

Sex Ed Made Simple: A Toolkit for Administrators

Welcome! This toolkit was adapted from the [WISEtoolkit](#) to help Oregon school districts develop a Comprehensive Sexuality Education Plan of Instruction that aligns with state human sexuality education laws. As you read through the toolkit, please keep in mind it is designed primarily for school district administrators. However, if you are a teacher, principal, parent, caregiver or community member interested in supporting sexuality education in your local schools there's a lot of helpful information for you too.



INTRODUCTION

Oregon supports safe and healthy youth in all aspects of their lives, including sexual health, so they can live full and happy lives. Oregon law requires school districts to teach comprehensive sexuality education (CSE) that is age-appropriate, evidence-based, medically accurate, culturally inclusive and based in positive youth development. Comprehensive sexuality education has been shown to reduce rates of suicide and gender-based violence among young people and can act as a protective factor by creating a safer, identity-affirming environment for students.

Oregon isn't alone in their support for CSE. Leading public health professional organizations also recognize the importance of K-12 comprehensive sexuality education. Some of the organizations who have voiced their support for comprehensive sexuality education include:

- American Medical Association
- American Academy of Pediatrics
- American College of Obstetricians and Gynecologists
- American Public Health Association
- American Association of Nurse Practitioners
- Health and Medicine Division of the National Academies of Science, Engineering and Medicine
- American School Health Association
- Society for Adolescent Health and Medicine

While feelings and beliefs about sexuality education can vary across different communities, studies have found an overwhelming majority of adults support teaching sexuality education in schools. A national study found a vast majority of parents believe it's important to teach sexuality education in middle school (89%) and high school (98%)¹.

To best support school staff and students, teaching health and sexuality education is not recommended unless there is a completed Comprehensive Sexuality Education Plan of Instruction or one under development. This process allows schools to engage with teachers, parents and caregivers, school administrators, school board members, students, health care professionals and other community members and prepare them for the implementation of health and sexuality education in all K-12 classrooms. Transparency and a plan of action supported by the local community helps protect school districts, teachers, and school building staff from potential opposition from concerned community members, and builds safe and protective environments for youth and families. This toolkit is designed to help each school district develop and update its Comprehensive Sexuality Education Plan of Instruction that reflects the specific needs of their local community while providing a safe and supportive curriculum for all students.

¹ Kantor, L. and Levitz, N. (2017). Parents' views on sex education in schools: How much do Democrats and Republicans agree? *PLoS One*, 12(7). <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5495344/>

THE FOUR PHASES

This toolkit divides the process of developing a K-12 Comprehensive Sexuality Education Plan of Instruction into four phases. Each phase is aimed at helping school districts develop a plan that meets Oregon’s human sexuality education laws, including Oregon Department of Education’s (ODE) human sexuality education administrative rule and Division 22 requirements.



1. SCAN

state laws, policies and funding opportunities

The purpose of this step is to understand Oregon’s Human Sexuality Education laws, ODE’s Human Sexuality Education Administrative Rule, and funding opportunities.



2. ENGAGE

district and community stakeholders

The purpose of this step is to ensure active participation among key school district stakeholders – including teachers, community members, parents/caregivers and youth.



3. DESIGN

plan of instruction and scope and sequence

The purpose of this step is to develop a Comprehensive Sexuality Education Plan of Instruction and Scope and Sequence that support sustainable K-12 human sexuality education.



4. IMPLEMENT

K-12 comprehensive sexuality education

The purpose of this step is to prepare for and begin implementing human sexuality education in K-12 classrooms across the district and plan for biannual updates of the Plan of Instruction.

1. SCAN

state laws, policies and funding opportunities

The purpose of this step is to understand Oregon's Human Sexuality Education laws, ODE's Human Sexuality Education Administrative Rule, and potential funding opportunities.

The Four Phases



1. SCAN

state laws, policies and funding opportunities

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plan of instruction and scope and sequence

4. IMPLEMENT

K-12 comprehensive sexuality education



About This Phase

The Scan phase provides essential context for understanding the importance of implementing human sexuality education. In this phase you'll learn relevant state policies and grade-specific sexuality education standards. Additionally, you'll have a better understanding of the local landscape of sexuality education implementation. An important aspect of this phase is to survey what is already being taught in the school district and identify opportunities to build on these efforts. This phase also provides an opportunity to explore funding opportunities and various ways to obtain support from state and local agencies and organizations.

Steps to Scan State Laws, Policies and Funding Opportunities

STEP	RESULTS
1. Learn Policy & Implementation Landscape	Clear understanding of your district policy, state laws and ODE rules
2. Understand Oregon Sexuality Education Standards	Clear understanding of K-12 sex education standards and performance indicators
3. Funding Opportunities & State and County-Level Support	Identify public and private partners and funding sources that support sexuality education.

