

K-12 Comprehensive Sexuality Education

Newberg School District Guidelines

Newberg School District

Newberg, Oregon 97132



NEWBERG
PUBLIC SCHOOLS

K-12 Comprehensive Sexuality Education

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Table of Contents

STATE OF OREGON LEGISLATION REGARDING COMPREHENSIVE SEXUALITY EDUCATION	iv
PRINCIPLES OF EFFECTIVE PREVENTION EDUCATION	vii
INTRODUCTION	1
HUMAN SEXUALITY, HIV/AIDS, SEXUALLY TRANSMITTED INFECTIONS,	7
HEALTH EDUCATION GUIDELINES.....	7
ODE HEALTH STANDARDS.....	10
Grades 4-5.....	14
Grades 6-8.....	18
High School	23
NSD HEALTH COURSE DESCRIPTIONS.....	29
KINDERGARTEN.....	Error! Bookmark not defined.
1ST GRADE.....	34
2ND GRADE.....	36
3RD GRADE.....	38
4TH GRADE.....	40
5TH GRADE.....	42
6TH GRADE.....	44
7TH GRADE.....	49
8TH GRADE.....	54
HIGH SCHOOL HEALTH 1 and 2.....	58
(*Read as, by the end of 12th Grade the student will be able to...)	58
GUIDELINES FOR TRAINING INDIVIDUALS WHO WILL BE TEACHING.....	67
GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT	69
ODE HEALTH STANDARDS.....	Error! Bookmark not defined.

**STATE OF OREGON LEGISLATION
REGARDING COMPREHENSIVE
SEXUALITY EDUCATION**

STATE OF OREGON LEGISLATION REGARDING COMPREHENSIVE SEXUALITY EDUCATION

In July of 2015, the Oregon Legislature passed SB 856 (Sex Abuse Prevention Instruction) which requires schools to provide child sexual abuse prevention instruction in kindergarten through grade 12. Subsequently, the Oregon State Board of Education passed changes to administrative rule 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 integrated and part of required district comprehensive sexuality education plan and 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 standards¹. 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 development². School districts can meet new student sex abuse prevention instructional requirements by implementing and maintaining already required CSE instruction per OAR 581-022-1440³. 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.

¹ Sexual Health benchmarks are part of the ODE Health Education Standards.

² ORS 336.455 and OAR 581-022-1440

³ The Oregon Department of Education updated benchmarks to align with the new requirements of SB 856. These were made available to districts in December, 2016.

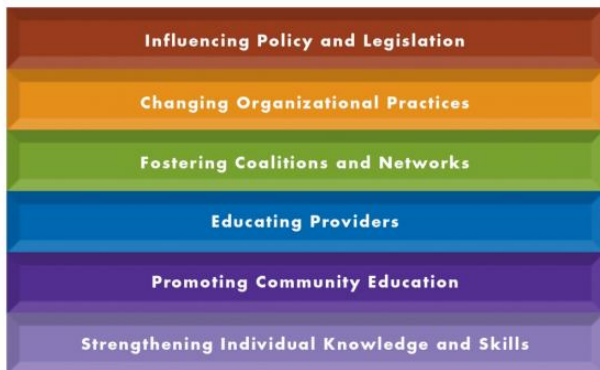
PRINCIPLES OF EFFECTIVE PREVENTION EDUCATION

In the article **What Works in Prevention: Principles of Effective Prevention Programs**⁴, 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 trauma informed and racial equity perspectives. 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)⁵.

THE SPECTRUM OF PREVENTION



Spectrum of Prevention



Socio-Ecological Model

⁴ These nine components are heavily adapted from: Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., Morrissey -Kane, E., & Davino, K. (2003) What works in prevention: Principles of Effective Prevention Programs. *American Psychologist*, 58, (6-7)

⁵ Images taken from <http://www.preventioninstitute.org/component/jlibrary/article/id-105/127.html> and <http://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html>

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.⁶ 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."⁷

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.

⁶ Oregon Chief Education Office, Equity lens.

