



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** June 19, 2018

**To:** Board of Directors, Portland Public Schools  
Guadalupe Guerrero, Superintendent

**From:** Laird Cusack, Senior Director Labor and Employee Relations

**Subject:** Recommendation to approve 2016-19 PAT Substitute Teacher contract

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### **Introduction:**

The District and the Portland Association of Teachers (PAT) Substitute Teachers (Substitute) have met and reached a tentative agreement for the July 1, 2016 through June 30, 2019 contract period.

### **Background:**

The current Substitute contract expired June 30, 2016. The parties engaged in bargaining and arrived at the tentative agreement. Based on maintaining the status quo, wages were set by the regular PAT contract and retroactive pay has been completed. Substitutes receive 86.5% of Step B on the BA column of regular PAT contract or \$10 more than the ODE final minimum rate. The regular PAT contract provided for 3% on July 1, 2016; 2.75% on July 1, 2017; & 2.25% on July 1 2018. Medical benefits were unchanged, but premiums were reduced for calendar year 2018 as part of the use of trust reserves. Based on an Employee Relations Board unfair labor practice decision, PPS must apply the education sick leave law to substitute teachers, which increases sick leave accruals. Since substitutes work a variable schedule, they will accrue sick leave at a rate of 1 day for every 17.7 days paid. Also, substitutes will be require to work more to remain on our substitute lists.

### **Summary**

Approval of this agreement will continue the positive relationship between PAT and the District, support the Districts efforts to attract and retain sufficient substitute teachers.

Cc Kylie Rogers – Chief Human Resources Officer

# **AGREEMENT**

**School District No. 1**

**Multnomah County Oregon**

**and**

**Portland Association of Teachers**

**Substitute Teachers**

**2016 - 2019**

## Table of Contents

Article No.	Article	Page
1	Recognition	
2	Association Rights	
3	Dues and Payroll Deductions	
4	Management Rights	
5	No Strike Clause.	
6	Discipline Procedure	
7	Substitute Rights	
8	Substitute Listing	
9	Work Hour	
10	Sick Leave	
11	Grievance Procedure	
12	Insurance	
13	Compensation	
14	Duration	
	MOU - Substitute Systems/Assignment	
	MOU - Bargaining Process	
	Signature Page	
	Index	

**ARTICLE 1**  
**RECOGNITION**

A. The Board of Directors of Portland Public Schools recognizes the Portland Association of Teachers as the exclusive bargaining agent for all substitute teachers employed by Portland Public Schools.

B. In this contract the term "District" shall refer to the Board or any of its agents, supervisors or administrators. The term "Association" shall refer to the Portland Association of Teachers and the term "substitute" shall refer to all substitute teachers.

C. Nothing contained in this Agreement or mutually relied on in bargaining will be interpreted and/or applied so as to eliminate or reduce any current management right or established working condition that is a mandatory subject for bargaining. The Board, however, may otherwise reserve the right to unilaterally change its policies relating to all matters which do not involve mandatory subjects of bargaining.

**ARTICLE 2**  
**ASSOCIATION RIGHTS**

As it pertains to working conditions, the rights set forth below shall be exclusive to the Association.

A. The Association shall have the right to conduct Association business on school district property, use district facilities and equipment, use district mail services, teachers' mail boxes, and use the PAT bulletin board in each building. These uses will not interrupt classes or other normal school operations. The Association shall pay for the reasonable costs of all materials, supplies and special services required beyond normal operation incidental to such uses.

B. Upon request, the District shall furnish the Association reasonably available information necessary to its function as bargaining agent.

C. At substitute meetings held by the District, the Association shall have the right to make brief **presentations**/announcements about Association programs or activities. The District will give prior notice of such meetings to the Association and will give consideration to recommendations made by the Association regarding such meetings.

D. Any District appointed committee which considers issues relating to substitutes and includes substitutes shall include at least one member appointed by the Association. Such appointee shall be a substitute teacher.

E. The rights provided to the Association under the PAT Teachers' Contract to speak at Board meetings may be used to address the Association's substitute teachers' concerns.

F. Substitute(s) designated by the Association may conduct Association business so long as it does not interrupt classes or other normal school operations.

G. Issues relating to substitutes may be brought to the contract administration meetings as provided in the PAT Teachers' Contract.

H. The District will consider up to three (3) substitute teachers identified by the Association as being on release time during the times that negotiations occur between the District and the Association. That is, such substitute teachers will receive substitute pay during such period of time. The time spent in negotiations shall count toward the total amount of time required for insurance eligibility. Should negotiations take place at times other than when schools are in session, the District shall not be obligated to pay and such time will not count toward insurance eligibility. The period of time in negotiations shall not be viewed as a break in a multiple day **assignment of the involved substitute teacher.**

**I. The District and the Association shall meet every other month, beginning in October, each school year in a Joint Contract Administration committee. The District shall pay up to three (3) substitute teachers a half-day release time for attending the meetings.**

### ARTICLE 3

#### DUES AND PAYROLL DEDUCTIONS

A. A substitute teacher may request, in writing, that his/her regular Association membership dues, including NEAFCAPE, OEA-PIE PAT-TVIP and the OEA Foundation, be deducted from his/her salary. Such authorization shall continue in effect until revoked in writing. Deductions will be made only for the months the substitute teacher actually works.

**Withdrawing the authorization for payroll deduction for such dues may be accomplished by writing to the Office of the Association and to the District Payroll Office. Written notifications received prior to October 1 shall be effective October 1 of the same year. Otherwise they shall be effective October of the ensuing year.**

B. The District shall deduct an amount(s) established by the Association not to exceed usual and customary dues for substitutes, each pay month from the pay of each substitute who actually works that month and who is not a member of the Association. Such an amount shall represent compensation to the Association for any purpose authorized by law for use of fair share fees.

C. By the 5th working day of each month the District shall provide a check with the sum of all such deductions for the previous month's paycheck along with a list of names of those substitutes from whom deductions have been made.

D. Upon appropriate written request from the substitute, the District shall deduct from the salary of the substitute and make appropriate remittance for the following approved deductions within five (5) working days following the end of the calendar month in which the payroll check has been issued:

- 403(b) Roth and Traditional Options
- Approved Financial Institutions
- District Approved Charitable Organizations
- Flexible Spending Accounts (IRS Section 125)

The District, upon appropriate authorization of the unit member, shall deduct from the salary of the unit member and make proper remittance for any other plans or programs jointly approved by the Association and the Board.

E. The Association covenants and warrants that its present Bylaws provides for and agrees to indemnify, defend and hold the District harmless for the foregoing fair share deductions and dues deductions authorizations and withdrawals procedures. In the event the District invokes this paragraph, then the Association will provide the attorney and the parties will fully cooperate in any litigation. In the event the District wishes to use its own attorney, then the District will pay the cost of said attorney.

**F. Each month, the District shall provide the Association a list of all substitutes who are currently on the District's Substitute Teacher list. The list shall include the contact information for each substitute including the "AESOP" email provided by the substitute.**

G. Substitute teachers' paycheck stubs shall show the gross pay, any retirement contributions, and an itemization of deductions.

#### **ARTICLE 4**

#### **MANAGEMENT RIGHTS**

Subject to the expressed terms of this Agreement, the Board and its designees hereby retain and reserve unto itself all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the laws of the State of Oregon, including the functions and programs of the District, its standards of services and education, its overall budget, utilization of technology and its organizational structure, the selection, direction and assignment of its personnel, the use of its facilities, and all areas of discretion in matters of inherent managerial policy. Nothing in this Agreement shall preclude the District from assigning unassigned regular teachers to work as substitutes.

#### **ARTICLE 5**

#### **NO STRIKE CLAUSE**

During the term of this Agreement, the Association, its officers, representatives and members of the bargaining unit shall not engage in or condone any strike, slowdown, work stoppage or other such concerted activities by substitute teachers of the District.

