
Seaside School District

Comprehensive Sex Education Plan

Fall 2018

Seaside School District

Comprehensive Sex Education Plan

Introduction

Seaside School District is located on the northern coast of Oregon. Gearhart Elementary School, The Heights Elementary School, Broadway Middle School, and Seaside High School serve approximately 1550 students in grades K-12. Each school district in Oregon, including Seaside School District, is responsible for developing a Comprehensive Sexual Education Plan (CSEP) as a part of the Kindergarten through 12th grade Health Instructional Program. The CSEP is approved by each school district's local school board prior to implementation.

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

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

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

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

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

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

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

Acknowledgements:

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

Teacher Curriculum Adoption Team Members:

- Ami Hirsch, Second Grade teacher, Gearhart School
- Kenna Walker, Fourth Grade teacher, The Heights Elementary School
- Angie Bice, 6th grade science/health teacher, Broadway Middle School
- Annie Foreman, 7th grade science/health teacher, Broadway Middle School
- Chad Clouse, health teacher, Seaside High School
- Natalie Osburn, Assistant Principal, Seaside High School
- Steve Sherren, Assistant Principal, Broadway Middle School
- Natalie Chong, Counselor, Gearhart School
- Sherrill Kelso-McDowell, Counselor, The Heights Elementary School

Seaside School District Board of Directors:

- Lori Lum
- Patrick Nofield
- Steve Phillips
- Hugh Stelson M.D.
- Brian Taylor
- Mark Truax
- Michelle Wunderlich

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

- Kelli Brenden, SSD Parent/Community Member
- Tracy Erfling N.D., Community Member/Clatsop County Health Department
- Mary Bess Gloria N.D., SSD Parent/Community Member
- Liz Peon, SSD Parent/Community Member
- Jill Quackenbush, SSD Parent/Community Member/Clatsop County Juvenile Authority
- Shannon Swedenborg, SSD Parent/Community Member
- Michelle Wunderlich, SSD Parent/Community Member/Board of Directors Curriculum Committee member

Timeline of Oregon Legislative and Local District Action

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

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

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

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

- (1)(b) Program is “**balanced**,” which means instruction that provides information with the understanding of, and strength of the preponderance of evidence.
- (2) In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan **shall** provide adequate instruction at least annually, for all students grades 6-8 and at least twice during grades 9-12.
- (6)(c) The comprehensive plan of instruction shall include information that is complete, balanced and **medically accurate**.
- (6)(s) The comprehensive plan of instruction shall include information that is **culturally inclusive** which means using materials and instruction strategies that respond to culturally diverse individuals, families, and communities in a respectful and effective manner.
- (8) Further, sexuality education materials, instructional strategies, and activities **must not, in any way**, use shame or fear-based tactics.

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

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

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

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

- K-5: Continuation of *The Great Body Shop*, by Children’s Health Market
- 6-8: *Teen Health*, by Glencoe/McGraw-Hill
- 9-12: *Comprehensive Health*, by Goodheart/Wilcox

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

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

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

Information about Erin’s Law/SB 856

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

Vision (SB 856):

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

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

Definitions

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

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

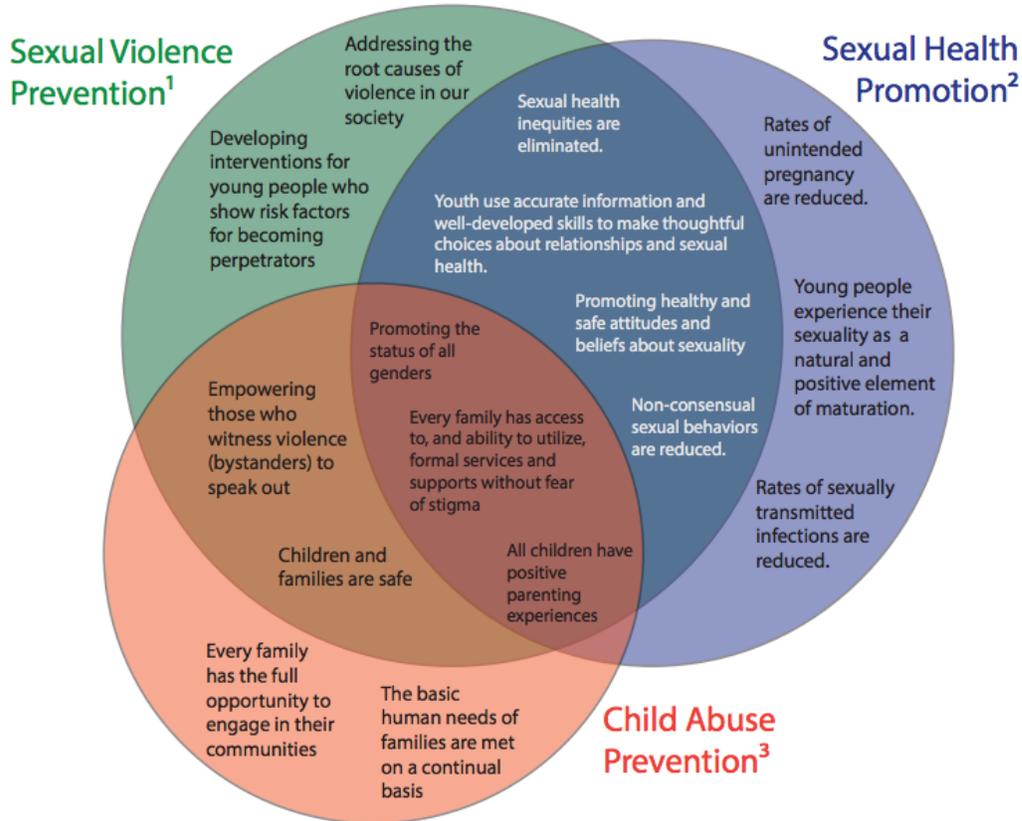
Trauma informed educators recognize the impact of past and current traumatic stress on community members including; children, caregivers, and school staff. They may act in collaboration with other school staff and community programs, using the best available science to facilitate and support the resiliency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

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



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

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



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

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

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

Seaside School Board Policies Related to Sex Education

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

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

Code: IGAEA Adopted: 7/26/07

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

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

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

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

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

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

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

1HIV - Human Immunodeficiency Virus, AIDS - Acquired Immune Deficiency Syndrome, HBV, - Hepatitis B Virus

HIV, AIDS, HBV and HCV, Health Education** - IGAEA 2-2

END OF POLICY

Legal Reference(s):

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

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

Code: IGBHD Adopted: 7/26/07

Program Exemptions

Code: IGBHD

Adopted: 7/26/07

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

An Alternative Program for credit may be provided.

Approval of the alternative will be based upon and include:

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

END OF POLICY

Legal Reference(s):

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

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

Kindergarten Course Description

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

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

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

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

- Prevention and Control of Disease
- Promotion of Mental, Social, and Emotional Health
- Violence and Suicide Prevention
- Promotion of Sexual Health

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* curriculum from Children's Health Market (<https://www.thegreatbodyshop.net/>).