⁷ Heppner, M. J., Neville, H. A., Smith, K., Kivlighan Jr, D. M., & Gershuny, B. S. (1999). Examining immediate and long-term efficacy of rape prevention programming with racially diverse college men. *Journal of Counseling Psychology*, 46(1), 16.

Who Participated in Oregon’s 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

ely.sanders@state.or.us

INTRODUCTION

INTRODUCTION

The Oregon Department of Education (ODE) last did an instructional materials adoption for Health education in 2008. Following that, in 2009, the state legislature passed ORS 336.455 that would require school districts to provide human sexuality education courses in all public elementary and secondary schools as part of health education curriculum.

In 2012, ODE revised and updated the health standards to align with child abuse reporting procedures. With the addition of new health legislation in 2013, OAR 581-033-1440, 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.
- (8) Further, sexuality education materials, instructional strategies, and activities must not, in any way, use shame or fear based tactics.

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

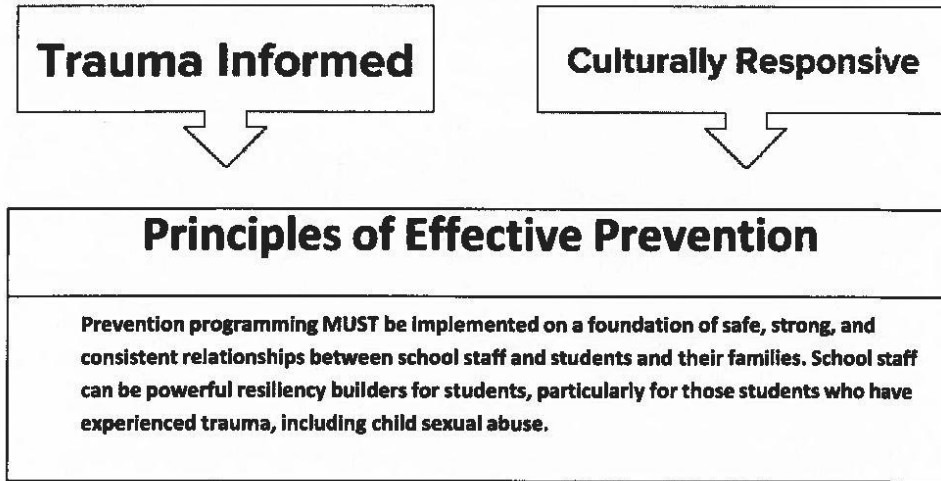
Also in 2015, the National Health Education Standards were revised from their 1995 standards. Some of the changes included the addition of one more standard (from 7-8 standards), revision of specific grade level bands, revisions of performance indicators, a new chapter on equity and access for all students, and a new chapter on student assessment. This work impacted ODE, and in 2016 they adopted new health standards for the state of Oregon.

In accordance with state law, the Newberg School District Board of Directors adopted a policy (IGAI-AR) in March 2015 requiring the district to provide a comprehensive plan of instruction for K-12 health education, including a focus on human sexuality, HIV/AIDS, HBV, HCV, and sexually transmitted infections and disease prevention in grades 5-12.

Guiding the work to be done in instruction are the policies put forth as well as a vision for Comprehensive Sexuality Education programs. Following (next 3 pages) are two documents from ODE's Sex Abuse Prevention Advisory Group 2015-16, the Oregon Attorney General's Sexual Assault Task Force, and the Oregon Department of Human Services, Children, Adults, and Families Division. The first is specific to integrating SB 856 and the second is a graphic that shows the intersections of all the legislation and instruction/content.

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.



Definitions⁸

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, and the 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.

