

Teaching, Learning, and Enrollment  
Committee Meeting  
Thursday, June 11, 2026 4:30 PM

Dr. Matthew Prophet Education Center  
501 N. Dixon St.  
Portland, OR 97227

## **Agenda**

1. Call to Order and Introductions
2. Public Comment (5 two-minute spots)
  - Three (3) for topics related to items on the meeting agenda
  - Two (2) for general topics related to Teaching, Learning, and Enrollment
3. To sign up for public comment email [PublicComment@pps.net](mailto:PublicComment@pps.net) or call 503-916-3741.
4. District Continuous Improvement Plan Quarter 4 Report and Attendance Focus
5. Alternative & Focus School Overview
6. K-12 Health Curriculum Adoption
7. Other Business and Future Agenda Items
8. Adjourn



**TOGETHER,  
WE RISE**

**WITH EXCELLENCE. WITH PURPOSE.**

DCIP Quarter 4 Report and Attendance Focus June 11, 2026

# Setting the Direction and Vision for Continuous Improvement - Spring 2025-Present



# 2025-28 Ideal Student Learning Actions

*Consensus Based Upon Engagements*

## Ideal Student Learning Action 1

Students know and understand the learning target, success criteria, and why the learning matters (*IF 1.7, 4.6*)

## Ideal Student Learning Action 2

Students successfully engage in grade-level and standards-aligned tasks with persistence and ask questions to clarify their understanding (*IF 1.6, 1.8, 1.9, 3.7, 3.8, 3.10*)

## Ideal Student Learning Action 3

Students self-assess their learning and explain and justify their thinking connected to the learning target and success criteria (*IF 4.7, 4.9*)

*Note: Other themes included a strong sense of belonging, making cultural connections, engaging in healthy relationships ([Instructional Framework 2.6-2.9, 3.9](#)) - these were incorporated into strategies and actions to create the conditions for this to be true (*Culture in the Classroom initiative integration*).*

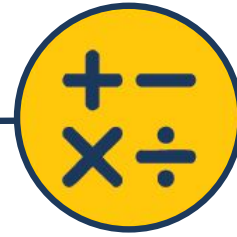
# DCIP | Four Goal Areas



## ATTENDANCE



## LITERACY



## MATH



## 9TH GRADE SUCCESS

By June 2028, the overall percentage of students with good or acceptable attendance rates will increase by 15%, from 64% to 79%.

In order to reduce the disproportionate gap, the percentage of students with good or acceptable attendance for all focal groups (Black & Native students, multilingual learners, students receiving special education services, and students experiencing poverty) will increase by 24%.

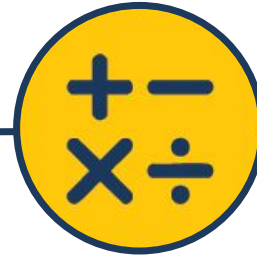
By June 2028, all students in 100% of PK-12+ Language Arts classrooms—with a particular focus on our district's most impacted focal students based upon our data (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty) - will (1) know and understand the learning target and success criteria and (2) successfully engage in grade-level and standards-aligned tasks from district-approved high-quality instructional materials and structures.

By June 2028, all students in 100% of PK-12+ Mathematics classrooms—with a particular focus on district focal students (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty)--will (1) know and understand the learning target and success criteria and (2) successfully engage in grade-level and standards-aligned tasks from district approved high-quality instructional materials and structures.

We will accelerate achievement and eliminate early high school opportunity gaps by ensuring all students finish 9th grade On Track. Our goal is to increase the percentage of all students finishing 9th grade On Track from 75% (June 2024) to 95% by June 2028, while closing the opportunity and outcome gap for focal students by increasing their On-Track rate from 53% to 95% over the same time period.



**LITERACY**



**MATH**



**9TH GRADE SUCCESS**

### **Year 1 Goal**



**ATTENDANCE**

By June 2026, the overall percentage of PPS students with good or acceptable attendance rates will increase by 5 percentage points, from 64% to 69%.

In order to reduce the disproportionate gap, the percentage of PPS students with good or acceptable attendance will increase for all focal groups by 8 percentage points.

# Attendance Update: Data & Promising Practices

PPS Attendance Groups	2024-25 End of Year (Baseline)	As of June 4th	Projected Growth
<b>Overall</b>	64.0%	65.4% (43,868)	+1.4%
<b>Black</b>	43.3%	44.3% (3,709 Students)	+1.0%
<b>American Indian/Alaska Native</b>	30.4%	37.1% (256 Students)	+6.7%
<b>Multilingual Learners</b>	51.0%	51.5% (4,485 Students)	+0.5%
<b>Students Receiving Special Education</b>	55.2%	56.4% (7,433 Students)	+1.2%
<b>Student Experiencing Poverty</b>	43.7%	45.1% (12,000)	+1.4%
<b>Pacific Islander</b>	34.7%	28.5% (389 Students)	-6.2%

# Attendance Focus SY 2025 - 2026

## Strategy 1: Strengthening Tier I Climate and Culture

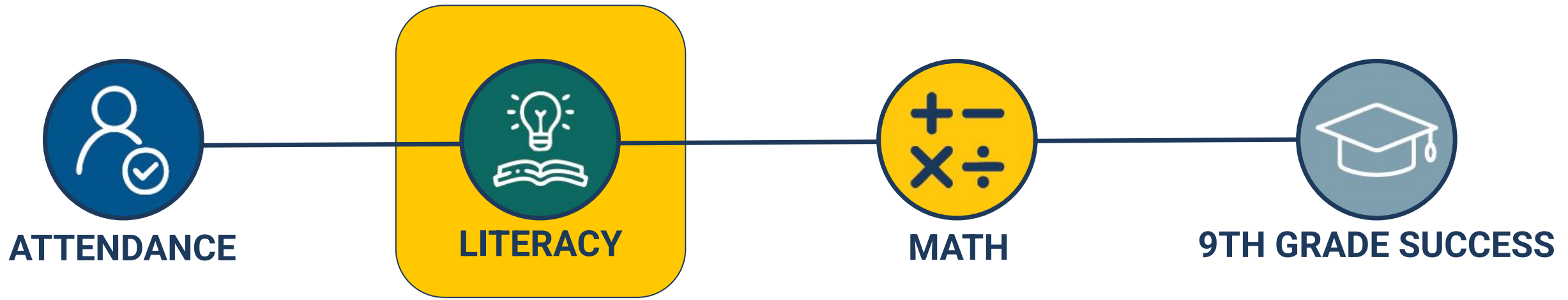
- Ongoing collaboration with the Teacher Professional Learning, Family & Community Engagement, and Racial Equity Social Justice teams to align Tier One Climate with instruction and culturally affirming practices—particular focus on *engagement*.
- Continued emphasis on Tier One Climate for all students

## Strategy 2: Strengthening ASERT Practices

- Consistent data review—create data tools for attendance teams to use for easier monitoring.
- Root cause analysis
- Consistent use of research-backed interventions

## Strategy 3: Family and Community Partnerships

- Regular and ongoing district and school development of partnerships with families, caregivers, and community



### Year 1 Goal

By June 2026, all students in 60% of PK-12+ Language Arts classrooms, with a particular focus on our district's most impacted focal students based upon our data (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty), will:



**LITERACY**

- (1) know and understand the learning target and success criteria and
- (2) successfully engage in grade-level and standards-aligned tasks from district-approved high-quality instructional materials and structures.

# Literacy - Work in Progress

## Professional Learning

- PK-12 Science of Reading PD & coaching (w/TNTP support)
- SIOP/Integrated ELD
- Instructional Coach PD
- Library SoR PD
- Academic Interventionist PD
- Central Office & School Leader literacy PD (content-based feedback, TNTP site visits)
- Great Minds Unpacking Days
- Strategic School supports
- PLC & ILT support
- Neighborhood Schools PD

## Resources

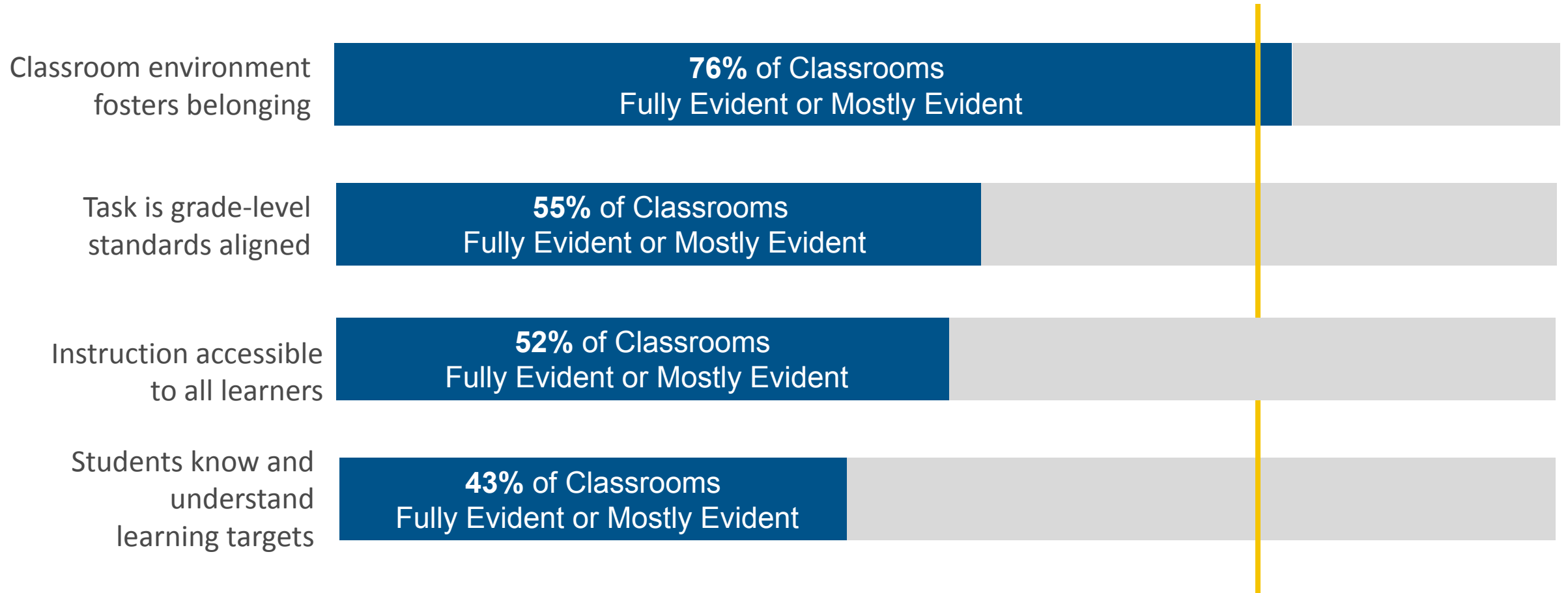
- Pre-observation tool
- 6-12 ELA Playbooks
- ELA scaffolds
- Scheduling & WIN guidance
- 6-12 Common Assessments
- Multigrade classrooms
- FACE toolkit

