

Healthy Teen Relationship Act Toolkit

A Local School District's Guide to
Teen Dating Violence Prevention





Dear School/Educational Professional:

The Oregon Coalition Against Domestic and Sexual Violence and members of the Healthy Teen Relationship Act Workgroup thank you for choosing to explore this Toolkit. The intent is to support Oregon’s local school districts with the implementation of the Healthy Teen Relationship Act, an initiative from House Bill 4077. The goal is to educate youth and young adults about healthy relationships.

Please direct feedback, training questions and technical assistance requests that are related to the Healthy Teen Toolkit to HTRA@ocadsv.org. We welcome your comments and/or questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Vanessa Timmons".

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The Oregon Coalition Against Domestic and Sexual Violence is a non-profit organization that was founded in 1978. The Coalition is made up of programs across the state of Oregon, who serve survivors of domestic and sexual violence. We view the commitment to social change as necessary to end violence against women and children, as well as to end oppression of all people. Our activities promote recognition of domestic and sexual violence, enhance systemic responses to survivors, their families and communities and support innovative approaches to preventing domestic and sexual violence.

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Introduction

The purpose of this Toolkit is to provide school districts with strategies for implementing the Healthy Teen Relationship Act and working with community-based organizations. The Healthy Teen Relationship Act, or Oregon House Bill 4077, was passed in January of 2013, and it **mandates** that each school district adopt a policy addressing teen dating violence.

This section provides definitions of “dating” or “dating relationship” and “teen dating violence,” as defined by Oregon House Bill 4077. Additionally, “healthy relationship” is defined, followed by a list of common barriers teens face when addressing teen dating violence.

“Dating” or “dating relationship” means an ongoing social relationship of a romantic or intimate nature between two persons. “‘Dating’ or ‘dating relationship’ does not include a casual relationship or ordinary fraternization between two persons in a business or social context.”

Teen dating violence is defined as “(a) a pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person where one or both persons are 13 to 19 years of age; or (b) behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.”

Teen dating violence represents a significant health problem with consequences for youth, families, communities, and schools. This form of violence can include physical, sexual, emotional, or financial abuse, as well as abuse of technology to harm and control a partner or date, and stalking. Dating does not have to include the presence of a sexual relationship for teen dating violence to occur.

A **healthy relationship** is one where each person feels a healthy sense of “self.” Each person feels respected when spending time with the other person, honors the other’s needs, and asks for help without fear of criticism.

Barriers for getting help can seem insurmountable to teens facing the trauma of dating violence. These barriers can include any combination of the following as well as many others not listed here.

- Fewer resources available, accessible and/or affordable than for adults facing similar trauma
- Lack of knowledge of resources
- Fear or anxiety of being in the same school or peer group as the perpetrator

- Fear of telling parents / guardians / authority
- Seeking help from peers who might not have adequate and / or accurate information
- Lack of social power
- Less relationship experience
- Teen relationships are not taken as seriously

National Prevalence of Teen Dating Violence

With permission from loveisrespect.org, included below is a compilation of statistics speaking to the prevalence and importance of addressing teen dating violence.

Too Common

- Nearly 1.5 million high school students nationwide experience physical abuse from a dating partner in a single year.¹
- One in three girls in the US is a victim of physical, emotional or verbal abuse from a dating partner, a figure that far exceeds rates of other types of youth violence.²
- One in ten high school students has been purposefully hit, slapped or physically hurt by a boyfriend or girlfriend.³
- One quarter of high school girls have been victims of physical or sexual abuse or date rape.⁴

Why Focus on Young People?

- Girls and young women between the ages of 16 and 24 experience the highest rate of intimate partner violence, almost triple the national average.⁵
- Violent behavior often begins between the ages of 12 and 18.⁶
- The severity of intimate partner violence is often greater in cases where the pattern of abuse was established in adolescence.⁷
- About 72% of eighth and ninth graders are 'dating.'⁸

Long-lasting Effects

- Violent relationships in adolescence can have serious ramifications by putting the victims at higher risk for substance abuse, eating disorders, risky sexual behavior and further domestic violence.⁹
- Being physically or sexually abused makes teen girls six times more likely to become pregnant and twice as likely to get a STI.¹⁰
- Half of youth who have been victims of both dating violence and rape attempt suicide, compared to 12.5% of non-abused girls and 5.4% of non-abused boys.¹¹

Lack of Awareness

- Only 33% of teens who were in an abusive relationship ever told anyone about the abuse.¹²
- Eighty one percent of parents believe teen dating violence is not an issue or admit they don't know if it's an issue.¹³
- A teen's confusion about the law and their desire for confidentiality are two of the most significant barriers stopping young victims of abuse from seeking help.¹⁴



Part A: Strategies

Strategy 1: Use Policy for Social Change

This section describes the Oregon Safe Schools Act and the Healthy Teen Relationship Act. (See Appendix C: Oregon Safe Schools Act.)

Oregon law requires school districts to take specific steps in order to create “safe and civil” environments where students can learn and achieve. In 2009, the Oregon Safe Schools Act (See Appendix C: Oregon Revised Statutes 339.351-364) mandated that every school district adopt a policy that prohibits harassment, intimidation, bullying, and cyber bullying. Starting on January 1, 2013, the Healthy Teen Relationship Act (See Appendix B: Oregon House Bill 4077/ Healthy Teen Relationship Act) expanded that requirement to include a prohibition of teen dating violence.

School boards must adopt a policy that states that teen dating violence is unacceptable and prohibited and that each student has a right to a safe learning environment. The policy must describe how school employees should respond when teen dating violence happens at school, on school grounds, in school vehicles, or at school-sponsored activities.

Instead of creating a separate policy, the Healthy Teen Relationship Act provisions should be part of the district’s policy related to harassment, bullying and similar offenses and the same person who is named to receive these reports will now also receive reports about teen dating violence. The district must notify students and parents/guardians about the policy.

In an effort to make implementation of the Healthy Teen Relationship Act more feasible for school districts, the Oregon Coalition Against Domestic and Sexual Violence created a sample School a policy with Oregon School Boards Association (see Appendix A for more information). Please feel free to download this sample policy and tailor it to fit the needs of your specific school district.

The Healthy Teen Relationship Act also requires that students in grades 7 through 12 and certain school employees receive education about teen dating violence. Oregon has strong and clear guidelines regarding the knowledge and skills students should be learning on the topic of healthy sexuality, including healthy dating relationships.