In addition, the elementary school counselors use *Second Step* curriculum for Social Emotional Learning (SEL) and *Second Steps: Child Protection Unit* to address age-appropriate lessons to prevent/recognize/respond to child sex abuse. Both curricula are produced by Committee for Children (<http://www.cfchildren.org/programs/social-emotional-learning/>)

The *Second Steps* and *Child Protection Unit* lessons address the following standards:

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

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

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

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

Please read the standards carefully, and attend any school meetings for parents/guardians regarding the Comprehensive Sexuality Education Program at your school. We believe the health education program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

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

Kindergarten Standards:

Prevention and Control of Disease

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

Promotion of Mental, Social and Emotional Health

- Describe pro-social behaviors within healthy relationships.
- Recognize diversity among people including: age, disability, national origin, race, color, marital status, and sex, sexual orientation, and gender identity.
- Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.
- Describe different emotions and internal/external influences on emotions.
- Identify personal stressors at home, in school, and community. Set a goal to help manage stress.
- Describe differences and similarities in how boys and girls may be expected to act and provide examples of how friends, family, media, society, and culture influence the way youth act based on gender.

Violence and Suicide Prevention

- Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.
- Demonstrate how to respond and report if someone is bullying, harassing, or teasing.

Promotion of Sexual Health

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

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

KINDERGARTEN

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

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

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

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

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

School _____ Date _____

Student Name _____ Teacher Name _____

Parent/Guardian (Printed) _____

Parent/Guardian (Signature) _____

Phone Number: _____ Email Address: _____

First Grade Course Description

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

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

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

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

- Prevention and Control of Disease
- Promotion of Mental, Social, and Emotional Health
- Violence and Suicide Prevention
- Promotion of Sexual Health

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* curriculum from Children's Health Market (<https://www.thegreatbodyshop.net/>).

In addition, the elementary school counselors use *Second Step curriculum* for Social Emotional Learning (SEL) and *Second Steps: Child Protection Unit* to address age appropriate lessons to support the prevention of child sex abuse. Both curricula are produced by Committee for Children (<http://www.cfchildren.org/programs/social-emotional-learning/>)

The *Second Steps* and *Child Protection Unit* lessons address the following standards:

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

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

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

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

Please read the standards carefully, and attend any school meetings for parents/guardians regarding the Comprehensive Sexuality Education Program at your school. We believe the health education program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

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

First Grade Standards:

Prevention and Control of Disease

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

Promotion of Mental, Social and Emotional Health

- Describe pro-social behaviors within healthy relationships.
- Recognize diversity among people including: age, disability, national origin, race, color, marital status, and sex, sexual orientation, and gender identity.
- Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.
- Describe different emotions and internal/external influences on emotions.
- Identify personal stressors at home, in school, and community. Set a goal to help manage stress.
- Describe differences and similarities in how boys and girls may be expected to act and provide examples of how friends, family, media, society, and culture influence the way youth act based on gender.

Violence and Suicide Prevention

- Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.
- Demonstrate how to respond and report if someone is bullying, harassing, or teasing.

Promotion of Sexual Health

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

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

FIRST GRADE

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

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

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

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

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

School _____ Date _____

Student Name _____ Teacher Name _____

Parent/Guardian (Printed) _____

Parent/Guardian (Signature) _____

Phone Number: _____ Email Address: _____

Second Grade Course Description

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

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

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

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

- Prevention and Control of Disease
- Promotion of Mental, Social, and Emotional Health
- Violence and Suicide Prevention
- Promotion of Sexual Health

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* curriculum from Children's Health Market (<https://www.thegreatbodyshop.net/>).

In addition, the elementary school counselors use *Second Step curriculum* for Social Emotional Learning (SEL) and *Second Steps: Child Protection Unit* to address age appropriate lessons to support the prevention of child sex abuse. Both curricula are produced by Committee for Children (<http://www.cfchildren.org/programs/social-emotional-learning/>)

The *Second Steps* and *Child Protection Unit* lessons address the following standards:

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

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

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

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

Please read the standards carefully, and attend any school meetings for parents/guardians regarding the Comprehensive Sexuality Education Program at your school. We believe the health education program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

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

Second Grade Standards:

Prevention and Control of Disease

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

Promotion of Mental, Social and Emotional Health

- Describe pro-social behaviors within healthy relationships.
- Recognize diversity among people including: age, disability, national origin, race, color, marital status, and sex, sexual orientation, and gender identity.
- Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.
- Describe different emotions and internal/external influences on emotions.
- Identify personal stressors at home, in school, and community. Set a goal to help manage stress.
- Describe differences and similarities in how boys and girls may be expected to act and provide examples of how friends, family, media, society, and culture influence the way youth act based on gender.

Violence and Suicide Prevention

- Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.
- Demonstrate how to respond and report if someone is bullying, harassing, or teasing.

Promotion of Sexual Health

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

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

GRADE 2

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

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

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

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

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

School _____ Date _____

Student Name _____ Teacher Name _____

Parent/Guardian (Printed) _____

Parent/Guardian (Signature) _____

Phone Number: _____ Email Address: _____

Grade 3 Course Description

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

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

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

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

- Prevention and Control of Disease
- Promotion of Mental, Social, and Emotional Health
- Violence and Suicide Prevention
- Promotion of Sexual Health

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* curriculum from Children's Health Market (<https://www.thegreatbodyshop.net/>).

In addition, the elementary school counselors use *Second Step curriculum* for Social Emotional Learning (SEL) and *Second Steps: Child Protection Unit* to address age appropriate lessons to support the prevention of child sex abuse. Both curricula are produced by Committee for Children (<http://www.cfchildren.org/programs/social-emotional-learning/>)

The *Second Steps* and *Child Protection Unit* lessons address the following standards:

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

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

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

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

Please read the standards carefully, and attend any school meetings for parents/guardians regarding the Comprehensive Sexuality Education Program at your school. We believe the health education program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

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

GRADE 3 STANDARDS:

Prevention and Control of Disease

- Explain ways to prevent communicable and noncommunicable disease and understand the difference
- Share strategies for preventing the spread of communicable disease to others, including HIV/AIDS, and Hepatitis B and C.
- Identify what the school and community members can do to support personal health practices and behaviors.
- Describe how each body system contributes to personal health.

Promotion of Mental, Social and Emotional Health

- Describe pro-social behaviors within healthy relationships.
- Recognize diversity among people including: age, disability, national origin, race, color, marital status, and sex, sexual orientation, and gender identity.
- Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.
- Describe different emotions and internal/external influences on emotions.
- Identify personal stressors at home, in school, and community. Set a goal to help manage stress.
- Describe differences and similarities in how boys and girls may be expected to act and provide examples of how friends, family, media, society, and culture influence ways youth act based on gender.