**ARTICLE 6**  
**DISCIPLINE PROCEDURE**

**A. Respectful Work Environment**

**All comments related to substitute behavior shall be made privately. Materials relating to disciplinary action shall be placed in the personnel file.**

**No substitute shall be disciplined without just cause.**

**B. Personnel File**

**1 A substitute shall be provided a copy of any materials relating to his/her work performance if such materials are to be placed in that substitute teacher's personnel file.**

**2. Materials related to an incident, other than a complaint processed according to E.2 of this Article, must be placed in the file within thirty (30) days of knowledge of the incident by the Human Resources Department. A substitute shall have the right to review the contents of his/her personnel file retained by the District. A representative of the Association may, at the request of the substitute, accompany the substitute in this review or be authorized by the substitute, in writing, to make the review. A substitute may attach a written response to any item in his/her personnel file. A substitute may request and have granted that a Letter of Expectation be removed from his/her file if after three (3) years of being written no subsequent similar entries have been made into the personnel file.**

**C. Representation**

**If a substitute is required to meet with an administrator regarding a matter that could result in discipline, the substitute shall be given prior written notice of the reasons for such meeting and of the right to have a representative of the Association present.**



#### **D. Classroom Restriction**

**A request that a substitute not return to a particular classroom shall be honored if the teacher has made a good faith effort to contact the substitute prior to the request. Notice of such a request, including the reason stated by the classroom teacher, shall be given to the substitute. The substitute shall have the right to request a meeting with such teacher. A classroom restriction shall not be considered discipline.**

#### **E. Complaints**

**1 "Complaint" means an allegation made against the substitute teacher brought by a parent, other citizen, a non-supervisory third party or a supervisor. This includes allegations that lead a supervisor to seek a meeting with a substitute, a Letter of Expectation, a written reprimand or a building restriction. Complaints, including shall not be placed in the personnel file unless they result in a Letter of Expectation or a/disciplinary action.**

**2. A supervisor may choose to meet directly with the substitute to discuss an incident and advise the substitute how to handle similar situations in the future. If an incident is handled in this way, it is not considered discipline.**

**3. Should the supervisor feel that it is appropriate, based upon a substitute's actions, he or she may write a Letter of Expectation, within fifteen (15) days of the supervisor's receipt of the complaint. The supervisor shall mail the letter to the substitute and send a copy to the Substitute Office. The Letter of Expectation must be based upon factual record and deal with a situation that was in the substitute's control. The purpose of the Letter of Expectation is to document the notice to the employee of a district rule or policy. The Letter of Expectation shall be part of the substitute's personnel file, but shall not be considered discipline. The substitute has the right to write a rebuttal to the Letter of Expectation which shall be attached to the it and kept in the personnel file.**

**4. A substitute teacher shall be notified of any complaint which the Human Resources administrator responsible for substitutes considers to be of such a nature that discipline could result. Such complaint must be received by the Human Resources Department within twelve (12) days of the date of the incident or upon first knowledge by the site administrator. "Days" means regular student school days. Notice to the substitute teacher shall be given within fifteen (15) days following receipt of the complaint or report by the Human Resources Department. No complaint received by the Human Resources**

department more than six months beyond the incident which gave rise to the complaint will lead to discipline unless the incident is of a nature that termination (level 4) is the required form of discipline.

5. A substitute teacher shall have the right to have a representative present at any meeting with an administrator regarding a complaint.

6. The supervisor shall describe the specifics of the complaint, including but not limited to, the time, place and type of action complained of, if known, at the meeting. If the complaint is used to support any disciplinary action, the name of the complainant shall be given.

#### **F. Employee Discipline**

1. Supervisors and HR are encouraged to seek and impose the lowest appropriate form of response (disciplinary or nondisciplinary).

2. A written reprimand is a written form of discipline for actions by a substitute that clearly violate the district's rules or policies and where the substitute knew or should have known would lead to discipline. A written reprimand shall contain the exact rule violated by the substitute and summarize the evidence that supports the accusation. A supervisor must notify human resources within the timelines specified in 6.E.3.

3. A building restriction is a form of discipline. A building restriction is a period of time in which a substitute may not work at a particular building. The length of a building restriction shall depend on the circumstances, but shall not be greater than ten school months from the date of original issue.

4. A request by a supervisor for disciplinary action shall be honored as long as there was a substantive reason and such reason was within the control and responsibility of the substitute. Prior to such a determination by the Human Resources Department, a meeting of the substitute, an Association representative, if requested, the supervisor or designee, and a Human Resources Department representative will be held.

**5. If it is determined that discipline is justified, disciplinary action may consist of a written reprimand or a building restriction. The District shall inform the substitute in writing of the result of any disciplinary proceeding, including the consequences of any further instances of discipline, and shall contact the Substitute to make sure the information was received.**

#### **G. Progressive Discipline**

**1. A first instance of discipline shall place the substitute on "step 1" of a four-step scale. Subsequent instances of discipline will move the substitute progressively to steps 2, 3, and discharge.**

**2. Action by the District may commence at any of the above steps depending on the severity of the incident. When imposing discipline, the District may also choose not to count it as a step up on the scale.**

**3. For purposes of progressive discipline only: A substitute receiving a Step 1 discipline will remain on Step 1 for two years following the issuance of a reprimand or the expiration of a building restriction. If during that period, the substitute receives a second-single level discipline they will be moved to Step 2. If no discipline occurs during the 2-year period they will no longer be on a Step.**

**A substitute on Step 2 will remain there for 3 years from the issuance of the reprimand or the end of a building restriction. If a substitute on Step 2 receives another single level discipline they will be moved to Step 3. If no discipline occurs during the 3-year period they will no longer be on a Step.**

**A substitute on Step 3 will remain there unless Human Resources, the substitute and PAT agree to lower the Step to 1,2 or none. If a substitute on Step 3 receives another discipline of any kind they will be discharged from PPS.**

**ARTICLE 7**  
**SUBSTITUTE RIGHTS**

A. Physical Examinations.

Physical examinations of substitutes shall not be required. However, the District may require that the substitute provide medical documentation that s/he is medically and physically able to perform the job duties of a substitute teacher.

B. Nondiscrimination.

In matters of wages, hours and employment relations, or any other matter covered by this Agreement, the District agrees to follow a policy of not discriminating against any substitute on the basis of race, color, national origin, ancestry, sex, age, weight, height, marital status, religion, disability, sexual orientation, lawful off-duty political activity or associations, membership or non-membership in the Association or participation in its activities, the fact that the substitute's residence is outside the District, or as otherwise provided by School Board policy. However, this provision shall not be construed to prevent the following:

1. District participation in programs conducted in an effort to increase opportunities for minority groups, subject to the provisions of this Agreement.
2. Distinctions resulting from a bona fide occupational requirement reasonably necessary to the normal operation of the District, including, but not limited to, distinctions due to the physical requirements of the employment, lack of adequate facilities to accommodate both sexes, or other distinctions authorized by law including retirement requirements.
3. Consequences of District policies pertaining to assignment of spouses both employed by the District if one is an administrative or supervisory employee.

4. It is the intention of the parties that the interpretation given to this Article shall be consistent with the proper interpretation of the provisions of the Oregon Fair Employment Practices law contained in ORS 659.028 and 659.030.

C. Nonreprisal for Grievances.

A reprisal shall not be taken against a substitute in response to that substitute's right to file a grievance as provided in this Agreement.

D. Academic Freedom.

A substitute teacher while assigned as a substitute shall have the same Academic Freedom rights as provided in the PAT Teachers' Contract when the substitute is responsible for lesson plans. Examples include when lesson plans are not provided by the teacher or when students finish the planned lesson early.

E. Student Grades and Discipline.

When the substitute teacher is responsible for grading, and issues student grades in accordance with District policies, a supervisor shall not change them unless a substantive reason exists. This provision shall not be interpreted to allow a substitute to assign grades in any manner which deviates from general district-wide practices. A substitute teacher shall have the same rights in administering student discipline and student health procedures as the teacher for whom they are substituting. The building discipline plan shall be included in the substitute building folder at each site and such plan shall conform with District policies and regulations.

1. An allegation that a student has committed assault or battery upon a unit member shall result in the removal of the student from the responsibility of the unit member pending administrative investigation of the incident. The administrator shall exercise appropriate progressive discipline. If the investigation shows battery did occur and the unit member so recommends, the student will not be returned to the affected member's responsibility.

2. Any student making a serious or menacing threat of harm to the person, property or family members of a substitute teacher shall be immediately subject to appropriate discipline in accordance with the Students' Rights and Responsibilities Handbook.

3. Student behavioral records shall be accessible to the receiving unit member. School officials will set up procedures so that information about students with records of violence including weapon violations will be available, in accordance with the law, to members who "need to know" as a result of an assignment to teach or supervise the student.

4. Any student found to have committed assault or battery upon a unit member shall be immediately subject to appropriate discipline in accordance with the Students' Rights and Responsibilities Handbook. However, there shall be a minimum of five (5) days suspension for a threat (assault) and mandatory expulsion for the remainder of the year for battery. The Superintendent may modify the disciplinary consequences on a case- by-case basis.

F. Personal Injury Benefits and Property Loss.

1. Any case of assault upon a substitute while acting within the scope of his/her duties shall be promptly reported in writing to the building administrator who shall forward a copy to the appropriate Central Office Administrator for investigation and resolution.

2. The District shall reimburse substitutes for loss or destruction of personal property excluding vehicles under the following circumstances:

i. When the loss is a result of any assault on the substitute's person suffered during the course of employment.

ii. When the substitute has exercised reasonable care to protect his/her personal property.

iii. When use of personal property for instructional purposes has been approved in writing by the building administrator and the substitute has exercised reasonable care to protect such property.

Reimbursement shall be at replacement cost (not to exceed actual cost) less any insurance or worker's compensation reimbursement. Reimbursement shall not be made for losses of less than Five Dollars (\$5.00) or that portion in excess of Four Hundred Dollars (\$400.00) and shall not be made when carelessness or negligence on the part of the substitute was evident. The substitute shall cooperate and support the District in its investigation and resolution of any reported loss. The District will provide assistance in attempting to investigate and/or reclaim other stolen or damaged personal property including automobiles.