## Student Supports

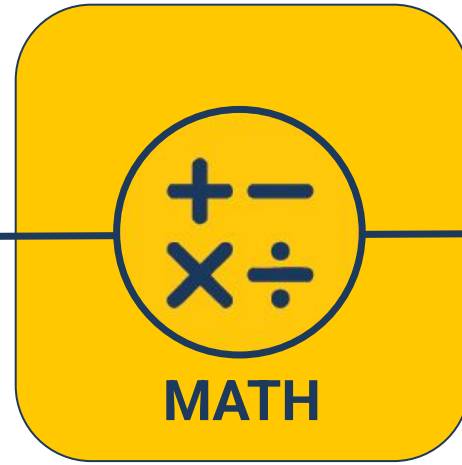
- High Impact Tutoring
- Tier 3 Intervention
- Summer Acceleration Academy

# Literacy - What We Are Seeing in Classrooms

**Classroom belonging is a strength**, but learning targets remain our biggest gap



Q3 Instructional Walk Data | 123 classrooms observed | **Goal: 75% Fully or Mostly Evident**



### Year 1 Goal

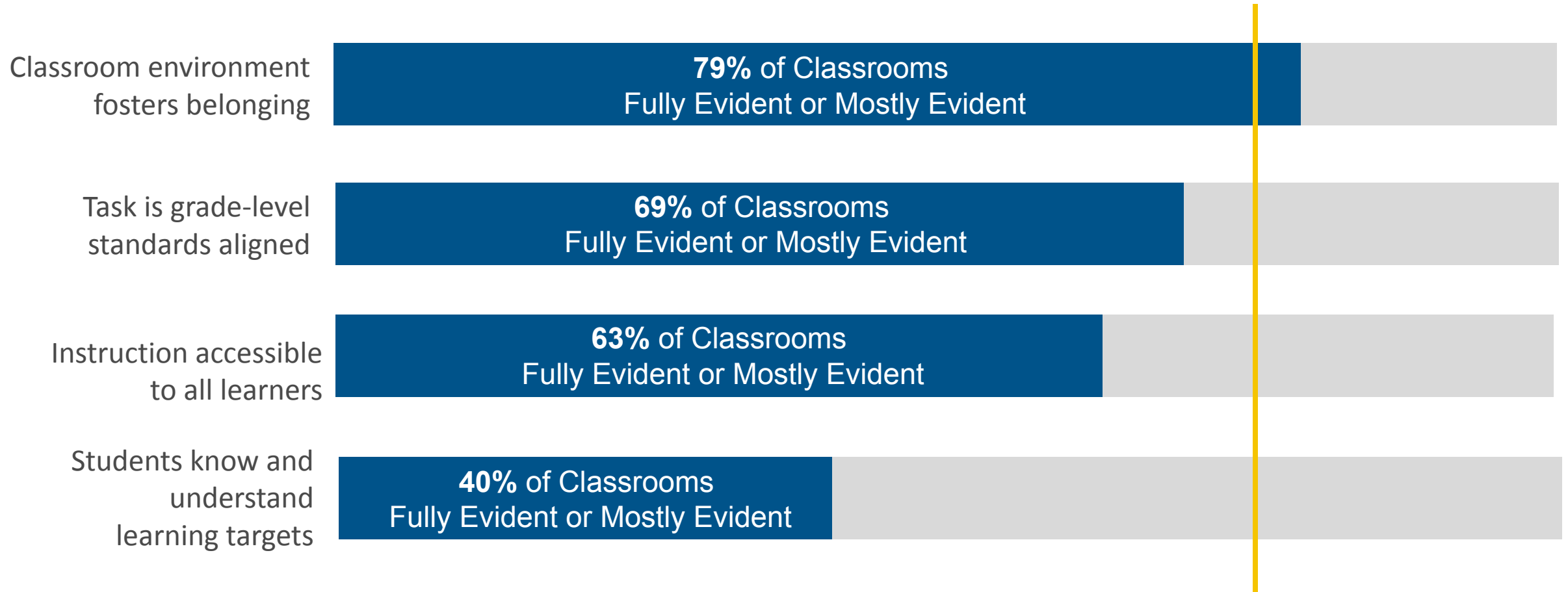


By June 2026, students in 75% of PK-12 Mathematics classrooms, with a particular focus on our district's most impacted focal students based upon our data (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty), will:

- (1) know and understand the learning target and success criteria and
- (2) successfully engage in grade-level and standards-aligned tasks from district-approved high-quality instructional materials and structures.

# Math - What We Are Seeing in Classrooms

**Classroom belonging is a strength**, but learning targets remain our biggest gap



Q3 Instructional Walk Data | 62 classrooms observed | **Goal: 75% Fully or Mostly Evident**

# Math - Work in Progress

- Engagement in Literacy across content areas/Science of Reading (SoR) work for grades 6-12 (train the trainer and district-wide)
- Content Lead SIOP training (Train the trainer)
- Socializing use of Common Digital Assessments for grades 6-12
- Standards-based grading for Middle Grades (across content areas)
- Writing and refining curriculum for Project-Based Math 8
- Building Thinking Classrooms PD
- Central Office Leader learning around calibration of high quality mathematics instruction

## Resources

- Curriculum-based progression documents to support educators in implementing concept aligned scaffolds in order for students to access grade level instruction (for vertical alignment)
- High School & Middle Grades Mathematics Interim Assessment for Tier 3 support

## Student Supports

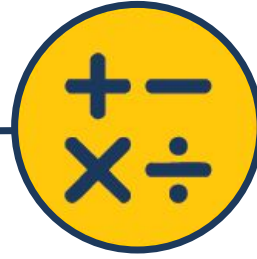
- Tier 3 Intervention i-Ready progress monitoring and resources (grades K-8)
- WIN Block (grade K-5)



**ATTENDANCE**



**LITERACY**



**MATH**



**9TH GRADE  
SUCCESS**

### **Year 1 Goal**



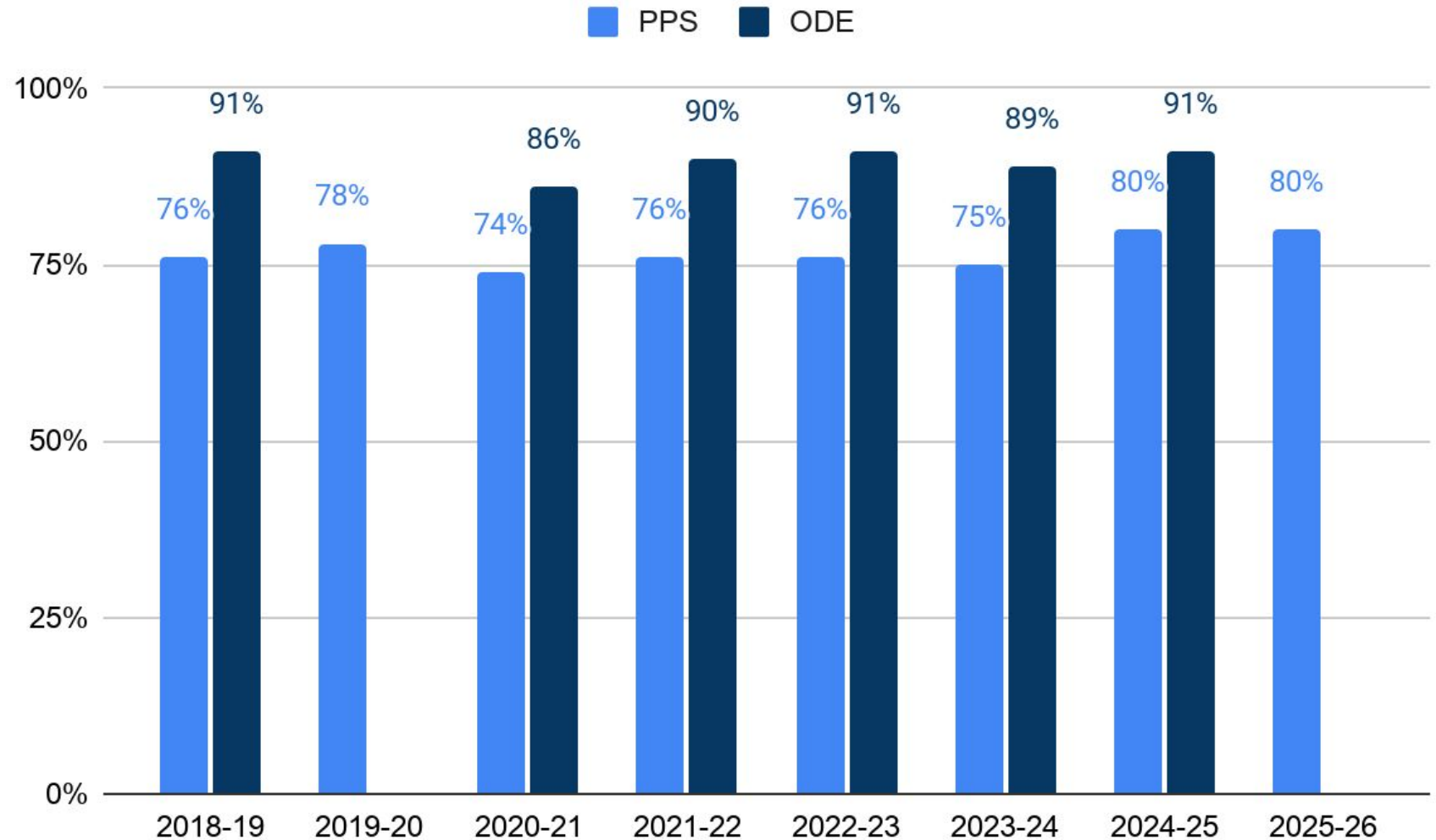
**9th GRADE SUCCESS**

Our goal is to increase the percentage of all students finishing 9th grade On Track from 75% to 80% by June 2028, while closing the opportunity and outcome gap for focal students by increasing their On-Track rate from 53% to 70%.

# 9th Grade On Track - ODE & PPS Def.

ODE Definition: 6 credits or more earned in 9th grade.

PPS Definition: 6 credits, including required core credits, earned in 9th grade.