PLAN - STEP 1



Step 1: Learn Policy and Implementation Landscape

RESULTS

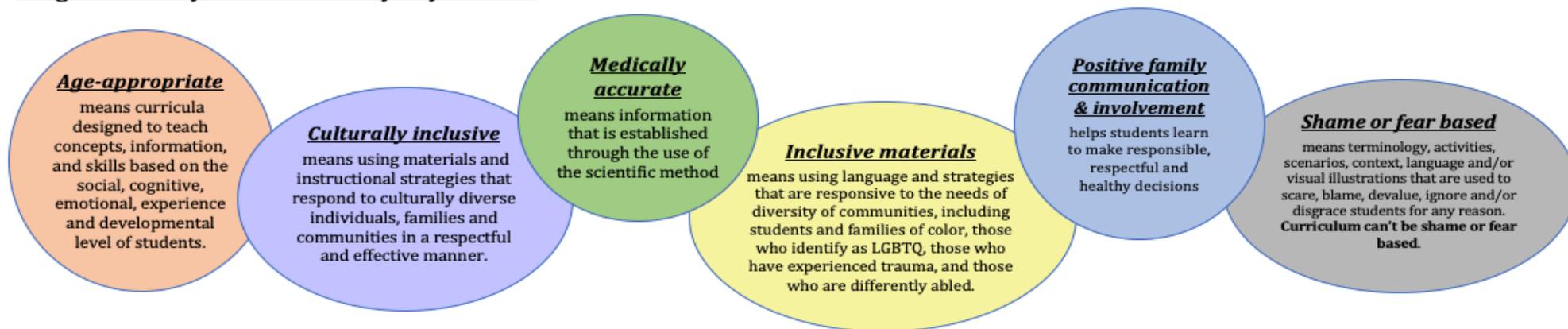
Clear understanding of Oregon laws, ODE policies and sexuality education already being taught in the school district.

BEGIN by getting familiar with Oregon's Human Sexuality Laws and ODE Policies including:

1. Human Sexuality Education Law (2009) – ORS 336.455
2. Heathy Teen Relationships Act (2013) – HB 4077
3. Erin's Law (2015) – ORS 336.059
4. Human Sexuality Education Administrative Rule (2016) – OAR-581-022-2050

This can be a fairly low intensity effort: all you need to know are the “do’s” and “don’ts” of Oregon’s laws.

Oregon Sexuality Education Policy Key Terms*:



*from “ODE Sexuality Education Made Simple: A Teacher's Guide for K-12 Health and Sexuality Education”

NEXT determine your district’s comprehensive plan of instruction and what sexuality education is already being taught in your school district. Understanding the current landscape of sexuality education implementation in the district will give you a great jumping off point on which to build. **Consider the following questions:** In which grades is sexuality education already being taught? Does instruction align with Oregon laws and ODE policies? Which curricula are educators using? Are district teachers teaching sexuality education or are schools partnering with outside organizations to provide sexuality education? If so, which organizations are they partnering with? Do these organizations follow state law and ODE guidance?

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PLAN - STEP 2



Step 2: Understand Oregon Sexuality Education Standards

RESULTS

Clear understanding of K-12 sex education standards and performance indicators.

Oregon's CSE standards and performance indicators are among the most thorough in the United States. There are eight standard areas, each with specific performance indicators that outline required student knowledge and skill areas by grade level. It's important to get familiar with these standards and performance indicators *before* developing a Plan of Instruction and Scope and Sequence (more on this in Phase 3) so you know the topics schools are required to teach.

A complete list of all Oregon Health Education Standards can be found on the [Oregon Department of Education website](#). The ODE team also created [a color-coded guide](#) to aid in grouping Oregon health standards by topic area. Additionally, the Oregon Attorney General's Sexual Assault Task Force has developed helpful resources that illustrate a list of performance indicators by content area and required grade (click on graphics for more information).

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Recognize that everyone has the right to say who touches their body, when and how, and explain why.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Explain that it is never ok to touch someone, or make someone touch you if they don't want to, and describe why.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Define and practice consent as it relates to personal boundaries.	✓	✓	✓	✓	✓					
Identify consent as a freely given yes.						✓	✓	✓		
Describe how consent is a foundational principle in healthy sexuality and in violence prevention.						✓				
Identify that no one has the right to touch anyone else without giving and receiving consent.						✓	✓	✓		
Explain effective communication skills to ensure affirmative consent in all sexual relationships.						✓	✓	✓		

Violence **Sex & Reproduction** **Relationships**

Gender **STDs**

PLAN - STEP 2



Connecting the Dots

Oregon Sexuality Education Standards (SES) do more than teach skills that promote healthy relationships among young people, they also address suicide prevention, sexual violence prevention, bullying prevention, child abuse prevention, and protect and uphold civil rights.

- **suicide prevention** – by affirming the full spectrum of gender identity and sexual orientation, Oregon SES are a powerful tool for suicide prevention. This is particularly important for LGBTQ+ students in Oregon who are at elevated risk of suicidal thoughts and attempts. The 2019 Oregon Safe Schools Report found 50% of LGBT youth expressed they considered suicide during 2019 and 25% of LGBT youth had attempted suicide during 2019.²
- **bullying prevention** – the 2019 Oregon Healthy Teens Survey found 30% of 8th graders and 19.8% of 11th graders statewide had experienced bullying at school in the previous 30 days.³ According to student responses, the most common reasons for bullying were perceived LGBTQ status, weight/appearance, unwanted sexual comments or attention and race or ethnicity. Oregon sexuality education standards address body image issues, normalize the full spectrum of gender identity and sexual orientation, and increase appreciation for racial/ethnic diversity which helps to decrease the likelihood of bullying for these reasons.
- **protect and uphold civil rights** – comprehensive sexuality education increases knowledge and awareness of discrimination and oppression of people based on gender identity, sexual orientation and race/ethnicity⁴
- **sexual violence prevention** – consent is a core topic in Oregon’s Sexuality Education Standards; it teaches students from a young age that they have agency over their own body and get to decide who touches them. This is especially important because the 2019 Oregon Healthy Teens Survey found 14.5% of 11th graders across the state have felt pressured into having sex, and 6.2% reported having been physically forced into sex.⁵

² Oregon Safe Schools & Communities Coalition. (2019). 2018-2019 Safe schools report. https://cea5dc8e-2c7c-47d2-91e3-86ef40947b41.filesusr.com/ugd/4b2650_477137e5f9ce4449846293c6b89bae35.pdf

³ Oregon Health Authority. 2019 Oregon Healthy Teens Survey: State of Oregon Report.