Violence and Suicide Prevention

- Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.
- Explain how helpful and hurtful messages in media and technology can influence.
- Demonstrate how to respond and report if someone is bullying, harassing, or teasing.
- Demonstrate the steps of problem solving, anger management, and impulse control.
- Set a goal to engage in positive, helpful behaviors.
- Demonstrate ways to prevent violence and unsafe situations.

Promotion of Sexual Health

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

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

GRADE 3

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

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

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

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

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

School _____ Date _____

Student Name _____ Teacher Name _____

Parent/Guardian (Printed) _____

Parent/Guardian (Signature) _____

Phone Number: _____ Email Address: _____

GRADE 4 COURSE DESCRIPTION:

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

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

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

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

- Prevention and Control of Disease
- Promotion of Mental, Social, and Emotional Health
- Violence and Suicide Prevention
- Promotion of Sexual Health

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* curriculum from Children's Health Market (<https://www.thegreatbodyshop.net/>).

In addition, the elementary school counselors use *Second Step curriculum* for Social Emotional Learning (SEL) and *Second Steps: Child Protection Unit* to address age appropriate lessons to support the prevention of child sex abuse. Both curricula are produced by Committee for Children (<http://www.cfchildren.org/programs/social-emotional-learning/>)

The *Second Steps* and *Child Protection Unit* lessons address the following standards:

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

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

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

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

Please read the standards carefully, and attend any school meetings for parents/guardians regarding the Comprehensive Sexuality Education Program at your school. We believe the health education program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

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

GRADE 4 STANDARDS:

Prevention and Control of Disease

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

Promotion of Mental, Social and Emotional Health

- Describe how prosocial behaviors help to build and maintain healthy relationships.
- Identify people to talk with about social/emotional needs and relationships
- List characteristics that contribute to a healthy self-image.
- Demonstrate verbal and nonverbal, prosocial communication.
- Recognize diversity among people including: race, disability, gender identity, gender expression, and sexual orientation.
- Demonstrate prosocial behaviors including respect for self and others.
- Verbally and nonverbally communicate respect for diversity.
- Advocate respect for diversity.

Violence and Suicide Prevention

- Recognize bullying and cyberbullying behavior and what to do in a bullying situation.
- Demonstrate safe ways to respond to bullying and cyberbullying.
- Demonstrate what to say and do as a victim or bystander of bullying and cyberbullying.
- Recognize the importance of problem-solving, anger management, and impulse control in violence prevention.
- Demonstrate problem solving skills, anger management steps, and impulse control.
- Describe child abuse reporting law.
- Identify how to report unsafe situations to trusted adults.
- Advocate for a safe school environment.

Promotion of Sexual Health

- Describe physical, social, and emotional changes that occur during puberty.
- Recognize female and male reproductive systems including reproductive anatomy and function.
- Recognize that puberty prepares female and male reproductive system for the potential to reproduce.
- Identify people at home, school or in the community who can provide medically accurate information about puberty.
- Identify people at home, school, or in the community who can provide information about health care practices during puberty.
- Identify medically accurate information about female and male anatomy.
- Recognize sexual harassment and sexual abuse.
- Identify trusted adult(s) to report sexual harassment or sexual abuse.
- Recognize sexual harassment and sexual abuse.
- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to a trusted adult.
- Practice and use refusal skills.

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

GRADE 4

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

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

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

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

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

School _____ Date _____

Student Name _____ Teacher Name _____

Parent/Guardian (Printed) _____

Parent/Guardian (Signature) _____

Phone Number: _____ Email Address: _____

GRADE 5 COURSE DESCRIPTION:

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

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

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

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

- Prevention and Control of Disease
- Promotion of Mental, Social, and Emotional Health
- Violence and Suicide Prevention
- Promotion of Sexual Health

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* curriculum from Children's Health Market (<https://www.thegreatbodyshop.net/>).

In addition, the elementary school counselors use *Second Step curriculum* for Social Emotional Learning (SEL) and *Second Steps: Child Protection Unit* to address age appropriate lessons to support the prevention of child sex abuse. Both curricula are produced by Committee for Children (<http://www.cfchildren.org/programs/social-emotional-learning/>)

The *Second Steps* and *Child Protection Unit* lessons address the following standards:

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

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

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

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

Please read the standards carefully, and attend any school meetings for parents/guardians regarding the Comprehensive Sexuality Education Program at your school. We believe the health education program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

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

GRADE 5 STANDARDS:

Prevention and Control of Disease

- Differentiate between communicable diseases and noncommunicable diseases.
- Explain health care practices that prevent the spread of communicable disease, including HIV/AIDS, Hepatitis B and C.
- Identify examples of communicable and noncommunicable diseases.
- Recognize the importance of healthy body systems and how each contributes to personal health.
- Describe how each body system contributes to personal health.
- Demonstrate effective health care practices.
- Encourage effective health care practices at home and school.

Promotion of Mental, Social and Emotional Health

- Describe how prosocial behaviors help to build and maintain healthy relationships.
- Identify people to talk with about social/emotional needs and relationships.
- Demonstrate verbal and nonverbal, prosocial communication.
- List characteristics that contribute to a healthy self-image.
- Identify personal characteristics that reflect a healthy self-image.
- Analyze how culture, media and others influence feelings related to self-image.
- Recognize diversity among people including race, disability, gender identity, gender expression, and sexual orientation.
- Demonstrate prosocial behaviors including respect for self and others.
- Verbally and nonverbally communicate respect for diversity.
- Advocate respect for diversity.

Violence and Suicide Prevention

- Recognize bullying and cyberbullying behavior and what to do in a bullying situation.
- Identify how to report unsafe situations to trusted adults.
- Demonstrate safe ways to respond to bullying and cyberbullying.
- Demonstrate what to say and do as a victim or bystander of bullying and cyberbullying.
- Advocate for a safe school environment.
- Recognize the importance of problem-solving, anger management, and impulse control in violence prevention.
- Demonstrate problem solving skills, anger management steps, and impulse control.

Promotion of Sexual Health

- Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.
- Advocate for choosing abstinence.
- Describe physical, social, and emotional changes that occur during puberty.
- Identify health care practices related to physical changes during puberty.
- Recognize female and male reproductive systems including reproductive anatomy and function.
- Describe physical changes related to reproduction, including menstruation.
- Identify sexual orientation as the romantic attraction to someone of different or same gender.
- Identify trusted adult(s) to seek information about sexual orientation and healthy sexuality.
- Demonstrate respect for self and others.
- Identify HIV and methods of transmission.
- Recognize sexual harassment and sexual abuse.
- Identify how culture, media, and technology influence our ideas about healthy relationships.
- Describe the characteristics of a healthy relationship.
- Identify trusted adult(s) to report sexual harassment or sexual abuse.

- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to trusted adult.
- Identify influences that encourage young people to be abstinent.
- Practice and use refusal skills
- Demonstrate positive ways to communicate differences of opinion while maintaining a healthy relationship.

