Summary

This Health Instruction Plan outlines how the Health standards adopted by the Oregon State Board of Education, Oregon Administrative Rules, and policies adopted by the GBSD Board of Education will be addressed through our district’s K-12 Health instruction. It includes the grade level / course description, instructional materials, individualized learning experiences information as well as parental notification expectations.

The K-12 Comprehensive Sexuality Education Plan is a component of this broader instruction plan. A committee of stakeholders including parents of GBSD students, community liaisons, a school board member, teachers, school counselors, county health professionals, and administrators were involved in the development of this plan.
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<thead>
<tr>
<th>Member</th>
<th>Representational Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beth Appert</td>
<td>Community Health Advisor</td>
</tr>
<tr>
<td>Lori Bennis</td>
<td>Building Administrator</td>
</tr>
<tr>
<td>Tim Collins</td>
<td>Building Administrator</td>
</tr>
<tr>
<td>Aubrey Daquiz</td>
<td>Community Health Advisor</td>
</tr>
<tr>
<td>Sara Fast</td>
<td>Community Health Advisor</td>
</tr>
<tr>
<td>Sara Hahn-Huston</td>
<td>District Administrator</td>
</tr>
<tr>
<td>Jeremiah Hickman</td>
<td>Teacher</td>
</tr>
<tr>
<td>Angie Kautz</td>
<td>District Administrator</td>
</tr>
<tr>
<td>Teresa Ketelsen</td>
<td>District Administrator</td>
</tr>
<tr>
<td>Kristen Marlo</td>
<td>Teacher</td>
</tr>
<tr>
<td>James Milliken</td>
<td>Building Administrator</td>
</tr>
<tr>
<td>Jamie Nash</td>
<td>Licensed Counselor</td>
</tr>
<tr>
<td>Krista Pannell</td>
<td>Teacher</td>
</tr>
<tr>
<td>Blake Peterson</td>
<td>School Board Member and Parent</td>
</tr>
<tr>
<td>Theresa Scott</td>
<td>Licensed Counselor</td>
</tr>
<tr>
<td>Luba Shargorodskiy</td>
<td>Community Liaison</td>
</tr>
<tr>
<td>Michelle Strumbo</td>
<td>Parent</td>
</tr>
<tr>
<td>Derek Tavers</td>
<td>Community Health Advisor</td>
</tr>
</tbody>
</table>
GBSD Comprehensive Health Instruction Plan: Elementary

K-5 classroom teachers are responsible for delivering the following components of the Health Instruction Plan with the exception of specified components that are to be addressed by licensed counselors. Building administrators are to ensure follow through of these expectations.

<table>
<thead>
<tr>
<th>Health Plan Component</th>
<th>Staff member who facilitates instruction</th>
<th>Frequency and Materials</th>
<th>Communication Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Safety/Sexual Abuse Prevention</td>
<td>Licensed Counselor</td>
<td>A minimum of 4 classroom lessons throughout the year utilizing the Child Protection Unit materials</td>
<td>District Health Instruction Letter sent in September</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>District Letter sent home to families specific to the Child Protection Unit lessons.</td>
</tr>
<tr>
<td>Human Sexuality (4th and 5th Grade)</td>
<td>Classroom Teacher</td>
<td>4th Grade: Great Body Shop</td>
<td>District Health Instruction Letter sent in September</td>
</tr>
<tr>
<td>Gender Education (5th Grade)</td>
<td></td>
<td>5th Grade: Great Body Shop Unit 6</td>
<td>District Letter sent home to families 1-2 weeks prior the specific unit of instruction.</td>
</tr>
<tr>
<td>Additional standards pertaining to health and wellness and social emotional health</td>
<td>Classroom Teacher</td>
<td>Throughout the school year utilizing Great Body Shop lessons and magazines</td>
<td>District Health Instruction Letter sent in September</td>
</tr>
<tr>
<td></td>
<td>School Counselors may facilitate some lessons pertaining to social emotional health if that is part of the instructional plan within the building</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GBSD Spring 2018
GBSD Comprehensive Health Instruction Plan: Middle School

**Middle School:** Teachers who are assigned to teach Health are responsible for delivering the following components of the Health Instruction Plan. School counselors may be included to provide supplemental instruction related to specific components of the plan in accordance with any classroom lessons they are assigned to teach at their school.

## Grade 6 - 8 Health Instruction Plan

<table>
<thead>
<tr>
<th>Health Plan Component</th>
<th>Frequency and Materials</th>
<th>Communication Plan</th>
</tr>
</thead>
</table>
| **Personal Safety / Child Sexual Abuse Prevention** | A minimum of 4 instructional lessons per year utilizing the district adopted curriculum *Teen Health* and *Teen Health: Healthy Relationships and Sexuality* and may include Multnomah County Resources that include but are not limited to the Positive Prevention Plus and/or Reducing Risk curriculum | District Health Instruction Letter sent in September  
District adopted curriculum (McGraw-Hill) parent letters sent home with corresponding chapters |
| **Human Sexuality Education**             | Utilizing the District adopted curriculum *Teen Health* and *Teen Health: Healthy Relationships and Sexuality* and may include Multnomah County Resources that include but are not limited to the Positive Prevention Plus and/or Reducing Risk curriculum | District Health Instruction Letter sent in September  
District adopted curriculum (McGraw-Hill) parent letters sent home with corresponding chapters |
| **HIV/AIDS/STDs**                          | Annually utilizing the District adopted curriculum *Teen Health* and *Teen Health: Healthy Relationships and Sexuality* and may include Multnomah County Resources that include but are not limited to the Positive Prevention Plus and/or Reducing Risk curriculum | District Health Instruction Letter sent in September  
District adopted curriculum (McGraw-Hill) parent letters sent home with corresponding chapters |
| **CPR (grades 7 - 8)**                    | Annually utilizing the District adopted curriculum *Teen Health* and/or any supplemental resources provided by the American Heart Association / American Red Cross (based on the American Heart Association guidelines). | District Health Instruction Letter sent in September  
District adopted curriculum (McGraw-Hill) parent letters sent home with corresponding chapters |
| Prevention: Harassment, Intimidation, Bullying, Cyberbullying | Annually utilizing the District adopted curriculum *Teen Health* and *Teen Health: Healthy Relationships and Sexuality* and may include prevention educational materials provided by Multnomah County. | District Health Instruction Letter sent in September  
District adopted curriculum (McGraw-Hill) parent letters sent home with corresponding chapters |
| --- | --- | --- |
| Prevention: Drugs & Alcohol Education | Annually utilizing the District adopted curriculum *Teen Health* and *Teen Health: Healthy Relationships and Sexuality* and may include prevention educational materials provided by Multnomah County. | District Health Instruction Letter sent in September  
District adopted curriculum (McGraw-Hill) parent letters sent home with corresponding chapters |
| Teen Dating Violence Education (grades 7-8) | Utilizing the District adopted curriculum *Teen Health* and *Teen Health: Healthy Relationships and Sexuality* and may include Multnomah County Resources that include but are not limited to the Positive Prevention Plus and/or Reducing Risk curriculum | District adopted curriculum (McGraw-Hill) parent letters sent home with corresponding chapters |
GBSD Comprehensive Health Instruction Plan: High School

**High School:** Teachers who are assigned to teach Health are responsible for delivering the following components of the Health Instruction Plan. Multnomah County resources may be utilized to provide instruction related to specific components of this plan, as coordinated or overseen through the PE/Health Department chairs and school administrator approval.

<table>
<thead>
<tr>
<th>Health Plan Component</th>
<th>Frequency and Materials</th>
<th>Communication Plan</th>
</tr>
</thead>
</table>
| **Personal Safety / Child Sexual Abuse Prevention** | A minimum of 4 instructional lessons per year utilizing the district adopted curriculum *Glencoe Health: Human Sexuality* and may include Multnomah County Resources that include but are not limited to the Positive Prevention Plus and/or Reducing Risk curriculum | District Health Instruction Letter sent in September                
District adopted curriculum (McGraw-Hill) parent letters sent home with corresponding chapters |
| **Human Sexuality Education**           | Utilizing the District adopted curriculum *Glencoe Health* and *Human Sexuality* and may include Multnomah County Resources that include but are not limited to the Positive Prevention Plus and/or Reducing Risk curriculum | District Health Instruction Letter sent in September                
District adopted curriculum (McGraw-Hill) parent letters sent home with corresponding chapters |
| **HIV/AIDS/STDs**                       | Twice a year utilizing the District adopted curriculum *Glencoe Health* and *Human Sexuality* and may include Multnomah County Resources that include but are not limited to the Positive Prevention Plus and/or Reducing Risk curriculum | District Health Instruction Letter sent in September                
District adopted curriculum (McGraw-Hill) parent letters sent home with corresponding chapters |
<p>| <strong>CPR</strong>                                | Annually utilizing the District adopted curriculum <em>Glencoe</em>                           | District Health Instruction Letter sent in September |</p>
<table>
<thead>
<tr>
<th>Prevention: Harassment, Intimidation, Bullying, Cyberbullying</th>
<th>Annually utilizing the District adopted curriculum <em>Glencoe Health</em> and <em>Human Sexuality</em> and may include prevention educational materials provided by Multnomah County.</th>
<th>District Health Instruction Letter sent in September. District adopted curriculum (McGraw-Hill) parent letters sent home with corresponding chapters.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention: Drugs &amp; Alcohol Education</td>
<td>Annually utilizing the District adopted curriculum <em>Glencoe Health</em> and <em>Human Sexuality</em> and may include prevention educational materials provided by Multnomah County.</td>
<td>District Health Instruction Letter sent in September. District adopted curriculum (McGraw-Hill) parent letters sent home with corresponding chapters.</td>
</tr>
<tr>
<td>Prevention: Anabolic Steroids and Performance-Enhancing Substances</td>
<td>Utilizing the District adopted curriculum <em>Glencoe Health</em> and <em>Human Sexuality</em> and may include Multnomah County Resources that include but are not limited to the Positive Prevention Plus and/or Reducing Risk curriculum.</td>
<td>District adopted curriculum (McGraw-Hill) parent letters sent home with corresponding chapters.</td>
</tr>
</tbody>
</table>

*Health* and/or any supplemental resources provided by the American Heart Association / American Red Cross (based on the American Heart Association guidelines).
The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects.

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

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

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

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

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

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;
5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;

6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting and controlled substances;

7. Discusses the characteristics of emotional, physical and psychological aspects of a healthy relationship;

8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;

9. Stresses that HIV/STDs and hepatitis B/C can be hazards of sexual contact;

10. Provides students with information about Oregon laws that address young people’s rights and responsibilities related to childbearing and parenting;

11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;

12. Encourages family communication and involvement and helps students learn to make responsible, respectful and health decisions;

13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;

14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;

15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;

16. Validates the importance of one’s honesty, respect for each person’s dignity and well-being, and responsibility for one’s actions;

17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression.
The comprehensive plan of instruction shall emphasize skill-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self esteem and ability to resist peer pressure;

2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;

3. Enhances students’ ability to access valid health information and resources related to their sexual health;

4. Teaches how develop and communicate sexual and reproductive boundaries;

5. Is research based, evidence based or best practice; and

6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

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

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

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

END OF POLICY

Legal Reference(s):

ORS 336.035
ORS 336.107
ORS 336.455 to -336.475
ORS 339.370 to -339.400
ORS 581-022-1440
ORS 581-022-1910
ORS 581-022-0705

Cross Reference(s):

IGBHD - Program Exemptions
Kindergarten Health Standards Overview
2018 Implementation

K-12 Standards Adopted by the Oregon Department of Education
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Note to Kindergarten Teachers: The following topic has specific expectations due to the potential to be controversial. Please make sure to follow this guidance when planning health instruction for your classroom.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Required Parent Communication</th>
<th>Materials to be Used*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Safety (Erin’s Law-Sexual Abuse Prevention)</td>
<td>District Personal Safety Letter</td>
<td>Child Protection Unit Lessons taught by Licensed School Counselor</td>
</tr>
</tbody>
</table>

*Materials outside of this list must be approved by the Director of Teaching and Learning prior to use.

GBSD Performance Indicators for Kindergarten
Topics in italics address Oregon Administrative Regulations or Gresham-Barlow School District Policy Requirements. Topics in BOLD require parent communication per Gresham-Barlow School District Policy Requirements regarding potentially controversial subject matter. Some Indicators are in both italics and bold.

Injury Prevention and Personal Safety
- Identify safe behaviors and ways to reduce risk of common childhood injuries.
- Identify who to report to at home, school and in the community if they see unsafe objects.
- **Recognize everyone has the right to say who touches their body, when and how.**
- **Recognize that it is never ok to touch someone, or make someone touch you if they don't want to.**
- **Identify sources of support if someone is touching them in a way that makes them feel uncomfortable.**

Nutrition/Functions of the Body
- Identify healthy practices and behaviors that maintain or improve personal health.
- Demonstrate ways to promote personal health.
- Identify a short-term personal health goal and take action toward achieving the goal.

Growth & Development/The Cycle of Family Life
- Identify different kinds of family structures.
- List a variety of ways people express affection within various types of relationships.
- Identify who influences personal health practices and behaviors.
- Provide examples of how friends and family influence how people think they should act on the basis of their gender.

GBSD Spring 2018
Disease and Illness Prevention (Including HIV)

- List potentially unsafe body fluids and objects to avoid.
- Identify ways to prevent communicable and non-communicable disease and understand the difference.

Substance and Abuse Prevention

- Identify effective refusal skills to avoid or reduce health risks.
- Identify sources of support to go to if threatened or harmed.
- Recognize behaviors that avoid or reduce health risks.

Community Health and Safety (Including Violence Prevention)

- Identify ways to locate school and community health helpers.
- Define bullying and teasing and why bullying and teasing are inappropriate behaviors.
- Encourage peers to select positive health choices.
- Recognize the importance of treating others with respect despite differences.

Self-Worth, Mental and Emotional Health

- Identify healthy ways to express needs, wants, and feelings.
- Describe the characteristics of a friend.
- Identify effective active listening skills.
- Discuss effective ways to communicate personal boundaries and show respect for the boundaries of others.

Environmental and Consumer Health

- Identify how the media can influence health behaviors.

Topics in italics address Oregon Administrative Regulations or Gresham-Barlow School District Policy Requirements. Topics in BOLD require parent communication per Gresham-Barlow School District Policy Requirements regarding potentially controversial subject matter. Some Indicators are in both italics and bold.
First Grade Health Standards Overview
2018 Implementation

K-12 Standards Adopted by the Oregon Department of Education
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Note to 1st Grade Teachers: The following topic has specific expectations due to the potential to be controversial. Please make sure to follow this guidance when planning health instruction for your classroom.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Required Parent Communication</th>
<th>Materials to be Used*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Safety (Erin’s Law-Sexual Abuse Prevention)</td>
<td>District Personal Safety Letter</td>
<td>Child Protection Unit Lessons taught by Licensed School Counselor</td>
</tr>
</tbody>
</table>

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GBSD Prioritized Performance Indicators for First Grade
Topics in italics address Oregon Administrative Regulations or Gresham-Barlow School District Policy Requirements. Topics in BOLD require parent communication per Gresham-Barlow School District Policy Requirements regarding potentially controversial subject matter. Some Indicators are in both italics and bold.

Injury Prevention and Personal Safety
- Discuss safe behaviors and ways to reduce risk of common childhood injuries
- Describe behaviors that avoid or reduce health risks.
- Identify effective refusal skills to avoid or reduce health risks.
- Describe ways to tell sources of support if threatened or harmed.
- **Explain that everyone has the right to say who touches their body, when and how.**
- **Explain that it is never ok to touch someone, or make someone touch you if they don’t want to.**
- **Describe consent as it relates to personal boundaries**
- **Identify sources of support, such as parents or other trusted adults, including school staff, they can tell if someone is touching them in a way that makes them feel uncomfortable.**

Nutrition/Functions of the Body
- Identify how family influences personal health practices and behaviors.
- Describe healthy practices and behaviors that maintain or improve personal health.
- Describe behaviors that avoid or reduce health risks.
- Describe a short-term personal health goal and take action toward achieving the goal.

GBSD Spring 2018
<table>
<thead>
<tr>
<th>Growth &amp; Development/The Cycle of Family Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Describe different kinds of family structures.</td>
</tr>
<tr>
<td>● Identify a variety of ways people express affection within various types of relationships.</td>
</tr>
<tr>
<td>● Provide examples of how friends and family influence how people think they should act on the basis of their gender.</td>
</tr>
<tr>
<td>● Discuss ways to communicate respectfully with and about all people regardless of differences</td>
</tr>
<tr>
<td>● Describe bullying and teasing and why bullying and teasing are inappropriate behaviors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disease and Illness Prevention (Including HIV)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Describe ways to prevent communicable and non-communicable disease and understand the difference</td>
</tr>
<tr>
<td>● Explain that it is important to stay away from potentially unsafe body fluids and objects.</td>
</tr>
<tr>
<td>● Identify when it is important to seek healthcare</td>
</tr>
<tr>
<td>● Describe healthy practices and behaviors that maintain or improve personal health.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Substance and Abuse Prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Identify effective refusal skills to avoid or reduce health risks</td>
</tr>
<tr>
<td>● Describe how to clearly say no and how to leave an uncomfortable situation</td>
</tr>
<tr>
<td>● Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.</td>
</tr>
<tr>
<td>● Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Health and Safety (Including Violence Prevention)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Describe ways to locate school and community health helpers.</td>
</tr>
<tr>
<td>● Describe ways to tell sources of support if threatened or harmed.</td>
</tr>
<tr>
<td>● Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.</td>
</tr>
<tr>
<td>● Describe bullying and teasing and why bullying and teasing are inappropriate behaviors.</td>
</tr>
<tr>
<td>● Recognize the importance of treating others with respect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Worth, Mental and Emotional Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Identify healthy ways to express needs, wants, and feelings.</td>
</tr>
<tr>
<td>● Describe effective active listening skills.</td>
</tr>
<tr>
<td>● Describe how they can be a good friend.</td>
</tr>
<tr>
<td>● Discuss ways to communicate respectfully with and about all people regardless of differences</td>
</tr>
<tr>
<td>● Describe bullying and teasing and why bullying and teasing are inappropriate behaviors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental and Consumer Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Describe how the media can influence health behaviors.</td>
</tr>
</tbody>
</table>

Topics in italics address Oregon Administrative Regulations or Gresham-Barlow School District Policy Requirements. Topics in BOLD require parent communication per Gresham-Barlow School District Policy Requirements regarding potentially controversial subject matter. Some Indicators are in both italics and bold.
K-12 Standards Adopted by the Oregon Department of Education

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Note to 2nd Grade Teachers: The following topic has specific expectations due to the potential to be controversial. Please make sure to follow this guidance when planning health instruction for your classroom.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Required Parent Communication</th>
<th>Materials to be Used*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Safety (Erin’s Law-Sexual Abuse Prevention)</td>
<td>District Personal Safety Letter</td>
<td>Child Protection Unit Lessons taught by Licensed School Counselor</td>
</tr>
</tbody>
</table>

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GBSD Prioritized Performance Indicators for Second Grade

Topics in italics address Oregon Administrative Regulations or Gresham-Barlow School District Policy Requirements. Topics in BOLD require parent communication per Gresham-Barlow School District Policy Requirements regarding potentially controversial subject matter. Some Indicators are in both italics and bold.