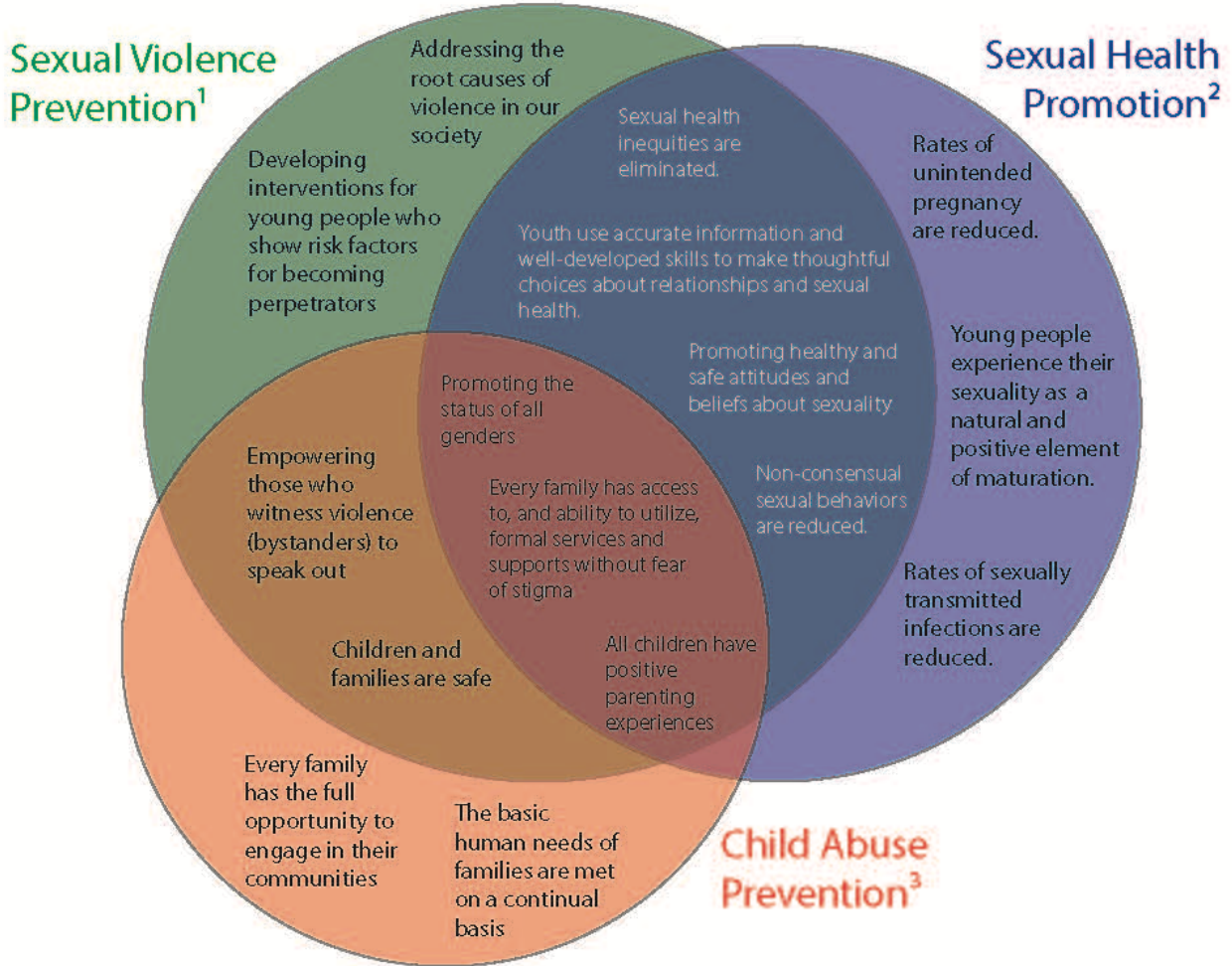
⁸ Sex Abuse Prevention Advisory Group 2015-16 ODE 8/1/2016

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.



