

Agenda

1. 4:00 pm - Introductions
2. 4:05 pm - 2.xx.xxx-P Climate Crisis Response: Discussion of current data and community engagement
3. 5:05 pm - 4.10.045-P Student Assignment Policy: Discussion
4. 5:35 pm - 6.40.013-P Comprehensive Sexuality Education: Discussion of final revisions to draft
5. 6:05 pm - 4.50.032-P Formal Public Complaints: Discussion for recommendation of first reading
6. 6:20 pm - 8.60.040-P Computer Use: Discussion for recommendation of first reading
7. 6:45 pm - Policies in Public Comment Period
 - 7.(a) 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property
8. 6:50 pm Public Comment
 - 5 Two-Minute slots
 - *To sign-up for public comment email
PublicComment@pps.net or call Kara Bradshaw at 503-916-3906.*
9. 7:00 pm - Adjourn



Greenhouse Gas Emissions at Portland Public Schools

Greenhouse Gas Overview

What is a greenhouse gas (GHG)?

Greenhouse gases trap heat and make the planet warmer. Human activities are responsible for almost all of the increase in greenhouse gases in the atmosphere over the last 150 years. The largest source of greenhouse gas emissions from human activities in the United States is from burning fossil fuels for electricity, heat, and transportation.

Source: <https://www.epa.gov/ghgemissions/sources-greenhouse-gas-emissions>

Type of GHG	Main Sources
Carbon dioxide	Burning of fossil fuels (coal, natural gas, oil, transportation fuels), burning of biological materials, manufacturing of cement
Methane	Production and distribution of fossil fuels (coal, natural gas, oil), decay of organic waste in landfills
Nitrous oxide	Agricultural and industrial processes, wastewater treatment
Fluorinated gases	Industrial processes, refrigerants

Source: <https://www.epa.gov/ghgemissions/overview-greenhouse-gases>

What is Included in Tracking Emissions?

Scope 1

Includes GHG emissions generated from on-site fossil fuel combustion, including **natural gas** use and **fleet fuel consumption**

Scope 2

Includes GHG emissions generated from any on-site fuel combustion, such as **natural gas** and **fleet fuel consumption**. It also includes emissions that result from the **generation of electricity used** (i.e. is the electricity used generated by fossil fuels or renewables?)

Scope 3

Includes GHG emissions generated from **all of scope 2** plus **waste disposal** (landfill-bound garbage, recycling, food waste), **production and transportation of food and building construction materials, employee travel, and wastewater treatment**.

What Does this Mean for PPS? (Scope 1 & 2)

Scope	Emissions Source	PPS End Use	Data Availability
1	Natural gas	Space heating, Water heating, Kitchen/cooking	Good data is available. Can be measured and benchmarked.
1	Transportation fuel - gasoline, diesel, propane	School buses, District fleet vehicles	Good data is available. Can be measured and benchmarked.
2	Electricity - emissions that result from the generation of electricity we use	Lighting, Cooling, Plug loads, Ventilation	Good data is available. Can be measured and benchmarked.

What Does this Mean for PPS? (Scope 3)

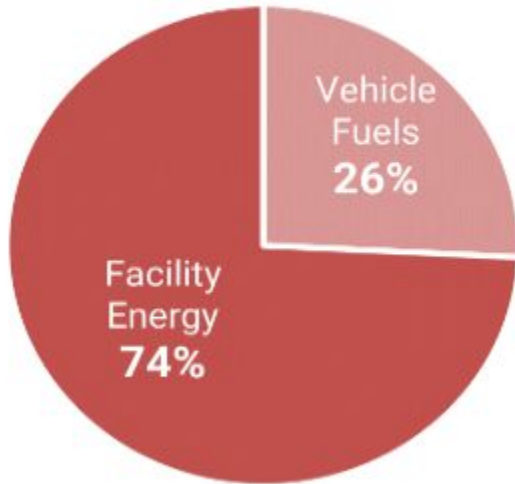
Scope	Emissions Source	PPS End Use	Data Availability
3	Waste disposal	Landfill-bound waste, Recycling	Quality data is not readily available.
3	Wastewater treatment	Energy/emissions associated with domestic water use	Water use data is available. Water treatment data needed from city.
3	Transportation fuel - non-district fleet	Staff and student commutes, employee trips and air travel	Quality data is not readily available.

What Does this Mean for PPS? (Scope 3)

Scope	Emissions Source	PPS End Use	Data Availability
3	Food - upstream production and transportation (before reaching PPS)	School cafeteria food	Quality data is not readily available.
3	Building construction materials - upstream production and transportation (before reaching PPS)	Materials used for construction (concrete, steel, wood etc.)	Quality data is not readily available.

What Are Other Organizations Doing?

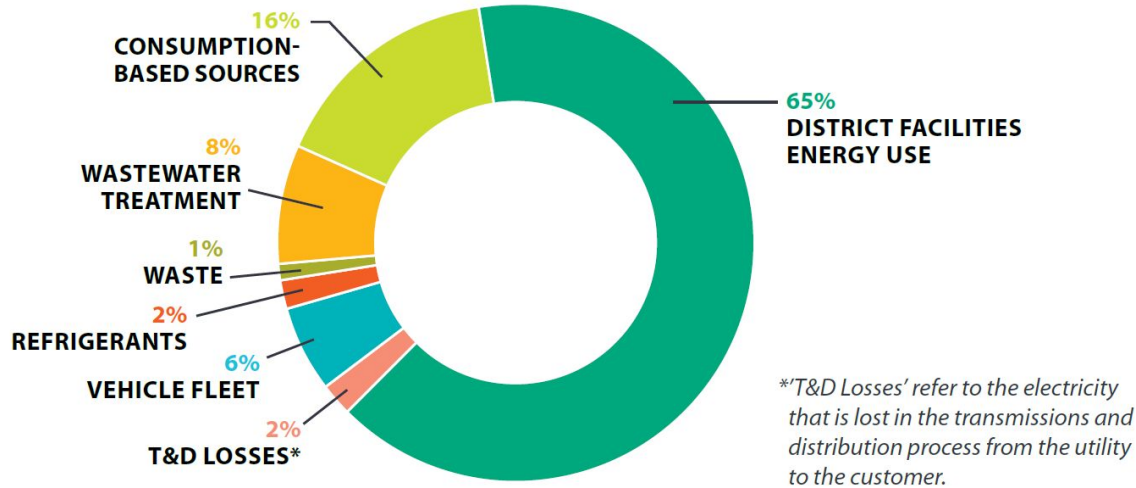
GHG Emissions
FY 19: 18,500 mtCO₂e



San Francisco Unified School District

- Scope 2
- Goal: Carbon neutral by 2040

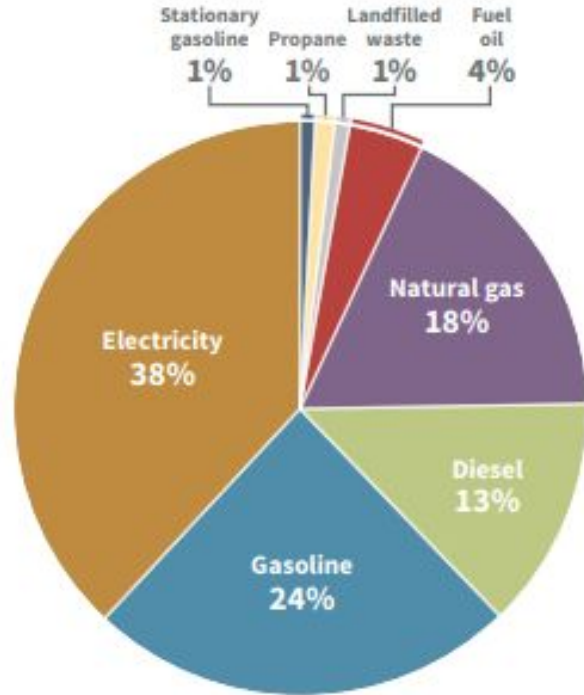
What Are Other Organizations Doing?



Adams 12 Five Star Schools (North Denver)

- Scope 3 (minus employee/student commutes)
- Consumption: food and paper use
- Goal: no specific carbon reduction goal

What Are Other Organizations Doing?



City of Portland

- Scope 2 + waste
- Goal: 50% reduction (below 2006-07 baseline) by 2030

What Should PPS Track?

PPS Sustainability staff are recommending that the district start with tracking all scope 2 + waste + wastewater treatment.

- Accounts for a substantial percentage of overall emissions
- Data is readily available or reasonable to obtain and track
- Making improvements toward emissions reduction is within the district's direct control
- Includes a visible and educational component

PPS Carbon Audit & Baseline Data Summary

This document provides an overview of PPS carbon data scope and availability

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Type of GHG	Main Sources
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Source: <https://www.epa.gov/ghgemissions/overview-greenhouse-gases>

PPS Energy & Sustainability Links

[PPS Sustainability Team Pillars for projects and initiatives](#)

[How students, teachers, and community members can get involved in sustainability](#)

[PPS Energy & Sustainability Standards](#)

[Virtual Resources for Distance Learning; for educators, students at each grade level, & community members](#)

[Waste Reduction, Green Building, Green Schoolyards](#)

[Interactive Utility Data Dashboard](#)

The Scope 1/2/3 emissions methodology was developed by World Resources Institute, and is used by businesses and public sector entities around the world. It is recommended by the U.S. EPA.					
Scope 1		Scope 2		Scope 3	
Overview		Includes GHG emissions generated from any on-site fuel combustion, such as natural gas, plus fleet fuel consumption. It also includes emissions that result from the generation of electricity used (i.e. is the electricity used generated by fossil fuels or renewables?)		Includes GHG emissions generated from all of scope 2 plus waste disposal (landfill-bound garbage, recycling, food waste), production and transportation of food and building construction materials, employee travel	
Scope 1 at PPS		Scope 2 at PPS		Scope 3 at PPS	
How Measured		How Measured		How Measured	
1	Onsite use of natural gas	1	Onsite use of natural gas	1	Onsite use of natural gas
	Utility bill data		Utility bill data		Utility bill data
2	Propane, diesel, unleaded gas for fleet transportation	2	Propane, diesel, unleaded gas for fleet transportation	2	Propane, diesel, unleaded gas for fleet transportation
	Fuel type, MPG, and miles driven		Fuel type, MPG, and miles driven		Fuel type, MPG, and miles driven
		3	Electric generation (from PGE, Pacific Power, and onsite solar)	3	Electric generation (from PGE, Pacific Power, and onsite solar)
			Utility bill data		Utility bill data
				4	GHG emissions from LANDFILL
					Waste hauler data
				5	GHG emissions from RECYCLING
					Waste hauler data
				6	GHG emissions from WASTEWATER TREATMENT
					Water usage data
				7	Propane, diesel, gasoline, jet fuel for transportation
					Ongoing surveys and data collection
				8	GHG emissions from the PRODUCTION AND TRANSPORTATION OF FOOD (prior to reaching PPS)
					Data from suppliers and distributors
				9	GHG emissions from the PRODUCTION AND TRANSPORTATION OF BUILDING MATERIALS (prior to reaching PPS)
					Data from suppliers and distributors

PPS emissions data availability, by scope

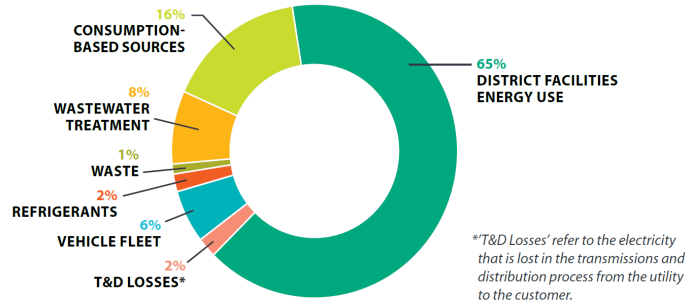
Scope 1				Scope 2				Scope 3						
Includes GHG emissions generated from on-site fossil fuel combustion, including natural gas use and fleet fuel consumption				Includes GHG emissions generated from any on-site fuel combustion, such as natural gas, plus fleet fuel consumption. It also includes emissions that result from the generation of electricity used (i.e. is the electricity used generated by fossil fuels or renewables?)				Includes GHG emissions generated from all of scope 2 plus waste disposal (landfill-bound garbage, recycling, food waste), production and transportation of food and building construction materials, employee travel						
Emissions source	End use (i.e. how is this source used at PPS)	Data Availability	What it would take to collect data	Emissions source	End use (i.e. how is this source used at PPS)	Data Availability	What it would take to collect data	Emissions source	End use (i.e. how is this source used at PPS)	Data Availability	What it would take to collect data			
1	Onsite use of natural gas	Heating, water heating, kitchen use	Data is readily and internally available. Can be measured and benchmarked.	--	1	Onsite use of natural gas	Heating, water heating, kitchen use	Data is readily and internally available. Can be measured and benchmarked.	--	1	Onsite use of natural gas	Heating, water heating, kitchen use	Data is readily and internally available. Can be measured and benchmarked.	--
2	Propane, diesel, unleaded gas	Transportation (school busses, district fleet)	Data is 95% available. Can be measured and benchmarked.	A small remaining number of fleet vehicles need to be audited for exact gallons used data.	2	Propane, diesel, unleaded gas	Transportation (school busses, district fleet)	Data is 95% available. Can be measured and benchmarked.	A small remaining number of fleet vehicles need to be audited for exact gallons used data.	2	Propane, diesel, unleaded gas	Transportation (school busses, district fleet)	Data is 95% available. Can be measured and benchmarked.	A small remaining number of fleet vehicles need to be audited for exact gallons used data.
					3	Electric generation (from PGE, Pacific Power, and onsite solar)	Lighting, plug loads, ventilation, cooling, etc.	Data is readily and internally available. Can be measured and benchmarked.	--	3	Electric generation (from PGE, Pacific Power, and onsite solar)	Lighting, plug loads, ventilation, cooling, etc.	Data is readily and internally available. Can be measured and benchmarked.	--
										4	GHG emissions from LANDFILL	Garbage (including food waste that goes to landfill)	Quality data is not readily available.	Either new dumpsters with built-in scales OR New contracts with waste collection agencies that require them to estimate the fullness of each dumpster they pick up.
										5	GHG emissions from RECYCLING	All recycled materials	Quality data is not readily available. Will require additional analysis and change of procedure to obtain data that can be readily measured and tracked.	Either new dumpsters with built-in scales OR New contracts with waste collection agencies that require them to estimate the fullness of each dumpster they pick up.
										6	GHG emissions from WASTEWATER TREATMENT	All water used at PPS is transferred to City of Portland wastewater treatment facilities.	Water use data is available. Wastewater emissions data tools are available.	Working with City of Portland to determine the GHG emissions associated with wastewater.
										7	Propane, diesel, gasoline, jet fuel	Transportation (from employee travel, including car and plane trips for conferences and commutes to and from work/school site. Also, potentially, individual student/family school commutes.)	Quality data is not readily available or reliable. Will require additional analysis and change of procedure to obtain data that can be readily measured and tracked.	Ongoing staff surveys and data collection.
										8	GHG emissions from the PRODUCTION AND TRANSPORTATION OF FOOD (prior to reaching PPS)	Student meals.	Quality data is not readily available. Will require additional analysis and change of procedure to obtain data that can be readily measured and tracked.	Data from suppliers and distributors. Analytical model to estimate emissions levels associated with food production and transportation.
										9	GHG emissions from the PRODUCTION AND TRANSPORTATION OF BUILDING MATERIALS (prior to reaching PPS)	Building and construction materials.	Reliable data is not readily available. Will require additional analysis and change of procedure to obtain data that can be readily measured and tracked.	Data from global suppliers and distributors. Not comparable year over year. Requires a lot of assumptions to be made about emissions intensity of materials production.

Example 1

Adams 12 Five Star Schools, Colorado
Scope 3 (minus employee commute and student travel)

Note 1: Consumption based sources includes food production and transportation (12%) and paper materials use (4%).

Note 2: Scope 2 emissions (facilities energy use and vehicle fleet) account for 71% of the total Scope 3 emissions.

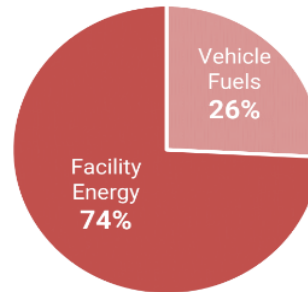


Example 2

San Francisco Unified School District
Scope 2

Note: A scope 2 analysis should include electrical use. Why does this one not? SFUSD gets all of its electricity from hydroelectric power, which they count as a zero-carbon source.

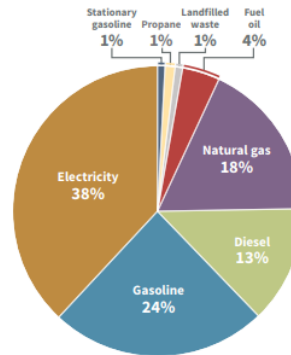
GHG Emissions
FY 19: 18,500 mtCO2e



Example 3

City of Portland
Scope 2 + waste

Note: Gasoline and diesel together can be considered "transportation."





Board Policy

Student Assignment to Neighborhood Schools

4.10.045-P

I. Introduction

- A. The purpose of the Student Assignment to Neighborhood Schools Policy is to:
 - 1. Establish a process for assigning students to neighborhood schools
 - 2. Provide consistent guidelines for changes to school boundaries
- B. The Board acknowledges and values neighborhood school stability; however, it also recognizes the need to maintain flexibility to adjust neighborhood school boundaries in response to changes in the broader community.

II. Definitions

- A. "Neighborhood school" means a school serving a designated attendance area.
- B. "Supervising adult" means an adult in a parental relationship as that term is defined in ORS Chapter 339.
- C. "Emancipated minor" means A person who has been so declared by the courts pursuant to ORS Chapter 419B or a similar out-of-state statute.
- D. "School boundary" means the physical border that defines a designated attendance area for a neighborhood school.
- E. "Feeder pattern" means the designated path for students to advance from one school grade grouping to another.
- F. "Siblings" means children with the same parent or supervising adult living together at the same address.

~~F. "Historically underserved students" includes an English language learners, a students of color, an economically disadvantaged students or and a student with disabilities.~~

III. Guidelines for Student Assignment to Neighborhood School

- A. All students in grades K-12 are assigned to a neighborhood school based

on the address:

1. Where the student resides with a parent or supervising adult
2. Where an emancipated minor resides

Student Assignment to Neighborhood Schools

4.10.045-P

- B. Students have the right to attend their neighborhood schools through the highest grade, except as provided in section III.D and section V of this policy.
- C. Students who have chosen to attend a school other than their neighborhood school through an approved transfer retain the right to return to their neighborhood school, as provided in the Student Enrollment and Transfers Policy (4.10.051-P).
- D. Student assignment for special program services, including but not limited to Special Education, English as a Second Language and Alternative Education (Education Options), may supersede neighborhood school assignments.

IV. Student Assignment Review and Boundary Change Process

- A. The Superintendent or designee shall regularly monitor enrollment, program demand and demographic trends to anticipate the need for school boundary changes and consider other viable options.
- B. If the Superintendent or designee determines that conditions exist to warrant a school boundary change, the Superintendent shall develop recommendations to the Board that:
 - 1. Incorporate input from families, students, staff and community members.
 - 2. Consider factors that contribute to optimal school boundaries, to the extent reasonable. The Board recognizes that such factors may conflict with one another, and include, but are not limited to, the following non-prioritized list:
 - a) A feeder pattern that allows as many students as possible to continue together from one school level to the next
 - b) Student body demographics Service of historically underserved students
 - c) Compact boundaries that promote safe routes to schools, and a sense of community as well as recognize and address natural and human-made barriers
 - d) Optimal use of existing facilities
 - e) Program and enrollment stability in the surrounding schools
 - f) Limiting the impact of boundary changes to the smallest number

Student Assignment to Neighborhood Schools	4.10.045-P
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of students possible

Student Assignment to Neighborhood Schools

4.10.045-P

- C. The Board shall have final approval of school boundary changes, with the intention that all changes be approved no later than January of the calendar year for implementation the following school year.

V. Exception to Student Assignment Following Boundary Change

~~A. To promote equitable access to high quality learning environments and programs, there will be minimal exceptions to student assignment following a boundary change. An exception will be made for sStudents entering their highest grade in a school to remain at their current school through their final year. High school students may remain at their current school through graduation. continuity and stability for students and their families and except as provided in Section V.B.:~~

- ~~1. Students living in the neighborhood approved for a boundary change may remain at their current school through the highest grade~~
 - ~~2. Younger siblings living in a neighborhood approved for a boundary change have a guarantee through the transfer process to attend the former neighborhood school if an older brother or sister currently attends and will be attending the former neighborhood school the following school year~~
 - ~~3. Transfer students attending a school subject to a boundary change may remain at their current school through the highest grade~~
- ~~B. In cases of school boundary changes to relieve overcrowding or for the purpose of establishing a boundary for a new school, the Superintendent or Board may recommend an exception to Section V.A. Such exceptions must be approved by the Board.~~

VI. Exceptions and Implementation

This policy does not apply to:

1. The temporary closure of any school for renovation or remodeling when students are temporarily relocated to another facility.
2. The closure or change of use of any building or other facility owned by the District not currently used for instructional purposes.
3. The closure of any school for up to one year in response to emergencies, including major facility or environmentally related problems.

Student Assignment to Neighborhood Schools	4.10.045-P
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~~3.4. Urgent circumstances impacting the health and safety of students, such as unanticipated enrollment, which would allow the Superintendent to invoke temporary relocation plans.~~

~~The Superintendent shall develop administrative directives and procedures for implementing this policy as needed.~~

Legal References: ORS 339.133; ORS Chapter 419B; 4.10.051-P; 6.10.022-P

History: Adopted 6/23/08

Student Assignment to Neighborhood Schools

Policy 4.10.045-P

Why address this policy

1. PPS has a number of overcrowded and underutilized schools (see the table at the end of this memo). Both states of utilization negatively impact students and staff.
2. We're running the SE process, which needs guidance, and will be continuing into the North and Northeast in future years.
3. The current policy reflects values and choices that we should either affirm or change and in some cases, clarify.
4. The current policy has not been examined from an equity point of view.
5. There may be some gaps in the current policy.
6. There are contradictions between what a sensible long-term policy might state, and what our short-term conditions require, as we reconfigure schools and adjust boundaries. Long-term, we should have an ongoing process for tracking enrollment, with frequent, small adjustments that affect only a small number of students. Short-term, we need to move a large number of students in order to balance enrollment. The full board should consider a resolution to lay out the rules for shifting boundaries over the next few years before reverting to a long-term policy and process.

What the current policy states:

Section I states the purpose (which we may want to re-write)

Section II provides definitions (which we may want to move to the end)

Section III assigns a student to their neighborhood school based on where they live

Part A assigns a student to their neighborhood school based on where they live

Part B states "Students have the right to attend their neighborhood schools through the highest grade" unless [as stated in Part D] they are assigned to another school for purposes of receiving special education services, ELL services, or alternative program services.

- The policy says nothing about students who move outside their catchment area (except that they are assigned to the school in their new neighborhood). The AD for this policy allows students who move to stay in their (old) school up to the highest grade.
- Do we want to continue to allow students to stay at their current school through the highest grade if they move outside their current school's catchment area?
- Do we want to continue to allow students to stay at their current school through the highest grade if PPS changes their school's boundaries and now the student lives outside their current school's new catchment area?
- In the case of a grade reconfiguration which establishes a new feeder pattern and changes boundaries in the feeder schools:
 - For students who live in the old catchment area of a feeder school but now live outside the new catchment area, and are in a grade that is being shifted to a different school, do we want them to be able to follow their cohort?

- o Same thing, but for younger siblings? [the transfer part of this actually applies to a different policy]
- o For students attending a feeder school who live outside the school's catchment area (either the moved or transferred) and are in a grade that is being shifted to a different school: do we want them to be able to follow their cohort?

Part C says that students who attend a school different from their neighborhood school (due to an approved transfer) have the right to return to their neighborhood school. [does this require the family to file a transfer petition?]

Part D see Part B above

Section IV covers managing the system

Part A says there will be a regular review of enrollment trends.

Part B says the Superintendent shall develop recommendations to the board when adjustments are needed. In doing so, the Superintendent will:

- Incorporate input from families, students, staff and community members
- Consider factors that contribute to optimal school boundaries, to the extent reasonable. The Board recognizes that such factors may conflict with one another, and include, but are not limited to, the following non-prioritized list:
 - a) A feeder pattern that allows as many students as possible to continue together from one school level to the next
 - b) Student body demographics
 - c) Compact boundaries that promote safer routes to schools and a sense of community as well as recognize and address natural and human-made barriers
 - d) Optimal use of existing facilities
 - e) Program and enrollment stability in the surrounding schools
 - f) Limiting the impact of boundary changes to the smallest number of students possible

Part C says: The Board shall have final approval of school boundary changes, with the intention that all changes be approved no later than January of the calendar year for the following school year.

If we had been constantly monitoring and adjusting boundaries, the six factors (a through f) seem reasonable. But now, not so much. How do we want to deal with long-term vs. short-term considerations? Do we need a resolution to guide us through the next two-three years of reconfiguration and boundary adjustments, and then revert to the long-term policy?

Section V covers student assignment following boundary changes.

Part A states:

- "Students living in the neighborhood approved for a boundary change may remain at their current school through the highest grade"; this language is unclear but implies that if a student's residence is outside the new catchment area, they can stay at that school indefinitely.

- It also extends the right to stay at that school to younger siblings if an older sibling is grandfathered in.
- Transfer students are also allowed to remain.

Do we want to continue to allow students to remain through the highest grade? Do we want to allow siblings as well? How about transfers—lottery vs. hardship? How about students who had previously moved out of the catchment area?

Also, what about feeder patterns? The policy does not state whether students who have been allowed to stay with their cohort (though they do not live within the new boundaries) can or cannot continue with their cohort to the next school.

Part B states that in relief of overcrowding or in the case of opening a new school, the Superintendent can propose and the board can agree to exceptions to Part A.

Section V mostly deals with temporary/emergency issues (a fire, repairs, etc.) which have led to a temporary relocation of students, and affirms that they are treated as if they were still in their previous school site.

SCHOOLS ABOVE 85 PERCENT CAPACITY UTILIZATION, 2019-20

School	Enrollment	Capacity utilization
ODYSSEY	244	121%
BEVERLY CLEARY @ FERNWOOD	619	112%
FRANKLIN	1,936	109%
LAURELHURST	698	106%
MT. TABOR	724	106%
ABERNETHY	507	106%
GRANT	1,813	105%
AINSWORTH	644	105%
VERNON	607	105%
WINTERHAVEN	299	104%
FAUBION	786	104%
LEWIS	410	102%
LLEWELLYN	509	102%
SUNNYSIDE	549	101%
CHAVEZ	549	98%
CAPITOL HILL	416	97%
HOSFORD	651	94%
DUNIWAY	512	93%
ALAMEDA	704	92%
GRAY	566	91%
CREATIVE SCIENCE	468	90%
MAPLEWOOD	374	89%
BRIDGER	453	89%
CLEVELAND	1,560	89%
ROSE CITY PARK	538	88%
LINCOLN	1,588	88%
SKYLINE	248	88%
WILSON	1,558	88%
WOODSTOCK	543	87%
JACKSON	793	87%
ROOSEVELT	1,195	87%
RICHMOND	627	87%
SELLWOOD	588	86%

SCHOOLS BELOW 65 PERCENT CAPACITY UTILIZATION, 2019-20

School	Enrollment	Capacity utilization
WOODMERE	273	63%
DA VINCI	450	62%
BEVERLY CLEARY@ HOLLYWOOD	123	61%
LEE	269	61%
BEACH	436	60%
TUBMAN	430	59%
MADISON	1,079	59%
IRVINGTON	325	57%
WOODLAWN	327	53%
BOISE-ELIOT/ HUMBOLDT	343	53%
RIGLER	307	50%
ROSA PARKS	280	49%
MLK JR	341	49%
BENSON	1,055	48%
WHITMAN	220	47%
PENINSULA	265	42%
JEFFERSON	641	36%

6.40.013-P Comprehensive Health Education Policy

Portland Public School District (PPS) is committed to creating safe and healthy learning environments to support the growth and development of every student. The development of health literacy, *the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others*, is necessary for students to be healthy throughout their lives.

Health education is an integral component of quality school programming. Schools have direct contact with a significant number of Portland's youth for about 6 hours a day and for the critical years of students' social, psychological, physical and intellectual development. As a result, schools play an important role in improving students' health and social outcomes as well as promoting academic success (CDC Healthy Schools). Healthy students are more ready and able to learn and are less likely to experience negative academic impact (e.g. academic failure, lower test scores, truancy, absenteeism) than students who engage in risky health behaviors. According to the CDC, schools cannot achieve their primary mission of education if students are not healthy, and schools can address the health needs of students in part through effective health education. Research supports that school health programs and policies may be one of the most efficient ways to reduce risky behaviors in students, prevent health problems and address the achievement gap. Portland Public Schools believe that in accordance with the National Health Education Standards, "health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks". We also recognize that skills are the foundation of effective health education instruction and that comprehensive school health education assists students in living healthier lives. The policy presented here explains how we, in Portland Public Schools, will create effective health education programming.