**Injury Prevention and Personal Safety**

- Describe safe behaviors and ways to reduce risk of common childhood injuries.
- Demonstrate behaviors that avoid or reduce health risks.
  - **Explain that everyone has the right to say who touches their body, when and how.**
  - **Explain that it is never ok to touch someone, or make someone touch you if they don’t want to.**
  - **Demonstrate how to clearly say “no” and/or how to leave an unsafe/uncomfortable situation.**
  - Describe sources of support, such as parents or other trusted adults, including school staff; they can tell if they being hurt or feel unsafe.
  - **Demonstrate ways to tell sources of support if threatened or harmed.**

**Nutrition/Functions of the Body**

- Explain the importance of promoting personal health.
- Demonstrate healthy practices and behaviors that maintain or improve personal health.
- Demonstrate how family influences personal health practices and behaviors.
- Demonstrate how school resources support health practices and behaviors.
- Demonstrate decision-making skills for health related situations.
- Demonstrate setting a short-term and long-term personal health goal and take action toward achieving the goal.

GBSD Spring 2018
**Growth & Development/The Cycle of Family Life**
- Explain different kinds of family structures.
- Describe a variety of ways people express affection within various types of relationships.
- Demonstrate healthy ways to express needs, wants, and feelings.
- Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender.
- Describe the qualities of reliable sources of support, such as parents or other trusted adults, when seeking information about health.

**Disease and Illness Prevention (Including HIV)**
- Demonstrate ways to prevent communicable and non-communicable disease and understand the difference
- Explain why it is important to stay away from potentially unsafe body fluids and objects.
- Demonstrate healthy practices and behaviors that maintain or improve personal health.

**Substance and Abuse Prevention**
- Demonstrate behaviors that avoid or reduce health risks.
- Demonstrate effective refusal skills to avoid or reduce health risks.
- Demonstrate healthy practices and behaviors that maintain or improve personal health.
- List effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Demonstrate ways to tell sources of support if threatened or harmed.

**Community Health and Safety (Including Violence Prevention)**
- Recognize examples of physical, mental, social, emotional, and environmental health.
- Explain bullying and teasing and why bullying and teasing are inappropriate behaviors.
- Recognize the importance of treating others with respect including gender expression.
- Encourage peers to justify positive health choices.
- Recognize the importance of treating others with respect including gender expression.
- Demonstrate ways to locate school and community health helpers.
- Describe the qualities of reliable sources of support, such as parents or other trusted adults, when seeking information about health.

**Self-Worth, Mental and Emotional Health**
- Demonstrate healthy ways to express needs, wants, and feelings.
- Identify positive and negative ways friends and peers can influence various relationships
- Demonstrate effective active listening skills.
- Describe how they can be a good friend.
- List ways to communicate respectfully with and about all people regardless of differences.
- Practice consent as it relates to personal boundaries.

**Environmental and Consumer Health**
- Identify how media and technology influence our ideas about friendships.
- Demonstrate how the media can influence health behaviors.
- Demonstrate how to access resources to achieve health-related goals.

*Topics in italics address Oregon Administrative Regulations or Gresham-Barlow School District Policy Requirements. Topics in BOLD require parent communication per Gresham-Barlow School District Policy Requirements regarding potentially controversial subject matter. Some Indicators are in both italics and bold.*
K-12 Standards Adopted by the Oregon Department of Education

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Note to 3rd Grade Teachers: The following topic has specific expectations due to the potential to be controversial. Please make sure to follow this guidance when planning health instruction for your classroom.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Required Parent Communication</th>
<th>Materials to be Used*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Safety (Erin’s Law-Sexual Abuse Prevention)</td>
<td>District Personal Safety Letter</td>
<td>Child Protection Unit Lessons taught by Licensed School Counselor</td>
</tr>
</tbody>
</table>

*Materials outside of this list must be approved by the Director of Teaching and Learning prior to use.

GBSD Prioritized Performance Indicators for Third Grade

Topics in italics address Oregon Administrative Regulations or Gresham-Barlow School District Policy Requirements. Topics in BOLD require parent communication per Gresham-Barlow School District Policy Requirements regarding potentially controversial subject matter. Some Indicators are in both italics and bold.

**Injury Prevention and Personal Safety**

- Describe ways to prevent common childhood injuries and health problems.
- Recognize effective refusal skills that avoid or reduce health risks.
- Recognize a variety of behaviors to avoid or reduce health risks.
  - **Explain that everyone has the right to say who touches their body, when and how.**
  - **Explain that it is never ok to touch someone, or make someone touch you if they don't want to.**
  - **Define consent as it relates to personal boundaries.**
  - **Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.**
  - **Identify potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.**
  - **Recognize sources of support, such as parents or other trusted adults, including school staff; they can tell if they are being hurt or feel unsafe**

**Nutrition and Functions of the Body**

- Identify the relationship between healthy behaviors and personal health.
- Recognize a healthy option when making a decision
- Recognize responsible personal health behaviors.
- Recognize a variety of healthy practices and behaviors that maintain or improve personal health.

GBSD Spring 2018
### Growth & Development/The Cycle of Family Life

- Describe a variety of ways people express affection within various types of relationships.
- Identify the characteristics of a healthy relationship.
- Recognize the influence of culture on personal health practices and behaviors.
- Recognize how peers and family can influence healthy and unhealthy behaviors.
- Recognize how peers and family can influence ideas about body image.
- Recognize differences and similarities of how individuals identify regarding gender.
- Recognize how friends, family, media, society and culture influence how people think they should act on the basis of their gender.
- Recognize sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.
- Recognize sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied.

### Disease and Illness Prevention (Including HIV)

- **Discuss why it is important to stay away from potentially unsafe body fluids and objects.**
- **Identify practices that prevent the spread of communicable diseases.**
- Identify the relationship between healthy behaviors and personal health.
- Recognize responsible personal health behaviors.
- Recognize a variety of healthy practices and behaviors that maintain or improve personal health.

### Substance and Abuse Prevention

- **Recognize effective refusal skills that avoid or reduce health risks.**
- **Identify ways to ask for help and support, if they or someone they know is being hurt or feels unsafe.**
- **Recognize how media influences thoughts, feelings, and health behaviors.**
- **Recognize how peers and family can influence healthy and unhealthy behaviors.**

### Community Health and Safety (Including Violence Prevention)

- Choose a personal health goal and track progress toward its achievement.
- Recognize ways to encourage others to make positive health choices.
- Recognize ways in which safe and healthy school and community environments can promote personal health.
- Recognize people at home, school or in the community who can provide medically accurate information.
- Explain why bullying and teasing are inappropriate behaviors.
- Recognize the importance of treating others with respect.
- List ways to communicate respectfully with and about all people regardless of differences.
- List ways students can work together to promote dignity and respect for all people.

### Self-Worth, Mental and Emotional Health

- List examples of physical, mental, social, emotional, and environmental health.
- List ways to treat yourself and others with dignity and respect.
- Identify the characteristics of a healthy relationship.
- Recognize sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.
- Recognize effective verbal and nonverbal communication skills to enhance health.
- Recognize nonviolent strategies to manage or resolve conflict.
- Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Explain why bullying and teasing are inappropriate behaviors.
- Recognize the importance of treating others with respect.
- List ways to communicate respectfully with and about all people regardless of differences.
- List ways students can work together to promote dignity and respect for all people.
<table>
<thead>
<tr>
<th>Environmental and Consumer Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>● List examples of physical, mental, social, emotional, and environmental health.</td>
</tr>
<tr>
<td>● Recognize how media influences thoughts, feelings, and health behaviors.</td>
</tr>
<tr>
<td>● Recognize ways that technology can influence personal health.</td>
</tr>
<tr>
<td>● Recognize characteristics of valid health information, products, and services.</td>
</tr>
<tr>
<td>● Recognize people at home, school or in the community who can provide medically accurate information</td>
</tr>
</tbody>
</table>

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Fourth Grade Health Standards Overview
2018 Implementation

K-12 Standards Adopted by the Oregon Department of Education

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Note to 4th Grade Teachers: The following topics have specific expectations due to their potential to be controversial. Please make sure to follow this guidance when planning health instruction for your classroom.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Required Parent Communication</th>
<th>Materials to be Used*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Sexuality</td>
<td>District 4th Grade Human Sexuality Letter</td>
<td>Great Body Shop: Unit 6 -including Activity 10 Always Changing and Growing Video published by P&amp;G is a possibility</td>
</tr>
<tr>
<td>Personal Safety (Erin’s Law-Sexual Abuse Prevention)</td>
<td>District 4th Grade Personal Safety Letter</td>
<td>Child Protection Unit Lessons taught by Licensed School Counselor</td>
</tr>
</tbody>
</table>

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GBSD Prioritized Performance Indicators for Fourth Grade

Topics in italics address Oregon Administrative Regulations or Gresham-Barlow School District Policy Requirements. Topics in BOLD require parent communication per Gresham-Barlow School District Policy Requirements regarding potentially controversial subject matter. Some Indicators are in both italics and bold.

Injury Prevention and Personal Safety

- Analyze ways to prevent common childhood injuries and health problems.
- Describe a variety of behaviors to avoid or reduce health risks.
- Describe refusal skills that avoid or reduce health risks.
- **Explain that everyone has the right to say who touches their body, when and how.**
- **Describe why it is never ok to touch someone, or make someone touch you if they don’t want to.**
- Discuss consent as it relates to personal boundaries.
- Identify sources of support, such as parents or other trusted adults, including school staff; they can tell if they are experiencing harassment or abuse.
- **Describe potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.**

Nutrition/Functions of the Body

GBSD Spring 2018
- Describe the relationship between healthy behaviors and personal health.
- Describe a healthy option when making a decision.
- Set a personal health goal and track progress toward its achievement.
- Describe responsible personal health behaviors.
- Describe a variety of healthy practices and behaviors that maintain or improve personal health, including but not limited to, healthy food choices and 60 minutes of daily physical activity.
- Identify human reproductive systems including reproductive anatomy and function.

### Growth & Development/The Cycle of Family Life

- Describe a variety of ways people express affection within various types of relationships.
- Describe the influence of culture on personal health practices and behaviors.
- Describe how peers and family can influence healthy and unhealthy behaviors.
- Describe how friends and family can influence ideas about body image.
- Describe how friends, family, media, society and culture influence how people think they should act on the basis of their gender.
- Describe differences and similarities of how individuals identify regarding gender.
- List ways to manage the physical and emotional changes associated with puberty, including personal health care practices.
- Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health.
- Describe sources of medically-accurate information about human sexual and reproductive anatomy.

### Disease and Illness Prevention (Including HIV)

- Describe a healthy option when making a decision.
- Describe responsible personal health behaviors.
- Describe a variety of healthy practices and behaviors that maintain or improve personal health.
- Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.
- Recognize that HIV and STDs can be spread through exposure to body fluids of someone who has HIV/STD.

### Substance and Abuse Prevention

- Describe a variety of behaviors to avoid or reduce health risks.
- Describe refusal skills that avoid or reduce health risks.
- Describe how peers and family can influence healthy and unhealthy behaviors.
- Describe the influence of culture on personal health practices and behaviors.

### Community Health and Safety (Including Violence Prevention)

- Describe examples of physical, mental, social, emotional, and environmental health.
- Describe ways in which safe and healthy school and community environments can promote personal health.
- Describe ways to encourage others to make positive health choices.
- Define why bullying and teasing are inappropriate behaviors.
- Describe resources from home, school, and community that provide valid health information.
- Understand importance of treating others with respect.
- Identify sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied.
- Describe how to ask for help and support, if they or someone they know is being hurt or feels unsafe.
- Describe how others can take action when someone else is being teased, harassed or bullied.
- Describe ways students can work together to promote dignity and respect for all people.

GBSD Spring 2018
- Identify people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.

### Self-Worth, Mental and Emotional Health

- Describe the characteristics of a healthy relationship.
- Identify sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.
- Describe effective verbal and nonverbal communication skills to enhance health.
- Describe ways to communicate your thoughts and feelings while maintaining healthy relationships.
- Describe effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Describe nonviolent strategies to manage or resolve conflict.
- Describe how peers and family can influence healthy and unhealthy behaviors.
- Compare positive and negative ways friends and peers can influence various relationships.

### Environmental and Consumer Health

- Describe how media influences thoughts, feelings, and health behaviors.
- Describe ways that technology can influence personal health.
- Identify how media and technology influence our ideas about healthy relationships.

*Topics in italics address Oregon Administrative Regulations or Gresham-Barlow School District Policy Requirements.*
Fifth Grade Health Standards Overview
2018 Implementation

K-12 Standards Adopted by the Oregon Department of Education

*Standard 1:* Students will comprehend concepts related to health promotion and disease prevention to enhance health.
*Standard 2:* Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
*Standard 3:* Students will demonstrate the ability to access valid information, products, and services to enhance health.
*Standard 4:* Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
*Standard 5:* Students will demonstrate the ability to use decision-making skills to enhance health.
*Standard 6:* Students will demonstrate the ability to use goal-setting skills to enhance health.
*Standard 7:* Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
*Standard 8:* Students will demonstrate the ability to advocate for personal, family, and community health.

Note to 5th Grade Teachers: The following topics have specific expectations due to their potential to be controversial. Please make sure to follow this guidance when planning health instruction for your classroom.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Required Parent Communication</th>
<th>Materials to Be Used*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Sexuality</td>
<td>District 5th Grade Human Sexuality Letter</td>
<td>Great Body Shop: Unit 6-Lessons 2 and 3</td>
</tr>
<tr>
<td>Gender Education</td>
<td>District 5th Grade Gender Education Letter</td>
<td>Great Body Shop: Unit 6-Activity 31</td>
</tr>
<tr>
<td>Personal Safety (Erin’s Law-Sexual Abuse Prevention)</td>
<td>District 5th Grade Personal Safety Letter</td>
<td>Child Protection Unit Lessons taught by Licensed School Counselor</td>
</tr>
</tbody>
</table>

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GBSD Prioritized Performance Indicators for Fifth Grade

Topics in italics address Oregon Administrative Regulations or Gresham-Barlow School District Policy Requirements. Topics in BOLD require parent communication per Gresham-Barlow School District Policy Requirements regarding potentially controversial subject matter. Some Indicators are in both italics and bold.

<table>
<thead>
<tr>
<th>Injury Prevention and Personal Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Demonstrate ways to prevent common childhood injuries and health problems.</td>
</tr>
<tr>
<td>● Analyze a variety of behaviors to avoid or reduce health risks.</td>
</tr>
<tr>
<td>● Demonstrate refusal skills that avoid or reduce health risks.</td>
</tr>
<tr>
<td>● Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe.</td>
</tr>
<tr>
<td>● <em>Explain that everyone has the right to say who touches their body, when and how.</em></td>
</tr>
<tr>
<td>● <em>Discuss why it is never ok to touch someone, or make someone touch you if they don't want to.</em></td>
</tr>
<tr>
<td>● <em>Practice how consent relates to personal boundaries.</em></td>
</tr>
<tr>
<td>● <em>Discuss the sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing abuse.</em></td>
</tr>
<tr>
<td>● <em>Define sexual violence including but not limited to interpersonal violence (physical, verbal, emotional and sexual violence).</em></td>
</tr>
<tr>
<td>● <em>Discuss potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.</em></td>
</tr>
</tbody>
</table>

GBSD Spring 2018
### Nutrition/Functions of the Body
- Analyze the relationship between healthy behaviors and personal health.
- Analyze a personal health goal and track progress toward its achievement.
- Analyze responsible personal health behaviors.
- Analyze a variety of healthy practices and behaviors to maintain or improve personal health.
- Express opinions based on accurate information about health issues.
- Analyze a healthy option when making a decision.

### Growth & Development/The Cycle of Family Life
- Analyze a variety of ways people express affection within various types of relationships.
- Discuss the characteristics of a healthy relationship.
- Discuss the sources of support, such as parents or other trusted adults, they can talk to about healthy and unhealthy relationships.
- Discuss how culture, media and technology influence our ideas about healthy relationships.
- Demonstrate ways to communicate your thoughts and feelings while maintaining healthy relationships.
- Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.
- Analyze how peers and family can influence healthy and unhealthy behaviors.
- Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender.

#### Human Sexuality
- Identify the physical, social and emotional changes that occur during puberty and adolescence.
- Identify health care practices related to physical changes during puberty.
- Explain ways to manage the physical and emotional changes associated with puberty, including personal health care practices.
- Discuss the sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health.

#### Gender Education
- Discuss ways of expressing gender.
- Explain differences and similarities of how individuals identify regarding gender or sexual orientation.
- Demonstrate ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
- Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.
- Discuss sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.

### Disease and Illness Prevention (Including HIV/AIDS)
- Analyze responsible personal health behaviors.
- Analyze a healthy option when making a decision.
- Discuss how abstinence is the most effective method of protection from STD/HIV and pregnancy.
- Discuss that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

### Substance and Abuse Prevention
- Analyze responsible personal health behaviors.
- Analyze a healthy option when making a decision.
- Demonstrate refusal skills that avoid or reduce health risks.
### Community Health and Safety (Including Violence Prevention)

- Analyze ways in which safe and healthy school and community environments can promote personal health.
- Encourage others to make positive health choices.
- Analyze how the school and community can support personal health practices and behaviors.
- Analyze resources from home, school, and community that provide valid health information.
- Analyze characteristics of valid health information, products, and services.
- **Demonstrate how to access resources, including people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.**
- Analyze why bullying and teasing are inappropriate behaviors.
- Demonstrate ways to treat yourself and others with dignity and respect.
- Persuade others to take action when someone else is being teased, harassed or bullied.
- Explain how to promote safety, respect, awareness and acceptance of yourself and others.
- Demonstrate ways students can work together to promote dignity and respect for all people.

### Self-Worth, Mental and Emotional Health

- Demonstrate nonviolent strategies to manage or resolve conflict.
- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Analyze the influence of culture on personal health practices and behaviors.
- Analyze ways friends and peers can influence various relationships.
- Demonstrate effective verbal and nonverbal communication skills to enhance health.

### Environmental and Consumer Health

- Analyze examples of physical, mental, social, emotional, and environmental health.
- Analyze how media influences thoughts, feelings, and health behaviors.
- Analyze ways that technology can influence personal health.

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*Topics in BOLD require parent communication per Gresham-Barlow School District Policy Requirements regarding potentially controversial subject matter.*

GBSD Spring 2018
Kindergarten Health Instruction

Gresham-Barlow teachers in grades K-5 provide age-appropriate health instruction using THE GREAT BODY SHOP published by the Children’s Health Market. Students will each receive a copy of the GREAT BODY SHOP magazine 10 times during the year. The magazines are used for instruction in the classroom and then sent home so families can reinforce the health topics together.

Below you will find a list of the health skills your Kindergartener will be learning this year. Gresham-Barlow School district acknowledges that parents/guardians are the primary health educators for their children. You have the option to contact the school to preview the lessons and/or exclude your child from any portion of health instruction. If you do not want your child to participate in a specific topic, please complete the exclusion form on this sheet and send it back to school with your child. Students who are excused will be given an alternative health learning activity during this time.