<https://www.oregon.gov/oha/PH/BIRTHDEATHCERTIFICATES/SURVEYS/OREGONHEALTHYTEENS/Documents/2019/2019%20State%20of%20Oregon%20Profile%20Report.pdf>

⁴ Golfarb, E.S., Lisa D. Lieberman. (2021). Three decades of research: The case of comprehensive sex education. *Journal of Adolescent Health*, 68(1): 13-27.

<https://doi.org/10.1016/j.jadohealth.2020.07.036>

⁵ Oregon Health Authority. 2019 Oregon Healthy Teens Survey: State of Oregon Report.

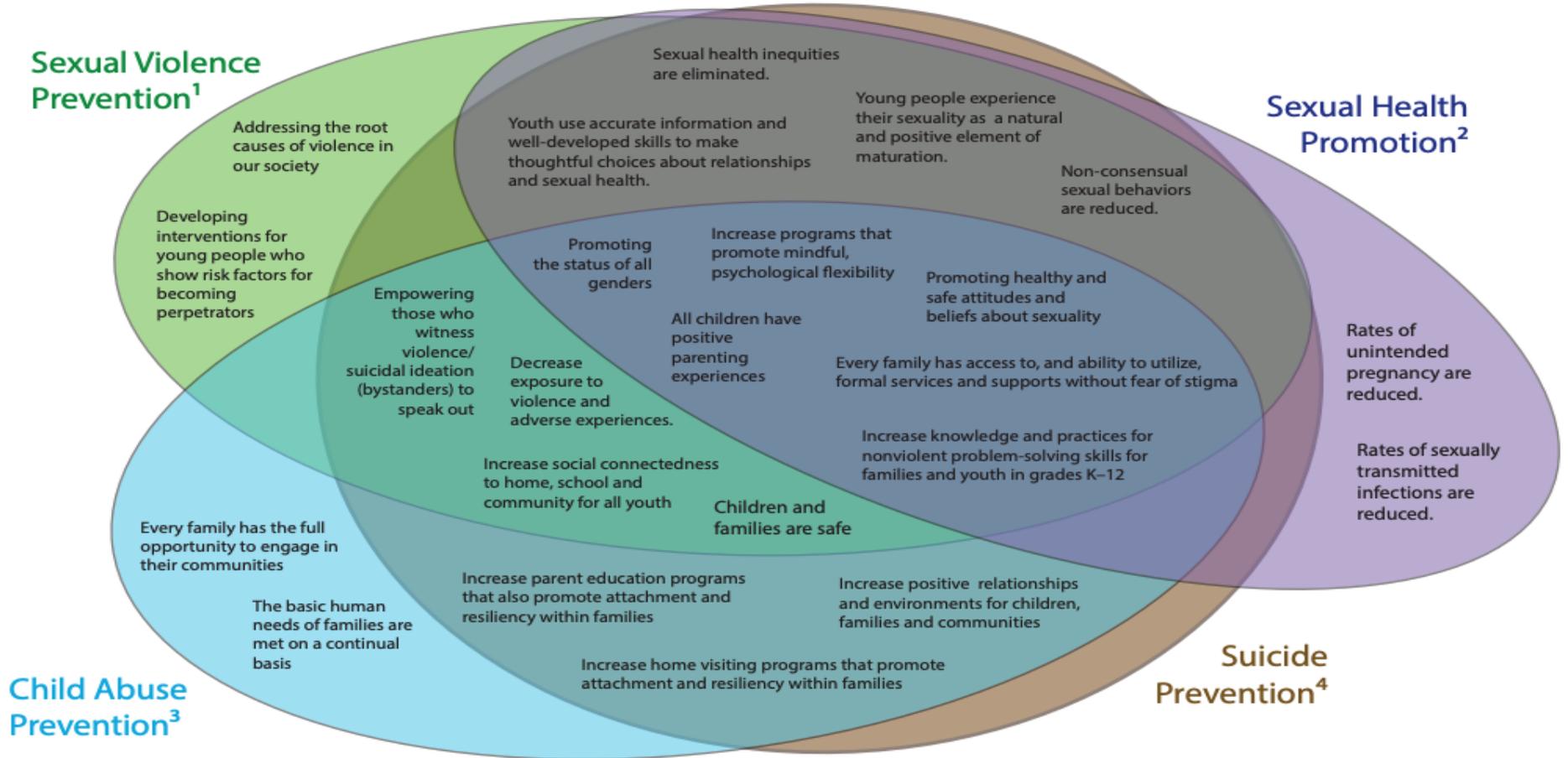
<https://www.oregon.gov/oha/PH/BIRTHDEATHCERTIFICATES/SURVEYS/OREGONHEALTHYTEENS/Documents/2019/2019%20State%20of%20Oregon%20Profile%20Report.pdf>

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Connecting Goals and Strategies for a Healthier and Safer Oregon for Young People

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



¹Oregon, The Oregon Attorney General's Sexual Assault Task Force. (2006). Recommendations to Prevent Sexual Violence in Oregon: A Plan. <http://50.116.64.16/~oregon6/wp-content/uploads/2016/12/svpplow.pdf> ²United States, Oregon Department of Human Services, Children, Adults, and Families Division. (2007). The Oregon Youth Sexual Health Plan. <https://www.oregon.gov/DHS/CHILDREN/IFM/C/Documents/Oregon%20Youth%20Sexual%20Health%20Plan.pdf> ³Oregon Elevating Prevention Initiative (Jan 4, 2016, Publication). In: d1. <http://ctfo.org/wp-content/uploads/2016/01/Elevating-Prevention-Report-FINAL.pdf> ⁴Oregon Health Authority. Youth Suicide Intervention and Prevention Plan, 2016-2020. Salem, OR: Oregon Health Authority; 2016. <https://www.oregon.gov/oha/PH/PREVENTION/WEALTH/SAFELIVING/SUICIDEPREVENTION/Documents/5-year-youth-suicide-prevention-plan.pdf>



Step 3: Funding Allocation & State and County-Level Support

RESULTS

Identify public and private partners and funding sources that support sexuality education.