PPS requires students in grades K through 12 be taught Comprehensive Health Education that is medically-accurate, age and developmentally appropriate, culturally and linguistically sustaining, and implemented in safe and supportive learning environments where all students feel valued. All Portland Public Schools shall take a skills-based approach¹ to teach

¹ Skills-based health education is "an approach to creating or maintaining healthy lifestyles and conditions through the development of knowledge, attitudes, and especially skills, using a variety of learning experiences, with an emphasis on participatory methods" (World Health Organization, 2003, p. 3).

comprehensive health education that addresses a variety of topics, such as tobacco, alcohol, and other drug use/abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, violence prevention, and comprehensive sexual health education that is LGBTQ inclusive.

Comprehensive health education curriculum shall be modified as needed for students with disabilities and students who are English Language Learners. It shall promote healthy lifestyle habits, healthy relationships and health literacy for all students. Health education curricula will align with the PPS Guaranteed and Viable Curriculum (GVC), which integrates Oregon Laws and Health Education Standards. Qualified and trained teachers will implement curricula.

Review of Policy and Comprehensive Sexuality Education Plan (CSEP)

District will utilize relevant district staff, local, state and national data, emerging best practices, new scientific information, and effective education strategies to review and update the comprehensive sexuality education plan of instruction (6.40.013-AD) and this policy every two years as prescribed by OAR 581-022-2050.

Legal references: **Comprehensive Health Education (General)** OAR 581-022-2000: Diploma Requirements; OAR 581-022-2030: District Curriculum; OAR 581-022-2310: Equal Educational Opportunities; OAR 581-022-2312: All Students Belong; OAR 581-029-0001: School Safety and Prevention System; **Wellness** ORS 336.472 (SB 79): Cardiopulmonary Resuscitation; **Mental and Emotional Health** OAR 581-022-2060: Comprehensive Guidance and Counseling; OAR 581-022-2510 (Adi's Act, SB 52): Suicide Prevention; ORS 339.351-364: Harassment, Bullying, Cyber-bullying, and Intimidation; **Alcohol, Tobacco and Other Drugs** OAR 581-022-2045: Prevention Education in Drugs and Alcohol; ORS 336.222: Alcohol Tobacco and Other Drugs; ORS 336.241: Cannabis Abuse Prevention; **Growth and Development/Violence Prevention** Title IX: Title IX of the Education Amendments Act; OAR 581-022-2050: Human Sexuality Education; ORS 174.1: Oregon Equality Act; ORS 336.035: Required Courses of Study; ORS 336.059 (Erin's Law, SB 856): Child Sexual Abuse Prevention Instruction; ORS 336.455: Human Sexuality Education, K-12; ORS 336.465: Examination of Instructional Materials; ORS 339.366 (Healthy Teens Relationship Act, HB 4077, SB 790): Teen Dating Violence and Domestic Violence

Related Policies:

- 1.80.020-P: Non-discrimination/Anti-Harassment
- 2.10.010-P: Racial Educational Equity Policy
- 3.30.062-AD: Student Wellness through Nutrition and Physical Activity
- 4.30.050-P: Student Suicide Prevention
- 4.30.060-P: Anti-Harassment
- 3.30.021-PS: Tobacco Possession & Use
- 4.30.061-AD: Transgender, Nonbinary and Gender Diverse Students
- 4.30.071-AD: Harassment, Sexual Violence, and Teen Dating Violence
- 4.30.072-AD: Title IX Student to Student Sex-Based Discrimination and Harrassment

History: Adopted 6/4/18; amd 3/21.

February 2020

>> Portland Public Schools Comprehensive Sexuality Education Plan of Instruction

Process Evaluation



Oregon
Health
Authority
PUBLIC HEALTH DIVISION

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Contact: Laura Chisholm, PhD, MPH, MCHES

Phone: 971-673-0987

Email: laura.f.chisholm@dhsosha.state.or.us

Oregon Public Health Division
Injury & Violence Prevention Program
800 NE Oregon St. Suite 705
Portland, OR 9723

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Erika Carpenter, MS, a second-year doctoral student in the Portland State University Sociology Department, conducted the evaluation. Ms. Carpenter’s research interests include sexuality education, healthy relationship promotion for youth, sexual violence prevention and qualitative research methods.

The project team that helped design this project and provided feedback on the report included:

- Oregon Health Authority: Matt Laidler, MPH; Susan Van’t Hof, MPH; Shelagh Johnson, MPH; and Laura Chisholm, PhD, MPH, MCHES
- Oregon Department of Education: Sasha Grenier, MPH, CHES

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Executive summary

This report analyzes and evaluates Portland Public Schools' (PPS) response to Oregon Department of Education's (ODE) Human Sexuality Education Administrative Rule (OAR-581-022-2050). The OAR requires school districts to develop a comprehensive plan of instruction for human sexuality education and update it biannually. School districts are to develop the plan of instruction in collaboration with community partners including parents, teachers, youth, school administrators, community-based organizations and local health department staff. The plan should align with the Oregon Health Education Standards and Performance Indicators.

PPS began developing its Comprehensive Sexuality Education Plan in 2017; the school board approved it in July 2018. State, county and community-based organizations focused on youth sexual health and healthy relationships provided guidance and feedback on the development of the PPS Comprehensive Sexuality Education Plan in two facilitated meetings. Meeting results guided development of the PPS Comprehensive Sexuality Education Plan. Concurrently, a separate committee comprised of K–12 teachers developed the scope and sequence for all K–12 health standards; the sexuality education sections of the scope and sequence were attached to the plan of instruction.

Key recommendations

- District-level administrators would benefit from having in place a well-defined process for developing a plan of instruction and scope and sequence prior to the first meeting. This should include a timeline with specific deadlines, meeting agendas with clear objectives, a facilitation plan, and a communication plan for engaging community partners, teachers, school administrators and parents.
- District-level administrators should provide regular updates to community partners via email (perhaps through a listserv) during the development process. They should continue giving updates after the process ends to maintain collaborative relationships.
- The district should build authentic, collaborative relationships with community-based organizations long before developing the plan of instruction and maintain relationships after the plan's completion.
- Teachers, principals, community partners, parents and youth should participate in all development meetings and collaborate on all components of the plan of instruction, including the scope and sequence.

- Before the process begins, the district should provide teachers with professional development and training on curricula implementation and best practices for developing a scope and sequence.
- The district should secure a consistent facilitator for every plan development and scope and sequence meeting. It would be very helpful for a facilitator to provide guidance throughout the process, re-direct conversations when necessary to increase efficiency, resolve disagreements between stakeholders, and ensure the process is aligned with the overall goals.
- It is important to ensure sufficient time to pair curricula, supplemental resources and examples of lesson plans to the scope and sequence.
- It would be best to develop the scope and sequence over the summer while providing teachers with a stipend for their time.

Background

Oregon Department of Education's Human Sexuality Education Administrative Rule

Oregon's Human Sexuality Education Law (ORS 336.455, 2009), the Healthy Teen Relationship Act (ORS 339.366, 2013) and the Child Sexual Abuse Prevention Law (ORS 336.059, 2015) collectively contribute to the Oregon Department of Education's (ODE) Human Sexuality Education Administrative Rule (OAR 581-022-2050) and health education content standards and performance indicators. According to the OAR, every two years school districts are required to provide "a comprehensive plan of instruction focusing on human sexuality education" that is "complete, balanced, and medically accurate." According to the OAR, the plan should be developed collaboratively with "parents, teachers, school administrators, local health department staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies ... in alignment with the Oregon Health Education Standards and Performance Indicators." The Oregon Health Education Standards and Performance Indicators ensure that comprehensive sexuality education (CSE) teaches students positive attitudes and behaviors related to healthy relationships and sexuality by using age-appropriate, and culturally inclusive materials, language and methods.

Portland Public Schools response to ODE's Administrative Rule

In 2017 Portland Public Schools (PPS) began developing a comprehensive plan of instruction for sexuality education to align the district with OAR-581-022-2050 requirements. Through a one-year grant from Advocates for Youth, PPS engaged community organizations, teachers, school administrators and students in several ways to develop the "Comprehensive Sexuality Education Plan: Portland Public Schools," which the school board approved in July 2018.

State, county and community-based organizations focused on youth sexual health and healthy relationships provided guidance and feedback on the draft “Comprehensive Sexuality Education Plan: Portland Public Schools” in two facilitated meetings. In the first meeting (February 2018), partners received contextual information on the statutory requirements of the plan of instruction and provided comment and direct feedback to the draft plan. In the second meeting (March 2018), partners confirmed the edits and discussed the implications for the administrative directive and the need for professional development systems. Community partners who attended at least one of the planning meetings included representatives from the Oregon Department of Education, the Oregon Office of the Attorney General Sexual Assault Task Force, Oregon Health Authority, Multnomah County Health Department, CARES Northwest, My Future-My Choice, Planned Parenthood of the Columbia Willamette, Portland State University School of Community Health, Roads To Family, Sexual Assault Resource Center, Volunteers of America, Basic Rights Oregon, and Latino Network.

PPS students were engaged through the development of a student bill of rights document. Two listening sessions were held with middle and high school students at the PPS Gay Straight Alliance (GSA) Summit in April 2018. Student health center youth action councils and school counselors across the district distributed and marketed an online survey during the GSA Summit, which was available for two weeks in April. Ninety students participated in the online survey. After online and in-person data collection concluded at the end of April, Planned Parenthood of the Columbia Willamette’s Teen Council was engaged to identify common themes and develop the final statements that make up the “Youth Bill of Rights.”

Concurrently, a separate group of 15 K–12 teachers from PPS developed a scope and sequence that covered all K–12 health standards; the sexuality education sections of the scope and sequence were attached to the plan of instruction. The purpose of the scope and sequence is to ensure all Oregon Health Education Standards are covered every year in their respective grade levels. The Oregon Health Education Standards establish, promote and support positive health behaviors for students in grades K–12. The standards provide a framework for teachers, administrators and policy makers in designing and/or selecting curricula, allocating instructional resources and assessing student achievement and progress. The scope and sequence document organizes the performance indicators (used to measure student progress) by grade level to assist teachers in choosing and building curricula and lesson plans.

Evaluation of the PPS process

Purpose

The Oregon Health Authority’s Injury and Violence Prevention Program (IVPP) is currently in its fourth year of a five-year CDC grant from the State Violence and Injury Prevention Program. The grant focuses on four areas of injury and violence prevention, one of which is sexual violence prevention. As part of grant activities, OHA collaborated with community stakeholders to evaluate the implementation of ODE’s Human Sexuality Education Administrative Rule (OAR-581-022-2050). This rule requires school districts to adopt a CSE plan that meets specified requirements, which include recognizing a diversity of sexual orientations, gender identities and gender expressions, and a focus on affirmative consent.

The primary objective of the evaluation was to document PPS’s process and procedures for the development and school board approval of their “Comprehensive Sexuality Education Plan: Portland Public Schools.” The evaluation identifies challenges community partners and teachers faced in developing the plan and scope and sequence as well as suggestions for addressing the challenges; highlights key stakeholders and how they could be engaged; and suggests strategies for getting buy-in and support from community partners, teachers and parents. This information will help IVPP and ODE determine what strategies, tools and resources could help other school districts successfully move through this process.

The evaluation was designed to answer the following questions:

- What steps did PPS take to develop the “K-12 Comprehensive Sexuality Education Plan: Portland Public Schools”? What steps were taken to get school board approval of the plan? What barriers and challenges did PPS face? How did they overcome them?
- In processes of CSE policy and plan development, how should key stakeholders be identified? What strategies could be used to bring stakeholders to the table?
- What means can a school district use to get support and buy-in from school board members, community partners, teachers and parents?
- What resources or strategies would be helpful to create a communication plan with the school board, community-based organizations, teachers and parents?
- What could PPS have done differently if given more time?

Methods

This evaluation used semi-structured interviews to identify successes, barriers and challenges and lessons learned from the PPS process of developing a CSE plan of instruction and scope and sequence. Respondents were recruited from a list of 33 stakeholders who had been invited to and/or attended the plan of instruction development meetings as well as a list of teachers in the scope and sequence development group.

The evaluator conducted 21 key informant interviews and received written responses from two respondents who were unavailable for interviews for a total of 23 respondents. Interviews were conducted in person and over the phone seven to eight months after the final development meetings and averaged 25 minutes in length. Interviews were recorded with respondents' permission and transcribed. A single evaluator using Dedoose software conducted the analyses. Initially, transcripts were coded using an open-coding process to discern emergent themes. A second round of coding focused and grouped the initial themes by their relevance to the evaluation questions. These focused codes included successes, challenges, barriers, lessons learned, facilitation, and the steps taken to develop the plan of instruction and scope and sequence.

Respondents

The 23 respondents who informed the evaluation were divided into two groups: 16 participants from the plan of instruction development process group and seven teachers from the scope and sequence development group. From the plan of instruction development group, the majority of respondents attended at least one of two plan of instruction development meetings and many attended more than one; two did not attend any meetings; and one respondent was the meeting facilitator. Among the plan of instruction development group, respondents represented Planned Parenthood of the Columbia Willamette, CARES NW, Sexual Assault Resource Center (SARC), Roads To Family, Portland State University School of Community Health, Volunteers of America, Raphael House, Latino Network and Native American Youth and Family Center (NAYA). Additionally, some respondents were from state and county-level agencies such as the Oregon Department of Education (ODE), Oregon Office of the Attorney General Sexual Assault Task Force, Oregon Health Authority and Multnomah County Health Department. Finally, the lead facilitator, Liz Thorne of Matchstick Consulting, and one middle school principal were also included in this sample.

For the scope and sequence group, all respondents (n=7) had attended at least seven of the nine development meetings. The respondents from the scope and sequence development group include elementary, middle and high school teachers, one teacher from a community-based organization that teaches high school health online to PPS students, one substitute teacher, and Jess Lawrence of Cairn Guidance, who facilitated the first meeting.

Findings

The findings presented here are themes identified during analysis of the interview transcriptions. Themes represent the views of multiple individuals and quotes were included where appropriate to allow respondents' voices to describe the theme. Quotes provided here are good examples of the themes but are not exhaustive. Opinions or thoughts expressed by one or two individuals are minor themes, as indicated in the description, and are included throughout the discussion below.

Plan of instruction development

Facilitation

Many respondents felt the plan of instruction development group meetings were very productive and efficiently run. As one respondent mentioned, there was little downtime spent “just admiring problems.” Instead, she felt like everyone immediately got to work to write the plan. Many stated, as a testament to strong facilitation, that the group developed and approved the plan within the allotted time. Some noted their appreciation that community partners were given time in the first meeting to get to know each other before beginning their review of the draft plan. A few respondents also acknowledged that having funding to hire an outside facilitator, compensate substitute teachers and provide food in the meetings was very valuable to the process.

Most respondents, including the few who were not able to attend some or all of the meetings, appreciated that the facilitator sent frequent email updates throughout the process, including distributing agendas before each meeting and following up with a summary of each meeting. Respondents noted that the facilitator also provided avenues for respondents to provide feedback on the plan of instruction via email or phone when they were unable to attend a meeting. Additionally, considering the short timeframe, most respondents felt they had adequate opportunity to provide feedback in the meetings. They appreciated the facilitator's interest in their comments and noted that she incorporated the comments into the plan of instruction when possible.

“ I think that Liz [Matchstick Consulting] is a fantastic facilitator and is really great at creating space for people to give input in lots of different ways. I definitely felt like there was space for me and others to speak up in meetings and share what was feeling true for us. ”

–Community Partner Respondent

“ I think there was also a strong sense of trust that what was being brought to us was well thought through, was PPS and Portland relevant, and that we were genuinely being asked what we thought about the various things as opposed to sometimes people bring you something that is already crafted and they’re not really interested in hearing what you have to say. And that was absolutely not the case here; not only were they highly interested in hearing the input, but they then incorporated it. ”

–Community Partner Respondent

However, other respondents felt the conversation was derailed at times by differing approaches to reaching the primary goals as well as potential conflicts of organizational scope among community partners. Some community partners were noted as taking up more space than others and steered conversations back to their organizations’ agenda that, at times, made it difficult to stay on track. Most of the respondents who mentioned this also acknowledged that it was probably a normal, natural occurrence in processes like this and had several suggestions to help curb this from happening in the future including displaying the “take space, make space” ground rule at the front of the room and explaining explicitly that the plan of instruction cannot realistically cover all aspects that community-based organizations note.

Writing the plan of instruction

Many respondents liked having a pre-written draft plan of instruction to respond to at the first meeting because they knew it would have taken much more time if they started from scratch. Among the respondents that mentioned this, all trusted the facilitator’s expertise and ability to find strong sample plans of instruction that could be adapted to the needs of Portland Public Schools.

Nearly every respondent loved that the draft plan was blown up on giant sheets of poster paper for participants’ response. The plan posters were a favorite for many reasons: The activity fostered collaboration, prompted new conversations among the small groups within the meetings, and offered a space to provide feedback and comments without

“ I think the one thing that we ran into that was difficult was everybody was trying to advocate for their own area that they’re passionate about and I found [...] they really dominated the meetings. ”

–Community Partner Respondent

“ I think [starting with a draft plan] is able then to really capitalize on who’s at the table for the limited amount of time you have them, as opposed to saying here’s your blank slate, now let’s spend the next 20 weeks dealing with this. ”

–Community Partner Respondent

necessitating fully formed thoughts. Respondents enjoyed the opportunity to respond directly to each other on the posters and found it valuable that other groups’ input generated new ideas among their own. Additionally, several respondents appreciated that their feedback was thoughtfully considered, and their comments were often incorporated into the final plan of instruction. This genuine interest in the community partners’ feedback helped foster a sense of trust between some community partners and Portland Public Schools.

Collaborative experience

Many respondents appreciated the collaborative nature of the plan development meetings and some were impressed by the number of contributing community-based organizations. Several respondents noted they were glad to be brought into the process at the start and felt there was an intentionality to the process and a commitment to creating a comprehensive sexual health plan of instruction that was representative of all Portland Public Schools. As one respondent noted: “I think it was really collaborative, really mindful of getting input from so many stakeholders.” Most respondents valued the diverse perspectives represented in the room and understood that the various experts’ feedback acted to strengthen the final plan of instruction. Stakeholders participating in the plan development represented expertise

“ ...how we wrote directly on those sheets was great because if you had a half-formed thought you could still write it up there. It didn’t have to be beautifully drafted language, so that was really great. ”

–Community Partner Respondent

“ I liked that they requested feedback from everybody and that they had total involvement from everybody, everybody seemed to contribute, everybody had a little bit different area of expertise and I thought it was a great collection of the best people within the Portland Metro Area. ”

–Community Partner Respondent

in various topic areas including child abuse prevention, sexual violence prevention and sexual health education. The process also included representatives from culturally specific organizations, the Multnomah County Health Department and state-level organizations such as the Oregon Health Authority, Oregon Department of Education and the Oregon Office of the Attorney General Sexual Assault Task Force.

Identifying stakeholders and getting buy-in

Nearly all the respondents had a working relationship with Jenny Withycombe (the health teacher on special assignment or TOSA at PPS) and/or Portland Public Schools prior to joining this process. Many of the participating community-based organizations had partnered with PPS on the Adolescents and Communities Together (ACT) grant. The Oregon Department of Education suggested other organizations. As mentioned above, respondents noted their appreciation of the diverse areas of expertise and perspectives represented throughout the process, but these comments were often followed by the names of several organizations and communities missing from the process.

While many respondents felt community-based organizations were well-represented in the meetings, several others noted key absences of culturally specific organizations and communities. They especially noted those that, in their opinion, PPS has historically underserved including representatives from African American/Black, Russian, Vietnamese, Southeast Asian, Eastern European, Somali, Ethiopian, Chinese and Pacific Islander communities. Organizations who were specifically noted as missing were Self Enhancement, Inc. (SEI), Immigrant and Refugee Community Organization (IRCO), Impact NW, Native American Youth and Family Center (NAYA), Asian Pacific American Network of Oregon (APANO), and an organization representing students with disabilities.

Some of these organizations had been invited via email and either did not have the capacity to attend meetings or did not respond to the invitation. Others were not invited. Given more time, the facilitator noted she would have preferred to personally reach out to these organizations to build relationships and determine the best process for their participation. However, time constraints prohibited that level of relationship building. Several respondents emphasized the importance of building these relationships over time, to make sure they are authentic and mutually beneficial.

Suggestions to improve the process for developing the plan of instruction

Both the facilitator and community partners identified several ways the plan development process and the final plan of instruction could have been improved. The most common suggestions included building professional development and training opportunities for teachers into the plan; building stronger long-term relationships with community partners; and making sure teachers, school administrators and education experts work alongside community partners for development of both the plan of instruction and the scope and sequence.

“ I think the other thing that would have been really great is if we could have really fleshed out what professional development looked like, the system of how community partners were involved ... I think that it would have been really great to have been able to flesh that out because I think that’s sort of happening now and not in an organized way; it’s just sort of happening. ”

–Community Partner Respondent

Teacher support in the final plan of instruction

Many respondents felt the plan of instruction could be more effective by including a plan for teachers’ professional development and an outline for continued engagement with community-based organizations. Many respondents were quite concerned about mandating the sexual health plan of instruction without providing explicit support for teachers and school staff. Similarly, some respondents would have liked to see the sexual health plan include explicit guidelines for partnering with community-based organizations. They noted that without adequate resources, schools lean on community-based organizations to help provide curriculum implementation and training. Respondents said providing a process in which teachers and school administrators could engage with community partners would be an additional way to support teachers in implementing the new plan. Further, some respondents would have preferred the plan to include curricula for teachers to use, including (but not limited to) full curricula adoption (requiring the entire district use the same approved curricula), best-practice curriculum recommendations, and/or supplemental resources addressing the standards that were not covered in the “primary” curriculum recommendation.

Better engagement of stakeholders

The most common critiques of the plan of instruction development process concerned who was included. Most notably, respondents really wanted to see teachers, school administrators and education experts working alongside community-based organizations at each step of the plan of instruction and the scope and sequence development processes. Many respondents felt there was a disconnect between teachers and community partners, which led to lack of trust or understanding in one another’s expertise. This seemed to contribute to misunderstandings about what was “realistic” for the plan of instruction, leaving many respondents concerned about the final product. However, respondents appreciated the chance to discuss their concerns with each other (community partners with teachers and vice-versa) to come to a better understanding of each other’s perspectives. They expressed the importance of having this kind of collaboration throughout the entire process.

“ I just really can’t say enough about the importance of connecting with parents. I don’t think policies can be implemented without parent support and I think they saw that late when they faced some hurdles when it came to parent engagement and parent opt out and those sorts of things because parents can really be allies more than anything in this work. I think they’re more frequently seen as opposition or they’re seen as they’re definitely going to have an issue with this rather than, no, 90% of parents do support this work. The more I do this work, the more I realize that parents are one of the most important things. ”

–Community Partner Respondent

Many respondents also identified gaps in the backgrounds of individuals represented within the planning meetings. Many respondents noted that the process could have benefitted from the intentional inclusion of people of color, representatives of students with disabilities, people who identify with the LGBTQ community and with various gender identities (other than cis women). Youth and parents were also identified as critical stakeholders that several respondents would have liked to see represented in the meetings.

A few respondents mentioned limiting the number of people who represent the same sexual health topic areas. This could mean only inviting one person from each organization or making sure each organization in attendance only represents one aspect of youth sexual health. Some respondents felt that a few topic areas were overrepresented, thus making their voices appear loudest in the room and enabling them to control the dialogue and take up a lot of meeting time.

Additionally, some of the respondents from community-based organizations unable to attend meetings suggested engaging them in the process by asking specific questions about their area of expertise. These direct and relevant asks would have minimized the time commitment necessary to participate in the process and could have allowed greater engagement.

Meeting facilitation

Some respondents stated they would have benefitted from “pre-meeting briefings” with agendas that provide clear objectives for the day and relevant information (like the draft plan). Some respondents noted they would have appreciated the extra time to gather their thoughts and compile feedback in a way that felt meaningful and complete for them.

A few respondents expressed the need for laying out ground rules at the start of the process and then holding everyone accountable to them. The rule that seemed most relevant to this suggestion is “take space/make space” as respondents explained the difficulty they felt in redirecting the conversation away from the few respondents with the loudest voices.

As expected, nearly every respondent mentioned the need for more time and more meetings. The most common reasons cited were to facilitate building long-term relationships with community partners; to allow enough time for more meetings so that each individual meeting could be shortened; to engage parents, youth and culturally specific organizations in small community meetings; to implement an online component to gather more public feedback; and to allow teachers to take fewer sub days (days out of the classroom that required a substitute teacher), or, at the very least, not take so many sub days in the span of a few months.

Communication

Most community partner respondents expressed dissatisfaction with the lack of communication from PPS after the school board approved the plan of instruction. Many wanted updates on the implementation, curriculum, teachers’ response to the new plan of instruction, unforeseen consequences and possible improvements to the plan. Furthermore, respondents were aware that, according to the administrative rules, the plan should be revisited and updated in 2020. Accordingly, they noted how helpful it would be to receive continuous updates instead of being asked to come back to the table to improve the plan without the necessary information and feedback. Community partner respondents also explained that if they were made aware of implementation challenges, they could reach out to teachers and/or schools to offer training or curriculum support.

Ongoing communication would also help build and maintain long-term relationships between schools and community partners. Respondents explained that these well-established relationships would not only facilitate more support for those teaching health and sexuality education but would also help create more buy-in from community partners. Community-based organizations prefer collaborative relationships with continued engagement instead of only communicating with PPS when the district needs their input.

Similarly, a few respondents noted the importance of having one person accountable for the plan of instruction; this would also ensure one point of contact. The respondents who expressed this added the caveat that they know the TOSA is well over capacity; however, they felt the only way for the plan to truly be successful is to have someone with the time to nurture partnerships with community-based organizations.

Scope and sequence development

Facilitation

All respondents noted their appreciation for having facilitators in the meetings. However, they also made clear that, while facilitation was considered a key component of a successful process, the facilitators were not readily available to all groups throughout the process. Specifically, respondents from the group developing the high school scope and sequence explained that having a facilitator at the first meeting was great, but the lack of guidance at the following meetings made the process much more difficult. Further, the respondent from the elementary group noted that the facilitation they had in every meeting was very helpful. Despite this inconsistency in facilitation among the groups, all but one respondent felt the meetings were a productive and efficient way to develop a scope and sequence. Additionally, the respondents from both the middle school and elementary groups stated that their meetings were well-organized; this view was not shared by those in the high school group, which may have been due to the absence of a facilitator. As discussed further in the “Suggestions to improve the scope and sequence process” section, guidance from an experienced facilitator throughout the entire process was very important to respondents.

Collaborative experience

Many respondents appreciated that this process gave them the opportunity to work alongside their colleagues from other schools. Some respondents noted they valued the input of many of the teachers in the group who had a lot of expertise in teaching health. One respondent expressed concern that the high school process relied too heavily on the “loudest voice in the room” and not group consensus. Another respondent voiced concern that not enough teachers were interested in joining the group so there were some participants that perhaps should not have been included (i.e., substitute teachers); two other respondents felt strongly that every school in the district should have had a teacher in the group to support implementation.

“ I think having Jess [Cairn Guidance] there that first day was awesome, and I was really hopeful after that first day. I wish somebody like her or somebody who has been around and doing this work could have stayed around with us. It felt very much after that we were on our own and nobody knew exactly how to go about so we just chose a way to do it but, again, it didn't feel very good in my eyes. ”

–Teacher from Scope and Sequence Group

Every respondent enjoyed working with the facilitators. Those respondents in groups that did not have consistent facilitation noted that they would have appreciated collaborating in every meeting with a facilitator who had a strong understanding of best practices. All respondents appreciated having community partners engaged in the process and would have liked to collaborate with them throughout the entire process instead of just at one meeting. Community partners were seen as valuable assets due to their knowledge of best practices and ability to share resources and curricula with teachers. Additionally, one respondent explained that an ongoing relationship with community-based organizations would be helpful because of their ability to educate the broader community around the importance of sexual health education.