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

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

¹Oregon, 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>
²United States, Oregon Department of Human Services, Children, Adults, and Families Division, (2007). The Oregon Youth Sexual Health Plan. <https://www.oregon.gov/DHS/CHILDREN/MFMC/Documents/Oregon%20YouthSexualHealth%20Plan.pdf>
³Oregon Battering Prevention Initiative (Jan 4, 2016, Publication). (n.d). <http://ctf10.org/wp-content/uploads/2016/01/Battering-Prevention-Report-FINAL.pdf>

**HUMAN SEXUALITY, HIV/AIDS, SEXUALLY
TRANSMITTED INFECTIONS,
HEALTH EDUCATION GUIDELINES**

**Health Education – Human Sexuality, HIV/AIDS, HBV, HCV
and Sexually Transmitted Diseases****

The district shall provide an age appropriate, comprehensive plan of instruction for K-12 health education, including a focus on human sexuality, HIV/AIDS, HBV, HCV and sexually transmitted infections and disease prevention in grades 5-12 as an integral part of health education and other subjects.

Course material and instruction for all human sexuality courses shall enhance a student’s understanding of sexuality as a normal and healthy aspect of human development. A comprehensive education plan shall provide adequate instruction regarding human sexuality, HIV/AIDS, HBV, HCV and sexually transmitted infections and disease prevention education. This instruction shall be provided at least twice during grades 9-12 and at least annually for all students in grade 6-8. In addition, it shall include current, accurate information to help students learn infection control for preventing the spread of the HIV/AIDS/HBV/ HCV-causing virus and to assist them in making decisions about protecting their health and the health of others. The comprehensive instruction shall stress the value of abstinence. Information about HIV, AIDS, HBV and HCV infections and sexually transmitted diseases shall be included in the curriculum. This curriculum content shall have input from parents, teachers, administrators, local health department, staff and other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies.

The district’s adopted health curriculum regarding human sexuality, HIV/AIDS, HBV and HCV and human sexuality shall be aligned with the Oregon Health Education Standards and Benchmarks. The Board shall approve the plan of instruction and require that it be reviewed and updated during the curriculum adoption cycle for Health Education.

The district shall designate a staff person to facilitate communication between the Oregon Department of Human Services, Health Services, Oregon Department of Education and teaching staff regarding this program.

Parents of minor students shall be notified in advance of any human sexuality, HIV/AIDS/HBV/HCV or sexually transmitted diseases instruction. Any parent may request his/her student be excused from the class under the provisions set forth in Oregon Revised Statutes and Oregon Administrative Rules.

The superintendent shall develop administrative regulations necessary to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 336.035

ORS 336.107

ORS 336.455 to -336.475

ORS 339.370

OAR 581-022-0705

OAR 581-022-1440

OAR 581-022-1910

Cross Reference(s):

IGBHD - Program Exemptions

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

Strand: PREVENTION AND CONTROL OF DISEASE Concepts:

- Explain ways to prevent communicable and non-communicable diseases and understand the difference.
- Identify important personal health care practices that prevent the spread of communicable/non-communicable disease.

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 healthy relationships.
- Recognize diversity among people, including age, disability, national origin, race, color, marital status, and sex, sexual orientation, and gender expression.

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.
- 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)

Strand: VIOLENCE AND SUICIDE PREVENTION Concepts:

- Identify why bullying, cyber bullying, 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 - <http://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>.)

Strand: PREVENTION AND CONTROL OF DISEASE

Concepts:

- Differentiate between communicable diseases and non-communicable diseases.
- Explain health care practices that prevent the spread of communicable/non-communicable diseases.
- Recognize the importance of healthy body systems and how each contributes to personal health.

Accessing Information:

- Identify examples of communicable and non-communicable 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 pro-social 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 pro-social 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, pro-social 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:

- 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.
- Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.
- 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 cyber-bullying 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 adults.

Self-Management:

- Demonstrate safe ways to respond to bullying and cyber-bullying.
- 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 cyber-bullying.

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

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 non-communicable 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 infectious 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

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)

Strand: PROMOTION OF SEXUAL HEALTH

Concepts:

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

- Describe 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 for the future. How would your goals be affected by your choices?

Decision Making:

- 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.

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 pro-social behaviors.
- Explain how violence, aggression, bullying, cyber-bullying, 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 pro-social 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 pro-social 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 cyber-bullying).
- Set personal media and technology viewing goals.

