE TO PROMOTE DEVIANT SEXUAL BEHAVIOR.	Why must the education system promote gender issues to minor children. THE SCHOOL SYSTEM IS NOT THE PLACE TO PROMOTE DEVIANT SEXUAL BEHAVIOR.	Why must the education system promote gender issues to minor children. THE SCHOOL SYSTEM IS NOT THE PLACE TO PROMOTE DEVIANT SEXUAL BEHAVIOR.	Why must the education system promote gender issues to minor children. THE SCHOOL SYSTEM IS NOT THE PLACE TO PROMOTE DEVIANT SEXUAL BEHAVIOR.
Willamette Valley	Parent/Guardian/Caregiver	Hispanic/Latino(a)(j)(x)(e) White	No		There is a heavy emphasis on gender identity that is totally unnecessary. First grade is young for introducing menstrual products. There is a lot of sexual content for grade school children. They do not need to be taught about these types of relationships nor encouraged to have them at this young age.			There is too much emphasis on social impacts. The standards do not seem to center on medical or scientific information.		These standards are based on "reproductive justice" rather than science. The standards are teaching students what philosophy they should have and marginalizes those with different views rather than teaching them the science.	Only teach the science, not the political agenda.
Willamette Valley	Community Member	White	No	Poor, need to get back to education	No to litter boxes in school, children go to school, litteres do not		Focus on sanitation,				
Other	Live in the Willamette Valley, but have lived in Eastern and Central Oregon, and currently work statewide	Community-based or Non-Profit Organization Employee	Prefer not to answer	I really appreciate how holistic they are. They don't feel like they're isolating a handful of topics, but rather promoting overall health for young people and building a foundation for the later grades to come. As a parent who's kid will be starting with these in kindergarten in a few years - I feel excited and appreciative that this is what they would be getting!	None that I can think off. Feel like this is a solid foundation that can be built on by future standards in later grades AND supported through supplemental materials and resources!		I really like how strength-based these feel. They don't feel shamey or fear-based which have proven to be ineffective in the past, in Oregon and beyond. I love the focus on strengths and personal health as a means to empower and support young people now and as they grow into adults! I also really like the categorization that is included this round as I felt more cumbersome to navigate the current standards without sub-categories (like Wellness and Health Promotion, Substance Use, Misuse, and Abuse, etc.). Additionally, feel like these all look really age appropriate!	None that stood out to me.	I really like how the concepts in high school build on the foundations established in the elementary and middle school levels. I also appreciate that these add additional knowledge and skills that feel really inclusive and meaningful. With the increased focus on trafficking prevention, I was excited to see this woven in and thoughtfully connected to other forms of violence and abuse so we can more meaningfully address them all and the factors that link them, while also focusing on any nuances between the different types. I love the sexual and reproductive health standards, and particularly appreciate the ways these highlight a breadth of what sexual health actually refers to.	Not an improvement, but maybe a note on additional resources. I noticed that the HS standards aren't broken out by grade. Maybe providing a sample scope and sequence for teachers teaching Health 1 vs Health 2 could be helpful and/or sample scope and sequence for how high schools can meet Erin's Law implementation across the 4 grades of high school.	These are so great compared to the current version! I'm excited about the ways these can support health, safety, and wellbeing for kids throughout Oregon, and meaningfully contribute to addressing issues young people are facing today!

Willamette Valley	Community Member	Hispanic/Latino(a)(x)(e)	No	The education system for children under 18 years old is corrupted by promoting gender confusion. There are only two biological genders and a minority of people are homosexual (sexually attracted to the same sex). This is deviant and not normal behavior that should not be introduced or taught to children under 18 years old. It is not the role of the education system to promote sexual confusion. This is morally subservive to societal values. The rights of homosexuals is a civil and political issue that should only be addressed by adults through the political system NOT the education system. Promoting gender confusion to minors corrupts the system and leads to division among citizens and lack of faith in the system to produce healthy and morally strong individuals.	The education system for children under 18 years old is corrupted by promoting gender confusion. 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Willamette Valley	6-8 Teacher	White	No	It's strengths are the emphasis on holistic health, especially in regards to socio-emotional health.	I would suggest much of the HRVP, GD, and SRH standards are introducing content that are not age and/or developmentally appropriate. Improvements could be made by reworking these standards to focus more on healthy living rather than topics of a sexual nature, a kindergarten student isn't developmentally ready for topics such as K.GD.1 where genitalia is discussed.	The 6-8 standards are strong in providing comprehensive standards regarding health. This is especially true for sections on FNP, SFA, AND WHF.	As I described about the K-5 standards, some of the content described in the Standards that are present in many high schools are problematic. The standards as is are too broad and have the possibility of exposing young teens to explicit content teachers could purposefully or by good intentions gone wrong expose these teens to graphic imagery or text. Improvement would be reworking it altogether.	The High School standards strengths are an overall focus on topics that are present in many high schools, such as content regarding drug/alcohol/tobacco use as well as addressing issues such as healthy nutrition, exercise, and physical health.	Certain standards included are unnecessary and can create an uncomfortable and/or unsafe environment such as HS.SRH.8. Standards should skew towards abstinence being promoted first and foremost rather than a mere option among others.	The difficulty with these standards are that most of them are solid and practical, but other parts are so obviously going to cause a rift among classmates, teachers, parents, and the community at large that to include them is seemingly to intentionally antagonize or instigate certain segments of the population here in Oregon. I foresee these standards being labeled political and with an agenda attached. ODE should think about the broader implications of such standards being taught in our K-12 schools, not just in an effort to be apolitical but for student and teacher safety.				
Willamette Valley	Community Member	Prefer not to answer	Prefer not to answer	Although there are "many ways to express gender" (K.HRVP.3) that does not mean that there ARE multiple genders. The plethora of gender "identities" ought NOT be taught (1.HRVP.4). The notion that gender is subjective and socially constructed is a modern innovation and false. There are two genders corresponding to the two biological sexes.	Standard 3.SRH.2, regarding "different sexual and romantic orientations and identities" is indoctrination, not education. Grade 3 is too early to bring this up.	If standard 5.HRVP.4 does not include recognition that many good, caring people do not agree that LGBTQ+ behavior is moral, this too is indoctrination and not education.	6.SRH.3 appears to assume that premarital sex is morally acceptable. To many Oregonians, it is not.	It is abhorrent to teach (6.SRH.7 and 6.SRH.11) that abortion is morally acceptable. Legal, yes. Moral, no.	Standard 7.GD.4 strongly emphasizes avoidance of "fear and shame-based" sources of information about sexual and romantic orientation. This is strong repudiation of traditional morality and is outrageous.	8.HRVP.2 blatantly inserts Critical Race Theory / DEI into 8th grade. No!	8.HRVP.3 is really insistence on using preferred pronouns. No!	CRT / DEI has no place in middle school education.	Important to promote health and wellness in all aspects of our being- mental, physical, emotional, sexual.	"Reproductive Justice" (HS.SRH.15P) appears to be teaching the necessity of abortion. Reprehensible!
Willamette Valley	Community Member	White	No	I appreciate the topics related to health and nutrition and mental health, and the inclusion of topics related to HRVP and GD. These are important issues/topics to be addressed in a sensitive manner.	not sure	The inclusion of topics related to health and wellness, and to provide LGBTQ2SIA+ inclusive, culturally responsive, age-appropriate, and not fear- or shame-based.	1. The food curriculum should include information about the impacts of food choice on the environment and animal welfare. These are just facts that should also be taught if you are going to teach about cultural relationships with food and the impacts of food waste (for example).	2. Keep the education sexual orientation and gender identity value-neutral instead of promoting a particular social/political agenda.	Improvements would be to bring back the teaching of reading, writing, math and history. Teach students how to write cursive. Bring back the national anthem. K - 5th grade should not be learning about gender identity, sexuality.	Abstinence is mentioned among a long list of contraceptive techniques.	6.GD.5 has little or nothing to do with health. It is more propaganda. Remove it. 6.GD.5 scares me because I suspect it has more to do with "normalizing" bisexuality, lesbian, gay, queer, asexual, and pansexual lifestyles than it has to do with simply defining the terms. It needs clearer definition. It appears that about 75 percent of what is included in these curricula is focused on LGBT issues, whereas this segment of society represents about 7 percent of the population. Also a huge percentage of these curricula focus on sex- and sex-related ideas. This is nothing more than grooming. There are other parts of the body and mind that deserve as much or more emphasis.	Very little.	HS.SRH.10 is not health related; it is pure Critical Race Theory propaganda. Remove it.	I hope you can get this approved.
Willamette Valley	Community Member	Prefer not to answer	Prefer not to answer	Incorporating teaching on emotional intelligence, I hope with generally accepted principles v. particular social/political views. Those skills are very important to functioning in modern society.	1. The food curriculum should include information about the impacts of food choice on the environment and animal welfare. These are just facts that should also be taught if you are going to teach about cultural relationships with food and the impacts of food waste (for example).	2. Keep the education sexual orientation and gender identity value-neutral instead of promoting a particular social/political agenda.	1. The food curriculum should include information about the impacts of food choice on the environment and animal welfare. These are just facts that should also be taught if you are going to teach about cultural relationships with food and the impacts of food waste (for example).	2. Keep the education sexual orientation and gender identity value-neutral instead of promoting a particular social/political agenda.	Incorporating teaching on emotional intelligence, I hope with generally accepted principles v. particular social/political views. Those skills are very important to functioning in modern society.	1. The food curriculum should include information about the impacts of food choice on the environment and animal welfare. These are just facts that should also be taught if you are going to teach about cultural relationships with food and the impacts of food waste (for example).	2. Keep the education sexual orientation and gender identity value-neutral instead of promoting a particular social/political agenda.	Public education should focus on teaching facts, along with skills and information necessary for being successful in modern society. Please resist efforts to make it an indoctrination to particular social/political perspectives.		
Oregon Coast	Parent/Guardian/Caregiver	White	No	There are no strengths. Showing the lgbtq agenda on children is not acceptable.	Improvements would be to bring back the teaching of reading, writing, math and history. Teach students how to write cursive. Bring back the national anthem. K - 5th grade should not be learning about gender identity, sexuality.	Abstinence is mentioned among a long list of contraceptive techniques.	6.GD.5 has little or nothing to do with health. It is more propaganda. Remove it. 6.GD.5 scares me because I suspect it has more to do with "normalizing" bisexuality, lesbian, gay, queer, asexual, and pansexual lifestyles than it has to do with simply defining the terms. It needs clearer definition. It appears that about 75 percent of what is included in these curricula is focused on LGBT issues, whereas this segment of society represents about 7 percent of the population. Also a huge percentage of these curricula focus on sex- and sex-related ideas. This is nothing more than grooming. There are other parts of the body and mind that deserve as much or more emphasis.	Very little.	HS.SRH.10 is not health related; it is pure Critical Race Theory propaganda. Remove it.	These curricula are focused like a laser beam on sex and gender dysphoria, and especially the latter. There seems to be no recognition that gender dysphoria is an illness that needs compassionate care, not affirmation. Suicide attempts among LGBT youth are double that of their non-LGBT peers. Encouraging them in their fantasies is not "health care." It is child abuse.				
Willamette Valley	Community Member	Prefer not to answer	No	I don't see any goals that have anything to do with physical health or hygiene. It's all about grooming children to buy into the LGBT propaganda.	If you are going to teach health, teach about physical health and hygiene. Teach about ways to avoid becoming ill and ways to maintain wellness. Proper diet and avoiding harmful substances like drugs and alcohol. Stop grooming children for "affirming" people who need help with their mental health.	Abstinence is mentioned among a long list of contraceptive techniques.	6.GD.5 has little or nothing to do with health. It is more propaganda. Remove it. 6.GD.5 scares me because I suspect it has more to do with "normalizing" bisexuality, lesbian, gay, queer, asexual, and pansexual lifestyles than it has to do with simply defining the terms. It needs clearer definition. It appears that about 75 percent of what is included in these curricula is focused on LGBT issues, whereas this segment of society represents about 7 percent of the population. Also a huge percentage of these curricula focus on sex- and sex-related ideas. This is nothing more than grooming. There are other parts of the body and mind that deserve as much or more emphasis.	Very little.	HS.SRH.10 is not health related; it is pure Critical Race Theory propaganda. Remove it.	These curricula are focused like a laser beam on sex and gender dysphoria, and especially the latter. There seems to be no recognition that gender dysphoria is an illness that needs compassionate care, not affirmation. Suicide attempts among LGBT youth are double that of their non-LGBT peers. Encouraging them in their fantasies is not "health care." It is child abuse.				
Oregon Coast	Parent/Guardian/Caregiver				That gender identity shouldn't be taught in sexual education. Further confusing kids about sexuality at an early age before they have gained and understanding of how it works.									

Willamette Valley	Former high school health teacher (Master's Degree in Teaching Health Education K-12)	Other Parent/Guardian/Caregiver	White	No	The standards cover a broad variety of aspects of health and wellness. It's nice to see such a comprehensive list.	Teaching about gender orientation is not a health topic. It is a moral and personal preference topic. It does not belong in the elementary schools. From an educated and experienced background this does not fit in the health classroom. Just like school doesn't teach religion, school should not be starting early with students when they are impressionable and shaping their ideology. The following standards should not be implemented with kindergarten age students. It is way too young and is suggestive while children are still quite imaginative. Many children cross dress when playing dress up, and introducing the gender expression concept at this age is confusing. It's better for them to be free to play without worrying about what that means about their gender. Gender expression cannot really be fully determined at age 5, and kids should not be burdened by this at such a young age. The following standards should not be implemented until kids are older: HE.1.K.1 Recognize that there are many ways to express gender HE.1.K.2 Recognize the importance of treating others with respect including gender expression. HE.1.1.5 Recognize the importance of treating others with respect including sexual education content should be postponed until high school. And even then, be brief.	I am glad that health is being taught from a holistic perspective, covering a broad variety of topics.	I have similar concerns about teaching about gender, sexual orientation, etc. as I listed above. While high schoolers are ready for conversations about gender, unlike elementary students, the school has gone way beyond the scope of appropriate instruction. As a parent of two high schoolers, I have been shocked and appalled at how the classroom is being used to indoctrinate, not teach. I previewed the entire health curriculum for freshman last year, and it does not teach health and wellness. It teaches an agenda. For example, transgenderism is taught as one normal and healthy path among many. Nothing is said about what happens to the health of individuals who take hormone therapy - that they become sterile, have heart problems and other health issues, and many of them cannot climax or have a normal sexual experience. NO ONE is telling this to kids. This is flat out wrong. If you're going to present the topic, you have to explain the health effects, otherwise it's not teaching health. It's teaching what you want people to believe. As a former health educator I believe it is the duty of the school to explain the health effects of personal choices. Why is this being omitted?	I hope you will consider requiring that the scientific health impacts of changing genders be taught alongside the current standards. It is child abuse to tell kids they can change genders and take hormones if they want to do so and NOT tell them how that will affect their health permanently.		
Willamette Valley		District Administrator	Prefer not to answer	No				Sexual education content should be postponed until high school. And even then, be brief.	Sexual education content should be postponed until high school. And even then, be brief.		
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Very comprehensive, discusses eating healthy food and taking care of teeth and eyes	Some of the topics are overreaching into areas that should be taught by parents, such as names of genitalia, especially for children as young as kindergarten. I don't see why children in first grade need to learn about menstrual pads, either. (ex. K.GD.1, 1.GD.3, 3.SRH.1) My suggestion is to remove these topics.	Again, very comprehensive, includes information on safety and first aid.	Discussing affirming healthcare seems out of range for the age, as does defining vaginal, anal and anal sex. (6.GD.5, 6.SRH.2) Defining different shapes of vulvas is inappropriate, as well. (7.GD.3)	Discussion of mental health.	There seems to be a lot of focus on exposing children to ideas about sex, especially at an early age, which is not the purpose of school.	
Willamette Valley		Parent/Guardian/Caregiver			They should be focused more on personal hygiene, eating right, exercise and keeping their body healthy. The education should NOT be able to teach about sexual orientation and the likes as these children are NOT old enough! It is ABUSE!	Begin by teaching our children Reading, Basic Math, Science, Constitutional & Civil Rights/History, English, Spelling, Physical Education, Home Economics, Shop & Budgeting/Money. STOP DUMBING DOWN OUR CHILDREN!	Same as above.	Same as above.	Same as above.	There is a difference between EDUCATION & INDOCTRINATION. WE WANT EDUCATION!!!	
		Community-based or Non-Profit Organization Employee		Yes	First aid and wellness education for everyone.	It is inappropriate for teachers to teach "advocacy" of any kind. Analyzing any issue for health and wellness is one thing. Teaching advocacy for positions the educational institutions want to see put into place is another. It is the child's and parent's choice as to what their child will advocate for - not the schools.				Please stay out of children's sexuality and never teach advocacy on any topic. Advocacy takes the position that you have all truth about any subject. You don't - no one does.	
						Plus, sexualization of children at young ages is not OK. Why this is so important for educators to sexualize children at young ages is a mystery. What are you gaining from that? It is certainly not in the child's interest.					
Willamette Valley		Community Member			Safety, respect, empowerment	All looked good	Safety, respect, empowerment		Safety, respect, empowerment	I respect the time eagerly that went into developing these standards	
Southern Oregon		Other	White	No		Do not teach about anal sex! Do not teach about other means of sexual interaction at this age!		Do not teach about anal sex! Do not give them any other ideas about "safe sex" except abstinence!	As above		
Southern Oregon		Parent/Guardian/Caregiver	Prefer not to answer	No	Health Education Draft Standards propose exposing children to sexuality before they are developmentally ready for the material. These standards do not represent morals or values	Health Education Draft Standards propose exposing children to sexuality before they are developmentally ready for the material. These standards do not represent the values of the majority of parents/guardians.	None	Remove any and all topics relating to the sexuality of children. Focus on core topics of math, science, reading, civics	None	Stop, forcing the sexualization of children. Allow the parents/guardians to determine when and where children should learn about adult topics.	
Oregon Coast	OR		Prefer not to answer	Tillamook	That your pushing gender issues. That should not be anywhere in this age group	No gender discussions	None	Sex education. Don't push gender at all.	Nothing	One more time. Teach sex education. Let these young people find there sexuality	Leave them alone
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		Remove instruction on gender identity. The golden rule, respect everyone and treat everyone the way you want to be treated suffices. Kids should learn their body parts, how to stay healthy and safe touch. 4th and 5th graders should learn about normal puberty development. It should be a science, fact based curriculum. Do not confuse kids.	I don't think kids should be learning about anal or oral sex. Just the birds and the bees. How reproduction works and how to prevent pregnancy.	Stick to the basics. Leave out gender identity and politics. Respect for all people and self should be emphasized. Normal development and feelings validated.		In general there is too much emphasis on gender identity. Teaching kids that doctors assign genders and that we can change our sex is anti science and confusing. Do not sexualize kids by exposing them to concepts too early, like oral and anal sex. Too much emphasis on physical affection, seems like grooming. Keep topics age appropriate and basic.	
Other										this is not acceptable. Are you insane? What are you thinking, No	
Portland Metro		Parent/Guardian/Caregiver			Fifth grade standards were somewhat unclear as our child didn't talk a lot about it with us.	Need more mental health education and life skill building. There was a lot of bullying in my child's grade. This seemed heightened by the pandemic, social media, and earlier puberty. Our family strongly supports sexual health education that is inclusive of diverse gender identities and sexual orientations.	Our child has only been in middle school two days but seems to be getting better mental health education.	Strongly support more mental health education and life skill building plus media education. Our family strongly supports sexual health education that is inclusive of diverse gender identities and sexual orientations.	My child is not in high school.	NA	
Southern Oregon		Parent/Guardian/Caregiver			I think you are going in the wrong direction, please do not expose our children pervense sexual topics!	Not what you are suggesting.		Do not teach children to perform anal sex!!!	Teach safe sex.	Teach safe sex!!	Do not teach same sex techniques.
Willamette Valley		Community Member			Very comprehensive and will be useful time-consuming to teach. Thoughtful and helpful, especially for kids who don't get this at home.	I couldn't do better	Very comprehensive. I think it is hard to have exactly the right curriculum for all kids at once when they mature at such different rates. I wish our teachers well as they embark on a big and important job.d	I do not have the knowledge or resources to improve on these standards.			It is a complicated world and we all, especially the teachers and young parents today need all the grace and wisdom they can find to do the best for all students. I sincerely wish them well.
Portland Metro		Community-based or Non-Profit Organization Employee	Native Hawaiian/Pacific Islander	No		Remove gender expression from curriculum. Remove different types of families from curriculum. Remove overly sexual content from curriculum.	Learning anatomy is appropriate only.	Remove gender expression from curriculum. Remove different types of families from curriculum. Remove overly sexual content from curriculum. Require parental consent PRIOR to teaching this curriculum. Remove LGBT from curriculum.	Learning anatomy is appropriate.	Remove gender expression from curriculum. Remove different types of families from curriculum. Remove overly sexual content from curriculum. Require parental consent PRIOR to teaching this curriculum. Remove LGBT from curriculum.	Require parental consent prior to this being exposed to children.

Portland Metro	Community Member	White	No	I love that you are already talking about tampons and pads during the 1st grade.	5.GD.4 Describe the menstrual cycle and how menstrual products are used. We recommend that in this discussion of menstrual cycle, the curriculum briefly introduces abnormal menstrual symptoms and advises the students to talk to their doctors if they have any of the following symptoms: 1) Your menstrual cramps are preventing you from doing daily activities such as focusing in school, going to school, or playing in sports. 2) Your periods last for more than 7 days, you have to change your pad or tampon before 2 hours, or you pass clots that are the size of a quarter or larger. 3) Having a period is distressing. The reason behind this is many adolescents do not know their periods symptoms are abnormal and deal with them rather than talking to their doctor.		7.SRH.5 Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them. I would also recommend that the curriculum addresses that hormonal medications, such as oral contraceptive pills, the IUD, the implant, etc. are not just used for contraception. These can also be used for conditions such as acne or to safely and effectively aid abnormal menstrual symptoms.		HS.SRH.13 Describe body literacy skills to notice changes, pain, or discomfort in one's body related to the sexual and reproductive system and identify when to seek support from trusted adults and medical professionals. I recommend re-addressing the abnormal menstrual symptoms described previously and advises the students to talk to their doctors if they have any of the following symptoms: 1) Your menstrual cramps are preventing you from doing daily activities such as focusing in school, going to school, or playing in sports. 2) Your periods last for more than 7 days, you have to change your pad or tampon before 2 hours, or you pass clots that are the size of a quarter or larger. 3) Having a period is distressing.	I am providing comments specifically on how you could change the curriculum to increase menstrual health literacy in students. I appreciate a lot of what this curriculum plan is doing.
Central Oregon	Parent/Guardian/Caregiver	White		Not much honestly. We need to get back to the basics, reading, writing and math.	We need to get back to the basics, reading, writing and math.	Not much	We need to get back to the basics, reading, writing and math.	Not much	We need to get back to the basics, reading, writing and math.	We need to get back to the basics, reading, writing and math.
Willamette Valley	Community Member	Prefer not to answer	Prefer not to answer	There are no strengths!	It is not the job of the public school to teach sex education, gender affirmation, or sexual identity ever, under any circumstances!	No strengths!	It is not the job of the public school to teach sex education, gender affirmation, or sexual identity ever, under any circumstances!	No strengths!	It is not the job of the public school to teach sex education, gender affirmation, or sexual identity ever, under any circumstances!	Teach reading, writing, arithmetic, history and physical education! No sex education! The focus should be health-not sex.
Southern Oregon	Community Member Other Parent/Guardian/Caregiver	Native American/Alaskan Native White		I love the emphasis on making sure kids know safe people and safety	I am against the over specialized standards especially k-5. Discussing gender with young children is entirely inappropriate for schools to be doing. Teachers will be quitting, parents will pull their kids. Children need to be got to read, write, be kind to all- not to question their sexuality or to be led to look at people FOR their sexuality. This leads to confusion, frustration, kids looking at each other sexually at a very young age. We should be scheduling our kids form this- not pushing them toward it. With so many struggling- this should not be a priority.	The hygiene, definitions, reproductive cycle- these are good.	Pushing 11 year olds to even think about anal, and oral sex is inappropriate- this should not be emphasized- there are other ways to get this point across.	Same as above		
Central Oregon	Community Member			I'm a retired educator and am appalled at this curriculum. I saw no strengths and this is way out of line for students.	Get a different curriculum. Do children really need to know about names of genitalia at young ages? And tampons etc? And what families could look like? All misleading and grooming of children					It's a sad day for public education. God will prevail. This is disgusting. Schools have no right to teach this garbage
Willamette Valley	Parent/Guardian/Caregiver	White	No	No strengths, teaching kids to not think for themselves, only what adults believe. Most this needs to be taught by parent. There are no strengths. These topics are for parents to teach their children. There is absolutely no reason a kindergarten needs to know about their genitalia let alone anything associated with sex.	Stop enforcing language that kids don't understand and start to question wrong things. Do away with anything related to sex.	No strengths, same thing. Should be not in-depth.	Should be facts, not opinions	Same as before	Same as before	We need to go to basins not keep trying to push adults options. This whole curriculum is disgusting. This is total woke nonsense that is ruining a society under the guise of "inclusion" as if the confused children are not included. Abolish all health education except for common sense hygiene for all grades up to high school. Allow children to grow up naturally without planting ideas in their minds that "sex" is inevitable and teaching them how to participate.
Portland Metro	Parent/Guardian/Caregiver			none	No indoctrination should be allowed at this early stage of development	none	Allow only parents/legal guardians to address questions regarding sexual orientation. At this age social and peer pressure is immense to feel included. Council parents and or legal guardians on how to help their child past this stage.	none	Grades 6-8 were addressed above. For high school ages address the prevalence of STD's and permanent destruction these diseases will have on their physical body and their mental. well being.	
Portland Metro	Parent/Guardian/Caregiver			Nothing anymore if you are trying to implant tiny brains with this crap because a couple of people got but hurt about their sexuality. Cry me a river get counseling.	DO NOT SELL THIS CRAP AS EDUCATION. ITS NOT. ITS A POLITICAL PLAY AS TO SOMEONE WHO HAD THEIR PANTS ON TO TIGHT AND STARTED TO COMPLAIN. TEACH REAL HEALTH LIKE ABOUT HOW DOCTORS DO GOOD, DISEASES THAT IMPACT OUR WORLD, NOT IF A BOY WANT TO BE A GIRL OR VICE VERSA. WHY QUESTION GOD'S GRAND DESIGN.	They are just ruined, by the time they reach highschool the poor kids are so confused they don't know right from left.	STOP PUSHING THIS IN OUR KIDS. SO MOW MY KIDS CAN GO TO SCHOOL. WITH THEIR BIBLES AND PREACH ALL DAY AND NOT GET IN TROUBLE. BUT WAIT THATS NOT RIGHT BECAUSR WE ARE TOLD WE ARE PUSHING RELIGION O. OUR PEARS BUT OUR EDUCATETES ARE BEING THREATENED THEIR JOBS IT THEY DONT FORCE BELIEFS OF SOME ON THE STUDENTS.BULLCRAP	NOT A DAMN THING. THE POOR KIDS ARE SO MESSED UP BY HIGHSCHOOL. THAT THEY DONT KNOW WHAT THEIR NAME IS ALL BECAUSE THIS CRAP IS BEING SO PUSHED IN THEM. STOP HURASSING AND BULLING OUR KIDS.	Stop teaching this garbage . If you want successful kids just stop. You say we dont tolerate billing but that is what this is because all you are doing is trying to shove it down their throats.	STOP WITH THIS CRAP. YOU ARE HERE TO EDUCATE NOT INDOCTRINATE. JUST STOP. NOT EVERYONE IS IN BORD WITH THIS. STOP.
Portland Metro	Parent/Guardian/Caregiver		No	Nothing anymore if you are trying to implant tiny brains with this crap because a couple of people got but hurt about their sexuality. Cry me a river get counseling.	DO NOT SELL THIS CRAP AS EDUCATION. ITS NOT. ITS A POLITICAL PLAY AS TO SOMEONE WHO HAD THEIR PANTS ON TO TIGHT AND STARTED TO COMPLAIN. TEACH REAL HEALTH LIKE ABOUT HOW DOCTORS DO GOOD, DISEASES THAT IMPACT OUR WORLD, NOT IF A BOY WANT TO BE A GIRL OR VICE VERSA. WHY QUESTION GOD'S GRAND DESIGN.	They are just ruined, by the time they reach highschool the poor kids are so confused they don't know right from left.	STOP PUSHING THIS IN OUR KIDS. SO MOW MY KIDS CAN GO TO SCHOOL. WITH THEIR BIBLES AND PREACH ALL DAY AND NOT GET IN TROUBLE. BUT WAIT THATS NOT RIGHT BECAUSR WE ARE TOLD WE ARE PUSHING RELIGION O. OUR PEARS BUT OUR EDUCATETES ARE BEING THREATENED THEIR JOBS IT THEY DONT FORCE BELIEFS OF SOME ON THE STUDENTS.BULLCRAP	NOT A DAMN THING. THE POOR KIDS ARE SO MESSED UP BY HIGHSCHOOL. THAT THEY DONT KNOW WHAT THEIR NAME IS ALL BECAUSE THIS CRAP IS BEING SO PUSHED IN THEM. STOP HURASSING AND BULLING OUR KIDS.	Stop teaching this garbage . If you want successful kids just stop. You say we dont tolerate billing but that is what this is because all you are doing is trying to shove it down their throats.	STOP WITH THIS CRAP. YOU ARE HERE TO EDUCATE NOT INDOCTRINATE. JUST STOP. NOT EVERYONE IS IN BORD WITH THIS. STOP.
Southern Oregon	Community Member	White	No	They teach reading, writing and arithmetic	DO NO TEACH SEX!	Teaching appropriate academics, such as science and history	KEEP SEX OUT OF HEALTH CLASSES	Teaching higher levels of math, science, literature, etc	KEEP SEX OUT OF THE CURRICULLUM. KEEP BOYS OUT OF GIRLS BATHROOMS AND LICKERROOMS, AND BOYS OUT OF FIRLS SPORTS	Stop teaching the Liberal agenda and get back to basics!
Central Oregon	Other	White		There are no strengths, all your teaching is how to confuse kids.	Get rid of all the sexual conditioning and gender role playing	No strengths, once again all it is confusing kids about their genders	Get rid of the gender labeling and conditioning.	No strengths. Once again confusing kids and taking about stuff that should be taught in a separate class with parental consent .	To much talk about gender and sexuality	To much talk about gender and sexuality. Thats my job to teach, not yours!
Southern Oregon	Community Member	Prefer not to answer	Prefer not to answer	This an agenda to dumb down the kids in this county. In the Asian community children are focused on strong education standards from preschool on.	Redo the entire document	Strong on diversity and sexuality, weak on everything else a child needs to learn, what a mess.	Redo the entire document	Same as Middle School comments	Same as Middle School	How much time and money was wasted on creating these standards?

Willamette Valley	Community Member Parent/Guardian/Caregiver School Volunteer	White	No	No spelling errors. Excellent sentence structure.	Kindergartners should be learning to count, color, sing, and play cooperatively with their peers - regardless of color, religion, etc. They're 5. They can't conceptualize why it's not a good idea to have ice cream and candy before bedtime. They don't need to be taught about incredibly small percentages of people who have identity disorders. They don't need to learn about why some people like to murder people. They don't need to learn about various religious beliefs.			8th grade - maybe 7th ... these would be appropriate times to talk about 1% of the population does. We can cover all deviations beyond the standard bell curve. Although, let's make this an elective. Save this for the curious and interested. Don't waste the time of those who are confident of their identity and have productive interests.	This is the first age-group where critical discussions (led by competent teachers) can take place about interpersonal differences. Why one group has difficulty accepting the differences in other groups, why there is very little gain in trying to force one group's ideas upon another, why it's important to set differences aside for common goals. This is where we can truly draw upon reason and empathy to reach out and partner with those who are different, with the lonely, with the disenfranchised. How do we incorporate everyone into workable systems without disrupting. How can we get government to promote a cooperative nature and not elevate the loudest, best funded, or most socially trending cause above everyone else, at the expense of everyone else? Talk about how differences make you "feel" and explore why we feel that way. Again, these conversations should be held with much more mature minds than 5-10 year olds. Arguable, 14 and 15 year olds may have some trouble with it. Furthermore, these conversations should include ALL differences from the norm ... who do people commit suicide, why do people shoot up a shopping mall, why do they think they are cats, why does a boy feel his is a boy, why is it acceptable to fly a TP@S Biden" flag, why do people like S&M and others like having sex with animals? By the way ... why is there no unit on "Lurries." People who identify as animals.	Personally, I find the efforts to promote gender identity crises as ridiculous as the Trumpers who fly their vulgar flags and insist the Trumpers are stolen. These are loud, disruptive voices that have the effect of dividing people and achieving the compelle opposite of the stated intention. What if we drop all the catering to the fantastical thinking, focus on educating our kids in how to write persuasive essays, perform applicable mathematical skills to problems, and (re)create a sense of community. The school board should avoid taking up the cross of the few disenfranchised, and look to the greater good of creating a smarter, more talented emerging population of adults.
Oregon Coast	6-8 Teacher Community-based or Non-Profit Organization Employee K-5 Teacher Parent/Guardian/Caregiver	White	No	Our Elementary age students absolutely do not need to be taught about gender affirming issues, leave them alone.	Teach them to read & add/subtract without having to count.	They absolutely do not need to be taught about sexual activity & especially that relating to LGBTQ individuals.	Make sure all students can read, if not, figure out why!		Focus on hygiene & eating healthy, staying hydrated & avoiding sex this young (for upper level HS.). Their brains aren't developed enough to process those activities.	
Eastern Oregon	Other			not much	Inclusion of sexually oriented practices and health standards for young children is unacceptable and wrong. IT IS NOT the prerogative of the ODE to be involved in personal family beliefs and base ethics. You are grossly overstepping your authority.		stick to true education and stay out of		Stick to true education and stay out of social engineering projects	
Willamette Valley	Other	Prefer not to answer		No strengths, just weakening of the standards.	Return to the standards of reading REAL books, learning arithmetic WITHOUT calculators, phonics and spelling, and LEGIBLE handwriting. No cell phones in classrooms. NO POLITICS OR WOKE CRAP!!! Our children are being brainwashed. Why did you ask if I was a LG&whatever?? What difference should that make for our school standards? You are not there to promote a gay lifestyle, you're there to instruct skills.	No strengths, just weakening of the standards.	Learning how to spell would be obvious! (Improvement should be spelled correctly). Or, at least learn how to proofread and correct. Continue and enhance reading, writing, phonics, and arithmetic skills learned in grade school. No cell phones in classrooms. Encourage actual communication between students. Learn healthy debate without consequences of reprisal. Require classes that teach life skills. NO POLITICS OR WOKE CRAP!!! Our children are being brainwashed.	No strengths, just weakening of the standards.	Teach real-life skills that are necessary. Home economics and shop classes were required. At 70 years old, I still use those skills. Teachers should be qualified! Cut them from the school before they make tenure, and are there forever. Schools are to produce productive and worthwhile citizens. If our teachers themselves are unable to fulfill that standard, they must not be there influencing our innocent children. Blue-collar jobs need workers, and immediate jobs are available. We need people who can build homes, electricians, plumbers, machinists, millwright. Do not promote POLITICS OR WOKE CRAP!!! Our children are being brainwashed.	Return to the standards!
Willamette Valley	Parent/Guardian/Caregiver	White	No				I believe for ALL ages we should be teaching anatomy and how to prevent childbirth at a young age and STDs. Not trying to sway my children to your LGBTQ agenda with more than two genders and down right purrid content. We are not to pledge the flag daily for the sake of another's feeling but when it comes to this gay shit not right by the lord (no prayer in school either) and it ain't right in our home. What about my child, they must grin and bear with this foul way of life you want to teach them about. You need to get real and take a look at what you are doing. This is completely ridiculous. Two genders, my kids don't need to be preyed up on with this and groomed to think any of this is anything less than insane. Good luck. You will hear from me again.		Let our children be CHILDREN PROTECT THEM.	
Willamette Valley	District Administrator	Prefer not to answer	Prefer not to answer	The changes outlined in the 2023 Oregon Health Education Standards are weakening the health education content area of instruction. These proposed changes don't belong in the health education content area and may be better suitable for another content area.	Health education is about fundamental health care and covers topics like wellness, conflict management, stress management, substance abuse, communicable and non communicable disease and disease prevention, reproduction and reproductive health, etc.	Discussion of consent and medically accurate names for sexual and reproductive anatomy.	Move gender related studies including the study of sexual romantic orientations and identities to perhaps the study of sociology.	Study of genetics is a great addition as the health care industry and subsequent changes to disease prevention is changing rapidly.	Move gender related studies including the study of sexual romantic orientations and identities to perhaps the study of sociology.	I'm disappointed that this information was relayed to me, a district administrator, from a third party and not from the Oregon Department of Education. I've scoured my email to find evidence of receiving this and cannot find anything. These standard changes have the potential to be extremely polarizing and need full transparency.
Eastern Oregon	District Teacher on Special Assignment (TOSA) ESD Board member and local school board vice chair									
Southern Oregon	9-12 Teacher Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	There are many great standards about eating healthy, exercising, hygiene, safety, preventing substance abuse, and setting personal boundaries.	There are many standards that unnecessarily push a liberal agenda that are unrelated to the national standards. For example, in the Kindergarten standards, "Recognize that there are many ways to express gender." This is an OPINION not a scientific fact about the health of a human. This set of personal beliefs does not belong in a kindergarten health class. Please remove these personal opinions from the health standards that are taught to all children.	There are some good standards about safety.	These standards are overly sexualized at too young of an age and focus on "social justice" issues at the expense of actual health issues. It is totally inappropriate for a 6th grader to learn about anal sex. These standards are being used as a platform for the far left to push their agenda on all students in Oregon. PLEASE stick to the health topics and let parents teach their children family values.	Standards about drinking water, good food choices, safety, drug use prevention, and violence/abuse prevention. These are actually the most appropriate set of standards out of the three age groups.	There are many social/political viewpoints embedded in these standards that are unnecessary. Please leave these issues in the context of social studies classrooms and focus on the health issues. For example, "Analyze the impact of Oregon's Menstrual Dignity Act on menstruation stigma and period poverty." It is appropriate to teach about menstruation and how to maintain good hygiene, but it is not appropriate to push a political agenda that makes students feel like victims of oppressors and the government as the hero. Just focus on the actual health issues, not the political/social aspects that could be controversial and contrary to many personal beliefs.	Please remove standards at early ages that refer to gender expression/identity or are overly sexualized. These are family value topics, not objective health facts.