“ I felt like [community partners] were definitely wanting to be there and willing to share resources that they had on how schools and organizations could coordinate. A lot I think was they were able to do more things within communities we deal with, but sometimes it’s hard with schools ... those organizations had more outreach so that when the topics of sex ed and others came up [we could] enlist some of those organizations because there’s a lot of communities, for various reasons and most of them were religious, that didn’t want their kids involved with this. So I think [we should try] to reach out through those organizations. ”

–Community Partner Respondent

Administrator support

Most respondents felt they had limited support from their immediate (building) administrators. They felt their administrators did not understand what they were doing or the importance of developing a scope and sequence for health, and that administrators only demonstrated their support of the process by approving the nine sub days classroom teachers had to take to be in the scope and sequence development group. Only one respondent noted their administrator’s full support, which was demonstrated by the administrator participating in some of the meetings. Nearly all the respondents felt their principals should have been a part of the process both to understand how and why a scope and sequence was being developed and to see how much work goes into creating one. Respondents also felt unsupported at the district level in a number of ways including lack of training or professional development prior to creating the scope and sequence; lack of clear process before asking teachers to do something they had never done before; lack of support for the

TOSA given the demands of this process; lack of consideration for implementation, demonstrated by high schools declining to adopt the new scope and sequence in the 2018–2019 school year, and middle schools’ struggles to find space in their master schedule for elective classes. Although district-wide administrators’ and principals’ lack of participation was noted, one respondent appreciated that the process was focused on, and led directly by, classroom teachers.

Suggestions to improve the process for developing the scope and sequence

Respondents from the scope and sequence development group identified several areas for improvement that fell into two categories: professional development and meeting schedule and facilitation.

Meeting schedule and facilitation

One of the primary complaints from nearly every respondent was that taking nine sub days over the course of a few months was too much time away from the classroom. Every respondent agreed that having this process during the summer (with a stipend) would be much more accessible; it would also eliminate the significant effort to create sub plans in addition to the work of developing a scope and sequence. Respondents noted that doing this over the summer would allow more time for scope and sequence development and could also increase teacher participation. Furthermore, having more teachers engaged in the process could lead to stronger district-wide buy-in and administrative support for the final scope and sequence.

“ I really think that it needed to be teacher-driven because the teachers are the ones doing the work, and they know what needs to happen and what makes sense as far as organization of the units and what’s realistic for different age groups of kids because we actually work with those kids. So I really think the fact that it was primarily teacher-driven was good. ”

–Teacher from Scope and Sequence Group

“ I do feel like the system of picking out which [skills] we were going to assess within each unit even was just kind of very arbitrary, and I don’t feel like there was a lot of thought that went into it. It was just kind of like well we need to put these skills in here somewhere, so let’s just do it in the alcohol and drug unit. ”

–Teacher from Scope and Sequence Group

“ But I thought that the process was not that great because there’s so many standards and so many things in Oregon that you’re supposed to do. The first thing that we did was go through all of them and kind of weed out the ones that were repetitive and then we tried our best to create what our scope and sequence would be in Health 1 and 2. But it was very much based on what each school was doing, and so I felt like we couldn’t come to any conclusion about what we should be doing in Health 1 and 2. It felt like a couple people took over and kind of did it but I don’t feel like it was done with very much intention. ”

–Teacher from Scope and Sequence Group

Shared goals

Some of the respondents mentioned the district had not fully developed a plan for creating a scope and sequence, nor had it outlined clear goals for individual meetings or the entire process itself; as such, respondents had varying understanding of the overall objective. One respondent said the primary goal was to make sure every school was teaching health in the same way at the same time so that students who transfer mid-year would not lose credit; other respondents noted that the main objective was to develop a scope and sequence for immediate implementation; yet another said they felt the goal was expressed clearly by the facilitators but could not articulate it during our interview. The high school group noted this lack of clear objective, paired with the absence of a facilitator, led to some respondents feeling dissatisfied with both the process and the final scope and sequence.

As noted above, nearly all respondents felt they needed more guidance throughout the process either from a skilled facilitator or from community partners who were experienced in evidence-based CSE best practices. Some respondents explained that consistent facilitation would have made the process more meaningful because the objectives would have been clear throughout and understood by all, the process would have been backed by relevant research in best practices for CSE, and there would have been less room for teachers with the strongest opinions to dominate meetings.

Professional development

The other most common criticism from the scope and sequence respondents was lack of professional development opportunities related to scope and sequence development and to CSE content and curricula. Several respondents, especially elementary school teachers, felt they did not have adequate training in health curricula. One elementary school teacher felt their lack of familiarity with health curricula made them less effective in the scope and sequence development group.

Furthermore, one respondent from the middle school group explained they had been teaching sex education for several years before attending their first training on the subject. The absence of training prior to teaching health for the first time seemed to have contributed to this educator's lack of appreciation for professional development opportunities related to CSE.

While none of the respondents from the high school group expressed the need for training in specific content areas, some acknowledged the lack of professional development around creating a scope and sequence. This process was new to everyone and some respondents would have appreciated additional background training on how to organize and develop a scope and sequence that aligns with the district's move toward skills-based lessons.

Finally, one respondent explained the benefit of having the scope and sequence development group train the other teachers in the district how they developed the scope and sequence and the importance of implementation. Many respondents noted that teachers were all teaching health differently and were unwilling to change the way they organized their classes. This additional training by the scope and sequence development group could lead to a better understanding across the district and, thus, make redesigning a class more palatable to teachers who were not in the group.

“ I wasn't as familiar with certain topics in health, not having taught it, and so the biggest negative for me was just not being familiar with it. And with more knowledge in the topic areas, I think that probably would have helped me be a little more efficient. ”

—Teacher from Scope and Sequence Group

“ And then we brought in one teacher from all the high schools for one meeting, which I appreciate Jenny doing, but what that basically did was show us how we all are not willing to give up what we’re doing at our individual schools and the different schedules we have to make uniform or to make it the same for every school. I actually don’t think we should be making it the same for every school. We all have different needs and that was very clear. There was another teacher in the S&S that wanted all of us to do the exact same thing at the exact same time no matter what, and there was a lot of pushback from other teachers in the district who are doing some great things but don’t want to be told exactly what to do and when to do it. ”

–Teacher from Scope and Sequence Group

“ [They need to] be willing to take time, work on it until it’s actually done because we didn’t do that and then train teachers before you mandate it, which we also didn’t do. Because a lot of teachers freaked out like “What?! I’m teaching health?” Especially in K–5, they were like “What?! I don’t know how to teach health, you can’t ask me to teach one more subject! — which is fair; they teach a ridiculous number of things. ”

–Teacher from Scope and Sequence Group

Summary and recommendations

Summary

Oregon Department of Education's Human Sexuality Education Administrative Rule (OAR-581-022-2050) requires all school districts to develop a comprehensive sexual health education plan of instruction in collaboration with community-based organizations and local health departments to ensure the policy would adequately reflect the needs of their community. Portland Public Schools responded by convening a group of representatives from community-based organizations, the county health department and state programs to develop a plan of instruction and brought together teachers from the district to develop a scope and sequence as part of the plan of instruction.

Interviews conducted with participants confirmed that hiring a strong facilitator with knowledge of best practices and the skills to direct conversations was key to PPS's successful process. Nevertheless, PPS would have benefitted from creating a clear framework for the process before beginning to develop the plan of instruction and scope and sequence. District-level administrators should provide structure to the process through a well-defined plan for developing a scope and sequence and plan of instruction. The framework should equip all participants with a clear understanding of the primary objective for each meeting, as well as the overall goals of the process. This will help participants and facilitators work more effectively and increase participants' support of the process and outcome.

Despite the short timeframe to develop the plan of instruction, PPS was able to convene a large group of community partners across a wide spectrum of organizations dedicated to support youth sexual health. These community partners felt they were given adequate time to substantially contribute and aid in the development of a plan of instruction in a meaningful way. However, they noted that PPS has since lost some of the momentum generated in this process by lack of continued communication after the school board approved the plan of instruction. It is important for PPS to remain in regular contact with community partners during implementation to foster strong, truly reciprocal collaborative relationships with community-based organizations. Furthermore, PPS is scheduled to update their plan of instruction in 2020 and will need community partners to come back to the table to lend their expertise. If PPS were to provide regular updates on implementation successes and challenges, the community partners would not only have more buy-in to PPS's success, they would be better prepared to contribute during the plan update.

PPS's process to develop a comprehensive sexual health education plan of instruction successfully included input from several different community-based organizations. As a result, PPS has the opportunity to make their plan and process more broadly adaptable. As mentioned above, per the requirements in ODE's administrative rule, PPS will need to update their plan every two years and should build and improve upon their already-established process instead of starting from scratch. Additionally, Oregon recently passed Adi's Act (2019 SB 52), which will require all school districts to have a suicide prevention policy that is evidence-supported and grounded in best practices. The process that PPS took to develop its CSE plan of instruction could be adapted to develop its future youth suicide prevention policy.

Finally, as PPS continues to build upon and improve this process, it would greatly benefit from the involvement of district-level administration and principals as well as increased participation from culturally specific community organizations, parents and youth. Teachers need to feel more supported in this work, both from their building administrators (principals) and the district. One way principals could show their support is by actively engaging in the scope and sequence process and demonstrating that they understand the importance of sexual health education. Similarly, as a district, PPS can show its support of sexual health education by bringing parents and youth into the development process and ensuring the plan of instruction reflects the needs of the communities they serve.

Recommendations

- **Define the process:** District-level administrators would benefit from having a well-defined process for developing a plan of instruction and scope and sequence in place before convening the first meeting. This should include a timeline with specific deadlines, meeting agendas with clear objectives, a facilitation plan, and a communication plan for engaging community partners, teachers, school administrators and parents.
- **Maintain regular communication with community partners** via email (perhaps through a listserv) both during the development process and after it has concluded. Provide periodic updates on the status of implementation, challenges to implementation and suggestions for addressing these challenges when the plan of instruction is updated.

- **Build authentic, collaborative relationships** with community-based organizations well in advance and maintain them after developing the plan of instruction. Some strategies for doing this are sharing resources; making in-person introductions and invitations to relevant meetings; maintaining regular communication and providing updates on district-wide sexuality education; avoiding the tendency to reach out only when help or input is needed from the community-based organization; and using pre-established groups and coalitions of community-based organizations (such as Oregon Youth Sexual Health Partnership, or OYSHP) where community partners are already working together to advance sexuality education in Oregon.
- **Ensure participation of teachers, principals, community partners, parents and youth** in all development meetings and collaborate on all components of the plan of instruction, including the scope and sequence. This would support further buy-in from stakeholders as well as help avoid making decisions based on assumptions. For example, having parents in the room throughout the entire process would ensure their perspectives are built into the plan of instruction and other participants will not preemptively omit parts of the plan they assume will incite pushback from parents.
- **Support teachers ahead of time:** The district should provide teachers with professional development and training on curricula implementation and best practices for developing a scope and sequence prior to beginning the process.
- **Secure a consistent facilitator** for every plan development meeting and for all meetings for each group developing a scope and sequence. Even with training in best practices prior to the first development meeting, a facilitator could provide guidance throughout the process, re-direct conversations when necessary to increase efficiency, resolve disagreements between stakeholders, and ensure the process is aligned with the overall goals.
- **Optimize timing** to ensure sufficient time to pair curricula, supplemental resources and examples of lesson plans to the scope and sequence. Develop the scope and sequence over the summer and provide teachers with a stipend for their time.

Appendix A

Portland Public Schools' Updated Scope and Sequence Process

Written by Jenny Withycombe, PPS Program Administrator for Health and Physical Education

Guaranteed and Viable Curriculum (GVC) 2.0

Although the GVC/Scope and Sequence Project was successful in articulating a comprehensive plan of instruction for Health Education, K–12, the process included several flaws as outlined in this report. Although the leadership of PPS had not seen the report when we began GVC 2.0, we were aware that much of what we did previously was flawed in minor ways. During the last week of June and for two days at the end of the July, middle and high school teachers came together to review our work from the previous year, reflect, and then make changes. To begin the work in June we engaged in two professional learning experiences that dramatically helped with the revisions (and ultimately would have helped when we began the process the previous year). The first was a training on exactly HOW a scope and sequence should be created. Consultants from Rigorous Curriculum Design (RCD) trained me in the process of developing a comprehensive scope and sequence. I was then able to deliver that training to the teachers in attendance. This allowed us to go back through our documents and identify where we made faulty assumptions and then to correct them. The next day we went through a learning experience in which two trainers in the field of skills-based health instruction led us through a training around shifts in the field and best practices in skills-based health planning. That allowed us to apply our new RCD learning in a more targeted way and make it specific to the discipline of health. The scaffolding these trainings provided set the stage for a more comprehensive review and adaptations of our earlier work.

Another change that was made with the June and July trainings was that we made sure that we had representation from every cluster in the district. We had high school representatives from every cluster except Jefferson HS. And we had middle school representation from every cluster except Cleveland. That meant that we were better able to see the work through the lens of PPS as a whole. It also meant that folks from just one cluster could not dominate the conversation. Everyone felt much better about reviewing the documents and changing what was done knowing that each cluster had a voice in the proceedings.

Finally, we spent the two days in July building common assessments aligned with the skills (rather than the content) of the health scope and sequence. This was done in random groups and allowed for participation across the district. Teams of four each took one grade level and built out their assessment using common documents provided by RCD and our Skills-Based Health trainers. Groups also took time to share their assessments to ensure cohesion across grade levels.

Everyone felt much more settled with the final product and I believe we now have a much stronger GVC/Scope and Sequence from which to work and build.



PUBLIC HEALTH DIVISION

Prescription Drug Monitoring Program

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In July 2020, RMC Research collaborated with Portland Public Schools (PPS) to collect general feedback, awareness, and implementation data from teachers, principals, counselors, and district staff on the PPS Comprehensive Sexuality Education Policy, PPS Comprehensive Sexuality Education Implementation Plan, and PPS Student Bill of Rights for Sexuality Education via an online survey ($n = 24$). In November 2020, RMC Research interviewed a subset of survey respondents to gain context around the survey findings ($n = 11$: 3 principals and 8 high school health teachers). This brief presents findings from interviews and select survey items. The Comprehensive Sexuality Education Survey Brief¹ contains detailed instrumentation, data collection, analyses, and findings of the survey data and is available upon request.



FAMILIARITY WITH PPS SEXUALITY EDUCATION DOCUMENTS

While over 50% of the online survey respondents reported being moderately or extremely familiar with the PPS Comprehensive Sexuality Education Policy, PPS Comprehensive Sexuality Education Implementation Plan, and PPS Student Bill of Rights for Sexuality Education documents, the follow-up interviews revealed that many participants were less familiar with the documents than was reported via the online survey. Most interviewees reported being **vaguely familiar** with the documents, meaning they knew where they were located and had seen them before, but did not access them on a regular basis ($n = 8$). Two interviewees reported being **very familiar** with the documents, including one who kept hard copies of the documents in their classroom and posted the PPS Student Bill of Rights for Sexuality Education in their classroom.

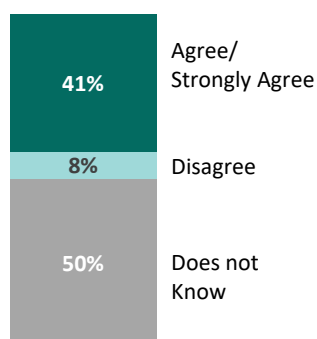
Additionally, one interviewee reported not knowing where the documents were, while another noted that after conferring with three other health teachers, none of them knew where to access the documents. Despite the wide range of interviewees' familiarity with the documents, they all agreed on their importance and expressed appreciation for the work that went into creating them.

¹Qureshi, C. & Lewis, C. (2020). SAY Wellness Comprehensive Sexuality Education Survey Brief. RMC Research Corporation.



QUALITY OF LEARNING ENVIRONMENT FOR STUDENTS

The learning environment is a place in which all students feel valued.



Half of survey respondents reported not knowing if all students feel valued in their learning environment, while 41% agreed and 8% disagreed. Interviewees were asked: (a) their thoughts on these findings, (b) what their schools are doing to make students feel safe, and (c) what strategies they would like to employ to improve in this area. Overall, interviewees echoed that while they discuss this topic and implement some strategies to ensure students feel valued and safe, it is hard to gauge how successful they are, and they would like to implement additional strategies. Also, participants said factors such as overarching school climate ($n = 2$) and student-to-student interactions ($n = 3$) contribute to students feeling safe, but are somewhat out of the interviewees' control.

Strategies discussed to ensure students feel safe and valued included:

- **Planning intentionally among staff**—Six interviewees reported having intentional conversations between staff around best practices, inclusivity, trauma-informed practices, and other strategies that could be implemented to make students feel safe. However, they noted these conversations often happen within a subset of their school's staff as opposed to building-wide conversations, which can lead to inconsistent messaging to students. Two teachers noted they would like to see more intentional cross-collaboration in their schools, as oftentimes when they learn of something other teachers are doing in their classrooms it is through word of mouth.
- **Creating safe classroom environments**—Four teachers reported creating safe classroom environments by setting up class norms, spending time discussing gender and racial equity, ensuring lesson plans are inclusive of diverse experiences, using pronouns, and calling out students when they use disrespectful language in class.

I try to make my subject material as diverse as possible, making sure that, you know, we're talking about different kinds of relationships and LGBTQ individuals and bringing in perspectives from lots of different areas in hopes that it is a more inclusive classroom.

- **Collecting, harnessing, and using student voice**—Strategies pertaining to student voice also were reported, either as approaches interviewees were already using ($n = 4$) or as an area for improvement ($n = 2$). Interviewees who reported currently collecting student feedback shared a variety of methods, including speaking informally with students, gathering anonymous surveys at the end of each unit, having group chats with students in class, inviting students to speak at staff meetings, and using the district- or building-wide surveys such as the Healthy Teens Survey. Two teachers shared a desire for their schools to do better in this area: One felt students should be included in staff meetings, and another noted that even though their study body has done a good job of

communicating their needs to the school through a formal list of demands, those demands have not been addressed in a systematic or consistent way. Additionally, this teacher noted that in order to harness student voice appropriately, the students should be acknowledged for the work they do to help improve the climate of the classroom and school through being paid hourly wages.

- **Employing a diverse staff**—While one teacher noted that the diverse staff at their school helps all students feel heard and safe, two teachers reported that the mismatch between their staff (predominantly white) and the students (majority students of color) is a hindrance.
- **Expanding training**—Three interviewees described the need for more training among all teachers, not just health teachers, to ensure that best practices for ensuring students' sense of belonging are being used school-wide and not only in health classes.

We can say, like, we're inclusive, but when things are happening that don't connect with that, and when teachers are making subtle remarks or whatever, totally not doing it on purpose, but we send these, like, subliminal messages around race and gender and sexuality all day long. And it's exhausting for our kids.

- **Receiving district support**—Two teachers reported that although the district conveys the message to schools that they should be addressing topics such as social justice and equity work, there is not enough done to support teachers in implementing approaches that have an impact on how safe students feel in the classroom.

We have a [high] proportion of white students, so when I do lessons surrounding identity and privilege and oppression, I know that it's impacting my kids of color more. And so do I not do it, because I could harm them in talking about these things? I would love to have more direction from the district on how to best implement these things.

- **Receiving support around disability inclusivity**—Two teachers shared they do not feel there is enough support around including students with disabilities into the equity conversation. One shared, "We all think we're doing equity, but we're only talking about race. Nobody's talking about disability...I don't know how to do that."

There were various strategies that were reported as being implemented by just one interviewee each: (a) including a lesson on microaggressions, (b) building rapport with students, (c) offering gender-inclusive bathrooms and allowing students to pick which locker room to use, (d) offering courses on Ethnic Studies, Gender Studies, and Critical Race Studies, (e) holding a school-wide mental health fair, (f) doing anti-bullying work with students, and (g) setting up advocacy groups such as the GSA (Gay Straight Alliance), respectively.



SEXUALITY EDUCATION TOPICS: IMPLEMENTATION AND FAMILIARITY

Overall survey findings showed that the majority of sexuality education topics were implemented consistently across classrooms, or that concerted efforts were being made. There were topics, however, that showed lower implementation than others. For example, a higher percentage of respondents said general sexuality education topics (e.g., puberty and adolescent development; reproductive justice; and anatomy and physiology) and healthy/unhealthy relationships topics (e.g., intimidation, sexting, sextortion, and pornography) either were not taught or were just beginning to be taught in their schools, as compared to personal safety topics (e.g., alcohol/tobacco/drugs, child sexual abuse and prevention) and health education topics (e.g., communication skills, decision-making skills, goal setting), which were taught more frequently.

Interviewees were asked their thoughts on why certain topics seem to be implemented more consistently than others. The reasons for different levels of implementation included:

- **Comfort level of teachers**—Ten of the 11 interviewees shared that low implementation of certain topics pertains to teachers' comfort levels. Three drivers to a low comfort level were cited. **First**, teachers who have a large generational gap with their students are not as familiar with some of the topics facing students today. This makes it difficult for them to relate to - and discuss topics with - their students. **Second**, some teachers avoid discussing certain subjects because they fear triggering students and causing them harm. **Third**, as the topics are constantly changing in the sexuality education landscape, it is not easy for all teachers to constantly evolve and adapt.

You know, just from my experience, I think that if we look at the names even, intimidation, sexting, sextortion, and pornography...I think it sometimes comes back to comfort levels of teachers and that fear of what is safe to talk about.

- **Perceived relevance to students**—Three interviewees reported that often teachers will omit certain topics because they do not feel they are relevant to their students. For example, one interviewee shared that a school with a high population of affluent white students might not delve into reproductive justice because their students are not directly impacted by that issue. Although not expressed by an interviewee, it may be important for the district to provide guidance on which topics would be relevant to specific student populations, so teachers are not making these decisions in isolation or making incorrect assumptions about what is relevant to whom.

[teachers] want to fine-tune it based to like their school demographics...and they might not be seeing harassment as a big problem at their school from their point of view, so then they might teach, like, something a little bit smaller, something that kind of overlaps with it.

- **Traditional versus new topics**—Three interviewees noted that many of the survey topics reported as having lower levels of implementation were topics the district had just

started guiding teachers to implement, and that the district and teachers are still trying to catch up to the needs of the students.

- **Skill-based movement**—Two interviewees shared that the district has been moving toward standards-based curriculum with an emphasis on skill-building, so teachers are prioritizing teaching the skills (e.g., analyzing the influences on health behaviors, self-management, decision making skills) over concepts (e.g., harassment, intimidation, reproductive justice).

Interviewees also noted that overall, because there is more content than can reasonably fit into the time they have to cover it, teachers are often forced to choose some topics over others ($n = 4$). Two teachers noted the curriculum has improved over the last few years and implementation of the general sexuality education and healthy/unhealthy relationships topics have likely increased, despite still being lower than personal safety topics and health education topics.

When principals were asked what drives their familiarity with the different sexuality education topics, they reported four different drivers: (a) communication from the district including chosen curriculum, (b) needs that emerge in their building, (c) professional development they participate in, and (d) community partners that they work with.

I think the curriculum pieces of what's required to teach is some familiarity, understanding all the different pieces, and then as issues arise, you know, educating myself, my staff educating themselves figuring out how to respond to it.



ELEMENTS OF EXISTING SEXUALITY EDUCATION CURRICULUM IN NEED OF SUPPORT

Percent of teachers reporting the element is part of their current instruction

Promote family communication around sexual health

56%

Develop sex ed in cooperation with community members

41%

Rely on participatory teaching methods that teach approved scope/sequence

35%

On the survey, when asked whether certain elements of highly effective sexuality education and STI prevention education programs are taught in their classrooms, 82%-100% of teachers reported each element is part of their current instruction with the exception of three: (a) promoting family communication around sexual health, (b) developing sexuality education in cooperation with community members, and (c) relying on participatory teaching methods that teach the State/District approved scope and sequence for health education to fidelity. Interviewees were asked about these three elements to gain more understanding around the survey findings.

Promoting family communication around sexual health

Interviewees confirmed that while notifying parents/guardians of what will be covered in health class is something routinely done, it is not as easy to engage parents/guardians in a way that promotes family communication around sexual health. Six of the eleven interviewees shared family engagement activities they or their school have implemented:

- **Parent night**—Two participants reported having active Health Action Networks that organize parent nights at least once per school year. Parent nights typically cover topics such as suicide prevention, gender identity, sexual assault, and drug and alcohol abuse. Interviewees also shared that attendance at parent nights varies from as few as three attendees to over 200. One interviewee shared that they offer students extra credit if they attend with their parent/guardian and provide a write-up about the topic, which has helped increase turnout.
- **Homework**—Two interviewees said they promote communication at home through projects and homework that encourage students to engage in conversation with their parent/guardian, however, one of the two said the assignments are optional because not all students are able to talk with their parent/guardian about these topics.
- **School webpage or social media**—Two interviewees described relying on their school's webpage and/or social media to keep parents/guardians informed of various resources, in case they would like to delve more deeply into topics related to sexual health.

Interviewees also shared the various **barriers** they face when trying to engage parents around sexual health topics:

- **Parent accessibility**—Five interviewees shared how difficult it is to make meaningful contact with parents/guardians due to: (a) the busy schedules of parents/guardians, (b) not having up-to-date contact information, (c) the overwhelming amount of information parents/guardians are already receiving from the school, and (d) the lack of buy-in about the importance and/or relevance of sexual health topics.

So many parents don't think it relates to them. And maybe they don't even know if their child's not out yet. Like, "This isn't relevant to me," but it is.

That's the hard thing with high school-age students, their families are pulled in so many different directions...how do we give folks information throughout the year? I think it's just the challenge of, like, time and energy.

- **Teacher trepidation**—Three interviewees noted how intimidating it is to pull parents/guardians into conversations around sexual health since it is a potentially dividing subject; they described not wanting to *open a can of worms* and taking the route of *asking for forgiveness, not permission* when it came to notifying parents/guardians of the start of the sexual health units.

- **Time**—Two teachers shared how time consuming it is to effectively reach out and engage parents/guardians, and that they have good intentions at the start of the year but quickly lose the ability to keep up with everything they would like to achieve.

I kind of always start the year being, like, I'm going to keep in touch with my parents and tell them what I'm doing, and, like, get them involved; it takes a village. And I feel like I don't ever follow through. I'm not as good at that as I wish I was.

Developing sexuality education in cooperation with community members

When asked how community members are engaged in the development of sexuality education curriculum, the most common occurrence reported was **bringing community-based organizations** such as Planned Parenthood, Cascade AIDS Project, and Raphael House into the health classrooms as guest speakers ($n = 7$). Schools that have school-based health centers on site also reported inviting the staff at these centers to speak to their health classes. Inviting guest speakers into the classroom is a way for health teachers to ensure that their students are gaining knowledge from a diverse group of educators who have expertise in the topics they are covering. One interviewee noted that most of the **curricula in use were created in part by advocacy groups**, such as the SARC curriculum (developed by Sexual Assault Resource Center), Nest Program for the Right to Healthy Relationships (developed by NEST), and the 3 R's: Rights, Respect, Responsibility (developed by Advocates for Youth). Another interviewee shared that **teachers are able to volunteer to help develop curriculum**; however, there is no vetting process for who ultimately gets chosen, so it is unclear how diverse or experienced the group of teachers are.

Having that break and having somebody come in and talk to them on their level about something that is kind of personal and they don't want anybody else to know about, just makes such a difference. When there are opportunities to have the community members come into the classroom, it's a win-win.

Interviewees also shared the **main barrier** to incorporating community members into the development of sexuality education: **time and resources** ($n = 7$). Bringing in community-based organizations to health classes is predominantly health teacher-driven. If a health teacher has the knowledge, time, and skillset to organize visitors, their classes will benefit from exposure to more diverse and experienced voices. This leads to an inconsistent and inequitable classroom experience across all high school health classes. One interviewee emphasized how it takes good managerial skills to communicate, schedule, and recruit community-based organizations to come to their classroom, and not all health teachers have those skills.

I would say the biggest barrier is just time in the day. And figuring out, like, looking it up, contacting, and then making it happen. It's just like, takes a long time to get from A to B.

Interviewees also provided **suggestions** for how to better incorporate a diverse community into the sexuality education curriculum:

- **Collecting student and parent feedback**—

Two interviewees noted the need for more input from students and parents about what is relevant and needed in terms of sexuality education. One of these interviewees described creating an additional lesson on LGBTQ issues, which they provided to their school’s Queer Straight Alliance club for feedback. The group took two meetings to go through the lesson and provide feedback, which the teacher found helpful; however, this was a one-off instance and not done on a systematic level.

The vast majority of health teachers in Oregon are white women. And in my school, white people are in the minority so I feel like we should get more input from parents...I would love to hear input from Native American parents, like what is spirituality and sexuality look like in your community? What about African American folks? What do you feel like you want in this education? How about LatinX folks? What are you feeling like? How does this relate to you?

- **Getting more district support**—Two interviewees suggested having a toolbox that comes from the district to support health teachers in arranging community-based organization visits to their classroom. The toolbox would include a list of organizations that have been vetted and/or have an established relationship with the district. Other information that would be helpful to include would be guidelines for how to arrange a visit for those health teachers who are not as savvy in terms of managerial skills.

- **Increasing intentionality around curriculum developers**—

One interviewee noted that there is no vetting process for selecting which teachers are involved in creating new curriculum, which can be problematic since not all teachers who volunteer have the experience or diversity that is needed in terms of including community voice.

