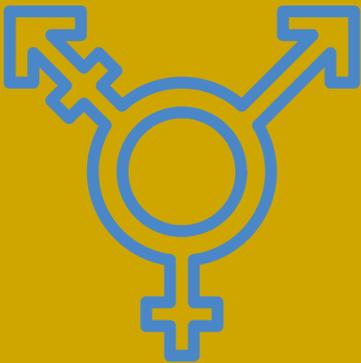


AUGUST 2020

Sexuality Education



Section 2F.

The purpose of this document is to provide concepts and skills that are integral to a well-rounded education, including healthy friendships and relationships, child abuse prevention, sexual health promotion, and respecting differences.



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SECTION 1. Overarching Design Considerations



1A. Essential Learning and Acceleration

Instruction—even in this time of disruption—should be designed to ensure that each student has access to grade-level content so they can progress to the next level of learning and be prepared for college and careers. Leveraging student and family funds of knowledge is critical in connecting student experience to current learning goals and student agency. This year, it is important to account for the range of learning opportunities students encountered during extended school closures and over the summer. Focusing on the most essential content will be critical.

Achieving this goal requires educators to understand the essential knowledge from the current and prior grades. The prior grade’s essential knowledge must be woven into the current year’s grade-level learning. Focusing on essential knowledge for each grade asks educators to resist the temptation to think students need to learn everything from the prior grade before taking on the next grade’s learning. That is not necessary for success. Freeing educators from this inclination will let them focus tightly on the highest-leverage learning.

This fall it will be critical to monitor the potential instinct toward over-remediation. Annenberg Institute for School Reform at Brown University and Results for America’s research brief, “[School Practices to Address Learning Loss](#),” recommends against strategies that compress additional content into an instructional timeframe or that increase tiered interventions that pull students away from core content. Evidence suggests that these practices may deepen learning gaps that already exist for struggling students.

Much of the content in every grade level and subject is accessible for students of that age, even if they missed some prior learning. **Thus, the recommendation**, supported in the Annenberg research brief, **is to focus on grade-level learning to ensure students keep making progress, even in these complex times, with supplemental instruction on prerequisite skills as necessary** (See [Learning Acceleration Guide: Planning for Acceleration in the 2020-2021 School Year](#)). This year, school districts/school systems must focus on strong formative assessment practices and adjust how students learn grade-level content through comprehensive distance learning and hybrid instructional models.

What remains in all instructional models and content areas:

- **Keep care and connection at the forefront.**
- **Design learning to include students experiencing disability and who are learning English, as they are first and foremost general education students.**
- **Focus on essential grade-level learning.**
- **Builds on students’ academic background, life experiences, culture and language to support [culturally relevant learning](#).**

This content is situated as a discipline-specific resource and intended to supplement rather than repeat content included in *Ready Schools, Safe Learners*; *Comprehensive Distance Learning*; and *Ensuring Equity and Access* (all of which are available on the [Oregon Department of Education website](#)).



1B. Formative Assessment Practices

Formative assessment practices are the most vital aspect of a balanced assessment system, as they increase student learning and agency. Formative practices inform instruction in the moment, on a daily basis, and apply across all instructional areas, from CTE, to visual and performing arts, to mathematics. Please refer to ODE’s [Formative Assessment Considerations for 2020-21](#) for information around where to focus formative assessment efforts for the coming school year. The assessment sections below focus on guidelines and content-specific interim assessment resources that are available for Oregon districts, where appropriate.

SECTION 2. Content-Specific Design Considerations



2F: Sexuality Education

Sexuality education includes concepts and skills that are integral to a well-rounded education, including healthy friendships and relationships, child abuse prevention, sexual health promotion, and respecting differences. Sexuality education, under Health Education, remains a priority in all grade levels.