General education funds should be adequately allocated to health education, including to the process of developing a Comprehensive Sexuality Education Plan of Instruction. Allocating funding for this process helps ensure the plan is developed efficiently and sustainably. Funding can be used in a number of ways, including:

- hiring an outside facilitator to guide the school district through this process,
- building mutually beneficial partnerships with local community-based organizations,
- paying for substitute teachers so teachers can attend trainings, and
- providing stipends for teachers and staff who help develop the plan of instruction.

Additionally, state and county-level partners such as the Oregon Department of Education, the Oregon Health Authority, local public health departments and culturally-specific community-based organizations can be instrumental in this process. In addition to lending their collective expertise in sexuality education best practices, these partners can provide guidance, additional funding opportunities and recommendations and opportunities for professional development.

2. ENGAGE

school district and community stakeholders

The purpose of this step is to ensure active participation among key school district stakeholders – including teachers, community members, parents/caregivers and youth.

The Four Phases

1. PLAN

state laws, policies and funding opportunities



2. ENGAGE

district and community stakeholders

3. DESIGN

plan of instruction and scope and sequence

4. IMPLEMENT

K-12 comprehensive sexuality education



About This Phase

Community engagement is about ensuring those impacted most by school policies have a role in designing and implementing solutions. The participation of students and their families, neighbors and trusted leaders can be an integral part of achieving better results. Additionally, a shift in power where community members and families take ownership of the process and help produce results will lead to greater impact and successful district-wide implementation of the plan. Per ODE’s Administrative Rule, CSE plans of instruction should be developed collaboratively with “parents, teachers, school administrators, local health department staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies.”⁶ When the community is brought into the process as allies in the work, school districts can utilize shared resources and minimize the task of developing solutions on their own.

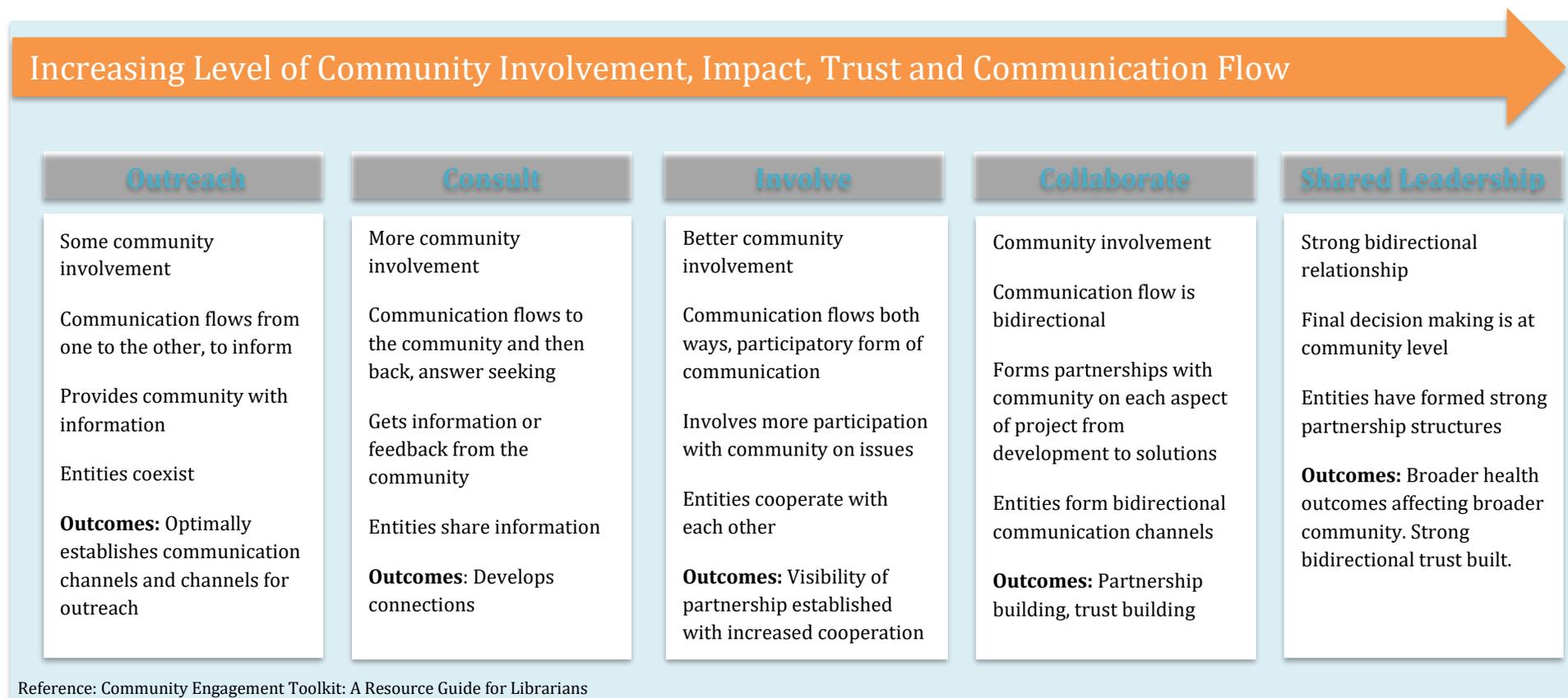
Steps to Engage district and community stakeholder

STEP		RESULTS
1.	Secure Commitment from Key School District Stakeholders	List of Current Partnerships within the school district and external community
2.	Assess Potential New Partnerships with Community Stakeholders	Invite New Partners into the Process
3.	Invite Partners into the Process	Strategies and communication resources for engaging partners
4.	Develop an Action Plan and Expectation for Partners	Realistic Action Plan with Timeline and List of Specific Asks for Partners

⁶ Oregon Department of Education. (2016). *Division 22 Standards for Public Elementary and Secondary Schools: Human Sexuality Education*. (Oregon Administrative Rule 581-022-2050) Salem, OR: <https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-022-2050>.