<table>
<thead>
<tr>
<th>Injury Prevention and Personal Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Identify safe behaviors and ways to reduce risk of common childhood injuries.</td>
</tr>
<tr>
<td>● Identify who to report to at home, school and in the community if they see unsafe objects.</td>
</tr>
</tbody>
</table>

**Personal Safety (This topic is taught by a licensed school counselor using Second Steps Child Protection Unit)**

| ● Recognize everyone has the right to say who touches their body, when and how. |
| ● Recognize that it is never ok to touch someone, or make someone touch you if they don't want to. |
| ● Identify sources of support if someone is touching them in a way that makes them feel uncomfortable. |

<table>
<thead>
<tr>
<th>Nutrition/Functions of the Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Identify healthy practices and behaviors that maintain or improve personal health.</td>
</tr>
<tr>
<td>● Demonstrate ways to promote personal health.</td>
</tr>
<tr>
<td>● Identify a short-term personal health goal and take action toward achieving the goal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Growth &amp; Development/The Cycle of Family Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Identify different kinds of family structures.</td>
</tr>
<tr>
<td>● List a variety of ways people express affection within various types of relationships.</td>
</tr>
<tr>
<td>● Identify who influences personal health practices and behaviors.</td>
</tr>
<tr>
<td>● Provide examples of how friends and family influence how people think they should act on the basis of their gender.</td>
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</table>

<table>
<thead>
<tr>
<th>Disease and Illness Prevention (Including HIV)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● List potentially unsafe body fluids and objects to avoid.</td>
</tr>
<tr>
<td>● Identify ways to prevent communicable and non-communicable disease and understand the difference.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Substance and Abuse Prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Identify effective refusal skills to avoid or reduce health risks.</td>
</tr>
<tr>
<td>● Identify sources of support to go to if threatened or harmed.</td>
</tr>
<tr>
<td>● Recognize behaviors that avoid or reduce health risks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Health and Safety (Including Violence Prevention)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Identify ways to locate school and community health helpers.</td>
</tr>
<tr>
<td>● Define bullying and teasing and why bullying and teasing are inappropriate behaviors.</td>
</tr>
<tr>
<td>● Encourage peers to select positive health choices.</td>
</tr>
<tr>
<td>● Recognize the importance of treating others with respect despite differences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Worth, Mental and Emotional Health</th>
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</thead>
<tbody>
<tr>
<td>● Identify healthy ways to express needs, wants, and feelings.</td>
</tr>
<tr>
<td>● Describe the characteristics of a friend.</td>
</tr>
<tr>
<td>● Identify effective active listening skills.</td>
</tr>
<tr>
<td>● Discuss effective ways to communicate personal boundaries and show respect for the boundaries of others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental and Consumer Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Identify how the media can influence health behaviors.</td>
</tr>
</tbody>
</table>
☐ I would like to set up an appointment to come in and preview the health materials with my child’s teacher.

☐ I wish for my child, ______________________________, to be excused from the following portion of the Kindergarten health curriculum.

☐ Self-Protection  ☐ __________________________

Parent/Guardian Signature: _____________________________ Date: ___________________________
1st Grade Health Instruction

Gresham-Barlow teachers in grades K-5 provide age-appropriate health instruction using **THE GREAT BODY SHOP** published by the Children’s Health Market. Students will each receive a copy of the GREAT BODY SHOP magazine 10 times during the year. The magazines are used for instruction in the classroom and then sent home so families can reinforce the health topics together.

Below you will find a list of the health skills your 1st grader will be learning this year. Gresham-Barlow School district acknowledges that parents/guardians are the primary health educators for their children. You have the option to contact the school to preview the lessons and/or exclude your child from any portion of health instruction. **If you do not want your child to participate in a specific topic, please complete the exclusion form below and send it back to school with your child. Students who are excused will be given an alternative health learning activity during this time.**

<table>
<thead>
<tr>
<th><strong>Injury Prevention and Personal Safety</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discuss safe behaviors and ways to reduce risk of common childhood injuries</td>
</tr>
<tr>
<td>• Describe behaviors that avoid or reduce health risks.</td>
</tr>
<tr>
<td>• Identify effective refusal skills to avoid or reduce health risks</td>
</tr>
<tr>
<td>• Describe ways to tell sources of support if threatened or harmed.</td>
</tr>
</tbody>
</table>

**Personal Safety (This topic is taught by a licensed school counselor using Second Steps Child Protection Unit)**

- Explain that everyone has the right to say who touches their body, when and how.
- Explain that it is never ok to touch someone, or make someone touch you if they don’t want to.
- Describe consent as it relates to personal boundaries
- Identify sources of support, such as parents or other trusted adults, including school staff, they can tell if someone is touching them in a way that makes them feel uncomfortable.

<table>
<thead>
<tr>
<th><strong>Nutrition/Functions of the Body</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify how family influences personal health practices and behaviors.</td>
</tr>
<tr>
<td>• Describe healthy practices and behaviors that maintain or improve personal health.</td>
</tr>
<tr>
<td>• Describe behaviors that avoid or reduce health risks.</td>
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<td>• Describe a short-term personal health goal and take action toward achieving the goal.</td>
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<tr>
<td>• Describe different kinds of family structures.</td>
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<td>• Identify a variety of ways people express affection within various types of relationships.</td>
</tr>
<tr>
<td>• Provide examples of how friends and family influence how people think they should act on the basis of their gender.</td>
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<tr>
<td>• Discuss ways to communicate respectfully with and about all people regardless of differences</td>
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<tr>
<td>• Describe bullying and teasing and why bullying and teasing are inappropriate behaviors.</td>
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<th><strong>Disease and Illness Prevention (Including HIV)</strong></th>
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<tr>
<td>• Describe ways to prevent communicable and non-communicable disease and understand the difference</td>
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<tr>
<td>• Explain that it is important to stay away from potentially unsafe body fluids and objects.</td>
</tr>
<tr>
<td>• Identify when it is important to seek healthcare</td>
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<tr>
<td>• Describe healthy practices and behaviors that maintain or improve personal health.</td>
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<tr>
<th><strong>Substance and Abuse Prevention</strong></th>
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<td>• Identify effective refusal skills to avoid or reduce health risks</td>
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<tr>
<td>• Describe how to clearly say no and how to leave an uncomfortable situation</td>
</tr>
<tr>
<td>• Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.</td>
</tr>
<tr>
<td>• Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.</td>
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</tbody>
</table>
# 1st Grade Health Instruction

<table>
<thead>
<tr>
<th>Community Health and Safety (Including Violence Prevention)</th>
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</thead>
<tbody>
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<td>● Describe ways to locate school and community health helpers.</td>
</tr>
<tr>
<td>● Describe ways to tell sources of support if threatened or harmed.</td>
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<td>● Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.</td>
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<td>● Describe bullying and teasing and why bullying and teasing are inappropriate behaviors.</td>
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<tr>
<td>● Recognize the importance of treating others with respect</td>
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<th>Self-Worth, Mental and Emotional Health</th>
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<tr>
<td>● Identify healthy ways to express needs, wants, and feelings.</td>
</tr>
<tr>
<td>● Describe effective active listening skills.</td>
</tr>
<tr>
<td>● Describe how they can be a good friend.</td>
</tr>
<tr>
<td>● Discuss ways to communicate respectfully with and about all people regardless of differences</td>
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<table>
<thead>
<tr>
<th>Environmental and Consumer Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Describe how the media can influence health behaviors.</td>
</tr>
</tbody>
</table>

I would like to set up an appointment to come in and preview the health materials with my child’s teacher.

☐ I wish for my child, ________________________________, to be excused from the following portion of the 1st grade health curriculum.

☐ Self-Protection ☐ ____________________________

Parent/Guardian Signature: ________________________________ Date: ____________________________

To Be Sent Home in September
2nd Grade Health Instruction

Gresham-Barlow teachers in grades K-5 provide age-appropriate health instruction using **THE GREAT BODY SHOP** published by the Children’s Health Market. Students will each receive a copy of the GREAT BODY SHOP magazine 10 times during the year. The magazines are used for instruction in the classroom and then sent home so families can reinforce the health topics together.

Below you will find a list of the health skills your 2nd grader will be learning this year. Gresham-Barlow School district acknowledges that parents/guardians are the primary health educators for their children. You have the option to contact the school to preview the lessons and/or exclude your child from any portion of health instruction. **If you do not want your child to participate in a specific topic, please complete the exclusion form below and send it back to school with your child. Students who are excused will be given an alternative health learning activity during this time.**

**Injury Prevention and Personal Safety**

- Describe safe behaviors and ways to reduce risk of common childhood injuries.
- Demonstrate behaviors that avoid or reduce health risks.

**Personal Safety (This topic is taught by a licensed school counselor using Second Steps Child Protection Unit)**

- Explain that everyone has the right to say who touches their body, when and how.
- Explain that it is never ok to touch someone, or make someone touch you if they don’t want to.
- Demonstrate how to clearly say “no” and/or how to leave an unsafe/uncomfortable situation.
- Describe sources of support, such as parents or other trusted adults, including school staff; they can tell if they being hurt or feel unsafe.
- Demonstrate ways to tell sources of support if threatened or harmed.

**Nutrition/Functions of the Body**

- Explain the importance of promoting personal health.
- Demonstrate healthy practices and behaviors that maintain or improve personal health.
- Demonstrate how family influences personal health practices and behaviors.
- Demonstrate how school resources support health practices and behaviors.
- Demonstrate decision-making skills for health related situations.
- Demonstrate setting a short-term and long-term personal health goal and take action toward achieving the goal.

**Growth & Development/The Cycle of Family Life**

- Explain different kinds of family structures.
- Describe a variety of ways people express affection within various types of relationships.
- Demonstrate healthy ways to express needs, wants, and feelings.
- Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender.
- Describe the qualities of reliable sources of support, such as parents or other trusted adults, when seeking information about health.

**Disease and Illness Prevention (Including HIV)**

- Demonstrate ways to prevent communicable and non-communicable disease and understand the difference
- Explain why it is important to stay away from potentially unsafe body fluids and objects.
- Demonstrate healthy practices and behaviors that maintain or improve personal health.

**Substance and Abuse Prevention**

- Demonstrate behaviors that avoid or reduce health risks.
- Demonstrate effective refusal skills to avoid or reduce health risks.
- Demonstrate healthy practices and behaviors that maintain or improve personal health.
- List effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Demonstrate ways to tell sources of support if threatened or harmed.
# 2nd Grade Health Instruction

## Community Health and Safety (Including Violence Prevention)
- Recognize examples of physical, mental, social, emotional, and environmental health.
- Explain bullying and teasing and why bullying and teasing are inappropriate behaviors.
- Recognize the importance of treating others with respect including gender expression.
- Encourage peers to justify positive health choices.
- Recognize the importance of treating others with respect including gender expression.
- Demonstrate ways to locate school and community health helpers.
- Describe the qualities of reliable sources of support, such as parents or other trusted adults, when seeking information about health.

## Self-Worth, Mental and Emotional Health
- Demonstrate healthy ways to express needs, wants, and feelings.
- Identify positive and negative ways friends and peers can influence various relationships.
- Demonstrate effective active listening skills.
- Describe how they can be a good friend.
- List ways to communicate respectfully with and about all people regardless of differences.
- Practice consent as it relates to personal boundaries.

## Environmental and Consumer Health
- Identify how media and technology influence our ideas about friendships.
- Demonstrate how the media can influence health behaviors.
- Demonstrate how to access resources to achieve health-related goals.

☐ I would like to set up an appointment to come in and preview the health materials with my child’s teacher.

☐ I wish for my child, __________________________, to be excused from the following portion of the 2nd grade health curriculum.

☐ Self-Protection

Parent/Guardian Signature: ___________________________ Date: ___________________________
3rd Grade Health Instruction

Gresham-Barlow teachers in grades K-5 provide age-appropriate health instruction using THE GREAT BODY SHOP published by the Children’s Health Market. Students will each receive a copy of the GREAT BODY SHOP magazine 10 times during the year. The magazines are used for instruction in the classroom and then sent home so families can reinforce the health topics together.

Below you will find a list of the health skills your 3rd grader will be learning this year. Gresham-Barlow School district acknowledges that parents/guardians are the primary health educators for their children. You have the option to contact the school to preview the lessons and/or exclude your child from any portion of health instruction. **If you do not want your child to participate in a specific topic, please complete the exclusion form below and send it back to school with your child. Students who are excused will be given an alternative health learning activity during this time.**

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<tr>
<th>Injury Prevention and Personal Safety</th>
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</thead>
<tbody>
<tr>
<td>• Describe ways to prevent common childhood injuries and health problems.</td>
</tr>
<tr>
<td>• Recognize effective refusal skills that avoid or reduce health risks.</td>
</tr>
<tr>
<td>• Recognize a variety of behaviors to avoid or reduce health risks.</td>
</tr>
</tbody>
</table>

**Personal Safety (This topic is taught by a licensed school counselor using Second Steps Child Protection Unit)**

| • Explain that everyone has the right to say who touches their body, when and how. |
| • Explain that it is never ok to touch someone, or make someone touch you if they don’t want to. |
| • Define consent as it relates to personal boundaries. |
| • Identify effective ways to communicate personal boundaries and show respect for the boundaries of others. |
| • Identify potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries. |
| • Recognize sources of support, such as parents or other trusted adults, including school staff; they can tell if they are being hurt or feel unsafe |

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<td>• Identify the relationship between healthy behaviors and personal health.</td>
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<td>• Recognize a healthy option when making a decision</td>
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<td>• Recognize responsible personal health behaviors.</td>
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<td>• Describe a variety of ways people express affection within various types of relationships.</td>
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<tr>
<td>• Identify the characteristics of a healthy relationship.</td>
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<tr>
<td>• Recognize the influence of culture on personal health practices and behaviors.</td>
</tr>
<tr>
<td>• Recognize how peers and family can influence healthy and unhealthy behaviors.</td>
</tr>
<tr>
<td>• Recognize how peers and family can influence ideas about body image.</td>
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<tr>
<td>• Recognize differences and similarities of how individuals identify regarding gender.</td>
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<td>• Recognize how friends, family, media, society and culture influence how people think they should act on the basis of their gender.</td>
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<td>• Recognize sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.</td>
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<th>Disease and Illness Prevention (Including HIV)</th>
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<tbody>
<tr>
<td>• Explain why it is important to stay away from potentially unsafe body fluids and objects.</td>
</tr>
<tr>
<td>• Identify practices that prevent the spread of communicable diseases</td>
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<tr>
<td>• Identify the relationship between healthy behaviors and personal health.</td>
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<tr>
<td>• Recognize responsible personal health behaviors.</td>
</tr>
<tr>
<td>• Recognize a variety of healthy practices and behaviors that maintain or improve personal health.</td>
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</table>
### 3rd Grade Health Instruction

#### Substance and Abuse Prevention
- Recognize effective refusal skills that avoid or reduce health risks.
- Identify ways to ask for help and support, if they or someone they know is being hurt or feels unsafe.
- Recognize how media influences thoughts, feelings, and health behaviors.
- Recognize how peers and family can influence healthy and unhealthy behaviors.

#### Community Health and Safety (Including Violence Prevention)
- Choose a personal health goal and track progress toward its achievement.
- Recognize ways to encourage others to make positive health choices.
- Recognize ways in which safe and healthy school and community environments can promote personal health.
- Recognize people at home, school or in the community who can provide medically accurate information.
- Explain why bullying and teasing are inappropriate behaviors.
- Recognize the importance of treating others with respect.
- List ways to communicate respectfully with and about all people regardless of differences.
- List ways students can work together to promote dignity and respect for all people.

#### Self-Worth, Mental and Emotional Health
- List examples of physical, mental, social, emotional, and environmental health.
- List ways to treat yourself and others with dignity and respect.
- Identify the characteristics of a healthy relationship.
- Recognize sources of support, such as parents or other trusted adults they can talk about healthy and unhealthy relationships.
- Recognize effective verbal and nonverbal communication skills to enhance health.
- Recognize nonviolent strategies to manage or resolve conflict.
- Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Explain why bullying and teasing are inappropriate behaviors.
- Recognize the importance of treating others with respect.
- List ways to communicate respectfully with and about all people regardless of differences.
- List ways students can work together to promote dignity and respect for all people.

#### Environmental and Consumer Health
- List examples of physical, mental, social, emotional, and environmental health.
- Recognize how media influences thoughts, feelings, and health behaviors.
- Recognize ways that technology can influence personal health.
- Recognize characteristics of valid health information, products, and services.
- Recognize people at home, school or in the community who can provide medically accurate information.

---

☐ I would like to set up an appointment to come in and preview the health materials with my child’s teacher.

☐ I wish for my child, ________________________________, to be excused from the following portion of the 3rd grade health curriculum.

☐ Self-Protection

☐ _______________________

Parent/Guardian Signature: ________________________________ Date: __________________________
Gresham-Barlow teachers in grades K-5 provide age-appropriate health instruction using **THE GREAT BODY SHOP** published by the Children’s Health Market. Students will each receive a copy of the GREAT BODY SHOP magazine 10 times during the year. The magazines are used for instruction in the classroom and then sent home so families can reinforce the health topics together.

Below you will find a list of the health skills your 4th grader will be learning this year. Gresham-Barlow School district acknowledges that parents/guardians are the primary health educators for their children. You have the option to contact the school to preview the lessons and/or exclude your child from any portion of health instruction. **If you do not want your child to participate in a specific topic, please complete the exclusion form below and send it back to school with your child.** Students who are excused will be given an alternative health learning activity during this time.

### Injury Prevention and Personal Safety
- Analyze ways to prevent common childhood injuries and health problems.
- Describe a variety of behaviors to avoid or reduce health risks.
- *Describe refusal skills that avoid or reduce health risks.*

**Personal Safety (This topic is taught by a licensed school counselor using Second Steps Child Protection Unit)**
- Explain that everyone has the right to say who touches their body, when and how.
- Describe why it is never ok to touch someone, or make someone touch you if they don't want to.
- Discuss consent as it relates to personal boundaries.
- Identify sources of support, such as parents or other trusted adults, including school staff; they can tell if they are experiencing harassment or abuse.
- Describe potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.

### Nutrition/Functions of the Body
- Describe the relationship between healthy behaviors and personal health.
- Describe a healthy option when making a decision.
- Set a personal health goal and track progress toward its achievement.
- Describe responsible personal health behaviors.
- Describe a variety of healthy practices and behaviors that maintain or improve personal health, including but not limited to, healthy food choices and 60 minutes of daily physical activity.
- Identify human reproductive systems including reproductive anatomy and function.

### Growth & Development/The Cycle of Family Life
- Describe a variety of ways people express affection within various types of relationships.
- Describe the influence of culture on personal health practices and behaviors.
- Describe how peers and family can influence healthy and unhealthy behaviors.
- Describe how friends and family can influence ideas about body image.
- Describe how friends, family, media, society and culture influence how people think they should act on the basis of their gender.
- Describe differences and similarities of how individuals identify regarding gender.

### Human Sexuality
- Identify the physical, social and emotional changes that occur during puberty and adolescence.
- **List ways to manage the physical and emotional changes associated with puberty, including personal health care practices.**
- Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health.
- Describe sources of medically-accurate information about human sexual and reproductive anatomy.
- *Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.*
- *Recognize that HIV and STDs can be spread through exposure to body fluids of someone who has HIV/STD.*
- Identify people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.
4th Grade Health Instruction

Disease and Illness Prevention (Including HIV)

- Analyze responsible personal health behaviors.
- Analyze a healthy option when making a decision.
- Discuss how abstinence is the most effective method of protection from STD/HIV and pregnancy.
- Discuss that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

Substance and Abuse Prevention

- Describe a variety of behaviors to avoid or reduce health risks.
- Describe refusal skills that avoid or reduce health risks.
- Describe how peers and family can influence healthy and unhealthy behaviors.
- Describe the influence of culture on personal health practices and behaviors.

Community Health and Safety (Including Violence Prevention)

- Describe examples of physical, mental, social, emotional, and environmental health.
- Describe ways in which safe and healthy school and community environments can promote personal health.
- Describe ways to encourage others to make positive health choices.
- Define why bullying and teasing are inappropriate behaviors.
- Describe resources from home, school, and community that provide valid health information.
- Understand importance of treating others with respect.
- Identify sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied.
- Describe how to ask for help and support, if they or someone they know is being hurt or feels unsafe.
- Describe how others can take action when someone else is being teased, harassed or bullied.
- Describe ways students can work together to promote dignity and respect for all people.

Self-Worth, Mental and Emotional Health

- Describe the characteristics of a healthy relationship.
- Identify sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.
- Describe effective verbal and nonverbal communication skills to enhance health.
- Describe ways to communicate your thoughts and feelings while maintaining healthy relationships.
- Describe effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Describe nonviolent strategies to manage or resolve conflict.
- Describe how peers and family can influence healthy and unhealthy behaviors.
- Compare positive and negative ways friends and peers can influence various relationships.