#### G. Liability Insurance.

The District shall provide, on a fully paid basis, bodily injury, liability and property damage insurance coverage, to the limits carried by the District for the use of automobiles owned, leased or hired by a substitute teacher while in the normal course of his/her duties as an employee of the District. This coverage shall apply only as excess insurance over and above other valid and collectible liability insurance carried by the substitute teacher. The District may require as a condition to this coverage that before the vehicle is used on District business, the substitute teacher provide a license of insurance showing that he or she has at least the minimum amount of insurance required to license a vehicle in the State of Oregon. The District will reimburse the substitute teacher for any deductible cost the substitute teacher is required to pay, as a result of an on-duty accident, not to exceed Two Hundred Fifty Dollars (\$250). Reimbursement will not be made if the substitute teacher is convicted of or admits to driving under the influence of intoxicants or with a suspended license.

#### H. Safety

A substitute shall have the right to refuse to expose himself or herself to immediate danger created by unsafe working conditions when such danger threatens substantial bodily injury or would be a significant health hazard to the substitute. The substitute shall give notice of the condition to his/her supervisor and shall be subject to assignment to another location or duty while the condition is being investigated and/or corrected. The District recognizes the responsibility to make every reasonable effort to enhance the security of building and grounds as may be required through the use of necessary lighting and other safety precautions. The District will post notice when non-routine cleaners, paints, sealant, and other chemicals are to be used at the work site.

#### I. Personal Life of A Substitute

The personal life of a substitute is not an appropriate concern of the District, except as it affects the substitute's fitness for or performance of his/her duties.

J. Keys.

Whenever possible, substitutes shall have access to keys necessary for their assignment in a building and shall be accountable for safeguarding keys in accordance with District regulations.

K. Substitute Teacher Report Form.

The District and the Association shall use a mutually agreed upon electronic Site Report Form for use by substitute teachers to identify those buildings which do not provide building information, up-to-date attendance lists, secure locations for personal belongings, and/or other information or tools necessary to the substitute teaching assignment.

The Substitute Office shall review submitted Site Report Forms and promptly work with the site administrators to insure that substitute teachers are provided with the needed materials and information. The Substitute Office shall provide this information upon request to PAT at regularly scheduled meetings with PAT.

## ARTICLE 8

### SUBSTITUTE LISTINGS

A. The District shall maintain two (2) listings of substitutes as follows:

1. Master Substitute List

This list shall be of those substitutes available for assignment without restriction within their substitute certification. Substitutes on the master list may, however, indicate their preference of assignment. **A master list substitute who is eligible for the restricted list may choose to move to the restricted list by providing the restricted-list application to the HR department by the first day of the new school year. In addition, a substitute may move to the restricted list when a change in circumstance occurs such as health or family issues. No substitute may move to the restricted list from master list more than once a year.**



## 2. Restricted Substitute List

This list shall be those substitutes who have indicated their desire to limit their assignments to particular subject matters, locations, or times. Substitutes on the restricted list, however, may be called for other assignments when requirements for substitutes cannot be adequately filled with substitutes from the master listing.

Eligibility for the restricted list is open to substitutes with a hire date prior to January 1, 1995, **to a substitute who has worked as a substitute for the district for 15 years or more and has retired from PERS**, and to PPS retirees and to part-time teachers.

B. Needs for substitutes shall first be filled from the master substitute list. The District may consider the following factors in making such assignments: certification in area requested, knowledge and/or experience in the area requested, equitable distribution of assignments (fairness factor) and seniority as a substitute. An exception will be made when a request for one substitute for a specific assignment is received by the Substitute System using the process described below.

C. The following process shall apply in filling requests for substitutes:

1. Requests will be filled in the order requested. Retentions and continuing assignments take precedence over new requests.
2. Calls for substitutes, except in an emergency, shall generally be made during the week commencing Sunday afternoon through Friday noon.
3. Two (2) requests for substitutes may be made by absent teachers. If, due to an error by the District's Substitute Office, no attempt is made to contact the two substitutes requested, the first substitute requested shall be paid one-half for the amount of the assignment and shall receive credit toward insurance, assuming that each substitute was properly licensed for the assignment, was available, and not equivalently assigned elsewhere.

D. The substitute lists (and monthly updates of those lists) shall be emailed to teachers and substitute teachers in care of their District email addresses.

E. A substitute on the master substitute list who does not work a minimum of twenty (20) days per school year may be removed from the list, providing there was adequate work available during that school year. **Of the twenty (20) days at least five (5) days must be worked from the first day of school through January 31st, and at least five (5) days from February 1st through the last day of school. If a substitute does not meet the five (5) day minimum in either half of the year they may be removed from the list. A substitute on the restricted substitute list who does not work a minimum of five (5) days in a school year may be removed from the list, providing there was adequate work available in the District during the school year.** However, a substitute on either list may remove himself/herself from further assignment during a period of a lawful work stoppage by regular teachers by notifying the District in writing.

**F. When the district creates a summer-list of substitutes, it may establish a reasonable deadline by which substitutes may submit their names for consideration. Only substitute teachers who volunteer their names by the deadline shall be on the summer list.**

G. If a substitute has not been interviewed by the Human Resources Department within the last two years, s/he may upon request to Human Resources be granted such an interview to enhance her/his applicant standing.

H. For the purpose of posting within the Substitute System, a substitute with only a Substitute Teaching License who formerly held a regular Oregon TSPC license within five (5) years of becoming a PPS substitute will be listed for daily or short-term assignments as being area-specific licensed under their previous TSPC license. Teachers who hold only a Substitute Teaching License and who have one hundred seventy (170) teaching days in a subject matter as a PPS substitute shall be listed as licensed under that area.

**ARTICLE 9**  
**WORK HOURS**

A. The work day for full-day substitutes shall start fifteen (15) minutes before the student day and end fifteen (15) minutes after the last regular student period, but not less than seven (7) hours.

B. Substitutes will be called for work at least one-half (1/2) day at a time. Three hours and forty-five minutes (3 hours and 45 minutes) shall constitute one-half (1/2) day.

C. After working ten (10) consecutive days in the same assignment, the workday and schedule for full-day substitutes shall be the same as that for regular teachers.

D. If a substitute is called for an assignment in error by the Substitute Office and reports, or if the substitute is not needed after reporting to work, the substitute shall be paid for a half-day but shall be subject to assignment by the building principal or supervisor. If another need for a substitute opens in that building during the day, the substitute may be placed in that assignment, if the substitute declines the assignment they will not be paid.

E. The general times adhered to shall be outlined in the Portland Public Schools Schedule of School Starting/Ending Times (Substitute Teacher Work Day Schedule). These times shall coincide with the contractual workday for substitute teachers. A non-standard assignment (e.g. a half-day long, midday assignment) shall count as a full-day assignment for purposes of determining insurance eligibility per Article 10.C

F. The building principal shall ensure that arrangements are made for restroom breaks for unit members in the same manner as such breaks are provided to the teachers for whom they are substituting.

G. Substitute teaching in regularly scheduled night school (Benson, Grant and Marshall) and year-round school shall be counted as half-day or full-day as outlined in Article 8.A and B for the purpose of calculating benefits eligibility.

H. The parties agree that orientation/professional development for substitute teachers is a desired operational goal. When funds are available, the District will provide a one-half day paid orientation/professional development for substitute teachers. The Contract Administration committee shall coordinate the elements of the program and its implementation.

**I. The District may provide trainings to limited numbers of substitutes in the substitute pool to improve those substitutes' abilities to succeed in particular areas or programs. Substitutes shall be paid for such trainings at their hourly rate based on a 7.5-hour day.**

**The District shall announce opportunities for such trainings, and the criteria by which substitutes shall be selected to participate, to all substitutes and to the PAT, and shall set a reasonable deadline for substitutes to apply. The criteria may include (but are not limited to): master list status; area of licensure; days worked within a stated time period, in the District and/or in the relevant areas or programs. The District may not choose substitutes for such trainings without using such criteria.**

**The District may incorporate completion of such trainings into the job assignment process, provided it does not interfere with absent teachers' ability to choose their preferred substitutes (by direct assignment and by Favorite Five status).**

**J. Substitute teachers shall be required to certify that they have completed the state-required Abuse training. If the district requires substitute teachers to take other trainings such as Sexual Harassment/Workplace Discrimination or Emergency Preparedness, the substitute teacher shall complete the trainings and be paid at their hourly rate based on a 7.5-hour day.**

## **Article 10**

### **Sick Leave**

- A. Effective July 1, 2016, substitutes will accrue paid sick leave at a rate of one (1) day per seventeen and seven tenths (17.7) days paid.**
- B. There is no limit on the amount of sick leave they may accrue.**
- C. All sick leave absences must be taken in half-day or full-day increments.**
- D. A Substitute who has accumulated sick leave during employment in another Oregon school district shall be entitled to transfer any accumulated sick leave from such district upon proper verification, but only if the Substitute agrees to substitute only for Portland Public Schools. The transfer of sick leave accumulated with another Oregon district shall be effective when the professional educator has completed thirty (30) working days in the District. A Substitute may only use up to 75 days of sick leave accumulated in another district.**
- E. Sick leave may only be used for personal illness and medical/dental appointments. Substitutes will not accept a single or half-day assignment which conflicts with an already scheduled medical or dental appointment.**
- F. Sick leave may be used when a Substitute:**
- 1. Had already accepted an assignment prior to 12:00 AM on the day of the use;**
  - 2. Notifies the Substitute Office by e-mail at least 2 hours in advance of the start of the assignment; and**
  - 3. Cancels the assignment in Aesop at least 2 hours in advance of the start of the assignment.**