# 9th Grade Success - Q3 Target & Goal Progress

**Overall: 80%**

**Focal Students: 70%**

Not yet met

	Overall	Combined Focal St	HU by race	MLL	SWD
<b>Benson</b>	84%	75%	78%	75%	73%
<b>Cleveland</b>	86%	59%	62%	35%	59%
<b>Franklin</b>	84%	71%	70%	72%	57%
<b>Grant</b>	90%	71%	71%	20%	59%
<b>Ida B. Wells</b>	87%	72%	77%	53%	62%
<b>Jefferson</b>	78%	71%	70%	78%	67%
<b>Lincoln</b>	89%	73%	78%	67%	58%
<b>McDaniel</b>	72%	58%	57%	44%	51%
<b>Roosevelt</b>	66%	52%	52%	37%	37%

# 9th Grade Success - Strategies & Actions

## **Credit Recovery**

Develop & Implement [Credit Recovery Guidance](#) to ensure students have pathways to stay on track.

## **Professional Learning**

Provide training for Vice Principals on identifying barrier courses and creating [in-house credit recovery systems](#).

## **Coaching & Support**

Provide [Coaching](#), Support & Training for Student Success Team Leads and Student Success Teams.

## **Intervention Resources**

Provide [Research-Based Intervention Resources](#) to support focal students.

# Continuous Improvement and Family and Community Engagement (FACE)



## FAMILY + COMMUNITY ENGAGEMENT PLANNING GUIDE

Portland Public Schools  
The Office of Family & Community Engagement

### Family and Community Engagement Opportunities Include:

- Village Table
- School Based Site Councils
- Student Voice Advisory Council, District Student Council
- Engagement Events
- School & Family Partnerships

# Questions and Answers



# Resources

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- [PPS District Continuous Improvement Plan 2025-28](#)
- [District Continuous Improvement Plan Goals and Strategies](#)





**TOGETHER,**

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**PPS Alternative & Focus School Overview**

**TLE Committee**

**June 2026**

# Agenda

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- Board Policy
- Overview of schools & programs
- Q&A



# Learning Target and Success Criteria

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## Learning Target



## Success Criteria

- **I am learning** about the range of educational options available in PPS, including where focus & alternative programs are located, who they currently serve.
- **I am learning** about the annual lottery process.

- **I can** describe PPS educational options at a high level, identify key patterns in focus & alternative program location and student demographics.
- **I can** describe the basic mechanics and equity considerations of the lottery process.

# Educational Options Policy (6.10.022-P)

**“The Board is committed to providing a quality school near every student’s home and an appropriate learning environment for all students, including those with special needs, within their home cluster. The Board also is committed to providing other educational options. The Board believes that all of these educational options contribute to the health of the district and the community...”**

**The purpose of educational options is to offer students and their families meaningful choices that meet the different learning needs and educational interests of all students.”**

**History: Adpt 3/26/90; Amd 12/12/91; Amd 1/27/94; Amd 8/31/95; Amd 8/26/02, BA 2390; Amd 5/12/03, BA 2647.**

# Definitions: Educational Options Policy

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## Neighborhood School

A school serving a designated attendance area. As a center for many community activities, neighborhood schools are also important to the neighborhood as a whole.

## Program

An educational component of a school offering specialized instruction, a focus on a particular theme or instructional approach or other ways to meet student needs.

## Focus Option

A separate Board-recognized school or program structured around a unique curriculum or particular theme. Focus options may be part of or co-located in the same facility as a neighborhood school or other focus option.

## Alternative Educational Option

A school or separate or individualized program designed to meet the academic, social, and behavioral needs of an identified group of students.



## Focus Option

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Buckman K5 (s)  
Creative Science K8 (s)  
Odyssey K8 (p)  
Sunnyside Environmental K8 (s)  
Winterhaven K8 (s)  
DaVinci MS (s)  
Benson HS (s)  
Jefferson HS (s)



## Dual Language Immersion

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Chinese 3 pathways  
Japanese 1 pathway  
Russian 1 pathway  
Spanish 9 pathways  
Vietnamese 1 pathway



## Alternative

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ACCESS Academy (p)  
Alliance High School (s)  
Metropolitan Learning Center K12 (s)

KEY  
(p): program  
(s): school



# Dual Language Immersion

## Chinese - Mandarin

Jefferson HS

Cleveland HS

Harriet Tubman MS

Harrison Park MS

Dr. Martin Luther King,  
Jr. K5

Clark K5  
Woodstock K5



# Dual Language Immersion

## Japanese

Grant HS

Mt. Tabor MS

Richmond K5

## Russian

Franklin HS

Brentwood MS

Kelly K5

## Vietnamese

McDaniel HS

Roseway Heights  
MS

Rose City Park  
K5



# Dual Language Immersion

## Spanish

Roosevelt HS

Lincoln HS

McDaniel HS

Franklin HS

Ockley Green MS  
George MS

West Sylan MS

Beaumont MS  
Roseway  
Heights MS

Kellogg MS

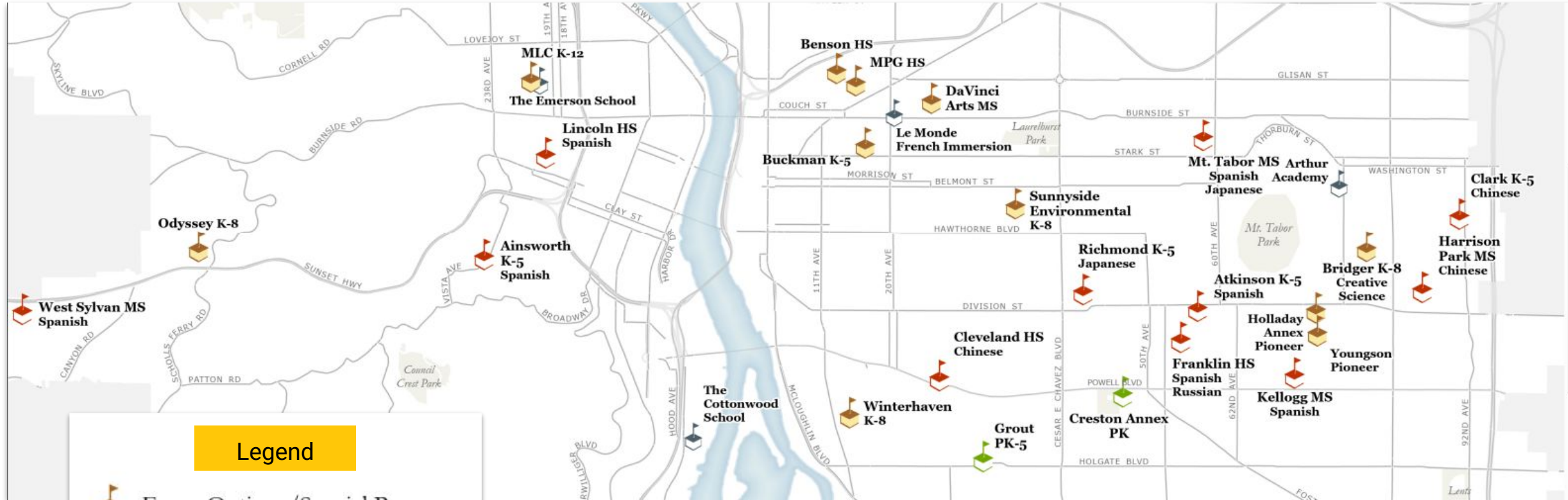
Beach K5  
Chavez K8  
James John K5  
Sitton K5

Ainsworth K5

Rigler K5  
Scott K5

Atkinson K5  
Lent K5

# Map of Current Schools & Programs

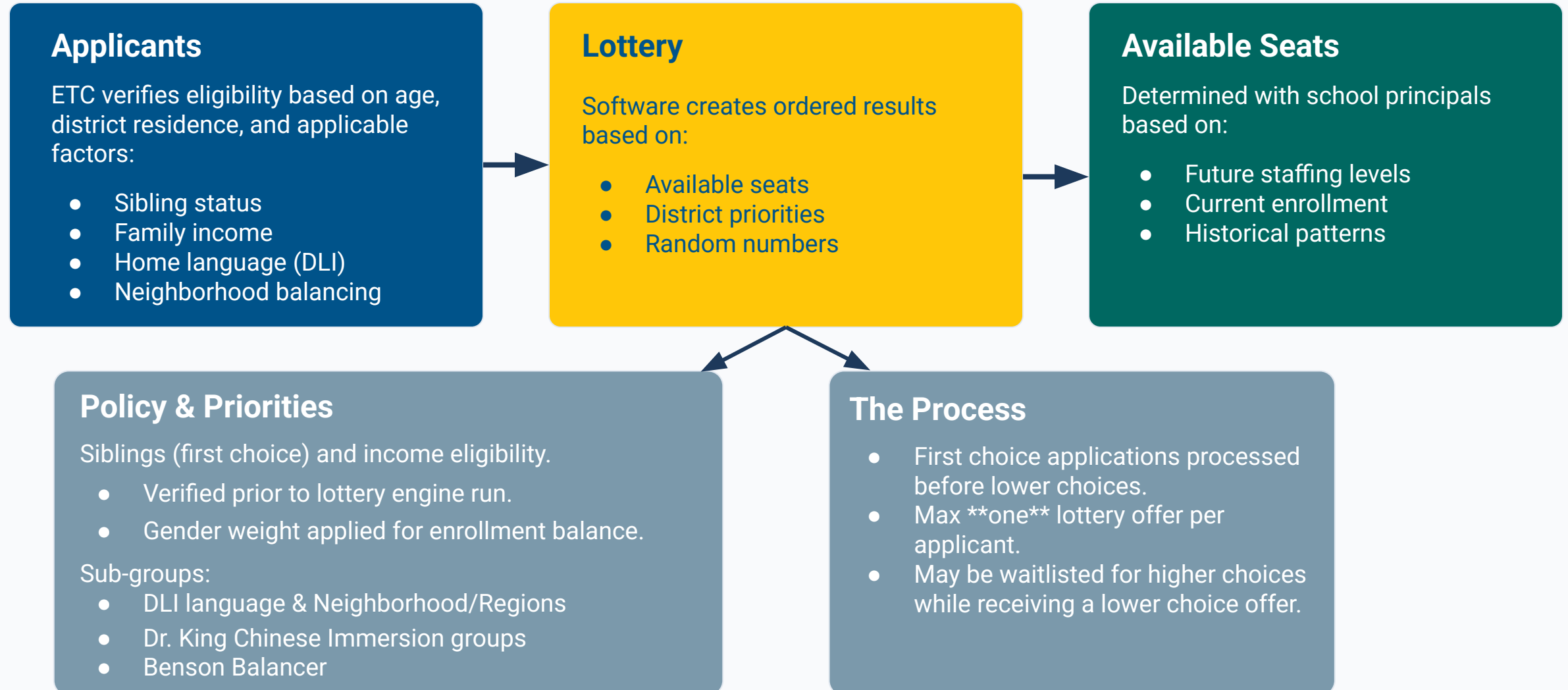


**Legend**

- Focus Options/Special Programs
- Language Immersion
- Pre-K
- Charter Schools
- Parks