Environmental and Consumer Health

- Describe how media influences thoughts, feelings, and health behaviors.
- Describe ways that technology can influence personal health.
- Identify how media and technology influence our ideas about healthy relationships.

☐ I would like to set up an appointment to come in and preview the health materials with my child’s teacher.

☐ I wish for my child, ___________________________, to be excused from the following portion of the 4th grade health curriculum.

☐ Human Sexuality ☐ Self-Protection ☐ _________________________

Parent/Guardian Signature: ___________________________ Date: _____________________

To Be Sent Home in September
Parent Notification:
4th Grade Human Growth and Development

Date: ***

Parents or Guardians of 4th Grade Students:

As part of the Gresham-Barlow School District’s adopted health curriculum, fourth grade classrooms participate in a Human Growth and Development unit. In alignment with Oregon’s adopted health standards, the unit provides basic, relevant information about growing up. Students will receive instruction on male and female anatomy, expected changes during puberty, and personal hygiene.

This year, we will be doing the Human Growth and Development Unit for fourth graders on ***

To materials used to present this information are found in Unit 6 of The Great Body Shop, which is the district’s adopted health curriculum resource. The video Always Changing and Growing may be used also.

You are welcome to request an appointment to preview the materials and discuss the lesson with your student’s teacher if you have questions or concerns. You can preview the video using this link: https://www.youtube.com/watch?v=tKfJ8w7XX6E

Our health program encourages students to turn to trusted adults for further information. When the time comes, it is important to let your child to know that you are willing to discuss this material with them.

If you do not want your child to participate in the human growth and development portion of the health curriculum, please sign and return the form below or contact your student’s teacher.

-------------------------------------------------------------------------------------------------------------
I am choosing to opt my student out of participation in the human growth and development portion of health instruction. I understand that an alternative learning experience on another health topic will be provided instead.

Student’s name___________________________________________________________

Parent Signature________________________________________________________

Date__________________________

To be sent home 1-2 weeks prior to instruction
5th Grade Health Instruction

Gresham-Barlow teachers in grades K-5 provide age-appropriate health instruction using **THE GREAT BODY SHOP** published by the Children’s Health Market. Students will each receive a copy of the GREAT BODY SHOP magazine 10 times during the year. The magazines are used for instruction in the classroom and then sent home so families can reinforce the health topics together.

Below you will find a list of the health skills your 5th grader will be learning this year. Gresham-Barlow School district acknowledges that parents/guardians are the primary health educators for their children. You have the option to contact the school to preview the lessons and/or exclude your child from any portion of health instruction. **If you do not want your child to participate in a specific topic, please complete the exclusion form below and send it back to school with your child. Students who are excused will be given an alternative health learning activity during this time.**

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<td>● Analyze a variety of behaviors to avoid or reduce health risks.</td>
</tr>
<tr>
<td>● Demonstrate refusal skills that avoid or reduce health risks.</td>
</tr>
<tr>
<td>● Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe.</td>
</tr>
<tr>
<td>Personal Safety (This topic is taught by a licensed school counselor using Second Steps Child Protection Unit)</td>
</tr>
<tr>
<td>● Explain that everyone has the right to say who touches their body, when and how.</td>
</tr>
<tr>
<td>● Discuss why it is never ok to touch someone, or make someone touch you if they don’t want to.</td>
</tr>
<tr>
<td>● Practice how consent relates to personal boundaries.</td>
</tr>
<tr>
<td>● Discuss the sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing abuse.</td>
</tr>
<tr>
<td>● Define sexual violence including but not limited to interpersonal violence</td>
</tr>
<tr>
<td>● Discuss potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.</td>
</tr>
</tbody>
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<th><strong>Nutrition/Functions of the Body</strong></th>
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<td>● Analyze the relationship between healthy behaviors and personal health.</td>
</tr>
<tr>
<td>● Analyze a personal health goal and track progress toward its achievement.</td>
</tr>
<tr>
<td>● Analyze responsible personal health behaviors.</td>
</tr>
<tr>
<td>● Analyze a variety of healthy practices and behaviors to maintain or improve personal health.</td>
</tr>
<tr>
<td>● Express opinions based on accurate information about health issues.</td>
</tr>
<tr>
<td>● Analyze a healthy option when making a decision.</td>
</tr>
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</table>

<table>
<thead>
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<td>● Analyze a variety of ways people express affection within various types of relationships.</td>
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<td>● Discuss the characteristics of a healthy relationship.</td>
</tr>
<tr>
<td>● Discuss the sources of support, such as parents or other trusted adults, they can talk to about healthy and unhealthy relationships.</td>
</tr>
<tr>
<td>● Discuss how culture, media and technology influence our ideas about healthy relationships.</td>
</tr>
<tr>
<td>● Demonstrate ways to communicate your thoughts and feelings while maintaining healthy relationships.</td>
</tr>
<tr>
<td>● Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.</td>
</tr>
<tr>
<td>● Analyze how peers and family can influence healthy and unhealthy behaviors.</td>
</tr>
<tr>
<td>● Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender.</td>
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<tr>
<th><strong>Human Sexuality</strong></th>
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<tbody>
<tr>
<td>● Identify the physical, social and emotional changes that occur during puberty and adolescence.</td>
</tr>
<tr>
<td>● Identify health care practices related to physical changes during puberty.</td>
</tr>
<tr>
<td>● Explain ways to manage the physical and emotional changes associated with puberty, including personal health care practices.</td>
</tr>
<tr>
<td>● Discuss the sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health.</td>
</tr>
<tr>
<td>● Demonstrate how to access resources, including people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.</td>
</tr>
</tbody>
</table>

To Be Sent Home In September
5th Grade Health Instruction

**Gender Education**
- Discuss ways of expressing gender.
- Explain differences and similarities of how individuals identify regarding gender or sexual orientation.
- Demonstrate ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
- Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.
- Discuss sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.

**Disease and Illness Prevention (Including HIV)**
- Analyze responsible personal health behaviors.
- Analyze a healthy option when making a decision.
- Discuss how abstinence is the most effective method of protection from STD/HIV and pregnancy.
- Discuss that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

**Substance and Abuse Prevention**
- Analyze responsible personal health behaviors.
- Analyze a healthy option when making a decision.
- Demonstrate refusal skills that avoid or reduce health risks.

**Community Health and Safety (Including Violence Prevention)**
- Analyze ways in which safe and healthy school and community environments can promote personal health.
- Encourage others to make positive health choices.
- Analyze how the school and community can support personal health practices and behaviors.
- Analyze resources from home, school, and community that provide valid health information.
- Analyze characteristics of valid health information, products, and services.
- Analyze why bullying and teasing are inappropriate behaviors.
- Demonstrate ways to treat yourself and others with dignity and respect.
- Persuade others to take action when someone else is being teased, harassed or bullied.
- Explain how to promote safety, respect, awareness and acceptance of yourself and others.
- Demonstrate ways students can work together to promote dignity and respect for all people.

**Self-Worth, Mental and Emotional Health**
- Demonstrate nonviolent strategies to manage or resolve conflict.
- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Analyze the influence of culture on personal health practices and behaviors.
- Analyze ways friends and peers can influence various relationships.
- Demonstrate effective verbal and nonverbal communication skills to enhance health.

**Environmental and Consumer Health**
- Analyze examples of physical, mental, social, emotional, and environmental health.
- Analyze how media influences thoughts, feelings, and health behaviors.
- Analyze ways that technology can influence personal health.

☐ I would like to set up an appointment to come in and preview the health materials with my child’s teacher.

☐ I wish for my child, ________________________________, to be excused from the following portion of the 5th grade health curriculum.

☐ Human Sexuality  ☐ Gender Education  ☐ Self-Protection  ☐ ________________________________

Parent/Guardian Signature:________________________________________ Date:________________________

To Be Sent Home In September
Parent Notification:
5th Grade Human Growth and Development

Date: ***

Parents or Guardians of 5th Grade Students:

As part of the Gresham-Barlow School District’s adopted health curriculum, fifth grade classrooms participate in a Human Growth and Development unit. In alignment with Oregon’s adopted health standards, topics addressed will be physical and emotional changes during puberty, personal health care practices, disease prevention, gender identity and expression, and sexual orientation.

This year, we will be doing the Human Growth and Development Unit for fifth graders on ***

To materials used to present this information are found in Unit 6 of The Great Body Shop, which is the district’s adopted health curriculum resource. You are welcome to request an appointment to preview the materials and discuss the lesson with your student’s teacher if you have questions or concerns.

Our health program encourages students to turn to trusted adults for further information. When the time comes, it is important to let your child to know that you are willing to discuss this material with them.

If you do not want your child to participate in the human growth and development portion of the health curriculum, please sign and return the form below or contact your student’s teacher.

I am choosing to opt my student out of participation in the human growth and development portion of health instruction. I understand that an alternative learning experience on another health topic will be provided instead.

Student’s name

Parent Signature

Date

To be sent home 1-2 weeks prior to instruction
Parent Notification:

Date: ***

Parents or Guardians:

Gresham-Barlow School District has a policy that parents are to be notified prior to instruction that may be potentially controversial for some families. No topics or materials are used that are not deemed to be appropriate to the age of the students and the learning objectives of the course, but the notification provides the opportunity for parents/guardians to make decisions regarding their own level of comfort with the topic.

In your students classroom they will be addressing the learning objective of ***** through the use of ***book/resource*** on ****date****.

If you would like to ask questions or preview this resource, please contact *****.

If you do not want your child to participate in ***** please sign and return the form below or contact your student’s teacher.

-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

I am choosing to opt my student out of participation in *****. I understand that an alternative learning experience will be provided instead.

Student’s name__________________________________________

Parent Signature________________________________________

Date________________________
### Sixth Grade Health

#### K-12 Standards Adopted by the Oregon Department of Education

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

### GBSD Prioritized Performance Indicators for Sixth Grade

#### Nutrition Unit

<table>
<thead>
<tr>
<th>ORS 336.423 Local Wellness Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>OAR 581-022-1210 District Curriculum &amp; Instruction (K-12)</td>
</tr>
</tbody>
</table>

- HE.1.6.53 Recognize the importance of variety and moderation in food selection and consumption.
- HE.1.7.56 Describe the importance of a nutrient-rich diet.
- HE.2.6.9 Identify how food choices are influenced by culture, family, socioeconomics, media, technology, peers, body image and emotions.
- HE.6.6.7 Create and implement a plan that correlates a personal short term goal on healthy eating while including a specific focus on food choices, portions and nutritional guidelines.
- HE.7.7.5 Conduct a personal dietary assessment using the USDA guidelines.

#### Drug Prevention Unit

<table>
<thead>
<tr>
<th>ORS 339.883 Tobacco Free Schools (K-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OAR 581-022-0413 Prevention Education Programs in Drugs &amp; Alcohol (K-12)</td>
</tr>
<tr>
<td>OAR 581-022-0416 Steroids &amp; Performance Enhancing Substances (K-12)</td>
</tr>
<tr>
<td>OAR 581-022-1510 Comprehensive Guidance &amp; Counseling (K-12)</td>
</tr>
<tr>
<td>OAR 581-021- 0110 Tobacco Free Schools (K-12)</td>
</tr>
</tbody>
</table>

- HE.1.6.46 Describe the short-and long-term effects of addictive substances and behaviors.
- HE.1.6.48 Identify ways to reduce exposure to potentially harmful and toxic substances, including pollution and second-hand smoke and how these substances may affect health.
- HE.1.6.49 Analyze the perceptions and societal norms teens have regarding addictive drugs.
- HE.3.6.1 Identify valid health information from home, school, and community for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health-related issues.
- HE.5.6.5 Describe how to avoid or refuse addictive or harmful substances and/or behaviors.
- HE.5.7.5 Practice using refusal skills to avoid addictive or harmful substances and/or behaviors.
- HE.1.6.48 Advocate for a tobacco free home and vehicle (including vapes).
Violence Prevention & Mental/Emotional Health Unit
ORS 339.351-364 Harassment, Bullying, Cyber-bullying, & Intimidation (K1-12)
OAR 581-022-0413 Prevention Education in Drugs & Alcohol (K-12)
OAR 581-022-0711 Child Abuse Reporting
OAR 581-022-1510 Comprehensive Guidance & Counseling (K-12)
SB 856 Erin’s Law (K-12)

- HE.1.6.54 Identify personal stressors at home, in school and community and strategies to reduce stress.
- HE.1.6.55 Identify the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide.
- HE.1.6.56 Recognize the roles that problem-solving, anger management and impulse control have on preventing violence.
- HE.2.6.4 Describe how peers and family history may influence healthy and unhealthy behaviors.
- HE.2.6.19 Investigate external influences that have an impact on one’s attitudes about gender, sexual orientation and gender identity.
- HE.3.6.1 Identify valid health information from home, school, and community for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.
- HE.3.6.4 Describe situations that may require professional health services (ex. child abuse, bullying, suicidal thoughts, etc.).
- HE.3.6.6 Identify valid and reliable school and community resources for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.
- HE.3.6.10 Identify information and sources of support for healthy and unhealthy relationships.
- HE.4.6.7 Explain effective ways to communicate personal boundaries and show respect for the boundaries of others.
- HE.4.6.5 Identify how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
- HE 1.6.33 Use the Decision Making model to identify your role in preventing the consequences of prejudice, oppression, discrimination, racism, sexism and hate crime.
- HE.6.6.4 Develop achievable goals which focus on increasing a healthy self-image and managing stress in a positive way.
- HE.6.6.5 Identify ways to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying).
- HE 1.6.9 Advocate for peers in a violent or bullying situation.

Sexual Health / Disease Prevention Unit
ORS 336.455 Human Sexuality Education (K-12)
ORS 339.351-364 Harassment, Bullying, Cyber-bullying, and Intimidation (K-12)
OAR 581-022-1440 Human Sexuality Education (K-12)
OAR 581-022-1210 District Curriculum, Instruction of Infectious Disease including AIDS/HIV & Hep. B (K-12)
SB 856 Erin’s Law (K-12)

- HE.1.6.16 Identify the human sexual and reproductive systems including body parts and their functions (includes menstruation, ovulation and sperm production).
- HE.1.6.18 Define sexual abstinence as it relates to pregnancy prevention.
- HE.1.6.19 Recognize that HIV and STDs/STIs can be spread through sexual contact with someone who has HIV and/or a STD/STI.
- HE.1.6.20 Describe health care practices related to physical changes during puberty.
- HE.1.6.21 Identify the differences between biological sex, sexual orientation, and gender identity and expression.
- HE1.6.22 Describe the physical, social, cognitive and emotional changes of adolescence.
- HE.1.6.25 Define sexual intercourse and its relationship to human reproduction.
- HE.1.6.30 Identify situations and behaviors that constitute bullying, sexual harassment and sexual abuse.
- HE.1.6.34 Identify various methods of contraception, including abstinence and condoms.
- HE.1.6.38 Identify ways to prevent HIV and STDs/STIs.
- HE.1.6.44 Identify why a person who has been sexually abused is not at fault.
- HE.1.6.42 Describe how consent is a foundational principle in healthy sexuality and in violence prevention.
- HE.3.6.8 Identify resources, including people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.
- HE.3.6.9 Identify resources, including people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.
- HE.3.6.11 Identify sources of support, such as parents or other trusted adults; including school staff, they can tell if they are experiencing sexual abuse.
- HE.3.6.12 Identify sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.
- HE.3.6.15 Identify medically-accurate resources that provide assistance around sexual health and pregnancy.
- HE.4.6.10 Explain effective communication skills to ensure affirmative consent in all sexual relationships.
- HE.1.6.27 Advocate for others who are at different stages in puberty.
- GBSD.5: Decision-making: Decide who has the right to touch your body, when and how.
- HE.1.6.27 Advocate for others who are at different stages in puberty.
Grade 6 Course Description

In accordance with the requirements of the State of Oregon, the Gresham-Barlow School District Board has adopted a Comprehensive Health Instruction Plan that outlines human sexuality education and Child Sexual Violence Prevention instruction that is medically accurate, age-appropriate and not fear or shame-based. Instruction in additional areas of health is also provided and the collective prioritized standards for each area can be viewed by topic on the next page. Middle School instructors of Health will include but are not limited to using the district adopted resource of Teen Health published by McGraw Hill Education, along with the supplemental text Teen Health: Healthy Relationships and Sexuality, and educational resources provided by the county to teach students the newly revised Health standards.

In grade 6, there may not be a dedicated health class in some schools, thus, to be in compliance with SB-856, the four Child Sexual Abuse Prevention academic sessions will be taught in either science, P.E. or with the support of school counselors. Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for parent preview and have gone through an instructional materials recommendation process before the approval from the school board, in May, 2018, for purchasing. Some of these materials are available at your child’s school, so please check with your principal and/or child’s health teacher first.

Individualized Learning Experience
Gresham-Barlow School district acknowledges that parents/guardians are the primary health educators for their children and although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents/guardians may choose to have their children participate in an individualized learning experience as an alternative to instruction of certain standards. If you exercise your option to substitute your child’s learning experience for any part of the Comprehensive Sexuality Education program or other health instructional areas, 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 this option. Your child will be expected to work independently during that time with minimum adult supervision.

Annually in September parents/guardians will receive a district letter that outlines the program and reminds them of the opportunity to review the curriculum materials. If you have any questions, please contact your child’s teacher.
Gresham-Barlow School District  
GRADE 6  
Comprehensive Health Education  
Parent/Guardian Individualized Learning Experience Substitution Form

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

It is important to understand that in a student-centered approach to education that utilizes student dialogue, there may be times when your child is in class where a discussion or review may include content from a substituted section. As these types of discussions sometimes occur spontaneously, please understand that we cannot ensure students will not surface this content in class. If, as the parent/guardian you exercise your right to substitute your child’s learning experience, it is imperative that you have conversations with your child about this content.

If you are returning this form to exercise your right to substitute your child’s experience from classroom instruction to an individualized experience, please sign below. The teacher and/or principal will contact you to discuss a plan to best meet the needs of your child during instruction.

-------------------------------------------------------------------------------------------------------------------------------------

IF YOU WISH TO SUBSTITUTE YOUR CHILD’S LEARNING EXPERIENCE FROM ANY ASPECT OF THE HEALTH CURRICULUM, PLEASE RETURN THIS FORM TO THE TEACHER SO THEY CAN FOLLOW UP WITH YOU.

SCHOOL ___________________________________________ GRADE ________________________

STUDENT NAME ___________________________________________________________________________

PARENT/GUARDIAN NAME (printed) ____________________________________________________________

PHONE NUMBER: ___________________________ EMAIL ADDRESS ______________________________

PARENT/GUARDIAN SIGNATURE ________________________________________

DATE_______________

Describe the class or classes and instructional units for which the pupil is to be excused (refer to following page):

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
K-12 Standards Adopted by the Oregon Department of Education

**Standard 1:** Students will comprehend **concepts** related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will **analyze the influence** of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to **access valid information**, products, and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use **interpersonal communication** skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use **decision-making** skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use **goal-setting** skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice **health-enhancing behaviors** and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to **advocate** for personal, family, and community health.