**G. If a Substitute cancels an assignment within 2 hours of the start of the assignment due to unforeseen circumstances, they may use sick leave if they:**

- 1. Notify the Substitute Office prior to the start time of the assignment with a cancellation e-mail;**
- 2. Request the use of accrued sick leave in the cancellation email; and**
- 3. Cancel the job in Aesop, or if unable to cancel the job in Aesop, call the Substitute Office (in addition to sending the e-mail requesting sick leave).**

**H. Cancellation email notices shall be sent to the Substitute Office at [ppssub@pps.net](mailto:ppssub@pps.net). Cancellation email notices shall include:**

- 1. Job confirmation number,**
- 2. Date of the assignment,**
- 3. School of assignment, and**
- 4. Amount of sick leave being used (half day or full day).**

## **ARTICLE11**

### **GRIEVANCE PROCEDURE**

#### **SECTION A - DEFINITIONS, TIMELINES**

1. A "grievance" is a complaint that this Agreement has been violated.
2. An "employee grievance" is a complaint by one or more substitutes that the District violated provisions of this Agreement and that such violation directly affected the substitute(s).
3. An "Association grievance" is a complaint by the Association that its rights under this Agreement have been violated or that named substitute(s) rights under this Agreement have been violated.
4. A "party in interest" is the grievant(s) and any person(s) who might be required to take action to resolve the dispute.
5. A "day" is defined as a regular student school day.

6. Grievances must be filed within thirty (30) days after the first knowledge by the grievant of the occurrence constituting the basis of the grievance.

## SECTION B - GENERAL PROCEDURES

1. A substitute who initiates a grievance may elect to be represented by the Association or may elect to represent himself/herself at Levels I and II. A substitute representing himself/herself shall so indicate in writing and shall include a statement that the substitute assumes responsibility for all costs which the substitute may incur associated with processing of the grievance.

2. A substitute is entitled to have an Association representative present at any meeting or hearing held under this procedure.

3. A substitute may file and process a grievance up to the step of arbitration and have said grievance adjusted without the intervention of the Association if:

(a) the adjustment is consistent with the terms of this Agreement, and

(b) the Association office has been notified in advance and given opportunity to be present at all meetings pursuant to the grievance. A copy of any decision shall be forwarded to the Association office.

An individual may not proceed to arbitration without the written consent of the Association.

4. Time extensions shall be consented to in writing and with the mutual consent of the grievant, or the Association on behalf of the grievant, and the District.

5. Failure at any step of this procedure to communicate the decision in writing in a grievance within the specified time limit shall permit the grievance to proceed to the next step. Failure at any step of this procedure to appeal the decision to the next step within the specified time limit shall be deemed to be acceptance of the decision rendered at that step.

6. All parties shall cooperate in the investigation of a grievance and promptly supply any readily available relevant information or documents to the other party.
  
7. Except as otherwise provided by law, this grievance procedure shall constitute the exclusive remedy of substitutes and the Association.
  
8. The written grievance filed at any level shall contain the specific Agreement article, section and paragraph that has allegedly been violated (e.g. Article 6.C.), a short statement of the facts giving rise to the violation and the relief sought. The written response shall include the decision and the rationale for such decision.
  
9. All documents, communications and records dealing with the processing of a grievance shall be filed in a separate grievance file which shall constitute a "personnel file" within the meaning of the confidentiality provisions of ORS 342.850. Access to those files shall be limited to those directly involved in the case.
  
10. Except as otherwise provided by law or by agreement of the parties, meetings and hearings under this procedure shall not be conducted in public.
  
11. Attendance at an arbitration hearing by a substitute shall not be viewed as interrupting continuous service in an assignment exceeding ten (10) days.

## SECTION C - STEPS AND PROCEDURES

A grievance shall be initiated with the administrator whose action or decision is alleged to have violated a provision of this Agreement.

### LEVEL I

#### STEP 1 (Informal Level)

The grievant shall attempt to informally resolve the matter by a discussion with the administrator alleged to have violated a provision of this Agreement.



## STEP 2

If the matter is not resolved at Step 1, the grievant shall file a written statement of the grievance with the administrator. Such filing shall be within seven (7) days of the Step 1 conference.

## STEP3

Within seven (7) days of the receipt of the grievance filed at Step 2, the administrator shall set forth in writing his/her decision.

## LEVEL II (Superintendent or Superintendent's Designee) STEP 1

An appeal of a grievance from Level I shall be filed with the Superintendent or Superintendent's Designee within seven (7) days following receipt of the Level I, Step 3 decision.

## STEP 2

Within ten (10) days of receipt of the appeal, the Superintendent or Superintendent's Designee shall conduct a grievance hearing at a mutually acceptable time. Within seven (7) days following completion of the hearing, a written decision shall be provided to the parties.

## STEP 3

Within seven (7) days following receipt of the Level II, Step 2 decision, the grievant shall notify the Superintendent or Superintendent's Designee as to whether or not the decision is acceptable. If it is not acceptable, the decision shall be submitted to the Superintendent for recommendation to the Board of Education. Board action shall ordinarily take place at the next scheduled Board meeting provided the next scheduled meeting is beyond seven (7) days from the date of the receipt of the notice that the Superintendent or Superintendent's Designee's decision is not acceptable.

## SECTION D - ARBITRATION

If the decision of the Board is not acceptable, the grievance may be pursued through arbitration. The grievant must notify the District within ten (10) days of the receipt of the Board decision of his/her intent to proceed to arbitration. Only the District and the Association, in its behalf or on behalf of a substitute(s), shall be parties to arbitration.

1. Requesting an Arbitrator.

Within seven (7) days of the receipt of a final Level II response or decision, the Association may request a list of seven (7) Oregon or Washington arbitrators from the Oregon State Conciliation Service who are members of the American Arbitration

Association Labor Panel. A copy of the request shall simultaneously be filed with the District. Each party shall then alternately strike one (1) name from the list supplied until one (1) name remains and that person shall be the arbitrator. In the alternative, the parties may jointly agree upon any person to serve as arbitrator. The arbitrator shall fix the time and place for the hearing but with at least five (5) days written notice to the parties.

2. Authority of Arbitrator.

The arbitrator shall issue a decision within thirty (30) days of the close of the hearing or submission of briefs, whichever occurs later. The arbitrator's decision shall be in writing and shall set forth findings of fact, reasons, and conclusions. The arbitrator may not add to, subtract from, or modify the terms of this Agreement, and may not award punitive damages. The arbitrator's decision shall be final and binding.

3. Cost.

Fees and expenses for the arbitrator shall be borne equally by the Association and the District.

4. Evidence.

Except for evidence used solely for impeachment or rebuttal or to refresh recollection, evidence shall be restricted to exhibits made known to the other party at least twenty-four (24) hours prior to the first arbitration session and to testimony from witnesses whose names were made known to such party within said time; provided that the arbitrator may, upon a showing of good cause or to prevent injustice, relieve a party from this restriction.

5. Communication with Arbitrator.

Except as expressly authorized herein, there shall be no communication between the parties and the arbitrator other than at oral hearings and those necessary to accomplish the filing of evidence, briefs and papers, to arrange the order of proceedings and to provide notice. Prior to contacting an arbitrator, the opposing party shall be given notice by the initiator.

6. Conflict of Interest.

No person shall serve as arbitrator in any arbitration in which he or she has any financial or personal interest in the result of the arbitration, unless the parties, in writing, waive such disqualifications. Prior to accepting the appointment or immediately upon receiving notice of this rule, whichever is later, the prospective arbitrator shall disclose to the parties any circumstances likely to create a presumption of bias or which might disqualify him or her. If either party declines to waive the presumptive disqualification, the vacancy shall be filled in accordance with the procedures described below.

7. Substitute Arbitrator.

If any arbitrator shall resign, die, withdraw, refuse or be unable or disqualified to perform the duties of the office, it shall be vacant and the matter may be reheard by a new arbitrator. A party desiring to fill such vacancy and continue arbitration must give notice thereof to the other party and the Oregon Employment Relations Board within five (5) days of the date of receipt of knowledge of the vacancy and request that the Employment Relations Board furnish an additional list of seven (7) Oregon or Washington arbitrators. The successor shall then be selected in the same manner as in the original selection.

## ARTICLE 12

### INSURANCE

A. The District shall continue its contributions towards the cost of providing medical insurance plans for eligible substitutes. **Eligible substitutes shall be eligible for the PAT Part-Time Option II plans (currently Kaiser or Providence).** The amount paid by the substitute towards

the cost of the plan shall not increase above that being paid as of June 30, 2016. Eligible substitutes may cover their spouses and/or dependent children in the medical insurance plan on a fully self-paid basis. Insurance coverage shall cease if the substitute is terminated or fails to remain on the substitute list.

B. The District shall contribute **thirty-two dollars (\$32.00)** per month in 2016-17 towards the purchase of employee dental insurance for eligible substitutes, and for all subsequent years, the District agrees to increase this contribution by two dollars (\$2.00) per month per school year.