The proposed Oregon Administrative Rules on Sexuality Education (see Appendix D: OAR 581-022-1440) define a healthy relationship as **“one in which both people feel a healthy sense of ‘self.’ Each person feels harmonious when spending time with the other person. Two individuals try to meet each other’s needs, and each can ask for help without fear of criticism.”**

Violence-free school environments are not only the law they also support positive

outcomes for schools. The Centers for Disease Control and Prevention report, “Teens who are victims are more likely to be depressed and do poorly in school.”¹⁵

Adolescents and adults are often unaware that teens experience dating violence. In a nationwide survey, 9.4 percent of high school students report being hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend in the 12 months prior to the survey.¹⁶

About 1 in 5 women and nearly 1 in 7 men – who ever experienced rape, physical violence, and/or stalking by an intimate partner – first experienced some form of partner violence between 11 and 17 years of age. Other studies show the negative impact on learning that trauma causes for teens.

Middle school and high school students exposed to a traumatic event such as dating violence may feel any combination of feelings. For example, they may feel self-conscious about their emotional responses to the event(s). They often experience feelings of shame and guilt about the traumatic event and may express fantasies about revenge and retribution.

A traumatic event for adolescents may foster a radical shift in the way these students think about the world. Some of these adolescents may begin to engage in self-destructive or accident-prone behaviors, and reckless behaviors. There may be a shift in their interpersonal relationships with family members, teachers, and classmates. These students may show a change in their school performance, attendance, and behavior.

Students struggling with the physical, emotional, and psychological trauma of teen dating violence can experience school as an unsafe place, which creates barriers to focus on learning and academic success. Addressing teen dating violence in schools helps to support positive outcomes in school. See Appendix B for House Bill 4077, Chapter 69¹⁷ with new provisions relating to teen-dating violence.

Strategy 2: Oregon Health Education Standards and Benchmarks

The most valuable lessons introduced to students are those that are related to state standards. The Oregon Health Education Standards and Benchmarks are among the most progressive and comprehensive in the nation.

The Oregon Health Education Standards, adopted by the State Board of Education, include specific and age-appropriate information about engaging students in learning about healthy relationships. Part of encouraging healthy relationships is ensuring that school districts and administrators take clear, decisive and legally required action to

assure safe and respectful learning environments.¹⁸

The full list of benchmarks, can be found two different ways:

Visit www.ode.state.or.us website and type “Health” in search window

- Choose link: Health-ODE Dev server
- Scroll down to red ribbon icon: Sexuality Education
- Scroll down and choose link: Oregon Health Education Standards and Benchmarks

Or visit this link: <http://www.ode.state.or.us/search/page/?=3813>

- What to look for on documents:
- Promotion of Mental, Social, and Emotional Health
- Promotion of Sexual Health

*All writing in red reflects the most recent provisions made in October 2012.

Strategy 3: Recommendations from Oregon Youth

From March 2011-June 2011, the Oregon Health Authority conducted a project titled Comprehensive Sexuality Education Assessment 2012. This assessment’s goal was to evaluate “how high schools and their teachers are responding to the Human Sexuality Education law.”¹⁹ The assessment “included a survey to high school health teachers, focus groups with high school students, and surveys sent to community based organizations and county health departments.”¹⁹ Below you will find some excerpts from the focus groups findings regarding student’s education on relationships and sexual violence:

- **Adequate time:** Students want more time spent on sexuality education because they find it interesting and feel that it is important.
- **Create a comfortable and engaging space:** Students had many suggestions about how to create an environment which is conducive to learning, including increasing teacher comfort in the topic, inviting guest speakers, incorporating interactive lessons which use games or realistic scenarios, and using question boxes so that youth can get information when they do not feel comfortable asking questions in class.
- **Relevant content:** Movies should be up-to-date and a lesson or discussion should follow, so that topics brought up in the video can be addressed. Lessons should be inclusive of all types of relationships (including same-sex relationships), as well as age-appropriate relationship information.

- **Non-judgmental, positive, clear messaging:** Messages about sex and consequences should be fact-based, and not include messaging which is intended to scare or shame students.
- **Training for teachers:** Students felt teachers should receive training to teach sexuality education, and wanted consistency between teachers in terms of topics and teaching methods.
- **Involve parents:** Some participants felt that parents should be given more information on what was taught in class, and how to talk to youth about issues related to sexuality and relationships.
- **Provide resources:** Students wanted information on where to go if they or someone else has experienced sexual assault or is in an unhealthy relationship. They also wanted there to be counselors or trained, safe adults to be available to talk to in the school. Many participants mentioned that counselors at their school were too busy with scheduling or paperwork to meet with students.
- **Healthy relationships:** Students felt necessary healthy relationships topics were: communication, trust, respect for self and others, self-esteem, as well as physical and emotional boundaries. They also wanted teachers to include information and examples of good and healthy relationships and not to focus only on unhealthy relationships. Participants also thought it was important to know how to end relationships in a safe and healthy way.
- **Sexuality:** Students overwhelmingly wanted more information about sexual orientation and gender identities, and felt that it should be a mandatory part of health education. They also wanted tolerance and respect for others to be taught in health class, as they felt that it would decrease homophobia and harassment.

Strategy 4: Partner with Domestic and Sexual Violence Advocates

Oregon has 52 community-based nonprofit domestic and sexual violence programs across the state. These programs provide services that may include a 24-hour crisis line, transitional housing, shelter, support groups, community-based advocacy, or culturally-specific programming. These programs have a long history of providing local leadership to address unmet community needs and services for domestic violence survivors and their families.

In order to best meet the new requirements, who are the people that will be needed in

the classroom? As we look at the task at hand there is a need for someone who knows prevention and can speak to healthy relationships. Some teachers may be familiar with relevant curricula, however, creating a partnership with a local agency that already provides prevention education and has a curriculum is another option. There is also a need for someone who can support and counsel those students who have already experienced violence or who may currently be in a violent relationship, and a local program may be able to provide this expertise.

OCADSV and our state partners believe that the best model is one that is aligned with the requirements and integrates the local community domestic and sexual violence agencies to best support schools and students.

Local domestic violence programs have extensive training that includes safety planning, risk assessment, and legal resources, and they work with victims/survivors of domestic and sexual violence through a trauma-informed lens. Oregon’s advocates are also engaged in prevention of violence and can assist educators in their curriculum development.