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**GBSD Prioritized Performance Indicators for Seventh Grade**

<table>
<thead>
<tr>
<th>Safety and a Healthy Environment Unit</th>
<th>GBSD Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>OAR 581-022-1210 District Curriculum &amp; Instruction (K-12)</td>
<td>OAR 581-022-1510 Comprehensive Guidance &amp; Counseling (K-12)</td>
</tr>
<tr>
<td>OAR 581-022-0413 Prevention Education in Drugs &amp; Alcohol (K-12)</td>
<td>OAR 581-022-1510 Comprehensive Guidance &amp; Counseling (K-12)</td>
</tr>
<tr>
<td>OAR 581-022-1420 Emergency Safety Plans &amp; Safety Programs (K-12)</td>
<td>OAR 581-022-0416 Steroids &amp; Performance Enhancing Substances (K-12)</td>
</tr>
<tr>
<td>OAR 737-025-0000-0080 Safe Routes to Schools (K-12)</td>
<td>OAR 581-022-1510 Comprehensive Guidance &amp; Counseling (K-12)</td>
</tr>
<tr>
<td>ORS 336.071 Emergency Drills &amp; Instruction (K-12)</td>
<td>ORS 339.883 Tobacco Free Schools (K-12)</td>
</tr>
<tr>
<td>SB79 CPR (7-12)</td>
<td>OAR 581-022-0413 Prevention Education Programs in Drugs &amp; Alcohol (K-12)</td>
</tr>
</tbody>
</table>

- HE.1.6.5 Describe ways to reduce or prevent injuries such as accidents, sports/recreational injuries, and substance overdose.
- HE.1.6.10 Describe basic first aid procedures needed to treat injuries and other emergencies.
- HE.1.8.11 Evaluate safe behaviors when traveling to and from school and in the community.
- HE.1.8.10 Demonstrate basic first aid procedures needed to treat injuries and other emergencies.
- HE.5.8.7 Apply a decision making process to use safety practices in and around motor vehicles.
- HE.6.8.6 Develop and evaluate a goal to wear all types of safety equipment properly while following state laws and requirements regardless of outside influences.
- HE.7.7.2 Evaluate healthy practices and behaviors that can maintain or improve the health of self and others

<table>
<thead>
<tr>
<th>Drug Prevention Unit</th>
<th>GBSD Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORS 339.883 Tobacco Free Schools (K-12)</td>
<td>OAR 581-022-0413 Prevention Education Programs in Drugs &amp; Alcohol (K-12)</td>
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<tr>
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<td>OAR 581-022-0416 Steroids &amp; Performance Enhancing Substances (K-12)</td>
</tr>
<tr>
<td>OAR 581-022-1510 Comprehensive Guidance &amp; Counseling (K-12)</td>
<td>OAR 581-022-1510 Comprehensive Guidance &amp; Counseling (K-12)</td>
</tr>
<tr>
<td>OAR 581-022-0416 Steroids &amp; Performance Enhancing Substances (K-12)</td>
<td>OAR 581-021-0110 Tobacco Free Schools (K-12)</td>
</tr>
</tbody>
</table>

- GBSD.1 Explain appropriate use of over the counter and prescription drugs.
- HE.1.7.49 Compare and contrast the short-and long-term effects of addictive substances and behaviors.
- HE.1.7.52 Describe the perceptions and societal norms teens have regarding addictive drugs.
- HE.1.7.54 Review the policies, regulations, and/or laws related to legal and illegal substances, and the impact they have on one’s overall health.
- HE.2.7.6 Explain the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.
- GBSD.3 Access valid and reliable information showing short and long term effects of addictive substances and behaviors.
- GBSD.5 Decide the impact that legal and illegal substance abuse might have on society and/or one’s overall health.
- GBSD.6 Demonstrate the ability to set a physical, mental, social, or emotional health enhancing goal.

**Violence Prevention & Mental/Emotional Health Unit**

ORS 339.351-364 Harassment, Bullying, Cyber-bullying, & Intimidation (K1-12)
OAR 581-022-0413 Prevention Education in Drugs & Alcohol (K-12)
  OAR 581-022-1440 Human Sexuality Education (K-12)
  OAR 581-022-1210 District Curriculum & Instruction (K-12)
  OAR 581-022-0711 Child Abuse Reporting
  OAR 581-022-1510 Comprehensive Guidance & Counseling (K-12)
SB 856 Erin’s Law (K-12)

- HE.1.7.2 Describe qualities that contribute to a healthy body image.
- HE.1.7.3 Explain the interrelationships of physical, mental, social, emotional, and environmental health in adolescence.
- HE.1.7.9 Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- HE.1.7.30 Explain how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety.
- HE.1.6.32 Discuss how to build and maintain healthy family, peer, and dating relationships.
- HE.1.7.35 Define the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes.
- HE.1.7.42 Describe the potential impacts of power differences such as age, status or position within relationships.
- HE.1.8.58 Assess the differences between healthy eating, disordered eating, and eating disorders.
- HE.1.7.58 Explain the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide.
- HE.1.7.25 Recognize diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.
- HE.2.7.5 Describe what influences our values around body image, including the media.
- HE.2.7.7 Assess the impact of technology and social media on various types of relationships.
- HE.2.7.12 Describe influences that may affect self-esteem (e.g., peers, media, and adults).
- HE.2.6.22 Investigate external influences and societal messages that impact attitudes about interpersonal violence.
- HE.2.7.23 Analyze influences that can affect the ability to give or perceive consent to sexual activity.
- HE.3.7.12 Describe sources of support, such as parents, other trusted adults, and community resources, which they can go to if they are or someone they know is being sexually harassed, bullied, abused, assaulted, or stalked.
- HE.4.7.4 Demonstrate effective conflict management or resolution strategies.
- HE.4.7.7 Practice effective ways to communicate personal boundaries and show respect for the boundaries of others.
- HE.4.7.5 Practice how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
- GBSD.5 Decide how witnesses and bystanders can help prevent violence by reporting violent situations.
- HE.6.7.4 Apply and analyze achievable goals which focus on increasing a healthy self-image and managing stress in a positive way.
- HE.6.7.5 Analyze ways to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying).
- GBSD.6 Demonstrate the ability to set a physical, mental, social, or emotional health enhancing goal.

<table>
<thead>
<tr>
<th>Sexual Health / Disease Prevention Unit</th>
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<tbody>
<tr>
<td>ORS 336.455 Human Sexuality Education (K-12)</td>
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<td>ORS 339.351-364 Harassment, Bullying, Cyber-bullying, and Intimidation (K-12)</td>
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</tr>
<tr>
<td>SB 856 Erin’s Law (K-12)</td>
</tr>
</tbody>
</table>

- HE.1.7.7 Describe the human sexual and reproductive systems including body parts and their functions.
- HE.1.7.19 Describe how sexual abstinence relates to pregnancy prevention and STDs/STIs.
- HE.1.7.20 Define how HIV and STDs/STIs can be spread through sexual contact with someone who has HIV and/or a STD/STI.
- HE.1.7.28 Discuss why everyone has the right to say who touches their body and how.
- HE.1.7.31 Describe the advantages and disadvantages of communicating, within relationships, using technology, social media and how to report and block.
- HE.1.7.32 Define situations and behaviors that constitute cyber bullying, sexual harassment, and sexual abuse.
- HE.1.7.36 Define various methods of contraception, including abstinence and condoms.
- HE.1.7.37 Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.
- HE.1.7.38 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.
- HE.1.7.39 Define the myths and facts of how STDs/STIs are transmitted and not transmitted.
- HE.1.7.40 Define ways to prevent HIV and other STDs/STIs.
- HE.1.7.45 Describe why no one has the right to touch anyone else without giving and receiving consent.
- HE.1.7.60 Describe sources of medically accurate information about human sexual and reproductive anatomy (including fertilization, ovulation and menstruation).
- HE.2.7.24 Analyze influences that may have an impact on deciding whether or when to engage in sexual behavior.
- HE.3.7.9 Describe accurate information about healthy sexuality, including sexual orientation and gender identity.
- HE.3.7.11 Describe sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.
- HE.3.7.15 Describe medically-accurate resources that provide assistance around sexual health and pregnancy.
- HE.4.7.12 Demonstrate effective verbal and nonverbal communication skills, within relationships, using technology, social media and how to report and block.
- HE.4.7.12 Practice a decision making process to give or receive consent.
- GBSD.5 Discuss how affirmative consent mitigates confusion within a sexual relationship.
- GBSD.5 Decide the health benefits, risk, and effectiveness of various methods of contraception including abstinence and condoms.
- GBSD.6 Demonstrate the ability to set a physical, mental, social, or emotional health enhancing goal.
- HE.7.8.12 Evaluate personal health care practices that prevent the spread of communicable disease.
Grade 7 Course Description

In accordance with the requirements of the State of Oregon, the Gresham-Barlow School District Board has adopted a Comprehensive Health Instruction Plan that is medically accurate, age-appropriate and not fear or shame-based and outlines Human Sexuality Education, Child Sexual Violence Prevention instruction and Domestic Violence Education. Instruction in additional areas of health is also provided and the collective prioritized standards for each area can be viewed by topic on the next page. Middle School instructors of Health will include but are not limited to using the district adopted resource of *Teen Health* published by McGraw Hill Education, along with the supplemental text *Teen Health: Healthy Relationships and Sexuality*, and educational resources provided by the county to teach students the newly revised Health standards.

In grade 7 students will receive instruction in their Health class and teachers may have the support of school counselors. Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for parent preview and have gone through an instructional materials recommendation process before the approval from the school board, in May, 2018, for purchasing. Some of these materials are available at your child’s school, so please check with your principal and/or child’s health teacher first.

**Individualized Learning Experience**

Gresham-Barlow School district acknowledges that parents/guardians are the primary health educators for their children and although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents/guardians may choose to have their children participate in an individualized learning experience as an alternative to instruction of certain standards. If you exercise your option to substitute your child’s learning experience for any part of the Comprehensive Sexuality Education program or other health instructional areas, 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 this option. Your child will be expected to work independently during that time with minimum adult supervision.

Annually in September parents/guardians will receive a district letter that outlines the program and reminds them of the opportunity to review the curriculum materials. If you have any questions, please contact your child’s teacher.
If your child will participate in this health instruction, you do NOT need to return this form. If you do NOT want your child to receive instruction in any of these standards, please fill out the form below and return it to your child’s teacher. Your child will be given an individualized assignment in place of the instruction. This assignment is expected to be similar in nature, length and depth of the substituted standards.

It is important to understand that in a student-centered approach to education that utilizes student dialogue, there may be times when your child is in class where a discussion or review may include content from a substituted section. As these types of discussions sometimes occur spontaneously, please understand that we cannot ensure students will not surface this content in class. If, as the parent/guardian you exercise your right to substitute your child’s learning experience, it is imperative that you have conversations with your child about this content.

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IF YOU WISH TO SUBSTITUTE YOUR CHILD’S LEARNING EXPERIENCE FROM ANY ASPECT OF THE HEALTH CURRICULUM, PLEASE RETURN THIS FORM TO THE TEACHER SO THEY CAN FOLLOW UP WITH YOU.

SCHOOL ____________________________ GRADE ________________________

STUDENT NAME __________________________________________________________________________

PARENT/GUARDIAN NAME (printed) ________________________________________________________

PHONE NUMBER: ___________________________ EMAIL ADDRESS ______________________________

PARENT/GUARDIAN SIGNATURE ________________________________________

DATE_______________

Describe the class or classes and instructional units for which the pupil is to be excused (refer to following page):

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________
K-12 Standards Adopted by the Oregon Department of Education

**Standard 1:** Students will comprehend **concepts** related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will **analyze the influence** of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to **access valid information**, products, and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use **interpersonal communication** skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use **decision-making** skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use **goal-setting** skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice **health-enhancing behaviors** and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

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**GBSD Prioritized Performance Indicators for Eighth Grade**

**Nutrition Unit**

- ORS 336.423 Local Wellness Program
- OAR 581-022-1210 District Curriculum & Instruction (K-12)
- OAR 581-022-1510 Comprehensive Guidance & Counseling (K-12)

- HE.1.8.2 Describe behaviors that contribute to a healthy body image.
- HE.2.8.9 Review how food choices are influenced by culture, family, media, technology, peers, body image and emotions.
- GBSD.4 Communicate behaviors that contribute to a healthy body image.
- HE.6.7.7 Create and design a plan that correlates a personal short term goal on healthy eating while including a specific focus on food choices, portions and nutritional guidelines.
- HE.7.8.3 Promote healthy ways to maintain a healthy body weight.

**Safety and a Healthy Environment Unit**

- OAR 581-022-1210 District Curriculum & Instruction (K-12)
- OAR 581-022-0413 Prevention Education in Drugs & Alcohol (K-12)
- OAR 581-022-1420 Emergency Safety Plans & Safety Programs (K-12)
- OAR 737-025-0000-0080 Safe Routes to Schools (K-12)
- ORS 336.071 Emergency Drills & Instruction (K-12)
- SB79 CPR (7-12)

- HE.1.8.5 Differentiate methods to reduce controlled and/or uncontrolled risks that prevent injuries such as accidents, sports/recreational injuries, and substance overdose.
- HE.1.8.10 Demonstrate basic first aid procedures needed to treat injuries and other emergencies.
- HE.1.8.11 Evaluate safe behaviors when traveling to and from school and in the community.
- HE.5.8.7 Apply a decision making process to use safety practices in and around motor vehicles.
- HE.6.8.6 Develop and evaluate a goal to wear all types of safety equipment properly while following state laws and requirements regardless of outside influences.
- HE.7.8.2 Evaluate healthy practices and behaviors that can maintain or improve the health of self and others
Drug Prevention Unit
ORS 339.883 Tobacco Free Schools (K-12)
OAR 581-022-0413 Prevention Education Programs in Drugs & Alcohol (K-12)
OAR 581-022-0416 Steroids & Performance Enhancing Substances (K-12)
OAR 581-022-1510 Comprehensive Guidance & Counseling (K-12)
OAR 581-021-0110 Tobacco Free Schools (K-12)

- HE.1.8.5 Differentiate methods to reduce controlled and/or uncontrolled risks that prevent injuries such as accidents, sports/recreational injuries, and substance overdose.
- HE.1.8.51 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.
- HE.1.8.52 Analyze the short-and long-term effects of addictive substances and behaviors.
- HE.1.8.53 Differentiate the stages of addiction and its' effects on the adolescent brain.
- HE.2.8.16 Identify the influences that may encourage young people to engage in risky, addictive behaviors.
- GBSD.4 Communicate the impact of ATOD on unintentional injury.
- HE.5.8.5 Apply a decision making process to avoid or refuse addictive or harmful substances and/or behaviors.
- GBSD.8 Advocate for methods to reduce controlled and/or uncontrolled risks that prevent injuries such as accidents, sports/recreational injuries, and substance overdose.

Violence Prevention & Mental/Emotional Health Unit
ORS 339.351-364 Harassment, Bullying, Cyber-bullying, & Intimidation (K1-12)
OAR 581-022-0413 Prevention Education in Drugs & Alcohol (K-12)
OAR 581-022-1440 Human Sexuality Education (K-12)
OAR 581-022-1210 District Curriculum & Instruction (K-12)
OAR 581-022-0711 Child Abuse Reporting
OAR 581-022-1510 Comprehensive Guidance & Counseling (K-12)
SB 856 Erin’s Law (K-12)

- HE.1.8.9 Demonstrate how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- HE.1.8.35 Discuss the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes.
- HE.1.8.61 Discuss the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide.
- HE.2.8.11 Assess potential impacts of power differences (e.g., age, status or position) within intimate relationships, of self and others.
- HE.2.8.19 Assess external influences that have an impact on one’s attitudes about gender, sexual orientation and gender identity.
- HE.3.7.1 Access valid health information from home, school, and community for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.
- HE.3.8.4 Review situations (ex. child abuse) that may require professional health services and select resources to get help.
- HE.3.8.11 Assess sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.
- HE.4.8.4 Demonstrate and/or assess effective conflict management or resolution strategies.
- HE.4.8.5 Demonstrate how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
- HE.7.8.7 Model techniques for managing personal stressors with peers, at home, in school, and community.
- HE.7.8.9 Evaluate personal stress and implement stress management techniques.
- HE.8.8.3 Advocate for the promotion of empathy for individual differences.
● HE.1.8.18 Assess personal health care practices that prevent the spread of communicable and non-communicable diseases.
● HE.1.8.19 Explain how sexual abstinence relates to pregnancy prevention.
● HE.1.8.20 Explain how HIV and STDs/STIs can be spread through sexual contact with someone who has HIV and/or a STD/STI.
● HE.1.8.22 Explain the differences biological sex, sexual orientation, and gender identity and expression.
● HE.1.8.27 Compare and contrast the characteristics of healthy and unhealthy relationships.
● HE.1.8.28 Explain why everyone has the right to say who touches their body and how.
● HE.1.8.31 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media in relation to sexual health and how to report and block.
● HE.1.8.36 Explain various methods of contraception, including abstinence, condoms, and emergency contraception.
● HE.1.8.38 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.
● HE.1.8.39 Explain the differences between the myths and facts of how STDs are transmitted and not transmitted.
● HE.1.8.40 Explain ways to prevent HIV and other STDs/STIs.
● HE.1.8.41 List the reasons why it is important to get tested for HIV and other STDs/STIs when people are sexually active.
● HE.1.8.44 Discuss consent as a freely given yes.
● HE.1.8.47 Identify why a person who has been raped or sexually assaulted is not at fault.
● HE.1.8.45 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.
● HE.1.8.46 Discuss that no one has the right to touch anyone else without giving and receiving consent.
● HE.2.8.13 Review how the perceptions of norms influence healthy and unhealthy behaviors.
● HE.2.8.2 Assess factors that may influence condom use and other safer sex decisions.
● HE.2.8.21 Analyze how family and friends can influence one’s decisions within a healthy intimate relationship.
● HE.2.8.24 Assess influences that may have an impact on deciding whether or when to engage in sexual behaviors.
● HE.2.8.26 Discuss decisions about pregnancy resources and parenthood.
● HE.3.8.12 Assess sources of support, such as parents, other trusted adults, and community resources, which they can go to if they are or someone they know is being sexually harassed, bullied, abused, assaulted, or stalked.
● HE.3.8.15 Access medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.
● HE.4.8.7 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
● HE.4.8.12 Demonstrate effective skills to negotiate agreements about the use of technology in relationships.
● HE.4.8.13 Demonstrate asking for help and support if they or someone they know is in an abusive relationship.
● HE.4.8.14 Demonstrate effective strategies to avoid or end an unhealthy relationship.
● HE.4.8.15 Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and to practice safer sex.
● HE.4.8.10 Demonstrate effective communication skills to ensure affirmative consent in all sexual relationships.
● HE.6.8.10 Establish a personal goal to not have sex until you're ready.
● HE.6.8.11 Establish a personal goal to use protection when sexually active.
● HE.6.8.13 Develop a plan to eliminate or reduce risk for STDs/STIs, including HIV.
● HE.7.8.1 Justify the importance of assuming responsibility for personal health behaviors.
● HE.7.8.13 Demonstrate the steps to correctly use a condom.
● HE.7.8.16 Demonstrate effective ways to communicate personal boundaries and respect the boundaries of your partners when using technology and social media in a relationship.
● GBSD.8 Advocate for healthy ways to prevent HIV and other STDs/STIs.
Grade 8 Course Description

In accordance with the requirements of the State of Oregon, the Gresham-Barlow School District Board has adopted a Comprehensive Health Instruction Plan that is medically accurate, age-appropriate and not fear or shame-based and outlines Human Sexuality Education, Child Sexual Violence Prevention instruction and Domestic Violence Education. Instruction in additional areas of health is also provided and the collective prioritized standards for each area can be viewed by topic on the next page. Middle School instructors of Health will include but are not limited to using the district adopted resource of Teen Health published by McGraw Hill Education, along with the supplemental text Teen Health: Healthy Relationships and Sexuality, and educational resources provided by the county to teach students the newly revised Health standards.

In grade 8 students will receive instruction in their Health class and teachers may have the support of school counselors. Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for parent preview and have gone through an instructional materials recommendation process before the approval from the school board, in May, 2018, for purchasing. Some of these materials are available at your child’s school, so please check with your principal and/or child’s health teacher first.