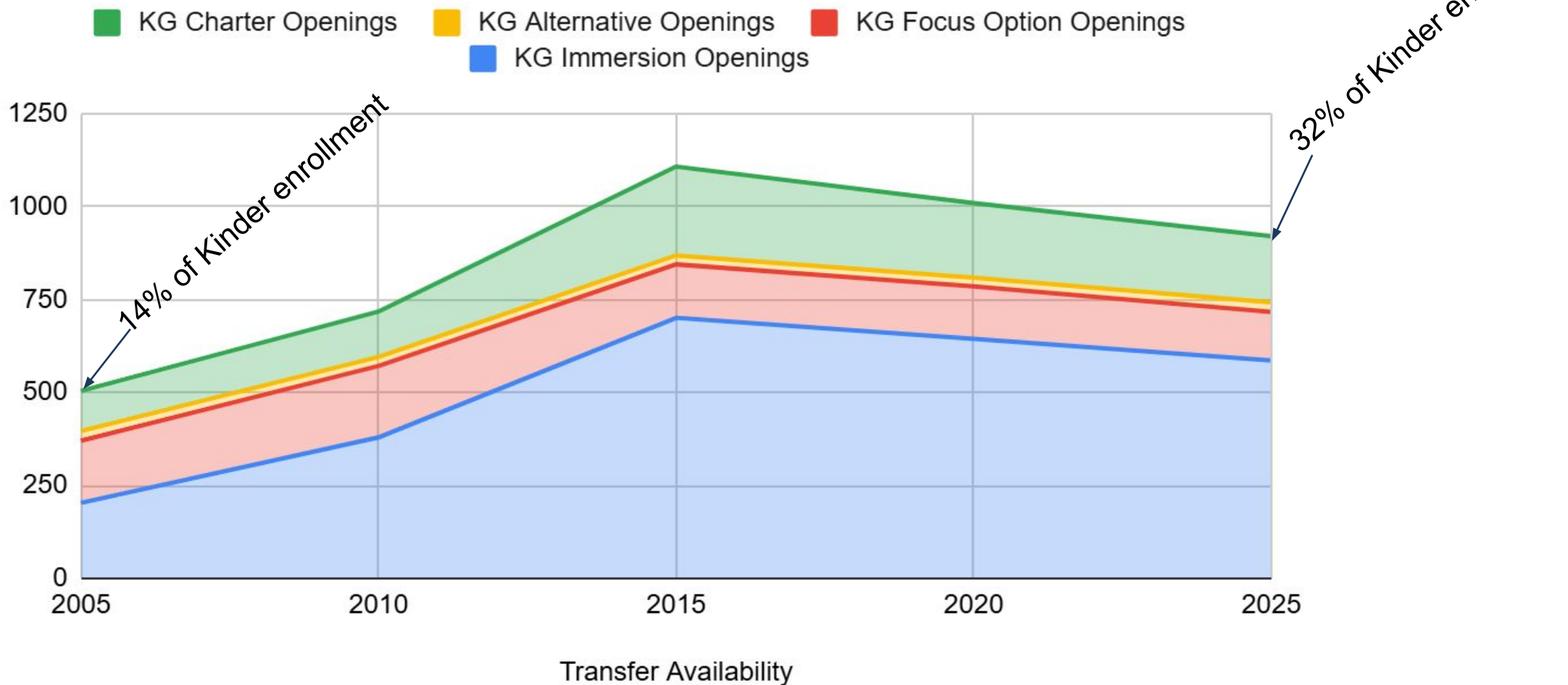
[Link to full map](#)

# How Does The Lottery Work?



# How Has Transfer Availability Changed Over Time?

## Kinder Transfer Availability 2005-2025



# Dual Language Enrollment

DLI Program	Enrollment (K) 2025-26	Lottery Slots (K) 2025-26
Chinese	104	127
Japanese	89	104
Russian	25	25
Spanish	306	278
Vietnamese	36	52

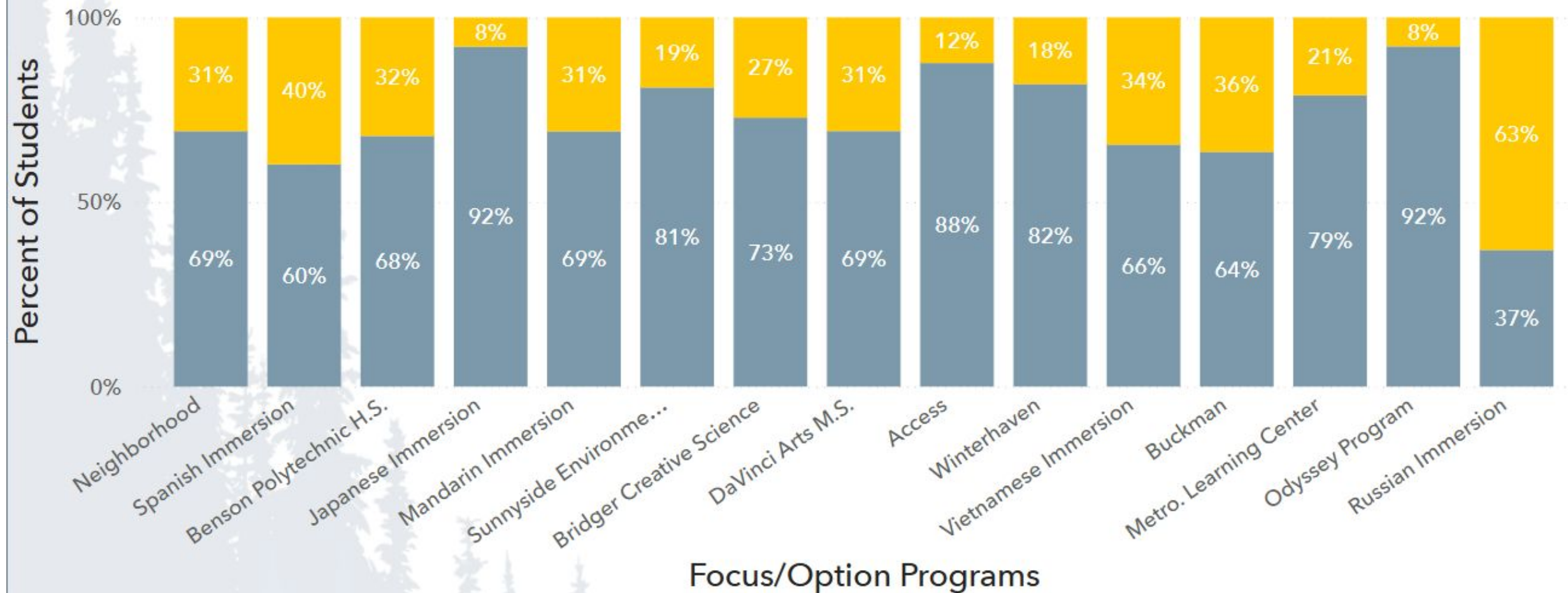
**Goal:** To ensure bilingualism and biliteracy, grade-level academic achievement, and social-cultural competency for every student we serve, particularly for our students of color and Emergent Bilinguals.

