

# Sex Ed Made Simple: A Toolkit for Administrators

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# The Oregon Context

# Sex ed works!

## Sexuality education supports young people\* in developing skills to...

- Delay sexual initiation
- Prevent unintended pregnancies and sexually transmitted infections (STIs)
- Develop healthy friendships and relationships
- Reduce sexual violence, harassment, and bullying

Sexuality education also **creates supportive and inclusive environments** for LGBTQ+ students in order to decrease negative mental health outcomes and bullying based on identity.

\*According to the [American Medical Association](#), [the American Academy of Pediatrics](#), the [American College of Obstetricians and Gynecologists](#), and [the American Public Health Association](#), and many more.

# It really does!

- A [recent study](#) published in the Journal of Adolescent Health, found that..  
“Sexuality education, scaffolded across grades, embedded in supportive school environments and across subject areas, can improve the sexual, **social, and emotional health and academic outcomes** for young people”
- Students who receive K-12 sex ed are at **lower risk of experiencing sexual assault** during college

# Oregon Comprehensive Sexuality Education Laws

## Human Sexuality Education Law (2009)

ORS 336.455

## Healthy Teens Relationships Act (2013)

HOUSE BILL 4077

## "Erin's Law" Child Sexual Abuse Prevention (2015)

SENATE BILL 856

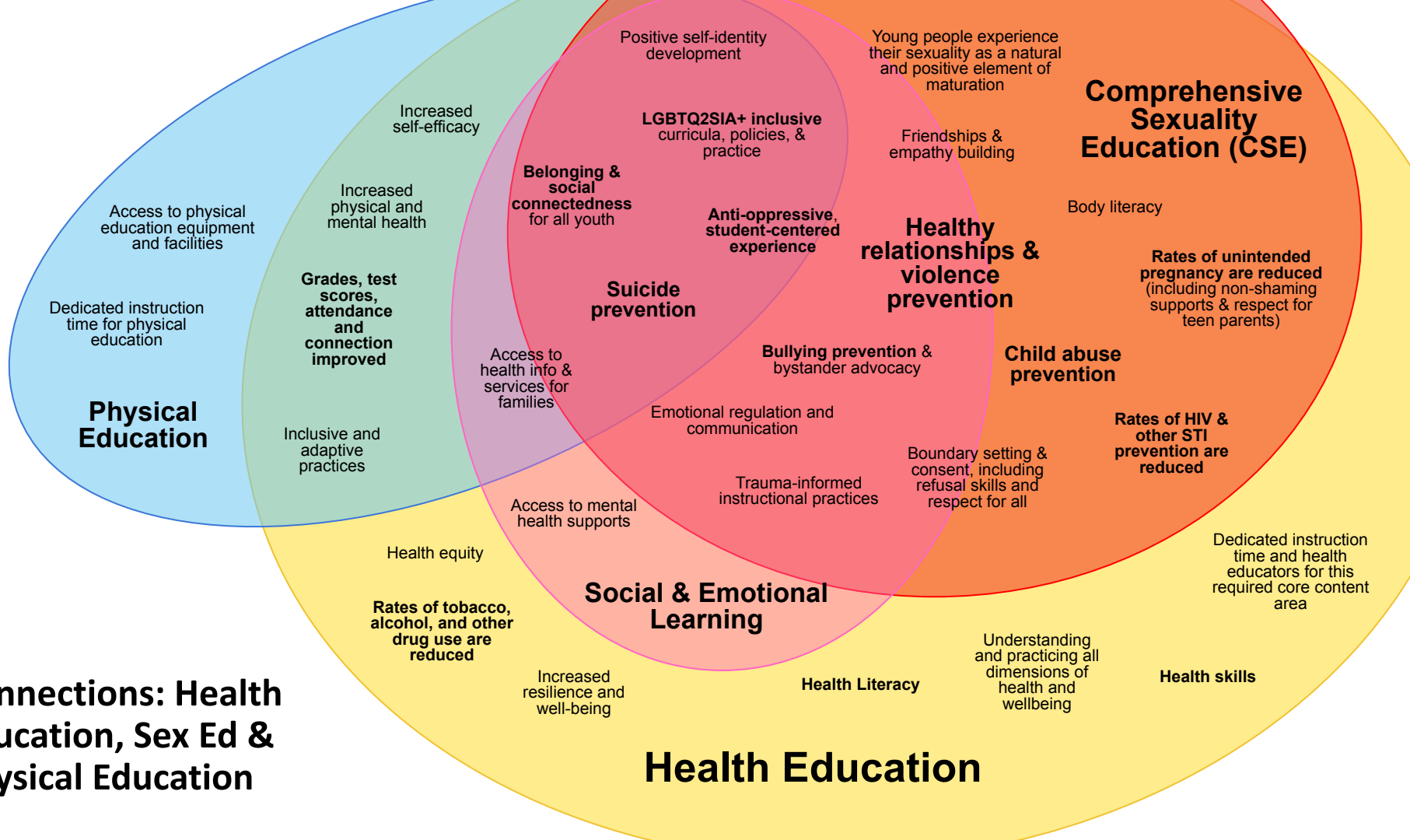
## Human Sexuality Education

OAR Rule 581-022-2050

# Requirements of the comprehensive plan

## OAR 581-022-2050 requires:

- **A comprehensive plan of instruction, which includes:**
  - **Adoption of K-12 sex ed program within health education**
  - **Community engagement**
    - Parents, caregivers
    - Youth, culturally specific organizations
    - Adolescent health experts
  - **Notification**
    - Share lessons, opt-out
    - Transparency is the best policy



## Connections: Health Education, Sex Ed & Physical Education

## Health Education





# The toolkit: A walk-through



# 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.



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# 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.



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## 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."<sup>6</sup> 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     |

## Increasing Level of Community Involvement, Impact, Trust and Communication Flow

| Outreach  | Consult   | Involve  | Collaborate   | Shared Leadership  |
|---|---|--|---|--|
| <p>Some community involvement</p> <p>Communication flows from one to the other, to inform</p> <p>Provides community with information</p> <p>Entities coexist</p> <p><b>Outcomes:</b> Optimally establishes communication channels and channels for outreach</p> | <p>More community involvement</p> <p>Communication flows to the community and then back, answer seeking</p> <p>Gets information or feedback from the community</p> <p>Entities share information</p> <p><b>Outcomes:</b> Develops