Southern Oregon	Parent/Guardian/Caregiver	White									I don't believe an 11 year old needs to know about anal sex. I also don't believe it is the schools job to teach really any topics of non traditional relationships, sex, or abortions. These types of topics should be talked about with childrens parents or caregivers. The curriculum has gone way too far. It's perverse, subversive and wrong. It does not protect children, it enters thoughts and ideas that would not come naturally and especially that early. Provide ways for kids who need help to seek help. Otherwise, keep gender related topics for high schoolers.
Portland Metro	Parent/Guardian/Caregiver	Multi-racial		Strong focus on personal issues that should NOT be in the classroom. Curriculum too advanced for children.	Remove ANY and all curriculum or verbiage around gender identity. Body pert identification should be 5th grade.						
Portland Metro	Parent/Guardian/Caregiver	White	No	None	Please don't teach kindergarten children about "all the different ways to express gender" this doesn't belong at school. It's a parents choice to teach their kids not the schools !! Stop trying to push this on our kids !!						
Eastern Oregon	ESD Board and Local School Board Other	White	No	Good directions in Wellness/Health Safety/First Aid Substance/Miuse/Abuse Food/Activity Social/Emotional/Mental Health	I do not think the sexual aspect should be inserted in KS. I do not believe this is the schools business and heads us in the wrong direction. This time could be spent on the Basics of education. I also believe this will further drive more parents to sending to private schools further eroding the states educational system.	further directions in the BASICS of education	I do not believe it is a schools responsibility to delve into Sexual and Reproductive health in detail. This should not be one of the core issues in advancing education. It is controversial and personal and we are a public system. As stated above I also think this will weaken our system and drive many families from public schools	Again, I like further advancement in the BASICS of fundamental education	As stated above, we need to stick to and advance our education in the BASICS, and stay clear of controversial sexual based learning. This is not a direction our system should be going towards.	As we all know TIME is always in short supply especially in this day and age. I feel we are still lacking in the fundamentals of Nutrition, Financial, and other basics of sound education. To further branch out into explicit health issues is not a fundamental direction our system should seek. Our world is changing and so it is with our application of education but I see many shortages in the basic knowledge of our kids and therefore should continue the advanced BASICS of education. We live in a very complex world that requires a strong educational system for our children. With only 12 years of time to set the standards by which these kids will prosper and contribute to our society the BASICS of education need our complete attention. Branching our into all the other areas of life should be I support children being able to express their gender identity as the child sees fit and I support children learning about gender identity and sexuality in the classroom. I do NOT want religous bigots determining what can or cannot be taught in the classroom. I support educators making these decisions.	
Portland Metro	Parent/Guardian/Caregiver	White	No								
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Oregon children so young do not need to be indoctrinated with radical, polarizing statements such as "Recognize that there are many ways to express gender."	It is very detailed and organized.	Pare down this content heavily. This is FAR too much to have as topics to cover and material to review during this time in children's lives. This content leads us to believe that some educators have lost sight of what children need to be focused on at this point in their development. About 85% of this content is out-of-place and should not be covered during school hours.	Some people have put a lot of time into getting the details laid out.	Remove a huge portion of the guidelines and content to be covered during this timeframe. This is far too much for this age group to be subjected to while they should be focused on academics and scholastic aptitude and not emotional and relational trends and foibles of the culture. Schools need to focus at these ages at NOT bringing sexual topics into the classroom and attempting to establish someone else's values into the children. Many of these topics are too personal and private and should not be made public in the classroom. They are family issues.	They are organized.	(This question mentions "grades 6-8" but I believe this section should be regarding 9-12") Once again, remove a large majority of this material from the standards. These standards seem to be developed for a trade school or professional development course for people going into fields involving sociology or cultural relations or other liberal arts type areas of study in the university. This depth and intensity does not belong in the education of minors. These details, topics, and initiatives are misplaced.	Oregon children so young do not need to be indoctrinated with radical, polarizing statements such as "Recognize that there are many ways to express gender". Please just go back to the basics of good nutrition and healthy living and not interpersonal relations and so much overly sexualized information. School is not the place for this level of information.
Southern Oregon	Community Member	Prefer not to answer	Prefer not to answer	Scary things happening to our children in schools	Same as k-5						
Other	Rivers	Parent/Guardian/Caregiver	Native American/Alaskan Native	Prefer not to answer	Nunya business! Parents can teach their own children.	I suggest removing all gender curriculum from your curriculum. After all, it is a crime to show pornography to children. The things you all show children, would never allow in my business! Porn is porn and you should all be arrested. A VERY SMALL percentage of children are trans. Why force it. All children. Just like there is a higher percentage that are MAGA. We are not insisting you teach MAGA! Groomers used to be arrested!	I recommend all students be removed from public schools as the school system is not teaching the important subjects. Writing, math, and reading should be your focus. Then maybe Oregon would not be at the bottom of the educational listings. People are moving out of Oregon because our schools are so bad!	Actually teach reading, writing, arithmetic! Stop pandering to a tiny percentage.	Teach reading, writing and arithmetic!!! Stop with passing failing students to make your numbers look adequate!	Teach the three m's. Stop with the bs!	What the heck are you all trying to do to our children! Insanity is what I call it! Evil! Oregon education sucks! I work with kids and have to fix your terrible ideas of education!
						Eliminate sexual orientation and influencing bisexual and transgender teaching	Very poor should be teaching not influencing our children. Teach them to think and decide situations, not what to think how to be independent not dependent	Same as above. Also teach and emphasize history this will teach them what not to do so history not repeat itself. We can continue to move the world forward	Nothing, read prior comments and follow along. We need mature and independent young men and women to thrive in this world. Who cab face diversity and today's challenges in a positive way.	See above comments. Stress reading, writing, spelling and grammar. Emphasize math, science and respect of others. Return to understanding the importance of family and support of each other. Embrace the parents role and their wishes for their children's education. Eliminate special interest groups and go back to Christian values.	Read The above comments again!
Portland Metro	Community Member	Prefer not to answer	Prefer not to answer	Stop with pushing the LGBTQ+ agenda. Focus on fixing the failure to teach the basics.			Stop with pushing the LGBTQ+ agenda. Focus on fixing the failure to teach the basics.	Stop with pushing the LGBTQ+ agenda. Focus on fixing the failure to teach the basics.	Stop with pushing the LGBTQ+ agenda. Focus on fixing the failure to teach the basics.	Stop with pushing the LGBTQ+ agenda. Focus on fixing the failure to teach the basics.	Stop with pushing the LGBTQ+ agenda. Focus on fixing the failure to teach the basics. Hold teachers accountable for properly educating the students.

Willamette Valley	Community Member K-5 Teacher Parent/Guardian/Caregiver	Other	Prefer not to answer		Abolish this and fire all ODE personnel supporting this.		See K-5 statement.	See K-5 statement.	These suggested standards are a slap in the face of every parent/guardian of our precious children who are trying to raise them in a moral, ethical and spiritual atmosphere that places love and understanding above misguided equity and it's attendant divisiveness. Bottom line, let's just call evil what it is: EVIL!!!
Willamette Valley	Parent/Guardian/Caregiver	White	No	It seems like the news standards take care to accommodate a more diverse perspective, while remaining rooted in science and best practices. I especially like the robust HRVP standards - such an important thing to connect with kids on. I wish we had stuff like this growing up.	I don't have any suggestions for improvement.	Nice to the Growth & Development sections expand as the grades go up into Middle School. The sexual & repro health section looks like it really has the best interest of these kids in mind.	I don't have any suggestions for improvement.	The high school standards look like a solid culmination of the previous decade+ of instruction these kids will get in terms of health education. Each section of study seems appropriately dialed in for what teens should know.	I don't have any suggestions for improvement.
Portland Metro	Parent/Guardian/Caregiver		No	No mention of neurodiversity or ADHD	Discuss the challenges of neurodivergent, ADHD, ASD more and how you'll help kids with these issues rise to these challenges	No mention of neurodiversity or ADHD	Discuss the challenges of neurodivergent, ADHD, ASD more and how you'll help kids with these issues rise to these challenges	No mention of neurodiversity or ADHD	Discuss the challenges of neurodivergent, ADHD, ASD more and how you'll help kids with these issues rise to these challenges
Central Oregon	Parent/Guardian/Caregiver	Native American/Alaskan Native	Yes	Inappropriate.	Remove all sexuality.				
Portland Metro	Parent/Guardian/Caregiver	White							I'm disgusted by your push for gender ideology, it has no place in school. Focus on academics!
Southern Oregon	Community Member			rid our schools of woke ideology	rid our schools of woke ideology	rid our schools of woke ideology	rid our schools of woke ideology	rid our schools of woke ideology	rid our schools of woke ideology
Willamette Valley	Other Community Member	White	Yes	I do not find any strengths in the K-5 Standards. While most of the information is banal, and nothing to be applauded, there are serious issues which will encourage unhealthy student-teacher relationships, eliminating any potential positives within these standards.	K.HRVP.3 - Should be removed from standards. It is inappropriate for non-parental adults to be discussing gender expression with children. 1.HRVP.4 - Should be removed from standards. It is inappropriate for non-parental adults to be discussing gender identity with children. 1.HRVP.7 - Should be altered or removed. While not explicit, this standard is dangerously close to suggesting that children can consent to sexual behavior, both between peers and adults. 1.GD.4 - Should be removed or altered. While not explicit, standard can be interpreted as sexuality or sexual orientation, both of which are inappropriate to be discussed between a child and a non-parental adult. 2.HRVP.3 - Should be removed altered. Standard is too vague, and incorrectly implies gender as being an immutable characteristic of one's person, rather than as a personality variation within the sexual binary. 3.HRVP.3 - Should be removed. This standard is inappropriate to be discussed	Similar to the K-5 standards, the failures mask any strengths.	My greatest concern with the middle school standards is how the Sexual and Reproductive Health (SRH) standards seem to encourage sexual exploration by middle schoolers. First, various modes of sex are introduced (6.SRH.2), and decision making behind engaging in sexual activity (6.SRH.3). Then, strategy and methods are taught for how to engage in sexual activity (7.SRH.2, 7.SRH.3, 7.SRH.8). Finally, these skills are evaluated via demonstration (8.SRH.2, 8.SRH.3, 8.SRH.5). Additionally, there's a rather bizarre inclusion of examining the relation between sexual health and racism/discrimination that seem suspect (7.SRH.10, 8.SRH.11)	rid our schools of woke ideology	rid our schools of woke ideology
Eastern Oregon	Community Member District Administrator Parent/Guardian/Caregiver			Focus on mental well being	These are ridiculous standards and are politically motivated! Let parents teach kids about issues related to gender identity. We do NOT need to draw attention to it! The standards for K-3 are unreasonable.	focus on mental health	Political agenda! There are two genders - male and female. You are either born with those body parts or you are not. We must teach our students to respect individual choice and NOT draw attention to it.		These are ridiculous standards and you will see an increase in home school, private school and charter school enrollment if these are adopted. Discussing multiple genders and sexualities is damaging for the mental health of children, adolescents, pre-teen, and teens. If you implement the current curriculum draft, you will be mentally, emotionally and physically harming countless kids. Do your research on people who de-transition, damages of puberty blockers, and health problems for people who have sex anatomy changes. Shame on you if you implement this curriculum and I hope someone sues to put a stop to it. Lastly, it is so inappropriate to be discussing sexual acts with 11-12 year olds. This is perverted and whoever on the team that proposed this should be ashamed of themselves.
Willamette Valley	Community Member	Prefer not to answer	Prefer not to answer						Invitations for parents to be involved in such standards.
Eastern Oregon	Community Member Parent/Guardian/Caregiver	Prefer not to answer	No	Learning how a trustworthy adult acts and treats a child.	Any and all forms of any type of sexual intercourse education at this age level is disturbing. As a parent I do not want my children watching/learning about sex at this age.		Specifying how the drafters of these 'standards' perceive sexual relationships and what is normal is completely unnecessary and should be removed.	Specifying how the drafters of these 'standards' perceive sexual relationships and what is normal is completely unnecessary and should be removed.	
Willamette Valley	Community Member	Prefer not to answer	Prefer not to answer				Specifying how the drafters of these 'standards' perceive sexual relationships and what is normal is completely unnecessary and should be removed.	Specifying how the drafters of these 'standards' perceive sexual relationships and what is normal is completely unnecessary and should be removed.	

Southern Oregon	Educational Services District (ESD) Employee Parent/Guardian/Caregiver School Volunteer	White	No	<p>Stop teaching elementary kids about gender identities. Teach about being kind to all people, but no need to discuss gender identities or how gender identities are expected to act. Do not teach about sexual relationships. Do not teach about sexual orientation or the laws past or present about sexual orientation. Do not teach about pregnancy.</p>	<p>Do not teach about oral and anal sex. Do not teach about sexual orientation.</p>	<p>Let parents be parents. Stop trying to push the agenda about sexual orientation in the schools.</p>		
			<p>Lots of good things about growth and development, safety, etc...</p>	<p>*HRVP 4 Recognize some of the ways in which norms and laws around gender and sexual orientation have changed over time! You are teaching our children that they have changed. No, they haven't. You do not have the right to teach my children that something that is wrong is right. You can believe it is right yourself, but you can't teach my child that it is. I have no issues with teaching children to respect everyone, but don't teach them something that is against my religion.</p>	<p>6.GD.6 Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, and pansexual. 6.SRH.2 Define vaginal, oral, and anal sex. 7.SRH.2 Identify safer sex strategies for vaginal, oral, and anal sex. These new proposed standards are horrible in so many ways. I believe most parents would agree with me that this is normalizing and even encouraging teen sex which is directly against what many people's standards. It is teaching that what is bad is good and normal. I know that even though I don't think any teens should be having pre-marital sex that many are and it is important that they understand safety with that for STD's and rape and such, but it needs to be worded as though it is the exception rather than what everyone is doing. Please don't teach my children to do things that are against their family's morals and standards with an attitude of "everyone is doing it". Also, I don't think any middle schooler or even high schooler needs to be taught about oral and anal sex.</p>	<p>Good things about safety and growth. Stop normalizing sex</p>	<p>I was lucky to find out about this in the small comment window. Make it more public so people can comment!</p>	
Southern Oregon	Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e)	No	<p>This is too much way too soon!!</p>	<p>These are still kids, way inappropriate in my opinion. These health teachings should be considered an elective if we are going into such details. Totally not age appropriate.</p>	<p>None, leave it up to the parents!</p>		
Southern Oregon	Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e)	None.	<p>None. No strengths, these standards should be left up to parents to teach. Why introduce concepts to kids and confuse them more. They are what interested in playing and coloring than they are what gender they are. Stop confusing the kids!!</p>	<p>Totally not age appropriate at all!</p>	<p>None, leave it up to the parents!</p>	<p>Can we put more emphasize and math, science (real science), English and history.</p>	
Portland Metro	Parent/Guardian/Caregiver School Volunteer						<p>Asking K-5 to identify how people may be treated unfairly and unequally because of their gender is completely crazy. You are setting up children to identify something different about someone and note that they should be treated differently. This needs to stop. Let the kids be kids and figure it out for themselves instead of pointing it out and calling attention. Our schools are along their focus and trust in parents has deteriorated. All of these standards can be given to parents to teach, and then the schools can have optional classes for those that don't want to teach it. Our next generation is going to be destroyed by confusing kids when they are SO young. The focus should be on compassion and love towards others, no matter what. Not the specifics of how to have different kinds of sex safely.</p>	<p>273</p>
Southern Oregon	6-8 Teacher 9-12 Teacher K-5 Teacher Parent/Guardian/Caregiver			<p>It shows that administrators are aware that some kids are lacking parent support at home to teach these standards. Parent involvement is critical. Parents know their kids best and are responsible for all aspects of their growth. I for example do not believe my 10 year old is ready to learn about oral sex. These are sensitive topics that do not need to be thought in schools. I think educating the parents should be the focus and then leave it up to them to decide how/when to teach their young children these topics.</p>	<p>It shows that administrators are aware that some kids are lacking parent support at home to teach these standards.</p>	<p>Give it back to the parents to teach or offer optional classes for parents that don't want to teach it, but don't make anyone take it.</p>		
Portland Metro	Other Parent/Guardian/Caregiver	White		<p>Allow parents advanced notice of what discussions will be so parents and can conversations earlier or opt to not attend during this time.</p>	<p>N/A</p>		<p>No masks Keep kindergarten to 3rd grade simple language, allow kids to discuss with their parents. All these standards do is cause parents to lose faith and trust in public schools. They see these standards as ideologically driven, as opposed to scientific, biologic, or basic human health driven. Parents are putting their kids out of public schools, and this is one more reason why they would do it.</p>	
Southern Oregon	9-12 Teacher	Prefer not to answer	Prefer not to answer	<p>No mention of the words women, girls or female. "Some people use tampons and menstrual pads" is the worst used to identify who those people are? Gender is mentioned over and over in the document, "gender identity and expression" sounds as if gender is akin to a person's personality. Parents want teachers to teach their kids about biological facts.</p>	<p>Anal and oral sex at 6th and 7th grade level are completely inappropriate. "safer anal sex" will be taught to 12 year olds. Please invite some parents to that classroom when you teach that section. Some of the definitions (pansexual, queer,) are inappropriate and hard to define. Again, no mention of women, female, or girl, nor the word monogamy. Gender affirming healthcare is a contentious issue, leave this to parents to talk with their kids. Asking 6th grade students to demonstrate gender affirming language seems like compelled speech. Will students be required to say things like "some women have a penis" or "Lia Thomas is a woman"?</p>	<p>Your question is incorrect. 6th-8th grade is middle school. I haven't been able to find a definition of reproductive justice that doesn't include legal access to abortion. This is ideologically based, not scientifically based. People have various beliefs about abortion. Many people believe that it is an injustice because it ends the life of an unborn child.</p>		
Portland Metro	Parent/Guardian/Caregiver	White	No	<p>The focus on gender identity/personality is absurd. What value is it for teachers and educators to have knowledge of one's personal sexual preferences. This is beyond the context this kids should be given. Stick with biological reality, not mental state of self when their young minds have not fully developed</p>	<p>Again, leave the kids alone. Stop pushing an ideology and belief system on kids. Focus on skills that will allow them to be successful on careers</p>		<p>You are failing in almost every factor of education. Your lack of focus on math, reading, writing is destroying the generation.</p>	

Portland Metro	Community Member Other Parent/Guardian/Caregiver School Volunteer	Prefer not to answer	Prefer not to answer	<p>K-5 Standards contain indoctrinating and sexualizing content. For example, asking 6-7 year olds about "how people with different gender/identities are expected to act" suggests that children will first be educated on what each identity (heterosexual, lesbian, gay, bisexual, asexual and other -sexuals) mean, which should be viewed as prematurely sexualizing young children. Imagine an adult approaching your 6-7 year old daughter who starts talking to her about vaginal, anal and oral sex, etc. Knowing that this adult is a teacher does not lessen the potential negative impact that such "education" might have on young children. Then the question implies that each identity is expected to behave a certain way, which teaches children to judge individuals based on external attributes rather than valuing their unique qualities, and this essentially teaches them to be biased.</p> <p>I fully acknowledge the varying rates at which children experience puberty in today's world. While it's essential to accommodate those who may reach this stage earlier, it's equally important to recognize that not all children are prepared, both physically and mentally, to delve into topics like "sexual and reproductive anatomy" and "menstrual pads and tampons." Introducing such subjects during early childhood could potentially trigger psychological distress, particularly for boys who may not have anatomical relevance to these discussions at their current age. It's crucial to strike a balance that ensures the well-being and comfort of all children in</p>	<p>Remove anything related to sex, gender ideology, racial ideology, politics and religion. This includes, but is not limited to, 1.HRPV.4, 1.GD.2, 1.GD.3, 2.HRPV.3, 3.HRPV.3, 3.GD.1, 3.GD.2, 3.SRH.2, 4.HRPV.3, 4.HRPV.4, 4.GD.2, 4.GD.3, 5.HRPV.1, 5.HRPV.4, 5.GD.1, 5.GD.4, 5.GD.6, etc.</p>	<p>The K-6 Standards mandate that children aged 11-12 (6th Grade) learn about sexual orientations, as well as various types of sexual intercourse such as vaginal, oral, and anal sex. This can be categorized as "sexualizing children," and it raises concerns about its appropriateness and potential legal implications. Also, regarding 7.SRH.10 Examine how discrimination and racism negatively impact sexual and reproductive health? - what does racism have to do with sexual and reproductive health?</p>	<p>Sexual and Reproductive Health (SRH) is undeniably important, yet the age at which children are introduced to this subject holds significant weight. Premature exposure has the potential to result in lasting psychological impact. I suggest to raise the mandatory age for SRH education and allowing it to be optional for younger children WITH PARENTAL CONSENT.</p> <p>The Middle School Standards appear to deviate from the strong emphasis on controversial subjects such as gender and racial ideology found in the K-5 Standards. If overlooked any instances, please remove any content related to these two subjects.</p>				
Willamette Valley	9-12 Teacher	White	No				<p>The integration of protective factors, community resources, and connection between content dissemination and personal implementation. The standards seem to be more comprehensive than in past years.</p>	<p>I love the idea of having students understand how policies can impact an individual's health, however I do not see the point of including historical reference. Some of the standards are more a public health and social conditions focus that can divert from current content we cover. If there was more time to teach the current standards, I would love to see those integrated, however we struggle as it is to meet them. I absolutely LOATHE the incorporation of "Describe the requirements necessary for obtaining a food-handlers card." How is this going to improve an individual's overall health? The incorporation of foodborne illness is far more relevant than this procedural process.</p>	<p>Remove this: "Describe the requirements necessary for obtaining a food-handlers card." This reeks that a restaurant owner was a part of the committee.</p>		
Willamette Valley Southern Oregon	Community Member Community Member			<p>No teaching or mentioning sex, gender, race or economic place.</p>	<p>Refer to parents/guardian any student inquiry into sex, gender, race. Teach math, English, basic constitutional civics.</p>	<p>No strengths come to mind</p>	<p>Teach the biological/health basic facts like a family physician) in a method to refer to parents/guardians for clarification and details. No mention of gender, race or silly fantasies.</p>		<p>Teach decades old facts with no misleading, teasing or challenging conversations</p>		
Other	Yamhill county	Community Member Parent/Guardian/Caregiver	White	No	<p>Reading and math proficiency. Behavior issues.</p>	<p>I opted my children out because the curriculum is inappropriate for their age.</p>	<p>Behavior issues - stronger consequences. Reading and math improvement. Over all push for greater academic excellence. Less push on the left wing/woke politics especially in sex ed and over all.</p>	<p>I was able to see the curriculum first and have the option to opt out. Choice must be an option and full transparency of the entire curriculum for parents.</p>	<p>Behavior, English, math over all increase in academic rigor and excellence for everyone.</p>	<p>Focus on the basics such sex, reproduction, STD's, pregnancy, and navigating healthy relationships.</p>	
Southern Oregon	Parent/Guardian/Caregiver			<p>Completely age inappropriate material. Stop pushing ideas on innocent children too young to be exposed to this information. I will pull my children from public schools before I will allow them to be exposed to this.</p>	<p>Completely age inappropriate material. Stop pushing ideas on innocent children too young to be exposed to this information. I will pull my children from public schools before I will allow them to be exposed to this.</p>	<p>There are none it's become nonsense</p>	<p>Completely age inappropriate material. Stop pushing ideas on innocent children too young to be exposed to this information. I will pull my children from public schools before I will allow them to be exposed to this.</p>	<p>Nothing but propaganda, agenda-pushing, pseudoscience nonsense. Teach these kids actual scientific facts and leave it at that. Stop promoting ideas and behaviors that are known to cause mental and physical harm.</p>	<p>If my kids' schools teach this, I will pull my children from public schools.</p>		
Eastern Oregon	Community Member District Administrator Parent/Guardian/Caregiver		Prefer not to answer	<p>None, this is outside the school function and has been for a long time.</p>	<p>Like religion, sexuality or sexual orientation should not be part of a public school's curriculum.</p>	<p>There are none it's become nonsense</p>	<p>Like religion, sexuality or sexual orientation should not be part of public schools</p>	<p>None, it's all gone down hill</p>	<p>Like religion, sexuality or sexual orientation should not be taught in public schools</p>	<p>Keep politics out of education no matter which side of the aisle you're on! Please make sure these standards remain inclusive to our whole community, especially minority populations.</p>	
Willamette Valley	Community-based or Non-Profit Organization Employee Parent/Guardian/Caregiver School-based Support Staff (Paraprofessionals, Education Assistants, etc).	White	Prefer not to answer	<p>I think they are really well thought out. They seem updated for current times, which is really nice</p>	<p>I can't really find anything that I would specifically improve.</p>	<p>Really impressed with these. They are much more responsive and inclusive than they used to be.</p>	<p>Looks good.</p>	<p>Well written and they acknowledge current issues in our society.</p>	<p>All is good.</p>		
Portland Metro	Community Member	White	No		<p>This is overkill of information - far beyond their maturity level. You are giving them all the information they need to have to be sexually active as though this is "normal" for 5-10 year olds. NOT age-appropriate material.</p>		<p>The natural inclination is to experiment and to try out newly acquired information. Why give knowledge to minds that are still far too young to make appropriate choices when only one side of the issue is presented?</p>		<p>When is the case for reserving sexual intimacy for after marriage presented? for parents being one man and one woman? for accepting responsibility for choices? for learning respect for another person?</p>	<p>Apparently, the state does not want the parent to be involved. At all grade levels, do parents who desire to be in charge of their children's health education have an opportunity for the family to opt out of the state standards??</p>	
Eastern Oregon	Grandparent Other	Other	Prefer not to answer	<p>Discuss healthy foods, safety, as well as recognizing safety factors for blood born pathogens as well as how to respond to emergency situations.</p>	<p>Concerned some of these topics and issues are placing CHILDREN in a situation to make Adult decisions.</p>	<p>Discuss healthy foods, safety, as well as recognizing safety factors for blood born pathogens as well as how to respond to emergency situations.</p>	<p>Concerned some of these topics and issues are placing CHILDREN in a situation to make Adult decisions. Concern some of these topics will garner curiosity and the children who are curious are being taught. Children ought to be allowed to have their childhood and youth before being forced to learn of adult situations.</p>	<p>Preparation for adult situations. that I would hope my grandchild or child would feel they could trust their family to talk over some of these adult topics.</p>	<p>Concerned some of these topics and issues are placing CHILDREN in a situation to make Adult decisions. Concern some of these topics will garner curiosity and the children who are curious will want to engage in such activities they are being taught. Children ought to be allowed to have their childhood and youth before being forced to learn of adult situations.</p>	<p>I would hope my grandchild or child would feel they could trust their family to talk over some of these adult topics.</p>	<p>Give parents the opportunity to review class curriculum</p>
		White		<p>References to body parts, sexual reproduction, gender affirming, LGBTQ, should be eliminated. This is unnecessary and the information is being used to indoctrinate the students into an ideology. This is NOT education!</p>	<p>Remove references to body parts, sexual reproduction, gender affirming, LGBTQ, should be eliminated.</p>	<p>Same issues. Health Education should focus on proper nutrition, harmful foods, beverages, and exercise.</p>	<p>Remove all references to sexual reproduction, gender identity (there are only 2 genders -- male and female), LGBTQ+, etc. Stop indoctrinating and spend more time teaching reading, writing, math, and other useful skills.</p>	<p>Ditto.</p>	<p>Ditto</p>	<p>Our students rank very low nationwide. Please focus on academics and eliminate ideological curriculum! topics!</p>	
Southern Oregon	Parent/Guardian/Caregiver			<p>I think it's great that we are teaching children parts of their bodies, this is always important to help children be knowledgeable on their body parts, especially to be proactive in teaching them how to prevent/report sexual abuse and such.</p>	<p>My 5 year old does not need to be informed on ways to express gender, nor does my 10 year old need to know this. I teach my kids to be respectful of others, they do not need to learn the details of these items. Nor does a 5th grader need to learn on the different ways to conceive.</p>	<p>Once again, I think it's ok to teach respect and kindness without going in to details of inappropriate education</p>	<p>We do not need to include sexual and romantic orientations. Once again, I can teach my child what is important, and that is being respectful, kind and loving towards every single person no matter how similar or different they are from us. They definitely do not need to be taught vaginal, oral and anal sex, or how to be safer while doing so. This is inappropriate for this age. I do think it's important to teach abstinence at this age, but we should not be teaching methods of emergency contraception.</p>			<p>This should be approved by majority of parents/teachers prior to sneaking it in to the curriculum. There is absolutely no need for some of this 'education'. There is too much being pushed on our children. I am happy to have conversations with my children about necessary, age appropriate health information. I will never be okay with teaching children things that are not age appropriate.</p>	
Portland Metro	Community Member	Prefer not to answer		<p>It is critical that you stick with actual SCIENCE and do not subjugate this to a short-sighted and potentially harmful political ideology. Also young kids should not be exposed to specialized content, they are not ready for this</p>	<p>STICK TO THE FACTS</p>	<p>Again, please skip the politics. We all know what's true and real</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>	<p>You are losing students. If you sacrifice truth to ideology, you will lose more and you are harming these children</p>	

Southern Oregon	Other	Hispanic/Latino(a)(x)(e)	No		The wellness and Health Promotion, Safety and First Aid, Substance Use, Misuse, and Abuse, Food Nutrition, and Physical Activity, Social, Emotional, and Mental Health, Some HRVP, Some GD, Some SRH	K.HRVP.1- too early in life, K.HRVP.3- Only two ways to express gender, 1.GD.2- too early in life, 1.GD.3- too early in life, 3GD.2, 3, 4- too early in life, 4.GD.1, 2, 3- too early in life 4.SRH.1- eliminate the touching part 5.GD.5- only two genders, 5.SRH.1, 2, 3- too early in life	Same as the K-5 standards	6.GD.5- affirming is destructive at an early age. Wait until the age of majority 6.GD.6- too early in life for these topics 6.SRH.2 too early in life 7.SRH.2- too early in life 7.SRH.10- No evidence for this	This is good. Age appropriate	none	Keep health simple in the younger, formative years. These new concepts of multi genders is not biologically sound and should not be taught.	
Eastern Oregon	Parent/Guardian/Caregiver	White	No	Cross to any lines		Trans and lgbtq need to stay out of the schools it is between the parents and kids whether they learn about it shouldn't be forced	N/A	Let the parents parent the kids not the schools	N/A	N/A	These kids don't need to learn about sex and trans and lgbtq stuff! they are in high school not elementary school Stop grooming our children for sex.	
Willamette Valley	Community Member	Black/African American	No			This is unbelievable. What K-5th grader needs to know all of the sexual organs and how use menstrual products. There is no need to be sexualizing the children. There is a huge need for teaching them math, history, how to read and write, and geography.					It is ridiculous the amount of LGBTQ crap you want to shove down our childrens throats. Its sinful, inappropriate and not needed. There are boys and there are girls, scientifically proven, and this garbage will continue to confuse kids. When Covid hit we were forced to follow the "science" and close schools. Well, where is the science now? A boy can be a girl and vice versa? Come on... stop wasting money and educate kids on facts not propaganda.	
Southern Oregon	Educational Services District (ESD) Employee Other Parent/Guardian/Caregiver											
Willamette Valley	N/A	Community Member K-12 School Administrator	Prefer not to answer	Prefer not to answer	They are developmentally inappropriate and riddled with social biases. These abstract ideas are not educationally relevant in our public education settings. The standards should be rejected and we should start back with the previous standards. Discussing gender expression is not appropriate prior to puberty and well before the onset of puberty.	<u>Discussing menstruation at ages 6-7 is not appropriate when the average age of menstruation is over 12 years old</u> (https://www.contemporarystory.net/view-first-menstruation-average-age-12-physical-signs). <u>Teaching sexual and reproductive health is not developmentally appropriate until ages 9-10, just prior to the onset of puberty. The focus instead should be on safety, nutrition and general wellness and healthy choices. Why do the standards include talking about sexual consent for a pre-pubertal child? This is not developmentally appropriate.</u> <u>Discussing how people of different genders are "expected to act" is vague, misleading and assumes that everyone agrees in our society that there are universal expectations for all genders and there are not.</u> <u>Standard SGD 5 seeks to exclude and shame the many in our society who believe that there are 2 genders, as defined and taught by our God Creator and therefore shows implicit bias towards families of faith who hold this value to be the truth.</u> <u>According to Piaget, students in the preoperational stage up to age 7 are egocentric and concrete.</u> <u>Teaching how people of different gender identities or even the concept of gender identity is a very abstract concept and not appropriate. Why are these standards</u>	To teach children to use "gender affirming language" teaches them to deny the truth. One person's proclamation of identity may require others to live that person's lie. Middle school and before are not acceptable developmental times to declare sexual identity. Puberty is an emotional time and teaching that we must live a lie of others' chosen identity is	It is clear that you have not engaged a wide array of stakeholders in writing these very biased and exclusionary standards and you have failed to mention the important role of parents, guardians and caregivers in navigating sexual development.	These standards are biased at this level and all levels, exclude parents and families and encourage children to break from their families as they navigate puberty. This is not healthy. There should be more of a focus on the family.	<u>What stakeholder input did you include? The revision of these statutes should not be done without wide stakeholder participation, representing a large array of geographical, political and social stakeholders of all ages and segments of our Oregonians. They represent implicit bias by the authors. They ignore Piaget's developmental stages</u> (https://www.wyvetmind.com/piaget-stages-of-cognitive-development-275457/). <u>Which parents have you included in the input process? Which community members?</u>		
Southern Oregon	9-12 Teacher	White	Prefer not to answer			The standards surrounding gender identity contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, the standards surrounding gender identity, expression, and identity are not age appropriate for 5th graders.		The standards surrounding gender identity contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school.	The standards surrounding gender identity contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school.		There has been a mass exodus from public schools in Oregon because of the insistence of teaching kids health standards that should be taught at home, not at school. As a public teacher myself, I've tried to keep my children in the public education system. I believe in it, but if these over sexualized health standards pass, we will pull our children out of public schools. Schools should not be where these types of conversations should happen. They should happen in the home.	
Southern Oregon	Community Member	Other										Please do not sexualize children.
Southern Oregon	K-5 Teacher	White	No			The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way outside the scope of a public school health education and that contradict our sacred religious beliefs.						

Willamette Valley	Community Member Early Learning/Pre-K Educator	No		We need to stop teaching our children lies about themselves, and exposing young children to harmful and complicated subjects such as "gender" and transgender ideology. This is not digestible to children, especially at such a young age, our educators and state are failing our young children by letting this be taught in schools. I would not want my child in the public school system because of these subjects that are being taught and enforced, it is called indoctrination.	Stop teaching children that mutilating their bodies and chemically castrating themselves is "affirming care" and is "normal". You are failing our future generations.		Stop teaching our children that pumping their bodies full of hormones and killing their babies in the womb is "reproductive justice". Teaching children that their bodies are good just the way that they are and they do not need to put any hormones that are unnatural in themselves to help them live a good life. Teach them the beauty of sex in a loving relationship. Teach them the reality of abortion, that it is killing a human life. Teach them that their bodies are good. Stop indoctrinating our future generations.	Get the gender ideology out of the school systems. This is unfair to teach children this especially for the parents who do not want their children exposed to these things and ineffective education for their children to public school because they cannot afford to homeschool or send their kid to private school. I do not understand how this curriculum is considered safe and effective education for our children.	
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Science proves that there are only 2 sexual genders, assigned at birth. X and Y chromosomes. This education plan that is being proposed is only creating confusion for young children.	4.SRH.1 Recognize that people can show love and care for other people in different ways, including consensual kissing, hugging, and touching Children do not need to be taught sexual touching. This does not create safe places, it brings opportunities for confusion on physical boundaries and creates an interaction that can come across as inappropriate behavior that isn't. 6.GD.6 Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, and pansexual. This kind of curriculum by these definitions only creates confusion, and we end up with kids that are no longer in school to study math, science, history, Language Arts, Music and the Arts. Instead education like this is not teaching our children, its confusing our children and shouldn't be part of a education. Let the parents decide how to teach their own children about sexuality and when.		Human Sexuality Education courses, are confusing our children into not knowing if they are a boy or a girl. Teaching our children at a young age to explore sexual touching and encourage them to push the boundaries of students their age with sexual conversations, examples and introductions to destructive behaviors.		
Portland Metro	K-5 Teacher	I like the standards that focus on nutrition and mental health.	The Healthy Relationships, Violence Abuse/Prevention and Growth and Development standards are part of the politically driven agenda and do not belong, this depth, in K-5 health standards. Healthy relationships and boundaries are great to teach but this is overreach and pushing and agenda. They are absolutely not okay, and I am appalled that I would be required to teach about STDs, AIDS/HIV to a third grade or genders to a kindergarten. As a parent, I am not okay with these topics. I will teach my child at home what I want them to know and will teach them to be kind and considerate to others who make different choices for themselves. This is not the job of the school teacher.	WHP, SPA, SUB, FNP and some SEM.	7.SEM.8 needs removed. 30HRVP, GD, SRH all need to be revised and rewritten with the intent to not indoctrinate students and not push a political agenda. These standards rob children of their innocence, and where some may need it, it is fair to do that to the ones that don't. This is not the role of the school or the school teacher. These specific standards are absolutely part of a political agenda. They do not teach our students, whose brains are still forming, boundaries and limits. We are the adults, we are the ones guiding. They should not be allowed to make their own decisions solely on that they what they "feel". These standards are dangerous to our students and once again, I am appalled at the overreach of ODE.		Get rid of everything that isn't how to take care of your body and mind. Get rid of the WCKE agenda that is blatant throughout these standards. ABSOLUTELY UNACCEPTABLE! Also, why do you want to know if I am part of the LGBTQ2SIA+ community? Do these comments hold more weight if I am? Talk about bias.		
Willamette Valley	Community Member		Nothing!	A kindergarten student should be focusing on basic skills, and focusing on adjusting to a school setting, as well as and getting along with others	Middle school children are so lost as to who they are! It is so confusing to add yet another thing they have to wonder about. " am I really a boy, maybe I am a girl "... really? You are doing so much harm to these poor students by adding this question.		I don't expect to be heard, but... how dare you attack our children with confusing information about their "assigned" sexual identity. Children of school age are too young to comprehend these issues in a healthy manner. These issues of sexual orientation, alternative family structure are neither necessary or appropriate to education. Lets get back to teaching our children how to read and write and think critically rather than having school be a place where they are exposed to the goals of a political agenda.		
Southern Oregon	Parent/Guardian/Caregiver Asian Multi-racial White	No	It's important for children at this age to know the correct names of their body parts. It's important that children know and understand boundaries and how to communicate and leave an uncomfortable or inappropriate situation.	K.HRVP.3 Recognize that there are many ways to express gender. This needs improvement by being removed. Children at this age don't need to know about gender expression or gender identity. This can be taught at home by parents, but is not appropriate to be taught in school. Not everyone agrees with this, and this is not aligned with many people who come from Christian and other religious backgrounds. 1.HRVP.4 Analyze the differences and similarities in how people with different gender identities are expected to act. I suggest that this also be removed. Children at this age don't need to discuss gender identities. This is something that needs to be taught at home by the parents/guardians of the children. Public school doesn't allow discussions about God since not everyone agrees with that belief. Public school also shouldn't allow discussions about gender identities because not everyone agrees with the belief that you can identify as a different gender than the one you are biologically and anatomically born with. 5.GD.5 Identify the differences and similarities between gender identity, gender expression, gender roles, and sex	Some strengths are the teaching of overall health which includes physical, social, emotional, mental, and environmental. Identifying unsafe situations and knowing how to get help and support to escape unsafe situations. Understanding food nutrition.	6.GD.6 Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, and pansexual. I suggest this be removed. Middle school students don't need to define sexual and romantic orientations. This is a very sensitive time when students are going through a lot of changes, especially with puberty. This is a time when many adolescents/students are confused and want to explore their curiosity. At this age, it's difficult for adolescents/students to recognize who they are let alone sexual and Roman orientations. Introducing this in public school can cause more confusion and will go against many teachings in the adolescent/student homes. 6.SRH.2 Define vaginal, oral, and anal sex. This needs to be removed. Adolescents in middle school are typically age 11 to 14. This is not an age appropriate discussion. Students do not need to define different forms of sex. This will lead their curiosity and is highly likely to cause more teen sex at younger ages and more teen pregnancies. Adolescents at this age don't need to be introduced to different forms of sex. This is very	Discussing personal and family values.	None at this time.	Subjects with sexual orientation and sexual relationships needs to be left to discuss at home and not in public schools. The basics need to be taught such as recognizing the biology of the body and correct names of body parts. Students need to be taught the importance of setting, upholding and respecting boundaries. Students first need to be introduced to sexual orientation and sexual relationships or how to have sex. Abstinence is the best way to prevent pregnancy. Students need to be taught the importance of building relationships without sex as well as having and practicing more self control and self regulation.