# Which Students Are Accessing Focus/Altern. Programs/Schools?

PPS Overall: 31.5%

Percent of Students who Qualify for Direct Certification by Program

Qualifies for Direct Certification? ● No ● Yes

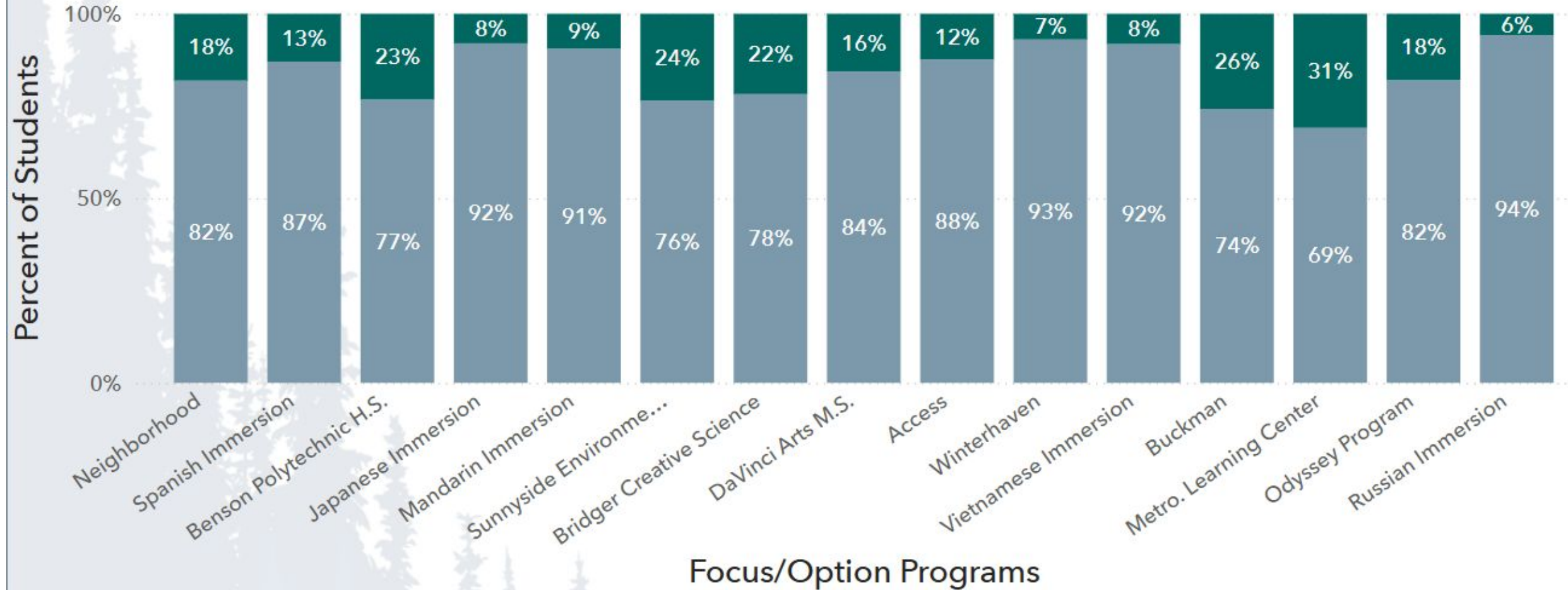


# Which Students Are Accessing Focus/Altern. Programs/Schools?

PPS Overall: 17.1%

Percent of Students Who Receive Special Education Services by Program

SpEd ● No ● Yes

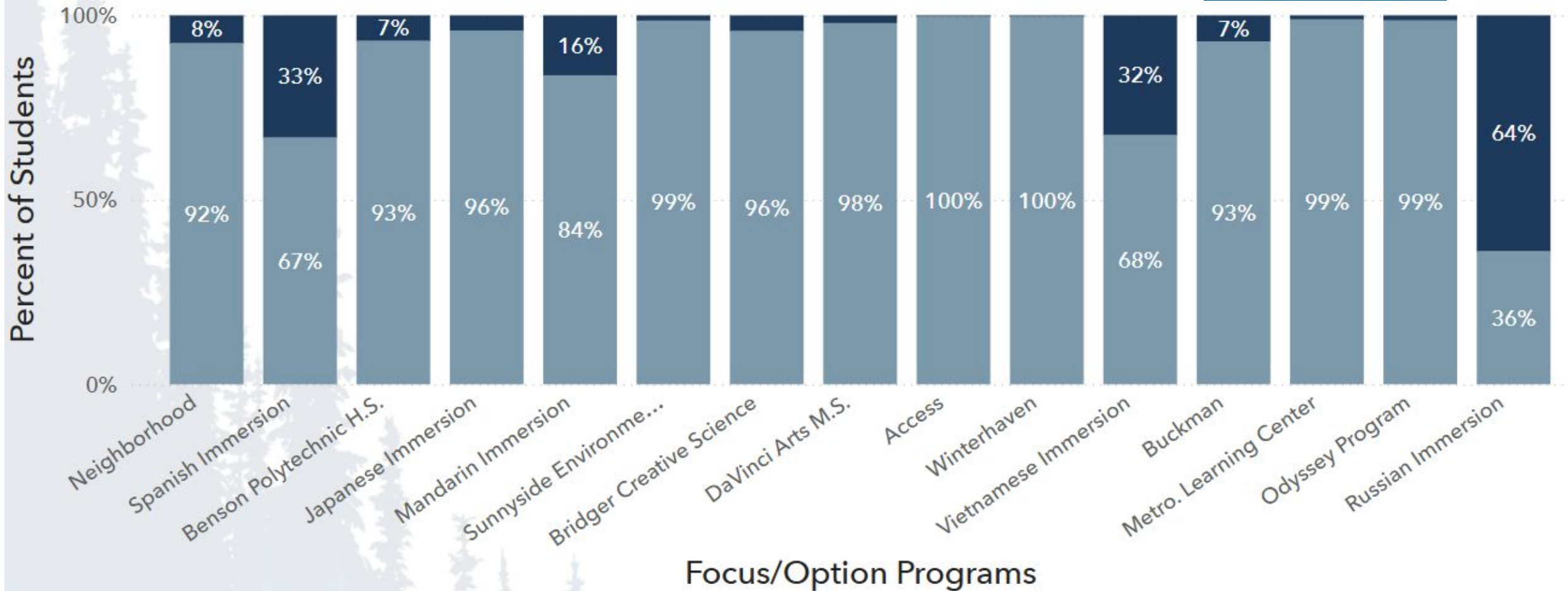


# Which Students Are Accessing Focus/Altern. Programs/Schools?

Percent of Students Receiving Multilingual Services by Program

PPS Overall: 9.8%

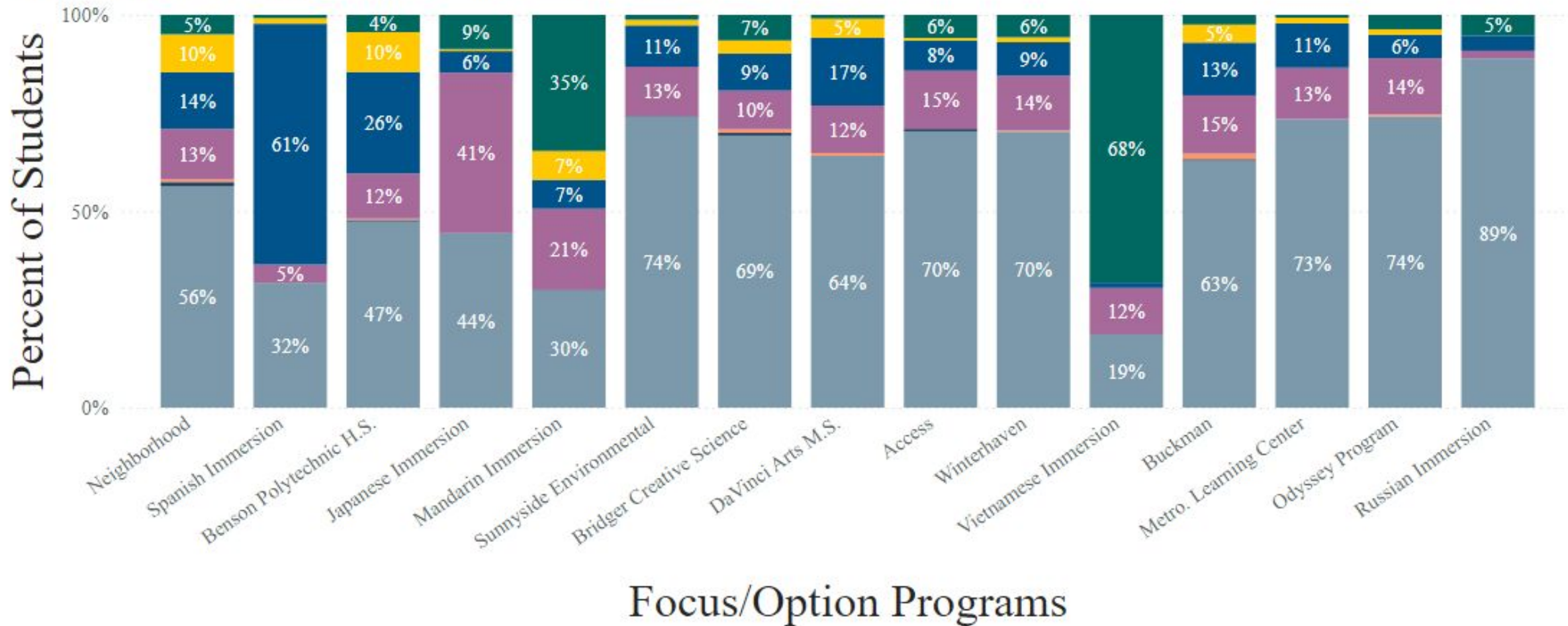
MLL ● No ● Yes



# Which Students Are Accessing Focus/Altern. Programs/Schools?

Percent of Students by Race by Program

Race ● Asian ● Black ● Latino ● Multiple ● Native ● Pacific Islander ● White



# Where Are Students Who Attend Focus/Altern. Programs/Schools From?

Focus/Option	Enrollment	Top 5 Schools Where They Come From
Benson	1025	Cleveland (225), Franklin (173), McDaniel (143), Jefferson/Roosevelt (143), Jefferson/Grant (78)
da Vinci	429	Ockley Green (60), Tubman (56), Roseway Heights (40), Hosford (36), Brentwood/Lane (35)
MLC	275	Ockley Green (33), West Sylvan (22), George (18), Chapman (16), Tubman (14)
ACCESS	324	Hosford (19), Gray (18), Laurelhurst (17), Tubman (15), Ockley Green (12)
Winterhaven	316	Hosford (45), Grout (32), Sellwood (26), Brentwood/ Lane (18), Out of District (15)
Sunnyside	485	Sunnyside (219), Hosford (31), Glencoe (16), Abernethy (15), Brentwood/Lane (15)
Odyssey	217	Jackson (35), Hayhurst (26), Bridlemile (24), Markham (24), Gray (19)
Bridger CSS	446	Bridger CSS (143), Harrison Park (47), Clark (44), Atkinson (32), Arleta (25)
Buckman	283	Buckman (133), Scott (12), Vestal (9), Boise-Eliot, (8), Grout/Rigler (8)

# Discussion and Questions





To: Board of Directors  
From: Kristina Howard, Senior Chief; Dr. Jenny Withycombe, Assistant Dir Health & PE  
RE: K-12 Health Curriculum Adoption  
Date: May, 2026

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## ITEM FOR INFORMATION

**Date of Meeting:** May 26, 2026

**Title:** K-12 Health Curriculum Adoption

### **Background:**

The Health & Physical Education team has completed a rigorous, four-year Comprehensive K-12 Health Education Instructional Materials Adoption. This extended timeline was a deliberate choice, not a circumstantial one. Health education is uniquely dynamic: the science of youth and adolescent health, evolving community needs, and the health behaviors of young people do not stand still, and neither did we. By taking the time necessary to engage deeply with staff, students, families, and community stakeholders, we are confident that the materials we are bringing forward represent the best available resources to support the whole health of Portland Public Schools students.

The recommended curricula align with the latest Oregon Health Education Standards, meet the requirements of Division 22 – the Oregon Department of Education's framework ensuring districts provide quality education in compliance with state law – and reflect Portland Public Schools' instructional priority to adopt High-Quality Instructional Materials across all core subject areas.

This curriculum adoption process is unique in that we have field-tested and are recommending the adoption of instructional materials across five sub-content Health topics:

- Mental and Emotional Health
- Food and Nutrition
- Substance Use Prevention
- Comprehensive Sexuality Education
- Violence Prevention

Unlike other core subject areas, we do not have a comprehensive health textbook to recommend at any grade band. While our AIR committees did meet with vendors such as Goodheart-Wilcox, they did not



recommend them for field testing. Typically, health textbooks do not meet our state's health standards and laws, nor are they flexible enough for us to respond to student data (such as data from the Youth Risk Behavior Survey or the School Health Survey). Instead, we field-tested standards-aligned instructional materials designed and written by various public health organizations (e.g., Advocates for Youth, Stanford's REACH Lab, and Cairn Guidance) that specialize in curriculum for the sub-content areas listed above.

**Related Laws, Mandates, and Policies:**

In addition to following the PPS Comprehensive Health Education policy (Board Policy 6.40.013-P), as well as aligning curriculum with the latest Oregon Health Education standards (2025), we are responsible for providing instructional materials that support several laws, mandates, and policies, including:

**Comprehensive Sexuality Education:** OAR 581-022-2050, ORS 336.455

Oregon **requires** medically accurate, age-appropriate sexuality education as part of the health curriculum. Students must receive instruction on human sexuality, healthy relationships, consent, STI/HIV prevention, and responsible decision-making.