Before you begin strengthening the district’s current partnerships and creating new ones, let’s take a moment to understand the differences in various types of communication and the importance of building strong, mutually beneficial and sustainable partnerships.



Additional resources on community-building can be found [here](#).

Resources on consensus-building can be found [here](#).



Step 1: Secure Commitment from Key School District Stakeholders

RESULTS

Strengthen Partnerships within School District and Broader Community

Securing commitment and support from key administrators – such as school principals, district superintendents, school board members, teachers and parents and caregivers – is essential for success. Without the support from key district stakeholders, sexuality education efforts will be stalled or stopped altogether, and teachers will not have the support they need for implementation in the classroom, and young people will not receive information and skills they deserve or consider themselves to be in safe and supportive environments.

School District Leadership

School districts who have been most successful in obtaining school board approval of a new Comprehensive Sexuality Education Plan of Instruction benefitted from engaging district administrators – including school board members – at the beginning of the process. Securing support from the district superintendent, school principals, and teachers from the start will be invaluable to the successful development of a plan of instruction that reflects the specific needs of the community. Additionally, without expressed support from school building leaders, teachers may become hesitant or fearful to move forward with classroom implementation.

Parents and Caregivers

Parents and caregivers are allies in implementing K-12 sexuality education and inviting them into the process early helps to minimize fears of backlash and disinformation campaigns. Sexuality education is less likely to create controversy when planning is done well, and parents and caregivers can take some ownership over the final plan of instruction. Additionally, clear and consistent communication with parents and caregivers improves transparency and provides essential information on why comprehensive sexuality education is so important to the lives of young people.



Step 2: Assess Potential New Partnerships with Community Stakeholders

RESULTS

Invite New Partners into the Process.

Engaging in this work with many different groups in the community provides increased transparency and improves the process of developing a Comprehensive Sexuality Education Plan of Instruction and the quality of education. Working together with the broader community can have a ripple effect, “lifting all boats” throughout the community at once.

Who Should be at the Table?⁷

Sexuality Education Experts

Creating an interdisciplinary team of experts who support sexuality education across the district not only produces a better plan of instruction, it also takes the burden off of school administrators to be experts on best practices in sexuality education. Community partners might be local public health departments, domestic violence/sexual assault resource centers, child abuse prevention advocates, and student health centers.

Community Leaders

Engaging community leaders is a great way to help ensure the plan of instruction speaks to the issues concerning the broader local community. Community leaders might look different depending on location; they might be religious leaders, local politicians or PTA groups. Engaging as many community members as possible in the process increases transparency in sexuality education and helps to address any concerns community members and parents/caregivers have.

School Experts

School nurses, mental health experts, counselors and health teachers are experts in students' physical, emotional and mental health and wellbeing. These staff members are an important resource and should be invited into the process to ensure the Comprehensive Sexuality Education Plan of Instruction addresses the needs of students in a holistic manner.

Students

Engaging student organizations such as Gay-Straight Alliance (GSA) clubs and culturally specific clubs on campus offer a chance to get early student input and support and empowers students by including them in decision-making processes. Understanding the educational needs and concerns of students, especially those from marginalized communities is key to developing a strong plan of instruction that supports the success of all students.

Culturally Specific Organizations

The most effective sexuality education is culturally responsive and meets the needs of all students in the district. Inviting culturally specific organizations into the process *at the beginning* is essential to developing an equitable plan of instruction. This can include organizations that support students with intellectual and developmental disabilities, students of color, English-language learners, students experiencing housing insecurity and LGBTQ+ students.

LGBTQ+ Communities

Including LGBTQ+ community members, youth, and organizations that serve the LGBTQ+ community is imperative to addressing the needs of some of our most vulnerable students. LGBTQ+ students experience the highest rates of bullying, violence and suicidal thoughts and attempts and the Comprehensive Sexuality Education Plan of Instruction should reflect these disparities as well as acknowledge and celebrate the diverse identities of students in every district.

⁷ For more information on why these voices are valued and should be included in the process see: [581-022-2050 CSE Law](#); [LGBTQ2SIA+ Student Success Plan](#); [Transgender Student Support Guidance](#)



Step 3: Invite Partners into the Process

RESULTS

Strategies and communication resources for engaging partners

Clear and consistent communication is key to the successful development of a plan that reflects the needs of the community it serves. When reaching out to stakeholders and partners, it is important to tailor specific messages to each audience that communicate your intended outcomes from each partnership and how the partnerships will be mutually beneficial.