I appreciate that they get teachers to write curriculum, but I feel like the choice of who's doing that should not just be anybody who wants to come. Or they had someone that's like a brand-new teacher, and she was like, 'Oh, I have all these ideas.' I'm like, yes, but you have no experience teaching them yet, so I love your energy and maybe some of your ideas are great, but, like, can you slow down just a bit?

Relying on participatory teaching methods

On the survey just over half of teachers reported that the following element was part of their current instruction: *Rely on participatory teaching methods that teach the State/District approved scope/sequence for health education to fidelity.* It became clear through the interviews that the wording of the survey item was problematic in that not all teachers were familiar with the term ‘participatory teaching methods’ and the item implied that it was asking about both teaching methods and teaching to fidelity. All interviewees noted that using participatory methods was a common strategy in health classes, in particular during sexual health units, because there are a variety of activities to choose from that engage students in discourse.



RELEVANCY OF SEXUALITY EDUCATION MATERIALS

On the survey, respondents noted in their open-ended answers that the sexuality education materials lacked relevance. When asked their opinion on the relevance of materials, seven of the 11 interviewees shared that previous curriculum was not relevant, but in recent years relevance has increased with the adoption of SARC, NEST, and 3 R's. Interviewees also noted that they have gotten more district support in the form of supplementary materials and kits that are relevant. In terms of ways in which curriculum could be more relevant, interviewees cited the following:

- **Making it more inclusive**—Four interviewees noted the predominance of hetero-normative language in curriculum (i.e., the majority of scenarios are still male/female). One interviewee also felt that gender fluidity should be included in some way when discussing anatomy and physiology.
- **Going into more depth**—Three interviewees felt the curriculum often just scratches the surface of many topics, and that students are ready and willing to delve deeper. The curriculum was described by these interviewees as 'fact-based' and 'dumbed-down'. One of the three felt that boiling down lessons into 'six key points' is representative of a white mentality and is not culturally relevant, as most communities and cultures learn and teach through stories.
- **Addressing the racial equity and disability gap**—Three interviewees noted that while the district has made great strides in increasing relevance in terms of gender and sexual orientation, there are still gaps when it comes to racial equity and disabilities.

It's biology but at the same time, like, my nonbinary students sitting in the corner by themselves are going to feel alienated by these conversations. And I think there's ways that we can tie in gender fluidity and different sexualities while also talking about more binary like biological things.

I don't think they get much out of being, like, all right, you know, HIV: permanent, or, you know, gonorrhea: treatable. I just don't think that does much for them. When they could be doing activities that dive a lot deeper, learn more about the symptoms, signs, like how to take care of it, things like that.

I have students with autism and students with different disabilities that I don't know exactly how to reach and tell what I will be like for them to be dating or to be in the world...I would love to have more teaching surrounding how to implement and talk about these things with so much diversity in my room.

Two interviewees reported that it is important to be able to spot where the curriculum could be more relevant and make adjustments as needed. One of the two shared how they include phrases to increase relevance. For example, during a condom demonstration they would say, “You might never need to know this, but it’s a nice skill

to have if you want to teach somebody who needs to know” to increase relevancy for all students. The other interviewee said they are always looking for different videos to bring into the classroom to increase relevance. For example, they shared a video about an Afro-Vegan chef from Oakland who talked about his career and what influenced him. This allowed the teacher to make their nutrition unit relevant to students of color and was a more engaging way to discuss different diet types. This interviewee also noted how quickly the landscape changes and how a video might be relevant this school year but not the next. Because of how time intensive it is to seek and find these videos, it would be helpful if there were more of a collaborative system in place so the district and teachers could support each other.

I think that there's only so much curriculum that you can give somebody to help them understand. It's like a teacher can't teach it if they don't know it themselves. I see opportunities in the curriculum to add those things...



CONSISTENCY OF SEXUALITY EDUCATION EXPERIENCE FOR STUDENTS

In the open-ended questions, survey respondents noted a need for more consistency in three areas across the district:

- All grade levels receiving some form of sexuality education
- Implementing consistent sexuality education across all schools
- Ensuring teachers are properly trained and/or ensuring certified/qualified teachers are put in place to teach the curriculum

Interviewees were asked their thoughts on each of these areas.

All grade levels receiving some form of sexuality education

In terms of **K–8 sexuality education**, six interviewees noted that the amount of previous sexuality education and/or knowledge their students have at the beginning of the year varies quite a bit, with most students having a very limited base of knowledge. Six interviewees also reported that embedding sexuality education in all grades from K–8 is something the district has undertaken only recently, so it is too early to see an impact in the high school students. All interviewees felt that it is important to embed some form of sexuality education in grades K–8, however they also acknowledged two main **challenges** to implementation. The **first** challenge is navigating the various levels of parental comfort. Due to the diversity of families within the district, some families may be comfortable with

Elementary teachers thinking that they're going to have to teach this, they're nervous. They don't know how it's going to go. And I think that we're trying to provide a lot of support from Jenny and the TOSAs that are working with those schools. But that doesn't necessarily make you more comfortable doing it, if they're not there doing it for you.

the topics covered in elementary and middle schools while others are not. The **second** challenge is ensuring elementary teachers are adequately trained and comfortable with incorporating the topics into their curriculum.

In terms of **high school sexuality education**, five interviewees emphasized the need for some kind of sexuality education in all four years of high school, citing two main reasons. **First**, because of the amount of content in the curriculum, being able to spread the content across four years would enable teachers to cover all the topics thoroughly. Interviewees described trying to incorporate sexual assault issues in English classes as a way to fit in content they could not get to during health classes, and how that was difficult since English teachers may not feel equipped to take on these issues. **Second**, because student experiences change as they move through high school, interviewees felt it is important for them to have exposure to sexuality education in each year during high school. For example, it is crucial to begin educating students early (grade 9), before they find themselves in situations where they need to make good decisions. However, it is also important to ensure they have access to this education when they are older and more likely to find themselves in relationships and in contact with drugs and alcohol.

I definitely think that students should have health all four years. There is so much to get through, we don't even get through all the standards that Oregon has given us, because there's only one year to finish it. We probably only get through a quarter. And so we have to pick like the most important things. Like, what is going to help my students succeed?

Ensuring teachers are properly trained, certified, and/or qualified

Thoughts varied widely in terms of the quality of existing professional development (PD) and how teachers can be further supported to ensure they are qualified to teach health classes.

- **Existing PD could be improved**—Seven interviewees reported that although there are many types of PD for health teachers, they are often dry, redundant, and do not go deep enough to really empower teachers. The information in the PD often feels like basic information that they already know and takes time away from discussing topics more deeply, such as how to delve into the topics more deeply with their students.

We talk about restorative justice timelines, pronouns, we do the gender unicorn every single time, and it's just like, yes, we got this one. We got that part. Let's go. Let's go to something else, like let's dive a little deeper. Let's start having these actual conversations we're asking our students to have and start like troubleshooting when these kids are going to feel uncomfortable, when they are going to feel comfortable, when they're going to questions.

- **Attendance to existing PD is low**—Six interviewees noted that although there are many types of PD for health teachers, the turnout is low, and it seems as if the same small group of health teachers attend the PD every time. Interviewees cited overloaded schedules, difficulty of stepping away from their classes, lack of buy-in about the usefulness of the PD on the part of teachers, and a lack of a firm directive from the principal as reasons for low PD attendance turnout.

I think principals need to tell their teachers, I think this is the only way that it would happen...they might go with some reluctance, but they'd be there. And I'd like to believe that they're going to at least come back and have some better information to share with their students than getting over the fact that they had to go.

- **Existing district support is great**—Six interviewees shared appreciation for the strides specific district-level staff have taken in terms of ensuring opportunities for health teachers to improve their pedagogy (i.e., Jenny Withycombe, Lexie Zimelman, and Liane O'Banion). Interviewees noted how these staff members have provided trainings and increased both teacher and principal understanding of various issues, most notably Title IX. Two of these interviewees noted they have seen the impact of hiring a full-time Title IX coordinator, sharing that their presence has led to more proactive communication and less need for reactionary communication.

I just feel really lucky to teach in a district that is valuing this and working to incorporate some things that are really helpful, like the YRBS and getting teachers trained in the RMC model. I feel more supported right now than I have in the past...Jenny and Lexi have been doing a really good job at getting people comfortable with the topic just by offering trainings and offering material for people to use.

- **Existing PD is great**—Five interviewees reported feeling that the PD they have attended, particularly in recent years, has been positive and worthwhile. One interviewee noted that they “always leave feeling more informed than when going in” while another shared that PD has “gotten so much better since they started in the district” seven years ago.

Just this summer, I did a few trainings, and we've already gotten updates on those trainings...that's never happened before. Like, how have you been using the information that you got? And you know, actually thinking about how, oh yeah, I did that training and I was supposed to be applying that to my curriculum. So that's been a lovely thing to see.

- **Non-health teachers need PD**—Four interviewees noted that because many of these topics spill over into all other classes, non-health teachers would benefit from attending health-related PD. For example, conversations about healthy relationships can come up in social studies or English classes, and many of these teachers are not equipped to discuss such topics. As noted earlier, some schools are attempting to meet district requirements by incorporating sexual assault topics into English class, however many English teachers are not necessarily comfortable with taking on sexual assault in their

classroom discussions. One interviewee acknowledged how many resources it would take to provide sexuality education PD to all teachers, and suggested enlisting the help of community-based organizations to provide workshops for students, or having a building-level health person co-teach with educators on lessons that may have sensitive subject matters.

I think at the high school level, like kids are talking to you about their relationships, right?. They're sharing information. And how do we help make sure that the art teacher knows how to talk to a kid about those things in a way that's going to be healthy and productive?

Implementing consistent sexuality education across all schools

Overall, interviewees felt that when it comes to consistency across all schools, it is important to have a common framework, but one that also allows for adjustments, in order for teachers to ensure relevance to their students. Moreover, respondents generally felt that due to the increased resources and curriculum options, consistency has improved in recent years. In regard to varying implementation of certain sexuality education topics, they said the following factors contribute to a lack of consistency across schools: comfort level of teachers, lack of time to include all topics, perceived irrelevance to their students, and ranging levels of experience in supplementing lessons. They felt that if the district could address these issues with more top-down support, consistency would increase organically.



STUDENT IDENTIFIED HEALTH BEHAVIORS

From the Youth Risk Behavior Survey (YRBS)



SAY WELLNESS

Portland Public Schools Grade 9-12 | **Fall 2019**

ABOUT THIS REPORT



The Youth Risk Behavior Survey (YRBS) was developed in 1990 to monitor health behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States. These behaviors, often established during childhood and early adolescence, include behaviors that contribute to unintentional injuries and violence; sexual behaviors related to unintended pregnancy and sexually transmitted infections, including HIV infection; alcohol and other drug use; tobacco use; unhealthy dietary behaviors; and inadequate physical activity.

The 2019 High School YRBS was administered to a random sample of 1,823 students in grades nine through twelve in nine Portland Public Schools. The YRBS results presented in this report have been statistically weighted and are representative of **all** students in grades nine through twelve attending Portland Public High Schools.

Portland Public Schools administers the YRBS to: determine the prevalence of health behaviors; assess whether health behaviors increase, decrease, or stay the same over time; examine the co-occurrence of health behaviors; provide comparable national, state, territorial, tribal, and local data; provide comparable data among subpopulations of youth; and monitor progress toward achieving the Healthy People objectives and other program indicators.

Acknowledgments: This document was supported by a 5-year grant funded by the Centers for Disease Control and prevention (Grant/Cooperative Agreement number NU87PS004369-01): Schools Advancing Youth (SAY) Wellness. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention or the Department of Health and Human Services. This document was prepared in collaboration with RMC Research Corporation, a research and data visualization firm.



ALCOHOL, TOBACCO, AND OTHER DRUGS



Vaping, alcohol, and marijuana use are more prevalent among high school students than cigarette smoking and illegal drug use

41% of students have tried electronic vaping products

14% of students are currently using vaping products

LGB, Latinx, and White students are more likely to report current use of vaping products

33% of students currently drink alcohol, and

27% currently use marijuana

The likelihood of vaping, alcohol, and marijuana use rises with age

BODY IMAGE, NUTRITION, AND DIETING



In general students maintain healthy eating habits, however they are not consistently eating breakfast

70% of high school students ate vegetables daily

37% of high school students report eating breakfast every day

Most students have a healthy body image

55% of high school students describe themselves as about the right weight

36% of high school students reported trying to lose weight

Females are more likely than males to view themselves as overweight or trying to lose weight despite having a healthy BMI



EXERCISE, SPORTS, AND ACTIVITIES



High school students are active, but use of technology as entertainment is also high

45% of students are physically active at least 60 minutes per day

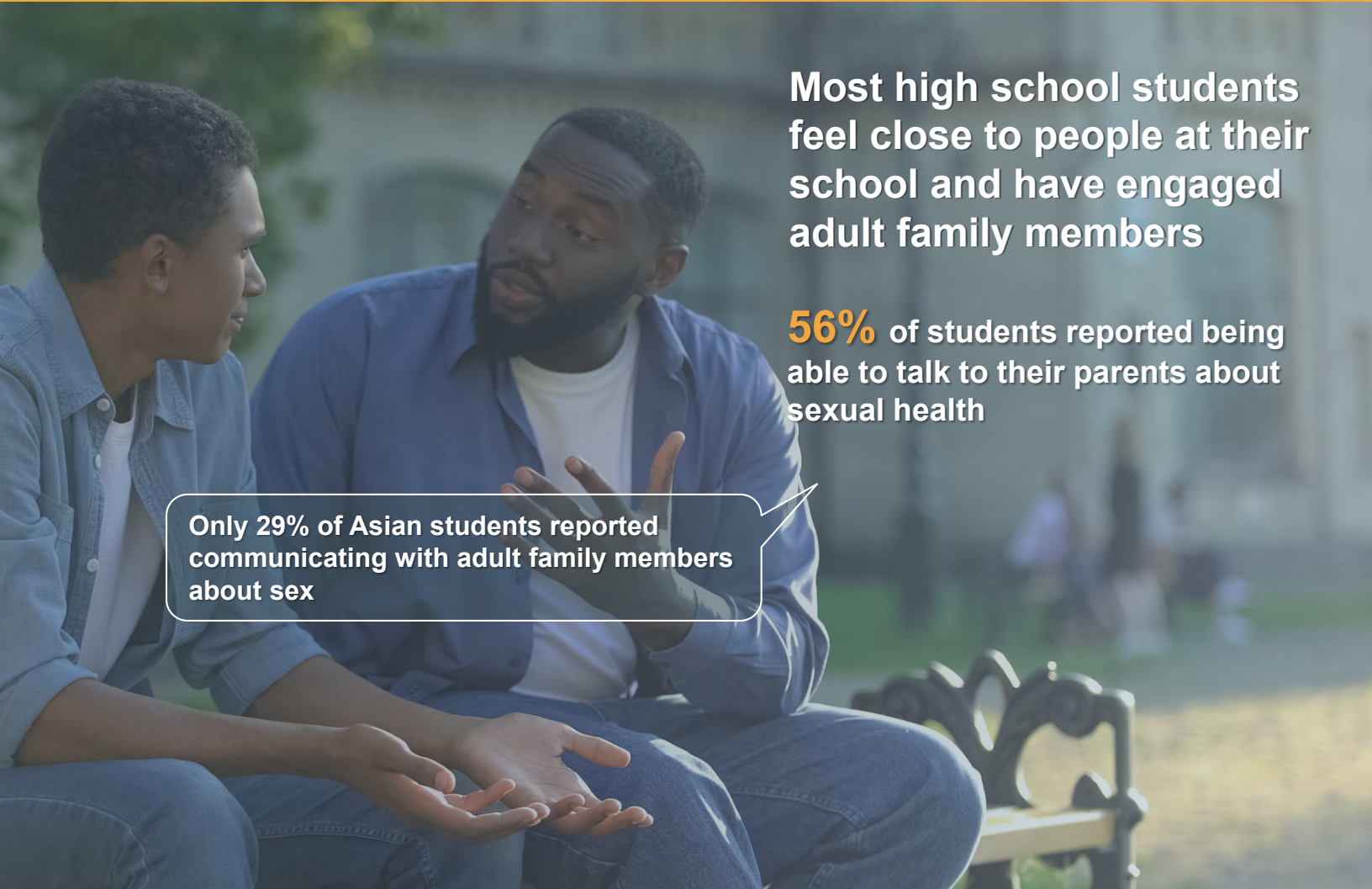
Likelihood of consistent engagement in physical activity declines with age:
Freshmen: 59%
* Seniors: 34%

41% of students use technology as entertainment at least 3 hours a day

Asian students report highest usage (51%) while Black students report the least usage (34%)



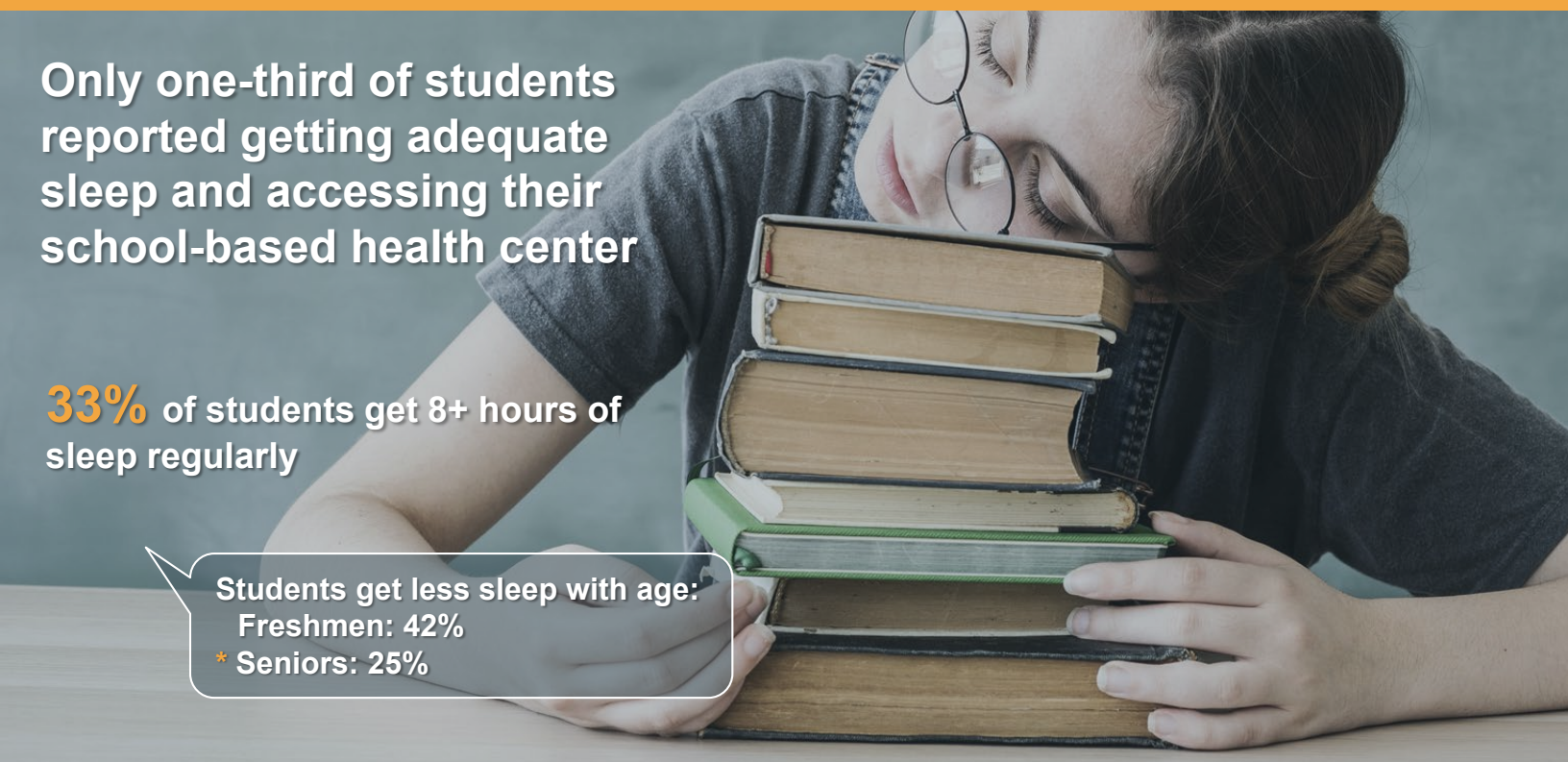
GENERAL HEALTH AND ACCESS TO CARE



Most high school students feel close to people at their school and have engaged adult family members

56% of students reported being able to talk to their parents about sexual health

Only 29% of Asian students reported communicating with adult family members about sex



Only one-third of students reported getting adequate sleep and accessing their school-based health center

33% of students get 8+ hours of sleep regularly

Students get less sleep with age:
Freshmen: 42%
* Seniors: 25%

MENTAL HEALTH AND SUICIDE

Up to one-third of high school students are navigating depression and suicidal ideation, with higher risk among female and LGB students

34% of students felt sad or hopeless for an extended time last year

17% of students seriously considered attempting suicide



Feeling extended periods of sadness or hopelessness:

- * Female: 44%
Male: 24%
- * Gay/Lesbian/Bisexual: 58%
Unsure: 39%
Heterosexual: 28%


Serious consideration of attempting suicide:

- * Female: 23%
Male: 12%
- * Gay/Lesbian/Bisexual: 40%
Unsure: 22%
Heterosexual: 12%

PERSONAL SAFETY



Up to one-third of high school students are using smart phones while driving or riding with a driver who has been drinking



17% of students reported riding with a driver who had been drinking

32% of students text or email while driving

Texting or emailing while driving increases with age:
Freshmen: 0%
* Seniors: 49%

SEXUAL BEHAVIOR

Nearly one-third of high school students are sexually active, with a higher occurrence among LGB students and Seniors

25% of students drank or used drugs before last sexual intercourse

30% of students have ever had sexual intercourse

20% of students are currently sexually active

LGB students are more likely to be currently sexually active:

* **Gay/Lesbian/Bisexual: 28%**
Unsure: 14%
Heterosexual: 19%

More students are sexually active as they get older:

* **Freshmen: 8%**
Seniors: 32%

STD AND PREGNANCY PREVENTION

High school students are not consistently using birth control and/or STD prevention, and only a small percentage have been tested for STDs



48% of students used some form of birth control before their last sexual intercourse

17% of students used both hormonal birth control and condoms before their last sexual intercourse

13% of students were ever tested for STDs

A lower percentage of Asian and White students were tested for STDs than Black and Latinx students:

- * Asian: 7%
- * White: 10%
- Black: 15%
- Latinx: 20%



VIOLENCE AND VICTIMIZATION

High school students are experiencing bullying and sexual violence, with a higher incidence among females and LGB students

18% of students were bullied on school property in the past 12 months

- * Female: 18%
Male: 14%
- * Gay/Lesbian/Bisexual: 27%
Unsure: 14%
Heterosexual: 14%

- * Female: 21%
Male: 16%
- * Gay/Lesbian/Bisexual: 26%
Unsure: 22%
Heterosexual: 16%

16% of students were electronically bullied in the past 12 months

12% of students experienced sexual violence in the past 12 months

- * Female: 17%
Male: 6%
- * Gay/Lesbian/Bisexual: 24%
Unsure: 13%
Heterosexual: 9%



RECOMMENDATIONS

Recommendations based on YRBS findings include:

Continue to implement, refine, and create curricula that addresses navigating:

Alcohol, tobacco, and other drug use

Body image and nutrition

Mental health and suicide

Personal safety

Sexual behavior

STD and pregnancy prevention

Violence and victimization

Provide a school-based health center in each school or implement a robust referral system if an on-site location is not possible.

Increase parent and community outreach around safe driving.

Implement a Get Yourself Tested Campaign pilot in at least one high school with a SBHC.

Increase condom availability at SBHCs.

Provide extra support for LGBTQ+ students in terms of mental health and violence and victimization.



Student Identified Health Behaviors

Portland Public Schools
Grade 9-12



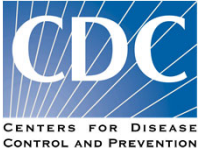
Fall 2019

From the Youth Risk Behavior Survey (YRBS)



SAYWELLNESS

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Potential action items that are driven by these findings include revising scope and sequence, bringing consistency to Health education in Grades 6-12, highlighting disparities, encouraging funding, supporting policy and practice revisions, targeting prevention and intervention efforts more specifically, and remaining relevant to students' lives.

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**Multnomah
County**



SAYWELLNESS

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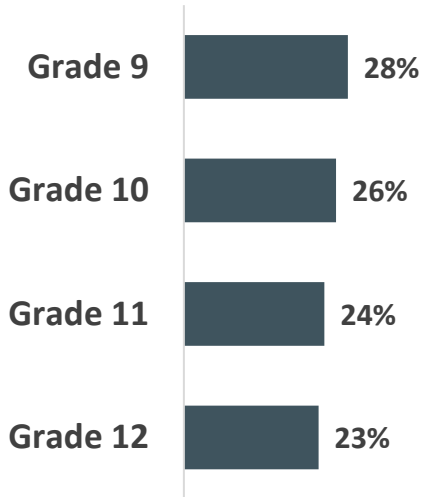
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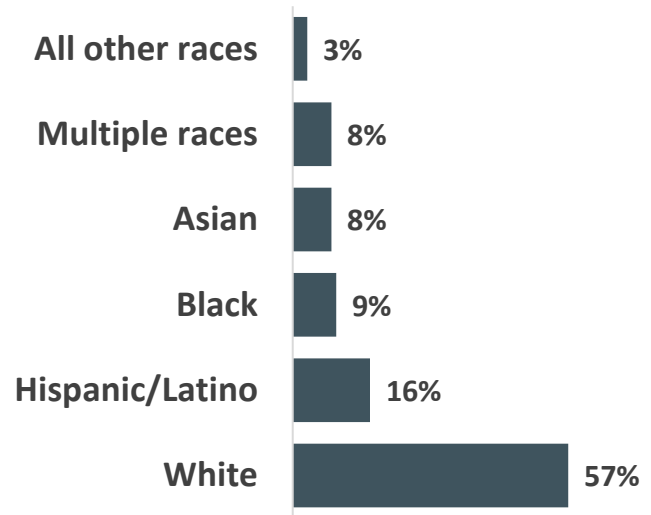
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YRBS Sample Demographics

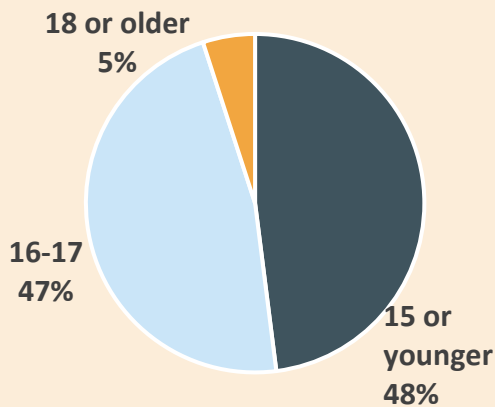
Grade Level



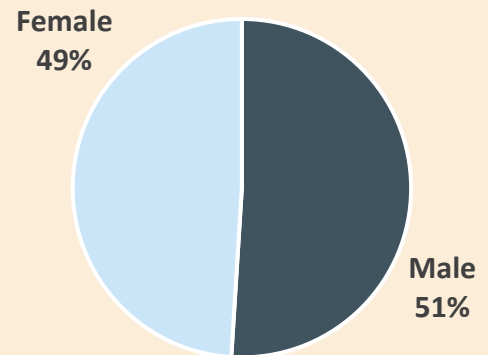
Race/Ethnicity



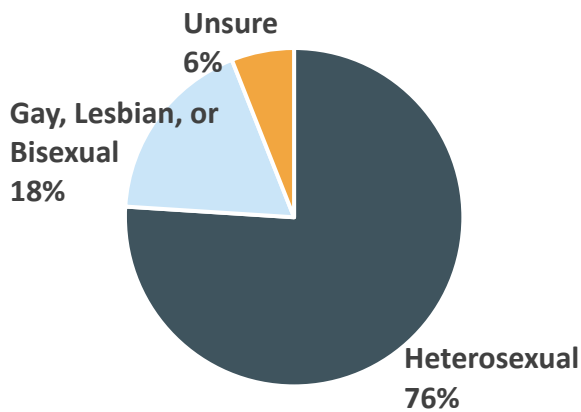
Age



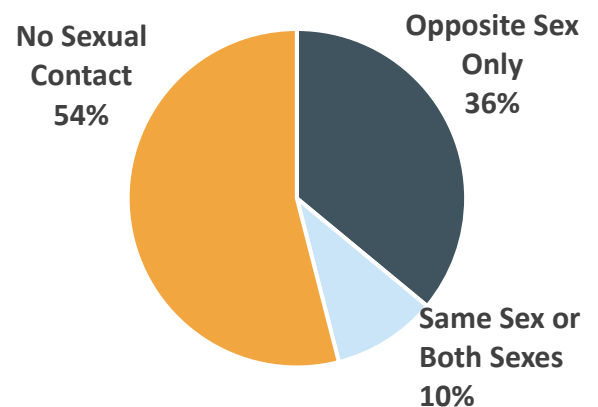
Sex



Sexual Orientation



Sex of Sexual Contacts



n = 1,823. The YRBS results presented in this report have been statistically weighted and are representative of all students in Grades 9-12 attending public high schools in Portland, Oregon.