The Oregon Health Authority, Comprehensive Sexuality Education Assessment found students could not always recall receiving resources on abusive relationships in class.¹⁹ While some classes were given specific information about persons or places they could turn to (e.g. call a hotline, go to the police), some youth could not remember receiving information on how to deal with the situation of being in, or knowing someone who was in, an abusive relationship.¹⁹

*Didn’t we get a card? I think that one of my cousins goes to XX high school, and they had this program and they gave them a card that had a list of hotlines—suicide hotline, domestic violence hotline—just to get help in general. But...I don’t think we got a card in this high school.*¹⁹

Most students had places that they would refer their friend to if they had experienced sexual assault, which included their local DV/SA organization, their School Based Health Center, the hospital, the police, and Planned Parenthood.¹⁹ A few students, however, did not feel that they had enough information, and would like the school to post information on resources for sexual assault or be given information in class.¹⁹

Strategy 5: Recommendations for Schools Working with Community-Based Domestic and Sexual Violence Organizations

1. Identify how the school district could benefit by collaboration with the community organization: improved student academic outcomes, improved student attendance and school engagement, training for education, consultation for teachers regarding teen-dating violence, greater teacher job

satisfaction, increased family involvement, more supportive school climate and culture, improved compatibility and coordination between educational and student safety approaches.²⁰

2. Share these tools for reaching common goals: your school improvement plan, demographic information about your school and district, artifacts (such as school newsletters), specific learning goals for students, curriculum plans.²¹
3. Determine the population served by the community organization. Based on their funding source, organizations typically have a specific population they serve often within a definite geographical area.
4. Like schools, community organizations are typically data-driven based on funding sources that prefer strategies and interventions that are evidence-evidence based.
5. Consult staff of the organization to determine common goals and how duplication of effort can be avoided.
6. Talk with staff of the organization to determine which, if any, coalitions and networks are in place to support common goals and assign staff to participate accordingly.
7. Collaborate with community-based organizations to allow students to fulfill their need for volunteer service as well as participate in related internships and practicums.
8. Educate community organizations about how they can participate as a site for service learning projects.
9. Consult the community organization to determine if a memorandum of understanding would be mutually beneficial in formalizing the relationship.



Part B: Resources

These resource materials include resources for prevention of teen dating violence, and resources for capacity building and support.

Statewide Community-Based Domestic and Sexual Violence Organizations

For reference, below is a table with business phone and website information for all of the community-based domestic and sexual violence organizations, organized by county. The Oregon Coalition Against Domestic & Sexual Violence provides this information in an interactive map at www.ocadsv.org.

County	Business Phone	Website
Baker		
MayDay, Inc.	541-523-9472	http://www.maydayinc.net
Benton		
Center Against Rape and Domestic Violence (CARDV)	541-758-0219	http://cardvservices.org/
Clackamas		
Bradley Angle	503-232-1528	http://www.bradleyangle.org/
Clackamas Women’s Services	503-722-2366	http://www.cwsor.org/
Domestic Violence Resource Center	503-640-5352	http://www.dvrc-or.org/
El Programa Hispano - Project UNICA	503-699-8350	http://www.catholiccharitiesoregon.org/latino_services_unica.asp
Immigrant & Refugee Community Organization (IRCO) - Refugee and Immigrant Family Strengthening	503-234-1541	http://www.irco.org/
Listen to Kids	503-280-1388	http://impactnw.org/
Native American Family Healing Circle	503-288-8177	http://www.nayapdx.org/

County	Business Phone	Website
Clackamas		
Portland Women’s Crisis Line	503-232-9751	http://www.pwcl.org/
Raphael House of Portland	503-222-6507	http://www.rafaelhouse.com/
Russian Oregon Social Services (ROSS)	503-777-3437	http://www.emoregon.org/ross_domestic.php
SAFE of Columbia County	503-397-7110	http://www.safeofcolumbiacounty.org/
Sexual Assault Resource Center	503-626-9100	http://www.sarcoregon.org/
South Asian Women’s Empowerment & Resource Center (SAWERA)	503-641-2425	http://www.sawera.org/
Volunteers of America-Home Free	503-239-3929	http://www.voaor.org/Learn-About-our-Services/Children-and-Family-Services/Home-Free
West Women & Children’s Shelter	503-224-7718	http://www1.usw.salvationarmy.org/usw/www_usw_cascade.nsf/vw-dynamic-arrays/
Clatsop		
Clatsop County Women’s Resource Center	503-325-4962	http://www.ccwrc.net/
SAFE of Columbia County	503-397-7110	http://www.safeofcolumbiacounty.org/
Columbia		
SAFE of Columbia County	503-397-7110	http://www.safeofcolumbiacounty.org/
Coos		
Women’s Safety & Resource Center	541-888-1048	http://www.womensafety.org/

County	Business Phone	Website
Crook		
Saving Grace	541-382-9227	http://www.saving-grace.org/
Curry		
Oasis Shelter Home	541-247-0607	http://www.oasisshelterhome.org/
Deschutes		
Saving Grace	541-382-9227	http://www.saving-grace.org/
Douglas		
Battered Persons' Advocacy	541-957-0288	http://www.peaceathome.com/
Gilliam		
HAVEN From Domestic Violence	541-296-1662	http://www.haventhedalles.org/
Grant		
Heart of Grant County	541-575-4335	http://heartofgrantcounty.org/
Harney		
Harney Helping Organization for Personal Emergencies (HHOPE)	541-573-2726	http://www.hhope.org/
Hood River		
Helping Hands Against Violence, Inc.	541-386-4808	http://www.helpinghandsoregon.com/
Jackson		
Community Works/ Dunn House & Sexual Assault Victim Services	541-779-2393	http://www.community-works.org/

County	Business Phone	Website
Jefferson		
Saving Grace	541-382-9227	http://www.saving-grace.org/
Josephine		
Illinois Valley Safe House Alliance	541-592-5332	http://www.ivsha.org/
Women's Crisis Support Team	541-476-3877	http://www.wcstjoco.org/
Klamath		
Klamath Crisis Center	541-850-8939	http://klamathcrisiscenter.org/
Lake		
Lake County Crisis Center	541-947-2498	http://lakecountycrisiscenter.org/
New Beginnings Intervention Center	541-576-3009	http://www.newbeginningsinterventioncenter.org/
Lane		
Sexual Assault Support Services (SASS)	541-484-9791	http://sass-lane.org/
Siuslaw Outreach Area Women's Center	541-997-2816	
Womenspace	541-485-8232	http://www.womenspaceinc.org/
Lincoln		
My Sisters' Place	541-574-9424	http://www.mysistersplace.us/
Linn		
Canyon Crisis Center	503-897-2327	
Center Against Rape and Domestic Violence (CARDV)	541-758-0219	http://cardvservices.org/
Malheur		
Project Dove	541-889-6316	http://blog.projectdoveor.org/