Tips:

- Determine which personnel and/or groups in the community need to be informed about the Comprehensive Sexuality Education Plan of Instruction then identify who the best people to share that information
- Make a plan to determine the best messaging strategy to share important information about the Comprehensive Sexuality Education Plan of Instruction to school district teachers and staff, parents and the broader community. A template to get you started can be found [here](#).
- Keep stakeholders informed throughout the process – build ownership by all collaborators by involving them early in the process and maintaining consistent communication throughout
- It is very important to be thoughtful about engaging parents/caregivers. Consider these [Best Practices for Family Engagement](#) and determine what you can do before, during and after implementation of the plan. Please note this resource does not discuss translating materials for non-English speaking communities, which is an important step in engagement.
- Additionally, this [Sex Ed Made Simple Webinar](#) is a great resource to learn more about engaging parents and community members.
- It is also a good idea to have a plan in place for preventing and addressing any harm that may occur during community engagement and stakeholder presentations. How will harmful words, signs, and/or discourse be addressed? How will repair happen?

To help jumpstart community engagement – you can find a letter template inviting new partners to collaborate in this process [here](#).



Step 3: Develop an Action Plan and Expectations for Partners

RESULTS

Realistic Action Plan with Timeline and List of Specific Asks for Partners

With a clear sense of what's required in comprehensive sexuality education and a better understanding of the benefits of engaging state and county level stakeholders and creating partnerships within the broader community, it is time to develop a work plan and project timeline. This is an important step to support a smooth rollout of the plan with district-wide classroom implementation. Be realistic about how long it will take to:

- build partnerships,
- collaborate with stakeholders,
- engage teachers and school administrators,
- write the Comprehensive Sexuality Education Plan of Instruction and scope and sequences documents, and
- obtain school board approval

Being intentional and thoughtful at this stage will also make the biannual updates to the plan much more seamless because the framework for collaborative planning and implementation will already be in place.

Tip: Community members and district stakeholders, especially community-based organizations, are often stretched thin and may have little extra time to give. Having specific asks for stakeholders increases the likelihood of their participation and makes the process more efficient. Think about the expertise each stakeholder brings to the process and plan to ask them for input and feedback on specific parts of the plan of instruction and scope and sequence.

3. DESIGN

Comprehensive Sexuality Education Plan of Instruction and Scope and Sequence

The purpose of this step is to develop a Comprehensive Sexuality Education Plan of Instruction and Scope and Sequence that support sustainable K-12 human sexuality education.

The Four Phases

1. PLAN

state laws, policies and funding opportunities

2. ENGAGE

district and community stakeholders



3. DESIGN

plan of instruction and scope and sequence

4. IMPLEMENT

K-12 comprehensive sexuality education



About This Phase

This phase of the work relies heavily on the input of the interdisciplinary team created during the “Engage District and Community Stakeholders” phase. While the Engage phase creates an action plan and timeline, at the end of the Design phase the key documents that formalize how the school district will reach and sustain its sexuality education goals are in place (e.g. a comprehensive sexuality education plan of instruction and scope and sequence) and all key school district stakeholders are clear about the school district’s commitment and approach to sexuality education. This phase also creates a communication plan for implementation, an important step to ensuring teachers and staff across the district understand their role in implementation of the comprehensive sexuality education plan of instruction.

Steps to **Design** Comprehensive Sexuality Education Plan of Instruction & Scope and Sequence

STEP		RESULTS
1.	Write the Comprehensive Sexuality Education Plan of Instruction	Plan of Instruction ready for school board approval
2.	Write the Scope and Sequence	Written Scope and Sequence for all K-12 grades
3.	Develop Communication Plan for Implementation	Written communication plan for new Comprehensive Sexuality Education Plan of Instruction and Scope and Sequence

DESIGN – STEP 1



Step 1: Write the Comprehensive Sexuality Education Plan of Instruction

RESULTS

Comprehensive Sexuality Education Plan of Instruction ready for school board approval.

Key components of a plan of instruction are:

- ❑ An explanation of the school district’s values for sexuality education and an explicit commitment to provide trauma-informed educational materials that are student-centered, trauma-informed and inclusive of all students regardless of gender, race, ethnicity, religion, sexual identity, orientation, culture or any other intersectional identity
- ❑ A plan to implement at least 4 instructional sessions per year of a child sexual abuse prevention instructional program for all K-12 students
- ❑ A plan to provide adequate sexuality education instruction at least annually for all students 6-8 and at least twice during grades 9-12
- ❑ A plan to update the plan of instruction biennially and obtain school board approval
- ❑ Parental opt-out policy and information
- ❑ An emphasis on skills-based instruction
- ❑ A plan for reviewing and updating the plan biennially to meet relevant updated scientific findings and new educational standards
- ❑ A plan for supporting students who disclose sensitive information (sexual abuse, suicidal ideation, bullying).

More details of the OAR requirements can be found [here](#).

CONSIDER including:

- ❑ A Student Bill of Rights developed by students and reflects their expressed needs and expectations for sexuality education
- ❑ A plan to provide ongoing professional development opportunities to all K-12 sexual health educators
- ❑ Implementation guidelines for all schools in the district
- ❑ Linkages to Student Success Plans and mental health supports for students.
- ❑ Protocol for partnering with approved community organizations to teach the sexuality education curriculum (instead of district teachers doing so); resources for doing so can be found [here](#).

Need help getting started? Find examples of school board-approved plans from school districts across Oregon linked below:

[Portland Public Schools](#)

[Hillsboro School District](#)

[North Clackamas School District](#)

[Beaverton School District](#)

DESIGN – STEP 2



Step 2: Write the Scope and Sequence

RESULTS

Written Scope and Sequence for all K-12 grades.

As discussed in the “Scan” Phase, Oregon has many standards and performance indicators which can make writing a scope and sequence seem like an overwhelming process, especially for first timers. However, many Oregon school districts have come up with great ways to do just that. The scope and sequence can be a [simple and straightforward word document](#), or a detailed webpage with [curriculum/lesson plans attached to each standard and performance indicator](#). The important thing is that it works for the school district and all teachers understand its importance.