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

GRADE 5

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

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

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

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

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

School _____ Date _____

Student Name _____ Teacher Name _____

Parent/Guardian (Printed) _____

Parent/Guardian (Signature) _____

Phone Number: _____ Email Address: _____

GRADE 6 COURSE DESCRIPTION:

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

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

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

In grade 6, there is not a dedicated health class. To be in compliance with SB-856, the four Child Sexual Abuse Prevention academic sessions will be taught in science classes.

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

- Prevention and Control of Disease
- Promotion of Mental, Social, and Emotional Health
- Violence and Suicide Prevention
- Promotion of Sexual Health

Teachers provide age-appropriate lessons on these topics using *Teen Health* curriculum from Glencoe/McGraw-Hill
<https://www.mheducation.com/prek-12/program/teen-health-20142014/MKTSP-RCA10MO.html> .

In addition, the middle school teachers use Department of Human Services curriculum titled: *My Future, My Choice* to address standards in the CESP. <https://www.oregon.gov/DHS/CHILDREN/MFMC/Pages/index.aspx>.

Both curricula were adopted by the Board of Directors in June 2018.

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

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

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

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

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

GRADE 6 STANDARDS:

Promotion of Mental, Social, and Emotional Health

- Explain how to build and maintain healthy family, peer, and dating relationships.
- Describe law for reporting child abuse.
- Identify home, school and community resources for mental and emotional health concerns.
- Identify school and community resources for reporting child abuse.
- Demonstrate effective communication skills that encourage healthy relationships.
- Demonstrate appropriate ways to respect and include others who are different from you.
- Advocate respect for diversity.

Promotion of Sexual Health

- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.
- Define STDs, HIV, Hepatitis B/C and how they are and are not transmitted.
- Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.
- Explain how to promote safety, respect, awareness and acceptance.
- Advocate for school policies and programs that promote dignity and respect for all.
- Advocate for the promotion of empathy for individual differences.

Violence and Suicide Prevention

- Describe the differences between physical, verbal, relational, sexual, and dating violence.
- Identify reporting process within school setting.
- Demonstrate effective ways to promote respect for self and others.
- Demonstrate a variety of clear communication skills to report dangerous situations.

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

GRADE 6

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

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

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

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

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

School _____ Date _____

Student Name _____ Teacher Name _____

Parent/Guardian (Printed) _____

Parent/Guardian (Signature) _____

Phone Number: _____ Email Address: _____

GRADE 7 COURSE DESCRIPTION:

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

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

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

In grade 7, there is not a dedicated health class. To be in compliance with SB-856, the four Child Sexual Abuse Prevention academic sessions will be taught in science classes.

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

- Prevention and Control of Disease
- Promotion of Mental, Social, and Emotional Health
- Violence and Suicide Prevention
- Promotion of Sexual Health

Teachers provide age-appropriate lessons on these topics using *Teen Health* curriculum from Glencoe/McGraw-Hill
<https://www.mheducation.com/prek-12/program/teen-health-20142014/MKTSP-RCA10MO.html> .

In addition, the middle school teachers use Department of Human Services curriculum titled: *My Future, My Choice* to address standards in the CESP. <https://www.oregon.gov/DHS/CHILDREN/MFMC/Pages/index.aspx>.

Both curricula were adopted by the Board of Directors in June 2018.

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

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

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

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

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

GRADE 7 STANDARDS:

ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

- Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior
- Analyze the short and long term effects of drug using the decision making model.

PREVENTION AND CONTROL OF DISEASE

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

PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

- Explain how to build and maintain healthy family, peer, and dating relationships.
- Demonstrate effective communication skills that encourage healthy relationships.
- Make decisions that enhance or establish healthy relationships.
- Use a decision making model to avoid or refuse addictive substances and/or behaviors.
- Advocate for healthy communication skills within relationships.
- Identify qualities that contribute to a healthy self-image
- Analyze influences that may affect self-esteem (e.g., peers, media, and adults).
- Set goals around increasing healthy self-image.
- Recognize diversity among people, including age, disability, national origin, race, color, marital status, sex, sexual orientation, and gender identity.
- Demonstrate appropriate ways to respect and include others who are different from you.
- Advocate respect for diversity.
- Identify how to manage emotions during adolescence.
- Identify home, school and community resources for mental and emotional health concerns.
- Describe law for reporting child abuse.
- Identify school and community resources for reporting child abuse.

PROMOTION OF SEXUAL HEALTH

- Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.
- Identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the result of one's decisions.
- Describe gender roles, gender identity and sexual orientation within healthy sexuality.
- Differentiate between biological sex, sexual orientation, and gender identity and expression.
- Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation and identity.
- Describe physical, social, and emotional changes that occur during puberty.
- Identify medically accurate sources of information about puberty, development and sexuality.
- Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.
- Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.
- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.
- Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.
- Demonstrate ways they can respond when someone is being bullied or harassed.

- Explain how to promote safety, respect, awareness and acceptance.
- Compare and contrast the characteristics of healthy and unhealthy relationships.
- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Advocate for school policies and programs that promote dignity and respect for all.
- Advocate for the promotion of empathy for individual differences.
- Define STDs, HIV, Hepatitis B and C and how they are and are not transmitted.
- Demonstrate the steps to using a condom.
- Analyze how friends, family, media, society and culture can influence self-concept and body image.
- Define values and what influences our values, including the media; analyze how our values impact our sexual health related decisions.

VIOLENCE AND SUICIDE PREVENTION

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

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

GRADE 7

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

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

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

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

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

School _____ Date _____

Student Name _____ Teacher Name _____

Parent/Guardian (Printed) _____

Parent/Guardian (Signature) _____

Phone Number: _____ Email Address: _____

GRADE 8 COURSE DESCRIPTION:

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

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

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

In grade 8, there is not a dedicated health class. To be in compliance with SB-856, the four Child Sexual Abuse Prevention academic sessions will be taught in science classes.

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

- Prevention and Control of Disease
- Promotion of Mental, Social, and Emotional Health
- Violence and Suicide Prevention
- Promotion of Sexual Health

Teachers provide age-appropriate lessons on these topics using *Teen Health* curriculum from Glencoe/McGraw-Hill
<https://www.mheducation.com/prek-12/program/teen-health-20142014/MKTSP-RCA10MO.html> .

In addition, the middle school teachers use Department of Human Services curriculum titled: *My Future, My Choice* to address standards in the CESP. <https://www.oregon.gov/DHS/CHILDREN/MFMC/Pages/index.aspx>.

Both curricula were adopted by the Board of Directors in June 2018.

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

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

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

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

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

GRADE 8 STANDARDS:

PREVENTION AND CONTROL OF DISEASE

- Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS, STDs, and Hepatitis B and C.
- Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

- Identify different types of addictive behaviors, including drug use and problem gambling.
- Explain how to build and maintain healthy family, peer, and dating relationships.
- Describe law for reporting child abuse.
- Identify home, school and community resources for mental and emotional health concerns.
- Identify school and community resources that provide support for addictive behaviors.
- Identify school and community resources for reporting child abuse.
- Demonstrate appropriate ways to respect and include others who are different from you.
- Analyze influences that may affect self-esteem (e.g., peers, media, and adults).
- Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.
- Use a decision making model to avoid or refuse addictive substances and/or behaviors.
- Advocate respect for diversity.