**Substance Use & Drug Prevention:** OAR 581-022-2045

All high school students must receive annual instruction on the effects of alcohol, tobacco, and drugs as part of a comprehensive health education program.

**Synthetic Opioid (Fentanyl) Prevention:** SB 238

Oregon requires districts to teach synthetic opioid prevention lessons in grades 6–8 and at least once in high school.

**Teen Dating Violence Prevention:** Healthy Teens Relationship Act ORS 339.366, HB 4077

Schools must provide instruction on teen dating violence, domestic violence prevention, consent, and healthy relationships for students in grades 7-12.

**Suicide Prevention Education:** Adi's Act OAR 581-022-2510, ORS 339.343, SB 52

School districts must implement a comprehensive suicide prevention plan that includes mental health education, prevention strategies, and intervention supports for students K-12.

**Sexual Abuse Prevention Education:** Erin's Law OAR 581-022-2050, ORS 336.059, SB 856



Schools must provide at least four instructional sessions per year on sexual abuse prevention for students in Kindergarten through grade 12.

**Bullying & Harassment Prevention:** OAR 581-022-2310, ORS 339

Districts must educate students on preventing harassment, intimidation, bullying, and cyberbullying and provide guidance on responding to unsafe behavior.

You can find a complete list of laws, policies, and mandates on our [PPS Health & PE Website](#).

### **Connection to Board Goals:**

Health education supports young people to gain age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being. [Research](#) shows that when health education is comprehensive, inclusive, skills-based, and scaffolded across grades, it leads to improved school climate, reduced violence, increased individual academic achievement, and long-lasting intergenerational benefits.<sup>1</sup>

The Health and Physical Education (HPE) Team plays a crucial role in supporting the whole child, ensuring that every student in our district has the opportunity to succeed academically, socially, and physically. Aligned with our District Continuous Improvement Plan (DCIP) priorities—increasing attendance, improving literacy, improving math, and supporting 9th-grade success—our curriculum adoption also reflects our district’s Health objectives to foster inclusive practices, standards-based teaching, and student well-being. Health Education offers unique opportunities to foster a sense of belonging, agency, and enjoyment in learning, which directly contribute to improved attendance.

### **Community Engagement:**

Over the course of the adoption we have engaged with the community in a variety of ways. One of these initiatives, as an example, was to gather feedback from the community, including students, on ways in which we could create a more culturally-affirming, trauma-informed nutrition curriculum for our students. In addition to incorporating feedback from the 207 students we heard from, we also engaged with community-based organizations to inform the development of new instructional materials.

During the development of our latest Comprehensive Sex Ed materials we surveyed high school students about their experiences with the previous iteration of materials to see ways in which we could

<sup>1</sup>Oregon Health Education Standards, ODE (2023)

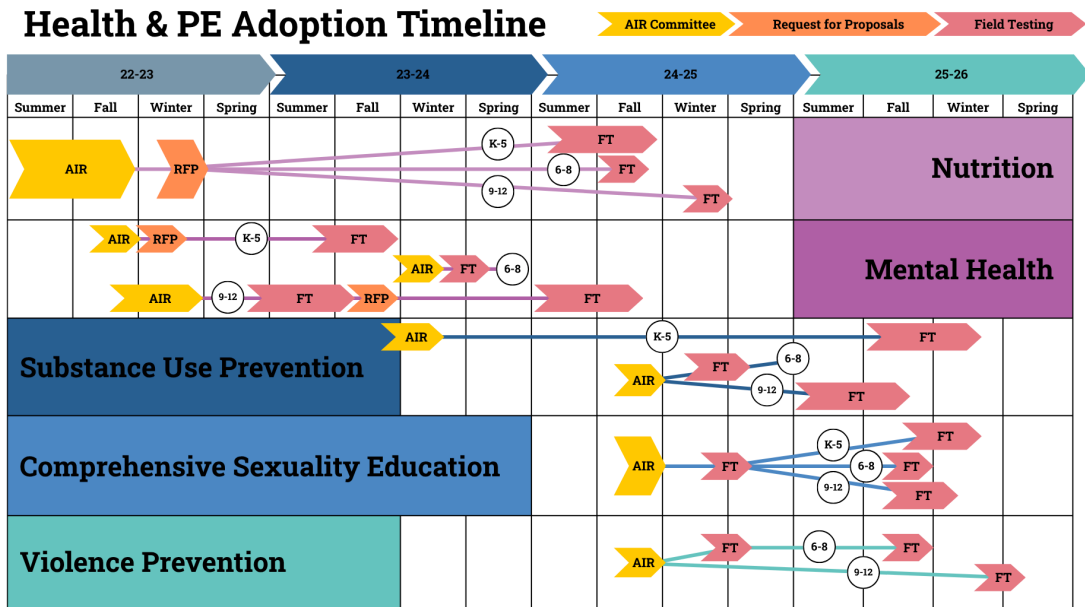


be more trauma-informed. We also worked with a small group of youth to review drafts of the new high school CSE lessons and provide feedback. The information we received from both the survey and our youth panel was shared with the curriculum developers to support standards-aligned, trauma-informed revisions to the materials.

This year, the Health & PE Team engaged with community stakeholders in two additional ways: first, we hosted an all-day open house at the Dr. Matthew Prophet Education Center (PEC) that included an evening presentation and listening session. Our team staffed the PEC lobby to provide access to instructional materials, answer questions, and hold space for conversation. Secondly, our team met with members of the Village Table (formerly F.A.C.E.) to provide an update on our adoption process, create space for conversations, answer questions, and share instructional materials to gather community feedback.

**Timeline for Implementation & Evaluation:**

Our sub-content adoptions were conducted across four years:



*Note: We received grant funding to support the procurement of the Mental Health and Nutrition curricula. Our staff supporting this work on AIR committees could not recommend existing curricula, so Cairn Guidance wrote each set of instructional materials for both sub-content areas and piloted them with teachers. This is why there is an extended timeline for those sub-content areas.*



**Staff Recommendations:**

Sub-Content Area	K-5	6-8	9-12
Mental & Emotional Health	Cairn Guidance	Cairn Guidance Signs of Suicide	Cairn Guidance Signs of Suicide
Food, Nutrition, & Physical Activity	Cairn Guidance	Cairn Guidance Let's Eat!	Cairn Guidance
Substance Use Prevention	5th Grade: Stanford REACH	Project ALERT HealthSmart	Stanford REACH: Safety First
Comprehensive Sexuality Education	Advocates for Youth: <i>Rights, Respect, Responsibility</i>	ODHS: <i>My Future-My Choice</i>	Advocates for Youth: <i>Rights, Respect, Responsibility</i>
Violence Prevention	Second Step Adopted in 2023	ODHS: <i>My Future-My Choice</i>	Nest Foundation: <i>You Belong Here</i>

**Recommended for Adoption:** Participants approved these instructional materials.

**K-5 Substance Use Prevention:**

Our 5th-grade field testers recommended Stanford REACH Lab's *You and Me Together*, *Vape Free*, and *Smart Talk* (related to cannabis-use prevention). Our field testers in grades K-4 implemented lessons from several vendors (e.g., Generation Rx, Ask.Listen.Learn, Operation Prevention) but were concerned about gaps in standards alignment and inconsistencies in language and pedagogical approach from one lesson to the next.

This team [recommends](#) issuing a Request for Proposals to solicit vendors to design lessons specifically for this sub-content area.

*Note: Please see the link under "Resources" to access the Adoption Decision Forms, which provide more information about the selection and approval process and rationale for each sub-content area.*

**Fiscal Impact:**

Many of the materials we are recommending are available to us at no cost. Please refer to the table below for a cost breakdown of this adoption:



Grade Band	Unit/topic	Vendor / Contract	Estimated Cost
HS	Violence Prevention	NEST	\$350,000 (5-year)
MS	Substance Use	ETR	\$410,891.78 (5-year)
Subtotal			\$760,891.78
<b>Anticipated Design and Development Costs</b>			
MS	Sex Ed and Violence Prevention	ODHS ( <i>My Future-My Choice</i> )	\$175,000 for curriculum development
ES	Comprehensive Sex Ed	Advocates for Youth	\$11,700 for Graphic Design to align all K-5 lesson plans to the most recent layout
Subtotal			\$186,700.00
<b>Anticipated Professional Learning Costs</b>			
ES	Comprehensive Sex Ed	Advocates for Youth	\$59,450.00: Curriculum-aligned grade level learning modules ( <a href="#">see proposal</a> )
Subtotal			\$59,450.00
<b>TOTAL COST</b>			<b>\$1,007,041.78</b>

**Resources:**

- [Village Table Presentation](#)

# K-12 Health Education Instructional Resources Recommendation



PORTLAND  

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Public Schools

Board of Directors Presentation  
Dr. Jenny Withycombe  
Assistant Director Health & PE  
May 26, 2026



**TOGETHER,**

**WE RISE**

**WITH EXCELLENCE. WITH PURPOSE.**

# Agenda

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- Background & Purpose
- Participants
- Selection Process
- Recommendation
- Fiscal Impact
- Implementation Plan



# Background and Purpose

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- Four-year process engaging staff, students, and community stakeholders
- Aligns with Oregon Health Education Standards (2025) and all State Laws and Mandates (e.g., Division 22)
- Supports PPS priority for High Quality Instructional Materials
- Focus on comprehensive, skills-based, inclusive health education
- Sub-Content Areas:
  - Mental & Emotional Health
  - Food, Nutrition & Physical Activity
  - Substance Use Prevention
  - Comprehensive Sexuality Education
  - Violence Prevention



# Adoption Process Overview - 5 Year Cycle

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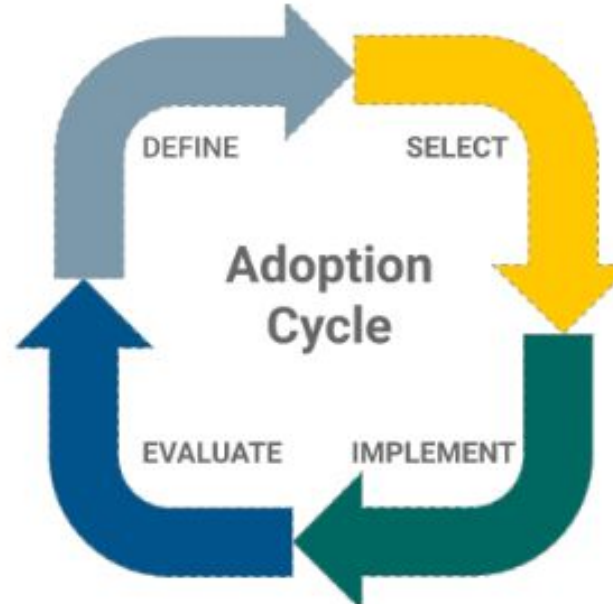
2022-2026