				They are too broad and they allow for too much individual interpretation.	Go back and take a look at the standards from 1992. Those are appropriate!	I only was interested in the elementary grades.				I'm angry and saddened by the schools taking over the parent's responsibilities. All the teachers need to keep their personal opinions to themselves. Trans issues need to be taken out as well as any homosexual teaching. These alphabet issues should not be discussed in school and should be addressed by the parent(s). Schools have overstepped by taking on the feeding of all kids and teaching sex ed. Parents must have a say whether their child participates during presentations. BUT 1st the parents must be notified ahead of time.
Willamette Valley	Community Member	Prefer not to answer	Prefer not to answer		There is far too much emphasis on gender identity and explicit sexual information included in the curriculum as a whole. Our kindergarten children should not be discussing or learning about gender identity or any kind of sexual education and it is not the school's responsibility to teach them about it. Discussions about body autonomy would be appropriate and probably necessary, but the guidelines go too far.	There are none. Every standard is influenced by political ideology which is not shared by many parents and families.	So does health only mean sex these days? What about positive ideas about maintaining mental health and ways to support those who struggle? Drop the gender ideology. Oregon is so far behind the rest of the world. Learn from other countries.	These standards will encourage more and more families to homeschool or choose alternate ways of educating their children. I hope there is an simple way for parents to opt out of these classes.		
Central Oregon	Parent/Guardian/Caregiver						Because the school district has been reckless with our children we've had to home school our child. They have put peoples "feeling" above reality.	Get back to reality. Get back to basics and stop trying to parent our children		
Eastern Oregon	K-5 Teacher Other Parent/Guardian/Caregiver	Multi-racial	No	I do not see any strengths. I think health education such as this is horrible.	Children this age do not care about sex identity. They do not think about gender other than the genitals they have. I am a parent of 2 boys, 4 and 6. I am home schooling them. Because I will never have this sort of thing taught by to my children from anyone other than myself. My boys know they are boys because the have a pee pee. That's its. Girls and boys are different. Any sex education taught needs to be done by the parents only. This curriculum is straight up setting children up for confusion who they are. I think you are terrible people and should be jailed for teaching such things if you do.	Disagree completely. You are making children mentally ill with this. You are brainwashing children. It is indoctrination. Period.	Replace this with maybe learning other cultures, taxes, bring cooking back in school. Hoe about Permaculture Gardening since we are so concerned about climate? Get digital technology OUT of schools. Make kids smart, make them work. Teach them how to seam things. But it's obvious what your agenda is...	No strengths. I feel the same way about all of it. This is indoctrination. From the gender, sex, vaccines... all of it. These are conversations to be done with the children and parents.	Suggested improvements are the same as above.	People will continue to take children out of school. Maybe that is your goal? Or maybe you are hoping to rope on the children whose parents don't see what is happening here. I think is this child abuse. Kids for one should not be at school for more time than they are in the company of there guardians. 2, you do not get to decide the moral compass of a child. That is the parents job. You are over stepping extremely. If you put this into school, you will be abusing children. And I believe you belong in jail or worse. Period. .
Willamette Valley	Community Member K-5 Teacher School Volunteer	Prefer not to answer	Prefer not to answer	Recognition that families can look differently and still be a family. That our bodies are our own and no one has the right to take away our right to feel safe, strong and free.	Sexual education at this age of any kind should be practiced in the home. Schools may offer publications with suggestions of important things to discuss with your children but trusting a stranger to answer these sensitive subjects and the questions that may arise with our children is not a wise avenue. Many children will hear things they should not even have to consider at this age of innocence and which will be disturbing to them. I agree that correct terms for body parts needs to be taught at home in the case of needing to report abuse. But not at school in mixed classes. These rights SHOULD NOT be taken away from families. Also, we are born male and female. We are NOT God and should not presume the right to change the gender from how we are born. A MUCH more health attitude/lection is focusing on how there are many ways we can express ourselves as a female or as a male and that we need to embrace each other in our uniqueness. NOT suggesting to these very impressionable little ones that we can choose and of these various options for ourselves. Talk about confusion!! 5th Grade sex ed. classes in a separated environment (boys separate from girls) about the natural changes their bodies are going through, how babies are	6.GD.7	Middle school age is already a chaotic, struggling time as young people establish their identity. These changes will only add to the chaos and confusion. A very small percent of our population actually identifies with other sexual orientations and treating each other respectfully in these choices should be our focus - not a wide open possibility of "look at all these things you could be!" This is not a healthy approach for students who already in their immaturity are seeking to find their gifts and confidence. 6.GD.5 - The financial impact upon our country should be looked at with the decision to fund sex-change operations along with the finality that there will never be going back to your original, healthy body. Abstinence outside of marriage is the only sure form of contraception and this should be Highlighted and focused on. The minute you open up the can of all these options in Middle School the students will increase their experimentation - you are encouraging under aged students to partake in adult behaviors. Under 6.SRH.7 Abortion needs to be listed separately as it is not a pregnancy option, it is a pregnancy termination and along with this must come the education I guarantee this will cause middle schoolers to experiment more rather than less for at risk kids maybe but every single child that's traumatizing and that's not what these CHILDREN need.	Can you explain the reason the general public finally received this information to review only 2 DAYS before consideration? NO ONE (in the general public) RECEIVED THIS AUGUST 9th - I guarantee. VERY DECEPTIVE.		
Oregon Coast	Parent/Guardian/Caregiver		Yes	I appreciate the fact you are trying to get ahead and inform kids where some parents may not properly inform or educate.	Some of these things are being taught to soon and some don't really pertain to necessary knowledge for a child that young. Some of it goes beyond what should be taught by the school or by the parents? The only choice parents get is to pull their children from school? Knowledge is power but timing is key. This is too much.		Better timed for some of these conversations and topics	The better safe sex education and general health knowledge is so necessary for these mini adults and it is astounding how little teenagers and adults know about our bodies	Is this really the healthiest with developmental timing?	

Southern Oregon	Parent/Guardian/Caregiver	White	No									The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way
Southern Oregon	Parent/Guardian/Caregiver	White	No									The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way
				This is the most disgusting thing I have ever seen. You have no right to talk about, expose youth as young as 1st grade to sexuality topics. And where are you teaching children about reading, writing and math? You are more focused on confusing children's minds rather than helping them grow. Who ever developed these standards is no friend of children but rather a perverted mind who wants to harm and not help.	Educate children in traditional areas as math, writing, and reading. Develop and encourage families and traditional roles. Let boys be boys and girls be girls. END THE SEXUALIZATION OF CHILDREN	I'm sorry but I could not get past k-5.						
Willamette Valley	Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e) Multi-racial Native Hawaiian/Pacific Islander	No	Disgusting. Exposing my children to sex that should be taught by their parents.	Let the parents teach their children about sex health should be about the way to eat exercise keeping their teeth clean ect.	Disgusting	Let the parents teach their children about sex health should be about the way to eat exercise keeping their teeth clean ect.	Disgusting	Let the parents teach their children about sex health should be about the way to eat exercise keeping their teeth clean ect.	Let the parents teach their children about sex health should be about the way to eat exercise keeping their teeth clean ect.	Let the parents teach their children about sex health should be about the way to eat exercise keeping their teeth clean ect.	Let the parents teach their children about sex health should be about the way to eat exercise keeping their teeth clean ect. Humans are complex beings and are composed of all different dimensions: physical, mental, emotional, spiritual, sexual, etc. To put so much emphasis on their sexually defining their personhood is misleading. To have adults who have a powerful influence in order to push a political point of view, and that's what this is because there's a massive amount of individuals in our country who absolutely disagree with a large portion of what's stated as fact in here, is manipulative at best, evil at the worst.
Southern Oregon	Parent/Guardian/Caregiver	White	No	There's compassion for students, but the strengths end there.	Remove the graphic sexual content. It's completely unnecessary.	Nothing positive. It's all inappropriate to be discussed by anyone other than parents.	Again, the overt sexually explicit material needs to be removed.	Since these children are closer to adulthood, some of the topics are okay, but it's still placing far too much worth on the children's identity being rooted in their sexuality.	Simplify and remove the graphic portions of content.			
Southern Oregon	K-12 Student	Prefer not to answer	Prefer not to answer		They should not allow any teaching that is about gender that is the parents place not the education system. If you want to teach about gender then you need to teach about religion also		They should not allow any teaching that is about gender that is the parents place not the education system. If you want to teach about gender then you need to teach about religion also		They should not allow any teaching that is about gender that is the parents place not the education system. If you want to teach about gender then you need to teach about religion also			Yes get gender identity out of curriculum, I have pulled my children from public school because of their things being taught ie race gender sex ed etc. school is about reading writing math science not about what color our skin is. There is only 2 genders male and female and how do we know that one has a vagina and the other has a penis one gender can be pregnant and the other can't it's simple!

Willamette Valley	Community Member Parent/Guardian/Caregiver		Are there any?		Have actual expectations. Have appropriate curriculum guidelines that deal with knowledge and age-appropriate development. No gender inequities should be taught at K-5 or younger levels. Let's focus on having our kids pass actual education benchmarks.	Same answer. Moving gender questioning until adulthood and not in public school systems.	Where can it NOT improve? Let's be honest for once.	There are none.	I pay for public school and have zero faith that they would teach my children what they need to know. I don't trust the curriculum to be unbiased and I don't trust the expectations to make my kids ready for the real world. I have my kids in private school because public school is failing miserably. It's an embarrassment.	
Southern Oregon	Community Member	Prefer not to answer	Prefer not to answer	First aide	There are only two genders. Stop teaching and encouraging otherwise. Reading writing and arithmetic. Politics do not belong in the classroom	There are only two genders. Stop teaching and encouraging otherwise. Reading writing and arithmetic. Politics do not belong in the classroom	There are only two genders. Stop teaching and encouraging otherwise. Reading writing and arithmetic. Politics do not belong in the classroom	There are only two genders. Stop teaching and encouraging otherwise. Reading writing and arithmetic. Politics do not belong in the classroom	There are only two genders. Stop teaching and encouraging otherwise. Reading writing and arithmetic. Politics do not belong in the classroom	
Willamette Valley	9-12 Teacher	Prefer not to answer		None.	These standards are not age appropriate. They are not developmentally appropriate. These standards are also full of feelings, not facts or biological and scientific ideas.	I have an 8th grader...precisely ZERO of his large friend group has held hands or even pecked girl on the cheek or lips. These standards are assinine	Focus on developmentally appropriate standards. Review FACTS AND STATISTICS AND LIKELIHOOD of any sexual activity 14 and under. It is an extremely low occurrence, under 10-14%.	Poorly written. Redundant. Biased. Catering and pandering to social and political and progressive agendas.	Hire new and unbiased ACTUALLY TRAINED content creators, non-activists, and experts trained in child development, curriculum creation, and best-practices to re-write the standards	
Southern Oregon	Community Member	Prefer not to answer		Nothing.	"Gender education" does not belong in these age groups. This kind of "education" puts things in kids heads that they wouldn't even think about on their own and it contradicts what many many parents are teaching their children at home. Let kids be kids and let parents decide what moral values to teach their children.		This sounds too much like teaching kids how to have sex and giving them encouragement to do so.		Considering ODE has driven Oregon education into the ground, including sinking to the lowest 10% in the nation as well as poor attendance, reading and writing and math proficiency failures at all benchmark years, as well as decreased rigor, removed Honors and TAG, INCREASED VIOLENCE through policies, these standards written by buffoons are no surprise. I am so glad my grandkids are in an awesome home school situation! This does not sound like "health education" to me. It sounds like indoctrination.	
Southern Oregon	Educational Services District (ESD) Employee K-5 Teacher Parent/Guardian/Caregiver School-based Coach/Specialist	White	Prefer not to answer		The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way outside the scope of a public school health education and that contradict our sacred religious beliefs.		The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way outside the scope of a public school health education and that contradict our sacred religious beliefs.		The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way outside the scope of a public school health education and that contradict our sacred religious beliefs.	The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way outside the scope of a public school health education and that contradict our sacred religious beliefs.
Southern Oregon	Parent/Guardian/Caregiver				The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way outside the scope of a public school health education and that contradict our sacred religious beliefs.					
Southern Oregon	Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e)			Teach only...we don't need opinions we only need to teach		Teach only...we don't need politics or religion or your personal opinions...just teach		Teach only...we don't need politics or religion or your personal opinions...just teach	Please encourage teachers to leave their personal beliefs behind. They need to teach and not indoctrinate on their behalf
Southern Oregon	K-5 Teacher Parent/Guardian/Caregiver	White			Expression of gender is not a health-based discussion. It is a matter of self expression and views. It has no place in a school health class. Many families have very different moral views of this and it should not be taught in a school setting as fact. If Adam and Eve and God are not taught as facts in school, neither should gender identity and expression. Just teach kindness for all humans, and how to respect other people's view.		Expression of gender is not a health-based discussion. It is a matter of self expression and views. It has no place in a school health class. Many families have very different moral views of this and it should not be taught in a school setting as fact. If Adam and Eve and God are not taught as facts in school, neither should gender identity and expression. Just teach kindness for all humans, and how to respect other people's view.		Expression of gender is not a health-based discussion. It is a matter of self expression and views. It has no place in a school health class. Many families have very different moral views of this and it should not be taught in a school setting as fact. If Adam and Eve and God are not taught as facts in school, neither should gender identity and expression. Just teach kindness for all humans, and how to respect other people's view.	Have a class of how to respect other people's views that differ from their own. Not just tolerate each other, but genuinely recognize it is ok to have different opinions and to not teach moral views as facts in a classroom setting.
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Teaching kids to be respectful	They are completely inappropriate. Children do NOT need to be sexualized in school. It is not the place. There are only two genders, and they can't be changed. (Kindergarten standard, 1, 4.g.4, 3.hvnp.3, 3.ah.1, 4.ah.1, 5.gd.5)	Don't really see any	Very heavy on sexualizing kids. Teaching sex techniques to middle schoolers is inappropriate. Stop pretending that "power" and "privilege" cause violence. 6.gd.3, 6.gd.6, 6.ah.2, 7.ah.2, 8.hvnp.2,	Hs.gd.6	Studies show that affirming gender dysphoria does not actually improve the person's well-being. So hs.gd.5 does not work.	Please make them appropriate for age and real life.

Eastern Oregon	Parent/Guardian/Caregiver				I believe that we are over sexualizing at too young of age. This does not need to be taught in grade school. This is why I will continue to homeschool my 3rd grader.						
Portland Metro	Parent/Guardian/Caregiver School Volunteer	Prefer not to answer	Prefer not to answer	There are no strengths. Current "health" education is merely a vehicle for social engineering and indoctrination.	No gender ideology. Tell the kids the truth that sex is binary and everything else is just fashion. It is not the business of the government/schools to tell children about puberty blockers and that people can be born in the wrong body.	There are none.	Children do not need to demonstrate to the state that they are ready to engage in sex by showing how to use a condom.	None.	Do away with everything except basic anatomy and physiology, and STD and pregnancy prevention.	It is not your business to introduce children to gender ideology, puberty blockers, pleasure based "sex ed" and all kinds of different sex acts. If you want to push more parents to homeschool or private school, then by all means, stay the course.	
Willamette Valley	9-12 Teacher	White	No	Promoting healthy practices and behaviors	5.whp.2. It is not the role of educators to give medical advice regarding vaccines. That is between a family and their physician. It is inappropriate for schools to be influencing students regarding healthcare. 3.srh.1 and 3.srh.2. It is highly inappropriate to discuss consensual relationships and sexual and romantic orientations and identities. No 3rd grader should be subjected to this type of grooming behavior. This is an early attempt at normalizing sexual behavior and is disgusting that adults would even entertain this curriculum. 4.srh.1 stop influencing young children by subjecting them to sexual behavior. We should teach about having safe hands NOT consensual sexual behavior. It's disgusting 5.srh.1 continuing with the theme of teaching young children about sex this is inappropriate. Families should decide when it's appropriate to talk with their children. It isn't the role of a teacher of 10 year olds to discuss various cultures and their values of sexual intimacy. It is wrong to introduce young children into sexual topics and to encourage them to see their natural body as wrong. This is a private conversation for parents at home, not with teachers who won't have to deal with the after math	Identify unsafe situations	6.srh.2 discussing oral and anal sex with 11-12 year olds is disgusting. There is no place for this in the classroom 6.GD.5 Gender affirming care is genital mutilation. Teaching adolescents with underdeveloped brains that they can make life altering decisions and call it healthcare is insane. You should address mental illness as that is what this is. This age group has curfew, cannot drive or vote but can make decisions that will mutilate their body and you are supporting this? According to the NH* Data indicate that 82% of transgender individuals have considered killing themselves and 40% have attempted suicide, with suicide highest among transgender youth. Address the mental health crisis and not a political agenda. You should be ashamed of yourselves.		As an educator, I've never seen so much mental illness as I have in the last 3 years. Coincidentally, the LGBTQ agenda has been shoved down our throats in the schools at every turn. In my school there are more LGBTQ flags throughout the building than American flags. This is what groomers and pedophiles support. For once in your lives, please make decisions on what's best for kids and not the leftist political agenda that controls you. Their futures depend on it.		
Portland Metro	Community Member	Multi-racial	Prefer not to answer	It is wrong to introduce young children into sexual topics and to encourage them to see their natural body as wrong	It is wrong to introduce young children into sexual topics and to encourage them to see their natural body as wrong. This is a private conversation for parents at home, not with teachers who won't have to deal with the after math	It is wrong to introduce young children into sexual topics and to encourage them to see their natural body as wrong. This is a private conversation for parents at home, not with teachers who won't have to deal with the after math	It is wrong to introduce young children into sexual topics and to encourage them to see their natural body as wrong. This is a private conversation for parents at home, not with teachers who won't have to deal with the after math	It is wrong to introduce children into sexual topics and to encourage them to see their natural body as wrong. This is a private conversation for parents at home, not with teachers who won't have to deal with the after math	It is wrong to introduce children into sexual topics and to encourage them to see their natural body as wrong. This is a private conversation for parents at home, not with teachers who won't have to deal with the after math	It is wrong to introduce children into sexual topics and to encourage them to see their natural body as wrong. This is a private conversation for parents at home, not with teachers who won't have to deal with the after math	
Willamette Valley	9-12 Teacher Community Member Parent/Guardian/Caregiver	Other Indigenous	Prefer not to answer	NA	Third graders should NOT know about consensual sex. That's groomer status	Teaching about healthy eating habits	I short, discussing oral and anal sex with 12 year olds is inappropriate. Gender affirming care is inappropriate. These are children with developing brains. This is a grooming mentality. You are a pervert if you support this abuse. This is abuse.			Do what is best for kids! Not what is best for leftist policies. As an educator in the state of Oregon, there are more more LGBTQ flags hanging as opposed to American flags. This perverted agenda is being shoved down our children's throats. Stop being a groomer and pervert. When someone is an adult (18 years of age) do whatever - I don't have problem with that. But to target children and push this agenda is evil.	
	Parent/Guardian/Caregiver				The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way outside the scope of a public school health education and that contradict our sacred religious beliefs.						
Southern Oregon	School Volunteer grandparent	White	No	no strengths		no strengths		no strengths		I don't agree with any of it. You are teaching things that are not age appropriate and shouldn't be taught at school. Putting ideas and info into children's head that they don't need to be thinking of and presenting it like it is all ok, which it is not. What about teaching good old family values, marriage, letting parents decide what their children should be told and taught that is ok behavior. It is all against my beliefs and all of this is not ok to be teaching children this is all ok. This is very wrong and if you continue to try and push this on children, parent will be pulling their children out of public school even more than they already are.	
Willamette Valley	K-5 Teacher	Prefer not to answer		I really see very little that could be considered a strength. They are developmentally inappropriate at all age levels	Stick to actual health issues and keep the information out that can't be scientifically substantiated. There are two sexes, male and female. All the in between choices are politically motivated and have No educational merits	Inappropriate					

Portland Metro	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer									This document is a Trojan horse using dental care to deliver age inappropriate discussion on consent and unfounded climate change effects. Telling children the importance of brushing and flossing their teeth is a well support fact. While opening up discussion on climate change is neither health related, nor age appropriate. The entire outline has age inappropriate topics starting in kindergarten all the way through elementary and middle school ages. It's not the State, school, or teachers' place to coach children into discussions regarding consent, sexual orientation, and mental health. The entire outline seeks to circumvent parental oversight. Introducing children to these topics will confuse and exacerbate their mental health. Please remove all sections.	
Southern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	All teaching about hygiene and living a healthy life.	All gender identity, expression, affirmation and sexual orientation material should be dropped	All teaching about hygiene and living a healthy life.	All gender identity, expression, affirmation and sexual orientation material should be dropped	All teaching about hygiene and living a healthy life.	I am not interested in telling people how to feel or what to write in your public comments, but in case you feel similarly to me and want to save time, I will share my answer for how the K-5 curriculum could be improved if you want to tweak it or copy/paste. If you don't feel similarly, feel free to disregard.	The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way outside the scope of a public school health education and that contradict our sacred religious beliefs.	answer for how the K-5 curriculum could be improved if you want to tweak it or copy/paste. If you don't feel similarly, feel free to disregard. The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my		
Willamette Valley	Other			In addition to my teaching certificate, I also hold a MA in Psychology. Gender expression education in primary grades is unwarranted and dangerous. It should be limited to their biological identity as they have not yet developed the higher order thinking to understand the difference between sex and gender.									
Willamette Valley	Community Member	Prefer not to answer	Prefer not to answer	Students are learning about, health and safety.	Remove the Social, Emotional, and Mental Health (SEM) This kind of information should only be dispensed by a licensed Psychiatrist. It is inappropriate to engage children in discussions about who they can trust and not trust. This is grooming. This is a conversation that parents have with children.	Students are learning about health and safety	Remove the Social, Emotional, and Mental Health (SEM) This kind of information should only be dispensed by a licensed Psychiatrist. It is inappropriate to engage children in discussions about who they can trust and not trust. This is grooming. This is a conversation that parents have with children. Children do not need to explore their sexuality in a school setting. That is adult behavior.	The sexual indoctrination is a sex crime against children. For some children you are introducing ideas they have never had. This is grooming. You are not going to counsel a child into a safe place. Mental health issues, confusion and emotional struggles are best left for the family to pursue through mental health professionals of the family's choice. This is not a relationship schools should have with students.				The sexual grooming that is being accepted as normal and helpful, is emotionally damaging for the youth of today. The confusion they system is sewing into the children is a crime and should be prosecuted. The school system is not an extension of the family and should not be treated as such. Stop the intimidation and confusion that is leading to suicides and immoral behavior.	
Central Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Yes										Please keep gender identity out of classrooms
Central Oregon	Parent/Guardian/Caregiver				Leave political ideologies out of public education.		Leave political ideologies out of public education.						Leave political ideologies out of public education.
Oregon Coast	Parent/Guardian/Caregiver			Gender identity should not be taught to young children at school. school is for learning to read and write. Leave the gender identity lessons for home.									Gender identity should be taught at home not at school.
Southern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	No	No	Crazy	You are ruining our children	No	No	This is crazy	Not teaching them anything to do with gender or sexuality.			It's not a good idea. Why do we need to subject students to learn how to express their sexuality? I don't want my own children to be subjected to this whatsoever. My children don't need to be educated on the LGBTQ+ stuff. Politics, religion, and sexuality are all things that need to stay out of schools. My children don't need to be educated on that by their teachers. Parents can do that. Please don't adopt these new standards, you will lose more students in the public education than you already have.
Eastern Oregon	Community Member	White	No		Not teaching them anything to do with gender or sexuality.		Not teaching them anything to do with gender or sexuality.						
Portland Metro	Parent/Guardian/Caregiver	White	No		Remove the gender content								

Willamette Valley	Parent/Guardian/Caregiver	Black/African American Multiracial White		This program is in total opposition to my religious beliefs. You do not have the right to require course work that will teach my child information against mine and their religious objections. Those beliefs and the ability to live by them are protected by the constitution.	If you are insistent on teaching trash at least make parents fully informed and give parents the right to opt their children in instead of hiding behind the guise of education.	This program is in total opposition to my religious beliefs. You do not have the right to require course work that will teach my child information against mine and their religious objections. Those beliefs and the ability to live by them are protected by the constitution.	If you are insistent on teaching trash at least make parents fully informed and give parents the right to opt their children in instead of hiding behind the guise of education.	This program is in total opposition to my religious beliefs. You do not have the right to require course work that will teach my child information against mine and their religious objections. Those beliefs and the ability to live by them are protected by the constitution.	If you are insistent on teaching trash at least make parents fully informed and give parents the right to opt their children in instead of hiding behind the guise of education.	This program is in total opposition to my religious beliefs. You do not have the right to require course work that will teach my child information against mine and their religious objections. Those beliefs and the ability to live by them are protected by the constitution.	If you are insistent on teaching trash at least make parents fully informed and give parents the right to opt their children in instead of hiding behind the guise of education.	This program is in total opposition to my religious beliefs. You do not have the right to require course work that will teach my child information against mine and their religious objections. Those beliefs and the ability to live by them are protected by the constitution.
Willamette Valley	Community Member			They are not focused on health. Transgender studies are anti-health.	Start teaching the three R's and start teaching them how to think and not what to think. Bring God back into the classroom.	They are not focused on health. Transgender studies are anti-health.	Start teaching the three R's and start teaching them how to think and not what to think. Bring God back into the classroom.	They are not focused on health. Transgender studies are anti-health.	Start teaching the three R's and start teaching them how to think and not what to think. Bring God back into the classroom.	They are not focused on health. Transgender studies are anti-health.	Start teaching the three R's and start teaching them how to think and not what to think. Bring God back into the classroom.	Take Satan out of the education system and start teaching students how to think for themselves. This garbage you are teaching these poor kids, only hinders them from being productive members of society. Teach them to be leaders and not followers. But then you need to have educators who educate and not indoctrinate. Stop teaching them the lie that Communism is preferred over Capitalism.
Southern Oregon	Community Member Parent/Guardian/Caregiver School Volunteer	Prefer not to answer	Prefer not to answer	There are some good standards on Safety/First Aid, Food/Nutrition, and Physical Activity.	The standards on gender instruction/information, anatomy including genital naming, menstration, family types, and love is not appropriate for the school system. Sex Ed used to be taught in 5th grade, then it moved to 4th, and now as early as K with some of the information. This is just not appropriate and should be removed from the youngest ages. I would love to see the research that supports teaching children about their sexual anatomy earlier reduces childhood pregnancy and STIs.	Substance Abuse Education, Food/Nutrition and Physical Activity are well done.	Discussion on affirming healthcare: defining romantic and sexual orientations; defining vaginal, oral, and sex; describing different shapes of vulvas; circumcised vs. uncircumcised penises, and intersex conditions. Identify safer sex strategies for vaginal, oral, and anal sex; applying and decision making model to choices about engaging in sexual behaviors; Describe how societal issues of inequality, discrimination, and poverty influence the ability to engage in healthy behavior; Analyze how social systems of inequality and discrimination impact mental health and well-being, and identify ways to promote health equity and justice; Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions; Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression; Discuss how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to sexual and romantic orientation and	Again the Substance, Nutrition and Physical Activity standards seem appropriate.	Nearly all of the Growth and Development and Sexual Reproductive Health Standards are concerning and should be removed or substantially revised.	The majority of this material is slanted toward the Progressive Political Left. I would hope we could keep politics out of the class room and just educate our children so they can succeed at life. I think both Left and Right Political parties should be able to agree on that. The school should not be a place of indoctrination for either side. Teach the kids how to think, not what to think. Affirming anything is not teaching kids how to think. Also Elementary school is not the place for sex education unless we want to have kids getting pregnant early which is an poor indicator for success in life regardless of your identity or preference. Please substantially revise these standards.		
Southern Oregon	Parent/Guardian/Caregiver	Native American/Alaskan Native	No	Remove all sexual education. Health education about the physical aspects of a body is a completely separate item than anything of a sexual nature. Children that are this young have primarily not been exposed to this level of information. Primarily because the parents know their Colleen and know they are not yet mentally equipped to handle this information. This is too much information for too young of children.	Remove the sexual nature of the information. Sexual education should come at an age where children will be desiring with it. No 11 year old should be or is contemplating anal sex on their own. If they haven't been exposed to it they have no idea. As a school system it is not your job to teach children how to have sex. Teaching safe sex to wear condoms is something more of an 8th grade or high school education level. Teaching children how to have sex, sexual positions, etc is and should never be information taught in our school system. Stick to educating our young minds. Not stripping any innocence left in these young children. Let them be young and innocent while they are. This information will come later in their lives, it is not for the school system to deliver and normalize this level of sexual behavior at such young ages. Just because some children have been exposed to drugs and unstable mental and sexual information does not mean we make it the norm. Find ways to support those children without corrupting the mind of the children that haven't	Keep sexual positions	It is appalling to me the teaching children of any ages sexual positions has even entered the school system. We live in an age where children cannot count change back, cannot read a click or write in cursive, yet the concern in our school system is if children are aware of the potentially available sexual positions. Education needs to stay in their lane. You do not nor should you have the authority to offer this information to young people. Especially those that are so easily misled. Some children may be able to shrug this off while others will be led to pursue. If safe sex, abstinence or condoms are taught homosexual children understand to wear them. Teaching them specific positions where they are necessary is a large step vastly outside of the educators position.					
Willamette Valley	Community-based or Non-Profit Organization Employee	Prefer not to answer	Prefer not to answer	Absolutely NOTHING!!!! No dollars should be spent on teaching these children to read and write, how to think, not what to think! If you're not ashamed of our children's test scores, you should be!	Stop sexualizing EVERYTHING! And teach them science, math, cursive, teach them our history, and about the documents and morals founded this country!	Absolutely NOTHING!	Stop sexualizing EVERYTHING! And teach them science, math, cursive, prepare them with life skills, and the morals founded this country!	Absolutely NOTHING!	Give them job training, teach them work ethic and prepare them with skills to overcome addictions such as a cell phone or the pom you exposing them to! Stop giving everyone a participation diploma! Forcing children to participate in immoral and up! And I will do everything in my power to enlighten in their.	Throw it all the way and start over this country was founded on Christian morals. Parents are waking up! And I will do everything in my power to enlighten in their.		
Willamette Valley	Community Member Parent/Guardian/Caregiver School Volunteer			Appreciate the focus developing health & wellness awareness.	Get rid of any gender discussions & trusted adults. These are topics that are not well defined & run a serious risk of misinterpretation/misrepresentation by teachers, & contradict parents beliefs/teachings.	Get rid of any gender discussions & trusted adults. These are topics that are not well defined & run a serious risk of misinterpretation/misrepresentation by teachers, & contradict parents beliefs/teachings.	Get rid of any gender discussions & trusted adults. These are topics that are not well defined & run a serious risk of misinterpretation/misrepresentation by teachers, & contradict parents beliefs/teachings.	Get rid of any gender discussions & trusted adults. These are topics that are not well defined & run a serious risk of misinterpretation/misrepresentation by teachers, & contradict parents beliefs/teachings.	Get rid of any gender discussions & trusted adults. These are topics that are not well defined & run a serious risk of misinterpretation/misrepresentation by teachers, & contradict parents beliefs/teachings.	Get rid of any gender discussions & trusted adults. These are topics that are not well defined & run a serious risk of misinterpretation/misrepresentation by teachers, & contradict parents beliefs/teachings.	Get rid of any gender discussions & trusted adults. These are topics that are not well defined & run a serious risk of misinterpretation/misrepresentation by teachers, & contradict parents beliefs/teachings.	Get rid of any gender discussions & trusted adults. These are topics that are not well defined & run a serious risk of misinterpretation/misrepresentation by teachers, & contradict parents beliefs/teachings.
Willamette Valley	Community Member Parent/Guardian/Caregiver	Prefer not to answer	No	Should be no talk about gender or sexual orientation in schools.	My children do not need to hear or learn about all the crazy gender disorders in the world today, they are also too young to be learning about sex.	Absolutely disgusting, children do not need to be learning about sexual orientation or ways of having sex.	Stop trying to indoctrinate our child with this all these multiple gender disorders and attempts at normalizing sex at such young ages? What is wrong with you?	Scrap any gender/sexual orientation indoctrination.	Keep health class about nutrition, first aid, body functions, etc... these kids do not need to be pushed towards the LGBTQ+ movement.	This isn't Health Education, it is indoctrination. Keep the gender and sexual orientation nonsense out of our schools!		
Oregon Coast	Community Member	Prefer not to answer	Prefer not to answer	not much	leave our kids alone! teach basic health, basic biology at the 5th grade level, and let the parents decide the rest.	very little.						
Portland Metro	Parent/Guardian/Caregiver			I don't have a huge issue with teaching children to be respectful of gender identities and all people overall	I think 5th grade is too soon to discuss sexual intercourse and how women get pregnant. As a pediatrician, I see benefits to teaching puberty in 4th and 5th grades. But there is no need to teach sexual intercourse at this age and besides being potentially confusing or upsetting, it hyper sexualizes. I am very disturbed that this would be taught this early and they are not developmentally ready for it. Teach it in a step wise fashion and focus on puberty and body inclusivity in elementary school.	Teaching respect for all people regardless of various identifiers.	The guidelines do not differentiate between 6th and 8th graders. 6th graders do not need to know the details of sexual intercourse, various methods, STDs, etc. 8th grade or even waiting until high school would be more appropriate.			The proposed guidelines start explicit discussions of sexual intercourse way too early. Spoken as a mom but also a pediatrician, they aren't developmentally ready for that in 5th grade. Puberty, respect for all people including gender identities, yes. But wait until 8th grade or later for discussions on sex.		

Southern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Trying to teach children empathy and inclusion	Mixed with teaching inclusion are false statements about gender that contradict thousands of years of human development.	Trying to teach teens to be aware of the risks in sexual activity.	It is the parents role to teach about sex in the first place, but these standards are also including things that can be more dangerous and risky to youth—anal sex and relationships that lead to STIs, abuse, and violence. Schools should not be mandating this instruction.	Trying to teach teens to be aware of the risks in sexual activity.	It is the parents role to teach about sex in the first place, but these standards are also including things that can be more dangerous and risky to youth—anal sex and relationships that lead to STIs, abuse, and violence. Schools should not be mandating this instruction.	The standards surrounding gender identity and expression contradict what I am teaching my children in my home and I do not believe that controversial ideas about gender that violate sacred religious beliefs should be taught as facts in school. Further, gender identity and expression is outside the scope of health education. Gender identity and expression do not fall under the category of health. The curriculum could be improved by dropping extraneous controversial curriculum on the subject of gender identity and expression. I believe public school education is the bedrock of a free democracy and want desperately to keep my children in public schools at a time when many are leaving, but will not be able to do so if my children are continually taught health standards that are way from my perspective it seems that many children that many children that simple do not fit in the the general style dent population find acceptance and are channeled into the LGBTQ community. It's almost a peer pressure that is facilitated by the schools. Just because a child of any age is different shouldn't mean they have to align with the LGBTQ community to find some kind of acceptance.
Willamette Valley	Parent/Guardian/Caregiver	White								
Oregon Coast Willamette Valley	Community Member Parent/Guardian/Caregiver	White Prefer not to answer	No	None	With all due respect, kids this age only know about all of this stuff because they are being taught it. Kids don't know until they are exposed. Seems like with various cultural and religious beliefs, this should be talked about at home.	None	Again, why are we pushing this issue. Classroom discussions will get out of hand and kids will make more comments than if it was not discussed. Middle schoolers are mean and it the roughest 3 years of school for most kids. This should be topics that parents should be teaching and if there is a need, there are school counselors for individual students struggling.	None	Seriously, kids this age are on social media all day long. It is in their feeds 24-7. They know enough and school boards and politicians need to stop shoving it down their throats.	This is an adult issue and kids are being used as pawns in the game. Schools need to be safe places where kids are taught school topics like reading and math. Why isn't basic, old school health education enough. Adults need to stop with all of this madness. Let kids be kids. If there are issues, school counselors can then step up and do their job. Have fliers available for kids that want it. Have teachers address students for inappropriate behaviors and address it at that level. These topics are being presented to kids for what? To be kind or to introduce them to ideas that they have never considered. What is the end game here? We have one of the worst education systems in the nation. Why don't we go the drawing board and focus our time, attention and money on basic core classes instead of spending I believe there is too much emphasis on sexuality and relationships in the entirety of this proposed curriculum
Oregon Coast	Parent/Guardian/Caregiver		No							
Oregon Coast	Parent/Guardian/Caregiver	White	No	K-5 health standards should focus on basic topics. Diet, exercise, sleep, etc.	Focus more on general health	Strengths? Lol! It's obvious the agenda being pushed here. ☹️	Is it really necessary to teach a middle schooler oral & anal sex?? Not appropriate!!	Really making health a top priority. Perhaps we could prioritize MATH, READING, HISTORY, etc. Our schools are failing miserably & our representatives are more concerned about pushing gender identity & sexual positions.	PRIORITIZE ACADEMICS!! You are failing our children...our FUTURE!!!	These health standards make me sick! I will teach my children appropriate content when it's time. Keep this garbage OUT of the classroom!
Oregon Coast	Community Member	Prefer not to answer		None	Get gender politics out of taxpayer supported schools		Get gender politics out of taxpayer supported schools		Get gender politics out of taxpayer supported schools	Get gender and sexual preference politics out of taxpayer supported schools
Eastern Oregon	Parent/Guardian/Caregiver	Prefer not to answer		Sticking to the basics is all children need.	Anything with teaching multiple genders and sexual prohibitions to kids under the age of 13 should be immediately thrown out. Above 13 should be scrutinized and determined what should actually be taught, if any of it.	Kids need to learn how to boost their immune system. Not how to do analysis oral or any of that business.	Teach kids basic health. The immune system would be a great place to start. Don't waste time teaching kids how to do anal, oral etc. That is not a school's place. Don't confuse kids teaching them about gender ideology either. Stop confusing kids. And teach them they were born perfect just the way they are.	The high schools suck staff is mean and bullies. Do better.	Staff needs a whole evaluation. Don't allow the teaching of gender ideology. ☹️ stop teaching kids how to give blow jobs and anal. That's disgusting. And not a place for a school. Stick with the basics of education.	Stop pushing things on minor children. Stop sexualizing them. Stop teaching them weird ideologies. Stop trying to push parents out.
Eastern Oregon	Parent/Guardian/Caregiver School-based Support Staff (Paraprofessionals, Education Assistants, etc).			Gender and Sexual preference is not appropriate for children	Gender and Sexual preference is not appropriate for children	My kids go to school for basics not sexual orientation not the schools job at all	Anything away from the basics is not the school's job the parents can teach them the inappropriate stuff that has nothing to do with the school	My kids don't need to be taught preferences or genders or anything sexual, school is not the place for that	My kids don't need to be taught preferences or genders or anything sexual, school is not the place for that	School is overstepping on parent rights. Kids are sent to learn the basics not to learn the corruption. I don't NOT agree with this being taught to my kids and I will forever fight what you people are trying to do to our children, you all should be ashamed.
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer			Children DO NOT need to be learning or pushed towards gender identity, roles, that boys can be girls, that girls can be boys. This is absolutely inappropriate for children.		Children DO NOT need to be learning or pushed towards gender identity, roles, that boys can be girls, that girls can be boys. This is absolutely inappropriate for children.		Children DO NOT need to be learning or pushed towards gender identity, roles, that boys can be girls, that girls can be boys. This is absolutely inappropriate for children.	Stop pushing race disparity and gender identity or non identity. These are kids

Southern Oregon	Parent/Guardian/Caregiver	Multi-racial	Prefer not to answer	It is important for young/impressionable children to know who they can trust, especially adults. It is also important to teach them tolerance and understanding of people who are different.	Elementary aged children are impressionable and easily confused. They are too young and developmentally immature to fully comprehend the complexities of choosing a "gender expression", especially when that information will be coming in a school environment. Sure, teachers will control discussions in class; how are those discussions going to evolve outside of classroom control, on the playground? Frankly, it is a parent's responsibility to choose when and how to have these discussions—it is absolutely inappropriate for a teacher, an administrator, or a politician to replace me in this role, and I will not tolerate my child's school attempting to overstep their boundaries in this area. Please read about the case of the Spreckel Union School District in California.	I agree that schools should help adolescents know who they can trust. Parents must be at the top of that list.	Specific descriptions of alternative sex (eg anal sex) should not be taught at school. There is too much "gray area" in this learning environment for me to trust that what is being taught is appropriate/learned for my child at their stage of development and understanding. Youth should be referred to their parents to have these discussions.	I agree that schools should help adolescents know who they can trust. Parents must be at the top of that list.	Specific descriptions of alternative sex (eg anal sex) should not be taught at school. There is too much "gray area" in this learning environment for me to trust that what is being taught is appropriate/correct for my child at their stage of development and understanding. Youth should be referred to their parents to have these discussions.	The implementation of these new standards should be mandatory, will result in the withdrawal of my 4 children from the public school system. Undoubtedly, many other families will choose likewise.	
Willamette Valley	Parent/Guardian/Caregiver	White	No		The line that says they will be taught there are many ways to express gender. Can we please stop pushing an agenda on 5 yr olds? Let them be kids. Let the parents have conversations with their own child about what they want them taught.				Get pornography out of our school libraries and out of our health curriculum. Stop teaching sex in all forms at school. Let the parents teach what they want their kids to know about this stuff. Stop interfering in the parent/child relationship!		
Eastern Oregon	Other		No	Let the parents be involved in sexuality education.	Let parents teach their children about sexuality				let the parents teach their children about sexuality and get the pedophiles away from our kids and out of the school system. hygiene is cleanliness, not sex ed. teach abstaining is safe sex		
Willamette Valley	Community Member	White			teach kindness, not differentness	do not promote without achievement: provide tutoring	little knowledge of early world or American history: inability to make currency change	respect for teaching staff: turn phones off during classes: readiness for employment			
Other	Salem Oregon	K-12 Student	Other	No	I note that you shouldn't cram this LGbtg down our throats. We believe this not Unacceptable.	Dont teach my children this crap	Once again don't teach our children this Bs	If you feel you need to teach this send a note home to parents that want to have this taught and can say yes or no	Same		
Southern Oregon	Parent/Guardian/Caregiver	White	Prefer not to answer		Leave sexuality, gender expression, etc. out of the school curriculum. Should be up to families to decide this discussion.	Leave gender expression and in-depth sexual education out of the classroom. This is a family issue and may impede religious and/or family values.	Leave gender expression and in-depth sexual education out of the classroom. This is a family discussion matter and may impede religious beliefs and/or family values.	Leave the gender expression out of curriculums, including in-depth sexual education. Implement home economics to include banking, cooking, basic life skills.	Remove gender expression, in-depth sexual education that borders pornography, and focus on basic life skills and really help for kids experiencing bullying and Mental Health issues		
Other	Christian	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	None. From what I've seen you are brainwashing our children and have no right to speak on things like gender and sexual orientation. Our kids should not look at race, gender or sexual preferences, and decide behavior based on that. Kindness to everyone, is what matters here.	Stop trying to push gender affirmation, and discussions on sexual orientation on children. To think that you at our think this is ok blows my mind!	N/A	Stop pushing gender affirmations and sexual orientation! Kids need to learn about their bodies, how the opposite gender body works. Our anatomy, how sex works. What it is meant for and how it's not something to be taken lightly. Safety, diseases.	N/A	Stop pushing gender affirmations and sexual orientation! Stick to the basics. Anatomy, safety, disease. Maybe go into how healthy relationships work, communication, trust respect. You're confusing these kids, give them tools for a healthy relationship	
Eastern Oregon	Community-based or Non-Profit Organization Employee	White	Parent/Guardian/Caregiver	Prefer not to answer					I just wanted to celebrate the inclusion of confidential resources in the standards! These can empower youth, support mental health, and meaningfully support youth in a trauma-informed way. I'm so glad they are going to learn about these resources. Thank you!!		
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer			There needs to be clearly defined limits on what teachers can teach/introduce about sexuality. Teachers with their own agenda and feelings can put forth much more than the bare information. We should NOT be beginning to groom children to move away from their original sex.	Middle schoolers are just beginning to seek their sexual self. These guidelines are normalizing ANY kind of behavior. Again, teachers should have CLEAR guidelines and not be able to add any of their own beliefs into this curriculum		This curriculum is clearly designed to influence young people. Is there any part of the curriculum that clearly says it's OK to just be male/female or is it just to move easily influenced/kids eager to "fit" in, to choose alternatives because that is what is now approved and applauded	I hope that all parents are given a copy of this curriculum and have all parental rights to opt out of this insidious "for the student" agenda. I will choose to keep my kids out of this curriculum		
Willamette Valley	Community Member	White	Community-based or Non-Profit Organization Employee	Parent/Guardian/Caregiver	School-based Coach/Specialist	School-based Support Staff (Paraprofessionals, Education Assistants, etc).	No	There is no strength. Children do not need to be exposed to anything like this. Children are not political allies. They don't need to be indoctrinated with this information without parents consent.	Remove these standards. It goes against a parents right to choose. Takes away religious freedoms.	There is no strength. Children do not need to be exposed to anything like this. Children are not political allies. They don't need to be indoctrinated with this information without parents consent.	There is no strength. Children do not need to be exposed to anything like this. Children are not political allies. They don't need to be indoctrinated with this information without parents consent.
					there are too many standards. Stick to reading, writing and math.	stop with all this frivolous indoctrination. This is left to families to instruct not schools. Stop with this BS	Teach on things that will make our children competitive with the world.	All of this is indoctrination. Teach children how to think for themselves. This is child abuse.	stop indoctrinating the minds of our children	stop all this wasted time of teaching. Teach the constitution, Bill of rights, critical thinking skills. Stop trying to create mind controlled people	Stop all this BS. It is not the schools place to teach children this garbage. Most of America does not agree with this. You are being paid by the taxpayers and we do not want this garbage taught. Parents can instruct their children. It is not the schools responsibility.
Willamette Valley	Parent/Guardian/Caregiver				There are ZERO strengths! REMOVE this entire program from ALL SCHOOLS!	There are ZERO strengths! REMOVE this entire program from ALL SCHOOLS!	There are ZERO strengths! REMOVE this entire program from ALL SCHOOLS!	There are ZERO strengths! REMOVE this entire program from ALL SCHOOLS!	Get back to basics! Teach kids to read and write! Our schools are COMPLETE failures! Leave out EVERYTHING sexual!	Teach our kids reading, writing, arithmetic! It is absolutely shameful that sexism is the priority! It looks like you are trying to take away parental rights and encourage sexual activity in young children.	
Southern Oregon	Community Member	Prefer not to answer	No	It's good to teach kids about the harmful effects of alcohol and tobacco.	Eliminate all "sex" education. These children should not be taught that they can change their gender. They shouldn't be taught about menstrual products or how babies are made.	It's good to teach them about the harmful effects of alcohol and tobacco.	Eliminate all "sex" education. Teaching children that they can change their gender is WRONG. Teaching them about birth control is wrong. If anything, they should be taught abstinence.	It's good to teach the harmful effects of alcohol and tobacco and to be considerate of others.	The only thing that should be taught about sex is abstinence. No transgender indoctrination, and biological boys should never be allowed in girls' bathrooms or locker rooms or on girls' sports teams. Health education classes should never be co-ed.		