Advocacy:

- Design an advocacy campaign for preventing violence, aggression, bullying, cyber-bullying 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

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

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 non-communicable 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 non-communicable 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:

- 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.
- Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy.
- 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:

- Describe 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 for the future. How would your goals be affected by your choices?
- 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 and 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 pro-social behaviors and explain how they may prevent violence.
- Examine how violence, aggression, bullying, cyber-bullying and harassment affect health and safety.
- Explain the role problem solving; anger management and impulse control have on preventing violence.
- Interpret school policy related to bullying, cyber-bullying, 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 pro-social communication skills.
- Demonstrate the steps 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 pro-social 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)

**NSD HEALTH
COURSE
DESCRIPTIONS**
(standard strands by grade level)

INTRODUCTION

Based on the Oregon State Standards, found on page 11, the Newberg School District's (NSD) Comprehensive Sexuality Education Plan reflects the growing body of science-based research emphasizing the teaching of functional health knowledge that supports students in developing the essential health skills necessary to adopt, practice, and maintain a lifetime of good health and wellness.

The standards that all students K-5 will address from the Comprehensive Sexuality Education plan include: Prevention and Control of Disease, Promotion of Mental, Social and Emotional Health, Violence and Suicide Prevention, and Promotion of Sexual Health. All classrooms will receive yearly instruction by trained professionals to address SB-856, found on page 4. These lessons support the following standards for grades K-3:

- Explain the difference between appropriate touch and inappropriate touch.
- Identify parents, and other trusted adults they can tell if they are feeling uncomfortable.
- 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.

And will support the following standards for grades 4-5:

- Recognize sexual harassment and sexual abuse.
- 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.
- Practice and use refusal skills.

Each school will hold a meeting each year in the fall to review the Comprehensive Sexuality Education program. At that time, parents and guardians will learn when the materials will be taught and how you as a parent or guardian can reinforce the materials. Parents and guardians will receive communication outlining the program and reminding you of the opportunity to review curriculum materials.

Although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents and guardians may choose to have their children opt-out from instruction in certain standards. Please consider carefully the educational opportunities your child may be missing before choosing to opt-out your child.

If you exercise your option to have your child opt-out from any part of the Comprehensive Sexuality Education Program, your child will spend that time outside the classroom in a

designated area to be determined by the school's administrator. Your child will not be penalized if you exercise the opt-out opportunity.

KINDERGARTEN

STANDARDS ADDRESSED AT THIS GRADE LEVEL:

Strand: PREVENTION AND CONTROL OF DISEASE

- Explain ways to prevent communicable and non-communicable disease and understand the difference.
- Identify important personal health care practices that prevent the spread of communicable diseases.
- Share strategies for preventing the spread of communicable disease to others.

Strand: 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.

Strand: VIOLENCE AND SUICIDE PREVENTION

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

Strand: PROMOTION OF SEXUAL HEALTH

Specific Standards Related to SB 856 Sex Abuse Prevention Training grades K-3

- Explain the difference between appropriate touch and inappropriate touch.
- Identify parents, and other trusted adults they can tell if they are feeling uncomfortable.
- 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.

1ST GRADE

STANDARDS ADDRESSED AT THIS GRADE LEVEL:

Strand: PREVENTION AND CONTROL OF DISEASE

- Explain ways to prevent communicable and non-communicable disease and understand the difference
- Share strategies for preventing the spread of communicable diseases to others.

Strand: 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.

Strand: VIOLENCE AND SUICIDE PREVENTION

- Identify why bullying, cyber-bullying, 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.

Strand: PROMOTION OF SEXUAL HEALTH

Specific Standards Related to SB 856 Sex Abuse Prevention Training grades K-3

- Explain the difference between appropriate touch and inappropriate touch.
- Identify parents, and other trusted adults they can tell if they are feeling uncomfortable.

- 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.