County	Business Phone	Website
Marion		
Canyon Crisis Center	503-897-2327	
Mid-Valley Women's Crisis Service	503-378-1572	http://www.mvwcs.com/
Morrow		
Domestic Violence Services	541-276-3322	http://www.domesticviolenceservices-or.org/
Multnomah		
Bradley Angle	503-232-1528	http://www.bradleyangle.org/
Clackamas Women's Services	503-722-2366	http://www.cwsor.org/
Domestic Violence Resource Center	503-640-5352	http://www.dvrc-or.org/
El Programa Hispano - Project UNICA	503-699-8350	http://www.catholiccharitiesoregon.org/latino_services_unica.asp
Immigrant & Refugee Community Organization (IRCO) - Refugee and Immigrant Family Strengthening	503-234-1541	http://www.irco.org/
Listen to Kids	503-280-1388	http://impactnw.org/
Los Ninos Cuentan	503-933-7840	http://www.losninoscuentan.org/contactus.html
Native American Family Healing Circle	503-288-8177	http://www.nayapdx.org/
Portland Women's Crisis Line	503-232-9751	http://www.pwcl.org/
Raphael House of Portland	503-222-6507	http://www.raaphaelhouse.com/
Russian Oregon Social Services (ROSS)	503-777-3437	http://www.emoregon.org/ross_domestic.php
SAFE of Columbia County	503-397-7110	http://www.safeofcolumbiacounty.org/
Self Enhancement, Inc.- Domestic Violence Program	503-285-0439	http://www.selfenhancement.org/Domestic%20Violence.asp

County	Business Phone	Website
Multnomah		
Sexual Assault Resource Center	503-626-9100	http://www.sarcoregon.org/
South Asian Women's Empowerment & Resource Center (SAWERA)	503-641-2425	http://www.sawera.org/
The Gateway Center	503-988-6400	http://www.portlandonline.com/gatewaycenter/
Volunteers of America-Home Free	503-239-3929	http://www.voaor.org/Learn-About-our-Services/Children-and-Family-Services/Home-Free
West Women & Children's Shelter	503-224-7718	http://www1.usw.salvationarmy.org/usw/www_usw_cascade.nsf/vw-dynamic-arrays/EAC2813C243713B180256EF4005F2359
Polk		
SABLE House	503-623-6703	http://www.sablehouse.org/
Sherman		
HAVEN From Domestic Violence	541-296-1662	http://www.haventhedalles.org/
Tillamook		
Tillamook County Women's Resource Center	503-842-5168	http://tcwrc.net/
Umatilla		
Confederated Tribes of Umatilla Indian Reservation Family Violence Services	541-276-7011	
Domestic Violence Services	541-276-3322	http://www.domesticviolenceservices-or.org/

County	Business Phone	Website
Union		
Shelter From the Storm	541-963-7226	https://www.facebook.com/pages/Shelter-From-the-Storm/200466553664
Wallowa		
Safe Harbors	541-426-4004	http://www.wcsafeharbors.com/
Wasco		
HAVEN From Domestic Violence	541-296-1662	http://www.haventhedalles.org/
Washington		
Bradley Angle	503-232-1528	http://www.bradleyangle.org/
Clackamas Women's Services	503-722-2366	http://www.cwsor.org/
Domestic Violence Resource Center	503-640-5352	http://www.dvrc-or.org/
El Programa Hispano - Project UNICA	503-699-8350	http://www.catholiccharitiesoregon.org/latino_services_unica.asp
Immigrant & Refugee Community Organization (IRCO) - Refugee and Immigrant Family Strengthening	503-234-1541	http://www.irco.org/
Listen to Kids	503-280-1388	http://impactnw.org/
Native American Family Healing Circle	503-288-8177	http://www.nayapdx.org/
Portland Women's Crisis Line	503-232-9751	http://www.pwcl.org/
Raphael House of Portland	503-222-6507	http://www.raphaelhouse.com/
Russian Oregon Social Services (ROSS)	503-777-3437	http://www.emoregon.org/ross_domestic.php
SAFE of Columbia County	503-397-7110	http://www.safeofcolumbiacounty.org/
Sexual Assault Resource Center	503-626-9100	http://www.sarcoregon.org/

County	Business Phone	Website
Washington		
South Asian Women's Empowerment & Resource Center (SAWERA)	503-641-2425	http://www.sawera.org/
Volunteers of America-Home Free	503-239-3929	http://www.voaor.org/Learn-About-our-Services/Children-and-Family-Services/Home-Free
West Women & Children's Shelter	503-224-7718	http://www1.usw.salvationarmy.org/usw/www_usw_cascade.nsf/vw-dynamic-arrays/EAC2813C243713B180256EF4005F2359
Wheeler		
HAVEN From Domestic Violence	541-296-1662	http://www.haventhedalles.org/
Yamhill		
Henderson House	503-472-0244	http://www.hendersonhouse.org/



Resources for Prevention of Teen Dating Violence

The following resources – listed alphabetically by title – are available in various types of media.

CAstand2gether: By teens 4 teens: Stand2gether is a movement of youth who unite for care, respect, love and trust in dating relationships. Across California, we are leading, organizing, and sharing our experiences. Join us and connect to a better future for all teens! <http://www.stand2gether.com/>

Choose Respect (video) is available at <http://www.youtube.com/watch?v=BStqosE2nC0>

Fact Sheets: <http://www.startstrongteens.org/resources>

- Teen Dating Violence. What is it?
- The Facts on Tweens and Teens and Dating Violence
- The Connection Between Teen Dating Violence and Unhealthy Behaviors
- Emerging Issues Facing Tweens and Teens
- Recognizing Teen Dating Abuse
- Creating a Teen Safety Plan

Helping Teens Stop Violence: A Practical Guide for Counselors, Educators, and Parents (book) by Allan Creighton with Paul Kivel

Helping Teens Stop Violence, Build Community, and Stand for Justice (book) by Allan Creighton with Paul Kivel.

One Student is a non-profit organization that “provides cutting edge programs, resources and opportunities that engage students to create social change to reduce sexual violence.” They provides students and their allies with programs, resources and opportunities to address sexual violence.

<http://onestudent.org/>

<http://www.youaretheonefilm.org/> Trailer for film

Safe Schools Toolkit: This was developed by Safe Schools for All Youth Coalition of Oregon <http://www.oregonsafeschools.org/documents/safeschoolstoolkit.pdf>

Youth over Violence states, “We are very aware that youth are a serious and concerned group who have inherited, not invented violence. Youth are capable of creating violence-free relationships for themselves and their communities.”