Southern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	There are a lot of positive standards that the kids need to learn about, hygiene, exercise, healthy foods.	There are quite a few standards that shouldn't be included. These push opinions and agendas. Kindergartners shouldn't be subjected to gender expression. Save this for the home and the parents. Several topics like this aren't scientifically based and don't belong in the classroom.		Some of these topics are totally age-inappropriate. I don't think high schools should hear about this and these standards would teach them to 6th graders. Please don't let these crazy standards infect our wonderful community.	There are several solid topics that are critical: food and water standards, drug prevention. These are age-appropriate and needed for our students.	Let's remove all the political viewpoints from these standards. Making victims out of everyone and playing with identity politics is a great way to destroy students. Separating everyone out based on their characteristics is divisive. Let's focus on the actual health topics.	
Willamette Valley	Parent/Guardian/Caregiver	White	No	Didn't agree with any of it	I don't agree, no strengths		I don't agree that it should be a requirement, it needs to be addressed but not forced	It should, not indoctrinated,	It should not be required, suggest debates, research and discussion instead of forced	
Willamette Valley	Parent/Guardian/Caregiver		No	Nothing, there are none.	None				This is an agenda you're pushing you do not have the right to make this a requirement for anything my children will not be allowed to hear any of it! Maybe make math and reading a priority!	
Oregon Coast	Parent/Guardian/Caregiver	White		K-6 should be about reading, math etc., leave the gender ideology out. That is a parents job.	Ditch the DEI and woke ideology until 7th grade					
Central Oregon	Parent/Guardian/Caregiver	Prefer not to answer		The topic areas of Safety and First Aid, Substance Use, Misuse, and Abuse; Food, Nutrition, and Physical Activity are strong.	Kindergartners do not need to know the accurate names of genitals (GD-1). They do not need you teaching them about ways to express gender (HRVP-3). First graders do not need you teaching them about sexual and reproductive anatomy (GD-2). Third graders, I have too many topics to list that I find inappropriate. Same for the Fourth graders and Fifth graders. They don't need to know about vaccines, your interpretation of microaggressions, systemic injustices, laws around gender and sexual orientation, sexual intimacy . . . I could go on and on. Stay in your lane!	Safety and First Aid, Substance Use, Misuse, and Abuse.	Sixth Graders do not need you teaching them about masturbation; defining sexual and romantic orientations; or defining vaginal, oral and anal sex. This is not your place. We have students that can't read, count back change, know their Constitution, etc. Get back to teaching, not sexualizing our children.	Same as above	Same as above. While other countries are far more advanced than the USA, this is not what we should be concentrating on teaching our children. Get back to the basics. If that can't be done, find another job!	Stick to the basics and quit wasting the minds of our children.
Central Oregon	Community Member	Other	Prefer not to answer	Sadly the K-5 Health Education Standards is NOT a strength but it is a weakening point brought on by politicians, politics and sexual preference, let people live the way they want, DON'T bring it into the school! Sadly the only strength in the New Health Education Standard is going to bring in, brainwashing, grooming, and a gateway for predators to invade when a student is weak, Crimes against humanity!	Improve basic academics, leave politics and sexual preference out!! Educate in basic hygiene, healthy eating, and exercise for Health Education Standard!	Sadly the Middle School Health Education Standards is NOT a strength but it is a weakening point brought on by politicians, politics and sexual preference, let people live the way they want, DON'T bring it into the school! Sadly the only strength in the New Health Education Standard is going to bring in, brainwashing, grooming, and a gateway for predators to invade when a student is weak, Crimes against humanity!	Improve basic academics, leave politics and sexual preference out!! Educate in basic hygiene, healthy eating and exercise for Standard Health Education.	Sadly the High School Health Education Standards is NOT a strength but it is a weakening point brought on by politicians, politics and sexual preference, let people live the way they want, DON'T bring it into the school! Sadly the only strength in the New Health Education Standard is going to bring in, brainwashing, grooming, and a gateway for predators to invade when a student is weak, Crimes against humanity!	Improve basic academics, leave politics and sexual preference out!! Educate in basic hygiene, healthy eating, and exercise for Standard Health Education!	Wake up!
Eastern Oregon	Community Member Parent/Guardian/Caregiver	White Community-based or Non-Profit Organization Employee	No	After reading the draft standards I am shocked at the unnecessary "education" being proposed for our children. The only strengths I can see are talking about safety of firearms although I don't know where that comes into play with regular academics. Also, learning how to cope with microaggressions.	Improvements would be to get rid of everything that refers to identity, gender and sex. These topics are not for the schools but for the parents to address. Also, learning how to cope with microaggressions.	Mental health and bullying are appropriate topics to discuss with students.	Define vaginal, oral and anal sex? Sexual healthcare? Have you lost your mind?! Suggested improvements would be to start over, what are you trying to do to our kids?	I'm trying to find some good in these standards and it's been extremely hard. I guess anything that can help them understand the dangers of drugs is good speaking as a parent of a now drug addicted 24 year old. Sexual promiscuity that is promoted in school leads these kids to drugs.	Less sex!! Can we please focus on education. Why the absolute fascination with all things sexual. We are dealing with a mental health and drug crisis in our nation but I don't see much on fertility/avoidance. Please stop trying to confuse our children with all the gender choices, family orientations and secrecy for contraception. Reading these "standards" looks to be a method of taking away parents' rightful standards for their children.	Keep sex out of school period. Our kids scores on basic education are plummeting, focus on that and stop confusing them with extra things to learn. It's too much for them and parents and it causes tension and division in an environment that should be for learning academics.
Southern Oregon	OR	K-12 Student	Elmira White	No	None	Take out all gender identification starting in kinder				
Oregon Coast	Community Member Community-based or Non-Profit Organization Employee	White	No	I appreciate the honesty about correct naming of body parts an anatomy and honesty about different families and views						
Eastern Oregon	Parent/Guardian/Caregiver	White	No	Nothing. This is not age appropriate	Don't do it	Nothing. This is not age appropriate	Don't do it	Nothing. This is not age appropriate	Don't do it	The information you are providing our kids is not your place. These are conversations that should be had in the family unit.
Other	Hood River	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	There is a good focus on safety and first aid as well as food, nutrition and physical activity.	There are quite a few items that are inappropriate to teach kids because they are either a) too advanced at the grade level in which they are included, b) clearly ideologically/politically driven and should only be taught by parents if the parents so choose, and/or c) they go against ORS 336.455 which states that material must be medically accurate.	As mentioned above, there are clear ideologies being taught here: 6.GD.5 - There are many data points showing that gender affirming care is actually worse for the child, often leading to regret and extremely negative consequences like fertility challenges or inability to orgasm. Are the negative consequences also being taught? Are you teaching about all types of mental health disorders and their treatments? Probably not as that is best left to a doctor.			
					These include: K.HRVP.3 - Ideologically driven. This is a chosen belief, not unobjectionable truth, and should not be taught by schools without the explicit consent of the parents. 1.HRVP.4 - same as above. This is ideologically driven and can influence children to believe they might be a different gender at a vulnerable age depending on how this is taught. 1.GD.3 - too young. Unnecessary to scare children, especially little girls who will have to deal with this when they have years and years before they will have to deal with this. 1.GD.4 - why are we explicitly talking about love and attraction at age 6? The language is too vague and could open					
Southern Oregon	Parent/Guardian/Caregiver			Too controlling. As parents/caregivers we need greater flexibility to instill personal morals into our children that are reflect our faith.	No sex education at all. Children need to be children and not expected to become adults at the age of 5.	Not much.	Sexual awareness is appropriate for 7th and 8th graders; in my opinion. However, they should NEVER be asked or demanded to question their birth sex. That is highly confusing at a time when hormones are raging and life is confusing enough!		Don't you mean, grades 9 - 12? This age group should be focusing on life/career goals and getting training or further education after high school. Anything distracting from supporting those goals should not be included.	DEFINITELY no sex education to grades K-5. Sexual awareness education for grades 7 - 12.
Oregon Coast	9-12 Teacher Parent/Guardian/Caregiver			Nothing is positive about this. This is unacceptable. It is sexualizing children and should be illegal. It has no place in public education.	This is unacceptable. What is being proposed should be criminalized and anyone in support of this should be removed from public office. It is sexualizing children and should be illegal. It has no place in public education.	There is nothing positive. This is unacceptable. It is sexualizing children and should be illegal. It has no place in public education.	This is unacceptable. What is being proposed should be criminalized and anyone in support of this should be removed from public office. It is sexualizing children and should be illegal. It has no place in public education.	This is unacceptable. What is being proposed should be criminalized and anyone in support of this should be removed from public office. It is sexualizing children and should be illegal. It has no place in public education.	This is unacceptable. What is being proposed should be criminalized and anyone in support of this should be removed from public office. It is sexualizing children and should be illegal. It has no place in public education.	Is this finalized, every person involved should be prosecuted for soliciting children for sexual purposes. This is horrific. Shame on those who are advocating this.
Oregon Coast	6-8 Teacher K-5 Teacher		No	None.	So not implement.	None.	Do not implement.	None	Do not implement.	This is an outrageous draft of curriculum and should never be used or seen in a classroom.

Oregon Coast		Community Member Parent/Guardian/Caregiver School Volunteer	Native American/Alaskan Native	Prefer not to answer	There are no strengths to this. Stop trying to confuse children, there are only 2 genders. This is biology	Stop trying to confuse children, there are only 2 genders. This is biology	There are no strengths to this. Stop trying to confuse children, there are only 2 genders. This is biology	Stop trying to confuse children, there are only 2 genders. This is biology	There are no strengths to this. Stop trying to confuse children, there are only 2 genders. This is biology	Stop trying to confuse children, there are only 2 genders. This is biology
Oregon Coast		6-8 Teacher	White	No	Absolutely no strengths!	Go back to bringing biblical truth into our schools on gender. One "man", one "woman" and to identify in who Christ made you. No choice.	None	Biblical truth	None	Biblical truth
Oregon Coast		School Volunteer			I feel these conversations are not ment for school	Don't need teachers talking about this stuff! It's grooming!	None!!	Should be discussed at home and not in the classroom!	None	Do not agree with it! Not things that a teacher should discuss with children!!
Willamette Valley		Parent/Guardian/Caregiver	White	No	There are no strengths, keep your politics out of our schools, we all know there are only two genders you people are trying to divide everyone and it is absolutely disgusting	Those age group kids do not need to be taught about these types of things. They don't even understand things like this. You people are sick.	Once again two genders is the only thing literally there is nothing else. These kids are trying to learn things that are useful and this stuff is nothing but blatant lies.	Don't talk to our kids about things that are a lie, and inappropriate, the education system is full of sick and twisted people I can't even begin to wrap my head around this none sense.	Teach kids about real health things, not fake, lies about stuff you make up everyday	Normal boy/Girl anatomy and the truth about it.
Willamette Valley		Community Member		Prefer not to answer						Would never in a million years go back to teaching in the public school system
Southern Oregon		Parent/Guardian/Caregiver			This is outrageous. There are no strengths.	If you are trying to have students leave our public schools, continue doing what you are doing.	This is even worse and borders on sexual abuse.	Why are you constantly trying to do the job of the parents. Leave gender, sexuality and sexual practices for family discussions.	None	Why are you constantly trying to do the job of the parents. Leave gender, sexuality and sexual practices for family discussions.
Central Oregon		Community Member	Prefer not to answer			Remove all references to sexual orientations and activities.		It is not the business of schools to explain or refer to vaginal, oral, or anal sex (specific reference: 6th grade standards). This arouses curiosity, implants ideas, and creates embarrassment in the classroom.	None	Get back to teaching the skills needed to read, write, and do math.
Willamette Valley		Community Member Parent/Guardian/Caregiver			nothing	get rid of all aspects of gender/sex teaching by schools. that is not there job.	none	get rid of all aspects of gender/sex teaching by schools. that is not there job.	none	get rid of all aspects of gender/sex teaching by schools. that is not there job.
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Accurate names for genitals, different types of families	What is being taught about firearms? This is a very sensitive conversation, there are families who have firearms and families that do not - how do you address this difference? Why are the benefits of vaccines being taught? Children have no choice in that, their parents do. Not everyone believes substance abuse is a medical condition. It is a choice first. Do not teach my child to feel sympathy for drug addicts. There are many things in this curriculum I would like to exclude my child from. Specifically the sexual orientation things before 5th grade. How do I do that? Gender identity, expression, and roles is not something that should be brought up to a 10 year old. Many children are still learning who they are at this age, allow them to do that without influencing them and making them feel they have a choice to make.				We have a reading epidemic in the US. Why are we spending so much time on health education that should be taught at home instead of teaching children to read. Oregon is in the bottom of the list for education. Let's address those issues, not health education. No wonder educators are so stressed out, if they have to teach children things that they should not be addressing.
Willamette Valley		Community Member Other	White	Prefer not to answer	Great topics and laid out nicely	I really wish we could get away from "gender" and make it ALL students. It shouldn't have to matter what gender or other things. What should matter is that ALL students are getting the best education our public school can offer.	Again, and it is across the board. I love all these topics.	I do notice that abstinence is taught but I also see that anal and oral sex is taught to 6th graders. I would be concerned on how it is being taught, what percentage abstinence and what percentage oral and anal.	Again, great topics for the students to learn love, love, love. FNP	I wonder why such a big emphasis on gender rather than ALL students.
Oregon Coast	Oregon coast	Other			Nothing	Clean up sexually oriented info to this age group.	NA			Civics classes,value of religion and capitalism
Willamette Valley		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	These seem less about education and more about what should happen at home and with the students medical professional.	Stick to academics and provide an opt out for families that provide this foundational knowledge for their child at home and don't need this provided to their child.	The only strength is this section: 8.HRVP.11 Describe the state and federal laws on sexual consent, child pornography, sexting, and sex trafficking.	Remove - 8.HRVP.3 Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions. Remove - Growth and Development (GD) - the entire section. Why would you think that an 8th grader would feel comfortable discussing this in a classroom setting at school where they should be learning math, english, and other classes that are academic focused? This is very personal for anyone and should only be discussed with family and their medical professional.	This is the only good thing I see. HS.HRVP.13 Summarize individual rights and responsibilities in regards to sexual consent, sexually explicit media, and sexting under state and federal law.	Why would you think that an 8th grader or high school age student would feel comfortable discussing this in a classroom setting at school where they should be learning academics? This is very personal for anyone and should only be discussed with family and their medical professional.
Willamette Valley		Parent/Guardian/Caregiver								Where is the option that allows parents the opportunity to opt out their children from this curriculum? We have always had the choice and I don't see that option anymore. I would rather teach my children of any age sexual content, rather than some stranger.
Willamette Valley	Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	These seem less about education and more about what should happen at home and with the students medical professional.	Stick to academics and provide an opt out for families that provide this foundational knowledge for their child at home and don't need this provided to their child.	The only strength is this section: 8.HRVP.11 Describe the state and federal laws on sexual consent, child pornography, sexting, and sex trafficking.	Remove - 8.HRVP.3 Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions. Remove - Growth and Development (GD) - the entire section. Why would you think that an 8th grader would feel comfortable discussing this in a classroom setting at school where they should be learning math, English, and other classes that are academic focused? This is very personal for anyone and should only be discussed with family and their medical professional.	This is the only good thing I see. HS.HRVP.13 Summarize individual rights and responsibilities in regards to sexual consent, sexually explicit media, and sexting under state and federal law.	Why would you think that an 8th grader or high school age student would feel comfortable discussing this in a classroom setting at school where they should be learning academics? This is very personal for anyone and should only be discussed with family and their medical professional.

Willamette Valley	Other	Hispanic/Latino(a)(x)(e)	No	Not much.	K-5 children have no business being taught the scientifically false notion that there are more than two genders. Children also have no business being taught the "medically accurate" names for genitals. You are obviously grooming our children for pedophile exploitation.	None.	First you need to learn to spell improvement.	None.	Teach American history correctly and accurately the Constitution. Teach English Literature, mathematics, reading and writing, and American and world geography.	The state government is failing our children, indeed you are exploiting their innocence for your own evil purposes. Shame on you.	
Southern Oregon	Community Member	Prefer not to answer	Prefer not to answer	None	These teachings are inappropriate and should not be taught in school.	No positive strengths.	Do not do any of this.	Same		Stay away from sexualizing students, this area belongs to parents	
Central Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	Good to teach kids about being physically and mentally healthy, and that there are people we can go to if we need to talk about anything.	Why do you need to teach a first grader that there are different ways for different genders to act? 1.HEVP. 4 Everybody acts differently. Why are you wanting to bring attention to someone who is different? You don't need to label people. Also teaching 4th graders that it's consensual to kiss, hug and touch? 4.SRH.1 I think most of this needs to be reserved for middle school. Also for 5th graders why are we teaching them about gender identity? 5.HRVP.4 and 5.GD.5 this should all be elective whether someone wants their kid to know about that or not. Parents need an option to opt in or not for this type of education	Teaching to respect others no matter their differences	6.SRH.2 are you kidding me? You do NOT need to have children define sexual acts at this age. Again, this should be a choice for parents to opt in or out of so they can teach their own children. For those parents who don't care and would rather the government teach sexual education then this would be fine. 7.SRH.10 would love to see the curriculum used to teach this? Racism effects sexual and reproductive health? 8.HRVP.2 what are other factors that contribute to community violence? Power, privilege, positionality and inequality are one small percentage of the cause of this. If it isn't the whole reason, it shouldn't be suggested that it is	I like all the high school focus. I especially like that there are resources for teenagers to go to for support.	I think this is suppose to be the section for improvements for high school, not 6-8 again. I would just suggest all K-6 Wellness and Health, Healthy Relationships and Violence Prevention, and especially Growth and Development be reviewed by a more diverse group of drafters. Also that any sexual education be available as an OPTION	Would like more diversity in creating these standards.	
Willamette Valley	6-8 Teacher Parent/Guardian/Caregiver	White	No	Food and nutrition guidance, first aid, substance abuse.	Remove the "woke" agenda. 3.sem.2- "ways that affirm one's identity," 3.HRVP.1- "wake affirming gender identities," 3.HRVP.3 "using affirming language," 5.GD.5- differences and similarities between gender identity, gender expression, gender roles, and sex assigned at birth." (People male or female.)	WHP, FNP, and SUB	6.GD.3- "masturbation". Not age appropriate. 6.GD.5- "affirming healthcare." Schools should NOT be offering, encouraging, or discussing transitioning or anything related to sex changing. 6.SRH.2- "define vaginal, oral, and anal sex." Absolutely NOT age appropriate. And no one needs to be taught in school oral or anal sex. 7.SRH.2- "oral or anal sex strategies." NO, no one needs to be taught in 7th grade about oral or anal sex in SCHOOL. 8.HRVP.2, 8.HRVP.3, 8.GD.4- there is no such thing as privilege, positionality (google doesn't even recognize this as a real word) and does not belong in our schools.		I firmly believe that schools need to focus on the basics- health education (first aid, diet and nutrition, basic hygiene.) Gender affirmation, transitions, pronouns, etc do NOT belong in our schools. Keep it basic, none of these extremes. Discussing such things plant seeds in students' minds and make them question things they shouldn't be questioning. Puberty is hard enough, let students focus on the basics of EDUCATION - reading, writing, science, history, etc. This "woke" agenda has no place in our schools.		
Portland Metro	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	None	Cut this program completely	None	Cut this program completely			This is ridiculous and will only further segregate people into separate communities and groups. Children do not need to be leamed this at school. Stop grooming kids	
Willamette Valley Portland Metro	Community Member Other Parent/Guardian/Caregiver	Prefer not to answer White	Prefer not to answer No	Nothing. Stop grooming kids	Stop grooming kids	Nothing stop grooming kids	Stop grooming kids	Nothing stop grooming kids	Stop grooming kids	I was pleasantly surprised at the robustness of the standards and the level of sophistication at each grade level. I wonder about the ability of educators to incorporate all of the standards, especially in k-5. I do not think comprehensive health education is valued and is too often reduced to sex education. I hope this is an opportunity to raise awareness among the public about the important context included in the Health Education standards. The public education system should not be teaching kids about several genders not telling them that climate change is effecting them. Please stick to the basics of teaching students what they will need to be successful in a career. Let the parents teach them about real life situations, values and morals.	
Portland Metro	Other									It is completely inappropriate for adults to be teaching children about how to have sex, and how to have anal and oral sex. The only adults who want to tell children about how to have sex are groomers. This is the definition of sexually grooming children. There can be no valid reason for wanting to teach children as young as 11 (!!!) about ways to have sex. Furthermore, teaching children that they are racist based on their skin color is the definition of racism. The people running the state, and our children's so-called education have absolutely no moral guidance or standing to base their desires for teaching children. To put this in perspective, since this is morally bankrupt and unable to discern what is healthy for children- do you think it would be okay for a neighbor of a child to talk to that child about anal sex? I	

Willamette Valley	K-5 Teacher	Prefer not to answer	Prefer not to answer	Hahaha. No strengths in this system.	ODE needs to remove itself from all education. You spread nothing but propaganda for your boss the Democratic Governor of Oregon	None	Answer same as above. Get out of education.	None	Get out of education.	ODE is nothing but propaganda straight from the Democratic Party	
Willamette Valley	Community Member	Prefer not to answer	Prefer not to answer	no comment	There is no reason to include gender ideology or any gender teaching whatsoever in any K-5 classroom. These proposals are sickening.	no comment	There is no reason whatsoever to teach anything beyond boys are born boys and grow up to be men, girls are born girls and grow up to be women. They are different.	no comment	see middle school standards	I cannot find the words to tell you how much damage will be done to children under these standards. These standards are demonic. It is not appropriate to inflit political and social trends on young minds at school This kind of discussion is only appropriate from parents at home. Education should be about the skills that will further the lives of young people to be productive members of society and the world. Math, Language, Science and any subject matter that can help a student in their life. The political and emotional issues of today are to be discussed in higher education if at all in the classroom environment.	
Willamette Valley	Other retired middle school teacher										
Oregon Coast	Community Member	White	No	None , fundamental education isn't even listed , only indoctrination	Fire the entire board of education and all the public school boards and school administrators across the state as well as any teachers who are not willing to merely educate our children with the fundamentals.	None , it is only indoctrination into serfdom	Fire the whole board of education, local school board and school administrators as well as all teachers who would indoctrinate our children	None , pure indoctrination and even less education than the first two categories.	Fire the whole school board, all local school boards and school administrators as well as all teachers who would indoctrinate our children	You are fired!	
Other	Move around a fair bit	6-8 Teacher Community Member Other	White	Yes	K: Good inclusiveness in growth and development, K.GD.4 could be moved to HRVP 1: Love the connection of menstrual products to other students and health as well as the inclusion of gender expectations 2: The emphasis on how differently people mature is great. 3: Love the inclusion of climate change 4: Demonstrate ways to treat people with dignity and respect, yes! Love! 5: LOVE the inclusion of vaccines!!!! Overall, a really great simplification of the previous version that doesn't lose the core skills and knowledge, very impressive.	K.HRVP.9: told to identify that abuse isn't a child's fault but no standard to define what abuse is There is no K.GD.3 2.HRVP.3: Identify how people may be treated unfairly and unequally because of their gender (or expression). 3. 3.HRVP.3: Discuss the importance of using affirming language (for) protected classes of people including people of all genders, race and ethnicities, sexual orientations, and abilities. (Affirming language should be used whether or not someone is physically around someone with a protected class identity) 3.SRH.1 Explain that it is natural for people to enjoy consensual affection and physical closeness throughout their lives, while some people might not. (This sentence is confusing, I get what it is going for but 3.SRH.1 Explain that, many but not all people, enjoy consensual affection and physical closeness throughout their lives and every individual gets to decide what they are comfortable with." may work better? 3.SRH.2 Recognize that there are (a) I find nothing of redeeming value in these new standards. It promotes a left wing worldview which tramples on both parental and religious rights. Scrap it all and return to fundamentals of good health, nutrition, exercise, healthy family relationships, promoting good mental health.	LOVE THE INCLUSION OF INTERSEX FOLKS AND THE FACT THAT NOT ALL PEOPLE CAN REPRODUCE!!!!!!!!!!!!!! Middle school rocks, I think it could use more discussion on consent but really great looking. 6.FNP.1 Compare and contrast foods grown and produced in the United States and other countries. ——— What is the value of this? 6.GD.3 Discuss how affirming healthcare is important for everyone, including people of all genders, people who are transgender, people who have other gender expansive identities, and people of all races and sexual orientations. ——— Why is it phrased like this? "Discuss how affirming healthcare is important for everyone, including people of all genders, races, orientations, and abilities." Why isn't there a define gender identities including cis, trans, non-binary, etc standard? I do not understand the value in not including manual (digital/ using hands) sex. It is the first kind of sex many people will have and can spread STIs??			Please be affirming to trans and queer students. They are feeling such awful attacks, the least Oregon can do is have supportive standards.	
Portland Metro	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	None. These do not support health.		See above.	See above.	See above.	See above.	These topics are for discussion between parents and children, not public school educators.	
Southern Oregon	Southern Oregon	Community Member	White	No	Young children should not be learning about consensual sex, this is grooming behavior.	The sexual health topic needs to be null and void.	Middle school children need to only learn about their body types and things that pertain to menstruation and puberty.	Don't teach things they don't need to know about. They are still children in middle school, stop sexualizing kids.	Learning to not let others bully you is a great thing but the teaching of biological boys having a period is uncalled for.	Let's go back to teaching the basics and let parents teach their children instead of leaving it to "teachers".	I am NOT in agreement with teaching I am very shocked and appalled about the things being pushed on our youth. ODE should be ashamed of themselves.
Eastern Oregon		Parent/Guardian/Caregiver	White	No							
Willamette Valley		Community Member			The main thing I notice is that you seem obsessed with children's genitals and sex.	Welcome to Kindergarten boys and girls. Our job for your next 13 years in school is to provide you with tools to use on your journey to become educated, self reliant, adult men and women. Your family, your place of worship, and your community will also provide important tools for you. This year you will use your mind/brain to learn the alphabet and your numbers, and about your community. Be friendly and be a helpful person. We are all humans and are alike in many ways, but each of us is one-of-a-kind. There is no one else exactly like you. You are important. Always do the best you can. Welcome to grades 1-6 boys and girls. These years you will learn to use your mind/brain to learn to read and write and do math problems. These skills are very important on your journey to becoming educated, self reliant adult men and women. Singing, art projects, physical activities that keep your body strong and healthy are very important. Everyone needs a friend-be a friend to someone. Be helpful. Always do the best you can.	The main thing I notice is that you seem obsessed with children's genitals and sex. Welcome to Middle school boys and girls. Continue to use your brain and develop your reading, writing, and math skills. Learn about the history of our wonderful world. All the changes it has gone through. How men and women lived through those changes. Your body may have started to go through changes, or it soon will. Sometimes life may seem happy and easy, other times sad and difficult. This is all perfectly normal and it happens to everyone as they grow to be adult men and women. Continue to do the best you can. Be a friend. Be helpful.	You seem to be obsessed with children's genitals and sex.	Welcome to high school young ladies and gentlemen. Adulthood is getting closer. It is more important than ever that you study and think about/prepare for the day you will become an educated self reliant man or woman. America, where you will soon become a voting citizen, is not perfect. No country in the history of the world has ever been perfect. Find out for yourself. Continue to develop your thinking skills to look at all sides of issues and decide for yourself. Think about options to explore to find your place in the adult world. Never stop learning. Pass your knowledge on to the next generation so they too can grow to be educated, self reliant, friendly, helpful, adult men and women. Do the best you can.	The role of the public school is to prepare students for adulthood. Teach them to think for themselves. Give them the tools to be successful, useful, adults. Somehow adults throughout history have successfully figured out how to indulge in sex without a single lesson from anyone. You do not need to fit young minds with SEX, SEX, SEX in every way, shape and form every minute of the day!! Is to	
Southern Oregon		Parent/Guardian/Caregiver			Funny you don't ask about it's weaknesses.... O don't think any type of sexual education is appropriate for K - 5. It's grooming behavior and repulsive.	Remove the "Growth and Development" and "Sexual and Reproductive Health" aspects of a 6 - 10 year kids education. Absolutely unnecessary and makes me question your motives. We are watching.					

Southern Oregon		Community Member	White	No	I don't notice a lot of strengths. Kids seem depressed and not as happy as they used to be since all the governmental crap regarding covid lockdowns, cr and gender confusion all fomented by weckjobb lists on the left. Get back to school with reading writing and arithmetic, maybe some history and teaching on our constitution.	Teach our kids something useful, something they can use to be smart productive citizens.	Same as above.	It's time to bring some vocational training back into junior and senior high schools. Not every child is destined to be a computer genius, dentist or doctor. Useful skills are what keep our country running	Same as above	Same as above.	The children belong to their parents, NOT the government. Quit screwing with our kids.
Southern Oregon	OR	Community Member	Central Point	No		The majority of parents do not want this gender confusion as part of the curriculum.					we are part of a local group of over 7K Women and the majority of these women said they will either opt out or pulled their kids from school if this curriculum is adopted.
Portland Metro		Other	Other White	No	The K-5 standards build upon each other well. This version of the standards looks more organized and simplified from the current version. Equity/intersectionality and mental health are much stronger in this version of the standards which is a big strength. Well done!	Maybe add more guidance around which skill districts should focus on per grade.	The middle school standards build upon each other well. This version of the standards looks more organized and simplified. Equity/intersectionality and mental health are much stronger in this version of the standards which is a big strength. Well done!	I would add manual sex into the definition of vaginal, anal, oral sex. I think it would make sense to include sending and sexually explicit media starting in the 6th grade. Explicitly include mindfulness in the SEM section. Healthy Relationships section. I wonder if this one could be simplified or broken into two sentences. Seems like it's trying to do a lot in one sentence and might confuse folks: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives. Can we make sure that sex trafficking isn't taught in an anti sex worker and fear-mongering way?	This version of the standards looks more organized and simplified from the current version. Equity/intersectionality and mental health are much stronger in this version of the standards which is a big strength. I think it's great that AI is included: Explain the impact media, including sexually explicit media, social media, and AI can have on one's perceptions of, and expectations for, a healthy relationship	Explicitly include mindfulness (including meditation and gratitude practices) in the SEM section. I'd like to see pleasure acknowledged. Maybe in this one? Describe body literacy skills to notice changes, pain, or discomfort in one's body related to the sexual and reproductive system and identify when to seek support from trusted adults and medical professionals.	Well done with this revision. I think it's an improvement from the current version and students/communities will benefit from the implementation of these standards.
Willamette Valley		Community Member			It is absolutely unacceptable to groom and sexualize our children. You have no business doing this anybody that talks to any child that I know of we will personally hold responsible now in lawsuits as well as go after districts. This is not acceptable and it's getting out of hand	Go back to teaching them how to read, write and do math. Stick to education not indoctrination				I've noticed that the standards are getting lower and lower. Most of the people in the school itself do not even know their job which is to graduate kids	
Eastern Oregon		Parent/Guardian/Caregiver	White		I am extremely opposed to schools teaching this to our students. Children are not old or mature enough to process this information. I am horrified that my young grandchildren will be exposed to this. There is no decency in this. I personally feel it puts children in danger of grooming and sexual assault by predators. It creates future rapists, pedophiles, sex trafficking, and sexual deviants. All of this information should be taught by their parents. It is not the job of our state government or teachers to impart this information. Is this course of action agreeable to you for your children or grandchildren? Not okay for mine. Thank you for your time. Valorie Mattack	Leave the telling sexual information to parents to share. School is for Math, Reading, Writing, Physical education, Science, Music etc.	There are no strengths, only the schools stepping over parental boundaries.	Limit sexual information to standards that do not discuss sexual behaviors, sexual methods, exclusion of parent choice of gender ch	There are no strengths, only the schools stepping over parental boundaries.	There are no strengths, only the schools stepping over parental boundaries.	Keep Eastern Oregon out of the new Health Education Standards. The choices being considered are set by the population of Western Oregon due to the higher population base. It does not count for the opinions of voters from the East side of Oregon.
Eastern Oregon		Parent/Guardian/Caregiver	White	No	I am extremely opposed to schools teaching this to our students. Children are not old or mature enough to process this information. I am horrified that my young grandchildren will be exposed to this. There is no decency in this. I personally feel it puts children in danger of grooming and sexual assault by predators. It creates future rapists, pedophiles, sex trafficking, and sexual deviants. All of this information should be taught by their parents. It is not the job of our state government or teachers to impart this information. Is this course of action agreeable to you for your children or grandchildren? Not okay for mine. Thank you for your time. Valorie Mattack	Leave the telling of sexual information to parents to share. School is for Math, Reading, Writing, Physical education, Science, Music etc.	There are no strengths, only the schools stepping over parental boundaries.	Limit sexual information to standards that do not discuss sexual behaviors, sexual methods, exclusion of parent choice of gender ch	There are no strengths, only the schools overstepping parental boundaries.	There are no strengths, only the schools overstepping parental boundaries.	Keep Eastern Oregon out of the new Health Education Standards. The choices being considered are set by the population of Western Oregon due to the higher population base. It does not count for the opinions of voters from the East side of Oregon.
Portland Metro		Parent/Guardian/Caregiver	Other	Prefer not to answer	Teaching the basics of safety, dental health, nutrition are all appropriate at this level.	Too deep in gender studies and sexual health. Because it is a public school with many different values and beliefs regarding this topic, it is better to leave this to parents and caregivers to teach in the home or other school programs.	Teaching the basics of safety, dental health, nutrition are all appropriate at this level.	Teaching anal sex to eleven year-olds might be considered "age-appropriate" by the district's standards, but not by most parent's standards. With these standards there is much focus on teaching information without teaching the risks and consequences of those behaviors. Additionally, and keeping with this example, the full risks of anal sex were not included (histology and nature of anal/infectious issue that carries additional risks in the setting of sexual activity, intended use for condoms and their failure rates, etc), therefore obfuscating the concept of "medically and scientifically accurate." Many of these topics are deep and better suited to be taught by medical professionals rather than teachers.	Teaching the basics of safety, dental health, nutrition are all appropriate.	As I stated with middle school, many of these topics are deep and better suited to be taught by medical professionals rather than teachers.	Though the standards have much good information they have some requirements that are too deep and do not respect the diverse cultures and population of Oregon.
Central Oregon		Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	There are no strengths with the proposed Standards. There is too much emphasis on sex and gender. Your job is to teach reading, writing, and math.	There should be not sex or gender discussion in k-5 it should be deferred to parental decisions. Your proposal is ALL considered inappropriate for the ages.	There are no strengths with the proposed Standards. There is too much emphasis on sex and gender. Your job is to teach reading, writing, and math.	6-SRH-2, 7-SRH-2 is completely inappropriate and should not be taught in public schools. 8-HRV-P-3, 9-HRV-P-2, These are totally inappropriate and fall under CRT (Critical Race Theory)	There are no strengths with the proposed Standards. There is too much emphasis on sex and gender. Your job is to teach reading, writing, and math.	none	These standards are totally inappropriate. They are too focused on Gender identity, Sexual acts, and Critical Race Theory. As a parent and tax payer I strongly encourage you to reconsider the role of the public education system. Your role is to teach children Reading, Writing, And Arithmetic (Which Oregon is FAILING at). There is no value added to any child's education by adding these standards. It will only continue to cause division among the students.