Individualized Learning Experience
Gresham-Barlow School district acknowledges that parents/guardians are the primary health educators for their children and although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents/guardians may choose to have their children participate in an individualized learning experience as an alternative to instruction of certain standards. If you exercise your option to substitute your child’s learning experience for any part of the Comprehensive Sexuality Education program or other health instructional areas, 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 this option. Your child will be expected to work independently during that time with minimum adult supervision.

Annually in September parents/guardians will receive a district letter that outlines the program and reminds them of the opportunity to review the curriculum materials. If you have any questions, please contact your child’s teacher.
Gresham-Barlow School District
GRADE 8
Comprehensive Health Education
Parent/Guardian Individualized Learning Experience Substitution Form

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

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SCHOOL ___________________________________________ GRADE ______________________

STUDENT NAME __________________________________________________________________________

PARENT/GUARDIAN NAME (printed) __________________________________________________________

PHONE NUMBER: ___________________________ EMAIL ADDRESS ______________________________

PARENT/GUARDIAN SIGNATURE ________________________________________
DATE_______________

Describe the class or classes and instructional units for which the pupil is to be excused (refer to following page):

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
High School Health 1
2018 Implementation

K-12 Standards Adopted by the Oregon Department of Education

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

GBSD Prioritized Performance Indicators for High School Health 1

<table>
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<tr>
<th>Safety and a Healthy Environment Unit</th>
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</tr>
<tr>
<td>SB79 CPR (7-12)</td>
</tr>
</tbody>
</table>

- HE.1.12.12 Explain key concepts of unintentional injury prevention and care, including but not limited to CPR.
- HE.7.12.2 Demonstrate the ability to practice a variety of healthy behaviors that can maintain or improve the health of self and others including explaining and demonstrating CPR.
- HE.1.12.43 Explain the potential severity of injury or illness if engaging in risk or unhealthy behaviors.
- H.E.5.12.6 Apply the decision-making process to make safe choices while driving or riding in motor vehicles.
- HE.5.12.5 Defend a health-enhancing decision
- HE.1.12.4 Demonstrate ways to reduce or prevent injuries and health problems.

<table>
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<tbody>
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</tr>
</tbody>
</table>

- HE.1.12.43 Explain how the development of the teen brain affects the decision-making process and influences health behaviors.
- HE.1.12.44) Discuss key concepts of alcohol and other drugs including tolerance, addiction, recovery, peer pressure, short and long term health impacts.
- GBSD.1.3 Describe the effects of alcohol, tobacco and other drug use during pregnancy.

GBSD Spring 2018
GBSD.1.4 Recognize the strategies media uses to impact a person’s health.

GBSD.3.1 Access the appropriate resources for addiction services

HE.3.12.1 Use a variety of valid and reliable resources to research health information

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

HE.4.12.3 Demonstrate and/or assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

HE.5.12.4 Generate a variety of options to solve health related issues or problems, and predict potential short term and long term impacts of each option on self and others.

GBSD.3.2 Identify school and community resources that can help a person who is depressed or contemplating suicide.

GBSD.4.1 Demonstrate healthy communication skills in problem solving, anger management, and impulse control.

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

HE.7.12.1 Explain the role of individual responsibility for enhancing health.

HE.7.12.3 Demonstrate the ability to practice a variety of healthy behaviors to avoid or reduce health risks of self and others.

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**Mental / Emotional Health Unit**

ORS 339.351-364 Harassment, Bullying, Cyber-bullying, & Intimidation (K1-12)

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

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

OAR 581-022-1210 District Curriculum & Instruction (K-12)

OAR 581-022-1510 Comprehensive Guidance & Counseling (K-12)

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GBSD.1.1 Explain the causes, effects and symptoms of depression, including suicide.

GBSD.1.2 Describe the warning signs of suicide and explain what to do if someone seems depressed or is considering suicide.

GBSD.1.3 Explain eating disorders and symptoms.

HE.1.12.2 Describe the interrelationships of physical, mental, social, emotional and environmental health.

HE.1.12.46 Explain key concepts of mental and emotional health including stress, anxiety, depression, resilience, suicide, and therapeutic treatment options.

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

HE.2.12.5 Analyze what influences our values around self-concept and body image, including the media.

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

GBSD.3.2 Identify school and community resources that can help a person who is depressed or contemplating suicide.

GBSD.4.1 Demonstrate healthy communication skills in problem solving, anger management, and impulse control.

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

HE.7.12.1 Explain the role of individual responsibility for enhancing health.

HE.7.12.3 Demonstrate the ability to practice a variety of healthy behaviors to avoid or reduce health risks of self and others.
• HE.1.12.27 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, and dating violence.
• HE.1.12.30 Explain Oregon’s laws related to bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
• HE.1.12.26 Describe a range of ways to express affection within healthy relationships.
• HE.1.12.29 Explain the role and impact of technology and social media in personal safety.
• HE.1.12.42 Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
• HE.1.12.23 Explain characteristics of a healthy relationship that is free from threats, coercion or abuse.
• HE.1.8.25 Examine diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.
• HE.2.12.17 Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.
• HE.3.12.10 Access resources for help if they or someone they know are being bullied or harassed or have been sexually abused or assaulted or otherwise feel unsafe.
• HE.3.12.9 Access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, and stalking.
• GBSD.3.3 Identify reliable and valid violence prevention resources.
• HE.4.12.11 Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe in an intimate or sexual relationship.
• HE.4.12.1 Practice effective and appropriate verbal and nonverbal communication skills with peers and adults to enhance health.
• HE.4.12.4 Explain strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
• HE.4.12.5 Demonstrate respectful communication with and about people of all gender identities, gender expressions and sexual orientations.
• HE.4.12.12 Demonstrate effective strategies to avoid or end an unhealthy relationship.
• HE.4.12.10 Demonstrate the effective skills to negotiate agreements about the use of technology in relationships.
• HE.7.12.3 Demonstrate the ability to practice a variety of healthy behaviors to avoid or reduce health risks of self and others.
• HE.8.12.7 Advocate for school policies and programs that promote healthy relationships with dignity and respect for all in a safe and inclusive environment.
• HE.8.12.5 Advocate for the promotion of respect and empathy for individual differences.
• HE.8.12.4 Work cooperatively as an advocate for improving personal, family, and community health.
GBSD.1.1 Explain why abstinence is the safest, most effective method of protection from pregnancy, HIV, and other STDs/STIs.
GBSD.1.2 Describe contraceptive methods, proper use, and their effectiveness.
HE.1.12.40 Explain the ovulation cycle, how fertilization occurs, and the stages of pregnancy.
HE.1.12.16 Differentiate between biological sex, sexual orientation, sexual identity and sexual behavior, gender identity and gender expression.
HE.1.12.33 Describe the importance of getting tested for HIV and other STDs/STIs when people are sexually active.
HE.1.12.28 Define sexual consent and explain its implications for sexual decision-making.
HE 1.12.36 Define affirmative consent as a freely given enthusiastic yes.
HE 1.12.24 Express that everyone has the right to say who touches their body and how.
HE.2.12.20 Analyze how our values impact our sexual health-related decisions.
HE.2.12.16 Analyze external influences that can impact one’s decisions within a healthy intimate relationship.
HE.2.12.15 Describe factors that may influence condom use and other safer sex decisions.
HE.2.12.18 Describe factors that can affect the ability to give or perceive the provision of consent to sexual activity.
HE.3.12.5 Access community resources that provide medically-accurate information about adolescent sexual anatomy and reproductive health.
HE.3.12.12 Access medically-accurate information and resources about contraceptive methods, including abstinence, emergency contraception, and condoms.
HE.3.12.7 Access accurate information about healthy sexuality, including sexual orientation and gender identity.
HE.3.12.11 Access medically-accurate information about HIV and STD/STI transmission and prevention, including local STD/STI and HIV testing and treatment services with support for disclosure of STD/STI status.
GBSD.4.1 Effectively communicate the decisions that promote healthy sexual behaviors.
HE.4.12.6 Demonstrate communication skills that foster healthy intimate and sexual relationships and show personal boundaries around consent and respect for others.
HE.4.12.10 Demonstrate effective skills to negotiate agreements about the use of technology in relationships.
HE.4.8.11 Demonstrate skills to communicate with a partner about STD/STI and HIV prevention, testing and disclosure of status.
HE.5.12.7 Evaluate the outcome and effectiveness of a health-related decision.
HE.5.12.10 Apply a decision making process to promote healthy consensual sexual activity within healthy relationships.
HE.H.12.10 Demonstrate respect for the boundaries of others and practice affirmative consent.
HE.H.12.11 Demonstrate how to set and respect boundaries around social media and technology use in relationships.
HE.8.8.8 Advocate for personal health practices that prevent the spread of HIV, Hepatitis B and C, and other STDs/STIs.
HE.8.8.9 Advocate for informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STDs/STIs.
High School Health 1
Course Description

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SCHOOL ___________________________ GRADE ___________________________

STUDENT NAME ____________________________________________

PARENT/GUARDIAN NAME (printed) ____________________________________________

PHONE NUMBER: ___________________________ EMAIL ADDRESS: ____________________________

PARENT/GUARDIAN SIGNATURE: ________________________________________________

DATE________________________

Describe the class or classes and instructional units for which the pupil is to be excused (refer to following page):

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
High School Health 2
2018 Implementation

K-12 Standards Adopted by the Oregon Department of Education

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

GBSD Prioritized Performance Indicators for High School Health 2

Nutrition Unit

ORS 336.423 Local Wellness Program
OAR 581-022-1210 District Curriculum & Instruction (K-12)

- HE.1.12.45 Explain key concepts of nutrition including food groups, nutrient types, adequacy of diet, portion size and moderation, food safety, and disease connection.
- GBSD.1.2 Determine the benefits of healthy weight control and identify unhealthy weight control practices.
- HE.1.12.1 Predict how healthy behaviors can affect health status.
- HE.1.12.7 Identify and analyze barriers that prevent people from practicing a variety of healthy behaviors.
- GBSD.2.1 Analyze the impact various influences have on eating habits and attributes towards weight management.
- HE.2.12.5 Analyze what influences our values around self-concept and body image, including the media.
- HE.2.12.6 Analyze how culture, ethnicity, and race influences health beliefs, behaviors, and outcomes.
- HE.2.12.8 Analyze the impact of technology (including medical/scientific advancements) on personal, family, and community health.
- HE.2.12.9 Analyze how the family influences health beliefs, behaviors, and outcomes.
- HE.2.12.12 Analyze how personal values and beliefs influence individual health practices and behaviors.
- HE.2.12.3 Analyze and critique how media influences health beliefs, behaviors, and outcomes.
- H.E.3.12.2 Evaluate the validity and reliability of health information, products, and services.
- GBSD.3.2 Identify nutrients of concern and all food groups that young people typically under and/or over consume.
- HE.3.12.4 Determine the accessibility of valid and reliable products and services that enhance health and resources or solutions to overcome barriers to access.
- HE.5.12.7 Evaluate the outcome and effectiveness of a health-related decision.
- H.E.6.12.2 Assess personal health practices and overall health status as the first step in determining personal health goal.
- H.E.6.12.1 Develop a goal and create an action plan to maintain or improve health.
- H.E.6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- HE.6.12.4 Evaluate the outcome of a personal health goal.
- HE.7.12.1 Explain the role of individual responsibility for enhancing health.
- HE.7.12.3 Demonstrate the ability to practice a variety of healthy behaviors to avoid or reduce health risks of self and others.
- GBSD.8.1 Advocate for healthy food choices within the community.
- HE.8.12.2 Demonstrate how to influence and support others to make positive health choices.
- HE.8.12.8 Advocate for programs that support parents and families.

### Safety and a Healthy Environment Unit

OAR 581-022-1210 District Curriculum & Instruction (K-12)
OAR 581-022-0413 Prevention Education in Drugs & Alcohol (K-12)
OAR 581-022-1420 Emergency Safety Plans & Safety Programs (K-12)
ORS 336.071 Emergency Drills & Instruction (K-12)
SB79 CPR (7-12)

- HE.1.12.12 Explain key concepts of unintentional injury prevention and care, including but not limited to CPR.
- HE.7.12.2 Demonstrate the ability to practice a variety of healthy behaviors that can maintain or improve the health of self and others including explaining and demonstrating CPR.
- HE.1.12.43 Explain the potential severity of injury or illness if engaging in risky or unhealthy behaviors.
- HE.5.12.6 Apply a decision-making process to make safe choices while driving or riding in motor vehicles.
- HE.5.12.5 Defend a health-enhancing decision
- HE.1.12.4 Justify ways to reduce or prevent injuries and health problems.

### Drug Prevention Unit

ORS 339.883 Tobacco Free Schools (K-12)
OAR 581-022-0413 Prevention Education Programs in Drugs & Alcohol (K-12)
OAR 581-022-0416 Steroids & Performance Enhancing Substances (K-12)
OAR 581-022-1510 Comprehensive Guidance & Counseling (K-12)
OAR 581-022- 0110 Tobacco Free Schools (K-12)

- HE.1.12.43 Explain how the development of the teen brain affects the decision-making process and influences health behaviors.
- HE.1.12.44 Explain key concepts of alcohol, tobacco and other drugs including tolerance, addiction, recovery, peer pressure, short and long term health impacts (Steroid law).
- HE.1.12.7 Identify and analyze barriers that prevent people from practicing a variety of healthy behaviors.
- GBSD.1.4 Explain the short-term and long-term psychological and social effects, including social, legal, economic and cosmetic consequences, of alcohol, tobacco, and other drugs.
- HE.1.12.47 Explain the key concepts of violence and suicide prevention including roots of violence, signs and symptoms of suicidal thoughts, and strategies for preventing violence.
- HE.2.12.2 Analyze how our environment (including family, peers, school and community) influences health beliefs, behaviors, and outcomes.
- HE.2.12.3 Analyze and critique how media influences health beliefs, behaviors, and outcomes.
- HE.2.12.6 Analyze how culture, ethnicity, and race influences health beliefs, behaviors, and outcomes.
- HE.2.12.11 Analyze how the perception of norms influences healthy and unhealthy behaviors.
- HE.2.12.14 Analyze the relationship between health risk factors and the likelihood of engaging in unhealthy behaviors.
- HE.3.12.1 Use a variety of valid and reliable resources to research health information.
- HE.3.12.2 Evaluate the validity and reliability of health information, products, and services.
- HE.3.12.4 Determine the accessibility of valid and reliable products and services that enhance health and resources or solutions to overcome barriers to access.

GBSD Spring 2018
- HE.3.12.3 Demonstrate how to access valid and reliable health products, resources, and services including but not limited to mental health, i.e., support for suicidal ideation and accessing culturally appropriate mental health support.
- HE.4.12.1 Practice effective and appropriate verbal and nonverbal communication skills with peers and adults to enhance health.
- HE.4.12.3 Demonstrate and/or assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- HE.4.12.2 Demonstrate and/or explain how to ask for and offer assistance to enhance the health of self and others in a culturally relevant manner.
- HE.4.12.4 Demonstrate and/or assess strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- HE.5.12.5 Defend a health-enhancing decision.
- HE.5.12.1 Determine the benefits of practicing a decision-making process to enhance health.
- HE.5.12.3 Evaluate when additional adult and/or professional input is appropriate for health-related decision-making.
- HE.5.12.6 Apply the decision-making process to make safe choices while driving or riding in motor vehicles.
- HE.5.12.2 Examine protective factors and barriers that can impact decision-making.
- HE.5.12.4 Generate a variety of options to solve health-related issues or problems and predict potential short-term and long-term impacts of each option on self and others.
- HE.7.12.1 Explain the role of individual responsibility for enhancing health.
- HE.7.12.3 Demonstrate the ability to practice a variety of healthy behaviors to avoid or reduce health risks of self and others.
- HE.8.12.1 Utilize data to formulate a health-enhancing message.
- HE.8.12.2 Demonstrate how to influence and support others to make positive health choices.
- HE.8.12.3 Adapt health messages and communication techniques to a specific target audience.
- HE.8.12.4 Work cooperatively as an advocate for improving personal, family, and community health.
- GBSD.8.5 Advocate for a friend or relative who I suspect is an addict and should get support/help.

**Sexual Health**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Reference</th>
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<tbody>
<tr>
<td>GBSD.1.1</td>
<td>ORS 336.455 Human Sexuality Education (K-12)</td>
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<tr>
<td>GBSD.1.1</td>
<td>ORS 339.351-364 Harassment, Bullying, Cyber-bullying, and Intimidation (K-12)</td>
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<tr>
<td>GBSD.1.1</td>
<td>OAR 581-022-1440 Human Sexuality Education (K-12)</td>
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<tr>
<td>GBSD.1.1</td>
<td>OAR 581-022-1210 District Curriculum, Instruction of Infectious Disease including AIDS/HIV &amp; Hep. B (K-12)</td>
</tr>
<tr>
<td>GBSD.1.1</td>
<td>SB 856 Erin's Law (K-12)</td>
</tr>
</tbody>
</table>

- GBSD.1.1 Explain why abstinence is the safest, most effective method of protection from pregnancy, HIV, and other STDs/STIs.
- HE.1.12.5 Describe the importance of accessing medical care and self-care exams.
- HE.1.12.19 Describe the importance of treating people with HIV or other STDs with respect.
- HE.1.12.22 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.
- HE.1.12.28 Define sexual consent and explain its implications for sexual decision-making.
- HE.1.12.31 Identify the laws related to reproductive and sexual health care service (i.e., confidentiality, contraception, pregnancy resources, safe surrender policies, prenatal care).
- HE.1.12.33 Describe the importance of getting tested for HIV and other STDs/STIs when people are sexually active.
- HE.1.12.34 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.
- HE 1.12.18 Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.
- HE 1.12.25 Express that it is never ok to touch someone, or make someone touch you if they don’t want to.
● HE.1.12.37 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.
● HE.2.12.7 Analyze the influence of friends, family, media, society, and culture on the intersections of gender, sexual orientation, race, ethnicity, and other identities.
● HE.2.12.10 Analyze potential impacts of power differences (e.g., age, status or position) within sexual relationships.
● HE.2.12.15 Analyze factors that may influence condom use and other safer sex decisions.
● HE.2.12.18 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.
● HE.2.12.19 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.
● HE.2.12.21 Analyze internal and external influences on decisions about pregnancy options and parenthood.
● GBSD.2.7 Analyze contraceptive methods, proper use, and their effectiveness.
● H.E.3.12.4 Determine the accessibility of valid and reliable products and services that enhance health and resources or solutions to overcome barriers to access.
● HE.3.12.12 Access medically-accurate information and resources about contraceptive methods (including abstinence, emergency contraception and condoms), pregnancy, and pregnancy services.
● HE.3.12.8 Access reliable information and resources about healthy and unhealthy relationships, and health boundaries as they relate to intimacy and sexual behavior.
● HE.3.12.11 Access medically-accurate information about HIV and STD/STI transmission and prevention, including local STD/STI and HIV testing and treatment services with support for disclosure of STD/STI status.
● HE.4.12.3 Demonstrate and/or assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
● HE.4.12.5 Demonstrate respectful communication with and about people of all gender identities, gender expressions and sexual orientations.
● HE.4.12.6 Demonstrate communication skills that foster healthy intimate and sexual relationships and show personal boundaries and respect for the boundaries of others.
● HE.4.12.12 Demonstrate effective strategies to avoid or end an unhealthy relationship.
● HE.4.8.9 Demonstrate the use of effective communication about the use of contraception, including abstinence, condoms, and other safer sex practices.
● HE.4.12.1 Practice effective and appropriate verbal and nonverbal communication skills with peers and adults to enhance health.
● HE.4.12.4 Demonstrate and/or assess strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
● HE.5.12.2 Examine protective factors and barriers that can impact decision-making.
● HE.5.12.3 Evaluate when additional adult and/or professional input is appropriate for health related decision-making.
● HE.5.12.4 Generate a variety of options to solve health related issues or problems and predict potential short term and long term impacts of each option on self and others.
● HE.7.12.6 Describe how alcohol and other drug use can affect one’s ability to perceive or provide consent.
● HE.7.12.4 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.
● HE.7.12.5 Explain individual responsibility for testing and informing partners about STDs and HIV status.
● HE.8.12.9 Advocate for access to products, services and medical care to maintain sexual and reproductive health.
● GBSD.8.2 Advocate for the use of effective communication skills within healthy relationships.
● HE.8.12.10 Advocate for use of products, services and medical care to maintain sexual and reproductive health.
● HE.8.12.5 Advocate for the promotion of respect and empathy for individual differences.
● HE.8.12.6 Advocate for school policies and programs that promote healthy relationships and a safe and inclusive environment for all.

