

Oregon's New Frontier: Sexual Health Promotion is Sexual Violence Prevention

**COSA
Special Education Administrators Annual Fall
Conference
September 5, 2017**

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Education**



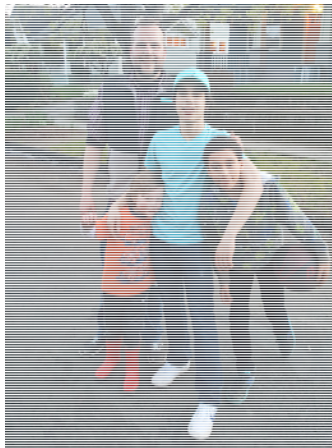
Presentation Objectives

By the end of this presentation, participants will be able to:

- 1) Understand how sexual health promotion is sexual violence prevention
- 2) Explain Oregon's policies and the connection of Erin's Law, the Healthy Teen Relationship Act, and Human Sexuality Education law
- 3) Understand how Oregon's collaborative approach provides a foundation of support for effective health promotion and violence prevention at the school level.



Before we start...

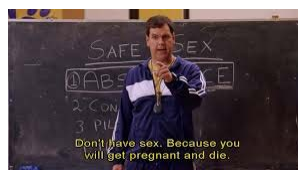


- **Why is Sexual health Education Important?**
- **Desired Outcomes?**



Historical Sex Ed??

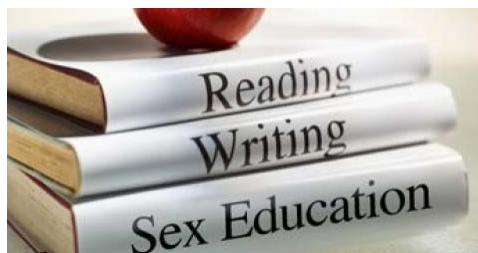
- **Focus on Abstinence Only Education**
- **Wait until Marriage**
- **LGBTQ ???**
- **Reinforced stereotypes**
- **Scary photos of STDs**



Why Sexuality Education?

Outcomes:

1. Delayed initiation of sexual intercourse
2. Reduced number of sexual partners
3. Reduced frequency of sexual intercourse
4. Increased use of condoms, correctly and consistently



Important... but boring??



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Sex Ed Outcomes:

➤ There are other outcomes:

1. Young people experience their sexuality as a natural and positive element of maturation (ORS 336.455)
2. Strengthen social norms that encourage healthy and respectful relationship.

Important ...Not Boring!!

Health Promotion is
Violence prevention



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Who Gets Sex Ed?

States That Don't Require Sex Education

Note: Sex education typically includes discussion of STIs. In Illinois, sex education is not mandatory, but health education is required, and it includes medically accurate information on abstinence. In Mississippi, localities may include topics such as contraception or STIs only with permission from the State Department of Education. In Tennessee, sex education is required if the pregnancy rate is at least 19.5 or higher per 1,000 teen women ages 15-17.

Sources: Guttmacher

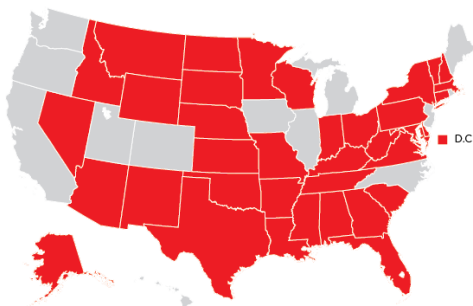
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Medically Accurate??

States Where Sex and HIV Education, If Provided, Don't Have To Be Medically Accurate



Sources: Guttmacher

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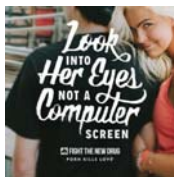
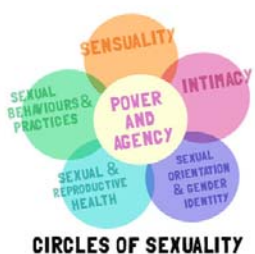


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9

But Why Sexual Violence Prevention As Part of CSE?