Portland Metro	Parent/Guardian/Caregiver	White	Prefer not to answer	Safety and first aid: crossing the street, what to do when you fall on your bike.	Why on earth would a 5 or 6 year old need to know about pads and tampons? Why would they need to know the medical name of their genitals? What are you doing to our children? Let them be children! If a parent wishes to educate their child more on safe touch and where the tabs is then they will. I will NOT! My child has a right to be a child and you do not have a right to fill my child with shit they don't need to know until they are older. Leave education be just that. Letters, numbers, learning to read, write and count. That is what a kindergarten needs to learn!	Drug use and misuse. This is very important for me.	Defining sexual and romantic relationships. Why do kids need to define this in middle school? Their hormones are all over the place. One day they may be feeling this way and the next day they may be feeling that way. There is no need to put a label or definition on any of that. And they should not be having any kind of sexual relationships in middle school that's ages 11-14 approximately. Teach abstinence!	Different shapes of vulvas and circumcised penises. Why is this important for a high school student to know? It's not! Climate change and being green. I think needs to be education however, both sides need to be studied. The good and the bad. Electric vehicles might be good in the long run but how are they built? And how much diesel and fossil fuels are used compared to a regular vehicle? Teach the children both sides of the story	I without a doubt believe you will pass whatever standards you please without consult of the people that send their children to school. If you choose to educate on <i>biyaniyihon biyaniyir</i> no sex orientation please include studies on what has happened to the mental health of those people. I have heard so many people regret it in their early to late 20's and don't go back to their assigned gender at birth because they've mutilated their body and made everybody accept them the way they they are. If there are no studies then demand that there are studies on this subject. If you educate sexual relationships and that abortion is okay. Because you are not teaching abstinence. Then show a video of what happens in the body when an abortion is happening. People are okay with abortions		
Portland Metro	Parent/Guardian/Caregiver					Most of it is decent.	8.HRVP.2 is a lie and cruel language from the perspective of anyone who has been a victim of violence. People who hurt others or steal aren't doing it bc they are "underprivileged" they are choosing to do harm 100% of the time. 8.HRVP.3 gender identity is a regressive and false belief. It invalidates sex based rights and these standards are out of line with the rest of the world on this issue. I get that people have these beliefs and they attend school and should not be teased but do not say that everyone has a gender identity bc that is a lie and make sure to say that people have a right to not believe in gender identity and no child should be pressured to place themselves inside this belief system.				
Portland Metro	Parent/Guardian/Caregiver	Black/African American	Prefer not to answer		There are only TWO genders STOP oversexualizing children & making them affirm your delusions		There are only TWO genders STOP oversexualizing children & making them affirm your delusions	There are only TWO genders STOP oversexualizing children & making them affirm your delusions			
Southern Oregon	Community Member	White	No		K.HRVP.3 Recognize that there are many ways to express gender. - THIS SHOULD NOT BE TAUGHT IN OUR SCHOOLS. Most certainly not in Kindergarten and grade schools. An agenda is being pushed on our children.						
Willamette Valley	Parent/Guardian/Caregiver	Hispanic/Latino(a)(x)(e)	No	Honestly not much when reading the draft, it's pretty disturbing how very little is "health" related for a K-5 audience	I think it is out of line and frankly disgusting that in every grade it is outlined talking about loving and accepting all genders, identity, and sexual orientations. First off my young child should never be spoken to by anyone other than her parents a not sexual orientation. She shouldn't even know what that means for goodness sake. Our children shouldn't be forced to accept "all identities" when we have children pretending to be "furry" animals and are crawling down the halls thinking they're cats. This is wrong and will NEVER be something my child should be told is acceptable. Schools is for teaching reading, writing, math, etc at elementary age. Not what body parts children think they have and definitely not subjected to feminine hygiene products in the BOY bathroom, because in all the world there hasn't EVER been a boy to menstruate. Let along a elementary aged boy. This gender crap has gone way to far. I will be unenrolling my child from public school if things don't start changing in the right direction				It's horrible. Let's get back to actual health that matters to our children. How to fuel our bodies with proper nutrition. Healthy exercising. Things that actually will better our children's lives.		
Central Oregon	Parent/Guardian/Caregiver		Prefer not to answer	Prefer not to answer	Teaching about bullying Ans boundaries are great actually but let's stick to the basics like respect for others. Children don't need to be taught About genders identity and all of that. That is the parents job not the schools. Again stick to the basics of 4th grade girls learning about menstruation and the very basic sex Ed class and hygiene in 6th grade for both boys and girls and then fall on health class as a freshman in HS. My kindergartners-3rd grader definitely don't need to know about any of these things. Kids are very vulnerable at this age and can be swayed. There is no need for all the grooming of the children in sex related matters.		Again keep it basic. There is no need to go into all the lgbt+ whatever the acronym is. School is Not the place to teach it.		I'm not impressed with how over the line the state is with trying to shove all this down the kids throat. They are kids. Let them be little, let them be innocent, they grow up too fast as it is.		
Eastern Oregon	Parent/Guardian/Caregiver		Prefer not to answer	No No	Nothing	Disband public schools	Nothing	Let parents choose curriculum	Nothing	Public schools are a slush fund	Public schools are lefts indoctrination camps for children

Central Oregon	Community Member	Prefer not to answer	No	Pure foolishness	Teach reading, writing and arithmetic. Teach kids English and history. Leave the teaching of personal responsibility and values to the parents.	Pure foolishness	Do not teach kids that they have to follow the foolishness of the minority of confused people who don't recognize there are only two genders. Teach them how to think for themselves in regard to scholastic achievements. Leave the teaching of personal responsibility and values to the parents.	Pure foolishness.	Teach the kids scholastic skills that will be of value to them in their careers and community endeavors. Out trying to cram your DEI foolishness down the throats of our kids.	The foolishness of the DEI 'education' is pure indoctrination by a radical education system that has lost touch with their original purpose. To EDUCATE the kids in basic scholarship. I am totally against this entire proposal. We are seeing the dumbing down of all our students to accommodate a minority of confused people and liberal minded, college educated fools. The idea that some people are either privileged or oppressed based on their skin color is racism at its worst and our Oregon education system is pushing a racist agenda with these policies. I am totally opposed to this entire foolish policy proposal. Please do not incorporate this foolishness into our education system.
Willamette Valley	Community Member			K- area of safety is appropriate to age	K-5 HRVP and GD are not age appropriate. This is telling a child what to believe. This curriculum goes against many families beliefs. There is no reason a child in K needs to know the name of genital parts at this age. This is the time of life they need to learn how to get along and show respect for others. In first grade there is no need to talk about GD 2, 3 and 4. HRVP 4 and 5 in first grade is not at their age level. This is brain washing our kids. The focus in grade school should be on nutrition, proper sleep and activity. Research repeatedly supports this helps children's body including their brains to develop properly. I continue to see more depressed and suicidal kids as you "educate" kids in this fashion. Kindergarten should have instruction on fire safety (i.e. what to do in case of a fire in the home. Teach safety during electrical storms Do not agree with teaching any other gender other than male and female. Kindergarten: Delete K.HRVP.3 Kindergarten: Delete Recognize that personal boundaries differ in different kinds of relationships for different people (K.HRVP.4) K.GD.4 Revise to say, there are different types of families. Mother/Father, Mother, Father. Keep it very simple. 1-WHP: 3. Add at least 10 hours of sleep, and Healthy food 1-WHP:3 Delete 1-HRVP:7 Delete (Only trusted adults and Doctors/Nurses (health care professional Delete 1GD2 and 1GD3 Delete the word "attraction" in 1 HRVP.4 2-FNP.4 Spend time on "The Why we limit sugar consumption." Delete any lessons on sexual intercourse at Grade 3 4 HRVP: Edit it to only include, "Demonstrate all ways to treat all people with dignity and respect." There should be talk of examples of what is a healthy hug, touch. Also, what children should do if feeling it isn't. No consensual kissing should even be	WHP-3 is very good to teach. How a person cares for his teeth will affect his or her health in the future.	GHPRV-1 If a person does not agree with a particular lifestyle, it is ludicrous to affirm it. It is, however, appropriate to respect another person even if you don't agree with a lifestyle. 6 GD 5 and 6 - Is completely inappropriate and needs to be removed.		Nutrition needs to be a priority as well as respect for others. The teaching regarding LGBTQ should not be addressed until high school. If a child is taught to respect another person, they will act appropriately to all people.	
Eastern Oregon	Community Member	White	No							I just received this survey this evening (September 1st.). I have worked on it for two hours I only got through 6th grade. I am sending it in without completing it. I cannot support any liberal curriculum.
Eastern Oregon	Community Member			They are age appropriate and exposure is appropriately incremental.		Information was added as students matured and were ready for more information.	I appreciated the continued recommendation for students to reach out to trusted adults.			
Eastern Oregon	Community Member	Prefer not to answer	Prefer not to answer	Scrap it.	Encourage K kids to keep themselves clean, to respect each other's space and pick up from themselves. Instruct teachers how to recognize children with any visual and physical impairments.	Scrap it.	Make pubescent middle schoolers move. Encourage team activities. Teach etiquette by way of courses in geography and world cultures. Introduce homework assignments for reading, math and general science and animal biology.	Scrap it	Teach human anatomy, rudimentary physiology and basic first aid. Teach mathematics as related to basic building skills, the principles of electricity, growing financial wealth and all things in physics. Teach Male/Female interactive etiquette through cultural dances and perhaps special dining activities with parents, guardians and guests in attendance.	Teach that in biology that humans like all mammals have but two genders. These are male, XY and female, XX. Beginning at Kindergarten teach children to use courtesy amongst themselves and their elders to include their parents. Teach children to recognize when they could be in danger. Teach children that it is alright to shout for help and run away to seek safety if they perceive danger. Teach children how to politely walk away from others trying to tell them who they are. Offer classes and literature for parents on how to present human sexuality and responsible birth control. Teach children their parents/family are their guardians. Scrap any standards centering on human sexual proclivities. "Hey teacher! Leave our kids alone." Stick to teaching to end illiteracy and poor math skills. Teach
Southern Oregon	Community Member	White		It takes the mask off of the deviancy of the Oregon Department of Education.	It is not the place of a school to educate kids on anything about sex. That is ONLY the parents responsibility.		Read comment under K-5			

Willamette Valley	Community Member	Prefer not to answer	Yes						Replace K.HRVP.3 with "the many ways of behaving kindly." Stop indoctrinating children with multiple, divisive labels & coercing them to doubt their lives. K.HRVP.3 violates K.HRVP.2	
Portland Metro	Parent/Guardian/Caregiver	Prefer not to answer		I strongly support the educational focus on Erin's law, safety and protection, anti bullying and consent as well as enhanced knowledge of the body parts and a general awareness of alternate gender expressions	The lessons are too advanced for this age category as far as they relate to gender expressions. Kids are not provided with sufficient details to understand that having characteristics of a gender do not necessarily mean that you need to consider alternate gender expressions at a young age. Multiple kids are coming home with the idea that since they prefer kids of the opposite gender than they may need a label. The gender expression curriculum is forcing labels before they may be indicated. I also strongly disagree with menstrual products in both bathrooms at this age. It is bringing a situation to the forefront that elementary boys are too immature to manage responsibly. Our kids are no longer allowed to be free to be kids at this age.	I again love the focus on Erin's law, depression and anxiety, anti bullying and racism focus.	Lessons surrounding gender stereotypes that they are aware of. My daughter had to sit in class hearing how girls are. The focus needs to be on being okay with who you are and not how you may not belong to a certain gender. The focus with the gender expressions has shifted to focus on gender fluidity and how you don't have to decide. Kids are choosing day to day a different name, gender, etc. This focus is minimizing those who are actually trying to alter their biological gender. We are also creating an environment where you get preferential treatment for being part of the LGBTQ2SIA+ population. Kids are feeling shame for being straight and white. The curriculum needs to be focused less on labels and more on kindness, bullying and acceptance of ALL.		Please adjust the curriculum to be less focused on labels and fluidity. It is making it more challenging for those who are actually part of this population making it something that can be used for attention.	
Portland Metro	Parent/Guardian/Caregiver	Prefer not to answer	No	The standards for Safety & First Aid and some of the Nutrition standards are good and appropriate for this age.	5th graders are 10 years old. They do not need to recognize norms and laws around gender and sexual orientation OR identify differences in gender identity and sex assigned at birth. It's bizarre that there are adults who want other adults to discuss these things with 10-year-olds who they are not parenting.	The Safety & First Aid and Substance Abuse standards are appropriate.	My daughter will be in 6th grade next year. She will be 11. An adult who is not her parent does not need to have her define vaginal, oral and anal sex. My 11-year-old also does not need to be told about abortion or emergency contraception. She is a literal child. The 7th & 8th grade standards are also not appropriate developmentally.	The First Aid & Safety and Substance Abuse standards are appropriate and necessary.	"Reproductive justice" is that a real, globally recognized term? I am a high school teacher with a masters degree and 13 years teaching experience, and I've never heard of it. There are so many more relevant standards that should be the focus.	
Other	I dont want to be classified based on the bias of my region.	Other	Prefer not to answer	No	Strengths? I just looked at the curriculum and teaching gender and sexual identities to children? When did this become the role of the school. Those issues should be for the parents to discuss not the school. No wonder more and more families are choosing to homeschool. Kids are not allowed to be kids anymore. Adult agendas are being dumped on kids that are not emotionally mature enough to understand the concepts.	Teach reading, writing, and math and get rid of this garbage.	Nothing. I know a child who comes home confused and upset after attending classes based on emotions/bullying/ etc.	Leave this stuff to families to teach their children. All children mature at a different rate. Stop trying to streamline every ones development and exposure to knowledge at the same time. This is discrimination and NOT EQUITY.	Nothing just confuses kids and creates social contagion which promotes anxiety and poor mental health.	Eliminate all the gender identity promotion. Stop confusing kids. If you are an adult be secure enough in who you want to be and not project your insecurity onto others. And they and them are plural pronouns not singular ones and you can't just decide to change the rules to fit your agenda.
Willamette Valley	Other	Prefer not to answer	Prefer not to answer	Information about consent.	BSD's K-5 Standards contain sexualizing content. How are 5-7 year olds supposed to know about "how people with different gender identities are expected to act"? That presupposes that young students will be educated on what each identity means. Children's minds and bodies are developing and this may be confusing to a young mind. They will learn to look at people through a sexual lens/behavior/identity lens rather than people with a unique gift to bring to the world. At that age, children should not be categorizing their classmates, teachers and adults based on sexual identities and external attributes.	The Middle School Standards seem to deviate from the strong emphasis on controversial subjects such as gender and racial ideology found in the K-5 Standards.	BSD's K-6 Standards mandate that children aged 11-12 (6th Grade) learn about various types of sexual intercourse such as vaginal, oral, and anal sex as well as gender identity, raising issues about appropriateness and potential legal implications. Also, regarding 7.SRH.10 Also, what does racism have to do with sexual and reproductive health?			
Eastern Oregon	Other				Remove anything related to sex, gender ideology, racial ideology, politics and religion. This includes, but limited to, 1.HRVP.4, 1.GD.2, 1.GD.3, 2.HRVP.3, 3.HRVP.3, 3.GD.1, 3.GD.2, 3.SRH.2, 4.HRVP.3, 4.HRVP.4, 4.GD.2, 4.GD.3, 5.HRVP.1, 5.HRVP.4, 5.GD.1, 5.GD.4, 5.GD.6, etc.	Topics of gender are not appropriate for many in this range. Where do parents get say in what is taught in regards to gender and sexuality.			Why is there such an emphasis on sexuality for all grades... especially grade school? As a parent I truly believe that is no appropriate to push political agenda items and issues on children. Religion is a taboo topic but you propose to tell 5 year old children they can choose their gender and introduce sexuality. It is absolutely evil and wrong. Check the real motives behind these actions. Are they for good or to further the division between parents and schools? These issues and topics may be prevalent in the west side bigger schools, but they do not hold the same relevance in small rural areas. How do parents push back and raise their children with the beliefs they deem important? I am the judge of what people believe or do in their lives. I am simply tired of having to accept the practices and	

Willamette Valley	K-5 Teacher	Hispanic/Latino(a)(x)(e)	Prefer not to answer		I have worked as a teacher for my entire adult life. I have taught everything from wilderness survival, to physics for elementary school kids. The thing that drove me to become a teacher and kept me doing it for so long, is now crumbling before my eyes. Education is supposed to be about knowledge transfer. As educators it is our ethical obligation to teach through pragmatic approaches, and prepare our students for the realities of life with facts and logic. At the forefront of this obligation is how we approach teaching the most impressionable of our students, that being children. When our students believe that a magical person, being carried through the sky by flying reindeer goes down their chimney and delivers presents to them on Christmas Eve - we have to take their tenuous grasp of reality into consideration. Our job isn't to take advantage of that innocence and pass along our ideology or moral values. We are not their parents, we are their teachers. Our job is to teach them truths about the world they live in so they can be prepared for reality.	Protect girls private spaces.	Protect girls private spaces.	The same reason we collectively decided not to force kids to do the pledge of allegiance, is the same reason we should not be teaching gender identity to children of any age. School is not a place to teach ideology, it is a place to teach facts and logic.		
Eastern Oregon	Parent/Guardian/Caregiver	White	No	We are glad to see that the education system is teaching healthy eating habits, hygiene being good and safe ways to be healthy in general.	We are sad to see that in sex education there is gender decision making that is possibly being taught. We feel that it should be up to the parents to have that sexuality talk with the children at this age than the school. Our school teaching that is given to 4th grade about what their bodies go through for natural changes was brought up and taught to my kids in a very appropriate way and I believe it should stay that way. Sexuality and gender questions should always be addressed with parents at a more appropriate age than what has been proposed. It should never be addressed with elementary teachers in school. I believe the teachers shouldn't be expected to explain those things to a classroom full of children, it's an uncomfortable and unprofessional conversation to have and that should not be addressed with someone they only see at school. My children will be pulled from public school if this is brought up in class and not let to be a discussion with their parents, end of story.			I believe that this whole gender identity discussion should not be brought up in school, it should be a private discussion at home and there should not be a push on these kids to have to choose between the two genders. A lot of parents will be pulling their children from public school if this continues on.		
Central Oregon	Parent/Guardian/Caregiver	Prefer not to answer	No	Fully agree that social media as a mental health issue should be presented early on.	Expand on the importance of physical activity for a healthy mind and body. It is unclear why gender identity and sexual/romantic orientation are consistently focused on. Treat everyone with respect no matter what they look like and the rest of the conversation should take place at home, not in the school system. Remove any talk of sexuality	The mental and physical impacts of unhealthy eating practices is very important at this age going forward.	Sexual discussions beyond anatomy should have the option to opt out at school, much of the GD sections cross boundaries that are not the place of the school system but should be discussed at home. How is it okay to introduce "safer sex strategies" to a seventh grader? Much of the middle school SRH sections seem inappropriate for the age of these children. Far too much detail on sexuality for this age group! Lack of authority able to take place because everyone is afraid to discipline anymore. It's crazy I have a 6th grader and I had to make sure she knows what drugs are because I want her to avoid them in middle school. GD/SRH...again...seem to be overly sexualizing 6.GD.4 = this is the age appropriate time to be discussing this subject...not first grade 7.SRH.2 = Safer Strategies???? are we trying to help here or encourage these behaviors? 7.SRH.8 & 8.SRH.5 = This is over the top...Dental Dam Proper use??? Details. Dams show up 3 times in the standards...Why the fixation?	Social media is mentioned multiple times and should be a focus on mental health issues.	Why is fertility mentioned just once in the High School standards section? It's also only mentioned related to OTC and prescription medications when this drug is overflowing in communities with all types of different substances. Why are methamphetamines not included at all?	Parents need to be fully aware of what is being taught to their children and should have the option to opt their children out, especially when it comes to sexuality and gender discussions.
Southern Oregon	Community Member	Black/African American	No						De-sexualize them.	
Willamette Valley	Parent/Guardian/Caregiver	White	No		Take out the gender education! Focus on the basics and leave gender identification to home education. It is confusing to kids and for the large majority it does not pertain to it creates social anxiety. Stick to strong core academics.				Require the place of reading in all schools. Ban fountains and pinell. It's been a huge problem for too many families.	
Eastern Oregon	Community Member Parent/Guardian/Caregiver			General mental/health body self care awareness is good. We need to make a good case for abstinence and it show up in 5th grade which is good (5.SRH.3)	I have read the report line by line. While many aspects are strong, much that is not age appropriate including Kindergartners learning the medically accurate names of genitalia which is extreme. Everything grade 3 and down in the Growth & Development area that focuses on sexuality/genitalia is grossly inappropriate, with the exception of understanding personal boundaries. Not sure why 1st graders need full explanation regarding the use of tampons and pads. That is not necessary in 1st grade. The problem is that any time spent on this takes time away from Math/reading. We are doing so poorly as a state in these areas that it doesn't make sense that we would use even 2 hours on any of these sexually focused subjects. It seems like an effort to indoctrinate and sexualize these kids unnecessarily.	General mental/health body self care awareness is good. Focusing on SUB/FNP/SEM is great. HRPV is a strong element		I like SFA, SUB, FNP, SEM, GD seems to be age appropriate.	Why are we instructing Advocacy for these topics? Critical thinking skills need to be the primary concern versus trying to advocate you win on others. In WHF...the Advocacy is apparent and extreme. A strong case needs to be made for abstinence. Yes I get that it won't stop some people but it may make a few peoples step back and consider that they have the ability to control their life...Sex is not a must Do.	the thing that concerns me the most is that if you adopt these, they are open to interpretation by the instructional persona. That is a Pandora's box to open and you may actually find you are traumatizing students, versus "educating them". One only need to look at how PPS has used these "guidelines". In the wrong hands, the sex ed area could be the tool used by some to victimize others.
Eastern Oregon	Parent/Guardian/Caregiver	White	No	Very little. The focus should be on learning biological names for body parts, physical health via exercises and nutrition.	Children under 10-11 years old do not need to be subjected to information about their gender, male or female using biology. Not a lot. Focus should be on growth and development of children based on their gender, male or female using biology.		Middle school should be focused on physical health via nutrition and exercise. These ages can start to talk about physical changes that happen to boys and girls as they grow and hit puberty. Children need to be protected and know they have a safe place to tell adults of problems as them they may have encountered. They need to know how to recognize dangerous situations where harm could come to them and how to avoid them. Kids need to know where and how to get help when needed. Puberty is a hard and confusing time where kids need grounded adults to guide them through. They are not mentally mature to make any life altering decisions at these ages.	Not much.	Once again HS kids need to know what it means to be healthy physically, via exercise and nutrition. They should be taught what is best for their bodies, which is generally abstaining from many things like drugs, alcohol and sex, to name a few. I know for decades the sex Ed has taught safe sex but we have gone way to far and lost so much in doing so. They need to be taught there are consequences for their actions, and they are not always good and can have life long effects that are often negative and damaging. We are too concerned about making everyone happy instead of teaching how to live a healthy life.	The rates of suicide and depression are at an all time high. It's very alarming. We are not doing our children any favors telling them they can be whatever they want or feel instead of teaching them what is real and scientific. It is devastating our children and our country.

Portland Metro	Community Member District Administrator			None ... what on earth does this have to do with public education?	Drop this gender nonsense and teach children what they're supposed to learn. Things like math, reading, writing, real science.	None		None		Forget this nonsense. The kids are behind in general studies already because of covid practices, get back to teaching the basics and let parents deal with the other stuff. It's none of your business, frankly.	
Central Oregon	Parent/Guardian/Caregiver			Adults looking to confuse and sexualize children belong in prison. This is child abuse.	The children under your care cannot even read, write or do math at grade level. You've destroyed education.						
Southern Oregon	Community Member			n/a	4th grade, 4.SRH.1 verbiage "including consensual kissing, hugging, and touching" is inappropriate and should be deleted.	n/a		6.GD.3 verbiage "masturbation" is inappropriate and should be deleted.		D.I.E standards as written should be deleted from all ODE guidelines.	
Eastern Oregon	Parent/Guardian/Caregiver			I guess that you don't require actual trans people and pedophiles teach this yet.	I have an idea. How about teach kids how to read and the alphabet before we brain wash them with your agenda. If they need to know what a "vulva" is at age 5, their parents can decide that. Second, why are we putting an emphasis on "ways to express gender?" what does this even mean? All it does is further cause stereotyping that innocent kids have no idea about. It causes them to apply labels to certain behaviors based on gender when really they should just be free to express themselves as humans. Learning kindness, respect and love toward all people - not because they check a certain box or have a particular label. All of the material presented here is too political, ideological and not age appropriate. Topics discussed are not within age appropriate limits for example, a 7-year-old will discuss "how people may be treated unfairly and unequally because of their gender" and 9-10 year-olds how to "include consensual kissing, hugging and touching." What kind of twisted sex-addicted perverts are you? This is absurd.	nothing, I find nothing okay with this.		Honestly I don't even know where to begin here. This information presented is so over the top not age appropriate I would have to object to 6.GD.5, 6.GD.6, 6.GD.7, I mean whether to engage sexually and what emergency contraceptives are? These kids can barely shower and put deodorant on! 7.SRH.10 - discrimination and racism impact sexual and reproductive health- are there different laws for different races? I think not. Everyone has the same access so stop playing all your political games. 8.GD.3 - Yes lets all talk about how to use proper pronouns now at 13 because we can no longer pass standardized tests lets talk about what doesn't even matter. 8.GD.3 oh and while we're at it, lets discuss this terrible piece of legislation that never should have passed in the first place, that costs the states millions of dollars and will still cost as we're pulling pads out of the plumbing of boy's bathrooms.	At least now maybe they're mature enough they won't be traumatized.	By now they're already brainwashed to the terminology regarding "consent" and gender issues so all you have to do is repeat and reinforce.	I strongly object that this information is in compliance of ORS-336.455 in that that it is not age appropriate.
Eastern Oregon	Community Member Community-based or Non-Profit Organization Employee Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	It is important for children to understand who safe adults are that they can talk to. Most importantly encouraging conversations with their parents.	The topic of sex should not be discussed at all. A teacher or mentor has no place discussing sexual behavior with such young children who are not their own.			Middle school students do not need the various types of services described to them in detail. That is complex inappropriate for this age group.	Kids need to know how they are going to be kept safe and not forced to adhere to government mandated religion.	The sexual education plan is completely inappropriate and crosses the line as to what schools should be teaching kids.	The involvement of the school in sexual education has crossed the line.
Oregon Coast	K-5 Teacher	Hispanic/Latino(a)(x)(e)	No	Too many standards get back to basic	There is no way a teacher has time to teach all these standards when you have only 30 minutes to teach science, social studies, art, and health. Teachers will have to pick and choose what they want to teach.			Take out the sex change information. Most middle school children are just trying to figure themselves out and they will regret it later.		Are you really expecting teachers to teach these standards? Especially if we don't believe in them.	I will pull my children out of public schools if these standards are taught.
Eastern Oregon	Parent/Guardian/Caregiver	White	No								The ODE has gone too far in sexualizing our children. There is absolutely no reason why adults should be forcing these sexual conversations on children.
Eastern Oregon	6-8 Teacher 9-12 Teacher	White	No	IDK any standards	Perhaps make them know.	IDK	Perhaps make them know.	IDK	Perhaps make them know.	Perhaps make them know.	Are there standards?
Portland Metro	Beverton schools Parent/Guardian/Caregiver	White	None	None	They are overreaching, introducing and interfering with family values.	None	They are overreaching, interfering, and introducing topics that should not be introduced.	None	Stop overreaching, introducing and interfering with families what their values and thoughts are.	Really tired of schools, encroaching and interfering with families views on health education. A lot of the material is damaging to children and should not be introduced in a public setting like education.	
Eastern Oregon	Parent/Guardian/Caregiver	Asian Hispanic/Latino(a)(x)(e)	Prefer not to answer					Not pleased so far	Maybe care more and take consideration of the children's diagnosis	Offer more counseling options for those who need it!	
OR	Community Member	White	No	The school needs to butt out and leave this discussion for the parents.	Elementary school children do not need to discuss sexuality. This is insane.	They are fine. Again, the school and state needs to stay in their lane.	Leave the discussion to parents like it's supposed to be.	Too much is discussed at school and not in the home.	Teachers need to teach the basics and not push their agenda on innocent children.	I'm pulling my kids from public school. Private schools and homeschooling.	
Eastern Oregon	Community Member			Teaching hygiene what to do when bullied healthy eating habits positive character traits	Not teaching items that parents should be teaching example what your identity is what makes a family etc.	Teaching healthy eating, good hygiene, positive character traits, how to handle bullies, drug awareness	Parents should be responsible for teaching about sexual orientation gender identity how one's body changes not teaching that things happen because of white privilege	Teaching about infectious diseases & drugs	Over stepping parents in providing for things without their knowledge in regard to sexuality, reproductive prenatal care etc	Too many things are listed taking away from parent's responsibilities	
Eastern Oregon	6-8 Teacher Community Member Community-based or Non-Profit Organization Employee K-5 Teacher Parent/Guardian/Caregiver	Prefer not to answer	No	None. This is offensive on nearly every level and highly inappropriate to be teaching children, particularly in a public setting. Many of these topics ought to be approached by parents first and foremost, and never by public educators. It is especially irresponsible given the impressionable nature of children this age.	Remove teachings to overly sexualize children and that you know go against the belief and will of many parents. It is not the responsibility of ODE to promote any religious belief over another, and the proposed K-5 does just that in support of sexual ideology when minds are at their most vulnerable.	None. This is offensive on nearly every level and highly inappropriate to be teaching children, particularly in a public setting. Many of these topics ought to be approached by parents first and foremost. The fact that sexual instruction is so graphic and in depth for this age is highly inappropriate and should be considered on par with pornographic language between adults and minors.	Remove teachings to overly sexualize children and that you know go against the belief and will of many parents. It is not the responsibility of ODE to promote any religious belief over another, and the proposed Middle School curriculum does just that in support of sexual ideology when bodies are experiencing new hormone levels and children are prone to impulsivity that can have life long consequences. Remove lessons directly related to sexual acts or the normalization of sexual perversion.	These standards are clearly meant to promote a religious belief regarding sexuality and need to be adjusted to remove these references. Equal time ought to be given discussing the choice for abstinence, the responsibility of sexual partners to each other, and the mental and physical health risks correlating to treating sex as a casual thing.	Teach truth about the harms of multiple partners and sexual perversions. Don't force kids to comply with ideology that goes beyond biology. Covering different beliefs is one thing, but demanding adherence to any one of those beliefs that is inherently spiritual rather than observable is state sponsored religion. Teach, don't indoctrinate.		
Willamette Valley	Parent/Guardian/Caregiver	Prefer not to answer	No	Some of the nutritional things, such as drinking water, is good.	Absolutely should not have any discussion regarding adult sexual behavior in elementary. Especially inappropriate to discuss different non typical sexual attractions, im defining non typical as anything other than heterosexual. Those discussions are completely inappropriate at all levels for elementary students!	I thought food safety was a beneficial addition	There is no reason to be discussing and demonstrating birth control usage in middle school. That should be a conversation for families! Discussing abortion as an option holds no regard or respect for families adhering to traditional familial values, and is discrimination against traditional families.	More focus on healthy foods and exercise.	See above comments. Generally speaking it seems that too much information focused on inappropriate sexual preferences is given.	Stop sexualizing our children! This is ridiculous and unacceptable. Remember parents are in charge of their children's moral direction, not some trending state standards.	
Southern Oregon	Community Member			The few strengths were far outweighed by the inappropriate teaching of information far above their mental capacity to grasp the information without being confused.	Remove all items that push sexual ideology, especially regarding gender identity.	Same as K-5	Same as K-5 what you are suggesting is just above mental capacity would only cause confusion and is nothing more than a conversation for families! Discussing abortion as an option holds no regard or respect for families adhering to traditional familial values, and is discrimination against traditional families.	At least by this point they are ready to hear, but am concerned after reading the 32 page draft that you would be bending them to your idea of sexual orientation and gender identity which is NOT the education systems responsibility.			

Eastern Oregon	6-8 Teacher 9-12 Teacher Community Member K-5 Teacher Parent/Guardian/Caregiver School Volunteer	White	No	Discussion regarding healthy eating habits, oral health, exercise,	Do not discuss any gender identity nonsense to kids. Keep your gender theory and LGBTQ ideologies out of school. These should be removed: 1.HRVP.4 Analyze the differences and similarities in how people with different gender identities are expected to act. 1.HRVP.5 Discuss how communicating about consent is important in all types of relationships. 1.GD.2 Identify medically accurate names for sexual and reproductive anatomy. 1.GD.3 Recognize that menstrual pads and tampons are products that some people, including older students, need to keep their bodies healthy. 2.HRVP.3 Identify how people may be treated unfairly and unequally because of their gender. 3.HRVP.1 TSEL Practice 3B Apply social skills (i.e., empathy, compassion, etc.) to develop and HE.3.K.2 Identify sources of support, such as parents or other trusted adults, to seek natural disasters. 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, about sexual and reproductive health, including pregnancy and birth. HE.4.1.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. HE.1.1.7 Explain that there are many ways to express gender. HE.1.1.8 Recognize the importance of treating others with respect including gender expression. HE.1.2.7 Recognize differences and similarities of how individuals identify regarding gender. HE.1.2.8 Recognize the importance of treating others with respect including gender expression. 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.4.2.5 List ways to communicate respectfully with and about people of all	Do not discuss gender preference - there are only two genders and to teach children otherwise is insanity. These should all be removed: 6.GD.5 Discuss how affirming healthcare is important for everyone, including people of all genders, people who are transgender, people who have other gender expansive identities, and people of all races and sexual orientations. 6.GD.6 Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, and pansexual. 6.GD.7 Recognize that there are many kinds of family configurations and discuss ways in which families can change. 6.SRH.3 Identify factors that are important in deciding whether and when to engage in sexual behaviors.	These should all be removed: HS.HRVP.3 Analyze how culture and society can perpetuate stereotypes and expectations of people with different genders in relationships. HS.GD.5 Explain how identity-affirming support from peers, families, schools, communities and health care providers can improve a person's health and well-being. HS.SRH.10 Analyze political and historical issues that were rooted in and have resulted in discrimination, oppression, and stigma against historically and currently marginalized people, including those with sexually transmitted infections (STIs) and HIV/AIDS. HS.SRH.15 Define reproductive justice and explain its history and how it relates to sexual health and health equity. HS.SRH.16 Analyze how history can influence attitudes, beliefs, and expectations about sexuality and identity, including the history of medical experimentation and eugenics.	Please leave all gender identity and gender expression out of health education. These ideologies are not necessary to impart on our kids in school!	
Southern Oregon	Parent/Guardian/Caregiver			I appreciate the healthy hygiene and healthy eating/activity standards. I think students should be learning to be kind to all and to seek help if bullied/abused.	Lifelong healthy habits, safety measures for natural disasters.	No reason for gender anything to be in middle school! Again, we are making a social contagion normalized and will end up with more confusion as these kids grow up. Middle school time is an uncomfortable time anyway with kids' bodies changing and these standards add to the confusion of developing kids.	Healthy Lifestyle, healthy diet, eating disorders.	Realizing you mean grades 9-12 here. Students are being put into an uncomfortable situation here - having to discuss way too many issues that belong in college atmospheres where it would be an elective.	We completely feel that gender issues have no place in a public school. You are taking away parental rights and making children more confused that children need to be. In a time where kids are already going thru possibly difficult times, these gender standards increase any discomfort growing kids/teens may feel.
Southern Oregon		White	No	Strengths to me are not anything, trying to brainwash children is gross.	None	Don't teach kids about all of this ignorant stuff and brainwashing them to believing they're gay. Use our tax dollars for something good!	Failing at every level with lies.	Quit telling children there are more than 2 genders. Make believe science has no place in school health. And any child's sexuality is no place for the school to butt into. Stay away from our children and let the parents do their job.	
Willamette Valley	Community Member Parent/Guardian/Caregiver	Black/African American	No	Currently, none. Full of lies and indoctrination.	Cut ALL of the BS gender ideology. Boys are boys, girls are girls. There has never been a pre puberty MALE who has ever had a minaret cycle on the face of the earth. EVER. So quit trying to put tampons in bathrooms and telling children you can be a garden gnome if they want. You can't fool adults so you try and fool their children. Leave the kids alone.	There are no strengths when you push lies and deception.	Quit the gender nonsense at every level. Y'all are disgusting pedophiles whoever you are who want to do all this nonsense.		Y'all are disgusting and need to be held accountable, pedophiles.
Willamette Valley	Community Member Parent/Guardian/Caregiver				Stop abusing our children. They are kids, not political tools. They are NOT a 'fury'. They can't know that they are a different gender than what they are when born. They are just children. Let them BE children, stop using them to push your political agendas.		See above	See above	Teach basics. Remove ANY political propaganda. Woke, CRT, etc. is NOT suitable for our growing children. On a different note, propose vouchers for sending our children to a school of the parents choice. Also, require that ANY action with a child have the parent notified. You make me sick
Portland Metro	Parent/Guardian/Caregiver	Multi-racial	Yes	Leave our kids alone you sick perverts. It is not the schools or the states or the federal government's place to push your sick ideals on innocent children. You should be ashamed of your selves. Kids are dying because of the propaganda you push for your own political gain. There isn't one thing in these so called standards that is for the benefit of children. It is for the sexually deviant to push their disgusting agenda.	Remove all of it	Not one thing	Remove all of it	Not one thing	Remove all of it

