

Sample questions

parents and concerned community members could ask regarding the 2012 revisions the Oregon Department of Education has added to grades K-12 *Human Sexuality Education OAR 581-022-1440*

These questions are not at all encompassing but do include many of the recent 2012 Human Sexuality Education OAR revisions that the Oregon Department of Education (ODE) deems necessary in order to “be in compliance with the law”. See parentsrightsined.wordpress.com to see the other laws that your district is to follow. These are laws that protect your rights as parents.

If you are feeling intimidated/pressured by your district to “follow the law”...remind your school officials that there are many other laws that they must be in compliance with. Do not buckle when unfamiliar verbiage is used or you do not know how to respond at a particular moment. It is not your duty to justify why the district should not presenting information like you see below. It is the job of the district to explain their decisions/policy. Keep them accountable. This can be done in a respectful manner while also retaining your resolve. You are not alone in your concerns about the information below that the ODE advocates for Oregon students grades K-12.

If interested, visit ODE’s website for more details: <http://www.ode.state.or.us/search/page/?id=1773>

1. **Questions regarding sexuality education in Oregon classrooms, grades K-3**
 - a. How will diversity among people’s sexuality, sexual orientation and gender identity be addressed?
 - b. What kind of age-appropriate and culturally sensitive examples will be used (and not used) when discussing how friends, family, media, society and culture influence how males and females think they should act?
 - c. What will “advocate respect for diversity” specifically entail for grades K-3 students?
 - d. How does the district intend to inform parents/guardians about what their child will be told when it comes to which persons in the school and/or community will be dispensing medications to their minor children?

2. **Questions regarding sexuality education in Oregon classrooms, grades 4-5**
 - a. Around the discussion of identifying sexual orientation as the romantic attraction to someone of different or same gender, what specific age-appropriate and culturally sensitive content will (and will not) be discussed in the classroom?
 - b. How does the district intend to inform parents/guardians about what their child will be told when it comes to persons in the school and/or community that offer information about sexual orientation and healthy?
 - c. How will the district define “healthy relationships”?
 - d. How does the district intend to inform parents/guardians about what their child will be told when it comes to persons in the school and/or community that will be talking with their child about social/emotional needs and relationships?
 - e. How will a child’s self-image be discussed in the context of gender identity, sexual orientation, and/or sex?
 - f. How will diversity among people’s sexuality, sexual orientation and gender identity be addressed?
 - g. What does “verbally and non-verbally communicate respect for diversity” mean for the school district?
 - h. What will “advocate respect for diversity” specifically entail for grades 4-5 students?
 - i. What specific adults in the school or in the community will be providing medically accurate information about puberty and health care practices to students?