PROMOTION OF SEXUAL HEALTH

- Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.
- Advocate for the promotion of abstinence as the safest most effective method of protection from STD/HIV, Hepatitis B and C, and pregnancy.
- Identify methods of protection including abstinence, disease reduction measures and contraception, from STD/HIV, Hepatitis B and C and pregnancy.
- Identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the result of one's decisions.
- Describe gender roles, gender identity and sexual orientation within healthy sexuality.
- Identify the impact of alcohol and other drug use on sexual decision-making.
- Define sexual intercourse and its relationship to human reproduction.
- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.
- Describe a range of ways people express affection within various types of relationships.
- Define STDs, HIV, Hepatitis B and C and how they are and are not transmitted.
- Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.
- Access appropriate school, home and community resources to meet specific needs for sexual health, including pregnancy, and STD/HIV/Hepatitis B and C testing, and contraception.
- Identify medically accurate sources of information about puberty, development and sexuality.
- Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.
- Identify medically accurate information about STDs, HIV, and Hepatitis B and C.
- Demonstrate the steps to using a condom.
- Explain how to promote safety, respect, awareness and acceptance.
- Explain the criteria for evaluating the health of a relationship.
- Analyze the role of alcohol and other drug use in sexual violence-related situations.

- Analyze the influence of friends, family, media, society, and culture on the expression of gender, sexual orientation and identity.
- Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence, condoms and other safer sex practices.
- Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.
- Set a personal goal to avoid an unintended pregnancy.
- Use a decision making model to choose abstinence or effective contraceptives, other safer sex practices.
- Use a decision making model to avoid sexual activity that may put you and your partner at personal risk.
- Advocate for school policies and programs that promote dignity and respect for all.
- Advocate for the promotion of empathy for individual differences.

VIOLENCE AND SUICIDE PREVENTION

- Describe the differences between physical, verbal, relational, sexual, and dating violence.
- Identify that media and technology may contain violent messages and images.
- Identify reporting process within school setting.
- Demonstrate effective ways to promote respect for self and others.
- Demonstrate a variety of clear communication skills to report dangerous situations.
- Set a goal to prevent and avoid physical, verbal, relational and sexual, and dating violence.
- Set a personal goal to prevent and stop violence (including bullying and cyberbullying).
- Set personal media and technology viewing goals.

Seaside School District
Comprehensive Sexuality Education
Parent/Guardian Health Learning Experience Substitution Request Form

GRADE 8

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

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

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

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

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

School _____ Date _____

Student Name _____ Teacher Name _____

Parent/Guardian (Printed) _____

Parent/Guardian (Signature) _____

Phone Number: _____ Email Address: _____

High School Freshman Year Course 1 Description

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

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

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

The standards that all students in high school will address from the Comprehensive Sexuality Education Plan (CSEP) include:

- Prevention and Control of Disease
- Promotion of Mental, Social, and Emotional Health
- Violence and Suicide Prevention
- Promotion of Sexual Health

Teachers provide age-appropriate lessons on these topics using *Comprehensive Health* curriculum from Goodheart/Wilcox. <https://www.g-w.com/comprehensive-health-2018>.

In addition, certificated staff members will develop lessons to occur at each grade level 9-12 four times per year in accordance with Oregon Law (SB856-Erin's Law).

This curriculum was adopted by the Board of Directors in 2018.

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

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

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

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

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

High School Freshman Health 1 Course Standards

PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

- Explain how to build and maintain healthy family and peer relationships.
- Identify resources at home, school, and in the community for managing family and healthy relationships.
- Analyze how personal, family, and cultural values influence healthy behaviors.
- Describe qualities that contribute to a healthy self-image.
- Identify influences, peer, family, community and media that contribute to a healthy self-image.
- Advocate for healthy communication skills within relationships.
- Classify personal stressors at home, in school and community.
- Practice strategies for managing and reducing stress, anger, and conflict.
- Set a goal to reduce/cope with life stressors in a health enhancing way.
- Describe law for reporting child abuse.
- Identify resources at school and in the community for reporting child abuse.
- Recognize diversity among relationships including age, disability national origin, race, color, marital status, sex, sexual orientation and gender identity.
- Advocate respect for diversity.
- Describe how social environments affect health and well-being.
- Identify the social environments that influence health and well-being.
- Explain the causes, effects and symptoms of depression, including suicide and psychosis.
- Identify school and community resources that can help a person who is depressed or contemplating suicide.

PREVENTION AND CONTROL OF DISEASE

- Describe strategies for preventing communicable diseases and early detection of noncommunicable diseases.
- Identify screenings, including melanoma, breast and testicular self-examinations, and medical examinations, including pap smear, HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health.
- Explain how public health policies and government regulations influence health promotion and disease prevention.

PROMOTION OF SEXUAL HEALTH

(Includes some standards Strand: ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION related to CSEP)

- Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy.
- Describe physical, social and emotional changes during the transition from adolescence to adulthood.
- Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.
- Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.
- Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors, and to practice safer sex.
- Effectively communicate the decisions and behaviors of family, peers and others that promote healthy sexual behaviors.
- Use the decision making process to make healthy choices around sexual health.
- Explain how to promote safety, respect, awareness and acceptance.
- Describe the impact of alcohol and other drug use on sexual decision-making.
- Describe a range of ways to express affection with healthy relationships.
- Demonstrate an understanding of “consent” through effective communication skills.
- Set a personal goal to treat partners with respect and to be treated with respect.
- Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.
- Explain how media can influence one’s beliefs about what constitutes a healthy relationship.

- Describe strategies for preventing communicable diseases (and early detection of non-communicable diseases).
- Identify common symptoms of and treatments for STDs and HIV, including increased risk with multiple partners.
- Explain how to access local STD and HIV testing and treatment services.
- Analyze individual responsibility about testing for and informing partners about STDs and HIV status.
- Demonstrate skills to communicate about STD and HIV prevention and testing.
- Identify school and community resources that support early detection.
- Set a goal to practice strategies for preventing communicable and noncommunicable diseases.
- Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.
- Demonstrate how to perform self-exams with anatomical models.
- Set a personal goal to avoid an unintended pregnancy.
- Describe contraceptive methods, disease reduction measures, their proper use, and their effectiveness including condoms.
- Demonstrate the steps to using a condom correctly.
- Advocate for using sexual protection if having sex.