Eastern Oregon	Community Member Parent/Guardian/Caregiver				Teach correct English, and include curative. Language can be improved by implementing better spelling instruction and vocabulary building in English. It is not necessary to focus on multiple languages until you can master English first.	Sady, I removed my children from middle school and taught from home because there aren't many strengths to name.	STOP focusing on "sexual orientation" ... It's embarrassing as an American and disgusting to see the focus on sex in schools. They know what every kind of sexual orientation there is except asexual, or "non-sexual" and that's disturbing to see the government using teachers to exploit children in public schools.	My children opted out. The schools are trying to legalize taking children to doctors to have children's bodies mutilated and expecting to be legally protected. They are using immoral practices and strengthening their rights to abuse, exploit, mutilate, & cause reprehensible harm to children... But there are no laws against love and the love parents have for their children will win over the falsified information being spread in schools. Also, males are males and females are females, there is scientific evidence and schools need to educate on these facts and respect their differences while celebrating their equality in a HEALTHIER approach.	Cut out the sexual garbage and bring back wood shop and home economics, teach abstinence over all else when it comes to sex ed.	I'm their first teacher, I taught my children to read, to write, also curative, and I taught them math. The school taught them what a "fury" is and they do not trust government indoctrination because there is so much garbage being dumped on them. Have some pride and embrace American culture. Also, as educators, you should never expect children to wear masks and read that the mask does nothing to prevent covid... It's all about teaching compliance to the children so the government can create sheep... As educators, you should be teaching children their rights and teaching them that it is not legally enforceable to mandate masks... Also, if you as educators try to mask my children, your teaching rights will be revoked because I am not only my child's teacher, I'm their	
Willamette Valley	Parent/Guardian/Caregiver School Volunteer				I don't believe you should be teaching these or encouraging children that they can identify as the opposite sex or anything other than what the are naturally born as. There should be ZERO topics or encouragement of LBGTQ forcing CHILDREN to learn anything regarding this topic. These are children and should not be having these topics of conversation or school teaching them anything regarding this. My son should never come home wondering what any of this means. Please stick to what will help them in life and not gender changing choices, or teaching themencouraging them it's ok to be with the same sex.	I don't believe you should be teaching these or encouraging children that they can identify as the opposite sex or anything other than what the are naturally born as. There should be ZERO topics or encouragement of LBGTQ forcing CHILDREN to learn anything regarding this topic. These are children and should not be having these topics of conversation or school teaching them anything regarding this. My son should never come home wondering what any of this means. Please stick to what will help them in life and not gender changing choices, or teaching themencouraging them it's ok to be with the same sex.	I don't believe you should be teaching these or encouraging children that they can identify as the opposite sex or anything other than what the are naturally born as. There should be ZERO topics or encouragement of LBGTQ forcing CHILDREN to learn anything regarding this topic. These are children and should not be having these topics of conversation or school teaching them anything regarding this. My son should never come home wondering what any of this means. Please stick to what will help them in life and not gender changing choices, or teaching themencouraging them it's ok to be with the same sex.	I don't believe you should be teaching these or encouraging children that they can identify as the opposite sex or anything other than what the are naturally born as. There should be ZERO topics or encouragement of LBGTQ forcing CHILDREN to learn anything regarding this topic. These are children and should not be having these topics of conversation or school teaching them anything regarding this. My son should never come home wondering what any of this means. Please stick to what will help them in life and not gender changing choices, or teaching themencouraging them it's ok to be with the same sex.	I don't believe you should be teaching these or encouraging children that they can identify as the opposite sex or anything other than what the are naturally born as. There should be ZERO topics or encouragement of LBGTQ forcing CHILDREN to learn anything regarding this topic. These are children and should not be having these topics of conversation or school teaching them anything regarding this. My son should never come home wondering what any of this means. Please stick to what will help them in life and not gender changing choices, or teaching themencouraging them it's ok to be with the same sex.	I don't believe you should be teaching these or encouraging children that they can identify as the opposite sex or anything other than what the are naturally born as. There should be ZERO topics or encouragement of LBGTQ forcing CHILDREN to learn anything regarding this topic. These are children and should not be having these topics of conversation or school teaching them anything regarding this. My son should never come home wondering what any of this means. Please stick to what will help them in life and not gender changing choices, or teaching themencouraging them it's ok to be with the same sex.	
Willamette Valley	Community Member Parent/Guardian/Caregiver	White	No		I appreciate the efforts for children to recognize and understand their body and how to protect it, and that it is not appropriate for others to be touching or grooming them other than appropriate Dr check ups and hygiene care.	I appreciate the efforts to make sure all students are treated respectfully, including taking current agendas of the cultural and political climates and trying to infuse them into early childhood education is incongruent with their developmental level all the while turning our education system into a social experiment.	A strength of this program is identifying different kinds of families	The efforts in middle school should be focused on helping them manage the very taxing, and confusing confluence of middle school and adolescent hormones verses saying it is their need to change genders. Education about sex, its diseases, and consequences are important, but the primary focus should be abstinence. While many middle schoolers may be interested in sex, pursuing it at such a young age is only going to stunt emotional intelligence, and add more stress during an already stressful age.	There is value in much of what is proposed in the high school standards.	The high school improvements lack debate, are one-sided learning heavily on the current agendas and does the very thing to those who may not agree by discrimination. If there are differing view points, it should be taught and encouraged that respect for the person is of utmost importance and that disagreement is of the issue not the value of a person.	Let the focus be education school teach themers with brainwashing the next generation.
Willamette Valley	Community Member Parent/Guardian/Caregiver	Multi-racial	No		The efforts to teach children to understand their body and how to protect it and that it is not appropriate for others to be touching/grooming them beyond the doctor visit or normal hygiene.	Stop using schools as a platform for political agendas. Teaching such topics as telling kids they can identify as a different gender beyond their birth only confuses them because they are not capable of understanding the complexities of such information. To let a child determine their gender, sexual orientation, or other topic based upon their "feelings" is wrong and should not be taught in schools.	Identifying the different types of families	The efforts in middle school should be focused on helping them manage the very taxing, and confusing confluence of middle school and adolescent hormones verses saying it is their need to change genders. Education about sex, its diseases, and consequences are important, but the primary focus should be abstinence. While many middle schoolers may be interested in sex, pursuing it at such a young age is only going to stunt emotional intelligence, and add more stress during an already stressful age.	I agree with a lot of what is suggested in the high school standards.	The high school improvements lack debate, are one-sided learning heavily on the current agendas and does the very thing to those who may not agree by discrimination. If there are differing view points, it should be taught and encouraged that respect for the person is of utmost importance and that disagreement is of the issue not the value of a person.	Focus on general education standards (math, science, grammar, physical health, etc) and remove the political agenda from education
Southern Oregon	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		There is no mention of teaching children the healthy habit of family meal time. Children of all ages can be taught ways to contribute to a regular dinner together as a family. Mentally, emotionally, and physically turning off electronics and gathering with children everyday to talk to them and look them in the eye will do more for them than any health education. The following scientific research has been noted by Justice Dallin H. Oaks: (Please note references) "The time a family spends together 'eating meals at home [is] the strongest predictor of children's academic achievement and psychological adjustment." (Anderson and Dotsey, Family Relations, 54:655) Family mealtimes have also been shown to be a strong bulwark against children's smoking, drinking, or using drugs (Nancy Gibbs, "The Magic of the Family Meal," Time, June 12, 2006, 51-52). There is inspired wisdom in this advice to parents: "what your children really want for dinner is you." Please, please, please, take the time to do the research to find out what truly creates health. We need to support families and help children promote healthy family life. Kindergarten can be a taught how to set the table, basic meal prep, turning off electronics etc can be taught AT EVERY AGE. Kids need this time!	Again, Family meal time. Teach budgeting eating in vs. eating out. Create healthy meal plans that the student actually enjoys! Teach them to take control of what they can make and instigate gathering families every night. We need to teach families the power of family meal time. SRH 2 Define vaginal, oral, and anal sex. No, no, no!!!! Please consider this intellect offered by Boyd K. Packer: "By probing too deeply, or talking endlessly about some problems, we can facilitate cause the very thing we are trying to prevent." You probably know about the parents who said, "Now, children, while we are gone, whatever you do, don't take the stool and go into the pantry and climb up to the second shelf and open the cracker box and get that sack of beans and put one up your nose, will you?" We are teaching too much!	I hope you actually read these comments. I hope you listen to them. I hope you care about genuine concerns. We are teaching way too much. We are robbing families of their rot. Support families. With all my heart please consider adding successful family meal time education AT EVERY GRADE LEVEL. Teach families to gather and look each other in the eye. Teach dinner conversation games. There are SO many strategies for family meal time. We need to use what we already have in place, the universal need to eat, and capitalize on it to create a healthy society. Please do not teach gender and sexuality before 8th grade. There is wisdom in waiting to suggest to children that they should put beans in their noses.				

Willamette Valley	Parent/Guardian/Caregiver	White	No	Affirmations of reaching out to trusted adults. The safety and first aid that really applies to them especially K-2, crosswalks, bikes etc. Grouping nutrition and physical activity as combined forces for long term health.	4.sfa.1- begin earlier (grade1) and reinforced each year through 5th K.hrvp.3-Way to young. Most kids won't have a clue why a boy isn't a boy. The ones who do have been misled or talked about at home. At 5 years old that topic should only come up at home. K.hrvp.6- once again too young. Keeping our hands to ourself in class is sufficient. K.gd.1-TOO YOUNG. The maturity level to process this information and use it in appropriate times is not there. 1.gd.2, 1.gd.3, 3.gd.3, 3.gd.4, 3.srh.1, 3.srh.2, 4.srh.1- too young. They simply do not have the life context to process and use the information. 3.hrvp.3, 4.hrvp.4, 4.gd.3- Treat people with dignity and respect. Period. When you say all people then go on to list certain groups you elevate those groups as demanding a higher level of dignity and respect than others. 5.srh.2B- an overview of pregnancy only, details left to middle school	4.sfa.1- begin earlier (grade1) and reinforced each year through 5th K.hrvp.3-Way to young. Most kids won't have a clue why a boy isn't a boy. The ones who do have been misled or talked about at home. At 5 years old that topic should only come up at home. K.hrvp.6- once again too young. Keeping our hands to ourself in class is sufficient. K.gd.1-TOO YOUNG. The maturity level to process this information and use it in appropriate times is not there. 1.gd.2, 1.gd.3, 3.gd.3, 3.gd.4, 3.srh.1, 3.srh.2, 4.srh.1- too young. They simply do not have the life context to process and use the information. 3.hrvp.3, 4.hrvp.4, 4.gd.3- Treat people with dignity and respect. Period. When you say all people then go on to list certain groups you elevate those groups as demanding a higher level of dignity and respect than others. 5.srh.2B- an overview of pregnancy only, details left to middle school	6.sem.3 and others-Bringing in the social media aspect and pointing out the damage that can be done is on point. 7.sfa.3- CPR and aed proficiency yearly/7.hrvp.5- bringing an awareness to trafficking and the ploys for perpetrators will help our kids be more vigilant.	6.gd.1- "respect for one's own physical appearance" followed by multiple GD and SRH items of affirming kids choices to change their gender. Gender is largely affirmed with appearance. 6.gd.3, 6.srh.2- medication/pleasure only discussion has no place in public school. 6.srh.3-5&7- 8th grade material 7.gd.3- intersex conditions are incredibly rare and will only cause confusion and non affirming conversations between students and could become words of bullying 8.hrvp.3- Treat people with dignity and respect. Period. When you say all people then go on to list certain groups you elevate those groups as demanding a higher level of dignity and respect than others. 8.hrvp.11- high school material 8.gd.4&5- again elevating sexual orientation to unhealthy levels. Too much focus on it	Hs.whp.6- organ donation, so important to know about. 6-12 grade reinforcement. Hs.whp.8- very polarizing. Staff will have a difficult time to lead this discussion without bias. Hs.srh.2- demonstrate? I can't imagine having to "demonstrate" that conversation with a classmate.	The biggest thing that stuck out to me positively is social media effects and education on trafficking. On the negative side it seems to me that our students are being asked to be extra respectful around LGBTOSIA2+ classmates to the point of walking on eggshells trying not to say the wrong thing. This is going to backfire in that they won't say anything. Seems that you are asking us to make LGBTOSIA2+ students different when what they really want is to be treated just as their classmates are.
Portland Metro	Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer	I'm glad that the standards teach principles of safety and healthy-living, such as nutrition, first aid, safety, substance use prevention, etc.	The standards should not deal so heavily with issues of gender and sexuality. For example, 1.HRV.4 states, "Analyze the differences and similarities in how people with different gender identities are expected to act." This is an extremely nuanced and sensitive issue and will be confusing and potentially harmful for many young students. There are many other standards thought out the K-5 standards that deal with gender and sexuality and are too complicated to be dealt with at such young ages.	Again, I'm glad that the standards relate to teaching empathy, safety, abuse prevention, nutrition, etc.	As in the K-5 standards, grades 6-8 place too much of an emphasis on gender and sexually issues, many of them potentially harmful for children. I am very concerned that standard 5.SRH.7 includes abortion on its list of pregnancy options. Abortion is too controversial to be dealt with in a school setting by eleven-year olds.	I like that the standards address many important health topics such as media-use, abuse prevention, nutrition, etc.	Again, the standards deal with issues that are extremely sensitive, especially those dealing with gender and sexuality, and should be dealt with in the home. The school should not be trying to take the place of the family.	
Portland Metro	Parent/Guardian/Caregiver	White	No	Discussing abuse and how to safe safe, biology discussions as well	We do not support suggesting that gender is on a spectrum. It is not acceptable to teach kids that they can change their body. It is okay to not portray stereotypes, and to be who you want but we don't feel like encouraging being neither male or female is appropriate.	Nutrition, STDs, physiology	I do not agree with suggesting that kids can choose their gender. I agree with teaching biology and leaving the rest to families. My kids feel like they are forced to listen to gender spectrums and encouraging kids to be non binary and that is not acceptable.		Please let parents teach kids at home about philosophies on gender.	
Portland Metro	Parent/Guardian/Caregiver	White		They do a good job of making sure kids learn about healthy body practices, how to recognize abuse, healthy choices for drug prevention, and healthy relationships with adults.	I don't agree with statements that are made that say "you don't have to be a boy or girl if that's how you were born; you can identify as however you want." These comments were always in the "optional" section for our K-5 teachers for the body shop curriculum that Beaverton school district has adopted, and we didn't have any teachers in elementary ever discuss these topics, but I don't think it should even be suggested as an optional topic. That is not appropriate to suggest to students at that age and is very confusing and misleading, and not a teacher's job--that is for a parent to discuss with their child. There is a line that can be crossed for what is the parent's job and what is the education systems job. Of course the students should be taught to be kind and accepting of everyone, but we should not be suggesting that they can just defy how they were born and so whatever they feel.	Drug education, STD's, abstinence education, nutrition, safety	I have always reviewed the health curriculum in Beaverton, and I haven't had to pull my child out of class until we hit middle school. I pre-viewed the slide presentation and it actually has videos and slides that list attributes of boys and girls and make them both look negative and then suggested that it's a good idea to be neither. That is unacceptable. I want my children to be proud of who they are, and not feel inadequate. It is appalling the information they are learning through curriculum stating that they can choose their gender. I agree that their shouldn't be expectations for them to conform to and you should be whoever you want to be, but there should not be instruction that the kids should discuss with counselors how they feel even if their parents disagree and try to change who they are. I feel like kids should be celebrated for who they are and not make them feel insecure about how they were born and encourage them to change. That path is a long road and I don't feel it's beneficial to teach kids to change. There are multiple videos that I viewed when reviewing the sixth grade curriculum that I was in disagreeable with.		The health education standards need to get back to the basics of teaching kids Anatomy and physiology and leave philosophical teachings to the parents. I am a huge fan of public school and grew up in the public school system in Oregon and I see why parents are removing their kids from our license school at alarming rates. Parents feel like we have no control over how are kids are being taught very sensitive subject like human growth and development. There is a line being crossed. Of course we should educate on all different types of people and choices but not ENCOURAGE the choices to change who they are. Kids are so vulnerable and confused already. We don't need to encourage them to stray from who they are biologically.	
Eastern Oregon	Other	White		Educators should not address health issues such as "ways to express gender" and/or "medically accurate names for body parts, including the genitals" with K-5 students.	If a K-5 student asks a question regarding the above, the educator should refer them to the parent and/or guardian.	6.GD.5 Discuss how affirming healthcare is important for everyone and leave it at that. 6.GD.7 Recognize that there are many kinds of family configurations but don't go into explaining what every option is. 6.SRH.5 Identify the benefits, risks, and effectiveness of various methods of contraception.	It is not the public education systems job to influence students one way or the other regarding all of the options of health care. This should be left to parents or guardians. Presenting the "basics" in a class is good and has proven over the years to educate middle school student adequately.	Nothing. Leave most of what is listed to the students discussing with their parent or guardian.	Listed above	The K-12 standards should be very basic. Leave the details to parents and guardians to fill in the blanks should children of this age to ask. Don't encourage acceptance of every sexual option you can think up.
Eastern Oregon	Other	Prefer not to answer	Prefer not to answer	K.HRV.3 Recognize that there are many ways to express gender. SHOULD NOT BE AN EDUCATION OPTION FOR THIS AGE - THAT IS A PARENTS TEACHING	K.HRV.3 Recognize that there are many ways to express gender. SHOULD NOT BE AN EDUCATION OPTION FOR THIS AGE - THAT IS A PARENTS TEACHING		1.HRV.4 Analyze the differences and similarities in how people with different gender identities are expected to act. SHOULD NOT BE A SCHOOL SUBJECT - THIS IS A FAMILY, HOME, PARENTS SUBJECT AT THIS AGE	EDUCATORS HAVE NO BUSINESS TEACHING SEX TO MY CHILDREN OR PRESUMING TO BE PSYCHOLOGISTS OR PROPOSE IDEAS THAT MAY NOT BE SUPPORTED IN THE HOME.	EDUCATORS HAVE NO BUSINESS TEACHING SEX TO MY CHILDREN OR PRESUMING TO BE PSYCHOLOGISTS OR PROPOSE IDEAS THAT MAY NOT BE SUPPORTED IN THE HOME	
				K.GD.1 List medically accurate names for body parts, including the genitals. SHOULD NOT BE AN EDUCATION OPTION FOR THIS AGE - THAT IS A PARENTS TEACHING			1.HRV.5 Discuss how communicating about consent is important in all types of relationships. SHOULD NOT BE A SCHOOL SUBJECT - THIS IS A FAMILY, HOME, PARENTS SUBJECT AT THIS AGE			
							1.GD.2 Identify medically accurate names for sexual and reproductive anatomy. SHOULD NOT BE A SCHOOL SUBJECT - THIS IS A FAMILY, HOME, PARENTS SUBJECT AT THIS AGE			
							1.GD.3 Recognize that menstrual pads and tampons are products that some people, including older students, need to keep their bodies healthy. SHOULD NOT BE A SCHOOL SUBJECT - THIS IS A FAMILY, HOME, PARENTS SUBJECT AT THIS AGE			
							3.HRV.1 TSEL Practice 3B Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve			
Eastern Oregon	Community Member Other Parent/Guardian/Caregiver			Stop trying to be all things for all people. Teach reading, writing, math, true history and civics. Love of country.	Stop trying to be all things for all people. Teach reading, writing, math, true history and civics. Love of country.	Stop trying to be all things for all people. Teach reading, writing, math, true history and civics. Love of country.	Stop trying to be all things for all people. Teach reading, writing, math, true history and civics. Love of country.	Stop trying to be all things for all people. Teach reading, writing, math, true history and civics. Love of country.	Stop trying to be all things for all people. Teach reading, writing, math, true history and civics. Love of country.	You are destroying our educational system, stop!

Eastern Oregon	Educational Services District (ESD) Employee Student Services Personnel (School Counselor, School Social Worker, School Psychologist)	Multi-racial	No	None	For educational staff to have any kind of discussion about sensuality with students violates Oregon state laws of sugareless harassment and grooming. Every year school staff have to take the required training on this. Look at it - it's about a half hour online training. When you do, it's blatantly obvious. These standards are not appropriate. I will encourage everyone I know to get their children out of public education for this reason.	Same as above	Same as above	Same as above	Same as above	Again, these standards, when taught by an adult in the school environment, violate the laws of sexual harassment and grooming as outlined in the training all school staff must take every year. It is not appropriate for an adult to be teaching other people's children about these things. These standards alone make k-12 public education a dangerous environment for children.
Oregon Coast	Community Member	White	No	Stop perverting children with trans/gbt curriculum!	Stop perverting children with trans/gbt curriculum!	Stop perverting children with trans/gbt curriculum!	Stop perverting children with trans/gbt curriculum!	Stop perverting children with trans/gbt curriculum!	Stop perverting children with trans/gbt curriculum!	The Oregon Education System is broken! Homeschooling is on a rise for a reason. Get LGBT teachings out of schools!!
Eastern Oregon	Community Member	White		NA	Stop insisting on vaccinations. They are POISON!!! Also, when my kid attended LG Elm. There were groomers, and pedos and staff that bullied kids who were different.	Stop letting teachers, yes teachers and students bully other people.	NA	Again, stop hiring groomers and pedos. END bullying.	OMG scrap them and start over.	
Eastern Oregon	9-12 Teacher	White	No	I believe the standards are too confusing for students of this age. I do appreciate the standard that teaches we should not discriminate against those that are different.	The details of sex organs and how people identify should not be presented until 5th grade.	There are too many.	Take out the family view standards, most parents will not appreciate these.	These standards are okay	No suggestions.	It is important that we don't get into the business of brainwashing and keep to educating students with facts.
Portland Metro	Community Member Parent/Guardian/Caregiver	Prefer not to answer	Prefer not to answer		You are suggesting we should be teaching kids about gender before teaching them about brushing their teeth, Gender and sexuality should not be taught to kids in elementary schools. Let parents handle that until they are mature enough to actually understand. This is terrible and is why so many parents are leaving the state and school system.					This is going to lead to depression and failure. Kids need to be taught to be happy with who they are, love themselves, and no matter what they are beautiful. Not what is suggested in this document. This is a national embarrassment. Gender ideology should be introduced in high school.
Portland Metro	Community Member	White	No	I think strengths include teaching children about personal space, no violence, no bullying. Basic principles seem to be taught.	I'm not sure gender ideology should be in kindergarten. We should say yes there's family units that have mom-mom, dad-dad, mom-dad. We don't need to teach children regarding transgender in K-5.					
Southern Oregon	Community Member			Honest, evidence based, informed, real	None	Honest, evidence based, informed, real	None	Honest, evidence based, informed, real	None	Great job! Put Jesus back in our schools! Let children be children! Don't try to confuse them and force adult subjects on our precious little ones!!!

Oregon State Board of Education

August 09, 2022

AGENDA ITEM: Instructional Materials List Update - New Edition of Bedford, Freeman, & Worth's *Foundations of Language and Literature*, OAR 581-011-0086

<p>SUBJECT: Instructional Materials List Update - New Edition of Bedford, Freeman, & Worth's <i>Foundations of Language and Literature</i>, OAR 581-011-0086</p> <p>STAFF NAME & OFFICE:</p> <p>The publisher Bedford, Freeman, & Worth has requested to update the 2018 version of <i>Foundations of Language and Literature</i> materials, adopted by the State Board of Education in 2021, to the updated version of <i>Foundations of Language and Literature</i>. Substituted materials will be supplied to Oregon schools at the contract price of the originally adopted edition unless the price for the substituted version's price is lower than the 2021 contract price. The updated materials have been reviewed by OTLA's Language Arts Education Specialist, Tina Roberts, who has confirmed the change to be an appropriate update.</p> <p><input type="checkbox"/> New Rule <input type="checkbox"/> Amend Existing Rule <input type="checkbox"/> Repeal Rule</p>	<p><input type="checkbox"/> First Reading <input type="checkbox"/> Presentation <input type="checkbox"/> No Presentation</p> <p><input checked="" type="checkbox"/> Action <input type="checkbox"/> Temp Rule <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> No Presentation</p>
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BACKGROUND

The State Board of Education adopted Bedford, Freeman, & Worth's *Foundations of Language and Literature* 2018 edition as a recommended instructional resource for English Language Arts in October 2021. In 2023, the publisher Bedford, Freeman, & Worth published an updated edition of *Foundations of Language and Literature*, which meets the ELA adoption criteria set by the State Board of Education in 2020 and includes minor changes that increase the cultural responsiveness of the materials.

Tina Roberts, ODE's Language Arts Education Specialist, has completed a review of the materials to confirm that they are an appropriate update. Additionally, Northwest Textbook Depository was engaged to confirm that the update was appropriate and would not negatively affect districts currently using the 2018 edition of *Foundations of Language and Literature*. Districts would now be able to purchase the updated version of *Foundations of Language and Literature* for a contract price through Northwest Textbook Depository without conducting a formal independent adoption.

The State Board of Education has the discretion to approve the update to *Foundations of Language and Literature* or decline Bedford, Freeman, & Worth's request to update the materials from the 2018 edition to the 2023 edition. We are asking the State Board of Education to approve adding the new edition of *Foundations of Language and Literature* to the list of recommended ELA instructional materials.

SUMMARY OF PREVIOUS BOARD ACTION

Oregon State Board of Education

August 09, 2022

AGENDA ITEM: Instructional Materials List Update - New Edition of Bedford, Freeman, & Worth's *Foundations of Language and Literature*, OAR 581-011-0086

In March 2023, the Board approved a substitution request in ELA, and in May 2023 the Board approved a substitution request for mathematics. The ELA instructional materials list was adopted by the State Board of Education in October 2021. The request to update Bedford, Freeman, & Worth's *Foundations of Language and Literature* material from the 2018 edition to the 2023 edition has not previously been brought before the Board.

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

- N/A; first read—hasn't been before board
- No; same as last month
- Yes – As follows:

POLICY ISSUE OR CONCERNS

The impact of this approval is that districts will be allowed to purchase the updated edition of *Foundations of Language and Literature* for a stable contract price, guaranteed through January 2028, without conducting a formal independent adoption. Independent adoptions require districts to invest resources (time, labor, funds) in order to purchase and implement the materials. Since ODE has already reviewed the materials and confirmed they are appropriate for recommendation, districts who choose to use *Foundations of Language and Literature* 2023 will be positively impacted. The update to the ELA adopted materials list will allow access to updated materials while maintaining the current contract price. ODE has considered unintended consequences, and ODE does not have reservations about the approval of this addition to the ELA Instructional Materials list.

EQUITY IMPACT ANALYSIS

Districts who serve historically underserved populations will now have access to updated ELA materials for the same price as the currently recommended 2017 edition. The updates to *Foundations of Language and Literature* are intended to increase the cultural responsiveness and relevance of the materials, and were developed to have a positive impact on student engagement and achievement. According to the publisher, the *Foundations of Language and Literature* updates “address some of the requests for further diversity in the program and Bedford, Freeman, & Worth would like to make these resources available in Oregon classrooms.” The new research units incorporate instruction and topics that are culturally relevant. The publisher states, “The diverse set of materials provide students with windows and mirrors as they build knowledge through a lens of multiple perspectives. The new 2nd edition of *Foundations of Language and Literature* provides each student with relevant, up-to-date, engaging, and timely experiences with both essays and literature for their course. Additionally, the new edition has allowed us to expand the diversity of the authors included within the book. The Second Edition ensures that students will see themselves among the authors who've contributed readings.” Also, these updates engage students in rigorous research on captivating topics, which makes their learning experience more relevant and applicable to their lives.

Oregon State Board of Education

August 09, 2022

AGENDA ITEM: Instructional Materials List Update - New Edition of Bedford, Freeman, & Worth's *Foundations of Language and Literature*, OAR 581-011-0086

FISCAL ANALYSIS

The proposed update to *Foundations of Language and Literature* is fiscally beneficial to districts. Allowing the material to be officially updated gives districts the opportunity to purchase the 2023 edition for the contract price of the 2017 edition. This will ultimately lead to cost savings for districts.

EFFECT OF A "YES" OR "NO" VOTE

A "YES" vote would allow ODE to substitute the 2023 edition of *Foundations of Language and Literature* on the ELA instructional materials list for the remainder of the contract period (through January 2028).

A "NO" vote would deny the publisher's request to substitute the 2023 edition of *Foundations of Language and Literature* on the adopted ELA instructional materials list.

STAFF RECOMMENDATION

Approve Approve next month No recommendation at this time

Prompted by: State law changes Federal law changes other

ATTACHMENTS

Attachment 1: OR Foundations of Language and Literature Substitution Request

Your Bridge to Success in English

Regardless of their preparation level, *Foundations of Language & Literature* can take your students to the next level. The first in our unified series of 9th-12th grade English textbooks, *Foundations* meets students where they are with differentiated texts, step-by-step instruction, and brief activities. Through careful development and constant reinforcement of foundational skills, this genre and mode-based book helps students grow as readers, writers, and thinkers.

The book is driven by the expertise of Renée H. Shea, John Golden, and Tracy Scholz, who know that skills like reading, writing, and working with sources need careful development and constant reinforcement. This genre and mode-based book approaches the course in new ways, investigating nonfiction as well as literature, delving into fascinating argument-driven Conversation units, asking students to write in the featured literary genres to empower them to read like a writer, and providing scaffolded public speaking instruction in response to each nonfiction mode so students develop essential skills for civil discourse.

Innovative and challenging, yet accessible and nurturing, *Foundations of Language & Literature* has all the support young minds need to be prepared for success in the later grades, AP® English, college, and beyond.

New to this Edition

NEW! Nearly 100 New Pieces of Literature and Nonfiction to Choose From.

This edition includes high-interest work by writers such as Viet Thanh Nguyen, Octavia Butler, Greta Thunberg, Tommy Orange, Roxane Gay, David Attenborough, Tea Obreht, George Takei, Erika L. Sánchez, Neil Gaiman, Layli Long Soldier, Eve Ewing, Farhad Manjoo, Angela Duckworth, David Sedaris, and more.

NEW! An Emphasis on Speaking and Listening for Effective Communication.

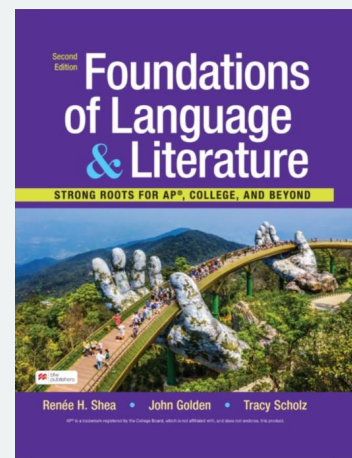
Whether you're interested in building a classroom community or preparing students to engage in academic dialogue, this textbook includes instruction and practice through Public Speaking Extension workshops in every genre/mode chapter. Opening chapter Activities also give students a chance to engage in discussion, exchange ideas, and deepen understanding. Finally, there are Speaking and Listening prompts in the Topics for Composing following each reading in the genre/mode chapters.

NEW! Revision Workshops Save the Day with Targeted Writing Help.

Not all students need to revise their writing in the same way. To meet individual writing needs, we include eight revision workshops with scaffolded activities at the end of the book.

NEW! Extending Beyond the Text: Authentic Engagement and Ready-Made Enrichment.

These features accompany readings throughout the book, and they challenge students to encounter other perspectives, grapple with counterarguments, and draw connections to real-world issues.



Foundations of Language and Literature

Strong Roots for AP®, College, and Beyond
Second Edition

© 2023

Renée H. Shea
John Golden
Tracy Scholz

Hardcover Edition ISBN: 978-1-319-40926-5



bfwpub.com/fl12e

Hallmark Features

Opening Chapters Take an Active Approach to Foundational Skills.

These chapters teach skills essential for communication in the classroom and the world.

Readings Chapters' Genre/Mode Approach Builds Confidence and Explores Essential Ideas.

These chapters break down the essentials of working with each genre or mode: narrative, fiction, argument, poetry, exposition, drama, and mythology.

Differentiated Texts Make Targeted Instruction a Breeze.

Each genre/mode chapter has three sections:

- Section 1 / Foundational: short, approachable texts
- Section 2 / Grade-Level: longer, richer texts at grade level
- Section 3 / Challenging: stylistically and conceptually complex “reach” texts

Workshops in Each Genre/Mode Chapter Build on Essential Skills for Deeper Understanding.

- Skill Workshops introduce students to essential elements of the genre/mode.
- Public Speaking Extensions offer opportunities for public speaking and discussion around the genre/mode.
- Creative Writing Extensions provide practice writing in the genres.
- Writing Workshops walk through crafting analytical responses to each genre/mode.

Conversations Develop Synthesis Skills.

Each genre/mode chapter's Central Text has a Conversation tied to the topic or theme of that text. Synthesis leads to lively class discussions, demands nuanced and nimble thinking, and forces students to support their positions with evidence.

Probing Questions Provide Reading and Writing Practice.

- Understanding and Interpreting questions help students understand the content.
- Analyzing Language, Style, and Structure questions ask students to look at how writers' choices create meaning.
- Topics for Composing prompts include discussion, essay, and project ideas.

Supplements

- Teacher's Edition
- Teacher's Resource Materials
- Digital Collection of Additional Full-Length Works
- Assessment Items/Test Bank
- LearningCurve Adaptive Modules for Grammar and Mechanics



Our digital platform LaunchPad includes:

- Teacher's Edition e-book
- Student Edition e-book
- Editable Pacing Guides
- Activities
- Organizers
- Correlation Guides





Request to Update Foundations of Language & Literature

Alexa Pearson, Aujalee Moore, Tina Roberts

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OAR 581-011-0086: Substitutions of New Editions or Versions of State-Adopted Instructional Materials

(1) The State Board of Education may approve the request of a publisher to substitute a more recent edition of any officially adopted instructional material.

(2) In order to meet the qualifications for approval, a new edition of a state-adopted material must

(a) Be submitted by the publisher to the State Superintendent of Public Instruction, Department of Education, with a letter of request indicating the category of the adopted edition, title, author, copyright and publication dates of substitution edition, and copyright and publication dates of adopted edition. The publisher must state that the **materials will be supplied to Oregon schools at the contract price of the originally adopted edition**. A list of the nature of the changes between the two editions must be enclosed with the letter.

(b) **Be supplied in addition to, rather than in place of, the adopted edition**. School districts cannot be required to use a substituted edition or version of a state-adopted material; **both editions must be available for distribution in the state**. However, in the event the substitution contains only minor copyright revisions or revisions that ensure they are current and accurate, the Board may determine that it is not necessary for the originally adopted edition to be available for distribution. ³⁰⁹

(c) Be **compatible with the previous edition or version** in pagination, illustrations, content, etc., **to the degree that the materials may be easily used interchangeably in the classroom**.

Background

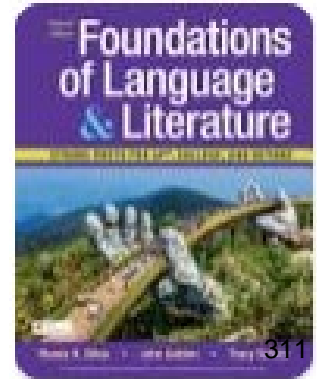


Oregon Department of Education

- Seven-year, content area based instructional materials adoption cycle set by the Board.
- ELA materials were approved in October 2021.
- ELA contract period is February 2022-2028.
- Bedford, Freeman, & Worth is requesting an update to high school Foundations of Language & Literature.
 - Guaranteed contract price for district that adopt the updated version.

Updates to Foundations of Language and Literature

- **What has stayed the same?**
 - Pedagogy and instructional approach
 - Focus on research and inquiry
 - Program organization
- **What has been updated?**
 - Additional literature and literary nonfiction to increase the diversity of voices and exposure to varying perspectives
 - These resources will be provided at **no additional charge** with the purchase of adopted instructional materials.
 - Additional extension activities in writing, speaking, and real-world application
 - Additional supports for multilingual learners



Updates to Foundations of Language and Literature

George Takei



Photo credit: Wikimedia Commons

Greta Thunberg



Photo credit: Wikipedia

Neil Gaiman



Photo credit: Wikimedia Commons

Tommy Orange



Photo credit: Wikipedia



Oregon State Board of Education

September 21, 2023

AGENDA ITEM: 7.F.

<p>SUBJECT: Achievement Level Descriptor and Cut Score Adoption for the Alt ELPA STAFF NAME & OFFICE: Dan Farley, Andrea Lockard, Mason Rivers, and Ben Wolcott</p> <p>Office of Research, Assessment, Data, Accountability, and Reporting</p> <p>In 2023, the state of Oregon administered a new test, called the Alternate English Language Proficiency Assessment (Alt ELPA). In order to report the results of this test, the State Board of Education will need to adopt achievement level descriptors and cut scores which define student performance levels and proficiency.</p>	<p><input checked="" type="checkbox"/> First Read</p> <p><input type="checkbox"/> Written Report</p>
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BACKGROUND

1. History:

In spring 2023, OR administered a new test call the Alt ELPA. This test, which forms an alternative to the general ELPA Summative assessment, measures the English proficiency of eligible English learners with significant cognitive disabilities in grades K-12.

Because the 2023 administration was the test’s first administration, the achievement level descriptors (ALDs) that define in words what performance at each of four levels means across all grade bands, as well as the cut scores that accurately define the boundaries for each performance level, need to be adopted by the State Board of Education (SBE) to define proficiency on the Alt ELPA. The vendor has completed a standard setting process to generate recommended ALDs and cut scores for the SBE’s consideration. ODE is submitting these proposed ALDs and cut scores to the SBE for approval.

2. Purpose

Student performance on the Alt ELPA determines whether a student retains English learner status (continuing to receive English language development services and test annually on the Alt ELPA) or exits EL status.

3. Does the board have any areas of discretion on this policy and/or update?

While it is very uncommon for the SBE to deviate from the specific recommendations provided by standard setting panelists, the SBE may choose to approve, revise, or reject the recommended ALDs and cut scores.

4. Stakeholder voice/input (individual and collective i.e., groups)

Standard setting is a technical process that requires measurement experts and educators who have expertise in the relevant content areas. Standard setting took place in July and August 2023, facilitated by the test development vendor ELPA21 and involving educators with Special Education and multilingual learner experience from every state across the consortium, including Oregon.

The work of this panel, which included 24 selected participants across 8 participating states, most directly affects the students who are participating in the Alt ELPA (students who have EL status and are experiencing the most significant cognitive disabilities.) The panel returned recommendations for cut

Oregon State Board of Education

September 21, 2023

AGENDA ITEM: 7.F.

scores and achievement level descriptors on the test, which the State Board will review and decide to approve, revise, or reject.

SUMMARY OF PREVIOUS BOARD ACTION

The State Board heard an informational presentation on this topic in June 2023. There is no previous Board action for the Alt ELPA. The SBE has historically adopted ALDs and cut scores for all of Oregon’s statewide general and alternate tests, including our English language arts/literacy, mathematics, and science tests, as well as our general English language proficiency test (ELPA).

POLICY ISSUE OR CONCERNS

The State of Oregon is required to offer a technically adequate alternate English language proficiency assessment, pursuant to [United States Department of Education Assessment Peer Review requirements](#). ALDs and cut scores are an essential element of test development, as they provide a means of interpreting student performance at the system level, helping to determine how well our education system is supporting students in mastering content that should be part of instruction. Without ALDs and cut scores, student performance on the test cannot be reported and districts are unable to make decisions about English learner status and English language development service provision.

EQUITY IMPACT ANALYSIS

The current ELPA Summative test is not an appropriate instrument for measuring the English proficiency of students experiencing the most significant cognitive disabilities. The development of the Alt ELPA creates a more appropriate instrument that will help districts make informed decisions regarding EL status and service provision for these students. Adopting ALDs and cut scores for the Alt ELPA is the final piece necessary for districts to make decisions about exiting or remaining in EL status for this student population.

FISCAL ANALYSIS

ODE has already assumed the fiscal impact for this initial work, through our test delivery and content contracts, respectively. Future costs will be for maintenance and continuous improvement of the system.

ATTACHMENTS

- Attachment 1: Alt ELPA Executive Summary
- Attachment 2: Alt ELPA ALDs
- Attachment 3: Alt ELPA Cut Scores and Impact Data
- Attachment 4: Alt ELPA FAQ

Alternate English Language Proficiency Assessment (Alt ELPA): Frequently Asked Questions

This document has been modified from the vendor-provided version.

Alt ELPA Assessment

1. Who takes the Alt ELPA assessment?

The Alt ELPA is for eligible students who have both a significant cognitive disability and have been identified as an English learner. Each participating state has their own eligibility criteria guidance, which is available on the state’s education website.

2. When is the Alt ELPA administered?

Each state decides when to administer the Alt ELPA. You can find your state’s Alt ELPA testing window on the state’s education website.

3. What does the Alt ELPA test?

The Alt ELPA assesses listening, speaking, reading, and writing, which is required by federal law. This measures the student’s ability to both understand and use the English language for communication and learning.

4. How is the Alt ELPA administered?

The Alt ELPA is administered on the computer, one on one with a Test Administrator and the student. Ideally, the Test Administrator should be someone that is familiar to the student.

5. How long is the Alt ELPA?

The Alt ELPA has 40 items. This is about as long as alternate assessments in other content areas, like Mathematics or English language arts.
Different students will need different amounts of time to complete the Alt ELPA.

6. What is the Alt ELPA used for?

The Alt ELPA is designed specifically for English Learners with significant cognitive disabilities. The test helps determine which students still need English language instruction to fully benefit from challenging academic content delivered in English. A student who scores Proficient on the Alt ELPA no longer needs English language services and is ready to leave English learner status. Some states call this “reclassification”.

7. What do the test questions/items look like?

You can learn more about the design of Alt ELPA test questions, and see a sample question and sample scoring notes here: [“The Alt ELPA Test Questions”](#).
You can find more sample Alt ELPA questions in the sample tests on your state’s testing portal.

Alt ELPA - Accessibility

8. What accessibility supports are available on the Alt ELPA?

For the full list of accessibility supports available on the Alt ELPA, please consult the Alt ELPA Accessibility and Accommodation Manual, found on your state’s testing portal.

9. What if the student is not able to read the questions or respond?

The entire test can be read aloud to the student. Alt ELPA also has a protocol for students who do not have an observable mode of communication.