C. Eligibility for full year insurance coverage (October through September) shall be established as follows:

1. A substitute must have worked the equivalent of seventy (70) full work days in the preceding school year.
2. If a substitute who has worked at least the equivalent of seventy (70) days during seven (7) of the last ten (10) years, works the equivalent of fifty (50) or more, but less than the seventy (70) full work days in a school year, that substitute shall be considered eligible for insurance for the following school year, provided the substitute was generally available to work as a substitute teacher. Eligibility must be reestablished once this option has been exercised.
3. If a substitute accepts an offer to fill a temporary position, days worked in the temporary position shall count towards the qualifying requirement for insurance eligibility. If a substitute takes a temporary position, the District and the Trust will coordinate the substitute's enrollment between substitute insurance and temporary insurance.
4. Substitutes must be fully available to work as a substitute teacher during the current school year and must enroll when eligible in the medical/dental plan.

B. If required by law to purchase insurance from the Oregon Educators' Benefit Board (OEBB), the parties agree that, upon the Association's request, this collective bargaining agreement shall be open in its entirety for renegotiation.

**ARTICLE 13**  
**COMPENSATION**

A. Daily Rate of Pay

The daily wage rate for substitutes shall be the greater of either eighty-six and one-half percent (86.5%) of Step Bon the BA column of the regular teachers' salary schedule, or ten dollars (\$10.00) more than the published Oregon Department of Education final minimum pay rate.

B. Ten-Day Rate of Pay

After working ten (10) consecutive days in the same assignment, a substitute will be paid the greater of either the daily rate of a beginning teacher on the BA column of the regular teachers' salary schedule, or ten dollars (\$10.00) more than the published Oregon Department of Education final minimum ten-day pay rate. **If at the time of posting, it is known that the assignment will last more than ten (10) days, it will be posted and paid at the Ten-Day rate starting on the first day. The use of sick leave will not be considered a break in consecutive days.**

C. Additional Compensation

Substitutes required to work outside of the daily assignment, such as for writing IEPs and other plans or meeting with parents, shall be compensated at the per diem hourly rate in Section B above.

D. Incentive Pay

**If a substitute fulfills an assignment at District designated schools they will receive an incentive of Ten (10) additional dollars for a full day and five (5) additional dollars for a half day. The District will decide by the first day school year for the upcoming school year,**

**which schools would have incentive pay and will provide the list to PAT. It is up to the District's discretion to determine what schools would receive incentive pay.**

## **ARTICLE 14**

### **DURATION**

A. Except as otherwise provided elsewhere in this Agreement or in this Article, this Agreement shall become effective the day following ratification by the parties and shall remain in effect through June 30, 2019. The wage rates **for all employees and sick leave accruals (for those employees still employed with the District)** in this agreement shall be retroactive to July 1, 2016.

B. The District agrees to print sufficient number of copies of this Agreement to be delivered to the Association to provide to all substitute teachers. A copy of the Agreement shall also be provided to any newly hired substitute.

C. This Agreement shall take precedence over any District policy, rule or regulation, which may be inconsistent with the Agreement.

D. During its duration, the Agreement may only be modified by the mutual consent of the Association and the District. In addition, because of the passage of Ballot Measure #5 on November 6, 1990 and given a change in financial resources available to the District which would demonstrably and drastically reduce the District's revenue, the parties would agree to meet to analyze the impact and resulting status and to mutually make modifications that may be judged to be necessary and in the best interest of the parties including reopening economic or other sections of this Agreement, upon written request and notification from either party.

E. Should any part of this Agreement be declared illegal by a court or agency of competent jurisdiction, the remainder of the Agreement shall continue in effect and the parties shall enter into negotiations the section declared to be illegal within thirty (30) days of such decision.

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## MEMORANDUM OF UNDERSTANDING

### Substitute Systems and Assignment of Substitutes

The parties agree that if the District decides to move to a substitute system other than AESOP, the District will consult with the Association to select a replacement system. In evaluating systems and bargaining the impacts of the change to the replacement system, the parties will attempt to find and implement a system that meets the following criteria:

1. Requests to fill full-day assignments will take precedence over requests to fill partial-day assignments. However, partial-day assignments may be filled in advance when it is known that a number of substitutes will be needed because of workshops, conferences, or other occasions requiring a significant number of substitutes. Requests will be filled in the order requested. Retentions and continuing assignments take precedence over new requests.
2. In assigning substitutes, the substitute system will leave assignment information with a responsible adult, or an answering device, or via an approved messaging device prior to 9:30 PM. It will be assumed that the assignment has been accepted unless the substitute informs the system/substitute office otherwise by 5:30 AM on the day of the job. Failure of a substitute to do so shall result in that substitute forfeiting receiving assignments via the use of answering and message devices for up to one (1) semester. Repeated failure by a substitute shall result in forfeiture of the use of answering and message devices for receiving assignments.

For the purposes of bargaining the impacts of a replacement substitute system, these criteria (not AESOP practice) shall be considered a part of the status quo and shall supersede any current practices inconsistent therewith.



## **MEMORANDUM OF AGREEMENT**

### **Bargaining Process**

**The District and Association agree to meet to discuss a short-term extension of the collective bargaining agreement prior to November 1, 2018. If no extension is reached, the parties will meet to discuss the bargaining process by January 15, 2019.**

Signature Page:

## INDEX

SUBJECT	ARTICLE	PAGE
<b>Academic Freedom</b>	7D	10
<b>Assignments</b>		
Answering device	MOU- 2	29
Building restrictions – see “ <i>Building Restriction</i> ”	6F3	7
Classroom restrictions – see “ <i>Classroom Restriction</i> ”	6D	6
Error by Substitute Office – ½ day paid	8C3	14
Factors to be considered in making assignments	8B	14
Master & Restricted Lists		8A
13-14		
Messages left for assignments	MOU-2	29
Normal calling hours	8C2	14
Procedures for calling:	8C	14
Exception for sub requested by name for assignment	8C3	14
Full days filled first, then ½ days	MOU-1	29
Needs filled from master Listing first	8B	14
Needs filled in order received	8C1	14
Retentions + continuing assignments take precedence	8C1	14
Voluntary removal from assignments during work stoppage	8E	15
<b>Association Rights</b>		
Presentations and announcements at District meetings	2C	2
Appointment of Substitutes to District committees	2D	2
Conducting business on District property	2A, 2F	1-2
Mail services, mailboxes	2A	1
PAT bulletin board in each building	2A	1
Right to information	2B	1
Right to speak at Board meetings	2E	2
Use of District facilities,equipment	2A	1
<b>Building Restriction</b>		
Length depends on circumstances, not more than 10 school months	6F3	7
Meeting with Human Resources prior to restriction	6F4	7
Progressive discipline	6G	8
Substantive reason in substitute’s control/responsibility	6F4	7
<b>Classroom Restriction</b>		
Notice of teacher’s requested restriction, including reason	6B	6
Right to request meeting with teacher		
Teacher’s good faith effort to contact substitute required		

<b>Collective Bargaining and General Contract Provisions</b>		
Bargaining Unit – definition	1A	1
Copies of contract	14B	27
Contract section declared illegal	14E	27
Contract supersedes District policies, rules	14C	27
Duration of agreement	14A	27
District-paid release time – Bargaining Team	2H	2
Not a break in multiple-day assignment		
Effect of requirement to purchase insurance from OEBB	14B	25
Funding clause	14D	27
Management rights	4	4
No strike during term of contract	5	4
Recognition clause	1A	1
<b>Compensation</b> – see ‘salaries’	13	26
<b>Complaints against Substitute Teacher</b>		
Definition of complaint	6E1	6
Notice of complaint and time limitations	6E4	6-7
Record in personnel file	6E1	6
Right to representation	6E5	7
Right to know specifics of complaint	6E6	7
Subject to just cause if discipline results	6A1	5
<b>Contract Administration Meetings</b>	2G, 2I	2
<b>Dues and Payroll Deductions</b>		
Association membership dues	3AB	2-3
Fair share fees	3B	3
Provide list to association	3F	4
Voluntary payroll deductions	3D	3
Withdrawing authorization for payroll deductions	2A	3
<b>Employee Discipline</b>		
Comments made privately	6A	5
Inform substitute of result of disciplinary proceeding	6F5	8
Just cause required	6A	5
Letter of Expectation	6E3	6
Removal from Personnel File	6B	5
Not considered discipline	6E3	6
Progressive discipline	6G	8
1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> reports, timing, duration	6G	8
Record of discipline in personnel file	6B	5
Right to prior written notice of reasons for meeting w/administrator	6C	5
Right to representation	6E5	7
Seek and impose lowest appropriate form of response	6F1	7