Whether you decide to include every individual standard and performance indicator in the scope and sequence or organize them into “higher level” topically relevant standards, be sure you’re following guidance from sexual health experts and experienced educators.

DESIGN – STEP 3



Step 3: Develop Communication Plan for Implementation

RESULTS

School district leadership and educators are aware of and promote the district's new Comprehensive Sexuality Education Plan of Instruction and Scope and Sequence.

Transparency is key to successful implementation of the new plan of instruction. Now it is time to promote and communicate the school district's sexuality education plan with all stakeholders affected by sexuality education. This ensures they are clear regarding the district's sexuality education goals, the implementation plan and their roles and responsibilities as stakeholders.

There's often a lot of confusion and misinformation around what is and is not allowed in terms of sexuality education instruction. The purpose of this step is to provide clear, accurate and accessible information about sexuality education. Teachers should not be surprised by the implementation of the new plan of instruction and scope and sequence and should be kept informed throughout the process.

Be prepared to support teachers through curriculum adjustments, help school administrators with potential disruptions to their master schedule with the addition of new health courses, and keep parents and caregivers informed of the new sexuality education implementation.

Remember that parents and caregivers are allies in the implementation of sexuality education. Inviting community members and parents/caregivers to informational sessions and board meetings or making presentations and conducting listening sessions at local community groups and PTA meetings will increase transparency and minimize concerns about what the young people in the community will be learning in their health classes.

DESIGN – STEP 3



Tips on Creating a Communication Plan

Schools districts should create clear, tailored communications to key stakeholders. School administrators and teachers might be hesitant to implement critical elements of curricula instruction if they are unsure of Oregon’s human sexuality education laws and policies. Formal policies and procedures need to be translated into practical messages, otherwise they can be ignored or forgotten. Once stakeholders understand the rationale, policy and procedures their comfort with and dedication to sexuality education implementation will increase.

Some helpful documents and tips to consider when developing a communication plan:

- ODE Sexuality Education FAQs – [English Version](#) / [Spanish Version](#)
- A message to your community – Check out [this template](#) to get you started
- If applicable, include school district communications staff in planning is a great idea
- Social media is a useful tool to get information out to parents and the broader community about information sessions on the Comprehensive Sexuality Education Plan of Instruction
- [Here](#) is an ODE resource to help respond to concerned community members and/or misinformation campaigns

DESIGN – STEP 3



Opt-Out Policies and Family Engagement

According to Oregon Law, parents/caregivers can opt their children out of any or all sexuality education components. However, parents/caregivers cannot opt their children out of the entire health course or program without written documentation of a religious or disability-related reason. In those cases, parents/caregivers would also have to demonstrate to the school district how they would be complying with the Health Education Standards with alternative instruction.

When parents/caregivers do opt out, offer resources to cover some of the information taught in the lessons that students will miss.

Tips for writing a parental notification letter

- Explain what you will be teaching in clear terms. Including the sources of your educational materials will add to transparency.
- Allow for opt-out for specific lessons, rather than the entirety of the unit or class. Explain what each lesson will include.
- Explain why you are teaching comprehensive sexuality education and how you chose your materials. What are the benefits? What are the outcomes?
- State family options for lesson/class non-participation. Is it one lesson/class or many? Do they need to be picked up from school or go to another classroom?
- Have the option to opt-out in explicit terms.
- Remain available for respectful discussion if families are interested to learn more.

Resources for Family Engagement and Opt-Out:

[Advocates for Youth](#)

[AMAZE Parent Playlist](#)

[Parent Engagement: Strategies for Involving Parents/caregivers in School Health](#)

A sample notification letter to parents/caregivers with opt-out information can be found [here](#).

A sample opt out form for parents/caregivers with alternative activity can be found [here](#).

4. IMPLEMENT

K-12 comprehensive sexuality education

The purpose of this step is to prepare for and begin implementing human sexuality education in K-12 classrooms across the district and planning ahead to update the Comprehensive Sexuality Education Plan of Instruction biannually.

The Four Phases

1. PLAN

state laws, policies and funding opportunities

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plan of instruction and scope and sequence



4. IMPLEMENT

K-12 comprehensive sexuality education



About This Phase

All of the important foundational work achieved in the previous three phases finally culminates in classroom instruction that aligns with the new Comprehensive Sexuality Education Plan of Instruction. With this comes the practical, logistical challenges of coordinating staffing, scheduling instruction and allocating sufficient time for professional development.

Steps to **Implement** the Comprehensive Sexuality Education Plan of Instruction & Scope and Sequence

STEP		RESULTS
1.	Train Teachers to Provide Sexuality Education	Teachers have access to opportunities for professional development on sexuality education instruction
2.	Provide Curricula Recommendations	List of recommended sexuality education curricula and lesson plans that are easily accessible to teachers
3.	Implement Comprehensive Sexuality Education Plan of Instruction	Sexuality Education implemented in all K-12 classrooms
4.	Rescan & Community Engagement for 2-Year Plan Update	Develop plan for maintaining community engagement and prepare to update plan every two years

IMPLEMENT – STEP 1



Step 1: Provide Professional Development for Teachers

RESULTS

Teachers have access to opportunities for professional development on sexuality education instruction

Professional development opportunities support educators in preparing to teach sexuality education, including increasing their content and curriculum knowledge, skills and comfort level with difficult topics. Financial resources—including stipends and pay for substitute teachers—should be allocated, as needed, to provide trainings and facilitate teachers’ attendance. Professional development opportunities should be ongoing and accessible to all new and existing K-12 teachers who will be required to implement sexuality education curricula.