10. Is there a Braille version of the Alt ELPA?

The Alt ELPA does not currently offer Braille versions.

11. Is there a paper-pencil version of the Alt ELPA?

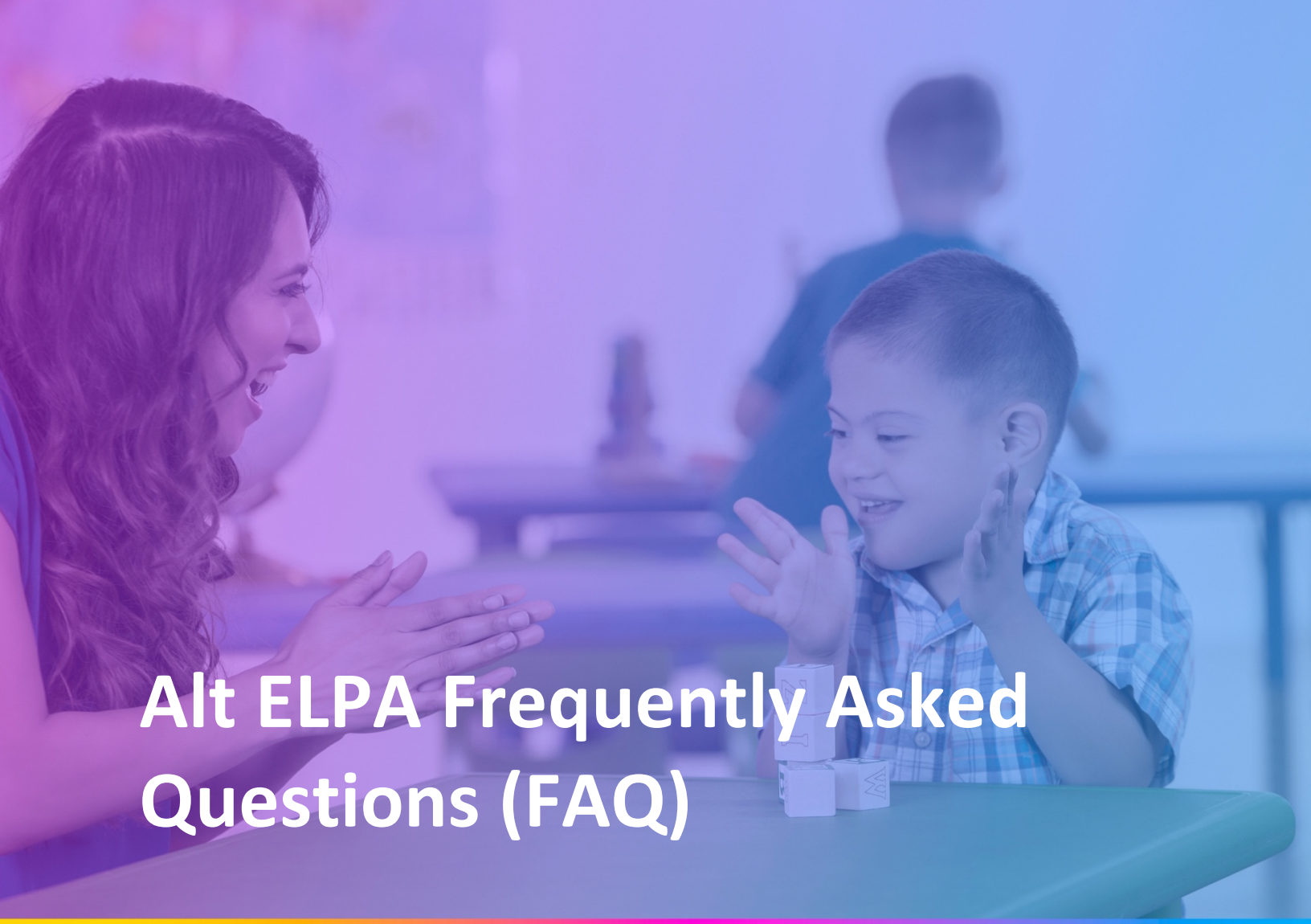
Test administrators may use the print on request feature and securely print test items for a student who needs this support.

12. Does the Alt ELPA use tactile graphics?

Test administrators may use tactile graphics or symbols for students, as needed.

13. Are manipulatives used on the Alt ELPA?

Manipulatives are not necessary to complete the Alt ELPA.



Alt ELPA Frequently Asked Questions (FAQ)

Alternate English Language Proficiency Assessment
School Year 2023–2024



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Frequently Asked Questions: Parents/Guardians and Educators

Alt ELPA Assessment

1. Who takes the Alt ELPA assessment?

The Alt ELPA is for eligible students who have a significant cognitive disability and have been identified as an English learner. Each participating state has their own eligibility criteria guidance, which can be found on your state’s education department website.

2. When is the Alt ELPA administered?

Each state decides when to administer the Alt ELPA. You can find your state’s Alt ELPA testing window on your state’s education department website.

3. What does the Alt ELPA test?

The Alt ELPA assesses the four language domains: listening, speaking, reading, and writing, as required by federal law. The Alt ELPA measures students’ ability to both understand and use the English language for communication and learning.

4. How is the Alt ELPA administered?

The Alt ELPA is administered on the computer, one-on-one with a test administrator and the student. Ideally, the test administrator should be someone that is familiar to the student.

5. How long is the Alt ELPA?

The Alt ELPA has a total 40–50 items across the four domains of language. This is about as long as alternate assessments in other content areas like mathematics or English language arts. Different students will need different amounts of time to complete the Alt ELPA.

6. What is the Alt ELPA used for?

The Alt ELPA is designed specifically for English learners with significant cognitive disabilities. The test helps determine which students still need English language instruction to fully benefit from challenging academic content delivered in English. A student who scores proficient on the Alt ELPA no longer needs English language services and is ready to leave English learner status. Some states call this “reclassification.”

7. What do the test questions/items look like?

To learn more about the design of the Alt ELPA test questions and scoring rubric, please see the samples available in *The Alt ELPA Test Questions*. You can find additional sample questions within the sample tests on your state’s testing portal.



Accessibility

8. **What accessibility supports are available on the Alt ELPA?**

For the full list of accessibility supports available on the Alt ELPA, please consult the *Alt ELPA Accessibility and Accommodation Manual*, found on your state’s testing portal.

9. **What if the student is not able to read the questions or respond?**

The entire test can be read aloud to the student. Alt ELPA also has a process for educators to follow for students who do not have an observable mode of communication. This is covered in the Alt ELPA training modules.

10. **Is there a Braille version of the Alt ELPA?**

Parents/guardians and teachers can work with their local school to determine if Braille versions of the questions are available. Other allowable accommodations may be more appropriate.

11. **Is there a paper-pencil version of the Alt ELPA?**

Yes, test administrators may use the print on request feature and securely print test items for a student who needs this support.

12. **Does the Alt ELPA use tactile graphics?**

Yes, test administrators may use tactile graphics or symbols for students, as needed.

13. **Are manipulatives allowable on the Alt ELPA?**

Yes, manipulatives may be used but are not necessary to complete the Alt ELPA.

Scoring and Reporting

14. **When will data be provided to schools/districts/charters?**

For school year 2022–23 results, the Alt ELPA reporting window will begin in late October 2023, with specific dates varying by state. For future test administrations, the reporting window will begin in late spring. Please check with your state’s alternate assessment coordinator for the opening of the reporting window. There will be permissioned access to score reports in the testing reporting portal based on user roles.

15. **Will there be school and district/charters score reports?**

Yes. There will be score reports for schools and districts/charters to use for planning and providing instructional support. There will also be individual student reports for students that should be shared and communicated with parents/families.



Frequently Asked Questions: State Leads

Test Design and General Information

1. What Alt ELPA tests are available?

The Alt ELPA is a summative English language proficiency assessment for students with significant cognitive disabilities. A screener was beyond the scope of this project and has not yet been developed at this time. For additional information on the availability of a screener, please contact your state test coordinator.

2. How many domains does the Alt ELPA test?

The Alt ELPA assesses the four domains of listening, reading, speaking, and writing, consistent with federal requirements. Additionally, Alt ELPA reports scores for the productive (speaking and writing domains) and receptive (listening and reading domains) modalities.

3. What are the Alt ELPA performance levels?

The Alt ELPA Policy Performance Level Descriptors (PLDs) have three levels: emerging, progressing, and proficient. The Range and Reporting Performance Level Descriptors (PLDs) currently have four levels: (1) beginning, (2) intermediate, (3) early advanced, and (4) advanced. Range PLDs have been drafted for the four domains (listening, reading, speaking, writing), covering Grades K–12.

4. What is the Alt ELPA’s operational status?

The Alt ELPA is fully operational for school year 2023–2024 (winter/spring 2024).

Peer Review Federal Requirements

5. Do CAAELP states need to complete a peer review process for the Alt ELPA?

Yes, all 9 CAAELP states need to complete a peer review process for the Alt ELPA assessment. UCLA CRESST will assist the participating states in the peer review process. Please reach out to [Cathryn Still](#), the ELPA21 Executive Director, with questions or concerns.

Alt ELPA:

Embedded Standard Setting (ESS) and Cut Score Development

Executive Summary

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ABOUT THE ALT ELPA

The Alternate English Language Proficiency Assessment (Alt ELPA) is a new summative assessment designed to measure the English language proficiency of English Learners with the most significant cognitive disabilities. The Alt ELPA’s purpose is to provide fair and valid information on the English language proficiency of this historically underserved group of students, in compliance with the Every Student Succeeds Act of 2015. All students with a significant cognitive disability who are identified as English Learners are eligible to, and required to, participate in annual Alt ELPA testing in grades K-12.

The Alt ELPA has been designed and developed by a collaborative group of ten state departments of education¹, led by the Iowa Department of Education, and national assessment experts. The Iowa Department of Education was awarded ~\$7.9M in 2019, under the U.S. Department of Education’s Competitive Grants for State Assessments Program, to develop and launch this assessment. The assessment was designed in partnership with the states by the Center for Research, Evaluation, Standards, and Student Testing (CRESST) at University of California Los Angeles (UCLA). Creative Measurement Solutions, Inc. (CMS), a leading educational measurement consultancy, partnered with CRESST to lead the participating states through a design and development process that included Embedded Standard Setting, a methodology that transforms the traditional “stand-alone” standard setting process into a continuous, active component of designing an assessment.

The assessment consists of test items that measure the two modalities of English language development: the Receptive modality, which includes listening and reading, and the Productive modality, which includes speaking and writing. English language proficiency on the Alt ELPA is categorized as a combination of students’ performance in both the Receptive and Productive modalities.

The Alt ELPA has 3 overall proficiency determination categories, as described below:

- **Proficient** – Students show a level of English language proficiency reflected in the Alternate ELP standards that **enables full participation or only slightly limits participation** in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining Level 3 or higher in all modalities. Once Proficient on the Alt ELPA, students may be considered for reclassification.

¹ The following states participated in the development of the Alt ELPA: Arizona, Arkansas, Connecticut, Iowa, Louisiana, Nebraska, New York, Ohio, Oregon, and West Virginia.

- **Progressing** – Students show a level of English language proficiency reflected in the Alternate ELP standards that **moderately limits participation** in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining above Level 1 and below Level 3 in at least one modality. Students scoring Progressing on the Alt ELPA are eligible for ongoing program support.
- **Emerging** – Students show a level of English language proficiency reflected in the Alternate ELP standards that **significantly limits participation** in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining Level 1 in all modalities. Students scoring Emerging on the Alt ELPA are eligible for ongoing program support.

Student performance is placed into the proficiency categories above based on their scores in the Receptive and Productive modality. Performance in a modality is described by four performance levels:

- Level 1 – Beginning
- Level 2 – Intermediate
- Level 3 – Early Advanced
- Level 4 – Advanced

A modality performance level of 3 or 4 indicates the student is demonstrating they have the English language skills in that modality, as described in the Alternate English language proficiency standards, to participate in grade-appropriate academic content, as described in the state’s alternate content standards. Students who achieve Level 3 or 4 in both modalities are considered Proficient, and are eligible to be exited from English language services.

Cut scores divide the continuum of student performance into the four performance levels listed above. Cut scores are selected points on the score scale of a test or sub-test. The Embedded Standard Setting process is one of the methodologies used to identify the assessment’s cut scores.

METHODOLOGY & PROCESSES

Establishing the appropriate Alt ELPA cut scores for modalities and grade levels is a multi-step, iterative process. This process is reflected in the Embedded Standard Setting approach, and includes item specification, item writing, item review, field testing, item bank calibration, estimation of cut scores, application of expert judgement to cut scores (also called “smoothing”), Inconsistent Item Review, and state approval of cut scores. These processes all work in concert to establish cut scores that reflect the performance expectations in the Alt

English Language Proficiency standards, and to ensure that the Alt ELPA measures the intended construct and provides valid, meaningful assessment scores.

As an initial step, performance level descriptors were written by experts familiar with the instruction of English language learners with significant cognitive, states' alternate academic content standards, and the Alternate English language proficiency standards. Those performance level descriptors detail the language skills the student can demonstrate on the assessment. Using those performance level descriptors, professional item writers constructed assessment items, and each item was written to measure a specific "target", or performance level, of a standard.

Once the items were written, a panel of expert educators reviewed and confirmed the item writers had met the target of measurement for each assessment item. Items that were judged to have met their targets were field tested. **Field testing** is another step in validating the assessment and the accuracy of the measurement targets reflected in each item.

Using student testing data from the field test, CRESST generated item statistics, calibrated the item bank and established **cut scores** for each modality. Using item response theory, the probability of test-takers at various levels of performance providing correct responses on an item was estimated. Creative Measurement Solutions' analytical method considered the achievement level descriptors and the judgements of subject matter experts in addition to item response data when calculating the optimal cut scores. These analytical cut score estimates are not perfect, but their uncertainty can be quantified by calculating standard error values.

When the assessment was field tested, some items performed as expected, (e.g., the item measured the performance level it was intended to measure). For some items, however, there were discrepancies between the analytical results and the subject matter experts' judgements. It is at this point when the panel of expert educators convened to reconcile these discrepancies. This is called **Inconsistent Item Review**, and the panel event took place on August 2-3, 2023. The feedback and expert judgements of this panel of expert educators was used to further refine the assessment's items.

For example, the item writers may have indicated that an item is most appropriate for Level 2 learners, but field test data could show that even Level 1 learners provided correct responses with ease. This is considered an inconsistent item. The educators at the Inconsistent Item Review Workshop reviewed both the item writers' target of measurement and the assessment data, and rendered a judgement of which performance level the item is actually targeting. This expert judgement is an important step in the process of establishing cut scores and preparing the assessment to be administered operationally.

Another element in the cut score setting process was the **Contrasting Groups Study**. In this study, teachers who regularly work with English Learners with significant cognitive disabilities were asked to rate their students' proficiency levels overall, and on each modality. This study was conducted at the same time the students took the field test. Ideally, the results from these surveys should be consistent with the empirical results from the test – the assessment data showing how students performed. For example, if a student scored “Proficient” on the Alt ELPA, their teacher should ideally have the same opinion about that student’s language proficiency and their ability to participate in grade-level instruction without English Learner services.²

Results from the Alt ELPA Contrasting Groups Study were generally consistent with the empirical results. Teachers tended to rate productive skills lower than what students actually achieved on the test, although a representative from the Iowa Department of Education mentioned that this outcome is typical in Contrasting Groups Studies.

The Inconsistent Item Review Workshop and the Contrasting Groups study provided valuable insights into the accuracy of the cut scores. Analytically optimal cut scores are not always optimal in a practical sense. Additional evidence contributed by state education agency (SEA) stakeholders was also considered. SEAs must balance the precision and rigor of an assessment’s cut scores with the impact of those cut scores on student outcomes. Adjustments to cut scores, commonly referred to as “smoothing”, may need to be made if the proposed cut scores result in unusually high or low proportions of learners being classified into a particular category.

In the case of the Alt ELPA, smoothing of the cut scores allows states to administer an assessment that balances fairness and validity. With the original, analytically derived cut scores, the proportion of Alt ELPA test-takers in grades K and 1 demonstrating proficiency in productive skills was near zero. This made it effectively impossible for an English learner with the most significant cognitive disabilities to receive an overall proficient rating and thereby test out of EL services. While the meaning and purpose of a test that is essentially impossible to pass can be called into question, test designers and SEAs have to make sure the Alt ELPA maintains its integrity by ensuring that students who are determined to be proficient do indeed have the language skills to engage in instruction alongside their peers, who are students with significant cognitive disabilities who are **not** English learners.

Thus, the states engaged in further discussion with CRESST and CMS about smoothing (e.g., adjusting) the assessment’s cut scores. These small adjustments were done by means of **vertical articulation**, which is a method of adjusting the cut scores to account for incremental

² If this ideal case is realized, we have additional validity evidence for the Alt ELPA cut scores. If not, we have additional pieces of information for overview and inquiry regarding the Alt ELPA cut scores.

growth from one grade level to the next by expanding the cut scores to include the statistical margin of error. In response to this issue, states voted to adopt an adjustment to the cut scores that would increase the percentage of proficient grade K and 1 English learners from about 1% to about 3-4%. This **smoothing** of the cut scores also helped to align the assessment outcomes with the intended purpose and guiding principles of the assessment.

Additional evidence in support of this smoothing is that a 3-4% proficiency rate for grade K and 1 students is similar to that for the general ELPA population (students who are English learners but are not significantly cognitively disabled). CMS, CRESST, and SEAs also voiced that slightly conservative cut scores are beneficial for students in low grades so that students who are near, but not yet proficient, can continue receiving important English learner services and support for at least another year, allowing these students to advance their language skills and improving their likelihood of success with grade-appropriate content classrooms.

ALT ELPA CUT SCORES

After the Alt ELPA state representatives approved the smoothing of the cut scores, CRESST transformed those based on the Alt ELPA score reporting scale, which reports modality and domain scores on a scale of 0-99. This scale was chosen for its familiarity to students, families, and educators. Using a familiar scale increases the meaning and accessibility of Alt ELPA scores to the numerous stakeholders who will use these scores.

The Alt ELPA measures the four domains of language—listening, reading, speaking, and writing—as required in Federal law. The Alt ELPA reports student scores based on those four domains and two modalities of language: reception and production.

Reception, also called the “receptive modality”, expresses how a student receives communication: via listening and reading. Production, also known as the “productive modality”, describes how a student produces communication, via speaking and writing. The cut scores for each domain (listening, reading, speaking, and writing) are the same as the cut scores for the modality that domain is in (receptive or productive).

Cut scores for reporting are provided as a range of the lowest (minimum) and highest (maximum) cut scores for each performance level. The proposed cut scores for the Alt ELPA are listed in *Table 1 and Table 2*.

Table 1. Alt ELPA Receptive Modality Cut Scores for Grades K-12.

Grade	Receptive Modality (Listening and Reading)							
	L1		L2		L3		L4	
	Min	Max	Min	Max	Min	Max	Min	Max
KG	0	61	62	70	71	82	83	99
1	0	56	57	64	65	83	84	99
2	0	50	51	60	61	79	80	99
3	0	55	56	65	66	82	83	99
4	0	38	39	51	52	83	84	99
5	0	44	45	57	58	86	87	99
6	0	33	34	42	43	79	80	99
7	0	34	35	44	45	80	81	99
8	0	35	36	45	46	80	81	99
9	0	35	36	46	47	82	83	99
10	0	35	36	46	47	82	83	99
11	0	35	36	46	47	82	83	99
12	0	35	36	46	47	82	83	99

Table 2. Alt ELPA Productive Modality Cut Scores for Grades K-12

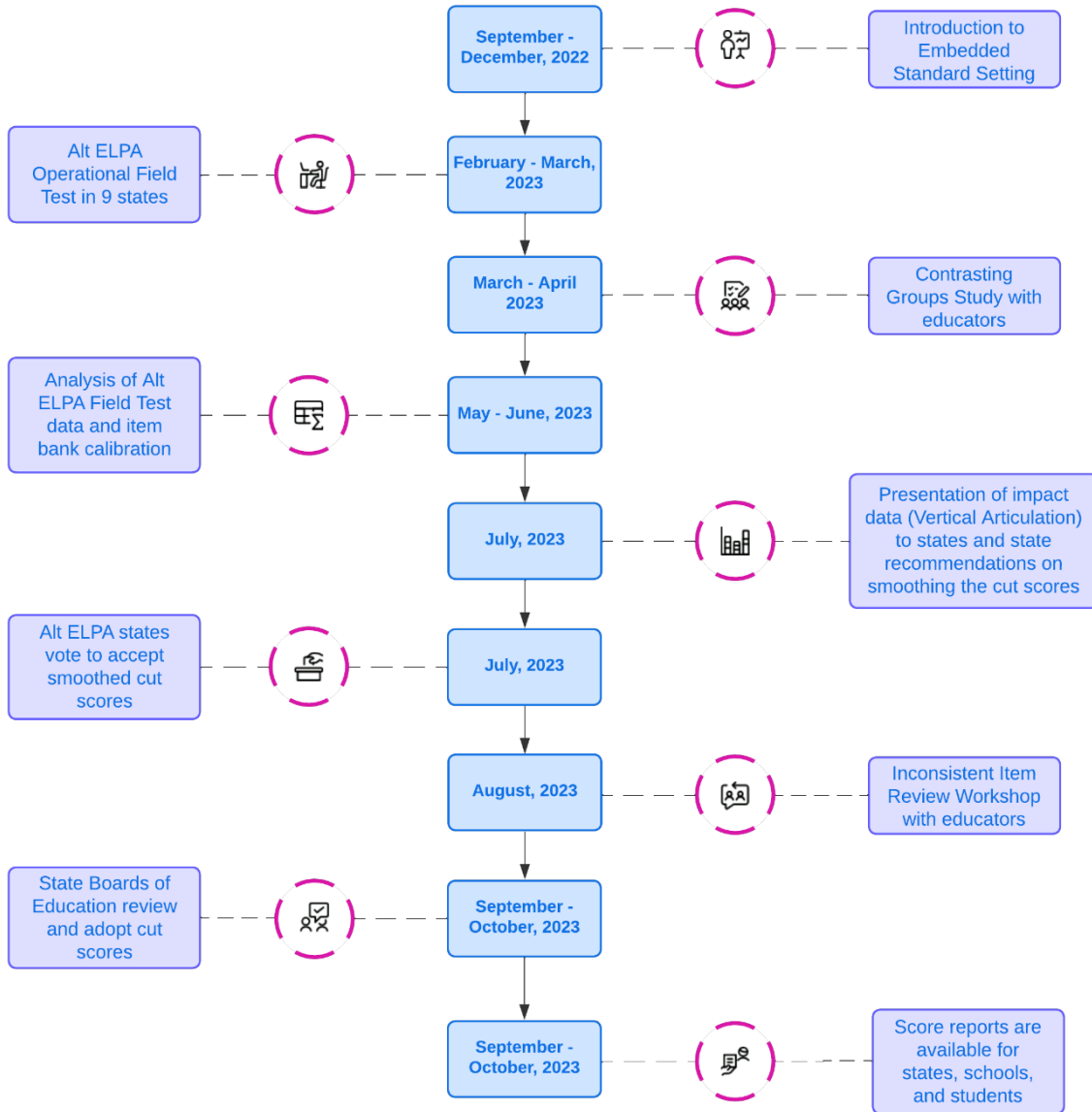
Grade	Productive Modality (Speaking and Writing)							
	L1		L2		L3		L4	
	Min	Max	Min	Max	Min	Max	Min	Max
KG	0	73	74	83	84	91	92	99
1	0	67	68	82	83	94	95	99
2	0	61	62	80	81	87	88	99
3	0	66	67	83	84	89	90	99
4	0	41	42	72	73	80	81	99
5	0	48	49	77	78	84	85	99
6	0	41	42	64	65	83	84	99
7	0	42	43	66	67	84	85	99
8	0	44	45	67	68	85	86	99
9	0	49	50	67	68	76	77	99
10	0	49	50	67	68	76	77	99
11	0	49	50	67	68	76	77	99
12	0	49	50	67	68	76	77	99

NEXT STEPS FOR STATES

States planning to operationalize the Alt ELPA will review the assessment's cut scores with their state Boards of Education in September and October of 2023.

A timeline for the cut score adoption process, and a list of additional resources, are on the following pages.

Timeline for Alt ELPA Cut Score Adoption
UCLA CRESST, August 2023



RESOURCES

- Alt ELPA Standard Setting Design document (to be finalized Fall 2023): [Link](#)
- Overall proficiency categories and modality reporting PLDs: [Link](#)

Alt ELPA Reporting Performance Level Descriptors (PLDs)

Kindergarten

Listening			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
Score Range: 0 to 61	Score Range: 62 to 70	Score Range: 71 to 82	Score Range: 83 to 99
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
<ul style="list-style-type: none"> ● Identifying a few key words from read-alouds and oral presentations ● Recognizing the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events ● Listening with limited participation in short conversations ● Responding to simple yes/no questions about familiar topics ● Recognizing information from experience or from a provided source 	<ul style="list-style-type: none"> ● Identifying some key words from read-alouds and oral presentations ● Recognizing the meaning of some familiar, concrete words in simple oral presentations and read-alouds about familiar topics, experiences, or events ● Listening with some participation in short conversations ● Responding to simple yes/no questions and wh- questions about familiar topics 	<ul style="list-style-type: none"> ● Identifying key words and main topics from read-alouds and oral presentations ● Determining the meaning of a few novel words and a few abstract words and phrases occurring in simple oral presentations and read-alouds about familiar topics, experiences, or events ● Listening with some participation in short conversations ● Responding to simple yes/no questions and wh- questions about familiar topic 	<ul style="list-style-type: none"> ● Answering questions about key details from read-alouds and oral presentations ● Retelling basic information from read-alouds and oral presentations ● Answering simple questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events ● Participating in short conversations ● Responding to more complex yes/no questions and wh- question

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Kindergarten

Reading			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
Score Range: 0 to 61	Score Range: 62 to 70	Score Range: 71 to 82	Score Range: 83 to 99
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
<ul style="list-style-type: none"> ● Identifying a few key words in picture books or simple written text (e.g., labeled pictures) ● Recognizing the meaning of a few frequently occurring words in simple written texts about familiar topics, experiences, or events ● Responding to simple yes/no questions about familiar topics ● Recognizing information from experience or from a provided source 	<ul style="list-style-type: none"> ● Identifying some key words in picture books or simple written text ● Recognizing the meaning of some familiar, concrete words in simple written texts about familiar topics, experiences, or events ● Responding to simple yes/no questions and wh- questions about familiar topics ● Recalling information from experience or from a provided source to answer a question showing developing control 	<ul style="list-style-type: none"> ● Identifying key words and main topics in picture books or simple written texts ● Determining the meaning of a few novel words and a few abstract words and phrases in simple written texts about familiar and novel topics, experiences, or events ● Responding to simple yes/no questions and wh- questions about familiar topics ● Following simple rules for discussion about familiar topic 	<ul style="list-style-type: none"> ● Answering questions about key details in picture books or simple written texts ● Retelling basic information from simple written texts ● Answering simple questions to help determine the meaning of some frequently occurring words and phrases in simple written texts about familiar and novel topics, experiences, or events ● Participating in short conversations ● Responding to more complex yes/no questions and wh- question

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Kindergarten

Speaking			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
Score Range: 0 to 73	Score Range: 74 to 83	Score Range: 84 to 91	Score Range: 92 to 99
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
<ul style="list-style-type: none"> • Communicate simple information, including a feeling or opinion, about a familiar topic or experience • Listen with limited participation in short conversations • Respond to simple yes/no questions about familiar topics • Recognize information from experience or from a provided source 	<ul style="list-style-type: none"> • Communicate simple information or feelings about familiar topics, experiences, or events • Indicate awareness of the difference between appropriate language for the playground and for the classroom • Listen with some participation in short conversations • Respond to simple yes/no questions and wh- questions about familiar topic 	<ul style="list-style-type: none"> • Communicate simple information or feelings about familiar and novel topics, experiences, or events • Identify a feeling or opinion about a familiar topic • Indicate the appropriate audience or task from a field of options when presented with familiar phrases and simple sentences • Demonstrate developing awareness of the difference between appropriate language for the playground and for the classroom 	<ul style="list-style-type: none"> • Tell or dictate simple information about familiar topics, stories, experiences, or events • Express an opinion or preference about a familiar topic • Use words, sounds, expressions, and gestures appropriate for social and academic contexts to demonstrate increasing awareness language appropriate for various contexts • Participate in short conversations • Respond to more complex yes/no questions and wh- questions

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Kindergarten

Writing			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
Score Range: 0 to 73	Score Range: 74 to 83	Score Range: 84 to 91	Score Range: 92 to 99
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
<ul style="list-style-type: none"> ● Communicate simple information, including feelings, about a familiar topic or experience ● Respond to simple yes/no questions about familiar topics ● Recognize information from experience or from a provided source 	<ul style="list-style-type: none"> ● Communicate simple information or feelings about familiar topics, experiences, or events ● Indicate awareness of the difference between appropriate language for the playground and for the classroom ● Respond to simple yes/no questions and wh- questions about familiar topics ● Recall information from experience or from a provided source to answer a question showing developing control 	<ul style="list-style-type: none"> ● Communicate simple information or feelings about familiar and novel topics, experiences, or events ● Identify a feeling or opinion about a familiar topic ● Indicate the appropriate audience or task from a field of options when presented with familiar phrases and simple sentences ● Demonstrate developing awareness of the difference between appropriate language for the playground and for the classroom 	<ul style="list-style-type: none"> ● Tell or dictate simple information about familiar topics, stories, experiences, or events ● Express an opinion or preference about a familiar topic ● Use words and expressions appropriate for social and academic contexts to demonstrate increasing awareness of language appropriate for various contexts ● Participate in short conversations ● Respond to more complex yes/no questions and wh-question

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade 1

Listening			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
Score Range: 0 to 56	Score Range: 57 to 64	Score Range: 65 to 83	Score Range: 84 to 99
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
<ul style="list-style-type: none"> ● Identifying a few key words and phrases from read-alouds and oral presentations ● Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple oral discourse about familiar topics, experiences, or events ● Listening with limited participation in short conversations ● Responding to simple yes/no questions about familiar topics ● Participating in shared research projects 	<ul style="list-style-type: none"> ● Identifying key words from read-alouds and oral presentations ● Determining the meaning of frequently occurring words and phrases in simple oral discourse about familiar topics, experiences, or events ● Listening with some participation in short conversations ● Responding to simple yes/no questions and wh- questions ● Participating in shared research projects ● Labeling information from some provided sources showing emerging control 	<ul style="list-style-type: none"> ● Identifying key words and main topics from read-alouds and oral presentations ● Determining the meaning of a few novel words and a few abstract words and phrases occurring in simple oral presentations and read-alouds about familiar topics, experiences, or events ● Listening with some participation in short conversations ● Responding to simple yes/no questions and wh- questions about familiar topic 	<ul style="list-style-type: none"> ● Answering questions about key details from read-alouds and oral presentations ● Retelling basic information from read-alouds and oral presentations ● Determining the meaning of less-frequently occurring words and phrases from simple oral presentations and read-alouds ● Participating in short conversations ● Responding to simple yes/no questions and wh- questions ● Following some rules for discussion about familiar topics

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade 1

Reading			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
Score Range: 0 to 56	Score Range: 57 to 64	Score Range: 65 to 83	Score Range: 84 to 99
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
<ul style="list-style-type: none"> ● Identifying a few key words and phrases in simple written texts ● Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple written texts about familiar topics, experiences, or events ● Responding to simple yes/no questions about familiar topics ● Participating in shared research projects ● Labeling information from a few provided sources showing limited control 	<ul style="list-style-type: none"> ● Identifying key words in simple written texts ● Determining the meaning of frequently occurring words and phrases in simple written texts about familiar topics, experiences, or events ● Responding to simple yes/no questions and wh- questions ● Participating in shared research projects ● Labeling information from some provided sources showing emerging control 	<ul style="list-style-type: none"> ● Identifying key words and the main topic in simple written texts ● Determining the meaning of general words and phrases in written texts about familiar and novel topics, experiences, or events ● Responding to simple yes/no questions and wh- questions ● Following simple rules for discussion about familiar topics ● Participating in shared research projects ● Retelling key information from provided sources showing emerging control 	<ul style="list-style-type: none"> ● Answering questions about key details from simple written texts ● Retelling basic information from simple written texts ● Determining the meaning of less-frequently occurring words and phrases from simple written texts ● Responding to simple yes/no questions and wh- questions ● Following some rules for discussion about familiar topics ● Participating in shared research projects

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade 1

Speaking			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
Score Range: 0 to 67	Score Range: 68 to 82	Score Range: 83 to 94	Score Range: 95 to 99
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
<ul style="list-style-type: none"> • Communicate simple information or feelings about a familiar topic or experience • Indicate the appropriate audience or task when presented with familiar phrases and simple sentences • Indicate appropriate language for the playground and for the classroom • Listen with limited participation in short conversations • Respond to simple yes/no questions about familiar topics • Participate in shared research projects 	<ul style="list-style-type: none"> • Communicate simple information about familiar topics, experiences, or events • Demonstrate developing awareness of appropriate language for the playground and for the classroom • Listen with some participation in short conversations • Respond to simple yes/no questions and wh- questions • Participate in shared research projects • Label information from some provided sources showing emerging control 	<ul style="list-style-type: none"> • Communicate simple information about familiar and novel topics, experiences, or events • By using some words, sounds, expressions, and gestures appropriate for the playground and for the classroom, demonstrate awareness of the difference between appropriate language for the playground and for the classroom • Listen with some participation in short conversations 	<ul style="list-style-type: none"> • Express an opinion or preference about familiar topics, stories, experience, or events • Tell simple information about familiar topics, stories, experiences, or events • By using an increasing number of words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom), demonstrate awareness of the difference between appropriate language in various context

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade 1

Writing			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
Score Range: 0 to 67	Score Range: 68 to 82	Score Range: 83 to 94	Score Range: 95 to 99
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
<ul style="list-style-type: none"> ● Communicate simple information or feelings about a familiar topic or experience ● Indicate the appropriate audience or task when presented with familiar phrases and simple sentences ● Indicate appropriate language for the playground and for the classroom ● Respond to simple yes/no questions about familiar topics ● Participate in shared research projects ● Label information from a few provided sources showing limited control 	<ul style="list-style-type: none"> ● Communicate simple information about familiar topics, experiences, or events ● Demonstrate developing awareness of appropriate language for the playground and for the classroom ● Respond to simple yes/no questions and wh- questions ● Participate in shared research projects ● Label information from some provided sources showing emerging control 	<ul style="list-style-type: none"> ● Communicate simple information about familiar and novel topics, experiences, or events ● By using some words, expressions, and gestures appropriate for the playground and for the classroom, demonstrate awareness of the difference between appropriate language for the playground and for the classroom ● Respond to simple yes/no questions and wh- questions ● Follow simple rules for discussion about familiar topics 	<ul style="list-style-type: none"> ● Express an opinion or preference about familiar topics, stories, experience, or events ● Tell or dictate simple information about familiar topics, stories, experiences, or events ● By using an increasing number of words, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom), demonstrate awareness of the difference between appropriate language in various contexts

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade Band 2-3

Listening			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
2nd Score Range: 0 to 50 3rd Score Range: 0 to 55	2nd Score Range: 51 to 60 3rd Score Range: 56 to 65	2nd Score Range: 61 to 79 3rd Score Range: 66 to 82	2nd Score Range: 80 to 99 3rd Score Range: 83 to 99
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
<ul style="list-style-type: none"> ● Identifying a few key words/phrases from read-alouds and oral presentations ● Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple oral discourse about familiar topics, experiences, or events ● Listening with occasional participation in short conversations ● Responding to simple yes/no questions about familiar topics ● Participating in shared research projects ● Labeling information from a few provided sources 	<ul style="list-style-type: none"> ● Identifying the main topic or characters from read-alouds and oral presentations ● Determining the meaning of frequently occurring words, phrases, and expressions in simple oral discourse about familiar topics, experiences, or events ● Listening to and participating in short conversations ● Responding to simple yes/no questions about familiar topics ● Participating in shared research project 	<ul style="list-style-type: none"> ● Identifying the main topic or characters from read-alouds and oral presentations ● Sequencing information from read-alouds and oral presentations ● Determining the meaning of a few general academic and content-specific words and frequently occurring expressions in oral discourse about familiar topics, experiences, or events ● Listening to and participating in short conversations ● Responding to simple yes/no questions about familiar topic 	<ul style="list-style-type: none"> ● Determining the main idea or theme from read-alouds and oral presentations ● Identifying some details that support the main idea or theme from read-alouds and oral presentations ● Retelling parts of a story from read-alouds and oral presentations ● Determining the meaning of a growing number of general academic and content-specific words and an increasing number of expressions about a variety of topics, experiences, or event

Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade Band 2-3

Reading			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
2 nd Score Range: 0 to 50 3 rd Score Range: 0 to 55	2 nd Score Range: 51 to 60 3 rd Score Range: 56 to 65	2 nd Score Range: 61 to 79 3 rd Score Range: 66 to 82	2 nd Score Range: 80 to 99 3 rd Score Range: 83 to 99
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
<ul style="list-style-type: none"> Identifying a few key words and phrases in simple written texts Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple written texts about familiar topics, experiences, or events Responding to simple yes/no questions about familiar topics Participating in shared research projects Labeling information from a few provided sources Analyzing and critiquing arguments of others 	<ul style="list-style-type: none"> Identifying the main topic or characters in simple written texts Determining the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events Responding to simple yes/no questions about familiar topics Participating in shared research projects Labeling information from some provided sources 	<ul style="list-style-type: none"> Identifying the main topic or characters in simple written texts Sequencing information from simple written texts Determining the meaning of general academic and content-specific words and frequently occurring expressions in written texts about familiar and novel topics, experiences, or events Responding to simple yes/no questions about familiar topics Following simple rules for discussion about familiar topic 	<ul style="list-style-type: none"> Determining the main idea or theme from simple written texts Identifying some details that support the main idea or theme in simple written texts Retelling parts of a story from simple written texts Determining the meaning of general academic and content-specific words and a growing number of expressions in texts about a variety of topics, experiences, or events

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade Band 2-3

Speaking			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
2nd Score Range: 0 to 61 3rd Score Range: 0 to 66	2nd Score Range: 62 to 80 3rd Score Range: 67 to 83	2nd Score Range: 81 to 87 3rd Score Range: 84 to 89	2nd Score Range: 88 to 99 3rd Score Range: 90 to 99
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
<ul style="list-style-type: none"> ● Communicate simple information, including a preference about a familiar topic, story, experience, or event ● Communicate understanding of the meaning of some words learned through conversations, reading, and being read to ● Listen with occasional participation in short conversations ● Respond to simple yes/no questions about familiar topics ● Participate in shared research project 	<ul style="list-style-type: none"> ● Communicate simple information, including a preference about familiar topics, stories, experiences, or events ● Communicate understanding of words appropriate for social versus academic contexts (e.g., playground, classroom) ● Listen to and participate in short conversations ● Respond to simple yes/no questions about familiar topics ● Participate in shared research projects ● Label information from some provided sources 	<ul style="list-style-type: none"> ● Communicate information, including a preference about familiar and novel topics or stories ● Provide one or two reasons or facts for a preference about a familiar topic or story ● Use some words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom) ● Listen to and participate in short conversation 	<ul style="list-style-type: none"> ● Deliver short presentations or information (e.g., about familiar and novel topics, stories, experiences, or events) ● Provide a few reasons to support information or a preference about a familiar topic or story ● Use an increasing number of words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom) ● Participate in short conversations