Written reprimand defined	6F2	7
<b>Grievance Procedure</b>	11	19-24
No reprisal for grievances	7C	10
<b>Insurance, Medical and Dental</b>	12	24-25
Coverage on annual basis only	12C	25
Coverage under PAT Part Time Option II	12A	24
Dental insurance – District contribution	12B	25
Eligibility	12C1	25
50 day exception	12C2	25
Medical insurance	12A	25
District contribution for eligible substitutes	12A	24-25
Self-pay for eligible substitutes for dependent coverage	12A	25
Temporary position – days worked count toward sub insurance	12C3	25
<b>Insurance, Liability</b> see Use of Automobile	7G	12
<b>Notice of Meeting with Administrators</b>	6C	15
<b>Orientation/Professional Development</b> – see Professional Concerns	17	9HIJ
<b>Personnel File</b>		
Materials relating to discipline	6AB	5
Right to review file	6B	5
Right to attach response	6B	5
Right to request removal of Letter of Expectation	6B	5
Time limit for placement of materials in file	6B2	5
<b>Physical Examination</b>	7A	9
<b>Professional Concerns</b>		
Academic Freedom	7D	10
District may provide trainings to limited groups of subs	9I	17
Selection of substitutes for these trainings		
Incorporation into assignment process		
Interview by HR to enhance applicant standing	8G	15
Orientation/Professional Development	9HIJ	17
Required trainings	9J	17
State-required abuse training		
Pay for other required trainings		
Professional development/orientation ½ day paid	9H	17
Student grades	7E	10

**Safety**

Assault or battery by student upon substitute	7E1,2,4	10-11
Injury on job	7F	11
Liability insurance	7G	12
Loss/damage to personal property	7F2	11-12
Notice by District re: use of non-routine cleaners, etc	7H	12
Security of buildings and grounds	7H	12
Unsafe working conditions	7H	12

**Salaries**

Daily rate	13A	26
Dues and payroll deductions	3	2-4
Incentive pay at designated schools	13D	26
Paycheck stubs – required information	3G	4
Ten-day rate	10B	4

**Sick Leave**

	10	18-19
Accrual	10AB	18
Usage – rules + procedures	10CEFGH	18
Transfer from other districts	10D	18

**Student Issues**

Administering Health Procedures for Students	7E	10
Discipline	7E	10-11
Access to student behavioral records	7E3	11
Assault – minimum of five (5) days suspension	7E4	11
Battery – mandatory expulsion for remainder of year	7E4	11
Building discipline plan in substitute folder	7E	10
Information about students with records of violence	7E3	11
Removal of student from substitute’s responsibility	7E4	11
Serious or menacing threat of harm by student	7E2	11
Suspension or expulsion	7E4	11
Grades	7E	10

**Substitute Folder, Building**

Includes building discipline plan	7E	10
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**Substitute Lists**

Assignments from Master List first	8B	14
Copy of lists, sub request numbers provided to teachers, subs	8D	15
Master List of substitutes	8A1	13
May indicate preference of assignment		
Requirement to work twenty days per school year (5 each half)	8E	15
Moving to Restricted List	8A1	13
Restricted List of substitutes and eligibility	8A2	14

Required to work 5 days per school year	8E	15
<b>Substitute Lists (continued)</b>		
Assignments Substitute holding substitute license only, listed as area licensed	8H	15
Summer List of Substitutes	8F	15
Voluntary removal from assignment during teachers' lawful stoppage	8E	15

### **Substitute Rights**

Discipline – see “Employee Discipline”	6	5-8
Keys	7I	13
Nondiscrimination	7B	9
Non-reprisal for grievances	7C	10
Personal Life	7I	12
Personal injury and property loss	7F	11-12
Personnel file – see “Personnel File”	6B	5
Physical examination not required	7A	9
Right to representation	6C	5
Safety – see “safety”	7H	12
Site Report Form	7J	13

### **Work Day + Work Hours**

½ Day assignments – 3 hours 45 minutes	9B	16
Call in error or not needed – ½ day pay	10D	16
Full day assignments	9A	16
Not less than 7 hours;		
Start 15 minutes before student day		
End 15 minutes after last regular student period		
Minimum assignment – ½ day	9B	16
Restroom breaks	9F	16
Schedule for long-term assignment (10 consecutive days)	10C	16
Substitute teacher work day schedule	9E	16
Substitute teaching in Night School or Year-Round School	9G	16



# Board of Education Informational Report

## MEMORANDUM

**Date:** June 26, 2018  
**To:** Board of Education  
**Subject:** McKinney-Vento Homeless Policy

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### **Background:**

In January 2018, ODE conducted a scheduled Desk Monitoring of our McKinney-Vento Homeless Program. Seven of eight required areas that were reviewed were compliant. We have not received the final report, however, verbal and email communication from Dona Bolt, ODE's Homeless Education Specialist stated that the following area was considered not compliant.

- The LEA has reviewed and revised policies and procedures that could act as barriers to the enrollment, attendance, and success of homeless children and youth.
- Evidence to Provide:
  - Board adoption date of [2017 OSBA Policy and Administrative Rules for Homeless Students](#)
    - If policy has been revised, show edits.
  - OR if alternate policy is used, provide documentation.

Communication with the ODE specialist indicated that our Administrative Directive did not contain the detailed elements contained in the OSBA Policy updated after the passage of ESSA, nor had it been reviewed by the school board in several years.

Per an email by Ms. Bolt, these are the main elements that are expected to be addressed in a District Policy on Homeless Students:

- Assurance that homeless students are identified and assessed for needed services;
- Provision of Dispute Resolution when eligibility or school placement are in dispute;
- Ensure homeless students do not face barriers to accessing academic and extracurricular activities, including magnet schools, summer school, CTE, AP, online learning and charter school programs;
- Immediate enrollment and retention of homeless students, despite lack of records or documentation, or unpaid fees or fines, or absences.

In addition, she wrote that districts are further advised to periodically review and revise policies and practices to remove barriers to the identification, enrollment and retention of homeless students.

The proposed draft policy aligns with the recommendations and adequately addresses the needed corrective action.

The draft policy was presented to the Teaching and Learning committee at the June 11<sup>th</sup> meeting.



# Portland Public School District 1<sup>st</sup> Reading

**DATE: June 26, 2018**

## **Public Comment for Policy 4.10.013-P: Homeless Students**

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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.

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**1<sup>st</sup> Reading by: Julia Brim-Edwards, Chair**, Portland Public School Board  
**Summary:** Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

**Draft Policy Web Site:** <http://www.pps.net/Page/boardpolicies>  
(click on blue "draft policy" box)

**Recommended for 1st Reading by:** Board of Education

**Policy Contact:** Rosanne Powell, Board Office Manager

**Last Date for Comment:** July 17, 2018

**Address:** P.O. Box 3107, Portland, OR 97208-3107

**Telephone:** 503-916-3741

**E-mail:** [schoolboard@pps.net](mailto:schoolboard@pps.net)

**Last Date for Comment: July 17, 2018**



## BOARD POLICY

### Homeless Students

4.10.013-P

#### I. Overview

- A. Homeless students in the District shall have equal access to the same free, appropriate education and other services, including public preschool education, as other students.
- B. The McKinney-Vento Homeless Assistance Act requires that the District:
  - 1. Ensure that homeless students are not stigmatized or segregated on the basis of their homeless status;
  - 2. Designate a homeless liaison to coordinate services to ensure that homeless students enroll in school and have the opportunity to succeed academically;
  - 3. Develop an appeal procedure for the prompt resolution of disputes that is accessible to all parties; and
  - 4. Educate school staff and administrators about the rights of homeless students and families by providing information about the homeless assistance act and this directive in schools and administrative offices.

#### II. Definitions

- A. "Homeless student" means an individual who lacks a fixed, regular, and adequate nighttime residence including those awaiting foster care placement and as that term is more fully defined in federal law.
- B. "School of origin" means the school that the student last attended or the school where the student was last enrolled when permanently housed.
- C. "Unaccompanied student" includes a student not in the physical custody of a parent/ guardian, runaways living in shelters or other inadequate housing, those denied housing by their families, and others similarly situated.

#### III. Enrollment & School Assignment

- A. School assignments are based on the best interest of homeless students, which means the District shall:
  - 1. To the extent feasible, continue the homeless student's education in the school of origin if requested by the parent/guardian;
  - 2. Enroll the homeless student in any public school that non-homeless students who live in the attendance area in which the homeless student is actually living are eligible to attend;

3. Allow the parent/guardian or, in the case of an unaccompanied youth, the District's homeless liaison, to enroll the student in one of the appropriate and accessible public or private alternative education programs proposed for the student by the District when necessary to meet a student's educational needs and interests; or
- B. Homeless students may remain in their school of origin for the entire school year, even if they become housed.
  - C. The District shall immediately enroll homeless students.
    1. The inability to produce records normally required (e.g. immunizations, guardianship, residential status or other documentation) shall not be a barrier to enrollment. Where appropriate, the enrolling school shall refer the parent/ guardian to the homeless liaison for assistance in obtaining appropriate documentation.
    2. If a dispute arises over school assignment or enrollment, the student shall be immediately enrolled in the requested school, pending any appeal.
  - D. Transportation shall be provided to and from the student's school of origin for the entire school year, even if the student becomes housed, at the request of the parent/guardian or, in the case of an unaccompanied student, the District's homeless liaison. Transportation requirements apply while any appeals are being resolved.
  - E. The district homeless liaison shall help unaccompanied students in placement or enrollment decisions and consider their views.

#### **IV. Appealing Enrollment Decisions**

- A. If the District wishes to send a homeless student to a school other than the school of origin or a school requested by the parent/guardian, the District shall provide the parent/guardian a written explanation of the District's decision, including the rights of the parent/guardian or student to appeal the decision through the Student and Parent/Guardian Complaint Procedure (4.50.030-P).
- B. The homeless liaison shall ensure that the appeals process is carried out as quickly as possible.