VIOLENCE AND SUICIDE PREVENTION

- Interpret school policy related to bullying, cyberbullying, harassment, and intimidation.
- Examine how violence, aggression bullying, cyber-bullying and harassment affect health and safety.
- Identify the reporting process within the school setting and describe where and when to report dangerous situations.
- Demonstrate pro-social communication skills.
- Differentiate between prosocial and antisocial words and actions in the media.
- Demonstrate the ability to take the perspective of others in a conflict situation.
- Advocate for a safe and civil environment to foster student learning and achievement.
- Describe how alcohol and other drug use can affect decision-making and influence violence.
- Use a decision making model to achieve a healthy outcome when confronted with a dangerous situation.
- Use the decision making process to comply with federal, state and local laws intended to prevent violence.

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

High School Freshmen Course 1

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

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

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

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

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

School _____ Date _____

Student Name _____ Teacher Name _____

Parent/Guardian (Printed) _____

Parent/Guardian (Signature) _____

Phone Number: _____ Email Address: _____

High School Junior Health Course 2 Description

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

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

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

The standards that all students in high school will address from the Comprehensive Sexuality Education Plan (CSEP) include:

- Prevention and Control of Disease
- Promotion of Mental, Social, and Emotional Health
- Violence and Suicide Prevention
- Promotion of Sexual Health

Teachers provide age-appropriate lessons on these topics using *Comprehensive Health* curriculum from Goodheart/Wilcox. <https://www.g-w.com/comprehensive-health-2018>.

In addition, certificated staff members will develop lessons to occur at each grade level 9-12 four times per year in accordance with Oregon Law (SB856-Erin's Law).

This curriculum was adopted by the Board of Directors in 2018.

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

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

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

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

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

High School Junior HEALTH 2 Standards:

PREVENTION AND CONTROL OF DISEASE

- Describe strategies for preventing communicable diseases and early detection of noncommunicable diseases.
- Identify screenings, including melanoma, breast and testicular self-examinations, and medical examinations, including pap smear, HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health.
- Explain how public health policies and government regulations influence health promotion and disease prevention.

PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

- Explain how to build and maintain healthy family and peer relationships.
- Identify resources at home, school, and in the community for managing family and healthy relationships.
- Analyze how personal, family, and cultural values influence healthy behaviors.
- Describe qualities that contribute to a healthy self-image. Identify influences, peer, family, community and media that contribute to a healthy self-image.
- Advocate for healthy communication skills within relationships.
- Classify personal stressors at home, in school and community.
- Practice strategies for managing and reducing stress, anger, and conflict.
- Set a goal to reduce/cope with life stressors in a health enhancing way.
- Describe law for reporting child abuse.
- Identify resources at school and in the community for reporting child abuse.
- Advocate respect for diversity.
- Describe how social environments affect health and well-being.
- Identify the social environments that influence health and well-being.
- Explain the causes, effects and symptoms of depression, including suicide and psychosis.
- Identify school and community resources that can help a person who is depressed or contemplating suicide.
- Explain different signs and symptoms of addictive behaviors.
- Identify school and community resources that support people with addictive behaviors.
- Identify how to communicate to a friend or relative you think is an addict and should get support/help.

PROMOTION OF SEXUAL HEALTH

(Includes some standards Strand: ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION related to CSEP)

- Describe strategies for (preventing communicable diseases and) early detection of non-communicable diseases.
- Identify and advocate to others the importance of screenings, including melanoma, breast and testicular self-examinations, and medical examinations, including pap smear, HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health.
- Identify common symptoms of and treatments for STDs and HIV, including increased risk with multiple partners.
- Explain the menstrual cycle and its relationship to conception and pregnancy.
- Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.
- Develop short and long-term goals that will maintain sexual health and avoid unintended pregnancy and STDs.
- Describe how alcohol and other drugs can affect decision-making and influence sexual risk taking.
- Compare the effectiveness of a variety of contraceptives, including abstinence and other safer sex practices.
- Explain the laws related to reproductive and sexual health care.
- Analyze and Explain how public health policies and government regulations influence health promotion and disease prevention.
- Differentiate between biological sex, sexual orientation, and gender identity and expression.
- Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity.
- Advocate for school policies and programs that promote dignity and respect for all.

- Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.
- Demonstrate how to access valid information and resources about healthy and unhealthy relationships.
- Explain how media can influence one's beliefs about what constitutes a healthy relationship.
- Demonstrate effective strategies to avoid or end an unhealthy relationship.
- Define sexual consent and explain its implications for sexual decision-making.

VIOLENCE AND SUICIDE PREVENTION

- Demonstrate the steps of healthy communication in problem solving, anger management and impulse control.
- Explain the role problem solving; anger management and impulse control have on preventing violence.
- Advocate for the promotion of respect and empathy for individual differences.
- Describe the consequences of prejudice and discrimination based on gender non-conformity, racism, sexism, and hate crimes.
- Describe how to access resources when you or someone else is depressed or considering suicide.
- Explain the relationship between alcohol and other drug use on violence, including suicide and sexual assault.
- Identify the warning signs of suicide and describe what to do if someone seems depressed or is considering suicide.
- Practice how to report and get help when depressed or considering suicide.
- Practice effective communication skills for reporting dangerous situations.
- Describe federal, state and local laws intended to prevent violence.
- Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- Identify public and private violence prevention resources.
- Explain pro-social behaviors and explain how they may prevent violence.
- Design an advocacy campaign for preventing violence, aggression, bullying, cyber-bullying and harassment.
- Differentiate between prosocial and antisocial words and actions in the media.
- Identify that media and technology may contain violent messages and images.

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

Junior Year Health 2

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

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

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

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

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

School _____ Date _____

Student Name _____ Teacher Name _____

Parent/Guardian (Printed) _____

Parent/Guardian (Signature) _____

Phone Number: _____ Email Address: _____

Opportunities for Parent/Guardian/Community Involvement

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

1. **Community Involvement Team:** This team's function is to give input to the district on how best to inform parents of the compliance child sex abuse education standards, and how to share content with parents so that parents can continue the conversations at home that begin at school.
2. **Review of Curricula:** Curricula is available at the schools, the district office, and online for parents/guardians/community to review in advance of instruction.
3. **CSE Meetings/Substitute Learning:** Parent meetings may be held for staff to share the compliance standards and to inform parents of the substitute lessons if they choose to remove their child from the learning opportunities provided by the regular curriculum.
4. **Parent/Guardian Education:** At the K-6 grade levels, teachers will send home information about the lessons as well as information about recognizing child sexual abuse. At the 6-8 and 9/11 grade levels, that information will be available online for parent access.

Guidelines and Training for Staff Members Who Are Teaching Sexuality Education

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

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

Training for Staff Members

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

Elementary School Level

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

SB 856 (Erin's Law) compliance topics around Sex Abuse Prevention Education K-5 will be taught in four sessions by school counselors.

- School counselors will use the *Second Step* program, and the *Child Protection Unit* program provided by Second Step (Committee for Children). For more information about Second Step or to preview the units, please go to <http://www.cfchildren.org/child-protection>.
- The curriculum contains teacher training materials that provide resources and support for teachers to recognize and respond to reports of abuse by students.
- All other topics will be taught at an age-appropriate level by a designated teacher at the grade level and the counselor.
- 4th and 5th grade human sexuality content will be taught by the classroom teacher, and/or the school district medical specialist, and/or the school counselor. Please refer to the course outlines for concrete content expectations per grade level.
- Lessons may be supplemented with presentations by community resource representative with expertise in the relevant topics.