Topic	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
<p>Content</p> <p>What is the essential learning?</p>	<p>Prioritize the most critical skills and knowledge</p> <ul style="list-style-type: none"> • Work with educators, youth, parents/caregivers, and health experts to determine how to provide essential sexuality education and child abuse prevention (Erin’s Law) instruction that promotes student well-being and safety at this time. Refer to the essential questions resource to guide below for prioritization and planning. • LEA staff should plan to engage parents/caregivers in conversations about content choices and should be prepared to address the range of values or beliefs that surface. Consider parents, caregivers, and families as allies and partners in sexuality education instruction. CDL provides an opportunity for dialogue between educators, students, and families around: naming important values, identifying emotions, asking questions about bodies, health, and safety, and exploring identity and other related topics.
<p>Resources</p>	<ul style="list-style-type: none"> • Oregon Health, Physical, & Sexuality Education Topic Categories and Essential Questions • Oregon Health Education Standards Color-Coded by Topic Categories - Chart
<p>Instructional Materials</p> <p>What tools and resources do I use?</p>	<p>Start with what you already have in place: Build from the curricular content and lesson planning already in use prior to COVID-19. Supplement or re-align the district-adopted curriculum as needed for supporting students in distance learning and for, if applicable, an adapted scope and sequence.</p> <ul style="list-style-type: none"> • Materials must never use terms or strategies that are fear- or shame-based. Similarly, school districts must vet guest speaker content to ensure that it is not abstinence only education or sexual risk avoidance education.
<p>Resources</p>	<ul style="list-style-type: none"> • Oregon Health, Physical, & Sexuality Education Topic Categories and Essential Questions • Comprehensive Distance Learning: Erin’s Law Toolkit for Districts • Sexuality Education Made Simple: A Teacher’s Guide for K-12 Health and Sexuality Education

	<ul style="list-style-type: none"> ● The Oregon Open Learning Hub has content area resources that are openly licensed and free to use, remix, and share. <ul style="list-style-type: none"> ○ Oregon Health Education Group ● Skills-Based Cycle of Learning for Health Education ● Guidelines for Supporting the Sexual Health of Young People Experiencing Intellectual/Developmental Disabilities
<p>Instructional Practices and Student Engagement</p> <p>How do I adapt instruction to engage students in learning?</p>	<ul style="list-style-type: none"> ● Health and sexuality education intersect with conversations related to COVID-19, including infection control, social distancing and boundaries, bodily autonomy, healthy friendships and relationships, technology, and media literacy. ● Educators should design and provide skills-based health and sexuality education that allows students to practice communication, consent, and other socio-emotional skills related to healthy relationships. ● Make sure that the district has a plan in place if there are concerns about a student’s safety. ● Respond to the shifts in how students are engaging with peers and digital devices during physical distancing. Consider how to layer media literacy and digital citizenship skills into learning. Support students to navigate new related challenges, for example cyber-bullying and confronting sexually explicit content online. ● Provide a space for private questions and answers, for example, on a virtual survey. ● Allow time for open dialogue that can de-stigmatize issues related to identity, bodies, relationships, societal norms, and violence. ● Be prepared for addressing real-life concerns, grief, and trauma that will surface as students reconnect with school. Health and sexuality education can be a place where these feelings come up, but is also an opportunity to normalize their experiences and to strengthen student connection to school.
Resources	<ul style="list-style-type: none"> ● Key Tips for Sexuality Education During Distance Learning ● Supporting LGBTQ+ Mental Health: Safe and Affirming School Climates During Distance Learning (PPT), ODE & OHA Collaboration (webinar recording for K-12 educators, admin, school staff, school counselors, and other mental health professionals)
<p>Assessment</p> <p>How will I measure learning?</p>	<p>After establishing a class culture of learning, assessment in the area of sexuality education considerations include:</p> <ul style="list-style-type: none"> ● Projects and assignments that provide for inquiry and reflection can support students to identify their values, plan their decision-making strategies, and gather information from trusted adults and from other reliable sources. ● Age-appropriate scenarios, if designed with a trauma-informed lens, can demonstrate understanding of concepts and skills, especially related to communication, advocacy, respect, and empathy. ● Outcome-level public health assessments, based on Sexual Health & Violence Prevention map or the Oregon Health Authority’s Student Health Survey (SHS). <p>Please see formative assessment information in ODE’s Formative Assessment Considerations for 2020-21 for focused considerations and resources.</p>
Resources	<ul style="list-style-type: none"> ● OHA/ODE Sexual Violence Prevention Map