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Over 1 million Oregon women
& girls have experienced
sexual or domestic violence

That's more than half the female
population

It's one of the three highest rates
in the nation



WOMEN'S
FOUNDATION
of OREGON

Learn more:
CountHerIn.org
#CountHerIn



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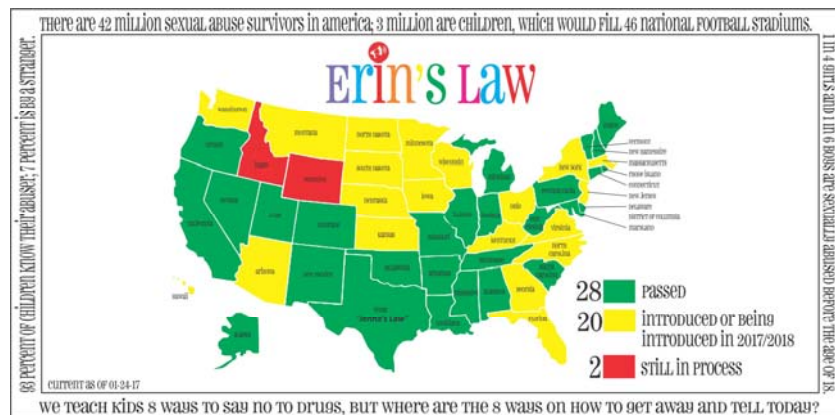
Oregon's Policy Framework

Healthy Teen Relationships Act (House Bill 4077)	Each School district shall adopt a policy that establishes procedures for school employees to respond to incidents of teen dating violence.	Incorporates age appropriate education about teen dating violence into new or existing training programs for students in grades 7 through 12 and school employees
Erin's Law: Child Sex Abuse Prevention (Senate Bill 856)	Each school district board shall adopt a child sexual abuse prevention instructional program for students K through 12 as well as professional training for school personnel.	A minimum of four instructional sessions per school year with each year's instruction building on the previous year's instruction, that is developmentally appropriate and culturally sensitive.
Human Sexuality Education (OAR Rule 581-022-1440)	Each school district shall teach an age-appropriate, comprehensive plan of instruction focusing on human sexuality education, in 6th through 12th grades as an integral part of health education and other subjects.	The comprehensive plan of instruction shall include information that aligns with the Oregon Health Education Content Standards and Benchmarks.



13

Where is Erin's Law?



Erin's Law? Tell me more...

Erin's Law is named after childhood sexual assault survivor, author, speaker and activist Erin Merryn, who is the founder and President of Erin's Law. After Erin introduced the legislation in her home state of Illinois, the bill was named "Erin's Law" after her by legislators.

Erin's Law requires that all public schools in each state implement a prevention-oriented child sexual abuse program which teaches:

- 1) **Students** in PreK-12th grade learn age-appropriate techniques to recognize child sexual abuse and tell a trusted adult
- 2) **School personnel** are trained about child sexual abuse
- 3) **Parents** and guardians are also trained regarding the warning signs of child sexual abuse, plus needed assistance, referral or resource information to support sexually abused children and their families



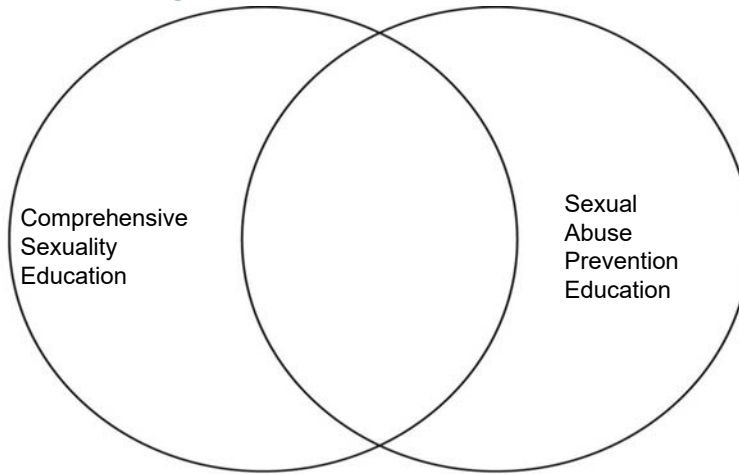
Sexual Abuse/Violence Prevention (SVP)

- ODE partnered with over 20 violence prevention experts to develop guidance for schools on how best to implement SB 856.