Secondary Level

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

- SB 856 compliance topics around Sex Abuse Prevention Education in **grades 6-8** will be taught in four sessions by science teachers, and/or the school counselor, and/or the school district medical specialist.
- Teachers who are also using the Department of Human Services curriculum *My Future, My Choice*, will participate in training provided by DHS prior to using the curriculum.
- SB 856 compliance topics around Sex Abuse Prevention Education in **grades 9-12** will be taught in at least four sessions by certificated health teachers and/or school counselors and/or the school district medical specialist.
- Lessons may be supplemented with presentations by community resource representative such as Clatsop Behavioral Healthcare, The Harbor, or Women's Resource Center.

In addition, SB 856 requires that we include a parental involvement component to inform parents about child sexual abuse topics, including characteristics of offenders, "grooming" behaviors, and how to discuss child sexual abuse prevention with children.

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

Implementation Timeline for Reproductive Education and Child Sex Abuse Education

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

Our timeline for implementing our plan is as follows:

Elementary Level

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

Secondary Level

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

APPENDIX A

STATE OF OREGON LEGISLATION REGARDING COMPREHENSIVE SEXUALITY EDUCATION

STATE OF OREGON LEGISLATION REGARDING COMPREHENSIVE SEXUALITY EDUCATION

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

This includes:

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

Comprehensive Sexuality Education and Healthy Teen Relationship Act

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

The Human Sexuality Education Law (2009); the Healthy Teen Relationship Act (2013); and most recently, SB 856 Child Sexual Abuse prevention (2015) collectively contribute to the Oregon Department of Education's (ODE) Human Sexuality OAR and sexual health benchmarks and standards. Aligned to national standards, Oregon's benchmarks support health, wellbeing, and safety of students. In addition, Oregon law requires that: *Course material and instruction for all human sexuality education courses that discuss human sexuality in public elementary and secondary schools shall enhance students' understanding of sexuality as a normal and healthy aspect of human development.* School districts can meet new student sex abuse prevention instructional requirements by implementing and maintaining already required CSE instruction per OAR 581-022-1440. [4]

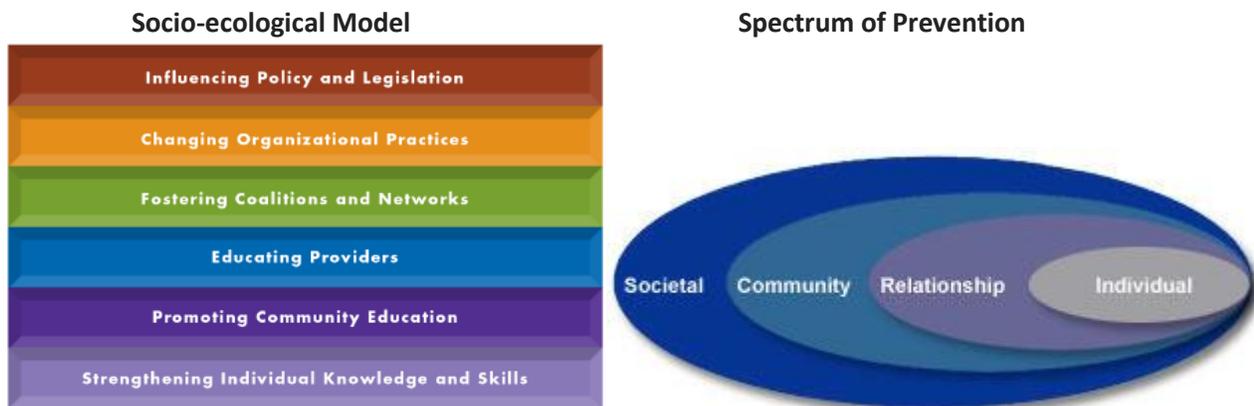
The Oregon Department of Education in partnership with over 20 community stakeholders specializing in child abuse and sexual violence prevention have developed the following guidance as a resource tool for school administrators.

ODE PRINCIPLES OF EFFECTIVE PREVENTION EDUCATION

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

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

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



2. **Positive Relationships:** At the foundation of all programming, is a deliberate nurturing of strong and positive relationships between students and adults. Factors that contribute to positive relationships include school staffs' ability to have compassion and empathy for students' lived experiences, including experiencing trauma, racism and other forms of discrimination.
3. **Culturally Responsive:** Prevention strategies recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally, and politically by using cultural reference to impart knowledge, skills, and attitudes. A culturally responsive prevention strategy recognizes that each school community, including those that have been historically oppressed, have powerful, and *often unrecognized*, sources of resiliency and protective factors that must be honored through dialogue.
4. **Varied Teaching Methods:** Prevention strategies should include interactive, skills-based components, that are both culturally responsive and trauma informed. According to Erin Casey, "Factors likely to contribute to engagement and interaction include personal relevance of information or presenters, and opportunities to critically evaluate and discuss the content of the presentation."
5. **Sufficient Dosage:** Participants in your prevention programming need to be exposed to enough of the activities for them to have an effect. Prevention programming needs to be delivered over multiple sessions so that the programming impacts participants' knowledge, attitudes, beliefs, behaviors, and skill acquisition. This acquisition can only happen with the context of positive relationships with school staff, which also develops and grows over time.

6. **Theory Driven:** Prevention programming should be grounded in prevention theory and research. Effective prevention programming should also be driven by research and knowledge about cultural responsiveness and trauma-informed practices.
7. **Appropriately Timed:** Program activities should be research-informed regarding the developmentally appropriate time to be introduced to specific topics.
8. **Well-trained Staff:** Programs need to be implemented by staff members who are empathetic, competent, and have received sufficient training, support, and supervision.
9. **Outcome Evaluation:** A systematic outcome evaluation is necessary to determine whether a program or strategy worked.

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

Agencies represented on the advisory group include:

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

Where can I access the documents?

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

What if I have additional questions?

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

Ely Sanders, MPA

Sexual Health and School Health Specialist | **Oregon Department of Education**

Office of Learning | Student Services Unit

Office: 503-947-5904

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APPENDIX B

ODE HEALTH STANDARDS

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

Grades K-3

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

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

Strand: PREVENTION AND CONTROL OF DISEASE

Concepts:

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

Self-Management:

- Demonstrate strategies for effective personal health care

Goal-Setting:

- Develop personal goals to prevent the spread of communicable diseases

Decision Making:

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

Advocacy:

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

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

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

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

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

Strand: PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

Concepts:

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

Interpersonal Communication:

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

Advocacy:

- Advocate respect for diversity.

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

HB 4077 Teen Healthy Relationship Act (K-12)

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

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

581-021-0045 Discrimination Prohibited

Strand: PROMOTION OF SEXUAL HEALTH

Concepts:

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

Accessing Information:

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

Self-Management:

- Use medically accurate anatomical names.
- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an uncomfortable way.