connections</p> | <p>Better community involvement</p> <p>Communication flows both ways, participatory form of communication</p> <p>Involves more participation with community on issues</p> <p>Entities cooperate with each other</p> <p><b>Outcomes:</b> Visibility of partnership established with increased cooperation</p> | <p>Community involvement</p> <p>Communication flow is bidirectional</p> <p>Forms partnerships with community on each aspect of project from development to solutions</p> <p>Entities form bidirectional communication channels</p> <p><b>Outcomes:</b> Partnership building, trust building</p> | <p>Strong bidirectional relationship</p> <p>Final decision making is at community level</p> <p>Entities have formed strong partnership structures</p> <p><b>Outcomes:</b> Broader health outcomes affecting broader community. Strong bidirectional trust built.</p> |

Reference: Community Engagement Toolkit: A Resource Guide for Librarians

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

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



## RESULTS

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### Invite New Partners into the Process.

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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??

#### **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.

## Step 3: Invite Partners into the Process

### RESULTS

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#### Strategies and communication resources for engaging partners

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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](#).**

# 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



## RESULTS

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

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### 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](#)



### 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





### 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](#).**



### 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              |





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

#### RESULTS

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

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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](#) 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.<sup>8</sup>



# ODE Resources for Administrators

- [Sex Ed Made Simple: Administrator Toolkit](#), for sex ed comprehensive plan of instruction, OHA & ODE
- [Sex Ed Made Simple: Teacher's Guide](#), instructional best practices and inclusion strategies, ODE & state partners
- [Sex Ed Made Simple: An Asynchronous Webinar Series](#), Canvas Course, where this webinar will be posted
- [Sexual Violence Prevention Resource Map](#), OHA, Oregon county and school district data from School Health Survey
- [ODE's Comprehensive Sexuality Education page](#)
- Sign up for our [Sex Ed Listserv](#) for Professional Development opportunities, Monthly Office Hours, and ongoing support

# How can we support you? Reach out to us!

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