3. **Questions regarding sexuality education in Oregon classrooms, grades 6-8**
- a. How does the district intend to inform parents/guardians about what their child will be told when it comes to persons in the school and/or community that will be talking with their child about medically accurate sources of information about puberty, development and sexuality? How is the district determining what are “medically accurate sources”? How have parents been involved in this process?
 - b. How does the district intend to inform parents/guardians about what their child will be told when it comes to persons in the school and/or community that will be talking with their child about accessing community resources that provide assistance around sexual health and pregnancy?
 - c. How does the district intend to inform parents/guardians about what their child will be told when it comes to persons in the school and/or community that will be dispensing medications to their minor child? Who will be responsible if complications arise as a result of this medication?
 - d. When teachers expect students to “demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence, condoms and other safer sex practice”, what will specifically be discussed? How will “age-appropriate, culturally and gender sensitive” determinations be made? What boundaries will the district have in place to direct teachers in what they are to say and not say to grades 6-8 grade students?
 - e. What decision making model(s) will district have teachers utilize when teaching students about choosing abstinence, effective contraceptives, or other safer sex practices?
 - f. How will the district define/describe “healthy relationships” in regards to gender roles, gender identity and sexual orientation within healthy sexuality?
 - g. What will be the district’s specific goal and objectives for promoting diversity among people based on their sexual orientation, sexual practices and gender identity?
 - h. How will the district identify home, school and community resources for mental and emotional health concerns for students in grades 6-8? What mechanisms will they have in place to inform parents/guardians about the well-being of their minor children? Who will be responsible if complications arise if parents are not informed?
 - i. How will teachers define values and what specific factors will they discuss (and not discuss) when it comes to influences on students values? What will be discussed/analyzed in a mixed-gender classroom when it comes to how our values impact our sexual health-related decisions? How will parents be given this information before and during instruction?
 - j. How does the district intend to inform parents/guardians about what their child will be told when it comes to persons in the school and/or community that will be talking with their child about resources to meet specific needs for sexual health, including pregnancy and STD/HIV/Hepatitis B and C testing, and contraception? Who will determine what is “age-appropriate, culturally and gender sensitive” for students grades 6-8? How will parents be informed of healthcare services that their child may access?
 - k. How will the district expect teachers to demonstrate the steps to using a condom?
 - l. What will it mean if the school district begins to encourage students to “advocate for school policies and programs that promote dignity and respect for all”? What do they specifically mean by “promoting dignity and respect for all”?
 - m. How does the district plan to differentiate between biological sex, sexual orientation, and gender identity and expression? How will parents/guardians be guaranteed that limits will be put on what teachers will discuss and not discuss?
 - n. When encouraging students to analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity, what will the teachers be specifically discussing with students grades 6-8?
 - o. How does the district plan to determine the criteria for evaluating the health of a relationship?

- p. How does the district plan to describe a range of ways people express affection within various types of relationships? How will parents/guardians be guaranteed that limits will be placed on the level of detail these “descriptions of affection” will have?
 - q. When describing the consequences of prejudice, discrimination, racism, sexism and hate, what will the context be for each of these categories? Who gets to decide? Who will determine what is “age-appropriate, culturally and gender sensitive” for students grades 6-8?
 - r. When advocating for the promotion of empathy for individual differences, what will this involve? Who will determine what is “age-appropriate, culturally and gender sensitive” for students grades 6-8?
4. **Questions regarding sexuality education in Oregon high school classrooms?**
- a. How does the district plan to describe a range of ways people express affection within various types of relationships? How will parents/guardians be guaranteed that limits will be placed on the level of detail these “descriptions of affection” will have?
 - b. How does the district plan to differentiate between biological sex, sexual orientation, and gender identity and expression? How will parents/guardians be guaranteed that limits will be put on what teachers will discuss and not discuss?
 - c. What will be the expectations for teachers instructing students to demonstrate how to perform self-exams with anatomical models? Who will determine what is “age-appropriate, culturally and gender sensitive” for high school students?
 - d. What specific resources at home, school, and in the community will be identified and advocated for high school students to manage family and healthy relationships.
 - e. How will diversity among people’s sexuality, sexual orientation and gender identity be addressed?
 - f. What will the district expect teachers to share when asking students to analyze how personal, family, and cultural values influence healthy behaviors?
 - g. What specific laws related to reproductive and sexual health care will be shared to minors? Who will determine what is “age-appropriate, culturally and gender sensitive” for high school students? How does the district intend to honor the diverse values that their community has when it comes to reproductive and sexual health care?
 - h. What will it mean if the school district begins to encourage high school students to “advocate for school policies and programs that promote dignity and respect for all”? What do they specifically mean by “promoting dignity and respect for all”?
 - i. How does the district intend to advocate for a safe and civil environment to foster student learning and achievement when addressing topics around sex and sexuality in mixed gender classes? How will parents/guardians be assured that their minor child is safe and fairly treated despite their various values and beliefs?
 - j. What resources at school and in the community will be promoted about managing family and healthy relationships? Who will determine what is “age-appropriate, culturally and gender sensitive” for high school students?

Parents’ Rights in Education

We exist in order to provide accurate information, effective tools, and strategic support to parents, school officials, and community members who have reason for concern about comprehensive sexuality education in Oregon public schools grades K-12.

Visit our website, parentsrightsineducation.wordpress.com for more tips/resources!