## Step 1: Define

- Internal program evaluations
- Position papers
- Instructional materials evaluation rubric

## Step 2: Select

- AIR Committee
- Vendor presentations
- Field testing
- Feedback and recommendations



2026-2031

## Step 3 & 4: Implement & Evaluate

- Teacher professional learning
- Materials distribution (IRC)
- Ongoing data collection (quantitative and qualitative)

# Grade Level and Standards Aligned

Developmentally Appropriate, Laws, Mandates, and Standards Aligned District Materials



**Title IX & the  
Oregon Equality Act**

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**Erin's Law**

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**Violence  
Prevention**

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**Menstrual Dignity  
Act (MDA)**

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**Every Student  
Belongs Rule**

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**Comprehensive  
Sexuality  
Education**

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**Adi's Act**



**Healthy Teens  
Relationship Act**

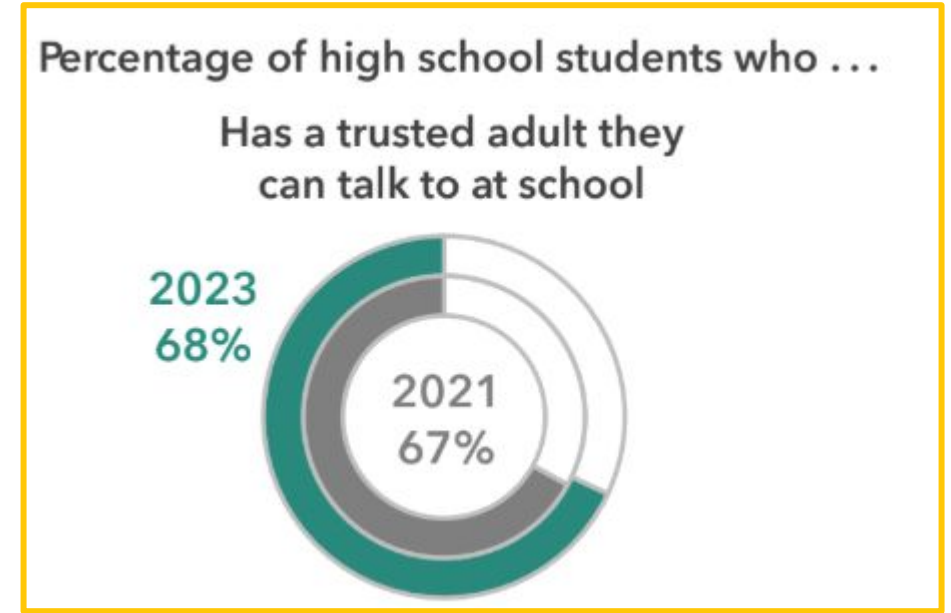


**Substance Use,  
Misuse, & Abuse  
Prevention**

# Background and Purpose: Limits

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- No single comprehensive health textbook meets state standards
- Need for flexible, responsive curriculum aligned to student data
- Reliance on, and collaboration with, specialized public health organizations for content



Data collected in 2023 from all PPS high schools using the Youth Risk Behavior Survey. Students report on health factors such as substance use, school safety, and nutrition. HPE uses this data to inform curricula procurement.

# Participants

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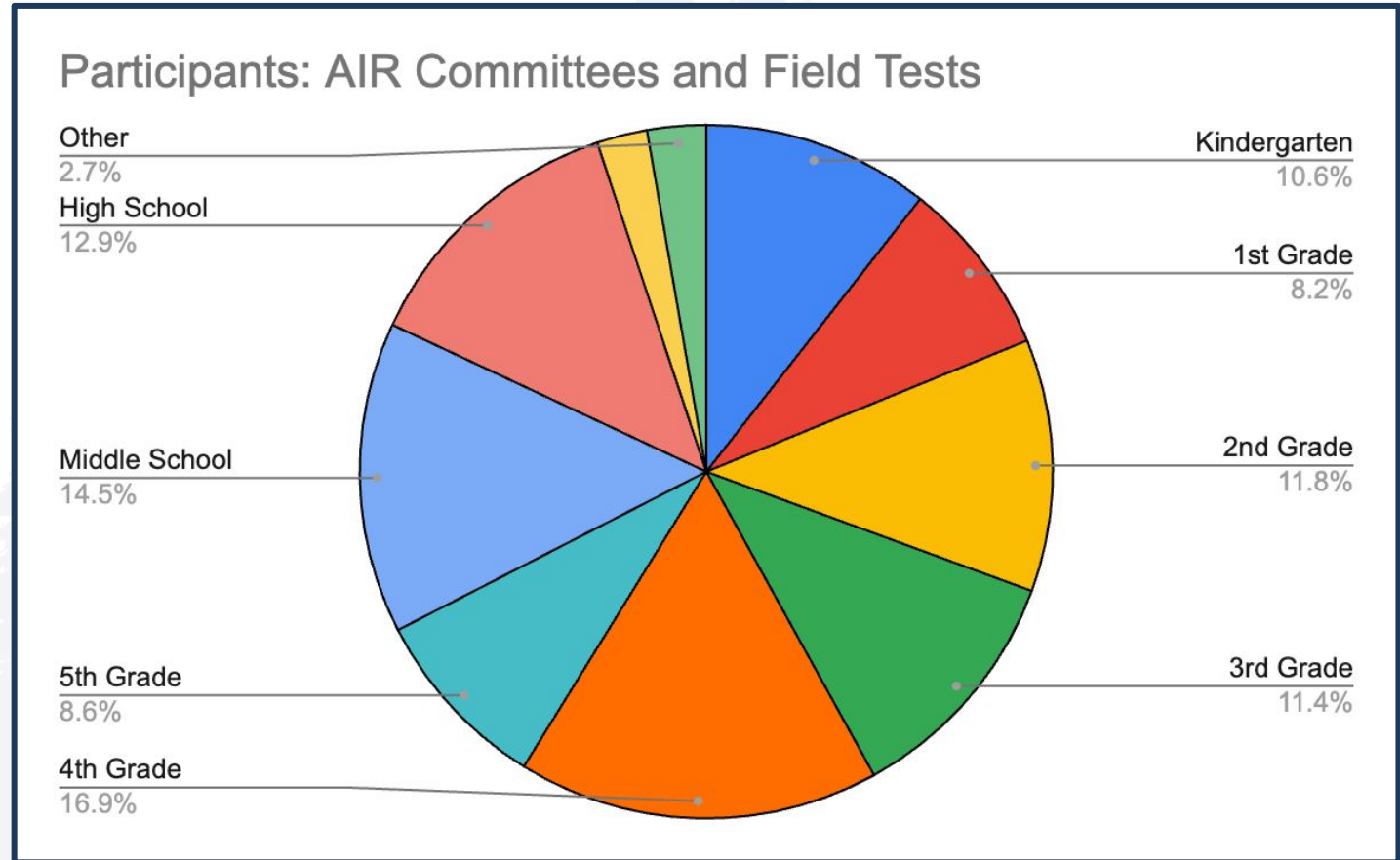
- Health & Physical Education Team
- AIR Committees
- Teachers (Field Testers)
- Students (Field Testers)
- Community Stakeholders
- Village Table
- Public health organizations and curriculum partners



Students giving feedback on the nutrition field test materials

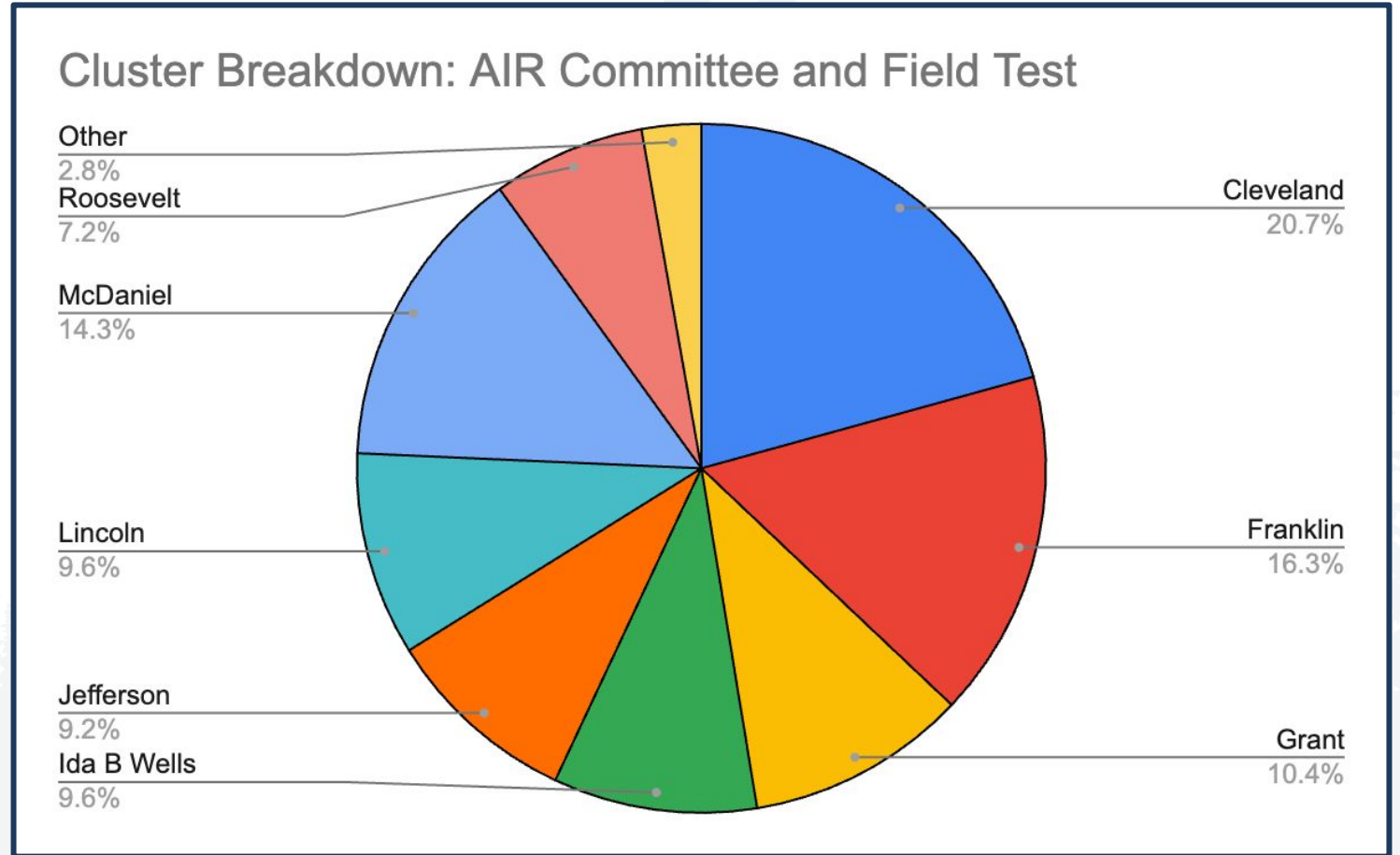
# Participants: Grade / Role

Total Participants Across AIR and FT	
Grade/Role	Participants
Kindergarten	27
1st Grade	21
2nd Grade	30
3rd Grade	29
4th Grade	43
5th Grade	22
Middle School	37
High School	33
SPED	6
Other	7
<b>TOTAL</b>	<b>255</b>