2ND GRADE

STANDARDS ADDRESSED AT THIS GRADE LEVEL:

Strand: PREVENTION AND CONTROL OF DISEASE

- Explain ways to prevent communicable and non-communicable disease and understand the difference
- Identify what the school and community members can do to support health practices and behaviors.
- Share strategies for preventing the spread of communicable disease to others.

Strand: 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.
- Identify personal stressors at home, in school, and community. Set a goal to help manage stress.
- Identify qualities that contribute to a healthy self-image.
- 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.

Strand: VIOLENCE AND SUICIDE PREVENTION

- Identify why bullying, cyber-bullying, 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.

Strand: PROMOTION OF SEXUAL HEALTH

Specific Standards Related to SB 856 Sex Abuse Prevention Training grades K-3

- Explain the difference between appropriate touch and inappropriate touch.
- Identify parents, and other trusted adults they can tell if they are feeling uncomfortable.
- 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.

3RD GRADE

STANDARDS ADDRESSED AT THIS GRADE LEVEL:

Strand: PREVENTION AND CONTROL OF DISEASE

- Explain ways to prevent communicable and non-communicable disease and understand the difference.
- Share strategies for preventing the spread of communicable disease to others.
- 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.

Strand: 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.
- Identify qualities that contribute to a healthy self-image.
- 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.

Strand: VIOLENCE AND SUICIDE PREVENTION

- Identify why bullying, cyber-bullying, 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.

Strand: PROMOTION OF SEXUAL HEALTH

Specific Standards Related to SB 856 Sex Abuse Prevention Training grades K-3

- Explain the difference between appropriate touch and inappropriate touch.
- Identify parents, and other trusted adults they can tell if they are feeling uncomfortable.
- 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.

4TH GRADE

STANDARDS ADDRESSED AT THIS GRADE LEVEL:

Strand: PREVENTION AND CONTROL OF DISEASE

- Differentiate between communicable diseases and non-communicable diseases.
- Explain health care practices that prevent the spread of communicable disease.
- Recognize the importance of healthy body systems and how each contributes to personal health.
- Identify examples of communicable and non-communicable diseases.
- Describe how each body system contributes to personal health.
- Demonstrate effective health care practices.

Strand: PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

- Describe how pro-social 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.
- Identify people to talk with about social/emotional needs and relationships
- Demonstrate pro-social behaviors including respect for self and others.
- Demonstrate verbal and nonverbal, pro-social communication.
- Verbally and nonverbally communicate respect for diversity.
- Advocate respect for diversity.

Strand: PROMOTION OF SEXUAL HEALTH

Specific Standards Related to SB 856 Sex Abuse Prevention Training grades 4-5

- 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.
- Recognize sexual harassment and sexual abuse.

- 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.
- 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.

Strand: VIOLENCE AND SUICIDE PREVENTION

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

5TH GRADE

STANDARDS ADDRESSED AT THIS GRADE LEVEL:

Strand: PREVENTION AND CONTROL OF DISEASE

- Differentiate between communicable diseases and non-communicable diseases.
- Explain health care practices that prevent the spread of communicable disease.
- Recognize the importance of healthy body systems and how each contributes to personal health.
- Identify examples of communicable and non-communicable diseases.
- Describe how each body system contributes to personal health.
- Demonstrate effective health care practices.
- Encourage effective health care practices at home and school.

Strand: PROMOTION OF MENTAL, SOCIAL, AND EMOTIONAL HEALTH

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

Strand: PROMOTION OF SEXUAL HEALTH

Specific Standards Related to SB 856 Sex Abuse Prevention Training grades 4-5

- 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.

- Identify sexual orientation as the romantic attraction to someone of different or same gender.
- 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.
- 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.
- 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.
- 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.
- Advocate for choosing abstinence.

Strand: VIOLENCE AND SUICIDE PREVENTION

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

6TH GRADE

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

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 communicable diseases.

Related ORS: 336.455 Human Sexuality Education (K-12) Related OAR: 581-022-1210 District Curriculum, instruction of infectious 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

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 and prevention methods.
- 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 negative influences that may encourage young people to try risky 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:**

- Identify methods of protection including abstinence for disease reduction measures 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.