Alcohol, Tobacco, and Other Drugs

Tobacco Use

A larger percentage of students are experimenting with vaping products (14%), while cigarette smoking is less prevalent (7%).

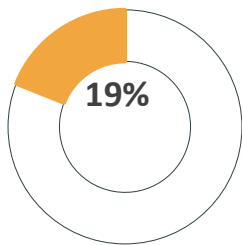


District Priorities

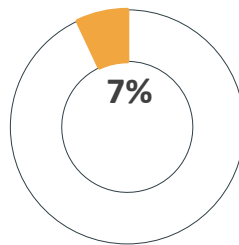
- ↑ Vaping Prevention Education
- ↓ Use of Electronic Vapor Products

Percent of high school students who...

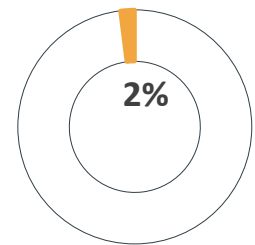
Ever tried cigarette smoking



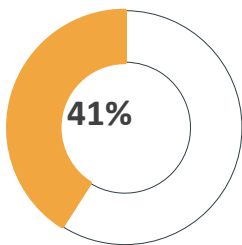
Currently¹ smoke cigarettes



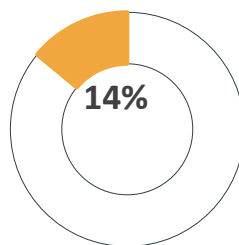
Currently¹ uses smokeless tobacco



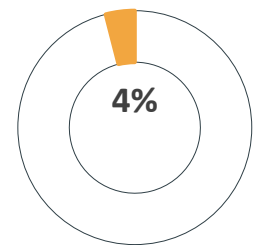
Ever used electronic vaping products



Currently¹ uses vaping products



Frequently² uses vaping products



57% of students reported trying to quit using all tobacco products during the 12 months before the survey

¹ Currently means on at least 1 day during the 30 days before the survey.

² Frequently means on 20 or more days during the 30 days before the survey.

Recommendations

- Incorporate vaping prevention education into health curriculum, including specific facts about the content of vape aerosol (students don't associate the same harm with vaping as they do cigarettes) and that secondhand smoke does occur when someone vapes.
- Link to skills-based health education and show short-term health impacts for students to understand the risks they face now.



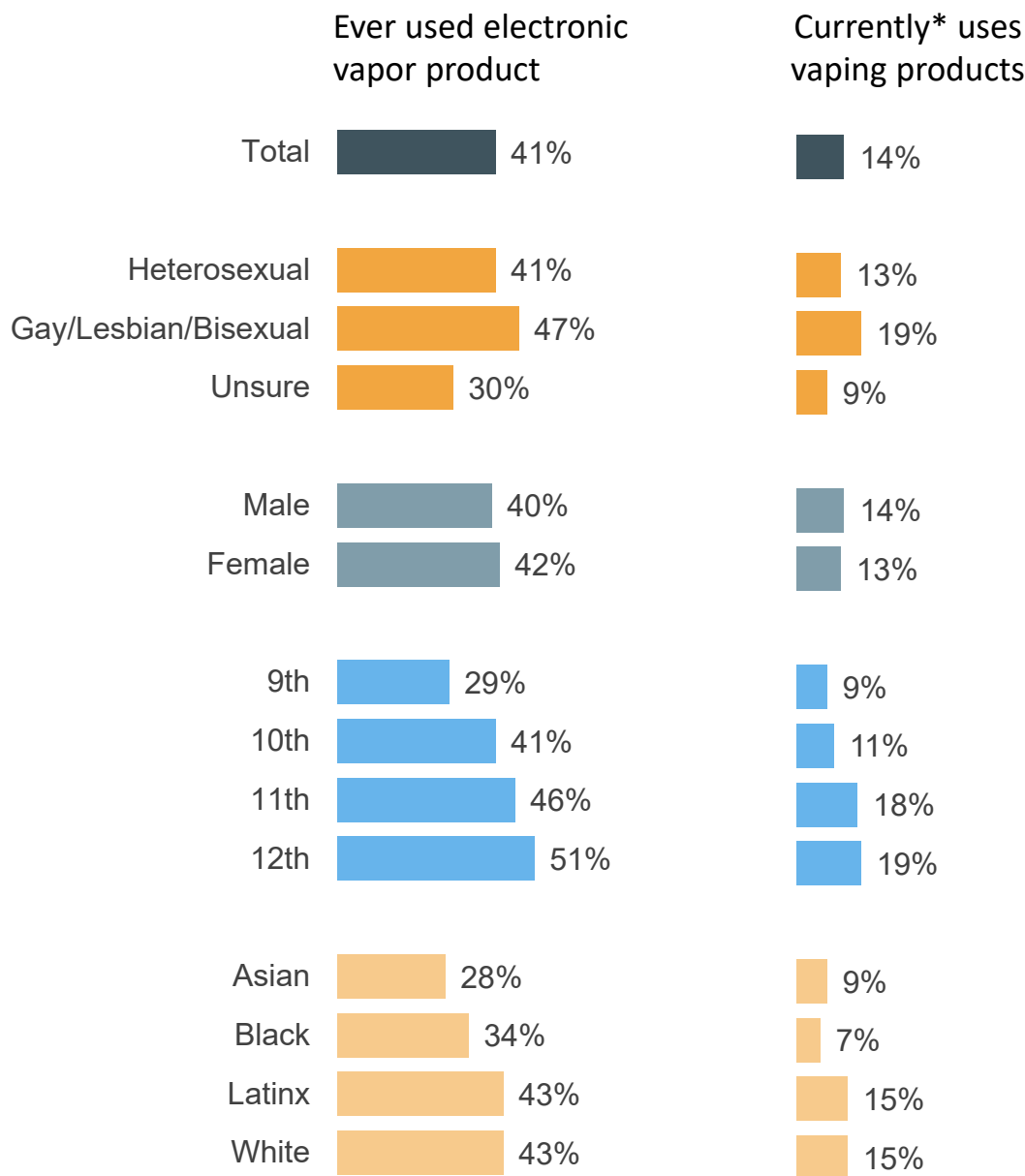
Alcohol, Tobacco, and Other Drugs

Vaping: A Closer Look



A closer look at the data reveals likelihood of ever using a vaping product rises with age (29% of freshmen vs. 51% of seniors). LGB students, Latinx students, and White students are more likely to report current use of vaping products.

Percent of high school students who...



* Currently means on at least 1 day during the 30 days before the survey.



Alcohol, Tobacco, and Other Drugs

Marijuana & Alcohol Use

Approximately one-third of students report current use of alcohol and marijuana, making these substances the most prevalent in terms of student usage.

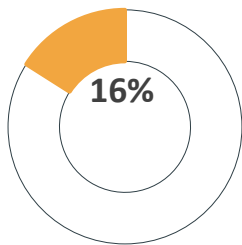


District Priorities

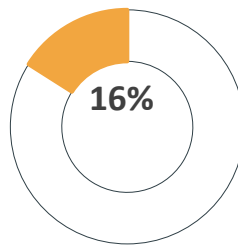
- Current Alcohol Use
- Binge Drinking
- Current Marijuana Use

Percent of high school students who...

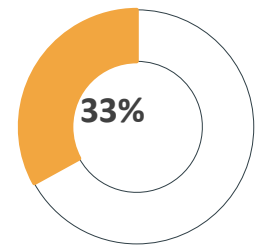
Had first drink of alcohol before age 13



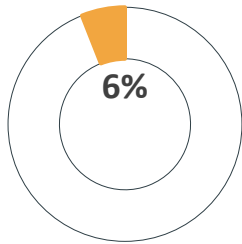
Currently binge¹ drinks



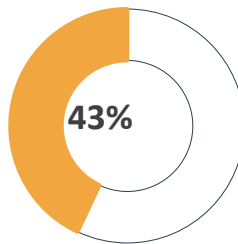
Currently² drinks alcohol



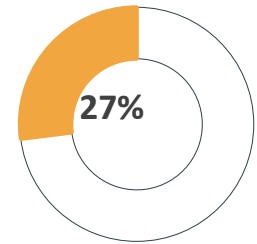
Tried marijuana before age 13



Ever used marijuana



Currently² uses marijuana



¹ Binge drinking means had four+ more drinks of alcohol in a row for female students or 5+ drinks of alcohol in a row for male students, within a couple of hours, on at least 1 day during the 30 days before the survey.

² Currently means on at least 1 day during the 30 days before the survey.

Recommendations

- Continue to implement K-12 evidence-based alcohol, tobacco, and other drug curriculum.
- Increase focus on coping skills and refusal skills.
- Work with students to identify health impacts that are occurring now as a result of marijuana use and bingeing alcohol.
- Hold feedback sessions with students after completion of health class to determine if curricula have influenced their decision-making and behaviors and work to incorporate student feedback when adapting curricula.



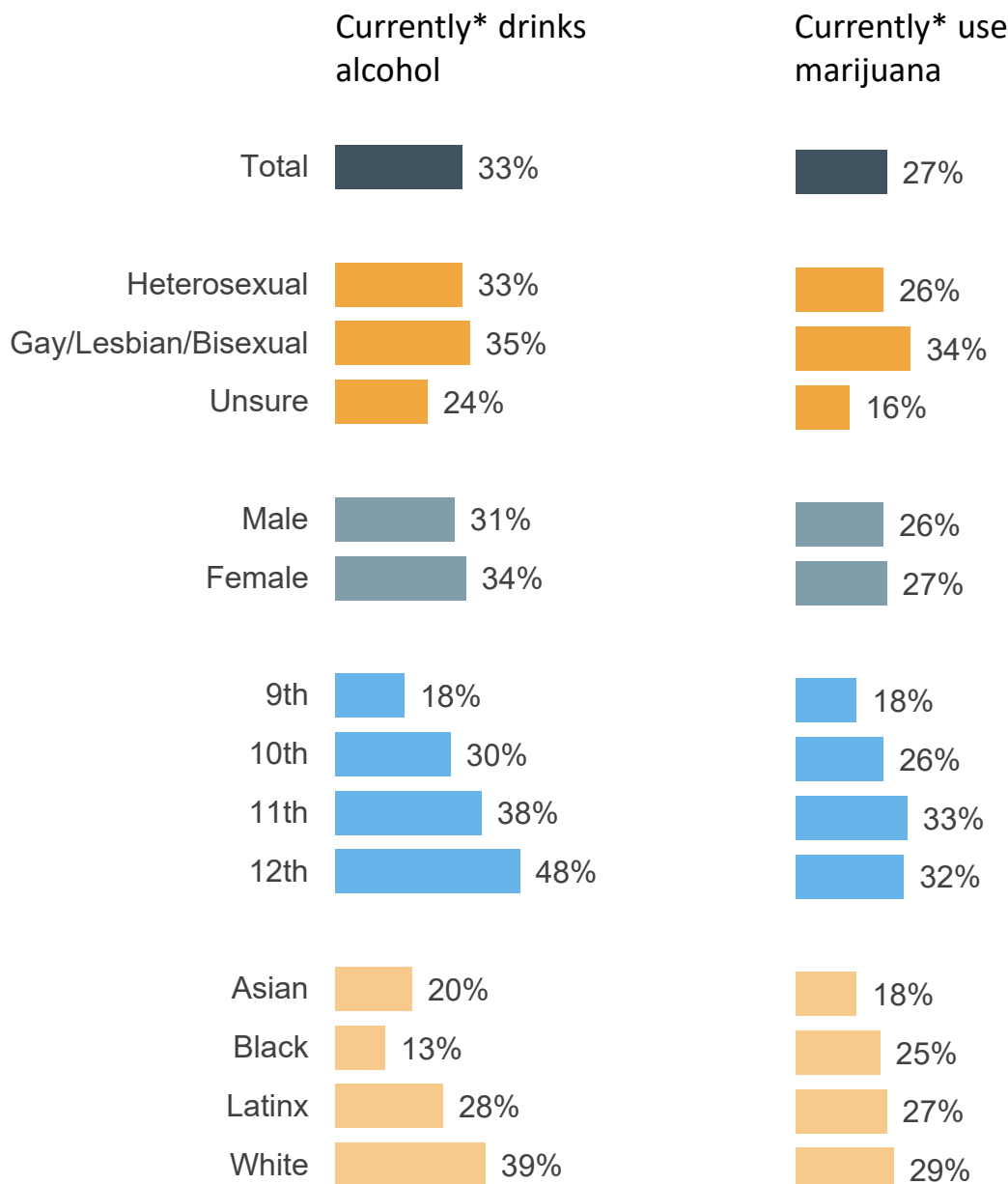
Alcohol, Tobacco, and Other Drugs

Marijuana & Alcohol: A Closer Look



A closer look at the data reveals likelihood of current alcohol and marijuana usage rises with age (18% of freshmen vs. 48% of seniors).

Percent of high school students who...



* Currently means on at least 1 day during the 30 days before the survey.



Alcohol, Tobacco, and Other Drugs

Prescription & Illegal Drug Use

One-third of students reported being offered, sold, or given an illegal drug at school.



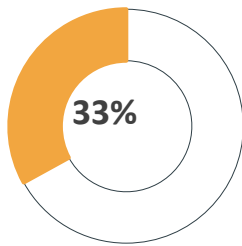
District Priorities



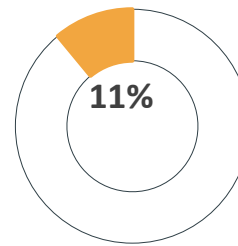
Drugs at School

Percent of high school students who reported...

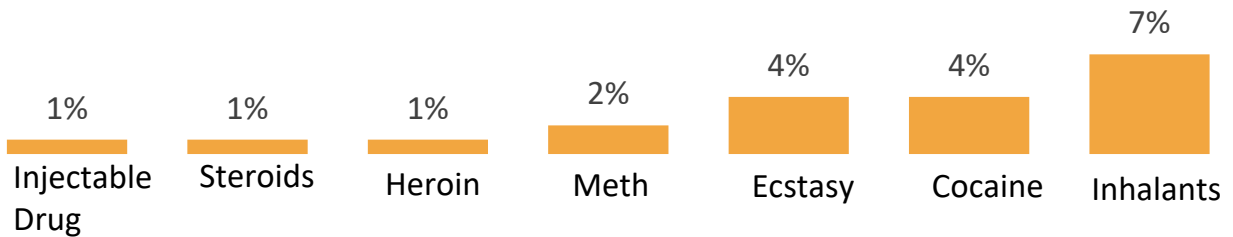
Being offered, sold, or given an illegal drug at school



Taking prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it during their lifetime



Percent of high school students who ever used...



Recommendations

- Continue to foster a culture of community at school. Part of this culture is creating a drug-free space. Teachers and other support staff model this and demonstrate that they are present and monitoring situations to encourage physical safety.
- Provide support to teachers about navigating drug use by students and how to be a trusted adult. Include conversation starters like “I notice you haven’t been yourself lately...”.
- Create a referral system in schools for students who might be struggling with drug use.



Body Image, Nutrition, and Dieting

While more than half of students report eating fruits and vegetables daily, only one-third of students report eating breakfast every day.



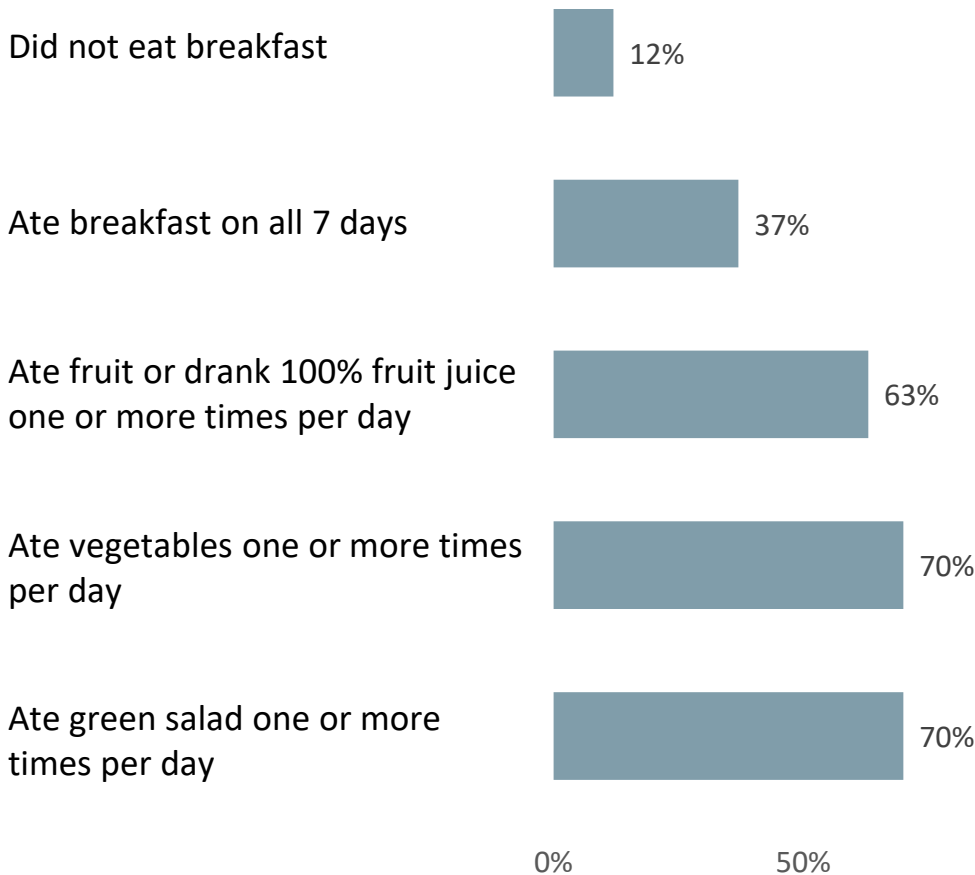
District Priorities



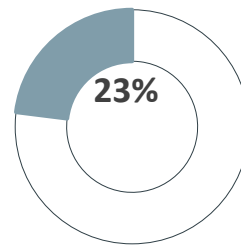
Healthy Body Image

Consistency of Eating Breakfast

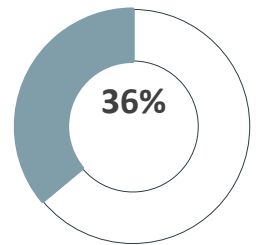
Percent of high school students who*...



Percent of students who described themselves as...



slightly or very overweight



trying to lose weight

* During the seven days before the survey.

Recommendations

- **Revise current instructional materials to enhance positive body image among all students.**
- **Increase use of culturally relevant nutrition lessons focused on the lived experiences of PPS students.**
- **Demonstrate the effects of dieting culture and their link to adverse mental health outcomes.**



Body Image, Nutrition, and Dieting

Body Image: A Closer Look

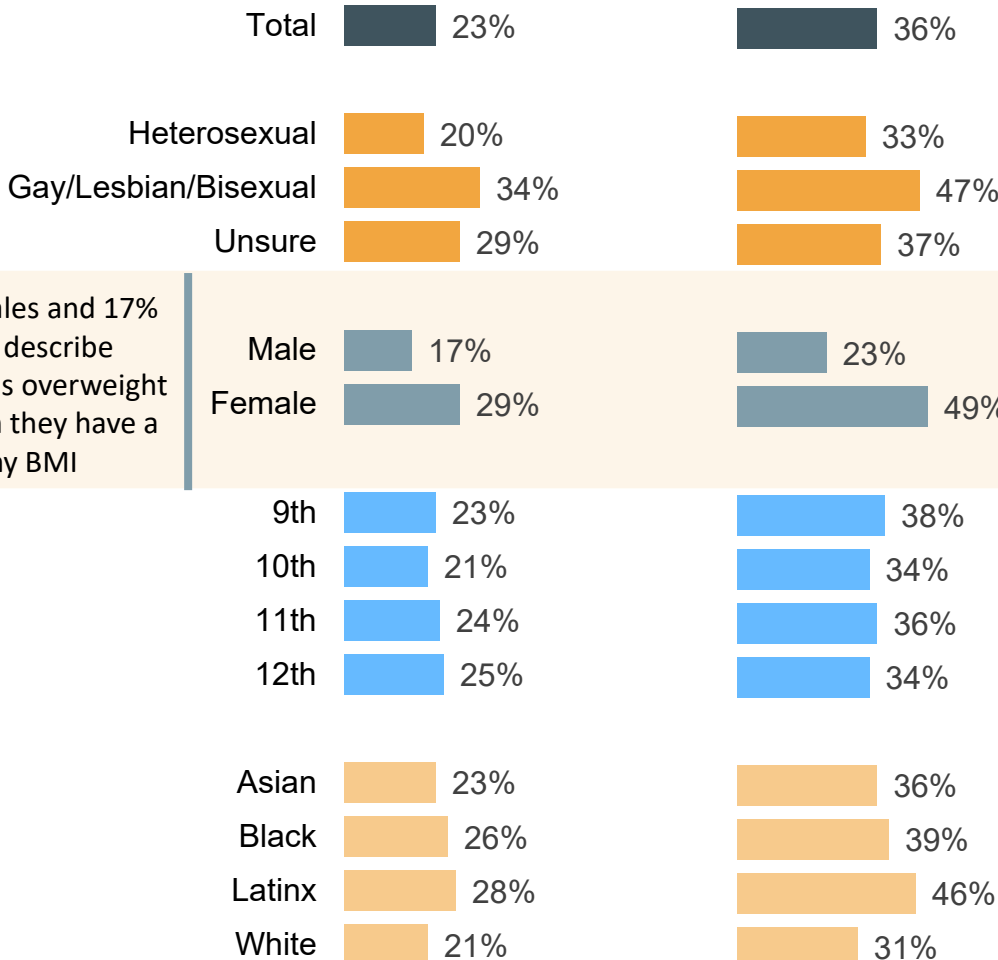


A closer look at the data reveals females and LGB students are more likely to view themselves as overweight and to try to lose weight. Additionally, females are more likely than males to view themselves as overweight or trying to lose weight despite having a healthy BMI.

Percent of high school students who*...

Described themselves as slightly or very overweight

Were trying to lose weight



39% of females and 17% of males describe themselves as overweight even though they have a healthy BMI

A high percentage of females and males are trying to lose weight even though they have a healthy BMI

* During the seven days before the survey.



Exercise, Sports, and Activities

Forty-one percent of students engage with technology 3 or more hours on an average school day.



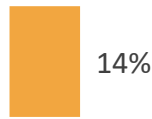
District Priorities

↓ Screen Time

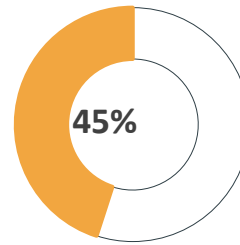
↑ Physical Activity

Percent of high school students who...

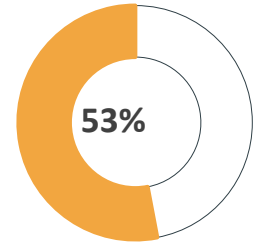
Did **not** participate in at least 60 minutes of physical activity on at least 1 day¹



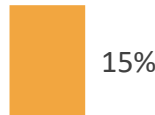
Were physically active 60+ minutes per day on 5+ days²



Played on at least one sports team³



Watched television 3+ hours per day²



Played video or computer games 3+ hours per day²



0% 50% 100%

¹ Any kind of physical activity that increased their heart rate and made them breathe hard during the 7 days before the survey

² On an average school day. Video or computer games include consoles, iPad, tablet, smartphone, texting, and social media platforms.

³ Counting any teams run by their school or community groups, during the 12 months before the survey.

Recommendations

- Increase connection/collaboration between health and physical education courses to support holistic wellness.
- Support students in accessing screen-free activities.
- Research current physical activity apps that might encourage alternative ways to exercise.
- Demonstrate possible positive health outcomes as a result of reduced screen time/sedentary time.



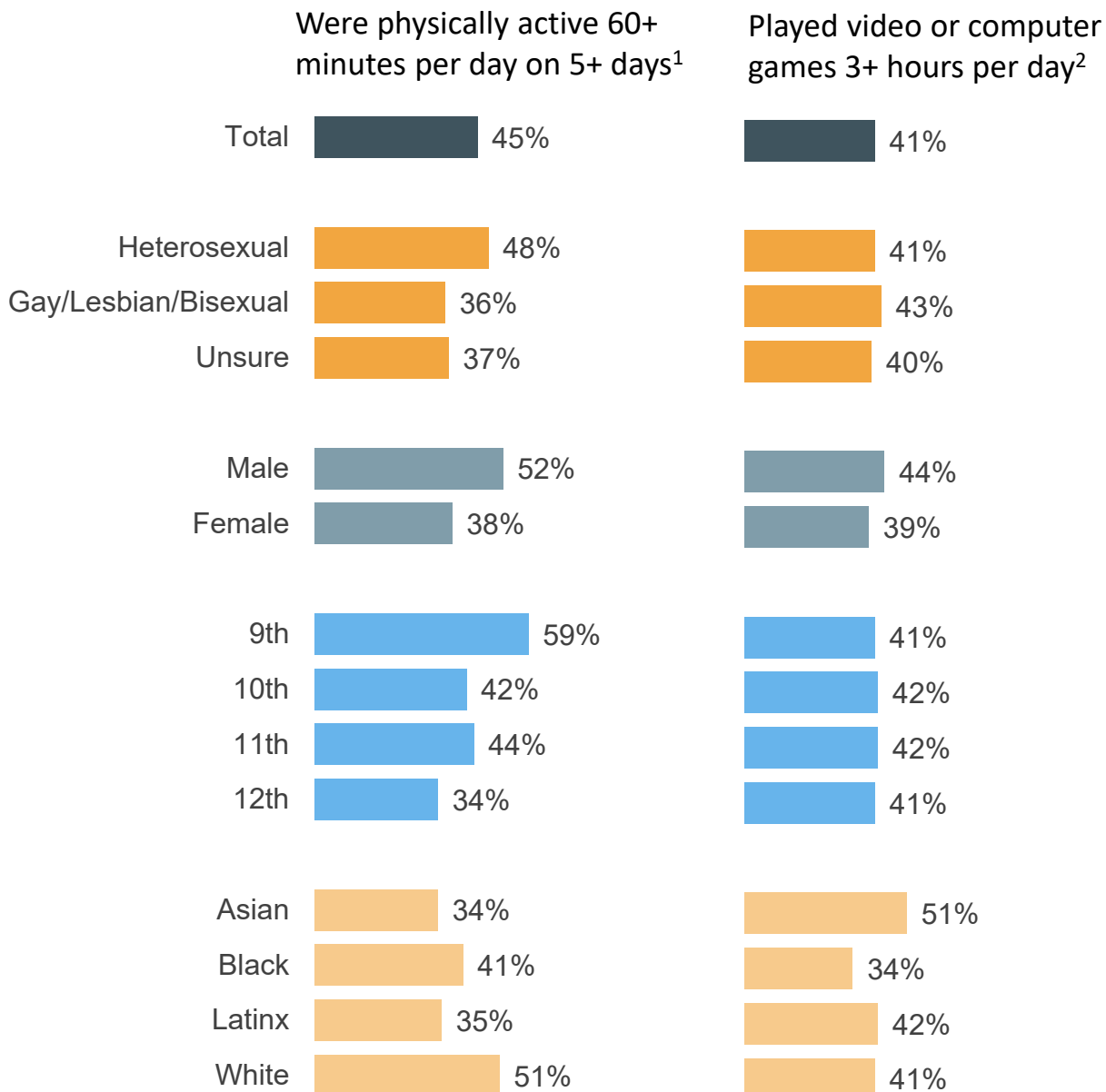
Exercise, Sports, and Activities

A Closer Look



A closer look at the data reveals likelihood of consistent physical activity declines with age (59% of freshmen vs. 34% of seniors). Engagement with technology does not differ dramatically across demographics with the exception of ethnicity: Asian students report highest usage while Black students report the least.

Percent of high school students who...



¹ During the 7 days before the survey.

² On an average school day. Video or computer games include consoles, iPad, tablet, smartphone, texting, and social media platforms.



General Health and Access to Care

One-third of students reported getting 8+ hours of sleep regularly, and just over half reported being able to talk to their parents about sexual health.