# Cluster Breakdown

Total AIR and FT Across Cluster	
Cluster	Participants
Cleveland	52
Franklin	41
Grant	26
Ida B Wells	24
Jefferson	23
Lincoln	24
McDaniel	36
Roosevelt	18
Other	7



# Celebrating Participants and Stakeholders

- Hundreds of educators, students and community members engaged with cross-grade and cross-cluster participation
- Transparent process with open house and listening sessions at the Community Engagement Night hosted at the PEC in Fall of 2025
- Commitment to inclusive, community-informed decision making



# Selection Process

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- Review of vendors and existing curricula, including comprehensive health textbooks
- Field testing of standards-aligned instructional materials
- Feedback from educators and community
- Alignment to laws, standards, and student needs



# Adoption Timeline

## 2022-2026: Multi-Year Adoption

- Concurrent evaluation and piloting of multiple programs
- Phased rollout across K–12
- Integration with existing instructional practices
- Ongoing evaluation, refinement and Professional Development

*Note: Extended timeline for Mental Health and Nutrition due to curriculum development specific to PPS student needs*

Mental Health : 2022-2025

Nutrition: 2022-2025

Substance Use Prevention: 2024-2026

Comprehensive Sexuality Education:  
2024-2026

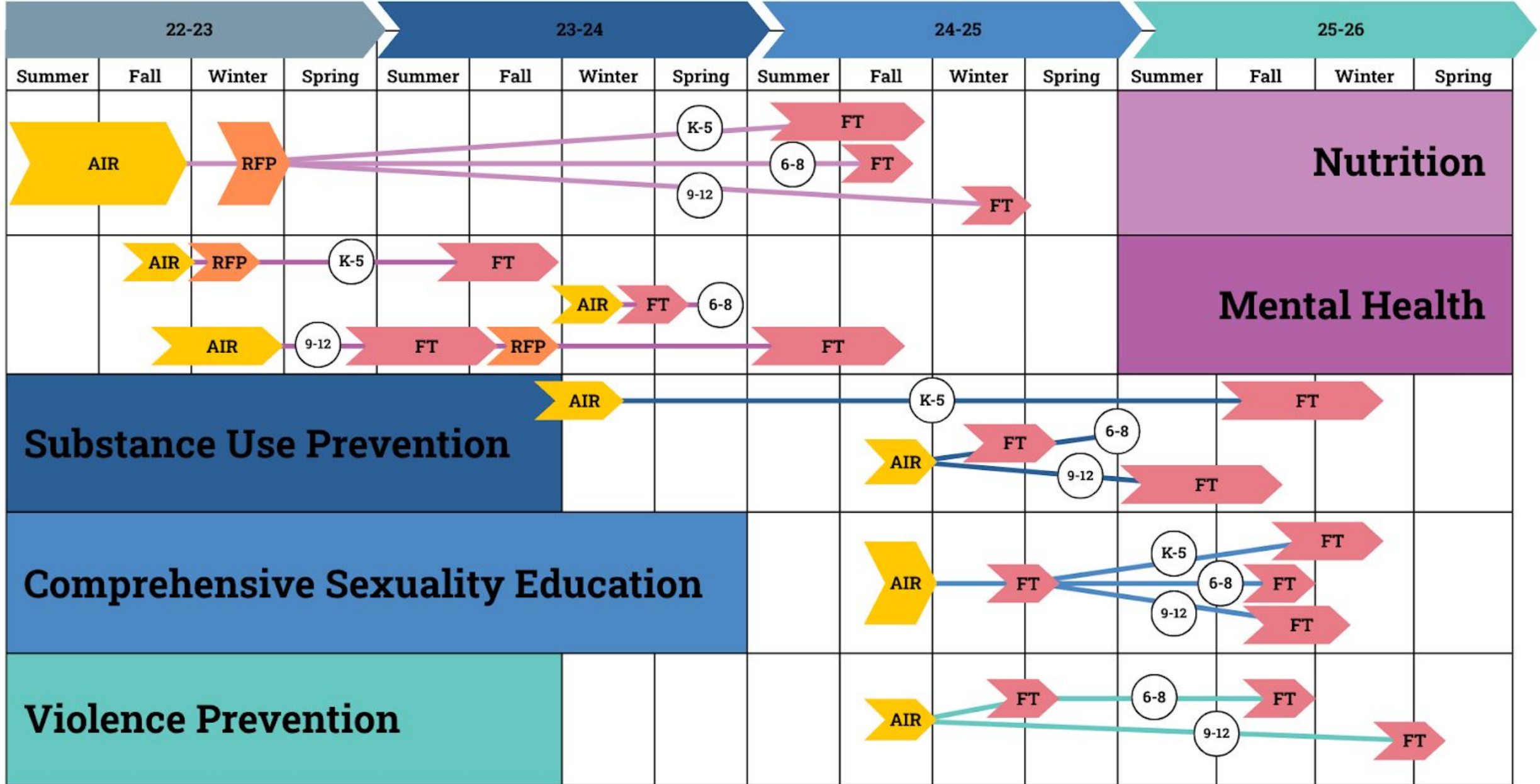
Violence Prevention: 2024-2026

# Health & PE Adoption Timeline

AIR Committee

Request for Proposals

Field Testing



# Field Tested Materials

## Selected by the HAPE AIR Committees

Materials from organizations such as:

- Advocates for Youth
- Stanford REACH Lab
- BeReal USA
- ETR HealthSmart
- Cairn Guidance
- ODHS
- NEST Foundation

*We are proud of the wide variety of materials, chosen with consideration for accuracy and efficacy, that were assessed by our teachers and students.*

# Recommended Materials

## Recommended for Adoption:

Participants approved these instructional materials for adoption

## K-5 Substance Use Prevention:

5th grade teachers recommend Stanford REACH Lab programs, while K-4 materials from multiple vendors showed gaps in standards alignment and consistency. The team recommends issuing an RFP to develop cohesive, standards-aligned curriculum for K-5.

Sub-Content Area	K-5	6-8	9-12
Mental & Emotional Health	Cairn Guidance	Cairn Guidance Signs of Suicide	Cairn Guidance Signs of Suicide
Food, Nutrition, & Physical Activity	Cairn Guidance	Cairn Guidance Let's Eat!	Cairn Guidance
Substance Use Prevention	5th Grade: Stanford REACH	Project ALERT HealthSmart	Stanford REACH: Safety First
Comprehensive Sexuality Education	Advocates for Youth: <i>Rights, Respect, Responsibility</i>	ODHS: <i>My Future-My Choice</i>	Advocates for Youth: <i>Rights, Respect, Responsibility</i>
Violence Prevention	Already Adopted in 2023	ODHS: <i>My Future-My Choice</i>	Nest Foundation: <i>You Belong Here</i>

# Recommendations

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## The Why:

All materials recommended by participants:

- Meet legal requirements and mandates
- Align with district priorities and state standards
- Are ready to use with minimal adaptation or supplementation
- Supports whole child development
- Improves school climate, attendance, and student outcomes

# Fiscal Impact

Grade Band	Unit/topic	Item	Vendor / Contract	Estimated Cost
HS	Violence Prevention	Digital Curriculum Access	NEST	\$350,000 (5 year)
MS	Substance Use	Digital Curriculum Access	<a href="#">ETR</a>	\$410,891.78 (5 year)
MS	Comprehensive Sex Education and Violence Prevention	Digital Curriculum Access	ODHS ( <i>My Future-My Choice</i> )	\$175,000 for curriculum development
ES	Growth and Development	Digital Curriculum Access	Advocates for Youth	\$11,700 for Graphic Design to align all K-5 lesson plans to the most recent layout
ES	Growth and Development	Professional Development	Advocates for Youth	\$59,450.00:
<b>TOTAL COST</b>				<b>\$1,007,041.78</b>

# Grant Funded Initiatives

These adoptions were supported by funds from the CDC and Kaiser Permanente at no cost to PPS

Subject	Gradeband	Materials	Cost covered by Grant Funds
Mental Health	K-5	Cairn Guidance	\$93,000
Nutrition	K-12	Cairn Guidance	\$50,000
Total			\$143,000

# Open Source Materials

These adoptions were free.

Subject	Gradeband	Materials	NO COST
Mental Health	4-12	<i>Amazing Me; Riding the Waves; Erika's Lighthouse</i>	
Substance Use Prevention	6th; 9-12	<i>Project Alert; Safety First</i>	
Comprehensive Sex Ed	K-5; 9-12	<i>Rights, Respect, Responsibility</i>	

# Implementation Plan

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## Rollout

- Phased implementation across grade bands
- Integration into existing health instruction and course maps

## Professional Development (PD)

- Curriculum-aligned training modules
- Ongoing educator support

## Current Use

- Many materials already piloted and used in classrooms
- Teachers familiar with instructional approaches
- Positive feedback for all rolled-out materials.



# An Investment in Student Health

## Ready for Impact

- Phased rollout ensures thoughtful, sustainable implementation
- Materials already piloted so teachers are prepared and confident

## Supported Educators

- Ongoing, curriculum-aligned professional learning
- Continuous support for high-quality instruction

## Meaningful Results

- Equips students with skills for living healthy lives
- Strengthens belonging, safety, and school climate
- Advances district goals for attendance, achievement, and well-being

## Systems Built to Last

- Standards-aligned, adaptable, and responsive to student needs
- Grounded in community voice and educator expertise

This is not just a curriculum adoption. This is an investment in the health, safety, and future of every student.

# Questions?