<http://youthoverviolence.org/>

This is a program of Peace Over Violence: <http://peaceoverviolence.org/>

Resource List for Capacity-Building and Support

Listed alphabetically below are selected resources that can provide strategies and other ideas for capacity-building and support.

Center for Healthy Teen Relationships hosts Love What’s Real at www.lovewhatsreal.com

Dating Matters is “a free, online course available to educator, school personnel, youth leaders, and others working to improve the health of teens. It features interviews with leading experts, dynamic graphics and interactive exercises, and compelling storytelling to describe what teen dating violence is and how to prevent it.” <http://www.vetoviolence.org/datingmatters>

Education Northwest delivers technical assistance to school districts. In one of their documents, they addressed “Constructing School Partnerships with Families and Community Groups” which is available online at <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa400.htm>.

Futures Without Violence states, “Everyone has the right to live free of violence. Futures Without Violence, formerly Family Violence Prevention Fund, works to prevent and end violence against women and children around the world.” www.futureswithoutviolence.org

National Network of Partnership Schools of Johns Hopkins University, provides technical assistance to schools and community organizations including information about “School, Family, and Community Partnerships: Your Handbook for Action, Third Edition,” available at <http://www.csos.jhu.edu/p2000/publications/manual.htm>.

Start Strong: Building Healthy Teen Relationships (Start Strong) is the largest initiative ever funded to prevent teen dating violence and abuse by teaching 11- to 14-year-olds about healthy relationships. This innovative approach to prevention is rallying entire communities to promote healthy relationships and prevent teen dating violence in middle schools. www.startstrongteens.com

Teen Dating Violence Awareness Month is in February. “Break the Cycle” hosts information about the month and events around the country. www.teenDVmonth.org.

That’s Not Cool focuses on social media and how a teen can respond to someone who is controlling, disrespecting or pressuring them. www.thatnotcool.com

Appendices

Appendix A: Sample Policies

Oregon School Boards Association
Selected Sample Policy

Code: **JFCF**
Adopted:

**Harassment/Intimidation/Bullying/Cyberbullying/
Teen Dating Violence – Student ** (Version 1)**

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

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

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

The [principal] and the superintendent is responsible for ensuring that this policy is implemented.

Definitions

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

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

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

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

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation¹, national origin, marital status, familial status, source of income or disability.

“Teen dating violence” means:

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

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

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

¹“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual’s sex at birth.

Reporting

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

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

This report may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

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

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

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

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

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

The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student or employee handbook, school and district website, and school and district office [and the development of administrative regulations, including reporting and investigative procedures]. [Complaint procedures, as established by the district, shall be followed.]

END OF POLICY

Legal Reference(s):		
ORS 163.190	ORS 339.240	OAR 581-021-0046
ORS 166.065	ORS 339.250	OAR 581-021-0055
ORS 166.155 to-166.165	ORS 339.254	OAR 581-022-1140
ORS 174.100(6)	ORS 339.351 to-339.364	
ORS 332.072		HB 4077 (2012)
ORS 332.107	OAR 581-021-0045	SB 1555 (2012)
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).		
R5/23/12 RS		

Harassment/Intimidation/Bullying/Cyberbullying/
Teen Dating Violence Complaint Procedures – Student (Version 1)

[Employee position title(s)] has/have responsibility for investigations concerning harassment, intimidation or bullying, acts of cyberbullying and incidents of teen dating violence. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

All complaints will be investigated in accordance with the following procedures:

- Step 1

Any harassment, intimidation or bullying, acts of cyberbullying and incidents of teen dating violence information (complaints, rumors, etc.) shall be presented to the [employee position title]. Complaints against the principal shall be filed with the superintendent. Complaints against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.
- Step 2

The district official receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within [five] working days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The district official(s) conducting the investigation shall notify the complainant and parents as appropriate, [in writing,] when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

[A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.]
- Step 3

If the complainant is not satisfied with the decision at Step 2, he/she may submit a written appeal to the superintendent or designee. Such appeal must be filed within [10] working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant’s appeal within [10] working days.
- [Step 4]

If the complainant is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within [10] working days after receipt of the Step 3 decision. The Board shall, within [20] working days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The Board shall provide a written decision to the complainant within [10] working days following completion of the hearing.]

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Documentation related to the incident may be maintained as a part of the student’s education records. [Additionally, a copy of all harassment, intimidation or bullying, acts of cyberbullying and incidents of teen dating violence complaints and documentation will be maintained as a confidential file in the district office.]

R5/23/12 | RS

CHAPTER 69

AN ACT

HB 4077

Relating to teen dating violence; creating new provisions; and amending ORS 147.450, 147.453, 409.290 and 409.292.

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) As used in this section:

(a) “Dating” or “dating relationship” means an ongoing social relationship of a romantic or intimate nature between two persons. “Dating” or “dating relationship” does not include a casual relationship or ordinary fraternization between two persons in a business or social context.

(b) “Teen dating violence” means:

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

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

(2) Each school district board shall adopt a policy that:

(a) States that teen dating violence is unacceptable and is prohibited and that each student has the right to a safe learning environment;

(b) Incorporates age-appropriate education about teen dating violence into new or existing training programs for students in grades 7 through 12 and school employees as recommended by the school officials identified under paragraph (d) of this subsection;

(c) Establishes procedures for the manner in which employees of a school are to respond to incidents of teen dating violence that take place at the school, on school grounds, at school-sponsored activities or in vehicles used for school-provided transportation;

(d) Identifies by job title the school officials who are responsible for receiving reports related to teen dating violence, which shall be the same school officials identified in the policy adopted by a school district under ORS 339.356; and

(e) Notifies students and parents of the teen dating violence policy adopted by the board.

(3) The policy adopted under subsection (2) of this section must be included in and consistent with the policy adopted by a school district under ORS 339.356.

SECTION 2. ORS 147.450 is amended to read: 147.450. As used in ORS 147.450 to 147.471:

(1) “Domestic violence” has the meaning given that term in ORS 135.230 and includes teen dating violence.]; and]

(2) “Sexual assault” means any unwanted sexual contact as defined in ORS 163.305.