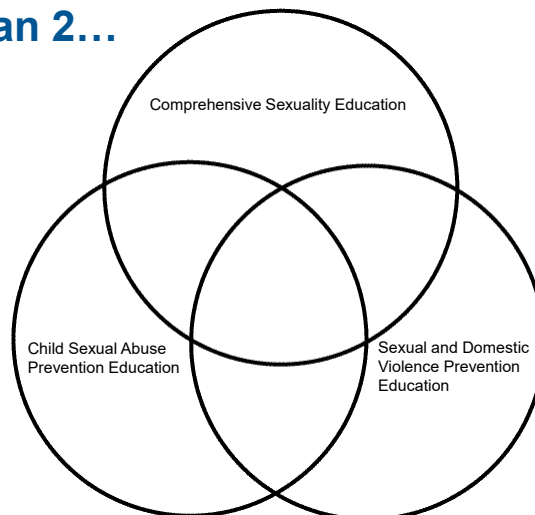
1. Recognized that sexual health promotion is sexual violence prevention
2. Sexual violence prevention must be integrated into health education (and not stand alone)
3. Drafted guidance (administrators, teachers, and parents)
4. Predicts an increase in student sex abuse/violence disclosures and that districts must develop trauma informed reporting procedures



Connecting the dots...



More than 2...



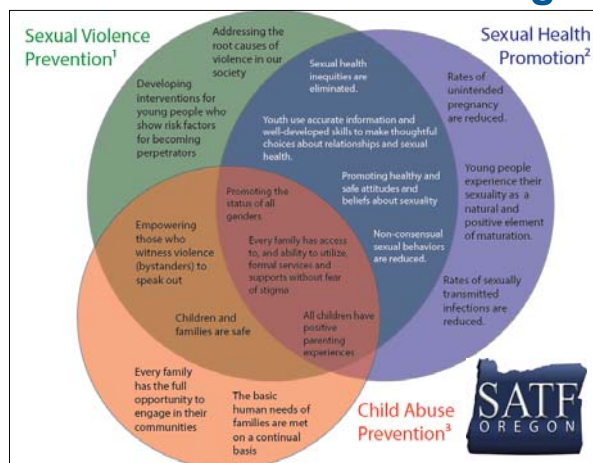
In Your Setting...

With an Elbow Partner:

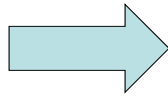
- What does this look like for you in your role?
- What do you need?
- What is missing?



Connecting Goals and Strategies of Violence Prevention in Oregon



From the Centers for Disease Control (CDC):



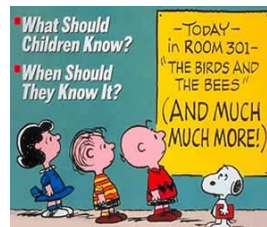
STOP SV		
	Strategy	Approach
S	Promote Social Norms that Protect Against Violence	<ul style="list-style-type: none"> • Bystander approaches • Mobilizing men and boys as allies
T	Teach Skills to Prevent Sexual Violence	<ul style="list-style-type: none"> • Social-emotional learning • Teaching healthy, safe dating and intimate relationship skills to adolescents • Promoting healthy sexuality • Empowerment-based training
O	Provide Opportunities to Empower and Support Girls and Women	<ul style="list-style-type: none"> • Strengthening economic supports for women and families • Strengthening leadership and opportunities for girls
P	Create Protective Environments	<ul style="list-style-type: none"> • Improving safety and monitoring in schools • Establishing and consistently applying workplace policies • Addressing community-level risks through environmental approaches
SV	Support Victims/Survivors to Lessen Harms	<ul style="list-style-type: none"> • Victim-centered services • Treatment for victims of SV • Treatment for at-risk children and families to prevent problem behavior including sex offending



CSE/SVP... It is the Law!

Each school district shall teach an age-appropriate, comprehensive plan of instruction focusing on human sexuality education, HIV/AIDS and sexually transmitted disease prevention in elementary and secondary schools as an integral part of health education and other subjects.

-OAR 581-022-1440



8/29/2016

OAR 581-022-1440

- Abstinence is to be stressed, **but not to the exclusion** of contraceptives and condoms. . . while not devaluing, ignoring or stigmatizing those students who have had or are having sexual relationships.
- Course material and instruction shall enhance students' understanding of sexuality as a **normal and healthy** aspect of human development.
- **Each school district shall provide an age-appropriate, comprehensive plan of instructional for students in kindergarten through grade 12 as defined in subsection (9)**
- The human sexuality education comprehensive plan shall provide instruction at least annually, for all students grades 6-8 and at least twice during grades 9-12. . . .



03/22/17

CSE Plan of Instruction

K-12 Comprehensive Plan of Instruction shall:

- (a) Promote abstinence
- (a) Discusses responsible sexual behaviors and hygienic practices which may reduce eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;
- Can't be "shame or fear based"
- (q) Use [culturally] inclusive materials, language, and strategies that recognizes different sexual orientations, gender identities and gender expression;
- (g) Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;



Plan Requirements (Cont.)