Disease Prevention (Environmental Health Focus)

OAR 581-022-1210 District Curriculum & Instruction (K-12)

● HE.1.12.5 Describe the importance of accessing medical care and self-care and exams.
● HE.1.12.6 Explain how genetics and family history can impact personal health
● HE.1.12.8 Explain disparities that exist between access to health care and health status.
● HE.1.12.10 Explain key concepts of disease prevention including lifestyle choices, prevention and detection.
● HE.1.12.11 Explain key concepts of Environmental Health including pollution, community resources.
● HE.1.12.46 Explain key concepts of mental & emotional health including stress, anxiety, depression, resilience, suicide and therapeutic treatment options.
● HE.2.12.6 Analyze how culture, ethnicity, and race influences health beliefs, behaviors, and outcomes.
● HE.2.12.13 Analyze how public health policies and government regulations can influence health promotion and disease prevention.
● HE.2.12.14 Analyze the relationship between health risk factors and the likelihood of engaging in unhealthy behaviors.
● HE.3.12.1 Use a variety of valid and reliable resources to research health information.
● HE.3.12.2 Evaluate the validity and reliability of health information, products, and services.
● HE.3.12.4 Determine the accessibility of valid and reliable products and services that enhance health and resources or solutions to overcome barriers to access.
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● HE.4.12.2 Demonstrate and/or explain how to ask for and offer assistance to enhance the health of self and others in a culturally relevant manner.
● HE.5.12.1 Determine the benefits of practicing a decision-making process to enhance health.
● HE.5.12.4 Generate a variety of options to solve health related issues or problems and predict potential short term and long term impacts of each option on self and others.
● HE.5.12.7 Evaluate the outcome and effectiveness of a health-related decision.
● HE.7.12.1 Explain the role of individual responsibility for enhancing health.
● HE.7.12.3 Demonstrate the ability to practice a variety of healthy behaviors to avoid or reduce health risks of self and others.
● HE.8.12.1 Utilize data to formulate a health-enhancing message.
● HE.8.12.3 Adapt health messages and communication techniques to a specific target audience.
● HE.8.12.4 Work cooperatively as an advocate for improving personal, family, and community health.
High School Health 2
Course Description

In accordance with the requirements of the State of Oregon, the Gresham-Barlow School District Board has adopted a Comprehensive Health Instruction Plan that is medically accurate, age-appropriate and not fear or shame-based and outlines Human Sexuality Education, Child Sexual Violence Prevention instruction and Domestic Violence Education. Instruction in additional areas of health is also provided and the collective prioritized standards for each area can be viewed by topic on the next page. High School instructors of Health will include but are not limited to using the district adopted resource of *Glencoe Health* published by McGraw Hill Education, along with the supplemental text *Human Sexuality*, and educational resources provided by the county to teach students the newly revised Health standards.

In High School students will receive instruction in their Health class. Copies of the Comprehensive Sexuality Education standards, the curriculum for each course, textbooks, and other materials are available for parent preview and have gone through an instructional materials recommendation process before the approval from the school board, in May, 2018, for purchasing. Some of these materials are available at your child’s school, so please check with your principal and/or child’s health teacher first.

**Individualized Learning Experience**
Gresham-Barlow School district acknowledges that parents/guardians are the primary health educators for their children and although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents/guardians may choose to have their children participate in an individualized learning experience as an alternative to instruction of certain standards. If you exercise your option to substitute your child’s learning experience for any part of the Comprehensive Sexuality Education program or other health instructional areas, 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 this option. Your child will be expected to work independently during that time with minimum adult supervision.

Annually in September parents/guardians will receive a district letter that outlines the program and reminds them of the opportunity to review the curriculum materials. If you have any questions, please contact your child’s teacher.
If your child will participate in this health instruction, you do NOT need to return this form. If you do NOT want your child to receive instruction in any of these standards, please fill out the form below and return it to your child’s teacher. Your child will be given an individualized assignment in place of the instruction. This assignment is expected to be similar in nature, length and depth of the substituted standards.

It is important to understand that in a student-centered approach to education that utilizes student dialogue, there may be times when your child is in class where a discussion or review may include content from a substituted section. As these types of discussions sometimes occur spontaneously, please understand that we cannot ensure students will not surface this content in class. If, as the parent/guardian you exercise your right to substitute your child’s learning experience, it is imperative that you have conversations with your child about this content.

If you are returning this form to exercise your right to substitute your child’s experience from classroom instruction to an individualized experience, please sign below. The teacher and/or principal will contact you to discuss a plan to best meet the needs of your child during instruction.

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IF YOU WISH TO SUBSTITUTE YOUR CHILD’S LEARNING EXPERIENCE FROM ANY ASPECT OF THE HEALTH CURRICULUM, PLEASE RETURN THIS FORM TO THE TEACHER SO THEY CAN FOLLOW UP WITH YOU.

SCHOOL ____________________________ GRADE __________________________

STUDENT NAME _______________________________________________________

PARENT/GUARDIAN NAME (printed) _______________________________________

PHONE NUMBER: ___________________ EMAIL ADDRESS _______________________

PARENT/GUARDIAN SIGNATURE ___________________________________________

DATE__________________________

Describe the class or classes and instructional units for which the pupil is to be excused (refer to following page):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
K-12 Potentially Controversial Health Instruction Guidelines

GBSD policy INB defines a controversial issue as any topic or problem which society is in the process of debating on which there is an honest disagreement. The administrative regulation associated with policy INB outlines the following steps in planning for instruction about controversial issues.

Before the presentation of an obviously controversial topic to students, the teachers will discuss with the principal:

- Its appropriateness to the course;
- Its appropriateness for the students’ maturity level;
- The approach to instruction;
- The instructional materials to be used; and
- The notification of parents.

Based on guidance from the 2018 District Health Steering Committee, parent notification letters have been created or identified and are required to be sent home for the following:

- Sexual Abuse Prevention lessons from Second Steps in grades K-5
- Human Growth and Development/Human Sexuality instruction in grades 4-5
- Gender Education (Integrated into Human Growth and Development) in grade 5
- District Comprehensive Health Instruction Communication Letter - Beginning of the year (secondary)
- District Health curriculum chapter letters for any potentially controversial topic (secondary)

Teachers who plan to use additional resources in their classroom that have been deemed to be appropriate to the course by the teacher/principal and considered students’ maturity level and instruction, but that could be potentially controversial for the families of students, will communicate with parents in advance of the lesson.

K-12 Teachers will use the following:

- The parent communication template to create a parent notification letter (K-5).
- The parent communication letter for each chapter as needed (secondary: may be sent electronically)
- The letter should be sent home 1-2 weeks in advance of the instruction in all appropriate languages.
- A copy of the letter should be shared with the Director of Elementary or Secondary Education and the Director of Teaching and Learning.
Studying Controversial Issues

A controversial issue may be defined as any topic or problem which society is in the process of debating on which there is honest disagreement. Such issues arise when different interpretations are given to a particular set of circumstances.

The basic goal in studying controversial questions should be to enable the student to develop techniques for considering such questions; techniques which he/she will use habitually in later life. Learning situations shall provide opportunities for the development of clear thinking, balanced judgment, intelligent choices, informed opinion, an ability to differentiate fact from opinion and an understanding of propaganda devices. Questions treated should come within the range of the knowledge, maturity and competence of the students. Issues selected for study should be current, significant and of interest to the students.

The role of the teacher should be such as will reveal to students the processes used by the social scientist to identify, study and solve problems. The teacher shall avoid indoctrination in his/her own personal viewpoint and shall not attempt to control or limit the judgment of students. The selection of materials, guest speakers and classroom activities in general shall be done with studied impartiality for the purpose of fairly presenting all sides of an issue.

The administration of this policy in the district is the immediate responsibility of the principal under the guidance of procedures established by the superintendent.

END OF POLICY

Legal Reference(s):

ORS 336.067
OAR 581-022-1020
OAR 581-022-1910
U.S. CONST. amend. I.
OR. CONST., art. I.

Cross Reference(s):

GBG - Staff Participation in Political Activities
IIA - Instructional Resources/Instructional Materials
IB - Freedom of Expression
Summary of Oregon Legislation Regarding Comprehensive Health Education

OAR 581-021-0200: Standard Education for Oregon Students
Each school district assures students receive a Standard Education for Oregon Students is comprised of Common Curriculum Goals consisting of Essential Learning Skills and Common Knowledge and Skills. These consist of facts, concepts, principles, rules, procedures and methods of inquiry associated. Health Education is one of the subject matters included.

OAR 581-022-1910 Exemptions for State Required Programs
The school district may excuse students from a state required program or learning activity, where necessary, to accommodate students’ disabilities or religious beliefs. The process involves a written request from the student’s parent or guardian or the student, if over 17 years of age or legally emancipated minor, listing the reason for the request. There needs to be a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. An evaluation of the request and approval by appropriate school personnel (the alternative should be consistent with the student’s educational progress and career goals as described in OARS 581-022-1670 and 581-022-1510) is needed prior to an approval by the district school board, and upon completion of the alternative, credit shall be granted to the student.

OAR 581-022-2000-2030: Diploma Requirements and District Curriculum
Each school district shall provide a K–12 instructional program that is consistent with the Common Curriculum Goals (CCGs) and academic content standards (including Health Education and many other disciplines).

OAR 581-22-2045: Prevention Education in Drugs and Alcohol
Mandates that each district have a comprehensive plan for alcohol and drug abuse prevention that is part of the district's comprehensive health education program and includes:

- The effects of alcohol, tobacco, and other drug use including anabolic steroids and performance enhancing and controlled substances;
- All laws relating to the use, especially by minors, of alcohol and other illegal drugs;
- The availability of school and community resources;
- Understanding and managing peer pressure;
- Understanding the consequences of consuming alcohol and other drugs;
- Making informed and responsible decisions;
- Motivating students to adopt positive attitudes towards health and wellness.

OAR 581-022-2050 Human Sexuality Education, HIV/STD, Hepatitis B/C Prevention
- Defines: age-appropriate, balanced, best practice, comprehensive plan of instruction, consensual, culturally inclusive, gender expression, gender identity, gender role, gender sensitive, healthy relationship, medically accurate, non-consensual sexual behavior, research-based, sexual intercourse (vaginal, oral, and anal), sexual orientation, shame or fear based, skills-based, and student bystander behavior.
- Requires school districts teach age-appropriate, comprehensive sexuality education, HIV/AIDS and STD prevention annually during K-8 and at least twice during grades 9-12. Stresses that sexuality is a normal and healthy aspect of human development. Requires instruction annually in child sexual abuse prevention for all students’ grades K-12.
- Parents, teachers, school administrators, local health department staff, other community representatives, and persons from the medical community, shall work together to develop the plan of instruction.
- Parents may request that his/her child is excused from a part or all of the instruction.
- The comprehensive plan of instruction shall include skills-based instruction and aligns with the Oregon Health Education Content Standards and Benchmarks.
Promotes abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults as the safest and mostly responsible sexual behavior to reduce the risk of unintended pregnancy and exposure to HIV, Hepatitis B/C and other sexually transmitted infectious diseases;

Care will be taken to not devalue or ignore students who have had or are having sexual relationships. Shame or fear based tactics must not be used.

Materials and information will be sensitive of students who have experienced sexual abuse.

ORS 336.455 Human Sexuality Education
Requires school districts to provide comprehensive human sexuality education as part of health education curriculum K-12.

Course material and instruction for all human sexuality education courses shall enhance students understanding of sexuality as a normal and healthy aspect of human development.

Course instruction shall:

- Be medically accurate.
- Promote abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults as the most effective way to prevent pregnancy and the transmission of sexually transmitted diseases. However, abstinence may not be taught to the exclusion of other material and instruction on contraceptive and disease reduction measures. Human sexuality education courses shall acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual intercourse.
- Include a discussion about the characteristics of the emotional, physical and psychological aspects of a healthy relationship and a discussion about the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children.
- Stress that sexually transmitted diseases are serious possible outcomes of sexual contact.
- Provide students with information about Oregon laws that address young people’s rights and responsibilities related to childbearing and parenting.
- Advise students of the circumstances in which it is unlawful under ORS 163.435 and 163.445 for persons 18 years of age or older to have sexual relations with persons younger than 18 years of age to whom they are not married.
- Teach students that no form of sexual expression is acceptable when the expression physically or emotionally harms oneself or others. Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced sexual abuse.
- Assist students in the development and practice of effective communication skills, the development of self-esteem and the ability to resist peer pressure.
- Encourage family communication and involvement to help students learn to make responsible decisions.

ORS 339.351 to 364 Harassment, Bullying and Intimidation (revised 2016)
Requires that each district updated their adopted policy and procedures prohibiting harassment, intimidation or bullying and:

- Defines harassment and includes specific language regarding ‘protected class’
- Statement of the scope of the policy: behavior at school-sponsored activities, on school-provided transportation and at any official school bus stop
- Description of the behavior expectations for each student
- Identifies consequences and appropriate remedial actions
- Identifies procedures for reporting and prompt investigations
- Describes the manner in which a school district will respond to behaviors, including consequences/remedial actions, and the option for person to request a district review the actions taken
- Prohibits reprisal or retaliation against any person who reports, including consequences
- Identifies consequences and appropriate remedial action for false accusations
- Describes how the policy is to be publicized
- Identifies school officials responsible for ensuring that policy is implemented.

**Senate Bill 856 – Erin’s Law**
Requires that each district adopt a child sexual abuse prevention program for students in K-12. School districts must include in the program:
- Developmentally appropriate, culturally sensitive and evidence-based instruction for each grade level
- A minimum of four instructional sessions per school year, with each year’s instruction building on the previous year’s instruction
- Age-appropriate curriculum including role-playing, discussion, activities and books to educate students regarding child sexual abuse prevention
- Instruction providing students with the knowledge and tools to communicate incidents of sexual abuse
- Instruction regarding “safe touch,” “unsafe touch,” “safe secrets,” “unsafe secrets,” and how to escape and report a sexual abuse situation
- Techniques to recognize child sexual abuse, skills to reduce vulnerability and encouragement to report child sexual abuse

**House Bill 4077 – Healthy Teens Relationship Act**
Requires that each school district board shall adopt a policy that:
- States that teen dating violence is unacceptable and is prohibited and that each student has the right to a safe learning environment
- Incorporates age-appropriate education about teen dating violence into new or existing training programs for students in grades 7 through 12 and school employees
- Establishes procedures for the manner in which employees of a school are to respond to incidents of teen dating violence that take place at the school, on school grounds, at school-sponsored activities or in vehicles used for school-provided transportation
- Identifies by job title the school officials who are responsible for receiving reports related to teen dating violence, which shall be the same school officials identified in the policy adopted by a school district under ORS 339.356; and
- Notifies students and parents of the teen dating violence policy adopted by the board
In July of 2015, the Oregon Legislature passed SB 856 (Sex Abuse Prevention Instruction) which requires schools to provide child sexual abuse prevention instruction 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).” ODE is thankful to those who participated in the Sex Abuse Prevention Advisory Group over the last year and excited to provide comprehensive guidance for school districts on implementing the new requirements of SB 856.

Who is affected?
As of school year 2015-16, all schools are required to implement sex abuse instruction in grades K-12.

What guidance and assistance will ODE provide?
The Oregon Department of Education formed a Sexual Abuse Prevention Advisory group to develop guidance on best practice instruction and implementation strategies and tips related to SB 856. The Advisory group developed grade specific topic guides, parent communication tips, and teacher and staff training guidance. In addition, the advisory group has provided information on trauma informed practice related to sexual violence and abuse. All guidance documents have gone through a revision process to make them trauma informed and more culturally inclusive and accessible.

Who Participated in the 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:

Sasha Grenier, MPH, CHES
Sexual Health and School Health Specialist | Oregon Department of Education
Office of Learning | Student Services Unit
Office: 503-947-5689
sasha.grenier@state.or.us
### Guidance For Implementation of SB 856: Sex Abuse Prevention Instruction grades K-12

<table>
<thead>
<tr>
<th>SB 856</th>
<th>OAR 581-022-1440</th>
<th>Current Benchmarks</th>
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| a) Developmentally appropriate, culturally sensitive and evidence-based instruction for each grade level; | (2) Each school district shall provide an age-appropriate, comprehensive plan of instruction focusing on human sexuality education (6)(s) Is culturally inclusive | 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 about being touched.  
- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an uncomfortable way.  
- Practice and use refusal skills if someone is touching you inappropriately. | Grades K-3  
- Use medically accurate and anatomically correct language for all body parts. (i.e. Penis, vagina)  
- Identify what touches feel comfortable and safe for a child regarding showing affection at home, school, or with a stranger.  
- Recognize everyone has the right to say who touches their body, when and how. If someone doesn’t respect these rights, you need help from an adult.  
- Recognize that it is never ok to touch someone, or make someone touch you if they don’t want to.  
- Identify that secrets about touching are never ok.  
- Identify and role play healthy communication with adults and peers.  
- State that it is never a child’s fault if an older kid or adult: touches them in an unsafe way; has them touch an older kid or adult in an unsafe way; or says things that are unsafe – even if the child never tells anyone.  
- Have children identify parents, school staff, and other adults they can talk to if they are feeling uncomfortable.  
- Children are not responsible for stopping abuse. Adults are responsible. “This is too big of a problem for children to stop. They need help from adults. What other problems are too big? “  
- If you feel uncomfortable with pictures or videos that someone shows you or takes of you talk with an adult.  
- Encourage children to “keep telling” until they get the help they need to make the problem stop. |
| b) A minimum of four instructional sessions per school year, with each year’s instruction building on the previous year’s instruction; | 2) Course material and instruction for all human sexuality education courses that discuss human sexuality in public elementary and secondary schools shall enhance students’ understanding of sexuality as a normal and healthy aspect of human development . . . [T]he 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 |  |  |

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Sex Abuse Prevention Advisory Group 2015-2016  
ODE. 8/1/2016
### Guidance For Implementation of SB 856: Sex Abuse Prevention Instruction grades K-12