(3) “Teen dating violence” means:

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

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

SECTION 3. ORS 147.453 is amended to read:

147.453. There is established in the State Treasury, separate and distinct from the General Fund, the Oregon Domestic and Sexual Violence Services Fund. All moneys in the fund are continuously appropriated to the Department of Justice and shall be used by the department to carry out a program of domestic and sexual violence services that:

(1) Provides safety for and assists victims of domestic violence and sexual assault, promotes effective intervention and reduces the incidence of domestic violence and sexual assault;

(2) Advocates for victims and for domestic violence and sexual assault services; [and]

(3) Promotes and facilitates interagency and interdepartmental cooperation among state agencies, including the Department of Human Services, and among different levels of government in this state in the delivery and funding of services.]; and

(4) Encourages and supports services, programs and curricula to educate and inform students in grades 7 through 12 about teen dating violence, to provide assistance to victims of teen dating violence and to prevent and reduce the incidence of teen dating violence.

SECTION 4. ORS 409.290 is amended to read:

409.290. As used in ORS 409.290 to 409.300 unless the context requires otherwise:

(1) “Crisis line” means an emergency telephone service staffed by persons who are trained to provide emergency peer counseling, information, referral and advocacy to victims of [domestic] family or teen dating violence and their families.

(2) “Director” means the Director of Human Services.

(3) “Family violence” means the physical injury, sexual abuse or forced imprisonment, or threat thereof, of a person by another who is related by blood, marriage or intimate cohabitation at the present or has been related at some time in the past, to the extent that the person’s health or welfare is harmed or threatened thereby, as determined in accordance with rules prescribed by the director.

(4) “Safe house” means a place of temporary refuge, offered on an “as needed” basis to victims of [domestic] family violence and their families.

(5) “Shelter home” means a place of temporary refuge, offered on a 24-hour, seven-day per week basis to victims of [domestic] family violence and their children.

(6) “Teen dating violence” means:

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

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

SECTION 5. ORS 409.292 is amended to read:

409.292. (1) The Director of Human Services may make grants to and enter into contracts with non-profit private organizations or public agencies for programs and projects designed to prevent, identify and treat family and teen dating violence. Grants or contracts under this subsection may be:

(a) For the funding of shelter homes for spouses and children who are or have experienced family violence including acquisition and maintenance of shelter homes;

(b) For the funding of crisis lines providing services to victims of [domestic] family or teen dating violence and their families;

(c) For the funding of safe houses for victims of [domestic] family violence and their families; [and]

(d) For the funding of services, programs and curricula to educate and inform students in grades 7 through 12 about teen dating violence,

to provide assistance to victims of teen dating violence and to prevent and reduce the incidence of teen dating violence; and

[(d)] (e) For the development and establishment of programs for professional and paraprofessional personnel in the fields of social work, law enforcement, education, law, medicine and other relevant fields who are engaged in the field of the prevention, identification and treatment of family and teen dating violence and training programs in methods of preventing family and teen dating violence.

(2) The director shall not make a grant to any organization or agency under this section except on the condition that a local governmental unit or community organization provide matching moneys equal to 25 percent of the amount of the grant. The applying organization itself may contribute to or provide the required local matching funds. The value of in kind contributions and volunteer labor from the community may be computed and included as a part of the local matching requirement imposed by this subsection.

(3) Notwithstanding the provisions of ORS 192.001 to 192.170, 192.210 to 192.505 and 192.610 to 192.990:

(a) The director may by rule provide that the locations of premises utilized for shelter homes or other physical facilities in family violence programs and projects shall be kept confidential.

(b) All information maintained by the shelter home, safe house or crisis line relating to clients is confidential. However, crisis lines specifically funded to provide services for victims of child abuse are subject to the requirements of ORS 419B.005 to 419B.050. Except for the names of clients, necessary information may be disclosed to the director.

Approved by the Governor March 27, 2012

Filed in the office of Secretary of State March 27, 2012

Effective date January 1, 2013

CHAPTER 57

AN ACT

SB 1555

Relating to hostile education environments; creating new provisions; amending ORS 339.356, 339.359 and 339.362; and prescribing an effective date.
Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 339.356 is amended to read:
339.356. (1) Each school district shall adopt a policy prohibiting harassment, intimidation or bullying and prohibiting cyberbullying. School districts *[are encouraged to]* **shall** develop the policy after consultation with parents, guardians, school employees, volunteers, students, administrators and community representatives.
(2) School districts must include in the policy:
(a) A statement prohibiting harassment, intimidation or bullying and prohibiting cyberbullying.
(b) Definitions of “harassment,” “intimidation” or “bullying” and of “cyberbullying” that are consistent with ORS 339.351.
(c) Definitions of “protected class” that are consistent with ORS 174.100 and 339.351.
(d) A statement of the scope of the policy, including a notice that the policy applies to behavior at school-sponsored activities, on school-provided transportation and at any official school bus stop.
(e) A description of the type of behavior expected from each student.
[(f) A statement of the consequences and appropriate remedial action for a person who commits an act of harassment, intimidation or bullying or an act of cyberbullying.]
[(g)] (f) A procedure that is uniform throughout the school district for reporting an act of harassment, intimidation or bullying or an act of cyberbullying. A procedure established under this paragraph shall:
(A) Identify by job title the school officials responsible for receiving such a report at a school *[and shall]*.
(B) **Require a school employee to report an act of harassment, intimidation or bullying or an act of cyberbullying to a person identified under subparagraph (A) of this paragraph.**
(C) **Identify any remedial action that may be imposed on a school employee for failure to make a report as required by subparagraph (B) of this paragraph.**
(D) Allow a *[person]* **student or volunteer** to report an act of harassment, intimidation or bullying or an act of cyberbullying **voluntarily and anonymously to a person identified under subparagraph (A) of this paragraph.** Nothing in this *[paragraph]* **subparagraph** may be construed to permit *[formal disciplinary action]* **remedial action** solely on the basis of an anonymous report.
[(h)] (g) A procedure that is uniform throughout the school district for prompt investigation of a report of an act of harassment, intimidation or