History: Replaces former 4.10.013 Administrative Regulation, Adpt. 12/09

Legal references: ORS 109.056; ORS 327.006; ORS 339.115; ORS 339.133; ORS

<b>Homeless Students</b>	<b>4.10.013-P</b>
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433.267; OAR 581-021-0045 to – 0046; The McKinney-Vento Homeless Assistance Act (42 U.S.C. §11431, Title VII, Subtitle B), as amended by Title X of the Federal No Child Left Behind Act of 2001



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**Board Meeting Date:** June 26, 2018

**Executive Committee Lead:**

**Department:** ICA

**Presenter/Staff Lead:** Dr. Sarah Davis and  
Dr. Jenny Withycombe

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<b>SUBJECT: Comprehensive Sexuality Education Policy and Plan</b>
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### BACKGROUND

Oregon's Human Sexuality Law (ORS 336.455, 2009), the Healthy Teen Relationship Act (ORS 339.366, 2013), and Child Sexual Abuse Prevention Law (ORS 336.059, 2015) collectively contribute to the Oregon Department of Education's (ODE) Human Sexuality Administrative Rule (OAR-581-022-2050) and health education content standards and performance indicators. Under these laws, school districts are required to provide "a comprehensive plan of instruction focusing on human sexuality education" which is "complete, balanced, and medically accurate". Aligned to national standards, Oregon's performance indicators are additionally aimed at preventing sexual violence and promoting student safety. For example, the law requires that instruction recognize a diversity of sexual orientations, gender identities, and gender expressions, as well as focus on affirmative consent. The Oregon health education content standards ensure that comprehensive sexuality education teaches students positive attitudes and behaviors related to healthy relationships and sexuality, by using age-appropriate, and culturally inclusive materials, language, and methods.

The Portland Public Schools Comprehensive Sexuality Education Policy and the Portland Public Schools Comprehensive Sexuality Education Implementation Plan were developed in accordance with federal, state, and district laws, policies, health education standards, local and district data sources, and current best practices.

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### BOARD COMMITTEE REVIEW (IF APPLICABLE)

Presented at the June 11, 2018 Teaching and Learning committee meeting and was unanimously recommended to move forward to the full Board for a first reading.

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### RELATED POLICIES / BOARD GOALS AND PRIORITIES

- [ORS 336.059/SB 856](#) (Child Sexual Abuse Prevention Instruction)
- [SB 790](#) (Domestic Violence Education)
- [ORS 339.366/HB 4077](#) (Healthy Teens Relationship Act)
- [ORS 336.455](#) (Human Sexuality Education, K-12)
- [ORS 339.351-364](#) (Harassment, Bullying, Cyber-bullying and Intimidation)
- [ORS 339.366](#) Teen Dating Violence and Domestic Violence
- [OAR 581-022-2030](#) (District Curriculum)

- [OAR 581-022-2045](#) (Prevention Education in Drugs and Alcohol)
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[PPS Board Policy 4.30.070-P](#) (Teen Dating Violence/Domestic Violence)

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## **PROCESS / COMMUNITY ENGAGEMENT**

Through grant dollars from Advocates for Youth, the District involved community organizations and students through several processes. State, county, and community-based organizations focused on youth sexual health and healthy relationships provided guidance and feedback on the draft Comprehensive Sexuality Education Policy in two facilitated meetings. In the first meeting (February 2018), partners were provided with contextual information on the statutory requirements of the policy, and provided comment and direct feedback to the draft policy. In the second meeting (March 2018) partners confirmed the edits, discussed the implications for the administrative directive, and need for professional development systems. PPS students were engaged through the development of the student “Bill of Rights” document. Two listening sessions were held with middle and high school students at the PPS GSA Summit in April. Additionally, an online survey was available for two weeks in April and was distributed through student health center youth action councils, school counselors across the District and marketed during the GSA summit. A total of 90 students participated in the online survey. After online and in-person data collection commenced 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”.

In preparation for implementation of the new Oregon Health Standards in the 2018-19 school year, we will be hosting regional parent nights across PPS. During these events the Health Team with partnering Community Organizations will talk with parents, preview instructional materials, answer questions and do information sessions on the standards and performance indicators.

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## **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

While the Comprehensive Sexuality Education Policy does not directly address the Key Performance Indicators in the 5-year Racial Equity Plan, a robust Comprehensive Sexuality Education Plan will address prevention and care needs of all students. Cultural sensitivity and inclusivity are a major component of the Health Standards and are core to this policy. Youth of color and LGBTQ+ youth were integral to the creation of the Student Bill of Rights. Additionally, racial, ethnic, and LGBTQ+ diverse community groups were pivotal to the creation of the Policy and Plan.

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## **BUDGET / RESOURCE IMPLICATIONS**

Current system conditions impact our ability to provide a specific number. However, the greatest budgetary implication related to this policy and the CSE plan stems from the need for professional development. Below is an excerpt from the policy.

**V. Professional Development for Instructors and Administrators**

*In order to best support teachers and administrators in implementing an effective health program, purposeful, evidence-based, and ongoing collaborative professional development will be provided to improve educational practices. Any teacher who provides sexual health education instruction and any other staff member who supports a teacher in providing such instruction must participate in the District's Comprehensive Sexuality Education Professional Development series. To ensure all students at every grade level receive comprehensive sexual health instruction, each principal shall annually designate which building teachers will deliver instruction at their school and ensure these teachers successfully complete the required training.*

**PPS Comprehensive Sexuality Education Professional Development Series**

- Year 1: 2-Day In-person professional development training including, but not limited to, sexuality education basics, trauma informed practices in health education, and cultural relevance in sexual health.
- Year 2: One 3-hour webinar provided either by the district or an approved outside organization. Certificates of completion to be submitted to the building principal/point person and the Health and Physical Education Program Administrator.
- Year 3: 1-Day In-person professional development training serving as a “refresher” on current policies, local data, and best practices in sexuality education.
- Year 4: One 3-hour webinar provided either by the district or a approved outside organization. Certificates of completion to be submitted to the building principal/point person and the Health Education Director.
- Year 5: Cycle Restarts.

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**NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

Parent Communication; Teacher Assignment; Professional Development (Middle - High - Elementary); Counselor support

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**QUESTIONS FOR BOARD DISCUSSION**

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**ATTACHMENTS**

Comprehensive Sexuality Education Policy  
Youth Bill of Rights  
Comprehensive Sexuality Education Plan

## **Portland Public School District Student “Bill of Rights” in Sexuality Education**

### **Introduction and Process**

Portland Public Schools received grant funding from Advocates for Youth to develop a Comprehensive Sexuality Education Plan (CSEP). Partners from state, county, and community-based organizations participated in the process of developing the CSEP and involving students was a central value to all partners involved. To this end, the District worked to gain student input through the development of a student “Bill of Rights” document. The intention of the document is to codify the expectations and values students have for their experience of sexuality education in schools.

Information was gathered through multiple strategies. Two listening sessions were held with middle and high school students in attendance at the PPS GSA Summit. The listening session covered current experiences with sexuality education, how students felt their sexuality education could be improved, and development of statements they think should be in a bill of rights document. Additionally, an online survey was available for two weeks in April and was sent out through partners working with student groups in the District, including student health center youth action groups and school counselors, as well as being advertised during the GSA summit. 90 students responded to the online survey, in addition to over 60 participants at the GSA Summit.

Once data collection was complete, the Teen Council at Planned Parenthood Columbia Willamette was engaged to help comb through the data, identify themes and draft the final student “Bill of Rights” document. Teen Council was an ideal group of young people to engage in this work because they could also speak from their experience as students and have additional expertise in best practices in sexuality education as they provide sexuality education in schools. It is intended that as the CSEP is updated every two years, so too will the student “Bill of Rights” document, providing an opportunity for students to be engaged in the CSEP process.

### **Student Bill of Rights**

As the District implements a comprehensive plan of instruction for sexuality education as required by Oregon Law, we the students of PPS, ask leaders, teachers and partners to consider the following values we expect in our sexuality education.

All students should have the right to:

1. Have their views and values be respected regardless of gender, race, religion, sexual identity, orientation, culture or any other intersectional identity.
2. Teachers who are informed, well-trained, enthusiastic, non-biased, open to change, and non-stigmatic.
3. Equitable representation amongst educators. This means having the opportunity to learn from people who represent the diversity of students’ cultures and communities.



4. Early, consistent, and standardized curriculum that includes the following topics: consent; mental health; decision-making; gender; boundaries; sexuality; pleasure; birth control; healthy relationships; STI/STD awareness; resources; communication skills; biology of reproductive systems and genital awareness; non-definitive “sex”. Curriculum should be inclusive of and relevant to LGBTQ+ students, students from different cultures, backgrounds and beliefs; include real-world examples; hypothetical experiences; and opportunities to practice learned skills.

5. Feel safe in the classroom when asking questions, learning, contributing or not contributing.

6. A voice in the planning, delivery, and updating of curriculum and classroom activities.

# Portland Public School District 1<sup>st</sup> Reading

DATE: June 26, 2018

## Public Comment for Policy X.XX.XXX-P: Comprehensive Sexuality Education Policy

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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.