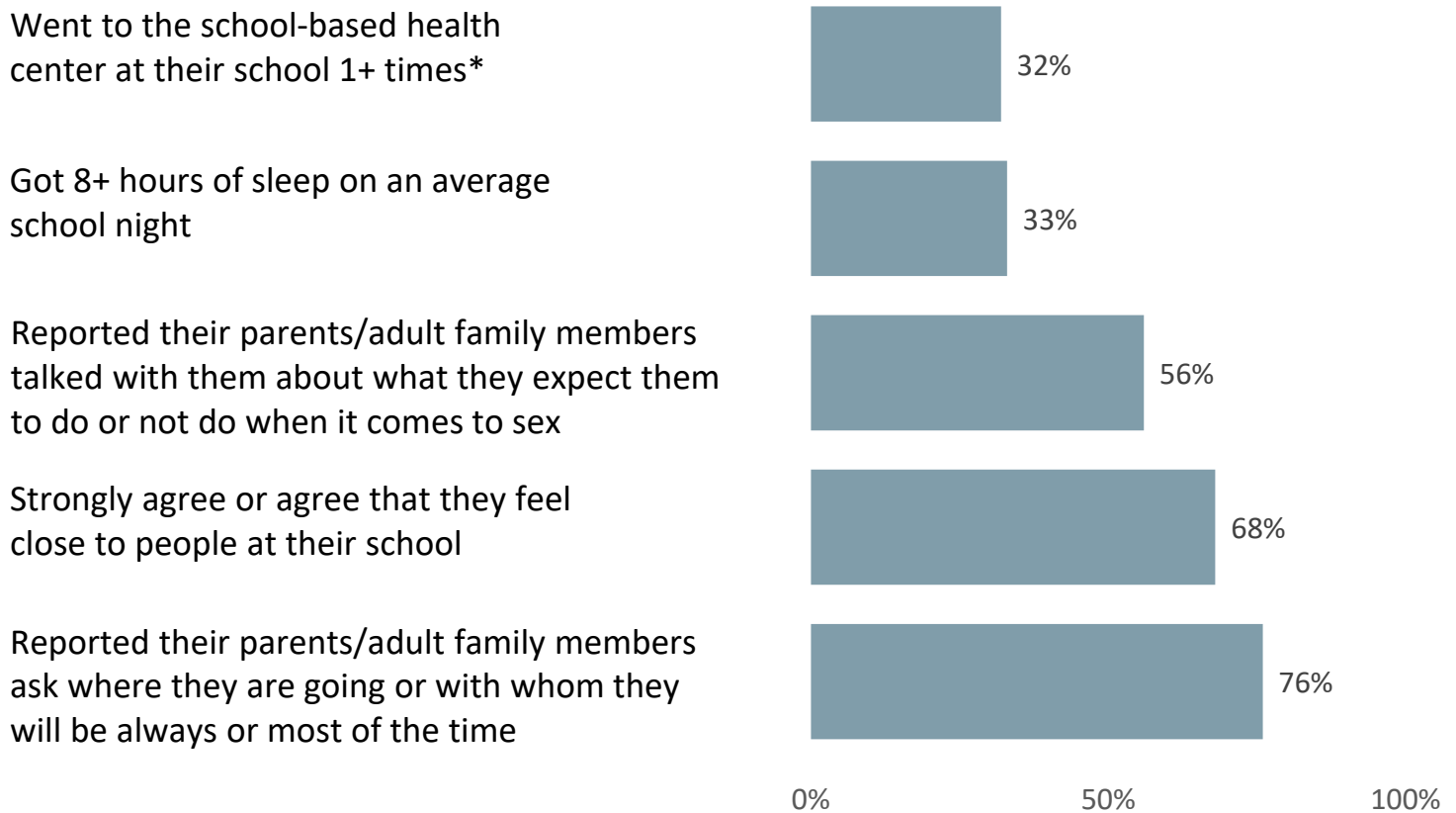
District Priorities



Use of School-Based Health Centers

Parent outreach

Percent of high school students who...



* During the 12 months before the survey, among students whose school has a school-based health center.

Recommendations

- Provide a school-based health center in each school (or implement robust referral system if an on-site location is not possible).
- Ensure ongoing partnership with SBHC sponsors and ensure they are a safe and welcoming space for all students.
- Provide training for parents on being an “askable adult” while teaching about how to communicate openly with their children.



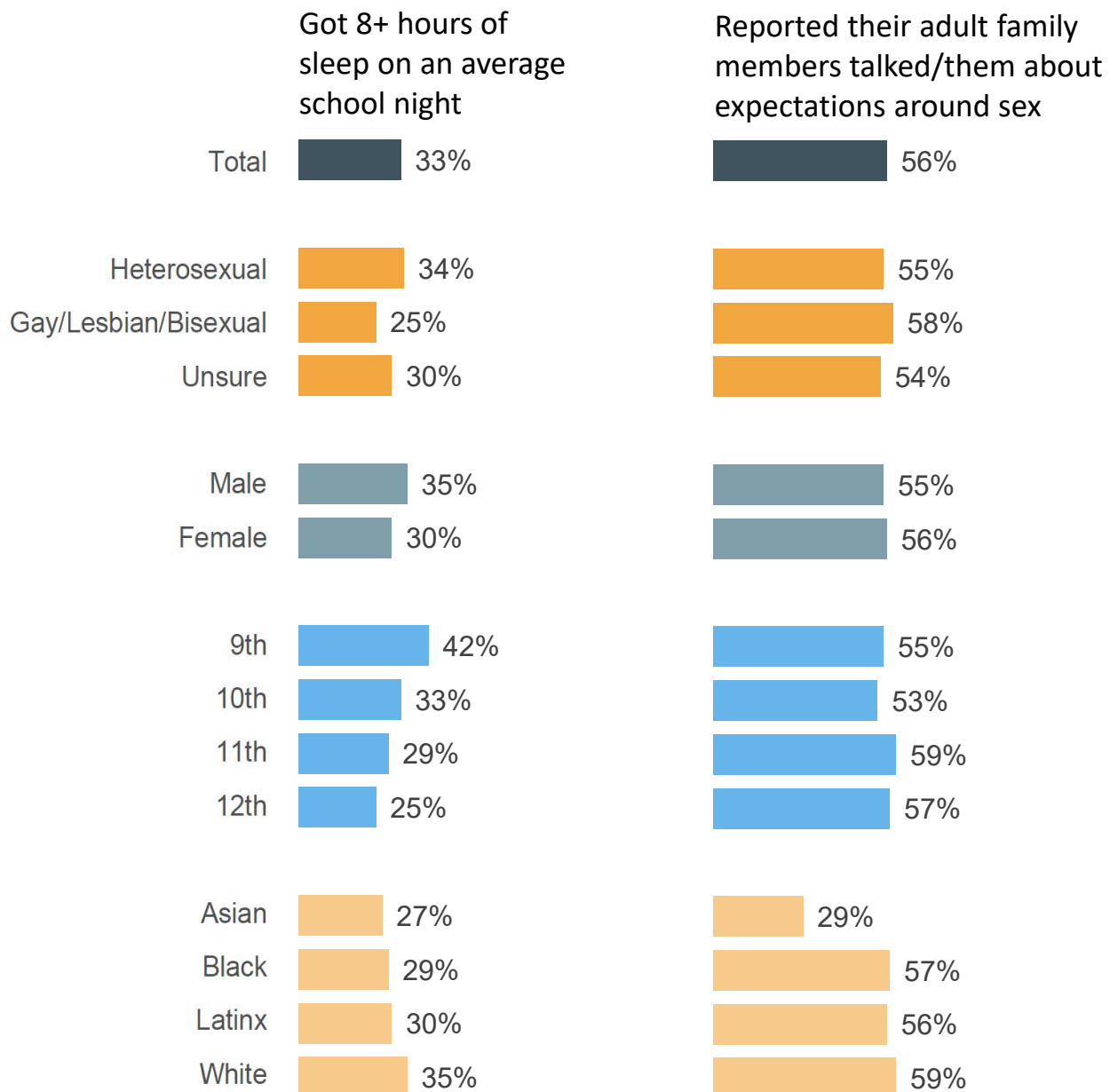
General Health and Access to Care

A Closer Look



A closer look at the data reveals students get less sleep with age (42% of freshmen vs. 25% of seniors). Only 29% of Asian students reported communicating with adult family members about sex, compared to 56% of students overall.

Percent of high school students who* ...



* During the 12 months before the survey.



Mental Health and Suicide

More than one-third of students reported feeling sad or hopeless for an extended amount of time in the last year, and 17% seriously considered attempting suicide.



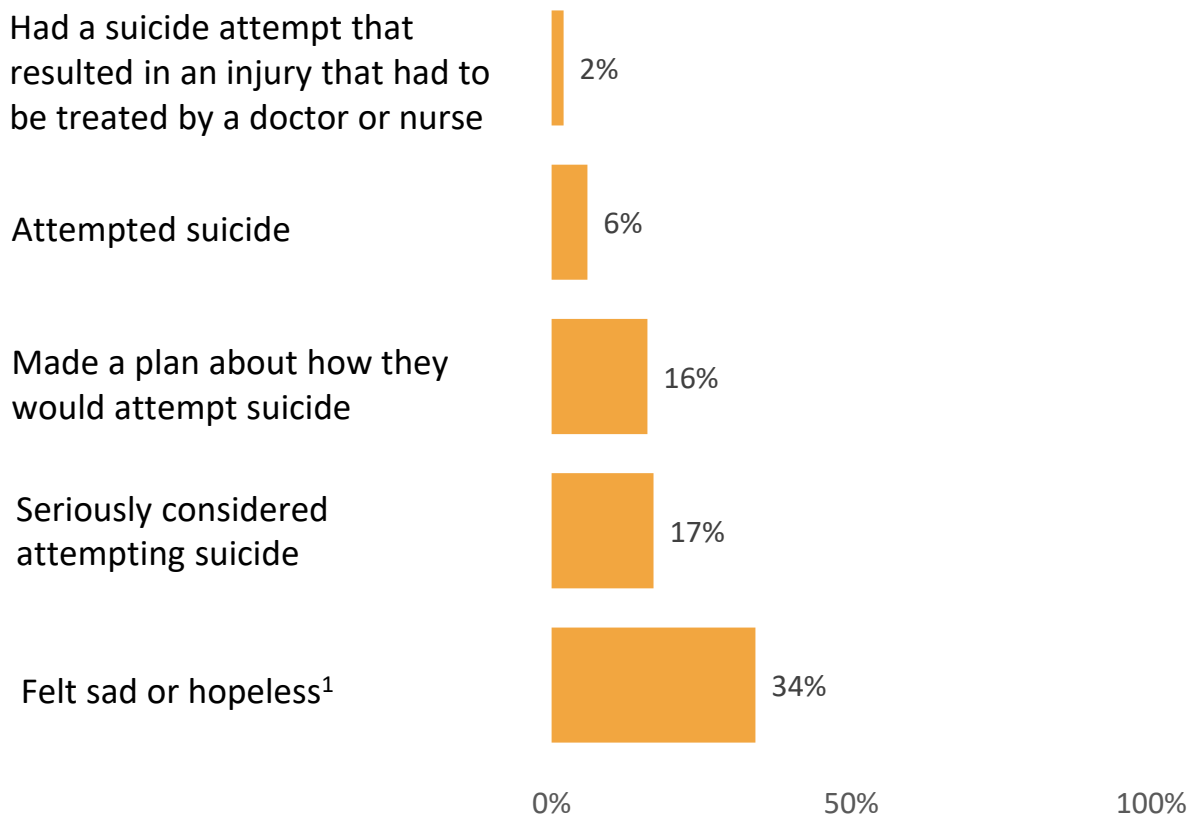
District Priorities



Depressive Symptoms

Suicidal Ideation

Percent of high school students who*...



* During the 12 months before the survey.

¹ Almost every day for 2+weeks in a row so that they stopped doing some usual activities.

Recommendations

- Provide LGBTQ-specific mental health support for each cluster and support students experiencing depression and anxiety (as well as other mental health challenges).
- Educate staff, parents, and students on symptoms of and help for mental health problems.
- Promote social and emotional competency and build resilience.
- Help ensure a positive, safe school environment.
- Teach and reinforce positive behaviors and decision-making.



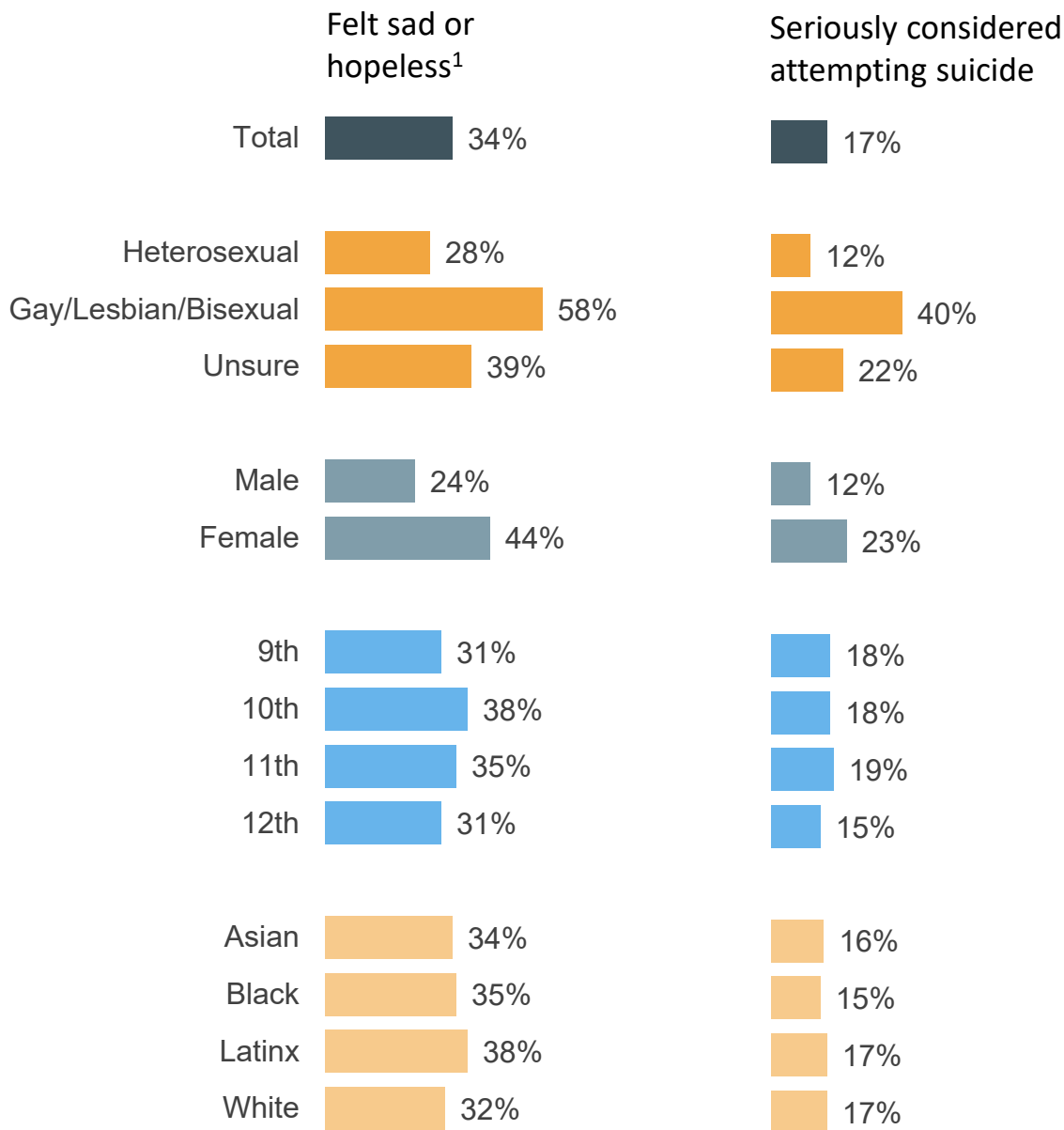
Mental Health and Suicide

A Closer Look



A closer look at the data reveals a higher risk of depression and suicidal behaviors among female and LGB students.

Percent of high school students who*...



* During the 12 months before the survey.

¹ Almost every day for 2+weeks in a row so that they stopped doing some usual activities.



Personal Safety

Only 6% of students reported driving after drinking alcohol, however 17% reported riding with a driver who had been drinking, and 32% of students reported texting or e-mailing while driving.

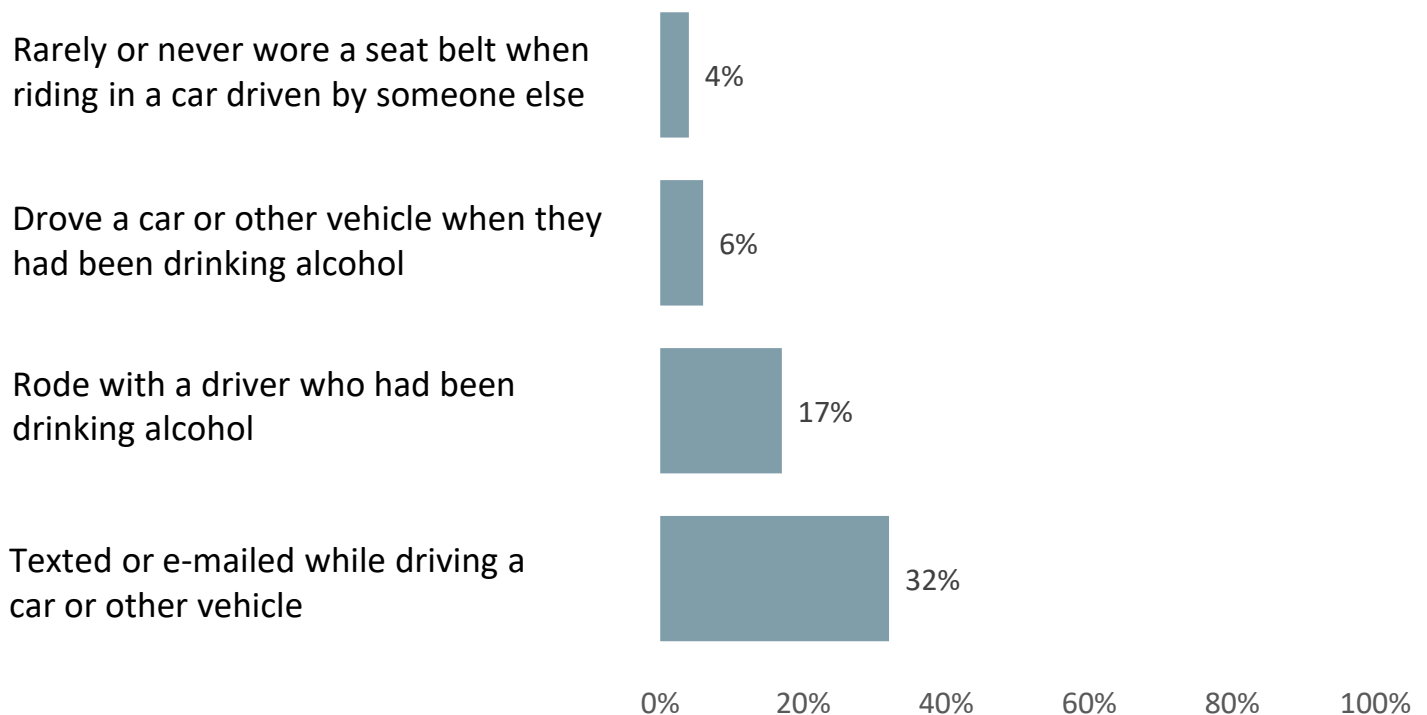


District Priorities



Unsafe Driving Behaviors

Percent of high school students who* ...



* During the 30 days before the survey.

Recommendations

- Bolster lessons in health class related to physical safety and driving.
- Increase parent and community outreach around safe driving.
- Encourage parents to support teens by letting them know that they can call them or another trusted adult for a safe ride home if they need one.



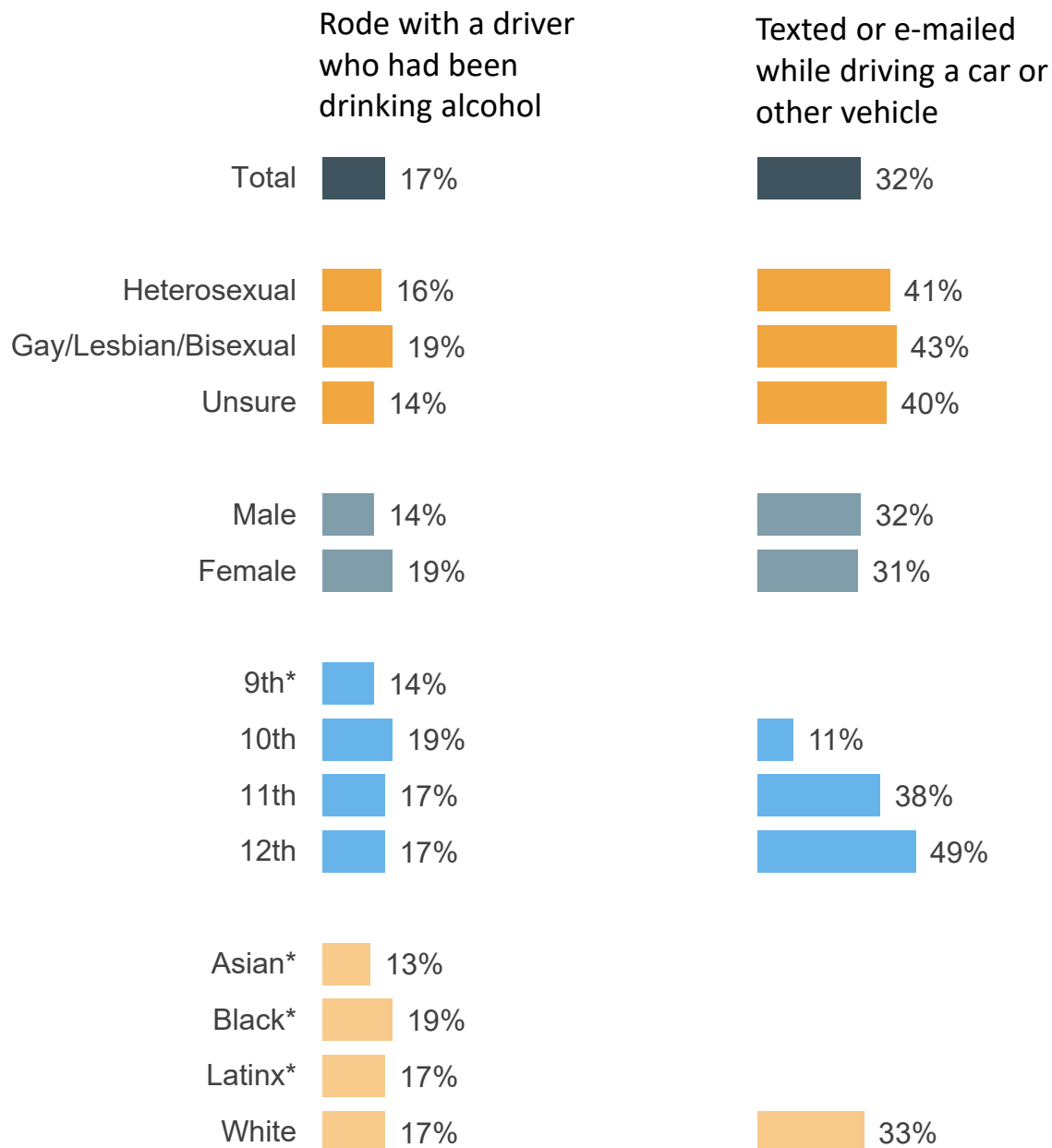
Personal Safety

A Closer Look



A closer look at the data reveals texting or e-mailing while driving increases with age and is most prevalent among white students.

Percent of high school students who* ...



* During the 30 days before the survey.

* Missing bar indicates fewer than 100 students in subgroup.



Sexual Behavior

One-third of students reported ever having sexual intercourse, while 20% reported being currently sexually active.

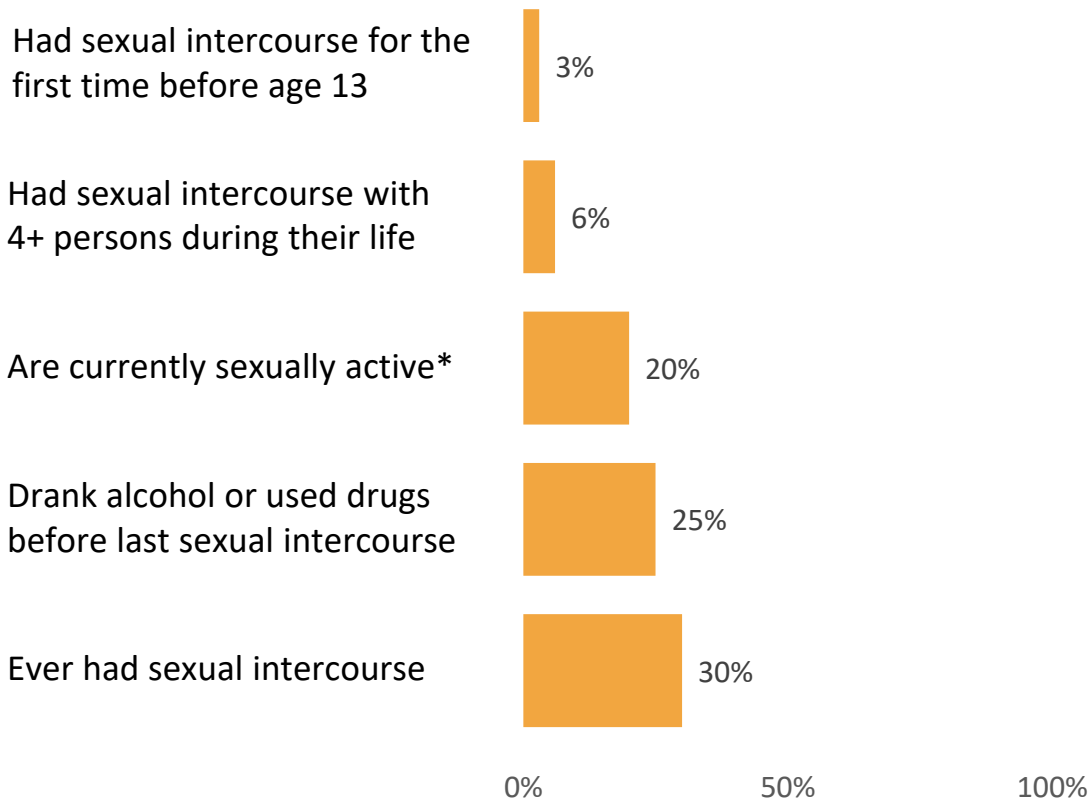


District Priorities

↑ Increase parent engagement

Continue comprehensive sexuality education (PK-12)

Percent of high school students who...



* Had sexual intercourse with at least one person during the 3 months before the survey

Recommendations

- Continue to offer culturally specific LGBTQ-inclusive sex ed content.
- Continue to offer contraception and sexual health counseling at school-based health centers.
- Increase referral provision for services that are not offered at SBHCs.
- Conduct feedback session with LGBTQ+ students related to content being covered in Sex Education classes.
- Explore with students the intersection of sexual behavior and the use and abuse of alcohol, tobacco, and other drugs.



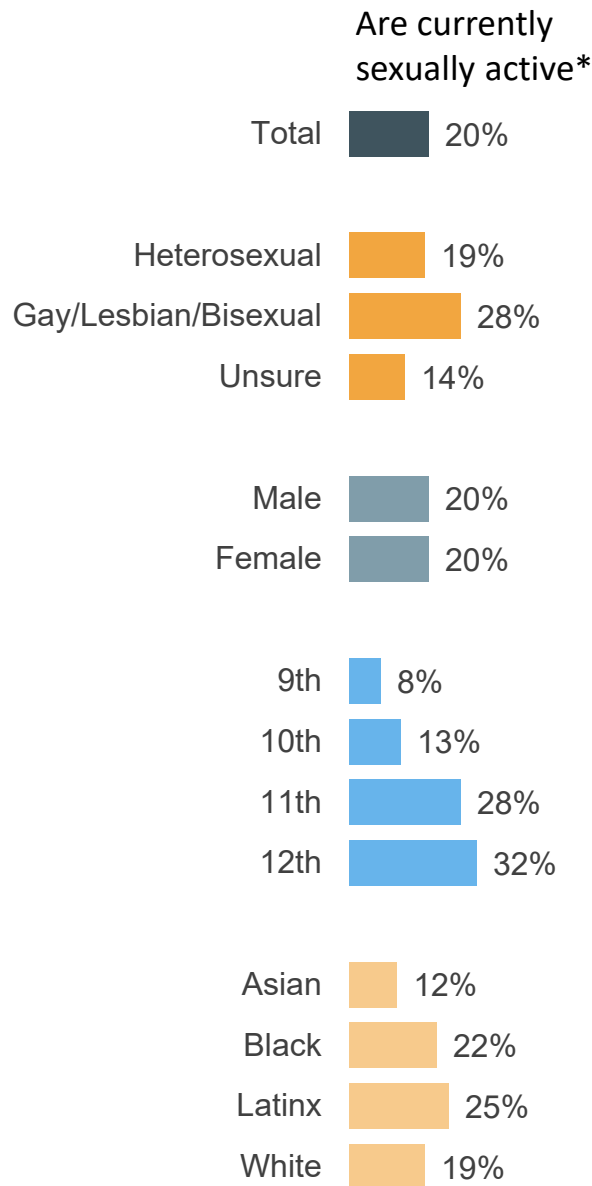
Sexual Behavior

A Closer Look



A closer look at the data reveals more students are sexually active as they get older (8% of freshmen vs. 32% of seniors). LGB students are also more likely to be currently sexually active.