bullying or an act of cyberbullying. A procedure established under this paragraph shall identify by job title the school officials responsible for investigating such a report.
[(i)] (h) A procedure by which a person may request a school district to review the actions of a school in responding to a report of an act of harassment, intimidation or bullying or an act of cyberbullying or investigating such a report.
[(j)] (i) A statement of the manner in which a school and a school district will respond after an act of harassment, intimidation or bullying or an act of cyberbullying is reported, investigated and confirmed.
[(k)] (j) A statement of the consequences and appropriate remedial action for a person found to have committed an act of harassment, intimidation or bullying or an act of cyberbullying.
[(L)] (k) A statement prohibiting reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying or an act of cyberbullying and stating the consequences and appropriate remedial action for a person who engages in such reprisal or retaliation.
[(m)] (L) A statement of the consequences and appropriate remedial action for a person found to have falsely accused another of having committed an act of harassment, intimidation or bullying or an act of cyberbullying as a means of reprisal or retaliation, as a means of harassment, intimidation or bullying or as a means of cyberbullying.
[(n)] (m) A statement of how the policy is to be publicized within the district. At a minimum, a school district shall make the policy:
(A) Annually available to parents, guardians, school employees and students in a student or employee handbook; and
(B) Readily available to parents, guardians, school employees, volunteers, students, administrators and community representatives at each school office or at the school district office and, if available, on the website for a school or the school district.
[(o)] (n) The identification by job title of school officials and school district officials responsible for ensuring that **the** policy is implemented.
(3) A school district that does not comply with the requirements of this section is considered non-standard under ORS 327.103.
SECTION 2. ORS 339.359 is amended to read:
339.359. (1) School districts *[are encouraged to]* **must** incorporate into existing training programs for students and school employees information related to:
(a) The prevention of, and the appropriate response to, acts of harassment, intimidation and bullying and acts of cyberbullying~~[,] and~~
(b) **The policy adopted under ORS 339.356.**
(2) School districts are encouraged to form task forces and to implement programs and other initiatives that are aimed at the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying and acts of cyberbullying and

that involve school employees, students, administrators, volunteers, parents, guardians, law enforcement and community representatives.
SECTION 3. ORS 339.362 is amended to read:
339.362. (1) A school employee, student or volunteer may not engage in reprisal or retaliation against a victim of, witness to or person with reliable information about an act of harassment, intimidation or bullying or an act of cyberbullying.
(2)(a) A school employee~~], student or volunteer]~~ who witnesses or has reliable information that a student has been subjected to an act of harassment, intimidation or bullying or an act of cyberbullying *[is encouraged to]* **must** report the act to the appropriate school official designated by the school district’s policy.
(b) **A student or volunteer who witnesses or has reliable information that a student has been subjected to an act of harassment, intimidation or bullying or an act of cyberbullying is encour-**

aged to report the act to the appropriate school official designated by the school district’s policy.
(3) A school employee who promptly reports an act of harassment, intimidation or bullying or an act of cyberbullying to the appropriate school official in compliance with the procedures set forth in the school district’s policy is immune from a cause of action for damages arising from any failure to remedy the reported act.
SECTION 4. The amendments to ORS 339.356, 339.359 and 339.362 by sections 1 to 3 of this 2012 Act first apply to the 2012-2013 school year.
SECTION 5. This 2012 Act takes effect on July 1, 2012.
Approved by the Governor March 16, 2012
Filed in the office of Secretary of State March 19, 2012
Effective date July 1, 2012

Appendix D: Oregon Administrative Rules 581-022-1440 Human Sexuality Education

(1) The following definitions apply to Oregon Administrative Rule 581-022-1440:

- (a) “Age-appropriate” means curricula designed to teach concepts, information, and skills based on the social, cognitive, emotional, experience and developmental level of students;
- (b) “Balanced” means instruction that provides information with the understanding of, and strength of the preponderance of evidence;
- (c) “Best practice” means a practice / curriculum that is based in proven theory and practices, and has some evidence of effectiveness, but has not specifically gone through a randomized controlled trial that is needed to become an evidence-based practice;
- (d) “Comprehensive plan of instruction” (as defined by Oregon education statutes) means k–12 programs that emphasize abstinence, but not to the exclusion of condom and contraceptive skills-based education. The human sexuality information provided is complete, balanced, and medically accurate. Opportunities are provided for young people to develop and understand their values, attitudes, beliefs and decisions about sexuality as a means of helping young people exercise responsibility regarding sexual relationships and sexual health decisions as further defined by subsections (2) and (3);
- (e) “Consensual” means the presence of a “yes” when “no” is a viable option;
- (f) “Culturally inclusive” means using materials and instruction strategies that respond to culturally diverse individuals, families, and communities in a respectful and effective manner;
- (g) “Gender expression” means how people express their gender based on mannerisms, dress, etc. A person’s gender expression / presentation may not always match their gender identity;
- (h) “Gender identity” means a person’s internal sense of being male, female or some other gender, regardless of whether the individual’s appearance, expression or behavior differs from that traditionally associated with the individual’s sex assigned at birth;
- (i) “Gender role” means the socially determined sets of behaviors assigned to

people based on their biological sex;

- (j) “Gender sensitive” means using materials and instruction strategies that are sensitive to individual’s similarities and differences regarding gender role, gender identity and / or sexual orientation;
- (k) “Healthy relationship” means one in which both people feel a healthy sense of “self”. Each person feels comfortable and safe when spending time with the other person. Two individuals try to meet each other’s needs, and each can ask for help and support, within and outside of the relationship without fear of criticism or harm;
- (l) “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;
- (m) “Non-consensual sexual behavior” means any sexual act that is inflicted upon a person who is unable to grant consent or that is unwanted and compelled through the use of physical force, manipulation, threats, or intimidation;
- (n) “Research-based” means intervention is based on theoretical approaches that have been shown through scientific evaluation to be effective in achieving the intended outcomes. Evaluation based on studies using scientifically based designs; results published in recognized, peer-reviewed journals;
- (o) “Sexual intercourse” means a type of sexual contact or activity involving one of the following:
 - (A) Vaginal sex;
 - (B) Oral sex; or
 - (C) Anal sex;
- (p) “Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or other romantic and / or sexual attraction;
- (q) “Shame or fear based” means terminology, activities, scenarios, context, language, and / or visual illustrations that are used to devalue, ignore, and / or disgrace students who have had or are having sexual relationships. Not all curricula or activities that describe risks of sexual activities can be considered “fear-based;”

- (r) “Skills-based” means instructional strategy that has students practice the desired skill; and
 - (s) “Student bystander behavior” means behaviors in which students who witness or learn about a peer’s harmful behaviors or attitudes intervene when it is safe to do so.
- (2) Each school district shall provide an age-appropriate, comprehensive plan of instruction focusing on human sexuality education, HIV / AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects. Course material and instruction for all human sexuality education courses that discuss human sexuality in public elementary and secondary schools shall enhance students’ understanding of sexuality as a normal and healthy aspect of human development. In addition, the HIV / AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students’ grades 6-8 and at least twice during grades 9–12.
 - (3) 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 shall develop the plan of instruction required by this rule, and in alignment with the Oregon Health Education Standards and Benchmarks, cooperatively.
 - (4) Local school boards shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective education strategies.
 - (5) Any parent may request that his/her child be excused from that portion of the instructional program required by this rule under the procedures set forth in ORS 336.035(2).
 - (6) The comprehensive plan of instruction shall include information that:
 - (a) Promotes abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults as the safest and mostly responsible sexual behavior to reduce the risk of unintended pregnancy and exposure to HIV, Hepatitis B/C and other sexually transmitted infectious diseases;
 - (b) Allays those fears concerning HIV that are scientifically groundless;
 - (c) Is balanced and medically accurate;