One excellent place to start is the [ODE Sexuality Education Made Simple: A Teacher's Guide for K-12 Health and Sexuality Education](#). This guide walks teachers through the background of sexuality education in Oregon, the importance of implementing inclusive, culturally responsive and accessible sexuality education, practical tips for engaging parents/caregivers and creating lesson plans.

Demonstrate school district leadership support.

Principals and teachers must feel that their administrators (e.g. superintendents) support sexuality education implementation. This high-level administrative support can assuage any concerns and increase teachers’ confidence in sexuality education delivery. One way to demonstrate this support is to have a school district leader make an appearance at local trainings to emphasize the importance of the work. Another way to demonstrate their support is to send an email from an administrator that shows their support for sexuality education teacher training and classroom implementation.

Online Sexuality Education Webinars and Trainings:

[Sex Ed Made Simple Webinars Series](#), Oregon Department of Education (K-12)

[LGBTQ Inclusive Webinars](#), GLSEN (K-12)

[Gender Inclusive Webinars](#), Gender Spectrum (K-12)

[BrainPOP Health & SEL Webinars](#), BrainPOP Educators (K-8)

For a current list of in-person and online professional development opportunities and trainings, sign up for ODE’s monthly Sexuality Education Newsletter [here](#).



Step 2: Provide a List of Curricula Recommendations

RESULTS

List of recommended sexuality education curricula and lesson plans that are easily accessible to teachers

Oregon is a local control state, which means schools and districts have to decide at a local level which instructional materials work best for their communities in order to meet the state standards and laws regarding health/sexuality education. There are many different ways to do this:

- school districts can go through a formal adoption process where all schools are required to teach the same curriculum
- individual schools can choose curriculum and adapt it to meet the requirements laid out in the scope and sequence
- schools can use pieces of several different curricula to meet the requirements laid out in the scope and sequence
- schools can partner with approved outside organizations to implement sexuality education in their classrooms

When determining which curricula and instructional materials to use, keep in mind they must be:

- ✓ Medically Accurate
- ✓ Not fear or shame based
- ✓ Comprehensive
- ✓ Inclusive
- ✓ Culturally responsive
- ✓ Compliant with Oregon laws and educational standards

Resources to help districts with sexuality education curriculum

- The Oregon Educator Network has an [Open Learning Hub](#) with open sourced sexuality education lessons, including lessons covering Erin's Law child abuse prevention
- SATF Sexual Health Work Group Curriculum [Assessment Tool](#) & [Review Summary](#)



Step 3: Implement Human Sexuality Education Plan of Instruction

RESULTS

Sexuality Education implemented in all K-12 classrooms

Ready, set, go! It is time to implement sexuality education best-practices in classrooms. All the groundwork has been laid: policies and procedures are in place, educators have received training, curriculum is clear. Now it's time to deliver sexuality education to all K-12 students in the district!

Plan ahead to provide ongoing support for teachers during implementation. Teachers must be comfortable with and confident in the curriculum they implement to ensure that sexuality education continues to be taught in future years. Providing opportunities to revisit the curriculum and/or provide additional training supports teachers' ongoing support for sexuality education. Additionally, prepare to support teachers who may be contacted by concerned parents/caregivers; reassure teachers that school and district administrators have their back and help them respond to any inquiries they receive.

IMPLEMENT – STEP 4



Step 4: Rescan & Community Engagement for 2-Year Plan Update

RESULTS

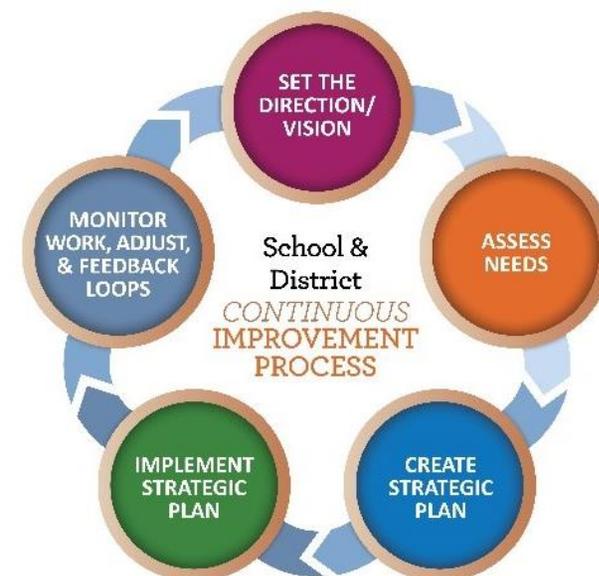
Develop plan for maintaining community engagement and prepare to update plan every two years

Per the Oregon Administrative Rule, all districts are required to update the Comprehensive Sexuality Education Plan of Instruction every two years. It is helpful to include a plan for these biannual updates from the start to best support the sustainability of the Plan of Instruction. This may include developing a communication plan to relay implementation successes and challenges to various district and community stakeholders, a timeline of when to bring community partners back to the table to update the Plan of Instruction and a process for evaluating implementation and obtaining feedback from school teachers, staff and students.

One resource that may be helpful in thinking through the framework for your district’s biannual updates is the Oregon Department of Education [Continuous Improvement Process](https://www.oregon.gov/ode/schools-and-districts/Pages/CIP.aspx) which is the process by which districts and schools:

- Determine what is working and what needs to change;
- Establish a process to re-engage stakeholders to effect change;
- Leverage effective practices to implement a plan;
- Use data to monitor and make timely adjustments to improve outcomes.

The continuous improvement process results in the development of an ambitious, priority-driven action plan where routine collaboration and decision-making among district leaders is reflected throughout implementation.⁸



⁸ Oregon Department of Education: <https://www.oregon.gov/ode/schools-and-districts/Pages/CIP.aspx>
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