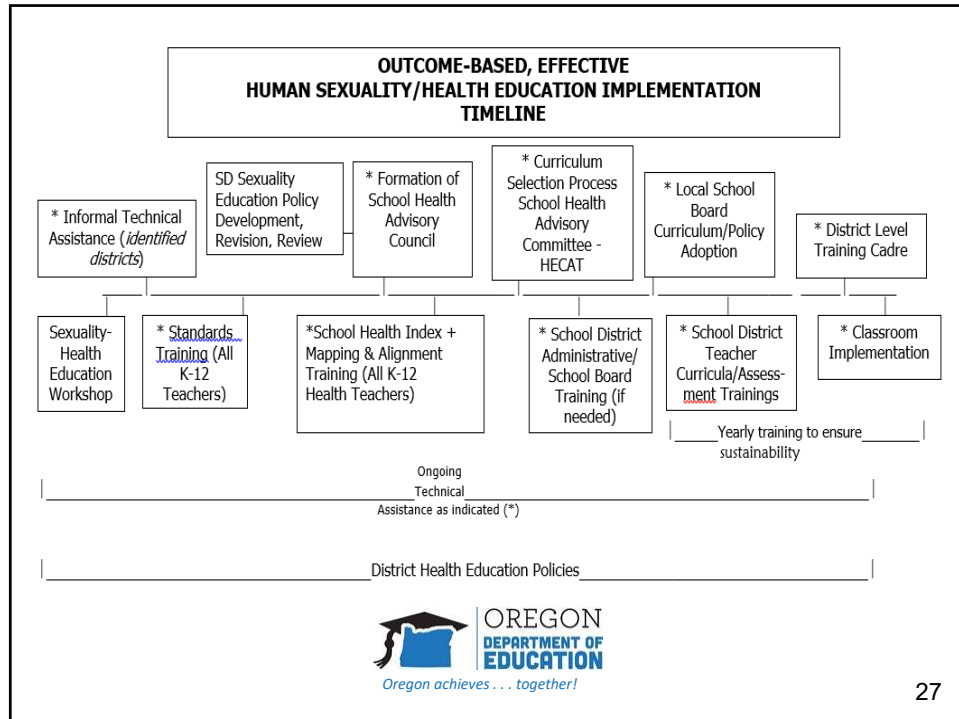
- (l) Encourages positive family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;
- (m) Teaches that no form of sexual expression, or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;
- (n) 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;
- (o) Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;



“Each school district shall provide an age-appropriate, comprehensive plan of instruction for students in kindergarten through grade 12 . . .”

- Must be approved by school district board every two years
- Serves as the foundation of curriculum selection and instructional design
- Outlines mapping and alignment
- References and aligns with district policies related to CSE, equity, and ???
- Developed with input from a broad selection of stakeholders including: District administration, teachers, students and families, community organizations, ???





New Health Standards

- State Board of Education adopted new health standards (12/8/16)
- Health Standards are now grade specific!
- Align with ORS/OARs as well as National Standards
- Health Standards integrate new sexual abuse prevention requirements



Health Standards

- HE.1.K.4 Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people
- HE.1.K.10 Recognize everyone has the right to say who touches their body, when and how
- HE.3.3.5 Recognize 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.3.3.7 Recognize sources of support, such as parents or other trusted adults, including school staff; they can tell if they are experiencing sexual abuse
- HE.2.5.9 Discuss potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries
- HE.3.5.7 Discuss the sources of support, such as parents or other trusted adults, they can talk to about healthy and unhealthy relationships



New Standards

PROMOTION OF SEXUAL HEALTH:

- Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity. (6-8)



- Explain that there are many ways to express gender. (K-2)

- Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender. (3-5)

- Advocate for school policies and programs that promote dignity and respect for all. (6-8)



New: Sex Abuse Prevention

- 9) As part of the comprehensive plan of human sexuality instruction, each school district shall provide child sexual abuse prevention instruction from kindergarten through grade 12. School Districts must provide a minimum of four instructional sessions per year. One instructional session is equal to one standard class period.

Note:

- Integrated with CSE plan
- 4 sessions (equal to or greater than a class period)
- Kindergarten through grade 12



School Response

- We expect an increase of student disclosure as a result of increased prevention instruction
- What is your district policy related to responding to a student(s) disclosure?
- Do you have a response team and who is included:
 - Teachers
 - Counselor
 - Social worker
 - Administration
 - Non-district staff? What about privacy?
- See Trauma Informed Mandatory Reporting handout



“What to Do”

- Create privacy and safety
- Be calm and re-assuring
- Give student lots of positive feedback
- Avoid asking about details of the event
- Ask about adult support
- Allow student to make any decisions you can
- Ask student if they have any worries about you talking with other people



“What Not to Do!”