- Define gender roles, gender identity and sexual orientation across cultures.
- Identify the impact of alcohol and other drug use on sexual decision-making.
- Describe physical, social, and emotional changes that occur during puberty.
- Compare and contrast the characteristics of healthy and unhealthy relationships.
- Describe a range of ways people express affection within various types of relationships.
- 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.
- Identify medically accurate sources of information about puberty, development and sexuality.

Self-Management:

- 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 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 effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.

Goal Setting:

- Set a personal goal for the future. How would your goals be affected by your choices?

Decision Making:

- Use a decision making model to choose solutions that enhance personal health.

Advocacy:

- Advocate for promoting dignity and respect for all.

- 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 pro-social behaviors.
- Explain how violence, aggression, bullying, cyber-bullying, and harassment affect health and safety.
- 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 pro-social 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 pro-social behavior.
- Demonstrate a variety of clear communication skills to report dangerous situations.

Goal Setting:

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

Advocacy:

- Design an advocacy campaign for preventing violence, aggression, bullying, cyber-bullying 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)*

7TH GRADE

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 non-communicable 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 infectious 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

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.
- 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 a 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:

- 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.
- Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.
- Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.
- Compare and contrast the characteristics of healthy and unhealthy relationships.
- Describe a range of ways people express affection within various types of relationships.
- Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.
- Define gender roles, gender identity and sexual orientation across cultures.

Accessing Information:

- Access appropriate school, home and community resources to meet specific needs for sexual health.
- Identify medically accurate sources of information about puberty, development and sexuality.
- Identify medically accurate information about HIV/AIDs.

Self-Management:

- 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 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.

Interpersonal Communication:

- 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 for the future. How would your goals be affected by your choices?

Advocacy:

- Advocate for the 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 pro-social behaviors.
- Explain how violence, aggression, bullying, cyber-bullying, 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 pro-social 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 pro-social 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 cyber-bullying).
- Set personal media and technology viewing goals.

Advocacy:

- Design an advocacy campaign for preventing violence, aggression, bullying, cyber-bullying 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)*

8TH GRADE

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 drugs 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 non-communicable diseases.
- Describe personal health care practices that prevent the spread of communicable diseases including HIV/AIDS, STDs, and Hepatitis B and C.

Self-Management:

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

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 infectious 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

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 the 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/or participate in addictive behaviors.

Interpersonal Communication:

- Demonstrate effective communication skills that encourage healthy relationships.

Goal Setting:

- Set goals around increasing a positive, 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:**

- 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.
- Define gender roles, gender identity and sexual orientation across cultures.
- 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.
- Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.
- 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:

- Describe the steps to using a condom.
- Demonstrate ways one 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 for the future. How would your goals be affected by your choices?

Decision Making:

- Use a decision making model to choose abstinence as the safest choice, but know effective contraceptives that offer safer sexual practices.
- Use a decision making model to avoid sexual activity 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 pro-social behaviors.
- Explain how violence, aggression, bullying, cyber-bullying, 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 pro-social 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 pro-social 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 cyber-bullying).
- Set personal media and technology viewing goals.

Advocacy:

- Design an advocacy campaign for preventing violence, aggression, bullying, cyber-bullying 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 HEALTH 1 and 2

(*Read as, by the end of 12th Grade the student will be able to...)

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 non-communicable 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 non-communicable 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:**

- 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.
- Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy.
- 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:

- Describe 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 for the future. How would your goals be affected by your choices?
- 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 and 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 pro-social behaviors and explain how they may prevent violence.
- Examine how violence, aggression, bullying, cyber-bullying and harassment affect health and safety.
- Explain the role problem solving; anger management and impulse control have on preventing violence.
- Interpret school policy related to bullying, cyber-bullying, 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 pro-social communication skills.
- Demonstrate the steps 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 pro-social 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, cyber-bullying 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)

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 non-communicable 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 non-communicable 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 infectious 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:

- 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.
- Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy.
- 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:

- Describe 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 for the future. How would your goals be affected by your choices?
- 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 and 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 pro-social behaviors and explain how they may prevent violence.
- Examine how violence, aggression, bullying, cyber-bullying and harassment affect health and safety.
- Explain the role problem solving; anger management and impulse control have on preventing violence.
- Interpret school policy related to bullying, cyber-bullying, 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 pro-social communication skills.
- Demonstrate the steps 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 pro-social 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, cyber-bullying 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)

**GUIDELINES FOR TRAINING
INDIVIDUALS WHO WILL BE
TEACHING
COMPREHENSIVE SEXUAL
EDUCATION**

GUIDELINES FOR TRAINING INDIVIDUALS WHO WILL BE TEACHING COMPREHENSIVE SEXUAL EDUCATION

INTRODUCTION

Newberg School District provides a Comprehensive Sexuality Education program built upon the following instructional values:

- Age appropriate
- Medically accurate
- Trauma informed
- Culturally inclusive and responsive to diverse students including race, ethnicity, gender identity, and sexual orientation

Further, any education materials, instructional strategies, and activities must not, in any way, use shame or fear based tactics.

In order to best do this, it is important to outline the training procedures for those who will be instructing this critical content to our children. Below, it is broken down into elementary and secondary school as certifications and trainings may differ.

ELEMENTARY SCHOOL

To be in compliance with state legislation and aligned to the standards put out by ODE, elementary schools will follow the following procedure related to its CSE program.

- SB 856 Compliance topics around Sex Abuse Prevention Education K-5 will be taught in four sessions by trained professionals.
- All other topics will be taught at an age-appropriate level by a designated teacher at the grade level.
- 5th grade human sexuality content will be taught by grade level teachers and/or school counselors. Please refer to the NSD course outlines for concrete content expectations per grade level.

SECONDARY SCHOOL

All content related to Comprehensive Sexuality Education will be taught by a certified health teacher, school counselors, and other trained professionals, including the compliance areas around SB 856 in the four sessions required by law.

**GUIDELINES FOR
PARENT/COMMUNITY
INVOLVEMENT**

GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT

INTRODUCTION

An important element in the successful implementation of a Comprehensive Sexuality Education Program is parent/guardian/community involvement. Due to the sensitive nature of the content, parents/guardians and community-based personnel are encouraged to participate in information forums, feedback loops, committee meetings, as well as statewide and local training sessions for Comprehensive Sexuality Education in Oregon.

PARENT/GUARDIAN/COMMUNITY INVOLVEMENT

In Newberg School District, the superintendent's staff will identify a community team, including district office personnel, school administrators, teachers, parents, and members of the medical and mental health profession. The team will meet annually to review the district plan, relevant state law and school board policies (i.e. Policy IGAI: Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education), and school board adopted curriculum. Each school will be asked to inform parents annually of the Comprehensive Sexuality Education Plan (content, timing, opt out process, etc.)

COMPREHENSIVE SEXUALITY EDUCATION

Newberg School District provides a Comprehensive Sexuality Education program that will include instruction that:

- Is age-appropriate, medically accurate, and is not shame or fear based;
- Is trauma informed, 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
- The HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan will provide instruction at least annually, for all students grades 6-8 and at least twice during grades 9-12
- Sexuality education materials, instructional strategies, and activities will not use shame or fear based tactics.

Newberg's School Board recognizes the sensitive nature of some content in the Comprehensive Sexuality Education program required by the Oregon State Board of Education. The program is not intended to conflict with family values and behavioral norms. A parent/guardian informational meeting will be held at each school. At this meeting, parents will have an opportunity to learn about the materials and how they can support instruction at home.

Although the Comprehensive Sexuality Education program is designed to assist and support parents/guardians as they educate their children, some parents/guardians may choose to have their children not participate. Parents/guardians wanting to opt their child out of Sexuality Education instruction should communicate with their building principal or assistant principal, or by contacting their child's Health Education instructor. In the event that a parent/guardian opts their child out sexuality education, an alternative assignment will be given.