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade Band 2-3

Writing			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
2 nd Score Range: 0 to 61 3 rd Score Range: 0 to 66	2 nd Score Range: 62 to 80 3 rd Score Range: 67 to 83	2 nd Score Range: 81 to 87 3 rd Score Range: 84 to 89	2 nd Score Range: 88 to 99 3 rd Score Range: 90 to 99
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
<ul style="list-style-type: none"> Communicate simple information, including opinions, about familiar texts, topics, and experiences Communicate understanding of the meaning of some words learned through conversations, reading, and being read to Respond to simple yes/no questions about familiar topics Participate in shared research projects Label information from a few provided sources Analyze and critique arguments of others 	<ul style="list-style-type: none"> Compose simple written text about familiar texts, topics, experiences, or events Communicate understanding of words appropriate for social versus academic contexts (e.g., playground, classroom) Respond to simple yes/no questions about familiar topics Participate in shared research projects Label information from some provided sources 	<ul style="list-style-type: none"> Compose written text about familiar texts, topics, experiences, or events Provide one or two reasons or facts to support the information about familiar and novel topics Use some words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom) Respond to simple yes/no questions about familiar topic 	<ul style="list-style-type: none"> Compose written text about familiar texts, topics, experiences, or events Provide a few reasons or facts to support the information about familiar and novel topics Use an increasing number of words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom) Ask and answer simple questions to exchange ideas or information, or to clarify for understanding

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade Band 4-5

Listening			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
4th Score Range: 0 to 38 5th Score Range: 0 to 44	4th Score Range: 39 to 51 5th Score Range: 45 to 57	4th Score Range: 52 to 83 5th Score Range: 58 to 86	4th Score Range: 84 to 99 5th Score Range: 87 to 99
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
<ul style="list-style-type: none"> ● Identifying a few key words and phrases from read-alouds and oral presentations ● Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple oral discourse about familiar topics, experiences, or events ● Listening with occasional participation in short conversations ● Respond to simple yes/no questions about familiar topics ● Participating in shared research project 	<ul style="list-style-type: none"> ● Identifying the main topic or characters from read-alouds and oral presentations ● Determining the meaning of frequently occurring words, phrases, and expressions in simple oral discourse about familiar topics, experiences, or events ● Participating in short conversations about familiar topics and texts ● Participating in shared research projects ● Labeling information from some provided source 	<ul style="list-style-type: none"> ● Identifying the main topic or characters from read-alouds and oral presentations ● Sequencing information from read-alouds and oral presentations ● Determining the meaning of a few general academic and content-specific words and frequently occurring expressions in oral discourse about familiar topics, experiences, or events ● Participating in short conversations about familiar topics and texts ● Recall information from experience 	<ul style="list-style-type: none"> ● Determining the main idea or theme from read-alouds and oral presentations ● Identifying some details that support the main idea or theme from read-alouds and oral presentations ● Retelling parts of a story from read-alouds and oral presentations ● Determining the meaning of a growing number of general academic and content-specific words and an increasing number of expressions about a variety of topics, experiences, or events

Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade Band 4-5

Reading			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
4th Score Range: 0 to 38 5th Score Range: 0 to 44	4th Score Range: 39 to 51 5th Score Range: 45 to 57	4th Score Range: 52 to 83 5th Score Range: 58 to 86	4th Score Range: 84 to 99 5th Score Range: 87 to 99
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
<ul style="list-style-type: none"> Identifying a few key words and phrases in simple written texts Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple written texts about familiar topics, experiences, or events Participating in short written exchanges about familiar topics Participating in shared research projects Labeling information from a few provided sources Identifying a point an author makes 	<ul style="list-style-type: none"> Identifying the main topic or characters in simple written texts Determining the meaning of frequently occurring words and expressions in simple written texts about familiar topics, experiences, or events Participating in short written exchanges about familiar topics and texts Participating in shared research projects Labeling information from some provided sources 	<ul style="list-style-type: none"> Identifying the main topic or characters in simple written texts Sequencing information from simple written texts Determining the meaning of general academic and content-specific words and frequently occurring expressions in written texts about familiar and novel topics, experiences, or events Participating in short written exchanges about familiar topics and texts Responding to simple questions about familiar topics and texts 	<ul style="list-style-type: none"> Determining the main idea or theme from simple written texts Identifying some details that support the main idea or theme in simple written texts Retelling parts of a story from simple written texts Determining the meaning of general academic and content-specific words and a growing number of expressions in texts about a variety of topics, experiences, or event

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade Band 4-5

Speaking			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
4th Score Range: 0 to 41 5th Score Range: 0 to 48	4th Score Range: 42 to 72 5th Score Range: 49 to 77	4th Score Range: 73 to 80 5th Score Range: 78 to 84	4th Score Range: 81 to 99 5th Score Range: 85 to 99
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
<ul style="list-style-type: none"> ● Communicate simple information, including opinions about familiar texts, topics, and experiences ● Recognize the meaning of some words learned through conversations, reading, and being read to ● Participate in short conversations about familiar topics ● Participate in shared research projects ● Label information from a few provided sources ● Identify a point an author or speaker makes 	<ul style="list-style-type: none"> ● Communicate simple information, including opinions about familiar topics, experiences, or events ● Use language appropriate for a task and audience ● Use some frequently occurring words and phrases ● Participate in short conversations about familiar topics and texts ● Participate in shared research projects ● Label information from some provided sources ● Identify a reason a speaker gives to support a main idea 	<ul style="list-style-type: none"> ● Communicate information, including an opinion and one or two reasons or facts to support the information about a familiar topic ● Use language appropriate for a task and audience ● Use some general academic and content-specific words and phrases ● Participate in short conversations about familiar topics and texts ● Respond to simple questions about familiar topics and texts 	<ul style="list-style-type: none"> ● Deliver short presentations or information (e.g., about familiar and novel topics, experiences, or events) ● Provide a few reasons or facts to support information about a familiar topic ● Use language appropriate for a purpose, task, and audience ● Use an increasing number of general academic and content-specific words and phrases ● Participate in short conversations about familiar topics and texts

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade Band 4-5

Writing			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
4th Score Range: 0 to 41 5th Score Range: 0 to 48	4th Score Range: 42 to 72 5th Score Range: 49 to 77	4th Score Range: 73 to 80 5th Score Range: 78 to 84	4th Score Range: 81 to 99 5th Score Range: 85 to 99
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
<ul style="list-style-type: none"> ● Communicate simple information, including an opinion about familiar texts, topics, and experiences ● Recognize the meaning of some words learned through conversations, reading, and being read to ● Participate in short written exchanges about familiar topics ● Participate in shared research projects. ● Label information from a few provided sources ● Identify a point an author or speaker makes 	<ul style="list-style-type: none"> ● Compose simple written text about familiar texts, topics, experiences, or events ● Use language appropriate for a task and audience ● Use some frequently occurring words and phrases ● Participate in short written exchanges about familiar topics and texts ● Participate in shared research projects ● Label information from some provided sources ● Identify a reason an author gives to support a main idea 	<ul style="list-style-type: none"> ● Compose written text about familiar texts, topics, experiences, or events ● Provide one or two reasons or facts to support the information about familiar and novel topics ● Use language appropriate for a task and audience ● Use some general academic and content-specific words and phrases ● Participate in short written exchanges about familiar topics and texts 	<ul style="list-style-type: none"> ● Deliver presentations or information ● Compose written text about familiar texts, topics, experiences, or events ● Provide a few reasons or facts to support the information about familiar and novel topics ● Use language appropriate for a purpose, task, and audience ● Use an increasing number of general academic and content-specific words and phrases ● Participate in short written exchanges about familiar topics and text

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Grade Band 6-8

Listening			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
6th Score Range: 0 to 33 7th Score Range: 0 to 34 8th Score Range: 0 to 35	6th Score Range: 34 to 42 7th Score Range: 35 to 44 8th Score Range: 36 to 45	6th Score Range: 43 to 79 7th Score Range: 45 to 80 8th Score Range: 46 to 80	6th Score Range: 80 to 99 7th Score Range: 81 to 99 8th Score Range: 81 to 99
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
<ul style="list-style-type: none"> ● Identifying a few key words and phrases in oral communications ● Recognizing the meaning of a few frequently occurring words, phrases, and expressions in oral presentations about familiar topics, experiences, or events ● Participating in short conversations about familiar topics ● Responding to simple questions about familiar topics ● Gathering information from a few provided sources ● Labeling information from a few provided sources 	<ul style="list-style-type: none"> ● Identifying the main topic in oral presentations ● Determining the meaning of frequently occurring words, phrases, and expressions in oral presentations about familiar topics, experiences, or events ● Participating in short conversations about familiar topics ● Responding to simple questions and some wh-questions about familiar topics ● Gathering information from a few provided sources 	<ul style="list-style-type: none"> ● Identifying the main topic in oral presentations ● Retelling a few key details from oral presentations ● Determining the meaning of general academic and content-specific words and frequently occurring expressions in oral presentations about familiar topics, experiences, or events ● Participating in short conversations about familiar topics ● Responding to simple questions and some wh-questions about familiar topics 	<ul style="list-style-type: none"> ● Summarizing information from oral presentations ● Identifying two or more central ideas or themes in oral presentations ● Identifying supporting details and how they support central ideas or themes in oral presentations ● Determining the meaning of a growing number of general academic and content-specific words and expressions in oral presentations about a variety of topics, experiences, or events

Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade Band 6-8

Reading			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
6th Score Range: 0 to 33 7th Score Range: 0 to 34 8th Score Range: 0 to 35	6th Score Range: 34 to 42 7th Score Range: 35 to 44 8th Score Range: 36 to 45	6th Score Range: 43 to 79 7th Score Range: 45 to 80 8th Score Range: 46 to 80	6th Score Range: 80 to 99 7th Score Range: 81 to 99 8th Score Range: 81 to 99
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
<ul style="list-style-type: none"> Identifying a few key words and phrases in simple written texts Recognizing the meaning of a few frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events Participating in short written exchanges about familiar topics and texts Responding to simple questions about familiar topics and texts Gathering information from a few provided sources 	<ul style="list-style-type: none"> Identifying the main topic in simple written texts Determining the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events Participating in short written exchanges about familiar topics and texts Responding to simple questions and some wh-questions about familiar topics and texts Gathering information from a few provided sources 	<ul style="list-style-type: none"> Identifying the main topic in simple written texts Retelling a few key details from simple written texts Determining the meaning of general academic and content-specific words and frequently occurring expressions in texts about familiar and novel topics, experiences, or events Participating in short written exchanges about familiar topics and texts 	<ul style="list-style-type: none"> Summarizing information from simple written texts Identifying two or more central ideas or themes in simple written texts Identifying supporting details and how they support central ideas or themes in simple written texts Determining the meaning of general academic and content-specific words and a growing number of expressions in texts about a variety of topics, experiences, or events

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade Band 6-8

Speaking			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
6th Score Range: 0 to 41 7th Score Range: 0 to 42 8th Score Range: 0 to 44	6th Score Range: 42 to 64 7th Score Range: 43 to 66 8th Score Range: 45 to 67	6th Score Range: 65 to 83 7th Score Range: 67 to 84 8th Score Range: 68 to 85	6th Score Range: 84 to 99 7th Score Range: 85 to 99 8th Score Range: 86 to 99
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
<ul style="list-style-type: none"> ● Communicate simple information, including opinions, about familiar texts, topics, and experiences ● Recognize the meaning of some words learned through conversations, reading, and being read to ● Participate in short conversations about familiar topics ● Respond to simple questions about familiar topics ● Gather information from a few provided sources ● Label information from a few provided sources 	<ul style="list-style-type: none"> ● Communicate simple information about familiar topics, experiences, or events ● Use language appropriate for a task and audience ● Use some frequently occurring words and phrases ● Participate in short conversations about familiar topics ● Respond to simple questions and some wh- questions about familiar topics ● Gather information from a few provided sources 	<ul style="list-style-type: none"> ● Communicate information about familiar and novel topics, experiences, or events ● Provide one or two reasons or facts to support the information about a familiar topic ● Use language appropriate for a task and audience ● Use some general academic and content-specific words and phrases ● Participate in short conversations about familiar topics 	<ul style="list-style-type: none"> ● Deliver presentations or information about familiar and novel topics, experiences, or events ● Provide a few reasons or facts to support the information about a familiar topic ● Use language appropriate for a purpose, task, and audience ● Use an increasing number of general academic and content-specific words and phrases ● Participate in short conversations about familiar topics

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade Band 6-8

Writing			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
6th Score Range: 0 to 41 7th Score Range: 0 to 42 8th Score Range: 0 to 44	6th Score Range: 42 to 64 7th Score Range: 43 to 66 8th Score Range: 45 to 67	6th Score Range: 65 to 83 7th Score Range: 67 to 84 8th Score Range: 68 to 85	6th Score Range: 84 to 99 7th Score Range: 85 to 99 8th Score Range: 86 to 99
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
<ul style="list-style-type: none"> Communicate simple information, including opinions, about familiar texts, topics, and experiences Recognize the meaning of some words learned through conversations, reading, and being read to Participate in short written exchanges about familiar topics and texts Respond to simple questions about familiar topics and texts Gather information from a few provided sources Label information from a few provided sources 	<ul style="list-style-type: none"> Compose simple written text about familiar texts, topics, experiences, or events Use language appropriate for a task and audience Use some frequently occurring words and phrases Participate in short written exchanges about familiar topics and texts Respond to simple questions and some wh- questions about familiar topics and texts Gather information from a few provided sources 	<ul style="list-style-type: none"> Compose written text about familiar texts, topics, experiences, or events Provide one or two reasons or facts to support the information about familiar and novel topics Use language appropriate for a task and audience Use some general academic and content-specific words and phrases Participate in short written exchanges about familiar topics and texts 	<ul style="list-style-type: none"> Compose written text about familiar texts, topics, experiences, or events Provide a few reasons or facts to support the information about familiar and novel topics Use language appropriate for a purpose, task, and audience Use an increasing number of general academic and content-specific words and phrases Participate in short written exchanges about familiar topics and texts

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade Band 9-12

Listening			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
Score Range: 0 to 35	Score Range: 36 to 46	Score Range: 47 to 82	Score Range: 83 to 99
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
<ul style="list-style-type: none"> • Identifying a few key words and phrases in oral communications • Recognizing the meaning of a few frequently occurring words, phrases, and expressions in oral presentations about familiar topics, experiences, or events • Participating in short conversations about familiar topics • Responding to simple questions and some wh- questions about familiar topics • Gathering information from a few provided sources 	<ul style="list-style-type: none"> • Identifying the main topic in oral presentations. • Determining the meaning of frequently occurring words, phrases, and expressions in oral presentations about familiar topics, experiences, or events • Participating in short conversations about familiar topics • Responding to simple questions and wh- questions about familiar topics • Gathering information from a few provided sources 	<ul style="list-style-type: none"> • Identifying the main topic in oral presentations • Retelling a few key details from oral presentations • Determining the meaning of general academic and content-specific words and frequently occurring expressions in oral presentations about familiar topics, experiences, or events • Participating in short conversations about familiar topics • Responding to simple questions and wh- questions about familiar topics 	<ul style="list-style-type: none"> • Summarizing information from oral presentations • Identifying two or more central ideas or themes in oral presentations • Identifying supporting details and how they support central ideas or themes in oral presentations • Determining the meaning of a growing number of general academic and content-specific words and expressions in oral presentations about a variety of topics, experiences, or events

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade Band 9-12

Reading			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
Score Range: 0 to 35	Score Range: 36 to 46	Score Range: 47 to 82	Score Range: 83 to 99
Students in Level 1 typically can show comprehension by:	Students in Level 2 typically can show comprehension by:	Students in Level 3 typically can show comprehension by:	Students in Level 4 typically can show comprehension by:
<ul style="list-style-type: none"> • Identifying a few key words and phrases in simple written texts • Recognizing the meaning of a few frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events • Participating in short written exchanges about familiar topics and texts • Responding to simple questions about familiar topics and texts • Gathering information from a few provided sources 	<ul style="list-style-type: none"> • Identifying the main topic in simple written texts • Determining the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events • Participating in short written exchanges about familiar topics and texts • Responding to simple questions and wh- questions about familiar topics and texts • Gathering information from a few provided source 	<ul style="list-style-type: none"> • Identifying the main topic in simple written texts • Retelling a few key details from simple written texts • Determining the meaning of general academic and content-specific words and frequently occurring expressions in texts about familiar and novel topics, experiences, or events • Participating in short written exchanges about familiar topics and texts • Retelling information using labeled illustrations, diagrams, or other graphics 	<ul style="list-style-type: none"> • Summarizing information from simple written texts • Identifying two or more central ideas or themes in simple written texts • Identifying supporting details and how they support central ideas or themes in simple written texts • Participating in written exchanges and answering simple questions about familiar topics and texts • Responding to the ideas of others or expressing one's own ideas about familiar topics and texts

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Alt ELPA Reporting Performance Level Descriptors (PLDs)

Grade Band 9-12

Speaking			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
Score Range: 0 to 49	Score Range: 50 to 67	Score Range: 68 to 76	Score Range: 77 to 99
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
<ul style="list-style-type: none"> ● Communicate information, including opinions, about familiar texts, topics, and experiences ● Recognize the meaning of some words learned through conversations, reading, and being read to ● Participate in short conversations about familiar topics ● Respond to simple questions about familiar topics ● Gather information from a few provided sources 	<ul style="list-style-type: none"> ● Communicate simple information about familiar topics, experiences, or events ● Use language appropriate for a task and audience ● Use some frequently occurring words and phrases ● Participate in short conversations about familiar topics ● Respond to simple questions and wh- questions about familiar topics ● Gather information from a few provided sources 	<ul style="list-style-type: none"> ● Communicate information about familiar and novel topics, experiences, or events ● Provide one or two reasons or facts to support information about a familiar topic ● Use language appropriate for a task and audience ● Use some general academic and content-specific words and phrases ● Participate in short conversations about familiar topics ● Respond to simple questions and wh- questions about familiar topics 	<ul style="list-style-type: none"> ● Deliver presentations or information about familiar and novel topics, experiences, or events ● Provide a few reasons or facts to support information about a familiar topic ● Use an increasing number of academic and content-specific words and phrases ● Participate in short conversations and answer simple questions about familiar topics ● Respond to others' ideas or express one's own ideas about familiar topics

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Grade Band 9-12

Writing			
Level 1: Beginning	Level 2: Intermediate	Level 3: Early Advanced	Level 4: Advanced
Score Range: 0 to 49	Score Range: 50 to 67	Score Range: 68 to 76	Score Range: 77 to 99
Students in Level 1 with limited control, prompting, and support can:	Students in Level 2 with developing control, prompting, and support can:	Students in Level 3 with increasingly independent control, prompting, and support can:	Students in Level 4 with independent control, prompting, and support can:
<ul style="list-style-type: none"> ● Communicate information, including opinions, about familiar texts, topics, and experiences ● Recognize the meaning of some words learned through conversations, reading, and being read to ● Participate in short written exchanges about familiar topics and texts ● Respond to simple questions and some wh- questions about familiar topics and texts ● Gather information from a few provided sources 	<ul style="list-style-type: none"> ● Compose simple written text about familiar texts, topics, experiences, or events ● Use language appropriate for a task and audience ● Use some frequently occurring words and phrases ● Participate in short written exchanges about familiar topics and texts ● Respond to simple questions and wh- questions about familiar topics and texts ● Identify a main point an author or speaker makes 	<ul style="list-style-type: none"> ● Compose written text about familiar texts, topics, experiences, or events ● Provide one or two reasons or facts to support information about familiar and novel topics ● Use language appropriate for a task and audience ● Use some general academic and content-specific words and phrases ● Participate in short written exchanges about familiar topics and texts 	<ul style="list-style-type: none"> ● Compose written text about familiar texts, topics, experiences, or events ● Provide a few reasons or facts to support information about familiar and novel topics ● Use language appropriate for a purpose, task, and audience ● Use an increasing number of general academic and content-specific words and phrases ● Participate in written exchanges and answer simple questions about familiar topics and texts

Contributors:

- Arizona
- Arkansas
- California
- Colorado
- Guam
- Iowa
- Louisiana
- Michigan
- Nebraska
- New York
- North Carolina
- Ohio
- Oregon
- Pennsylvania
- South Carolina
- Texas
- U.S. Virgin Islands
- Washington
- Washington, D.C.
- West Virginia
- CCSSO EL Assessment Task Force
- CCSSO SWD Assessment Task Force
- Teachers
- Representatives from major consortia/project: DLM, MSAA, ELPA21, WIDA, ALTELLA
- Other experts in standards, measurement, English learners, students with disabilities, English learners with disabilities, English learners with significant cognitive disabilities
- Project Director: Fen Chou
- Project Manager: Edynn Sato
- Senior Advisor: Martha Thurlow



Alt ELPA Standard Setting: Achievement Level Descriptor & Cut Score Adoption

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State Board of Education

First Read

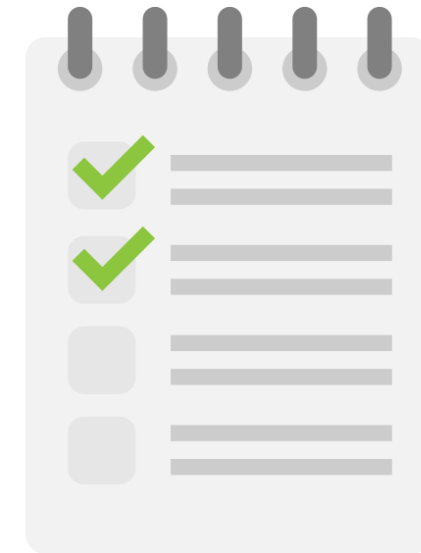
September 21, 2023

ODE presenters: Dan Farley, Andrea Lockard, Ben Wolcott, & Mason Rivers

Presentation Goals

By the end of this presentation, we will endeavor to effectively explain the following four key concepts:

- Alt ELPA—what it is, why it matters
- What are “Achievement Level Descriptors” and “Cut scores”
- How today’s recommendations were generated
- The Board’s decision point for October



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[Image source](#)

Alt ELPA

- First administered in spring 2023
- A federally required test for students who:
 - Have EL status, *and*
 - Experience the most significant cognitive disabilities
- Results inform instruction/service provision, help with program evaluation, and determine whether the student will retain or exit EL status
 - Students who retain EL status receive English language development services and continue to test yearly on Alt ELPA
 - Students who exit EL status no longer receive English language development services or test on Alt ELPA, but are monitored for another four years



[Image source](#)

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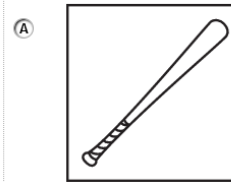
Alt ELPA Administration

- Four “mini-tests” with 10 questions each (Reading, Writing, Listening, Speaking)
 - Domains which are inaccessible to the student can be exempted (i.e. the test is not able to measure the student’s proficiency in a given domain)
- See the [Sample Test](#) for a preview

The Surprise

Mom has a surprise for Sam. They are going to the park.

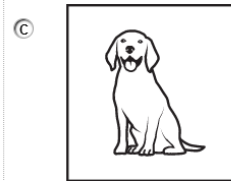
Who takes Sam to the park?



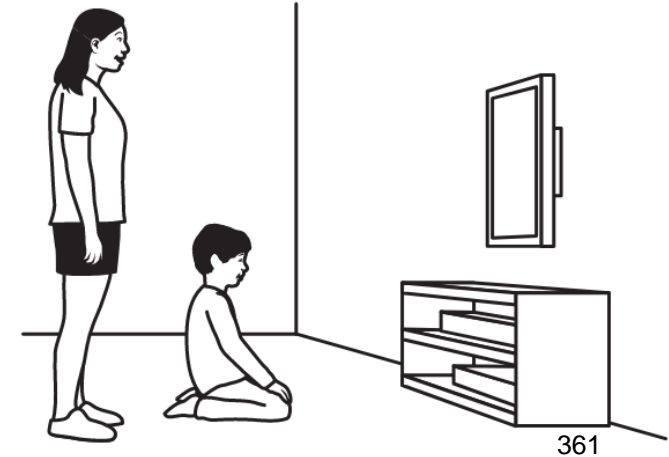
his bat



his mom



his dog



Student Experience

- 1:1 computer administration
 - Should be administered by a Test Administrator familiar with the student and their communication method
 - Wide range of supports; highly individualizable
 - Test Administrator can help with technology, read items aloud, or provide other support
- Time to test varies significantly by student

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Standards and Test Design

- Test was designed based on [Oregon's ELP standards](#), but with [essentialized performance expectations](#).
 - “Essentialization” means reducing the depth, breadth, and complexity of the standards to render the performance demand appropriate for students experiencing the most significant cognitive disabilities.
- Differences between alternate and general ELP performance expectations exist in all grade bands. They are most pronounced at higher grade bands.



**English Language Proficiency (ELP)
Standards for English Learners with
Significant Cognitive Disabilities**

ALDs and Cut Scores

To report to districts and families how students performed on the test, we need to establish performance levels, along with descriptions of what those performance levels mean.

- **Achievement Level Descriptors (ALDs)** describe what a student who is performing at a certain level likely knows and can do.
 - Reaching a higher performance level indicates the student has increasing access to challenging, appropriate grade level content delivered in English.
- **Cut scores** establish the scores needed to attain different performance levels on the test.
- States use ALDs and cut scores to establish exiting criteria (“exiting” means a student is considered to have demonstrated proficiency in English and leaves English learner status).

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ELPA Summative / Alt ELPA ALD and cut score comparison

Reading
Level 4 Early Advanced
9-12 Score Range 631-661
When reading grade-appropriate text, the student at Level 4 is working on:
determining the meaning of figurative language and some idiomatic expressions; identifying main ideas and summarizing key points from literary and informational texts; analyzing the reasoning and use of rhetoric in persuasive texts; conducting research based on written sources of information, demonstrating comprehension by evaluating written findings.

 **ELPA Summative**

Cut Score: the score needed to attain a given proficiency level

Achievement Level Descriptor: the description what a student who is performing at a certain level likely knows and can do.

Alt ELPA 

Reading
Level 3: Early Advanced
Score Range: 47 to 82
Students in Level 3 typically can show comprehension by:
<ul style="list-style-type: none"> • Identifying the main topic in simple written texts • Retelling a few key details from simple written texts • Determining the meaning of general academic and content-specific words and frequently occurring expressions in texts about familiar and novel topics, experiences, or events • Participating in short written exchanges about familiar topics and texts • Retelling information using labeled illustrations, diagrams, or other graphics

Example Alt ELPA Cut Scores

Cut Score: the score needed to attain a given proficiency level

(these are not percentages)

Grade	Receptive Modality (Listening and Reading)							
	L1		L2		L3		L4	
	Min	Max	Min	Max	Min	Max	Min	Max
KG	0	61	62	70	71	82	83	99

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Grade	Productive Modality (Speaking and Writing)							
	L1		L2		L3		L4	
	Min	Max	Min	Max	Min	Max	Min	Max
5	0	48	49	77	78	84	85	99

Why do some cuts go down across grades?

Performance expectations change across grade bands.

For example, “communicating effectively” can look different for a student in Kindergarten than for a student in Grade 10.

Students in a given grade band communicate different information, for different purposes, than students in other grade bands.

	L1	
	Min	Max
KG	0	61
1	0	56

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Example: Grade 5 to 6

- (Level 3 contributes to a Proficient threshold)
- Grade 6 questions are more difficult *and* new performance expectations are introduced

Grade	Receptive Modality (Listening and Reading)	
	L3	
	Min	Max
5	58	86
6	43	79

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- Identifying the main topic **or** characters in simple written texts



- Identifying the main topic in simple written texts

- Sequencing information from simple written texts



- Retelling a few key details from simple written texts

Standard Setting

What: Establish **cut scores** for each of the performance levels defined in the test's **ALDs**

Who and When:

- Measurement experts, throughout the test design process
 - “Embedded Standard Setting” – explicitly designing the items to align to a performance expectation and difficulty level (rather than designing first and discovering alignment after)
- 24 educators from project member states (including Oregon), in August 2023
 - “Inconsistent Item Review” – double checking items where student testing data did not match design goals (ex. the item was intended to be difficult, but most students answered correctly)

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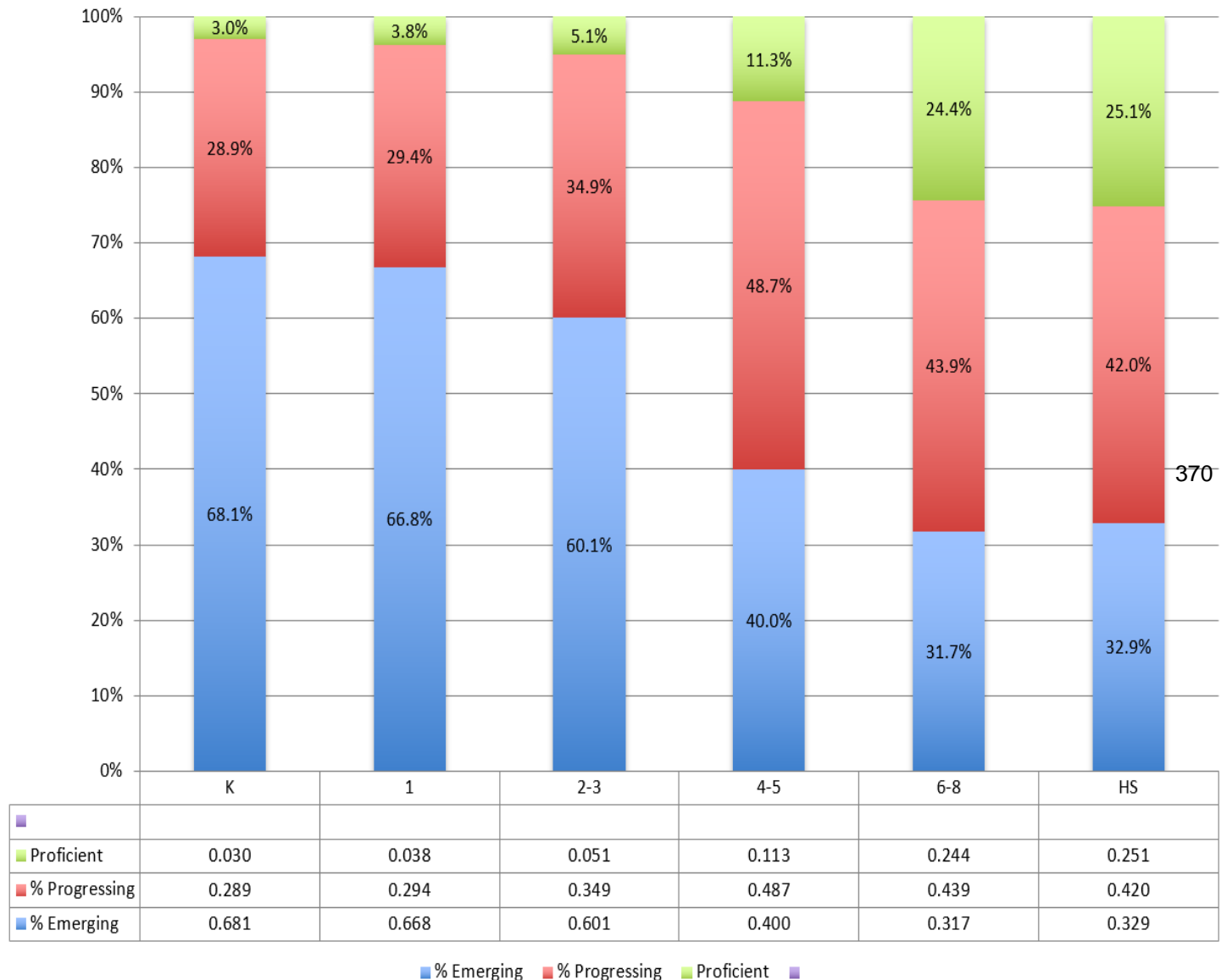
Impact Data

Emerging: students who scored 1 or 2 in both modalities.

Progressing: students who scored a 3 or above in one modality, and a 2 or less in the other.

Proficient: students who scored a 3 or above in both modalities.

Proficiency Determination: Smoothed VA.v1P Percent in Level

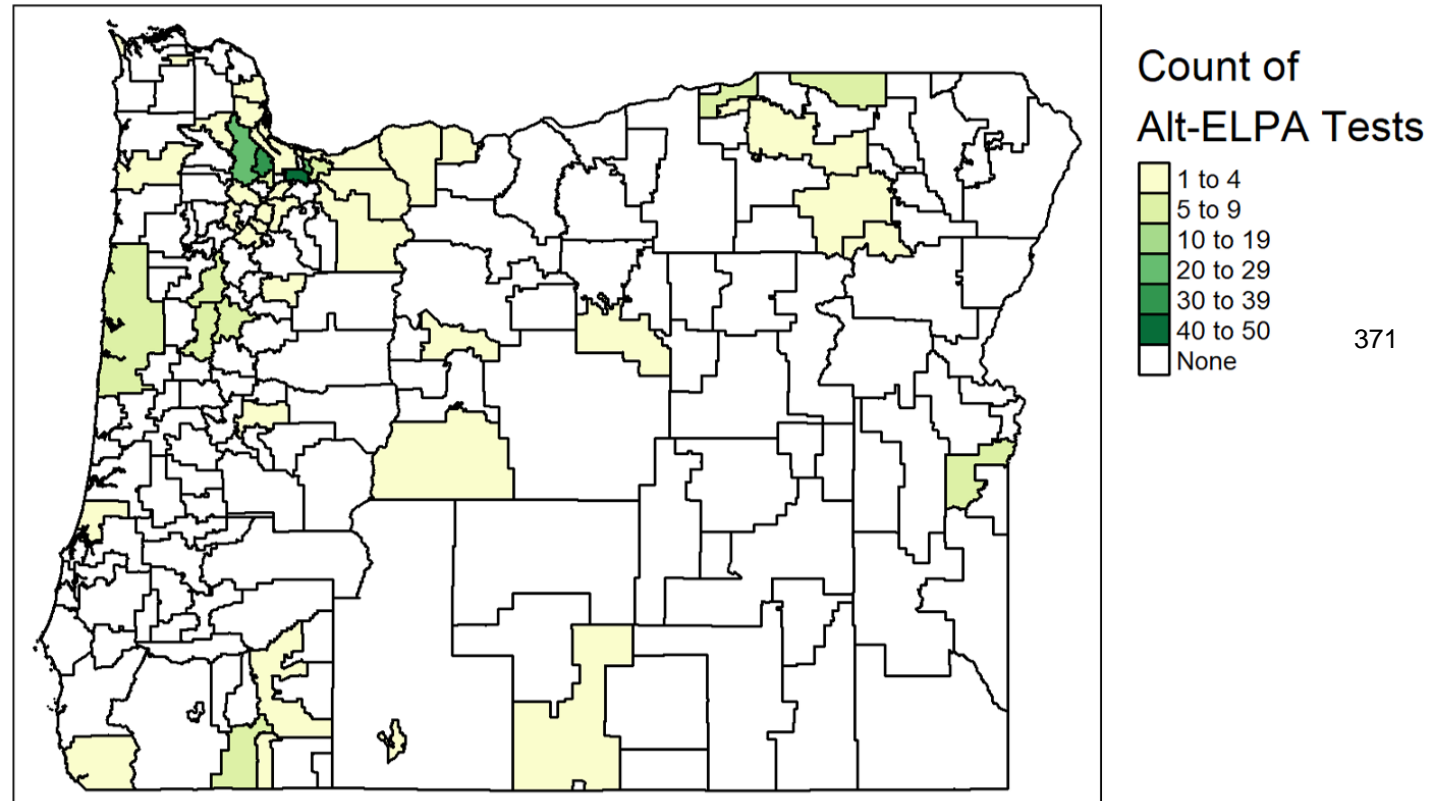


Oregon Participation

253 Oregon students participated in the operational field test, across 49 districts.

Participation was roughly equal across grades.

35 languages were represented.



Board Action

Based on...

- the development process to date, *and*
- commitments from ELPA21 to revisit and potentially refine cut scores in the next few years

...ODE recommends that the State Board of Education adopt the Alt ELPA ALDs and cut scores presented today.

A second read is anticipated in October, where we will ask the State Board to formally approve the recommendations of the standard setting panel.

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Thank You

Office of Research, Assessment, Data, Accountability, and Reporting

Dan Farley, Assistant Superintendent

Andrea Lockard, Director of Assessment and Student Reporting

Mason Rivers, Special Education Assessment Specialist

Ben Wolcott, ELPA Specialist

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Oregon State Board of Education

September 21, 2023

AGENDA ITEM: 8.A.

SUBJECT: Measures of Socioeconomic Status Update STAFF NAME & OFFICE: Dan Farley and Jon Wiens, Office of RADAR This is an informational item to update the State Board on ODE’s progress in implementing the new definition of “economically disadvantaged” adopted by the Board in December 2022, as part of OAR 581-014-0001.	X Informational Presentation X Written Report
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BACKGROUND

History

The state’s Student Success Act and the federal Elementary and Secondary Education Act both require the Oregon Department of Education (ODE) to report data on students who are “economically disadvantaged.”

Oregon, like almost all states, has long relied on eligibility for free or reduced priced school meals as the definition of “economically disadvantaged;” however, the U.S. Department of Agriculture has been expanding the opportunity for schools to provide free lunch to all students. Currently more than half of Oregon’s schools take part in these programs, greatly reducing the utility and accuracy of using free/reduced school meals as a measure of economic disadvantage.

At the December 2022 meeting the Board adopted the following definition for “economically disadvantaged”, as part of [OAR 581-014-0001](#):

(14) Effective July 1, 2023, “Economically disadvantaged students” means students who meet one or more of the following qualifications:

(a) are participating in Supplemental Nutrition Assistance Program funded by the United States Department of Agriculture;

(b) are participating in the Temporary Assistance for Needy Families program as defined in Title IV of the Social Security Act;

(c) are foster students;

(d) are migrant students; or

(e) are students who are homeless

Data on the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), and students experiencing foster care will come from the Department of Human Services (DHS). When the Board adopted the rule they asked staff to work toward adding Medicaid to this definition.

This docket and Board presentation is to give an update on the implementation of this rule and an update on progress regarding Medicaid.

SUMMARY OF PREVIOUS BOARD ACTION

Oregon State Board of Education

September 21, 2023

AGENDA ITEM: 8.A.

The Board adopted OAR 581-014-0001(14) at the December 2022 meeting.

POLICY ISSUE OR CONCERNS

The term “economically disadvantaged” is used in both the Student Success Act (SSA), and in the Elementary and Secondary Education Act. However, in order to distinguish the newly adopted definition from the long-used definition we will be using the terminology “students experiencing poverty” (SEP) when describing and reporting data on students who meet the new definition.

Implementation of the New Definition

ODE has reached an agreement with DHS to access the SNAP and TANF data (we already had access to Foster data) and is working on implementing the data systems and programming necessary to produce data on students experiencing poverty. We anticipate producing data on the new SEP student group starting with data from the 2023-2024 school year.

Access to Medicaid Data

ODE staff have been working with staff from the Oregon Health Authority on the Medicaid Demonstration Project, which will allow school districts to use data from the Medicaid program to certify students for free or reduced priced school meals. ODE and OHA now have data transmission protocols in place and ODE will start receiving monthly Medicaid data file from OHA in support of district nutrition programs.

ODE staff have been in contact with OHA staff to explore the possibility of incorporating the Medicaid data into the definition of Students Experiencing Poverty. We have worked with our contact at OHA to establish the need for data and the specific elements required for the SEP project. Prioritizing the Medicaid Demonstration Project has led to delays in processing the request, but our partner has received a commitment from OHA leadership to engage the federal Centers for Medicare & Medicaid Services (CMS) for approval. CMS appears to have final authority to approve or reject the request, which is currently pending.

EQUITY IMPACT ANALYSIS

The purpose of the new definition is to find a new measure of poverty that is valid, reliable, and can be implemented uniformly statewide. We believe the adopted definition represents significant progress toward that goal. However, there are some student groups, such as students from the Compacts of Free Association (COFA) that are not currently eligible for SNAP or TANF.

For these reasons the Board asked us to look at adding Medicaid data to expand the definition to include programs that are available to more Oregonians (such as students from COFA countries). Data from the Medicaid Demonstration Project show that Medicaid information significantly expands the number of students who can be directly certified for free/reduced meals. These data also show that incorporating Medicaid into our students experiencing poverty indicator will significantly increase the number of students represented in this student group.

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September 21, 2023

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As mentioned above, ODE staff are working with OHA to determine if data can be shared in a way that meets applicable privacy laws and requirements. If we are able to reach an agreement, we would propose an updated definition which includes Medicaid eligibility to the Board.

FISCAL ANALYSIS

There are no fiscal impacts for this update.

ATTACHMENTS

Attachment 1: None