- (d) Provides balanced, accurate information, and skills-based instruction on the risks and benefits of contraceptives, condoms and other disease reduction measures which reduce the risk of unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;
- (e) Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;
- (f) Stresses the risks of contracting HIV, hepatitis B and C and other infectious diseases through sharing of needles or syringes for injecting illegal drugs and controlled substances;
- (g) Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;
- (h) Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. Students shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives, including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;
- (i) Stresses that HIV /STDs and hepatitis B/C can be possible hazards of sexual contact;
- (j) Provides students with information about Oregon laws that address young people’s rights and responsibilities relating to childbearing and parenting, and prevention of the spread of STDs, STIs, including testing for STDs, STIs, HIV and pregnancy;
- (k) Advises pupils of the circumstances in which it is unlawful under ORS 163.435 and 163.445 for persons 18 years of age or older to have sexual relations with persons younger than 18 years of age to whom they are not married;
- (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;
 - (p) Validates through course material and instruction the importance of honesty with oneself and others, respect for each person's dignity and well-being, and responsibility for one's actions;
 - (q) Uses inclusive materials, language, and strategies that recognizes different sexual orientations, gender identities and gender expression;
 - (r) Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and
 - (s) Is culturally inclusive.
- (7) The comprehensive plan of instruction shall emphasize skills-based instruction that:
- (a) Assists students to develop and practice effective communication skills, the development of self-esteem and the ability to resist peer and partner pressure;
 - (b) Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships, and sexual behaviors, including decisions to abstain from sexual intercourse;
 - (c) Enhances students' ability to access valid health information and resources related to their sexual health;
 - (d) Teaches how to develop and communicate relational, sexual and reproductive boundaries;
 - (e) Is research-based, evidence-based and/or best practice; and
 - (f) Aligns with the Oregon Health Education Content Standards and Benchmarks.

(8) All human sexuality education programs shall emphasize that abstinence from

sexual intercourse, when practiced consistently and correctly, is the only method that is 100 percent effective against unintended pregnancy, HIV infection (when transmitted sexually), hepatitis B/C infection, and other sexually transmitted infections and diseases. Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, sexually transmitted infections and diseases, and hepatitis B/C. Such courses are to acknowledge the value of abstinence while not devaluing, ignoring or stigmatizing those students who have had or are having sexual relationships. Further, sexuality education materials, instructional strategies, and activities must not, in any way, use shame or fear based tactics.

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

Stat. Auth.: ORS 326.051 Stats. Implemented: ORS 336.455 & 336.455
 Hist.: EB 18-1996, f. & cert. ef. 11-1-96; EB 2-1997, f. & cert. ef. 3-27-97; ODE 25-2002, f. & cert. ef. 11-15-02; ODE 15-2007, f. & cert. ef. 7-6-07; ODE 25-2009, f. & cert. ef. 12-10-09; ODE 10-2013, f. & cert. ef. 4-10-13

Appendix E: Oregon Revised Statute 336.455 Human sexuality education courses; criteria.

- (1) Each school district shall provide age-appropriate human sexuality education courses in all public elementary and secondary schools as an integral part of the health education curriculum.
- (2) Course material and instruction for all human sexuality education courses shall enhance students' understanding of sexuality as a normal and healthy aspect of human development. Course instruction shall:
 - (a) Be medically accurate.
 - (b) Be comprehensive.
 - (c) Include information about responsible sexual behaviors and hygienic practices that eliminate or reduce the risks of pregnancy and the risks of exposure to human immunodeficiency virus, hepatitis B, hepatitis C and other infectious or sexually transmitted diseases. Information about those risks shall be presented in a manner designed to allay fears concerning risks that are scientifically groundless.
 - (d) Promote abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults as the most effective way to prevent pregnancy and the transmission of sexually transmitted diseases. However, abstinence may not be taught to the exclusion of other material and instruction on contraceptive and disease reduction measures. Human sexuality education courses shall acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual intercourse.
 - (e) Include a discussion about the characteristics of the emotional, physical and psychological aspects of a healthy relationship and a discussion about the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. Students shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives, including the success and failure rates for prevention of pregnancy.
 - (f) Stress that sexually transmitted diseases are serious possible outcomes of sexual contact. Students shall be provided with statistics based on the latest medical information regarding the efficacy of all methods of sexual protection in preventing human immunodeficiency virus infection and other sexually transmitted diseases.

- (g) Provide students with information about Oregon laws that address young people's rights and responsibilities related to childbearing and parenting.
 - (h) Advise students of the circumstances in which it is unlawful under ORS 163.435 and 163.445 for persons 18 years of age or older to have sexual relations with persons younger than 18 years of age to whom they are not married.
 - (i) Teach students that no form of sexual expression is acceptable when the expression physically or emotionally harms oneself or others and teach students not to make unwanted physical and verbal sexual advances, how to decline unwanted sexual advances or accept the refusal of unwanted sexual advances. Students shall be taught that it is wrong to take advantage of or to exploit another person. Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced sexual abuse.
 - (j) Validate through course material and instruction the importance of honesty with oneself and others, respect for each person's dignity and well-being, and responsibility for one's actions.
 - (k) Assist students in the development and practice of effective communication skills, the development of self-esteem and the ability to resist peer pressure.
 - (L) Encourage family communication and involvement to help students learn to make responsible decisions.
- (3) Any course in any public elementary and secondary school, the main purpose of which is to address human sexuality education or human immunodeficiency virus education, or both, shall emphasize that abstinence from sexual contact is the only method that is 100 percent effective against unintended pregnancy, sexually transmitted diseases and human immunodeficiency virus when transmitted sexually. Abstinence is to be stressed, but not to the exclusion of other material and instruction on contraceptive and disease reduction measures. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual intercourse.
 - (4) Nothing in this section prohibits instruction in sanitation, hygiene or traditional courses in biology. [1993 c.775 §1; 2009 c.213 §1]

Appendix F: Citations

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