Percent of high school students who...



* Had sexual intercourse with at least one person during the 3 months before the survey.



Sexually Transmitted Disease and Pregnancy Prevention

About half of students reported using some form of birth control before their last sexual intercourse. Only 13% reported getting tested for STDs.

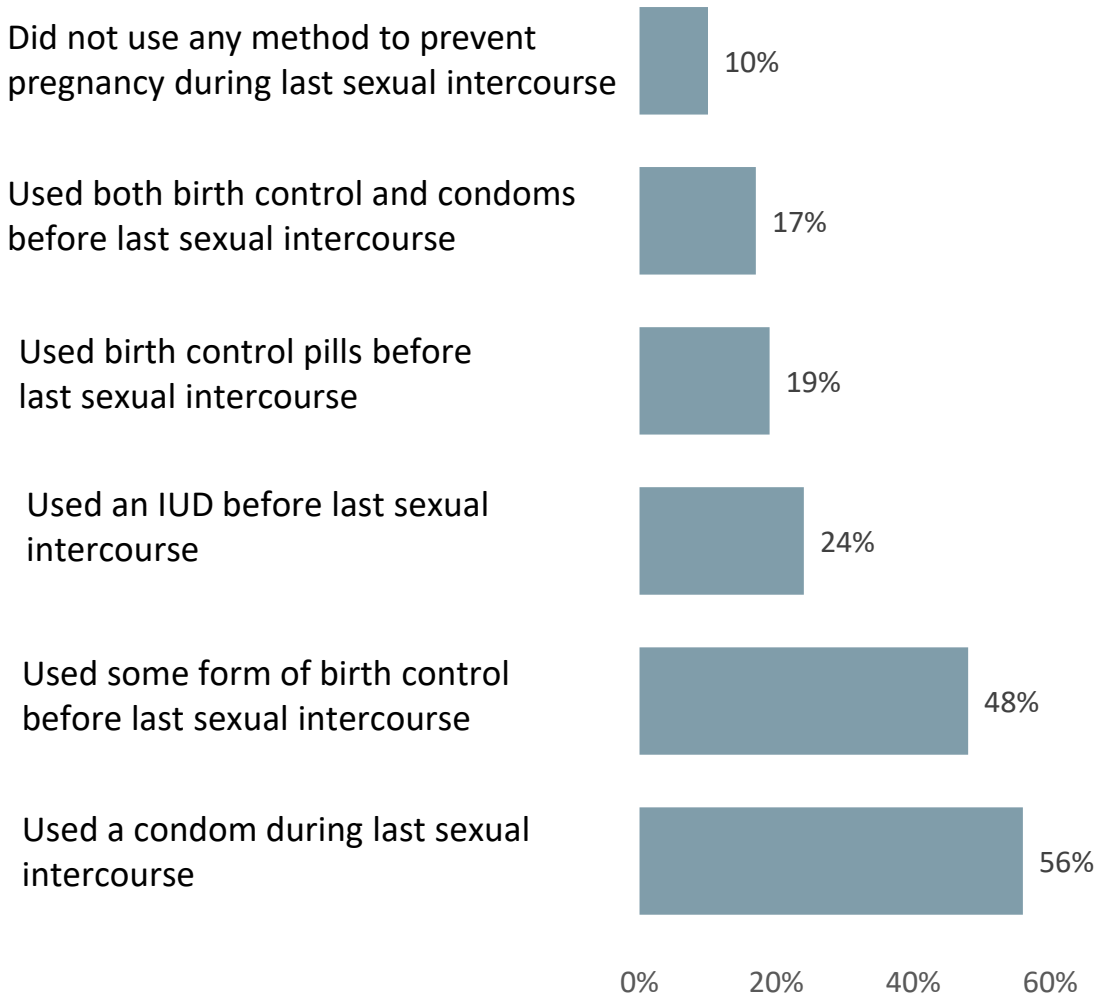


District Priorities

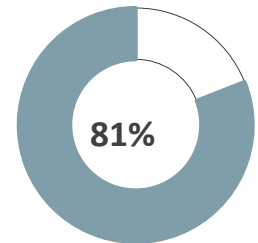


Increase HIV/AIDS and STI Testing

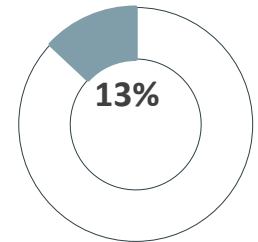
Percent of high school students who...



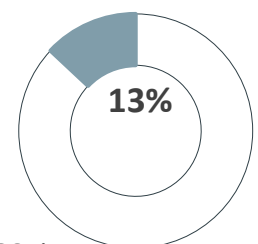
Have been taught about AIDS or HIV infection in school



Were tested for an STD other than HIV



Were ever tested for HIV



Recommendations

- Increase condom availability at SBHCs.
- Implement a Get Yourself Tested Campaign pilot in at least one high school with a SBHC.
- Support student-led marketing campaigns encouraging students to know their STI status.
- Decrease stigma related to getting STI testing. Begin creating a culture or normalization around knowing one's status.



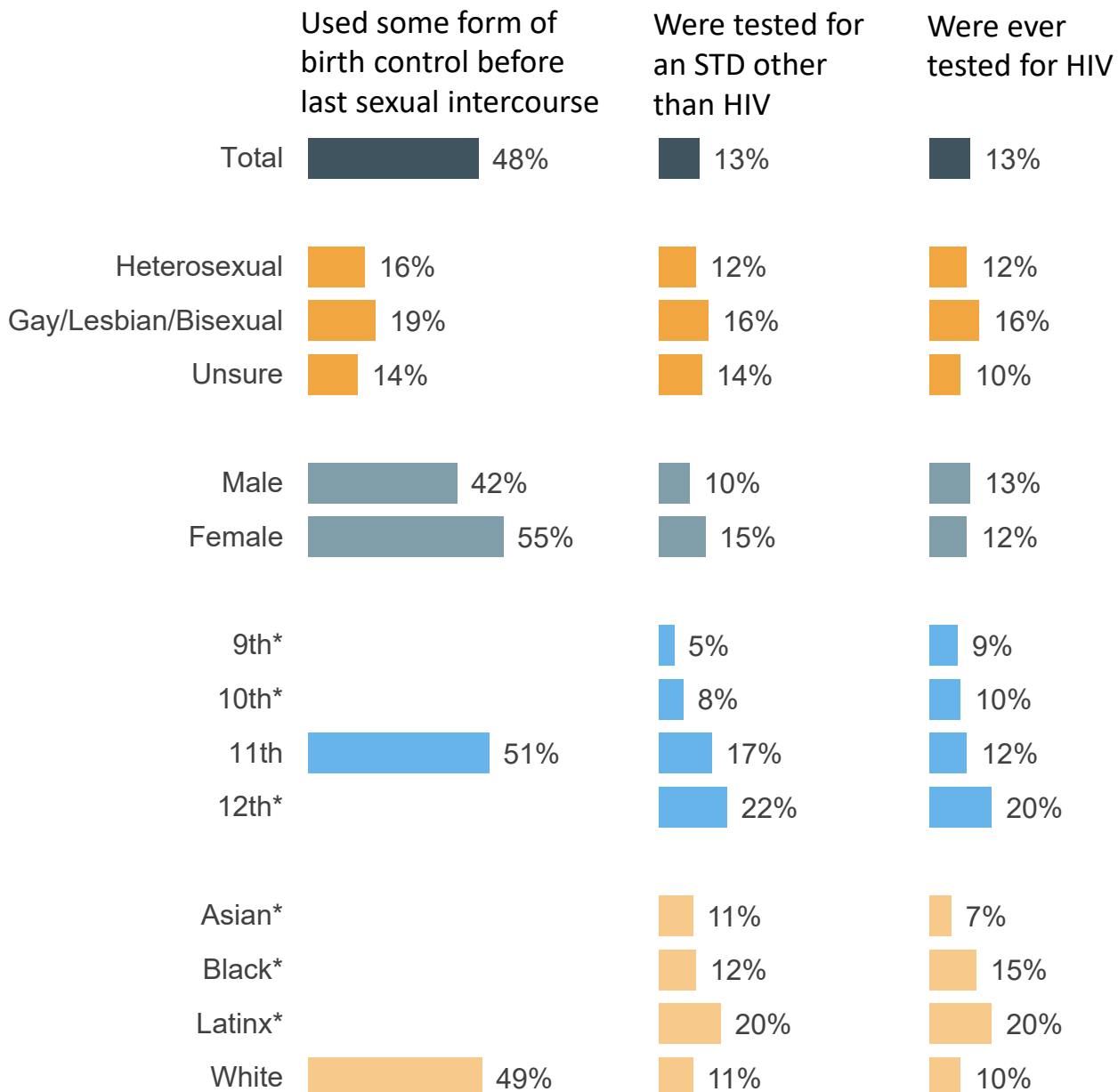
Sexually Transmitted Disease and Pregnancy Prevention

A Closer Look



A closer look at the data reveals a lower percentage of Asian and White students are tested for STDs than Black and Latinx students.

Percent of high school students who...



* Missing bar indicates fewer than 100 students in subgroup.



Violence and Victimization

Sexual Violence and Bullying

Eighteen percent of students report being bullied on school property, and 12% reported experiencing sexual violence.



District Priorities

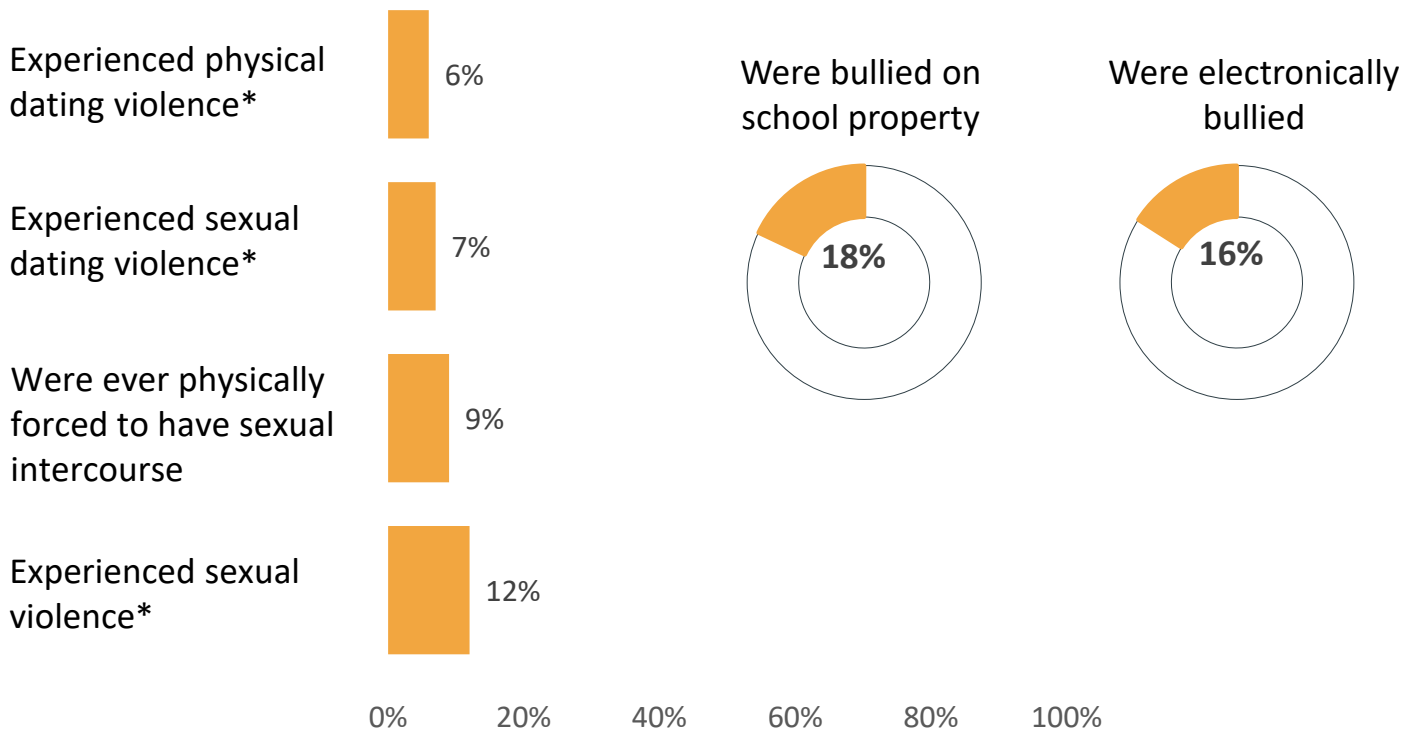


Decrease Occurrence of Sexual Violence



Increase School Safety, Digital Literacy

Percent of high school students who...



* During 12 months before the survey.

Recommendations

- Increase education around consent and healthy relationships.
- Provide extra support for LGBTQ+ students in violence prevention – this means making VP lessons more inclusive, providing more in-school supports to that population, and create a safe and supportive environment where students feel secure asking for support.
- Continue to implement comprehensive sexuality education and violence prevention education in Grades K-12.



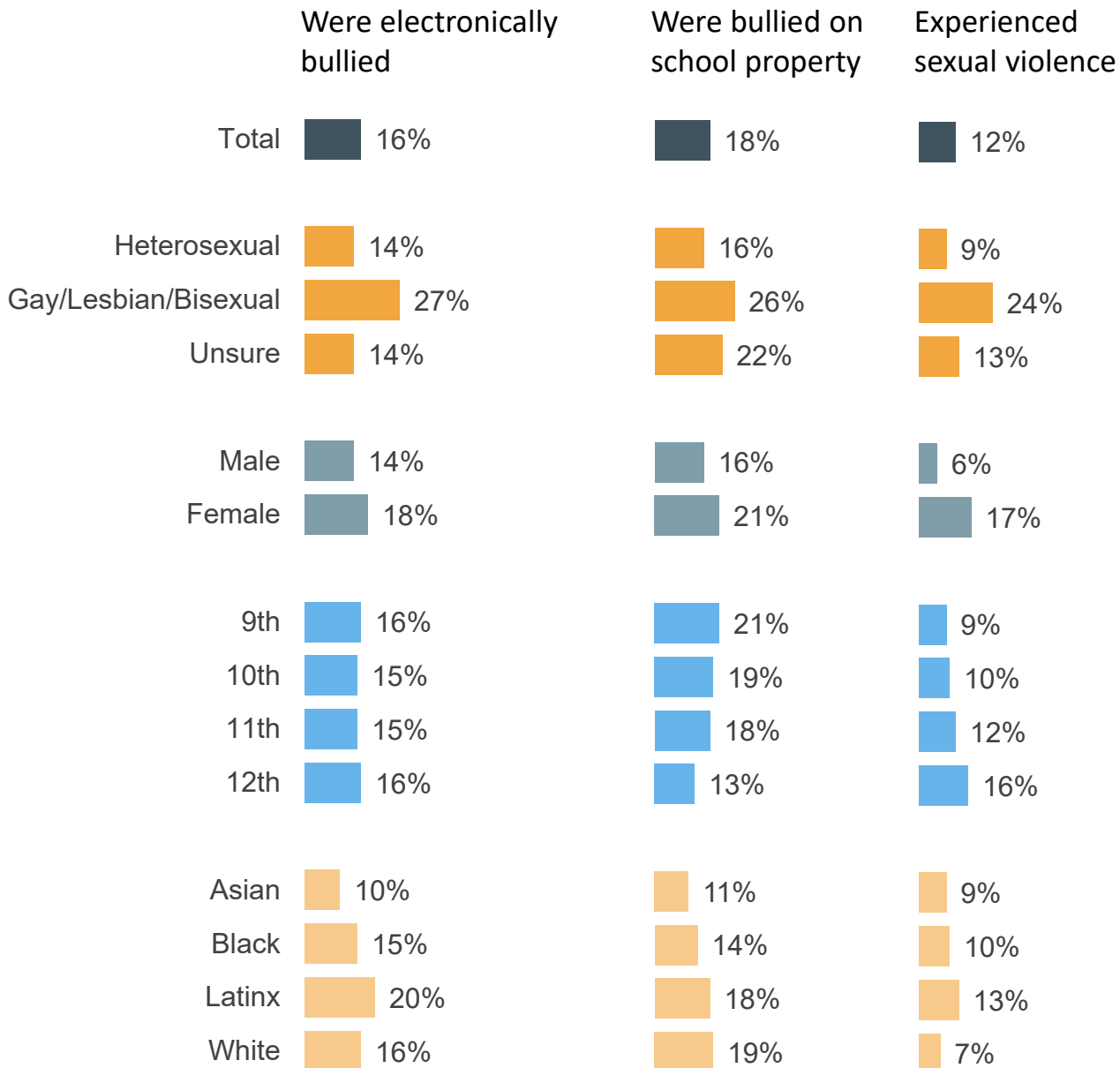
Violence and Victimization

Sexual Violence and Bullying: A Closer Look



A closer look at the data reveals females and LGB students are more likely to experience bullying (both electronically and at school) and sexual violence.

Percent of high school students who*...



* During 12 months before the survey.

2019 Key Health Behavior Indicators

Portland Public High
Schools

To learn more visit

<https://www.cdc.gov/healthyyouth/data/yrbs/>





Portland Public Schools recognizes students, parents/guardians, and the broader community as essential partners in the educational process. These important partners must have the opportunity to make their concerns known to the district. Maintaining strong relationships includes having a fair, accessible process in which complaints can be addressed in a timely manner. Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students.

Whenever possible, concerns should be resolved informally through communication with the school or department directly involved in the issue. If this approach does not resolve the concerns, the District provides a formal complaint process. The Board intends that complaints be resolved as expeditiously as possible and in compliance with state law.

The District serves a diverse community of students and parents/guardians. The Racial Educational Equity Policy 2.10.010-P provides: “The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student’s education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community.” The complaint process must be implemented in a manner that is accessible to, and welcoming of, all of our students, parents/guardians, and community members. All parties to the complaint process will be treated, and will treat others, with dignity and respect.

I. Administrative Directive creation and review; Annual reports; Transparency and accessibility

- A.** The Board of Education directs the Superintendent to implement an administrative directive that sets forth the specific process and procedure for complaint resolution. The administrative directive and any changes that are subsequently made will be submitted to the Board for review. The Board further directs the Superintendent to make information regarding the complaint process to members of the school community in a manner that is accessible and user-friendly, and to provide training for building administration and designated district staff in the implementation of the policy and administrative directive. Since complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually a document that provides data on trends and emerging issues, as well as the functioning of the process.

- B.** A full explanation of the complaint procedure, including all forms, shall be available at the district's administrative office and on ~~the home page of~~ the district's website.

1. Types of complaints

This policy provides a process for resolving complaints as required by Oregon Administrative Rule [581-022-2370](#) , including, but not limited to complaints related to:

- a) Instructional standards and practices
 - (1) Curriculum
 - (2) Teaching strategies
 - (3) Testing
 - (4) Counseling
 - (5) Class size
 - (6) Alternative education programs
 - (7) Instructional materials
 - (8) Compliance with state standards
- b) Special education
- c) Health and safety
- d) Equitable education opportunities
- e) Sports safety
- f) Restraint and/or seclusion
- g) Discrimination in education
- h) Retaliation against a student or parent/guardian

II. TIMELINES

- A.** In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint may be filed within the following time limits established by state law:
- 1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation runs from the date of the most recent incident; OR
 - 2. Within one year after the affected student has graduated from, moved away from, or otherwise left the district, whichever is later.
- B.** The time limitations for bringing formal complaints may be extended by the District for complaints concerning significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.
- C.** The receipt of a written complaint starts the 90-day timeline for resolution of complaints under this policy.

III. FILING A COMPLAINT

A. STEP 1:

1. The written complaint must be filed with the District's complaint coordinator via letter, email, or the [written complaint form](#). The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses, a description of efforts to resolve the concern, and suggestions for resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the written complaint.
2. In most situations, a District leader for the involved school, or the appropriate departmental supervisor, will be responsible for investigating and responding to the complaint at Step 1. The Superintendent may assign a different decision maker at Step 1 as appropriate.
3. All formal complaints will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline. The resolution will include information about the next steps in the complaint process

IV. FILING AN APPEAL

A. STEP 2: APPEAL TO THE SUPERINTENDENT

If the issue is not resolved to the complainant's satisfaction, the complainant may request a review by the Superintendent. The request for review shall be submitted in writing within 10 days of the complainant receiving notice of resolution from Step 1.

1. After reviewing materials previously submitted or gathered and after conducting additional review, if deemed necessary, the Superintendent or designee shall issue a written decision addressing each concern raised and the reason for the decision and provide the decision to the complainant, pursuant to OAR 581-022-2370. All complaints appealed to the Superintendent will receive a decision in writing within 30 days of receipt of the request for review. The Superintendent or designee will include information on the steps for further appeal under this policy.
2. Upon receiving the Superintendent's decision, if the complainant wants to continue to appeal, the complainant may appeal to the Board.

B. STEP 3: APPEAL TO THE PPS SCHOOL BOARD

The Board will vote on the substance of the appeal within 30 days of the written request to appeal the Superintendent's decision. The Board will have the full written record of the decisions at Step 1 and Step 2. The complainant may submit additional written information to the Board and may provide testimony during public comment. The Board shall decide that the Superintendent's final decision is:

1. Affirmed and no further action will be taken; or
2. Reversed and may direct the Superintendent to take alternative steps or other course of action. To the extent the Board modifies the Superintendent's decision, it will issue a final decision that addresses each concern raised in the complaint and contains reasons for the District's decision.

If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the Oregon Department of Education (ODE) as permitted by OAR 581-022-2370(4) and OAR 581-002-0040.

C. Anonymous Complaints

PPS accepts confidential anonymous complaints by email at anonymouscomplaints@pps.net and phone at 503-916-3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.,

D. Other provisions

1. [Translation and interpretation services](#) are available to complainants.
2. The District will provide resources for complainants who request assistance in preparing a written complaint. [REQUEST ASSISTANCE](#)
3. The Superintendent shall avoid any conflicts of interest, or the appearance of conflicts of interest, in assigning the district representative to investigate and respond to a complaint.
4. Complainants may bring an advocate or support person to any meeting or proceeding.
5. Retaliation against any person who files or participates in the complaint process is strictly prohibited. Retaliation is any action that would deter a reasonable

person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.

6. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee involved in the complaint. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session.
7. If the district fails to meet the timelines set forth in this process, the complainant may appeal to the PPS School Board or to the Oregon Department of Education. The timelines may be extended by the mutual consent of the complainant and the District. For example, this may be needed if there are many witnesses to interview, key witnesses are unavailable because of holidays, medical leave, etc., or if a particular Board meeting does not work for the complainant.
8. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be extended to the next business day.
9. The district may not be able to assure confidentiality of the names of persons who file complaints under this policy.
10. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner to the complaint.
11. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.
12. **Complaints that have been previously filed, investigated and responded to on behalf of the District and/or Board cannot be refiled per OAR XXXX.**
13. Additional allegations offered during the Step 2 process will not be heard along with the original complaint. The person making the complaint will be informed that the allegation will not be addressed as part of the Step 2 response and that the allegation must be filed as a new complaint with the District’s complaint coordinator.
- 14.
- 15.

E. Complaints against the Superintendent or members of the Board of Education

Any complaint about the Superintendent shall be reviewed by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board chair who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

F. Complaints submitted to school board members

School board members who receive formal complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward informal complaints to the appropriate school or department in order to address the concern.

V. FURTHER APPEAL RIGHTS

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the district or a person who resides in the district, may appeal a final decision by the district to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0040.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education) a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust district procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District simultaneous to filing it with the Department of Education.

Adopted 11/2014; Amended 6/12/18

Legal Reference(s):

[ORS 192.610 to 192.690](#)

[ORS 332.107](#)

[ORS 339.285 to 339.383](#)

[ORS 659.852](#)

[OAR 581-022-2370](#)



Formal Complaint Process - January 2020 survey summary



Table 1. All complaints by year filed	Count
2014	15
2015	19
2016	16
2017	45
2018	84
2019	44
2020	10
Total complaints filed	233
Total survey responses received	63

Total response rate: 27%



Table 2. Please select how much you agree with each statement during the formal complaint process

	Strongly or somewhat agree	Neither agree nor disagree	Strongly or somewhat disagree
I felt heard during the formal complaint process	19%	8%	73%
I was given the opportunity to share my side of the story	38%	12%	50%
I was kept informed about the progress of the formal complaint process	16%	22%	62%
PPS staff were knowledgeable	21%	20%	59%
PPS staff were professional and courteous	34%	19%	47%
The formal complaint process was conducted in a fair manner	10%	15%	75%
The length of time to took to receive a decision was reasonable	10%	17%	74%



Table 3. Before filing a complaint, please select all the people you worked with to resolve your concern(s).	Count
Principal, Vice principal, or Assistant principal	48
Teacher	35
Other	25
School counselor	18
PPS parent or family	16
Special education case manager	15
School psychologist	9
School social worker	5
School nurse or health assistant	4
On-site mental health provider/School based health clinician	3
SUN school contact/After school care provider	1
On-site community provider (Step Up, REAP, Empowerment group, Chrysalis, etc.)	1
ESL community agent	0



8.60.040-P Responsible Technology Use**Computer Use****I. ~~Electronic Communications Network~~**

~~The district has established PPSNet, an electronic communications network (network) for electronic communication and access to, and use of, the World Wide Web. Use of the network for access and development on the World Wide Web, e-mail, chat rooms and other forms of direct electronic communication is intended for educational and administrative purposes.~~

II. ~~Definitions~~

- ~~(1) *Educational and administrative purposes* includes use of the network for teaching and learning in district classrooms, professional and career development, research and district-related administrative activities.~~

III. ~~Responsibilities~~

- ~~(1) The superintendent or designee will manage the district network.~~
- ~~(2) Each building principal or designee will be responsible to coordinate building level activities, including appropriate computer training for the use of the network, supervision of the use of the network, and enforcement of all computer use policies in compliance with this policy.~~
- ~~(3) The superintendent or designee is authorized to develop administrative directives and other guidelines for the use of the network that are in compliance with the Children's Internet Protection Act (CIPA), this policy and all other district policies. These regulations include but are not limited to acceptable use regulations, setting network account limits, network security and World Wide Web guidelines.~~
- ~~(a) The administrative directives shall be consistent with sound guidelines as may be provided by the education service districts, the Oregon Department of Education and/or the Government Standards and Practices Committee and will include a complaint procedure for reporting violations.~~

IV. ~~Access to Network~~

- ~~(1) The network, including hardware, software and data, is for the use of district students, employees, Board members and others with permission from the superintendent or designee. The district may determine the extent to which students at their respective grade levels are granted access to the network.~~
- ~~(2) Use of any electronic communication service provided by the district is conditioned upon acceptance of all guidelines found within this policy,~~

| ~~as well as any administrative directive or other official regulation~~

8.60.040-P Computer Use **B**

relating to computer use and acceptable use by employees and students. **O**

- (3) ~~District employees and students shall take reasonable precautions to prevent others from using their accounts. Passwords are issued to district employees and students and shall not be provided to any other person. District employees and students shall not allow another to use their password or use another person's password to access the network.~~

V. Internet Safety

- (1) ~~In accordance with the Children's Internet Protection Act (CIPA), the Board authorizes staff to implement and operate technology protection measures, including filtering devices, specifically, in accordance with CIPA.~~
- (a) ~~The district will prohibit access by minors to inappropriate material on the internet and World Wide Web, as defined by CIPA, through the use of filtering devices. Inappropriate access for minors includes materials that are obscene, child pornography or other material harmful to minors.~~
- (b) ~~The district will enforce the safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications (e.g., instant messaging services).~~
- (c) ~~Unauthorized access, including so-called hacking and other unlawful activities, by district employees or students online is prohibited.~~
- (d) ~~Unauthorized disclosure, use, and dissemination of personal identification information regarding minors are prohibited.~~

VI. Violations

- (1) ~~All disciplinary procedures will be conducted in accordance with federal law, state law, applicable Board policies and administrative directives and, where applicable, appropriate collective bargaining agreements.~~
- (2) ~~Failure to abide by district policies and administrative directives governing use of the network may result in the suspension or revocation of network access. Additionally, student violations may result in discipline up to and including expulsion. Employee violations may result in discipline up to and including dismissal. Fees, fines or other charges may also be imposed. When applicable, sanctions will be in accordance with the appropriate collective bargaining agreement. Violations of the law will be reported to law enforcement officials.~~

~~8.60.040-P Computer Use~~ **B**

~~VII. District Web Site~~ **O**

- ~~(1) In addition to the purposes set forth in this policy regarding educational and administrative purposes, the purposes of the district's Web site include providing information about the district and functioning as a district communication tool.~~
- ~~(2) All Web content shall be consistent with the purposes for which the computer network was created.~~
- ~~(3) All district information shall reside at the domain pps.k12.or.us. Material hosted at other domains or by outside Internet service providers is not to be construed as official district information.~~
- ~~(4) The superintendent or designee will designate a Web manger to oversee management of the district's Web site. See administrative directive District Web Site 8.60.043-AD.~~
- ~~(5) Schools may establish Web content within the district Web site. Content and management of those pages shall conform to the administrative directive District Web Site 8.60.043-AD.~~
- ~~(6) Departments and other district units, including schools or programs, may establish Web pages or other Web content within the district Web site. Content and management of those pages shall conform to the administrative directive District Web Site 8.60.043-AD.~~
- ~~(7) With the approval of the building principal or department director, school-related organizations such as classes, curricular clubs or PTAs may establish Web pages. Content and management of such pages shall conform to the administrative directive District Web Site 8.60.043-AD.~~

~~VIII. Limitations of Liability and Indemnification~~

- ~~(1) The district makes no warranties of any kind, either express or implied, that the functions or services provided by or through PPSNet will be error-free or without defect. The district is not responsible for any damage the user may suffer, including but not limited to loss of data or interruptions in service. Furthermore, the district is not responsible for the accuracy or quality of information obtained through or stored on PPSNet.~~
- ~~(2) The district is not responsible for financial obligations arising through the use of PPSNet unless the district has agreed to the obligation before it is incurred.~~

~~Responsible Technology Use~~**1. Scope**

The District provides access to District approved technology devices, networks, accounts, software, and internet-based resources (“Technology Resources”) in order to enhance the education of students. Technology Resources improve student communication and extend learning beyond the classroom walls while building digital citizenship skills. Students and staff accessing technology are expected to conduct themselves in a responsible, courteous, efficient, and legal manner as further outlined in this Policy.