Analyzing Influences:

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

Interpersonal Communication:

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

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

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

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

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

Strand: VIOLENCE AND SUICIDE PREVENTION

Concepts:

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

Accessing Information:

- Identify how to report unsafe situations to trusted adults.

Analyzing Influences:

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

Interpersonal Communication:

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

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

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

Grades 4-5

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

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

Strand: PREVENTION AND CONTROL OF DISEASE

Concepts:

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

Accessing Information:

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

Self-Management:

- Demonstrate effective health care practices.

Goal-Setting:

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

Advocacy:

- Encourage effective health care practices at home and school.

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

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

Strand: PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

Concepts:

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

Accessing Information:

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

Self-Management:

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

Analyzing Influences:

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

Interpersonal Communication:

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

Advocacy:

- Advocate respect for diversity.

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

Related OAR: 581-022-0711 Child Abuse Reporting

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

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

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

Accessing Information:

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

Self-Management:

- Demonstrate personal health care practices.
- Demonstrate use of medically accurate language for reproductive anatomy and reproduction.
- Demonstrate respect for self and others.
- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to trusted adult.

Analyzing Influences:

- Identify influences that encourage young people to be abstinent.

Interpersonal Communication:

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

Advocacy:

- Advocate for choosing abstinence.

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

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

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

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

Strand: VIOLENCE AND SUICIDE PREVENTION**Concepts:**

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

Accessing Information:

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

Self-Management:

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

Interpersonal Communication:

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

Advocacy:

- Advocate for a safe school environment.

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

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

Grades 6-8

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

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

Strand: ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Concepts:

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

Decision Making:

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

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

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

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

Strand: PREVENTION AND CONTROL OF DISEASE

Concepts:

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

Self-Management:

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

Advocacy:

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

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

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

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

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

Concepts:

- Explain how to build and maintain healthy family, peer, and dating relationships.
- Identify qualities that contribute to a healthy self-image
- Recognize diversity among people, including age, disability, national origin, race, color, marital status, sex, sexual orientation, and gender identity.

- Identify how to manage emotions during adolescence.
- Identify different types of addictive behaviors, including drug use and problem gambling.
- Describe law for reporting child abuse.

Accessing Information:

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

Self-Management:

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

Analyzing Influences:

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

Interpersonal Communication:

- Demonstrate effective communication skills that encourage healthy relationships.

Goal Setting:

- Set goals around increasing healthy self-image.

Decision Making:

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

Advocacy:

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

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

Related OAR: 581-022-0413 Prevention Education for Drugs and Alcohol (K-12)
581-022-1440 Human Sexuality Education (K-12)
581-022-0711 Child Abuse Reporting
581-022-1510 Comprehensive Guidance and Counseling (K-12)

Strand: PROMOTION OF SEXUAL HEALTH

Concepts:

- Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.
- Identify methods of protection including abstinence, disease reduction measures and contraception, from STD/HIV, Hepatitis B and C and pregnancy.
- Identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the result of one's decisions.
- Describe gender roles, gender identity and sexual orientation within healthy sexuality.
- Identify the impact of alcohol and other drug use on sexual decision-making.
- Describe physical, social, and emotional changes that occur during puberty.
- Define sexual intercourse and its relationship to human reproduction.

- Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.
- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.
- Differentiate between biological sex, sexual orientation, and gender identity and expression.
- Compare and contrast the characteristics of healthy and unhealthy relationships.
- Describe a range of ways people express affection within various types of relationships.
- Define STDs, HIV, Hepatitis B/C and how they are and are not transmitted.
- Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.

Accessing Information:

- Access appropriate school, home and community resources to meet specific needs for sexual health, including pregnancy, and STD/HIV/Hepatitis B and C testing, and contraception.
- Identify medically accurate sources of information about puberty, development and sexuality.
- Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.
- Identify medically accurate information about STDs, HIV, and Hepatitis B/C

Self-Management:

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

Analyzing Influences:

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

Interpersonal Communication:

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

Goal Setting:

- Set a personal goal to avoid an unintended pregnancy.

Decision Making:

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

Advocacy:

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

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

336.423 Local Wellness Program

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

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

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

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

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

Strand: VIOLENCE AND SUICIDE PREVENTION

Concepts:

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

Accessing Information:

- Identify reporting process within school setting.

Self-Management:

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

Analyzing Influences:

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

Interpersonal Communication:

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

Goal Setting:

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

Advocacy:

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

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

336.455 Human Sexuality Education (K-12)

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

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

High School Level

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

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

Strand: ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION

Concepts:

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

Analyzing Influences:

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

Advocacy:

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

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

Strand: PREVENTION AND CONTROL OF DISEASE

Concepts:

- Describe strategies for preventing communicable diseases and early detection of noncommunicable diseases.
- Identify screenings, including melanoma, breast, and testicular self-examinations, and medical examinations, including pap smear, HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health.
- Explain how public health policies and government regulations influence health promotion and disease prevention.

Accessing Information:

- Identify school and community resources that support early detection.

Self-Management:

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

Analyzing Influences:

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

Goal Setting:

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

Advocacy:

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

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

Strand: PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

Concepts:

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

Accessing Information:

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

Self-Management:

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

Analyzing Influences:

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

Goal Setting:

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

Advocacy:

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

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

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

581-022-0711 Child Abuse Reporting

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

Strand: PROMOTION OF SEXUAL HEALTH

Concepts:

- Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy.
- Describe physical, social, and emotional changes during the transition from adolescence to adulthood.
- Explain the menstrual cycle and its relationship to conception and pregnancy.
- Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.
- Describe contraceptive methods, disease reduction measures, their proper use, and their effectiveness including condoms.
- Explain the laws related to reproductive and sexual health care.

- Identify common symptoms of and treatments for STDs and HIV, including increased risk with multiple partners.
- Differentiate between biological sex, sexual orientation, and gender identity and expression.
- Describe the impact of alcohol and other drug use on sexual decision making.
- Describe a range of ways to expression affection with healthy relationships.
- Describe the characteristics of healthy and unhealthy romantic and/or sexual relationships.
- Define sexual consent and explain its implications for sexual decision-making.

Accessing Information:

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

Self-Management:

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

Analyzing Influences:

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

Interpersonal Communication:

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

Goal Setting:

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

Decision Making:

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

Advocacy:

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

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

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

Related OAR: 581-022-1210 District Curriculum and Instruction (K-12)
581-022-1440 Human Sexuality Education (K-12)
581-022-0413 Prevention Education in Drugs and Alcohol (K-12)
581-022-1510 Comprehensive Guidance and Counseling (K-12)

Strand: VIOLENCE AND SUICIDE PREVENTION

Concepts:

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

Accessing Information:

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

Self-Management:

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

Interpersonal Communication:

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

Decision Making:

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

Advocacy:

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

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

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