- Make contact with the child’s parent(s)
- Ask student why she/he didn’t tell earlier
- Ask what student did to try and stop it, or why he/she didn’t do something to stop the abuse
- Say negative things about the alleged offender or the parent(s)
- Act shocked or react emotionally
- Make promises about what will, or will not happen. If you don’t know, say so

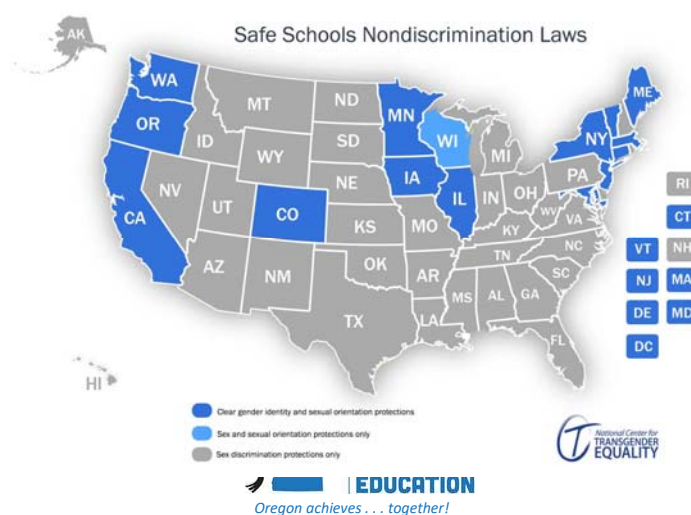


Oregon Equality Act

- The Oregon Equality Act of 2007 amended many statutes to prohibit discrimination on the basis of sexual orientation.
- **ORS 174.100** 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 behavior differs from that traditionally associated with the individual's sex at birth.
- This Act forbids discrimination based on sexual orientation in employment, housing, public accommodations, public meetings, public services, public education and foster homes.

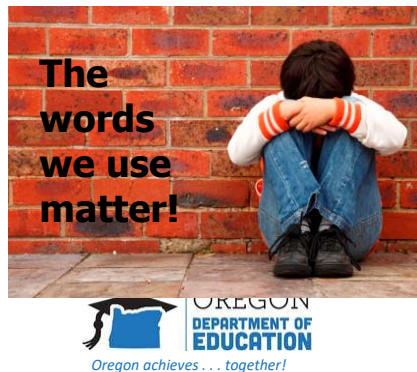


State Nondiscrimination Laws



Terminology

(h) "medically accurate" means information that is established through the use of the 'scientific method.' Results can be measured, quantified, and replicated to confirm accuracy, and are reported or recognized in peer-reviewed journals or other authoritative publications.



Oregon Law Summary

1. Oregon is 1 of 4 states in the United states that requires medically accurate, K-12 Comprehensive Sexuality Education. (Human Sexuality Education, OAR 581-022-1440)
2. Oregon is one of 16 states that specifically prohibits discrimination based on gender identity and sexual orientation.



Things to Keep in Mind

- Follow your institutions' guidelines and work with administration
- Work collectively
- Answer questions simply, using correct vocabulary
- Always encourage, when safe, to discuss their questions w/ their parents or other trusted adults
- Ensure instruction and activities are positive, inclusive, and accessible to all students



ODE Resources:

- OAR 581-022-1440
- SB 856 Info and FAQ
- Staff Tip Sheet
- Parent Tip Sheet
- K-12 Guidance
- Trauma Informed Mandatory Reporting



<http://www.oregon.gov/ode/students-and-family/healthsafety/Pages/SB-856,-Sex-Abuse-Prevention-Instruction.aspx>

References and Resources

- Erin's Law website <http://www.erinslaw.org>
- Oregon Youth Sexual Health Plan – 5 Year Update
<https://public.health.oregon.gov/HealthyPeopleFamilies/Youth/YouthSexualHealth/Documents/YHSP5YrUpdate.pdf>
- Nystrom RJ, Duke JEA, Victor B. Shifting the paradigm from teen pregnancy prevention to youth sexual health. Public Health Rep. 2013;128(Suppl 1):89–95.
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3562750/>
- Letourneau E. J., Eaton W. W., Bass J., Berlin F. S., Moore S. G. (2014). The need for a comprehensive public health approach to preventing child sexual abuse. Public Health Rep. 129, 222–228. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3982542/>
- Oregon Attorney General's Sexual Assault Task Force <http://oregonsatf.org/>



Questions?

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