2. Purpose**a. Enhancement of Learning and Productivity**

District Technology Resources will be deployed and used for teaching and learning in District classrooms, comprehensive distance learning, professional and career development, and research and district-related administrative activities.

b. Equity and Inclusive Learning

Equity considerations will drive District decisions about the development, distribution, and use of Technology Resources in order to ensure equitable access for every user.

c. Student Safety

Technology Resources will be deployed and used in a way that fosters a culture of safety and respect for everyone. Social, emotional, and physical well-being are crucial to academic and professional success.

3. Responsible Deployment and Use of Technology Resources

a. Technology Resources will be deployed and used in compliance with applicable laws and other District policies.

b. Technology Resources will be deployed and used in a manner that supports the District purposes of learning and productivity, equity and inclusive learning, and a safe and respectful environment.

c. The District will develop an Administrative Directive and acceptable use guidelines for users regarding the deployment and use of District Technology Resources, including access to Internet and social media, and regulation of use of District and personal electronic resources on District assets.

4. Fostering Safety and Security of Users

No Expectation of Privacy

The safety and security of District Technology Resources is the shared responsibility of the District. The District may monitor, intercept, and review, without further notice, activities occurring on the District's Technology Resources. Users should have no expectation of privacy while using District Technology Resources.

The District shall establish protocols for review of activity.

b. Cyberbullying and Anti-harassment

District policies prohibiting harassment and bullying apply to the use of District Technology Resources. Technology Resources will not be used in a manner that may be construed by others as bullying, harassing or offensive. [link to anti-harassment policy]

c. Filtering Software

As a component of District Internet safety measures, all District-owned technology resources, including computer networks in all District facilities capable of accessing the Internet will use filtering software to restrict access to obscene, racist, hateful or violent material. However, the District cannot ensure that a student will never be able to access objectionable material.

d. Community-based Approach

While District staff will make reasonable efforts to supervise student access and use of Technology Resources, fostering the safety and security of students and staff requires a community-based approach.[link to digital citizenship guidelines]

5. Violations

a. If a user violates District Policies, Administrative Directives, or guidelines for Technology Resources or Responsible Use, District staff will notify the Office of Technology and Information Services.

b. Violations may include discipline or other sanctions consistent with District Policies, Administrative Directives, guidelines, or Student's Rights and Responsibilities Handbook, up to and including expulsion or termination of employment.

6. Administrative Directive [hyperlink]

Legal References: ORS 30.765; ORS 163.435; ORS 164.345; ORS 164.365; ORS 167.060; ORS 167.065; ORS 167.070; ORS 167.080; ORS 167.087; ORS 167.090; ORS 167.095; ORS Chapter

8.60.040-P Computer Use

192; ORS 332.107; ORS 336.222; ORS 33.9250; ORS 339.260; ORS 339.270; OAR 581-021-0050; OAR 581-021-0055; OAR 584-020-0040; OAR 584-020-0041; Children's Internet Protection Act, 47 U.S.C. Section 254 (h) and (l); 47 CFR Section 54,520 (2001); Copyrights, Title 17, as amended. United States Code; 19 CFR Part 133 (2000); Oregon Attorney General's Public Records and Meetings Manual pp. 22-24, Appendix H, Department of Justice (1999); Drug-Free Schools and Communities Act of 1986, P.L. 99 570 20 U.S.C. Section 7105; Drug-Free Workplace Act of 1988. P.L. 100-690, Title V, Subtitle D, Sections 5151-5160, 102 Stat.4305-4308; Controlled Substances Act, 21 U.S.C. Section 812, schedules I through V, 21 CFR 1308.11-1308.15 (2000).Drug-Free Schools and Communities Act Amendments of 1989, P.L. 101-226,103 Stat. 1928 et. seq.; Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12213, 29 CFR Part 1630 (2000); 28 CFR Part 35 (2000); Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g;34 CFR Part 99 (2000).

History:

Portland Public School District 1st Reading

DATE OF FIRST READING: FEBRUARY 09, 2021

PUBLIC COMMENT FOR Policy 8.70.040-P: Preservation, Maintenance, and Disposition of District Real Property

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

Last Date for Comment: March 02, 2021

Summary: **Preservation, Maintenance, and Disposition of District Real Property 8.70.040-P**

1st Reading by: **Rita Moore**
Portland Public School Board

Recommended for a second 1st Reading by:
Portland Public Schools Board of Education
Policy Committee

Draft Policy Web Site: <https://www.pps.net/Page/11911>

Contact: **Rosanne Powell, Senior Board Manager**
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net



**PORTLAND PUBLIC SCHOOLS
OFFICE OF SCHOOL MODERNIZATION**

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2222

Date: February 9, 2020
To: School Board
From: Dan Jung, Chief Operating Officer
Dana White, Director of Planning & Real Estate Management
Subject: 1st Reading of Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property

BACKGROUND

In 1971 the Board adopted a policy for the Disposition of Surplus Real Property that outlines the procedure for the preservation and rare disposal of any real property that is not essential to the District's mission now or ever. The policy has been amended seven times since 1971, most recently in November of 2018.

The current policy requires real estate transactions be presented to the Board for approval, but does provide the Superintendent or his/her designee authority to sign real estate transactions in which the total value of the transaction is at or below applicable delegation thresholds for District expenditure and revenue contracts, as set forth in PPS Public Contracting Rule 45-0200 (Authority to Approve and Execute District Contracts) and contains a clause that provides the District the right to terminate the contract with thirty days (30) days' notice without cause.

As proposed, the amended policy is substantially enhanced and outlines the Board's intent more clearly. It also provides criteria for justifying less than market terms under extraordinary economic circumstances. More specific changes are as follows:

- Acknowledges that the District's real property assets are on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, and Molalla tribes;
- Acknowledges that Portland institutions and citizens participated in redlining and structurally organized policies, zoning, and planning that restricted or prevented Black, Indigenous, and communities of color from land ownership and led to their disproportionate displacement through "urban renewal" or gentrification;
- Aligns the policy more closely with the District's Racial Equity and Social Justice goals;
- Strongly affirms that only on rare occasions will the District sell a real property without replacing that property with an equivalent or better property;

- Provides additional guidance and clarity around the preservation and disposition of District real property and specific evaluation criteria to guide decisions that may deviate from current market terms;
- Allows staff to efficiently convey real property rights-of-way or easements that are imposed as a condition of approval of District development and maintenance projects; and
- Allows staff to negotiate contracts, without Board approval, at or below applicable delegation thresholds for District expenditure and revenue contracts if they provide a termination right with ninety (90) days' or less notice.

RELATED POLICIES/BEST PRACTICES

8.70.043-AD Process for Disposing of Surplus Real Property

8.70.044-P Capital Asset Renewal Funds and Plans

It is best practice for public educational institutions to retain its real estate assets for both foreseeable and unforeseeable changes in space demands and enrollment. Favorable tax structure and various lease opportunities can also provide a favorable income stream on idle assets.

ANALYSIS OF SITUATION

Operationally, the proposed changes to the Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property provide a clear direction that the sale of a District property is an unlikely event and will require a thorough analysis of the implications on fulfillment of the District's educational mission over the next 100 years. It also directs a strong preference that any long-term disposition of District property be in the form of a long-term lease rather than a sale, and that, in the rare event of a sale, the District should replace the sold property with an equivalent or better property.

The proposed policy changes also provide specific evaluation criteria that the Board must consider if deviating from current market lease terms. Any such deviations shall only be in extraordinary or unusual circumstances that is evidenced by a tenant's financial instability and a tenant's proven efforts to manage risks and explore options other than relief from the District. The significant benefit a tenant provides to the District or its students, the communities being served by the tenant, and the official connection of the tenant to the District or its students are additional criteria in considering below market terms under extraordinary circumstances.

FISCAL IMPACT

Adoption and implementation of this policy may result in lost revenues, but may also provide direct benefit both monetary and otherwise to the District. Development of the Administrative Directive will codify the process that staff should follow in the consideration of transactions involving District real estate. All real estate transactions valued at \$150,000 or greater or that have termination clauses greater than ninety (90) days will be submitted to the Board for approval, except in the instance where a transaction is imposed as a condition (i.e. a utility or right-of-way easement) of approval of District development and maintenance projects.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The policy was amended over several months and in public meetings under the direction of the Board Policy Committee that includes two student representatives. PPS Senior Director of Racial Equity & Social Justice provided useful input on different approaches to land policy from tribal representatives at other public entities.

The proposed policy was unanimously approved to move forward to the first reading at the February ninth Board Meeting.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The policy is effective immediately upon final adoption by the Board.

BOARD OPTIONS WITH ANALYSIS

1. Approve Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property.
2. Refer Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property back to the Policy Committee for revision.

CONNECTION TO BOARD GOALS

This proposed policy formally recognizes the District’s role as current caretakers of ancestral land and the District’s fiduciary responsibility to preserve and maintain its real property assets in a manner that will serve current students and future generations, including keeping land in the public domain. It also aligns the policy more closely with the District’s Racial Equity and Social J goals

STAFF RECOMMENDATION

Staff recommend the adoption of the amended.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ (Initials)



Preservation, Maintenance, and Disposition of District Real Property

A. Land Acknowledgment

The Portland Public Schools Board of Education acknowledges that the District's real property assets are on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, and Molalla tribes. We also know that many other tribes made their homes along the Columbia and Willamette Rivers. We also recognize the robust present-day federally recognized tribes of this area: the Grande Ronde, Siletz and Cowlitz, and the Native American community, representing more than 380 tribes that have made the City of Portland one of the top 25 cities with the largest American Indian/Alaska Native populations. We honor their history and acknowledge the sacrifices they made.

We also acknowledge that federal, state, and local governments supported the invasion and dispossession of Native People's lands and the institutionalized practices of the removal and displacement of Native people from their lands. Additionally, PPS acknowledges that Portland institutions and citizens participated in redlining and structurally organized policies, zoning, and planning that restricted or prevented Black, Indigenous, and communities of color from land ownership and led to their disproportionate displacement through "urban renewal" or gentrification.

B. Duty to Maintain and Preserve Real Property

With the recognition of our role, we know that as current caretakers of this ancestral land, the District recognizes its fiduciary responsibility to preserve and maintain its real property assets in a manner that will serve current students and future generations, including keeping land in the public domain.

Only on rare occasions will the District sell a property without replacing that property with an equivalent or better property.

The Board of Education recognizes that the District's real property assets must be maintained in a sufficient physical condition to preserve their value and utility. The Board shall take necessary steps, taking into account budgetary constraints, to preserve and maintain the physical integrity of District real property.

C. Objectives in Real Property Transactions

District properties that are not currently needed for District purposes will be managed to



Preservation, Maintenance, and Disposition of District Real Property

carry out the following objectives:

- Reflect the District’s short-, intermediate-, and long-term educational and operational needs, considering long-term population and enrollment projections for the Portland area;
- Maintain flexibility in lease terms to allow for early termination to adjust to enrollment fluctuations or other District needs for the property; and
- Provide revenue and other support for District needs; in this case, the District must seek maximum long-term financial and other benefits. The District also recognizes that conveyance of real property rights-of-way or easements may be imposed as a condition of approval of District development projects without compensation or may occur for other good or valuable consideration.

D. Sale of Real Property

Under ORS 332.155, the District may lease, sell, and convey all property of the District that will not be required for the District’s educational purposes in the long term. In the unlikely event that District property does not support and is not expected to support the District’s mission now or in the future, the Superintendent shall recommend to the Board the disposal of such property, including a thorough analysis of the implications of any property sale on fulfillment of the District’s educational mission over the long term.

Whenever possible, any long-term disposition of District property should take the form of a long-term lease rather than a sale. A “long-term lease” is defined as a lease of at least five years and shall provide the District termination rights in the event the property is needed for District use.

Sale of a District property without replacing it with an equivalent or better property is usually disfavored and shall be considered only after assessing alternatives and determining that the District’s best long-term interests are served by a sale. Whenever possible, any District property sale should be to a public entity that intends to actively use the property for public purposes, provided that any transaction is structured to allow PPS to regain ownership of the real property if it is no longer going to be used for public purposes.

1. Recommendation and Sale Process

- a. Sale of District Property Recommendation: The Superintendent shall make recommendations to the Board on the sale of any District property, including an analysis of



Preservation, Maintenance, and Disposition of District Real Property

implications for the District's ability to fulfill its responsibilities in the short-, medium-, and long-term; and a market analysis.

b. Public Hearing: Any process to consider the sale of the property shall be a transparent and public process, and at least one public hearing shall be held by the Board prior to declaring any real property or portion thereof prudent and necessary for sale. In the unlikely event the Board determines that it is prudent or necessary to sell a District property, it shall pass a resolution identifying the property, how relinquishing property promotes both the District's mission and the public interest, and the terms and conditions under which it may be sold.

c. Sale process: Once the Board declares that it is prudent or necessary to sell a District property, the Superintendent, or such persons as may be designated by the Superintendent, shall establish and conduct a process for sale or other conveyance of the property. The Superintendent will market and negotiate a proposed sale or other conveyance of the property and bring a recommended agreement to the Board for the Board's review and approval.

E. PPS Leases

1. Presumption of Market Terms:

When entering into leases involving real property, the District shall pursue maximum market value and other then-current market terms, unless the Board adopts a resolution that makes an express finding that the transaction involving District property for less than market terms confers significant benefit to the District and the communities it serves. Any express finding justifying less than market terms shall be under extraordinary circumstances, defined as extraordinary or other unusual circumstances beyond the control of the parties ("Extraordinary Circumstances"); consider the factors below or combination of factors; and be assessed through the PPS Racial Equity & Social Justice lens.

The other party must provide evidence of the impact of Extraordinary Circumstances on its financial status, prior prudent efforts to manage risks and impacts, and efforts made to explore options other than financial or other relief from the District.

a. Offering below-market terms confers significant benefit to the District or its students, and those benefits substantially outweigh the costs of below-market terms;



Preservation, Maintenance, and Disposition of District Real Property

- b. The communities being served by the other party include a substantial proportion of underserved students: students of color; students whose families qualify for free or reduced lunch, students with special needs, emerging bilingual students, or LGBTQ students;
- c. Official connection of the other party to the District or its enrolled students or students expected to enroll in PPS (e.g., PPS charter school, an organization providing direct services to PPS students, or a prekindergarten or head start program); and

To the extent any below-market terms under a lease are granted, the District shall define the time period under the lease during which the below-market terms are effective, after which market terms shall be restored for any remainder of the lease. The factors set out in this section do not override the presumption of maximum market value in every circumstance, but may be considered on a case-by-case basis.

F. Compliance with Grant Agreements.

Notwithstanding any other part of this policy, if District property in a contemplated real estate transaction was purchased with state, federal, or private grant funds, any transaction involving the property shall be made as required in the grant or by state or federal regulations.

G. Delegation of Authority for Certain Transactions

The Board delegates authority to the Superintendent or his/her designee to approve and execute real estate transactions in which the total value of the transaction is at or below applicable delegation thresholds for District expenditure and revenue contracts, as set forth in PPS Public Contracting Rule 45-0200 (Authority to Approve and Execute District Contracts); in which conveyance of real property rights-of-way or easements is imposed as a condition of approval of District development and maintenance projects; or in which the transaction can be terminated by the District within 90 days or less. All other real estate transactions shall require Board approval. The Superintendent will provide a quarterly report to the Board regarding leases signed below the delegation threshold.

Legal References: ORS 271.330 ORS 332.155

History: Adopted 6/71; Amended 12/13/76; Amd. 8/28/78; Amd. 10/13/83; Amd. 8/31/95; Amd. 10/28/02 BA2463; Amd. 1/12/09 BA 4019; Amd. 11/13/18; Amd. _____.



Preservation, Maintenance, and Disposition of District Real Property

A. Land Acknowledgment

The Portland Public Schools Board of Education acknowledges that the District's real property assets are on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, and Molalla tribes. We also know that many other tribes made their homes along the Columbia and Willamette Rivers. We also recognize the robust present-day federally recognized tribes of this area: the Grande Ronde, Siletz and Cowlitz, and the Native American community, representing more than 380 tribes that have made the City of Portland one of the top 25 cities with the largest American Indian/Alaska Native populations. We honor their history and acknowledge the sacrifices they made.

We also acknowledge that federal, state, and local governments supported the invasion and dispossession of Native People's lands and the institutionalized practices of the removal and displacement of Native people from their lands. Additionally, PPS acknowledges that Portland institutions and citizens participated in redlining and structurally organized policies, zoning, and planning that restricted or prevented Black, Indigenous, and communities of color from land ownership and led to their disproportionate displacement through "urban renewal" or gentrification.

B. Duty to Maintain and Preserve Real Property

~~has a~~With the recognition of our role, we know that as current caretakers of this ancestral land, the District recognizes its fiduciary responsibility to preserve and maintain the District's real property assets to in a manner that will serve current students and to ensure the District can serve its students for decades to come. For that reason, future generations, including keeping land in the public domain.

~~transactions involving the District's real property shall preserve as much as possible the District's ability to use assets for its own students and educational services now and in the future and, only on rare occasions,~~Only on rare occasions will the District sell a property without replacing that property with an equivalent or better property.

A. Duty to Maintain and Preserve Real Property



Preservation, Maintenance, and Disposition of District Real Property

The Board of Education recognizes that the District's real property assets must be maintained in a sufficient physical condition to preserve their value and utility. The Board shall take necessary steps, taking into account budgetary constraints, to preserve and maintain the physical integrity of District real property.

C. Objectives in Real Property Transactions

District properties that are not currently needed for District purposes will be managed to carry out the following objectives:

- Reflect the District's short-, intermediate-, and long-term educational and operational needs, considering long-term population and enrollment projections for the Portland area;
- Maintain flexibility in lease terms to allow for early termination to adjust to enrollment fluctuations or other District needs for the property; and
- Provide revenue and other support for District needs; in this case, the District must seek maximum long-term financial and other benefits. The District **also** recognizes that conveyance of real property rights-of-way or easements may be imposed as a condition of approval of District development projects without compensation or may occur for other good or valuable consideration.

D. Sale of Real Property

Under ORS 332.155, the District may lease, sell, and convey all property of the District



Preservation, Maintenance, and Disposition of District Real Property

that will not be required for the District's educational purposes in the long term. In the unlikely event that District property does not support and is not expected to support the District's mission now or in the future, the Superintendent shall recommend to the Board the disposal of such property, including a thorough analysis of the implications of any property sale on ~~fulfillment~~fulfillment of the District's educational mission over the long term. ~~Selling a District property without replacing it with an equivalent or better property shall be a last resort.~~

~~The Board of Education directs the following:~~

~~Superintendent's Real Property~~ Whenever possible, any long-term disposition of District property should take the form of a long-term lease rather than a sale. A "long-term lease" is defined as a lease of at least five years and shall provide the District termination rights in the event the property is needed for District use.

Sale of a District property without replacing it with an equivalent or better property is usually disfavored and shall be considered only after assessing alternatives and determining that the District's best long-term interests are served by a sale. Whenever possible, any District property sale should be to a public entity that intends to actively use the property for public purposes, provided that any transaction is structured to allow PPS to regain ownership of the real property if it is no longer going to be used for public purposes.

1. Recommendation and Sale Process

~~4.a. Sale of District Property Recommendation:~~ The Superintendent shall ~~develop and adopt an administrative directive establishing a process for developing~~make recommendations to the Board on the sale of any District property. ~~The process shall include at a minimum the following components:, including an analysis of~~

- ~~a. Notification of implications for the Board of Education.~~
- ~~b. A summary of the factors considered~~District's ability to fulfill its responsibilities in the ~~development of the recommendation,~~ including short-, medium-, and long-term; and a market ~~and~~ needs analysis.

~~2. Sale of District Property Recommendation b.~~ Public Hearing: Any



Preservation, Maintenance, and Disposition of District Real Property

process to consider the sale of the property shall be a transparent and public process, and at least one public hearing shall be held by the Board prior to declaring any real property or portion thereof ~~appropriate~~prudent and necessary for sale. ~~If~~In the unlikely event the Board determines that it is prudent or necessary to sell a District property ~~is appropriate for sale~~, it shall pass a resolution identifying the property, how relinquishing property promotes both the District's mission and the public interest, and the terms and conditions under which it may be sold.

~~3.~~ c. Sale process: Once the Board declares that it is prudent or necessary to sell a District property ~~is declared appropriate for sale by the Board~~, the Superintendent, or such persons as may be designated by the Superintendent, shall establish and conduct a process for sale or other conveyance of the property. The Superintendent will market and negotiate a proposed sale or other conveyance of the property and bring a recommended agreement to the Board for the Board's review and approval.

E. PPS Leases

1. Presumption of Market ~~Rate: Unless~~ Terms:

When entering into leases involving real property, the District shall pursue maximum market value and other then-current market terms, unless the Board adopts a resolution that makes an express finding that the disposition of transaction involving District property for less than market ~~rate~~ terms confers significant benefit to the District and the communities it serves, ~~the District shall pursue maximum market value.~~ Any express finding justifying less than market terms shall be under extraordinary circumstances, defined as extraordinary or other unusual circumstances beyond the control of the parties ("Extraordinary Circumstances"); consider the factors below or combination of factors; and be assessed through the PPS Racial Equity & Social Justice lens.

The other party must provide evidence of the impact of Extraordinary Circumstances on its financial status, prior prudent efforts to manage risks and impacts, and efforts made to explore options other than financial or other relief from the District.

a. Offering below-market terms confers significant benefit to the District or its students, and those benefits substantially outweigh the costs of below-market terms;



Preservation, Maintenance, and Disposition of District Real Property

- b. The communities being served by the other party include a substantial proportion of underserved students: students of color; students whose families qualify for free or reduced lunch, students with special needs, emerging bilingual students, or LGBTQ students;
- c. Official connection of the other party to the District or its enrolled students or students expected to enroll in PPS (e.g., PPS charter school, an organization providing direct services to PPS students, or a prekindergarten or head start program); and

To the extent any sale, below-market terms under a lease, or disposition under are granted, the District shall define the time period under the lease during which the below-market terms are effective, after which market terms shall be restored for any remainder of the lease. The factors set out in this section do not override the presumption of maximum market value in every circumstance, but may be considered on a case-by-case basis.

F. Compliance with Grant Agreements.

- 4. Notwithstanding any other part of this policy, if District property in a contemplated real estate transaction was purchased with state, federal, or private grant funds, any transaction involving the property shall be made as required in the grant or by state or federal regulations.



Board Policy

8.70.040-P

Preservation, Maintenance, and Disposition of District Real Property

G. Delegation of Authority for Certain Transactions

The Board delegates authority to the Superintendent or his/her designee to approve and execute real estate transactions in which the total value of the transaction is at or below applicable delegation thresholds for District expenditure and revenue contracts, as set forth in PPS Public Contracting Rule 45-0200 (Authority to Approve and Execute District Contracts) ~~and~~; in which conveyance of real property rights-of-way or easements is imposed as a condition of approval of District development and maintenance projects; or in which the transaction can be terminated by the District within ~~3090~~ days or less. All other real estate transactions shall require Board approval. The Superintendent will provide a quarterly report to the ~~board~~Board regarding leases signed below the delegation threshold.

Legal References: ORS 271.330 ORS 332.155

History: Adopted 6/71; Amended 12/13/76; Amd. 8/28/78; Amd. 10/13/83; Amd. 8/31/95; Amd. 10/28/02 BA2463; Amd. 1/12/09 BA 4019; Amd. 11/13/18; Amd. _____.



Preservation, Maintenance, and Disposition of District Real Property

The Portland Public Schools Board of Education has a fiduciary responsibility to preserve and maintain the District's real property assets to serve current students and to ensure the District can serve its students for decades to come. For that reason, transactions involving the District's real property shall preserve as much as possible the District's ability to use assets for its own students and educational services now and in the future and, only on rare occasions, will the District sell a property without replacing that property with an equivalent or better property.

Duty to Maintain and Preserve Real Property

The Board of Education recognizes that the District's real property assets must be maintained in a sufficient physical condition to preserve their value and utility. The Board shall take necessary steps, taking into account budgetary constraints, to preserve and maintain the physical integrity of District real property.

Objectives in Real Property Transactions

District properties that are not currently needed for District purposes will be managed to carry out the following objectives:

- Reflect the District's short-, intermediate-, and long-term educational and operational needs, considering long-term population and enrollment projections for the Portland area;
- Maintain flexibility in lease terms to allow for early termination to adjust to enrollment fluctuations or other District needs for the property; and
- Provide revenue and other support for District needs; in this case, the District must seek maximum long-term financial and other benefits. The District recognizes that conveyance of real property rights-of-way or easements may be imposed as a condition of approval of District development projects without compensation or may occur for other good or valuable consideration.

Sale of Real Property

Under ORS 332.155, the District may lease, sell, and convey all property of the District



Preservation, Maintenance, and Disposition of District Real Property

that will not be required for the District's educational purposes in the long term. In the unlikely event that District property does not support the District's mission now or in the future, the Superintendent shall recommend to the Board the disposal of such property, including a thorough analysis of the implications of any property sale on fulfillment of the District's educational mission over the long term. Selling a District property without replacing it with an equivalent or better property shall be a last resort.

The Board of Education directs the following:

1. **Superintendent's Real Property Sale Recommendation:** The Superintendent shall develop and adopt an administrative directive establishing a process for developing recommendations to the Board on the sale of any District property. The process shall include at a minimum the following components:
 - a. Notification of the Board of Education.
 - b. A summary of the factors considered in the development of the recommendation, including a market and needs analysis.
2. **Sale of District Property Recommendation-Public Hearing:** Any process to consider the sale of the property shall be a transparent and public process, and at least one public hearing shall be held by the Board prior to declaring any real property or portion thereof appropriate for sale. If the Board determines that a District property is appropriate for sale, it shall pass a resolution identifying the property, how relinquishing property promotes both the District's mission and the public interest, and the terms and conditions under which it may be sold.
3. **Sale process:** Once the property is declared appropriate for sale by the Board, the Superintendent, or such persons as may be designated by the Superintendent, shall establish and conduct a process for sale or other conveyance of the property. The Superintendent will market and negotiate a proposed sale or other conveyance of the property and bring a recommended agreement to the Board for the Board's review and approval.
4. **Presumption of Market Rate:** Unless the Board makes an express finding that the disposition of District property for less than market rate confers significant benefit to the District and the communities it serves, the District shall pursue maximum market value for any sale, lease, or disposition under this policy.



Board Policy

8.70.040-P

Preservation, Maintenance, and Disposition of District Real Property

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Legal References: ORS 271.330 ORS 332.155

History: Adopted 6/71; Amended 12/13/76; Amd. 8/28/78; Amd. 10/13/83; Amd. 8/31/95; Amd. 10/28/02 BA2463; Amd. 1/12/09 BA 4019; Amd. 11/13/18