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<td>c) Age-appropriate curriculum including role-playing, discussion, activities and books to educate students regarding child sexual abuse prevention;</td>
<td>6)(c) Enhances students’ ability to access valid health information and resources related to their sexual health. &lt;br&gt;6)(d) Teaches how to develop and communicate relational, sexual and reproductive boundaries &lt;br&gt;6)(e) Is research-based, evidence-based and/or best practice; and &lt;br&gt;6)(f) Aligns with the Oregon Health Education Content Standards and Benchmarks &lt;br&gt;9) Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated, or witnessed sexual abuse and relationship violence</td>
<td>Grades 4-5 &lt;br&gt;- Identify trusted adult(s) to report sexual harassment or sexual abuse. &lt;br&gt;- Recognize sexual harassment and sexual abuse. &lt;br&gt;- Describe the characteristics of a healthy relationship. &lt;br&gt;- Identify trusted adult(s) to seek information about sexual orientation and healthy sexuality. &lt;br&gt;- Demonstrate respect for self and others. &lt;br&gt;- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to trusted adult. &lt;br&gt;- Practice and use refusal skills. &lt;br&gt;- Demonstrate positive ways to communicate differences of opinion while maintaining a healthy relationship.</td>
<td>Grades 4-5 &lt;br&gt;- Recognize everyone has the right to say who touches their body, when and how. (this can be one way to define consent with this age group) &lt;br&gt;- Identify what touches feel comfortable and safe for a child regarding showing affection at home, school, or with a stranger. &lt;br&gt;- Recognize that it is never ok to touch someone, or make someone touch you if they don’t want to. &lt;br&gt;- Identify that secrets about touching are never ok. &lt;br&gt;- Identify and role play healthy communication with adults and peers. &lt;br&gt;- State that it is never a child’s fault if an older kid or adult: touches them in an unsafe way; has them touch an older kid or adult in an unsafe way; or says things that are unsafe – even if the child never tells anyone. &lt;br&gt;- Have children identify parents, school staff, and other adults they can talk to if they are feeling uncomfortable. &lt;br&gt;- If you feel uncomfortable with pictures or videos that someone shows you or takes of you talk with an adult. &lt;br&gt;- Encourage children to “keep telling” until they get the help they need to make the problem stop. &lt;br&gt;- Children are not responsible for stopping abuse. Adults are responsible. “This is too big of a problem for children to stop. They need help from adults. What other problems are too big?” &lt;br&gt;- Describe boundaries regarding touch and safety with bodies. This includes healthy ways to express affection and touch, give and receive consent. Include scenarios between peers, adults, and children of different ages. &lt;br&gt;- Discuss the characteristics of healthy relationships. &lt;br&gt;- Discuss healthy and respectful ways to communicate about bodies as it relates to physical and emotional changes that occur during puberty.</td>
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| **Grades 6-8** | **a)** Instruction providing students with the knowledge and tools to communicate incidents of sexual abuse;  
**b)** Instruction regarding “safe touch,” “unsafe touch,” “safe secrets,” “unsafe secrets,” and how to escape and report a sexual abuse situation;  
**c)** Techniques to recognize child sexual abuse, skills to reduce vulnerability and encouragement to report child sexual abuse; | Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.  
Identify the impact of alcohol and other drug use on sexual decision-making.  
Compare and contrast the characteristics of healthy and unhealthy relationships.  
Demonstrate ways they can respond when someone is being bullied, harassed, or sexually abused.  
Discuss how healthy communication relates to respecting personal boundaries. Things to consider include effectively communicating your needs and desires as well as listening to your partner’s; practicing empathy and trying to understand how our partner expects to be treated. Include digital communication (texting, social media, sharing pictures and videos)  
Identify things that create power imbalances in relationships and define how they affect one’s ability to consent to sexual activity.  
Demonstrate how to access valid information and resources about healthy and unhealthy relationships.  
Describe boundaries regarding touch and safety with bodies. This includes healthy ways to express affection and touch, give and receive consent. Include scenarios between peers, adults, and children of different ages.  
Discuss healthy and respectful ways to communicate about bodies as it relates to physical and emotional changes that occur during puberty. | Discuss the characteristics of the emotional, physical and psychological aspects of a healthy relationship  
Advises pupils of the circumstances in which it is unlawful under ORS 163.435 and 163.445 for persons 18 years of age or older to have sexual relations with persons younger than 18 years of age to whom they are not married  
Encourages positive family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;  
Teaches that no form of sexual expression, or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person  
Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior |
### Guidance For Implementation of SB 856: Sex Abuse Prevention Instruction grades K-12

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| g) An evaluation component with measurable outcomes; | Not referenced | Grades 9-12  
- Describe the impact of alcohol and other drug use on sexual decision-making.  
- Describe a range of ways to express affection with healthy relationships.  
- Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.  
- Define sexual consent and explain its implications for sexual decision making.  
- 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.  
- 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.  
- 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.  
- Set a personal goal to treat partners with respect and to be treated with respect.  
- Advocate for school policies and programs that promote dignity and respect for all. |  
| h) A professional training component for administrators, teachers and other school personnel regarding communicating child sexual abuse prevention techniques to students, effects of child sexual abuse on children, receiving child sexual abuse reports and disclosures and mandated reporting; and | Not referenced | Grades 9-12  
- Define Consent as an affirmative yes when no is a viable option.  
- Focus on defining, analyzing and discussing characteristics of healthy relationship.  
- Discuss and access medically accurate resources related to healthy relationships and violence prevention (i.e. Loveisrespect.org).  
- Examine how healthy communication relates to respecting personal boundaries. Things to consider include effectively communicating your needs and desires as well as listening to your partner’s; practicing empathy and trying to understand how our partner expects to be treated. Include digital communication (texting, social media, sharing pictures and videos).  
- Discuss things that may create a power imbalance in a relationship.  
- Include information about alcohol (and other drugs) and its relationship to sexual violence. This includes how it affects decision making, lowering inhibitions, and may create a power imbalance which may be taken advantage of.  
- Discuss how to recognize when someone may be under the influence or otherwise unable to give consent.  
- Set a goal to create a personal definition of what respect in a relationship looks like to you.  
- Identify effective ways you can advocate within your school and community. |
| i) A parental involvement component to inform parents about child sexual abuse topics, including characteristics of offenders, “grooming” behaviors and how to discuss child sexual abuse prevention with children | |  |  
(5) Any parent may request that his/her child be excused from that portion of the instructional program required by this rule under the procedures set forth in ORS 336.035(2).  
(6)(l) Encourages positive family communication and involvement and helps students learn to make responsible, respectful and healthy decisions |  
Encourages positive family communication and involvement and helps students learn to make responsible, respectful and healthy decisions |
Drug, Alcohol and Tobacco Prevention, Health Education**

Drug, alcohol and tobacco prevention instruction will be integrated into the district’s health education courses for grades K-12 in agreement with Oregon statute and administrative rules.

Drug Prevention Program

The district’s drug, alcohol and tobacco curriculum will be age-appropriate, reviewed annually and updated as necessary to reflect current research and Oregon’s Health Education Academic Content Standards.

Students not enrolled in health education shall receive such instruction through other designated courses. At least annually, all high school students, grades 9-12, shall receive such instruction about drug and alcohol prevention. Instruction shall minimally meet the requirements set forth in the Oregon Administrative Rules.

The district will include information regarding the district’s intervention and referral procedures, including those for drug-related medical emergencies, in student/parent and staff handbooks.

“Intervention” is defined as the identification and referral of students whose behavior is interfering with their potential success socially, emotionally, physiologically and/or legally as a result of prohibited drug, alcohol and/or tobacco use.

Any member of the staff who has reason to suspect a student is in possession of, or under the influence of, unlawful drugs, alcohol, other intoxicants or tobacco on district property, on a school bus or while participating in any district-sponsored activity, whether on district property or at sites off district property, will escort the student to the office or designated area and will report the information to the principal or his/her designated representative.

Students possessing, using and/or selling unlawful drugs, including drug paraphernalia, alcohol and tobacco on district property, in district vehicles, at district-sponsored activities on or off district grounds shall be subject to discipline up to and including expulsion. When considering disciplinary action for a child with disabilities, the district must follow the requirements of Board policy JGDA/JGEA - Discipline of Students with Disabilities including those involving functional behavioral assessment, change of placement, manifestation determination and an interim alternative educational setting. Students may also be referred to law enforcement officials.

In general, drug-related medical emergencies will be handled like a serious accident or illness. Immediate notification of 911 is required. Trained staff members will assist the student in any way possible. Parents shall be contacted immediately. A staff member shall be designated to accompany the student to the hospital or emergency medical facility. Procedures to be taken, including those for students participating in district-sponsored activities off district grounds, shall be included in the district’s comprehensive first-aid/emergency plan.
The district may actively seek funds from outside sources either independently or through coordinated efforts with other districts, community agencies or the education service district for drug-free schools grants.

After consulting with parents, teachers, school administrators, local community agencies and persons from the health or drug and alcohol service community who are knowledgeable of the latest research information, the Board will adopt a written plan for a drug, alcohol and tobacco prevention and intervention program and will annually review for revision and readoption.

A planned staff development that includes current basic drug, alcohol and tobacco prevention education, an explanation of the district’s plan, and staff responsibilities within that plan will be developed by the superintendent. The input of staff, parents and the community is encouraged to ensure a staff development program that best meets the needs of district students.

The district will develop a public information plan for students, staff and parents.

The district’s Drug, Alcohol and Tobacco Prevention, Health Education policy, related Board policies, rules and procedures will be reviewed annually and updated as needed.

END OF POLICY

Legal Reference(s):

ORS 163.575  OAR 581-015-2060  OAR 581-015-2420
ORS 336.067  OAR 581-015-2070  OAR 581-015-2425
ORS 336.222  OAR 581-015-2075  OAR 581-015-2430
ORS 339.873  OAR 581-015-2205  OAR 581-015-2435
ORS Chapter 475 OAR 581-015-2220  OAR 581-015-2440
ORS 581-011-0052 OAR 581-015-2225  OAR 581-015-2460
ORS 581-015-2040 OAR 581-015-2235  OAR 581-021-0050
ORS 581-015-2045 OAR 581-015-2240  OAR 581-021-0055
ORS 581-015-2050 OAR 581-015-2325  OAR 581-022-0413
ORS 581-015-2055 OAR 581-015-2410  OAR 581-022-1210
ORS 581-015-2415

34 C.F.R. §§ 300.108.

Cross Reference(s):

IGAEC - Anabolic Steroids and Performance-Enhancing Substances
Anabolic Steroids and Performance-Enhancing Substances

The district will not tolerate the possession, selling or use of unlawful drugs or hormonal substances chemically or pharmacologically related to testosterone. In addition, the district will utilize an evidence based instructional grade K-12 program that shall prevent the use of anabolic steroids and performance-enhancing substances. Detail on K-12 curricula and programs that address the requirements of this policy can be located within the district curricula guides. The program will meet additional minimum requirements as defined by law.

Definitions

“Anabolic steroid” includes any drug or hormonal substance chemically or pharmacologically related to testosterone, all prohormones, including dehydroepiandrosterone and all substances listed in the Anabolic Steroid Control Act of 2004. Anabolic steroid does not include estrogens, progestins, corticosteroids and mineralocorticoids.

“Performance-enhancing substance” means a manufactured product or oral ingestion, intranasal application or inhalation containing compounds that contain a stimulant, amino acid, hormone precursor, herb or other botanical, or any other substance other than an essential vitamin or mineral; and are intended to increase athletic performance, promote muscle growth, induce weight loss or increase an individual’s endurance or capacity for exercise.

“School district employee” means an administrator, teacher or other person employed by Gresham-Barlow School District; a person who volunteers for Gresham-Barlow School District; and a person who is performing services on behalf of Gresham-Barlow School District pursuant to a contract.

The Board directs the superintendent to ensure that anabolic steroid and performance-enhancing substance abuse by students is addressed and may be a part of the district’s Prevention Program (OAR 581-022-0413).

The district is committed to an aggressive K-12 education program to eliminate abuse of anabolic steroid and performance-enhancing substances by students. The program shall include training for staff who are athletic directors, and/or coaches, including volunteers, at least once every four years.

Each year students and parents shall receive a code of conduct explaining expected behaviors and related consequences for violations of the conduct code which may include discipline up to and including expulsion. Students violating the code of conduct prohibiting substance abuse, possessing, selling and/or using unlawful drugs or alcohol or other prohibited substances may be subject to an assessment, and if appropriate, referred to law enforcement officials. When considering disciplinary action for a student with disabilities, the district must follow the requirements of Board policy JGDA/JGEA - Discipline of Students

Anabolic Steroids and Performance-Enhancing Substances - IGAEC 1-2
with Disabilities, including those involving functional behavioral assessment, change of placement, manifestation determination and an interim alternative educational setting.

END OF POLICY

Legal Reference(s):

ORS 326.051  ORS 342.726  OAR 581-022-0413
ORS 332.107  ORS 342.721  OAR 581-022-0416


Cross Reference(s):

IGAEB - Drug, Alcohol and Tobacco Prevention, Health Education
JFC - Student Conduct
JGDA/JGEA - Discipline of Students with Disabilities
Equal Educational Opportunity

The district will maintain a school climate which is free from discrimination, ethically wholesome, safe and healthy.

Every student of the district will be given equal educational opportunities regardless of age, sex, race, religion, color, disability, marital status, sexual orientation or national origin.

Further, no student will, be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district. The district will treat its students without discrimination on the basis of sex as this pertains to course offerings, counseling, employment assistance and cocurricular/extracurricular activities.

The superintendent shall appoint and make known the individuals to coordinate its efforts to comply with and carry out its responsibilities under Title IX. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The Board will adopt and the district will publish grievance procedures providing for prompt and equitable resolution of students complaints.

END OF POLICY

Legal Reference(s):

ORS 174.100  ORS 336.086  ORS 659A.030
ORS 192.630  ORS 342.123  ORS 659.850  OAR 581-021-0045
ORS 326.051  ORS Chapter 659  ORS 659A.003  OAR 581-021-0046
ORS 329.025  ORS Chapter 659A  OAR 839-003-0000
ORS 329.035  ORS 659A.006
ORS 336.067
ORS 336.082


Cross Reference(s):

AC - Nondiscrimination
ACA - Americans with Disabilities Act
Educational Equity

The Gresham-Barlow School District is committed to ensuring the right of each student to have equitable opportunities to achieve their dreams and academic goals by minimizing barriers and limitations. Student success will not be predicted nor predetermined by national origin, race, culture, ethnicity, sex, language, socio-economic status, mobility, sexual orientation, disability, and/or religion.

The Gresham-Barlow School District recognizes that:

1. Responsibility rests on all Gresham-Barlow School District employees to foster each student's individual determination to access high quality education and perform at heightened levels of academic proficiency.

2. All district staff must partner with families for shared decision making.

3. Allocating resources equitably rather than equally will support the narrowing of the achievement and other student opportunity gaps.

4. An inclusive and welcoming environment allows students and families to feel safe, respected, and valued, thus supporting students in achieving their educational objectives.

To this end the District will:

1. Actively eliminate practices as they are identified that prevent students from achieving academic success, including barriers of institutional racism. The District will apply the principle of equity to policies, programs, practices, operations and resource allocation to enable all students to access a high quality education.

2. Recruit, employ, support and retain a culturally competent workforce that reflects the racial, ethnic, sex, and linguistic diversity of the student body. The district shall consider workforce equity when recruiting, employing, supporting and retaining staff.

3. Involve students, families, staff, and community members that reflect student demographics to inform school and district level decisions, particularly those involving the narrowing of the achievement and other opportunity gaps.

4. Recognize and remove institutional barriers that hinder students from achieving academic success.

5. Provide support for all students through equitable resource allocation to schools.
6. Plan and engage administrators, instructional and support personnel in ongoing professional development in culturally competent and culturally responsive practices.

7. Support and provide ongoing equity training to staff for the goal of eliminating institutional racism.

8. Use data disaggregated by race, ethnicity, sex, language, socioeconomic status, and disability to inform district decisions in order to narrow the achievement and other student opportunity gaps.

Definitions of key terms are included in (JBB-AR).

END OF POLICY

Legal Reference(s):

ORS 174.100   ORS 336.086   ORS 659A.030
ORS 192.630   ORS 342.123
ORS 326.051   ORS 659.850   OAR 581-021-0045
ORS 329.025   ORS Chapter 659   OAR 581-021-0046
ORS 329.035   ORS Chapter 659A   OAR 581-022-1140
ORS 336.067   ORS 659A.003   OAR 839-003-0000
ORS 336.082   ORS 659A.006

Harassment/Intimidation/Bullying/Cyberbullying/
Teen Dating Violence/ Domestic Violence – Student

The Board, in its commitment to providing a positive and productive learning environment will consult with parents/guardians, employees, volunteers, students, administrators and community representatives in developing this policy in compliance with applicable Oregon Revised Statutes.

Harassment, intimidation, bullying and acts of cyberbullying by students are strictly prohibited. Teen dating violence is unacceptable behavior and prohibited. Retaliation against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is also strictly prohibited. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion and referral to law enforcement officials. The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for menacing another student or employee, willful damage or injury to district property or for the use of threats, intimidation, harassment or coercion.

The superintendent or designee is responsible for ensuring that this policy is implemented.

Definitions

“District” includes district facilities, district premises and nondistrict property if the student is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events where students are under the control of the district.

“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect of:

1. Physically harming a student or damaging a student’s property;

2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property;
3. Creating a hostile educational environment including interfering with the psychological well being of the student.

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, national origin, marital status, familial status, source of income or disability.

“Teen dating violence” means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or

2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

“Domestic violence” means abuse by one or more of the following acts between family and household members:

1. Attempting to cause or intentionally, knowingly or recklessly causing bodily injury;
2. Intentionally, knowingly or recklessly placing another in fear of imminent bodily injury;
3. Causing another to engage in involuntary sexual relations by force or threat of force.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully.

“Retaliation” means harassment, intimidation, bullying, teen dating violence and acts of cyberbullying toward a person in response to a student for actually or apparently reporting or participating in the investigation of harassment, intimidation, bullying, teen dating violence and acts of cyberbullying or retaliation.

α“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual’s sex at birth.

β“Family or household members” as defined in ORS 107.705 OR means any of the following:
1. Spouses;
2. Former spouses;
3. Adult persons related by blood, marriage or adoption;
4. Persons who are cohabiting or who have cohabited with each other;
5. Persons who have been involved in a sexually intimate relationship with each other within two years immediately preceding the filing by one of them of a petition under Oregon Revised Statute 107.710;
6. Unmarried parents of a child.
**Reporting**

The principal will take reports and conduct a prompt investigation of any report of an act of harassment, intimidation, bullying and cyberbullying. Any employee who has knowledge of conduct in violation of this policy shall immediately report his/her concerns to the principal who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity or in a district vehicle or vehicle used for transporting students to a district activity, shall immediately report the incident to the principal. Failure of an employee to report an act of harassment, intimidation, bullying, teen dating violence or an act of cyberbullying to the principal may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels he/she has been harassed, intimidated, bullied, a victim of teen dating violence or cyberbullied in violation of this policy is encouraged to immediately report his/her concerns to the principal who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report his/her concerns to the principal who has overall responsibility for all investigations.

This report may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the principal or designee within the school.

Complaints against the principal shall be filed with the superintendent or designee. Complaints against the superintendent shall be filed with the Board chair.

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken. The complainant may request that the superintendent, or designee, review the actions taken in the initial investigation, in accordance with administrative regulations and district complaint procedures.

The district shall incorporate into existing training programs for students information related to the prevention of, and the appropriate response to, acts of harassment, intimidation, bullying or acts of cyberbullying.

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grade 7 through 12.

The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence, domestic violence and acts of cyberbullying.

The superintendent or designee shall be responsible for ensuring annual notice of this policy is provided in a student or employee handbook, school and district websites, and in the development of administrative regulations, including reporting and investigative procedures.
Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by the ODE.

END OF POLICY

Legal Reference(s):

ORS 163.190  ORS 332.107  OAR 581-021-0045
ORS 166.065  ORS 339.240  OAR 581-021-0046
ORS 166.155 to -166.165  ORS 339.250  OAR 581-021-0055
ORS 174.100(6)  ORS 339.254  OAR 581-022-1140
ORS 332.072  ORS 339.351 to -339.366


Cross Reference(s):

GBN/JBA - Sexual Harassment
JBA/GBN - Sexual Harassment
JFCM - Threats of Violence