---

**1<sup>st</sup> Reading by: Julia Brim-Edwards, Chair**, Portland Public School Board  
**Summary:** Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

**Draft Policy Web Site:** <http://www.pps.net/Page/boardpolicies>  
(click on blue "draft policy" box)

**Recommended for 1st Reading by:** Board of Education

**Policy Contact:** Rosanne Powell, Board Office Manager

**Last Date for Comment:** July 17, 2018

**Address:** P.O. Box 3107, Portland, OR 97208-3107

**Telephone:** 503-916-3741

**E-mail:** [schoolboard@pps.net](mailto:schoolboard@pps.net)

**Last Date for Comment: July 17, 2018**

## X.XX.XXX-P Comprehensive Sexuality 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. 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 a critical component of education in PPS; one that is necessary to build skills and provide functional knowledge for students to be healthy throughout their lives. PPS also recognizes the role of inclusive and comprehensive sexuality education in promoting health equity, supporting healthy development, and preventing violence.

Oregon's Human Sexuality Law (ORS 336.455, 2009), the Healthy Teen Relationship Act (ORS 339.366, 2013), and Child Sexual Abuse Prevention Law (ORS 336.059, 2015) collectively contribute to the Oregon Department of Education's (ODE) Human Sexuality Administrative Rule (OAR-581-022-2050) and health education content standards and performance indicators. Under these laws, school districts are required to provide "a comprehensive plan of instruction focusing on human sexuality education" which is "complete, balanced, and medically accurate". Aligned to national standards, Oregon's performance indicators are additionally aimed at preventing sexual violence and promoting student safety. For example, the law requires that instruction recognize a diversity of sexual orientations, gender identities, and gender expressions, as well as focus on affirmative consent. The Oregon health education content standards ensure that comprehensive sexuality education teaches students positive attitudes and behaviors related to healthy relationships and sexuality, by using age-appropriate, and culturally inclusive materials, language, and methods.

The Portland Public Schools Comprehensive Sexuality Education Policy and the Portland Public Schools Comprehensive Sexuality Education Plan were developed by teachers, school administrators, local and state health departments, staff and other professionals from the medical community knowledgeable of the latest scientific information and effective education strategies and in accordance with federal, state, and district laws, policies, health education standards, local and district data sources, and current best practices.

- [ORS 336.059/SB 856](#) (Child Sexual Abuse Prevention Instruction)
- [SB 790](#) (Domestic Violence Education)
- [ORS 339.366/HB 4077](#) (Healthy Teens Relationship Act)
- [ORS 336.455](#) (Human Sexuality Education, K-12)
- [ORS 339.351-364](#) (Harassment, Bullying, Cyber-bullying and

- Intimidation)
- [ORS 339.366](#) Teen Dating Violence and Domestic Violence
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- [PPS Board Policy 4.30.070-P](#) (Teen Dating Violence/Domestic Violence)

Health education can contribute to significant improvements in students' lives. Specifically, research shows that effective comprehensive sexuality education leads to a delay in the initiation and frequency of sex, reduces the number of new partners, and increases the correct use of barrier and contraception methods. Highly effective sex education and STI prevention education programs:

- Recognize the harm caused to sexual health by racism, homophobia, transphobia and other forms of oppression;
- Offer developmentally- and culturally appropriate sexual health information in a safe and inclusive environment;
- Are developed in cooperation with members of the community, especially a diverse representation of young people;
- Use language and activities that are inclusive of LGBTQ+ students;
- Respect community values and assist youth to clarify their individual, family, and community values;
- Assist youth in developing skills in identifying healthy boundaries and communicating boundaries, refusal, and negotiation;
- Provide medically accurate information about abstinence and available contraception options including barrier methods (i.e. dental dams, external and internal condoms);
- Include clear goals for preventing STIs and/or unplanned pregnancy;
- Focus on specific health behaviors related to the goals, with clear messages about these behaviors;
- Develop social-emotional learning skills: self awareness, social awareness, self-management, healthy relationships and decision making;
- Engage families and promote family communication around sexual health;

- Rely on participatory teaching methods, are implemented by trained educators and teaches the State and District approved scope and sequence for health education to fidelity.

Beginning the 2018-19 academic year, each school shall provide comprehensive K-12, age and developmentally appropriate, culturally inclusive, medically accurate and evidence-informed comprehensive sexuality education. This curriculum shall be implemented in safe and supportive learning environments where **ALL** students feel valued. All Portland Public Schools shall take a skills-based approach to teach comprehensive sexuality education that addresses a variety of topics, such as healthy and unhealthy relationships, consent, abstinence **and** protection methods, and HIV/STI prevention. Health education curricula will align with the PPS Comprehensive Sexuality Education Plan (CSEP) which integrates the Oregon Health Education Content Standards and all Federal, State, and District laws and policies. It will be implemented by qualified and trained teachers as outlined in the CSEP.

All schools will follow relevant promotion and graduation requirements that include: comprehensive sexuality education (CSE) annually in grades K-5, inclusive of HIV education starting in grade 4; a minimum of three quarters of health education (inclusive of CSE) in total in grades 6 to 8 taught by a qualified health educator; two semesters of health education (inclusive of CSE) in total in grades 9 to 12 taught by a certified health teacher. Additionally, all students in grades K-12 **must** receive at least **4** lessons in child sexual abuse prevention (ORS 336.059/SB 856) **each** year. These are the minimum requirements for health education programming, which **must** include comprehensive sexuality education. In addition, health education (inclusive of CSE) will be integrated into the Common Core curricula where possible.

The District recognizes the critical role families play in education and will encourage family communication and involvement. Parents shall be notified in advance of any human sexuality or AIDS/HIV instruction. When practicable, any curriculum and/or materials will be made available for parent preview. Any parent may request that his/her child be excused from that portion of the instructional program under the procedures set forth in ORS 336.035 (2).

### **Review of Policy and 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 (CSEP) of instruction and this policy every two years as prescribed by OAR 581-022-2050.

# **Comprehensive Sexuality Education Plan**

**Portland Public Schools**

Adopted: xx.xx.xx

K-12 Comprehensive Sexuality Education Plan: Portland Public Schools

**Editor(s):**

**Jenny Withycombe, PhD\***

Health and Physical Education Teacher on Special Assignment

**Sarah Davis, PhD\***

Assistant Director of STEAM

**Consultant(s) and Contributors:**

**Elizabeth Thorne, MPH**

VP of Policy and Programs, Cairn Guidance

**Sasha Grenier**

Sexual Health and School Health Specialist, Oregon Department of Education

***Committee Members***

<b>Gaye Chapman<sup>!!</sup></b> Health Cleveland High School	<b>Tracy Klosterman<sup>!</sup></b> Health and PE Astor K-8	<b>Seth Miller<sup>!!</sup></b> Special Education Cleveland High School
<b>James Hendrickson<sup>!</sup></b> 5 <sup>th</sup> Grade Chapman Elementary	<b>Barb Macon<sup>!!</sup></b> Health Roosevelt High School	<b>Carolyn Myers<sup>!!</sup></b> Health Virtual Scholars
<b>Timm Goldhammer<sup>!!</sup></b> Health Lincoln High School	<b>Cheryl McClure<sup>!</sup></b> Health and PE Bridger K-8	<b>Sylvia Scott<sup>!!</sup></b> Health Wilson High School
<b>Logan Heyerly<sup>!</sup></b> Health, Math, Science Lent K-8	<b>Erin McNulty<sup>!!</sup></b> Health Grant High School	<b>Alice Shapiro<sup>!</sup></b> Educator Portland Public
<b>Megan Jackson<sup>!!</sup></b> Health, AVID Wilson High School	<b>Maggie Michaels<sup>!!</sup></b> Educator Portland Public	<b>Jackie Wallace Sosa<sup>!</sup></b> 2 <sup>nd</sup> Grade Kelly Elementary
<b>Mary Kane*</b> Legal Team Portland Public	<b>Beth Madison*</b> Principal Robert Gray MS	<b>Regina Sackrider*</b> Equity Portland Public

**Key:**

\* Oversight

! 5-8 Subcommittee

!! 9-12 Subcommittee

***Community Partner Members***

<p><b>Sally Blackwood</b> Cares NW</p>	<p><b>Megan Foster</b> Oregon Sexual Assault Task Force</p>	<p><b>Shelagh Johnson</b> Oregon Health Authority</p>
<p><b>Camelia Hison</b> Planned Parenthood CW</p>	<p><b>Emily Squires</b> Sexual and Gender Minority Youth Center</p>	<p><b>Sasha Grenier</b> Oregon Department of Education</p>
<p><b>Jennifer Melo</b> Planned Parenthood CW</p>	<p><b>Vanessa La Torre</b> Latino Network</p>	
<p><b>Lexie Zimbleman</b> Planned Parenthood CW</p>	<p><b>Veronica Sunderland- Perez</b> Latino Network</p>	<p><b>Susan Vanthof</b> Multnomah County Health Department</p>
<p><b>Pamela Zigo</b> Volunteers of America</p>	<p><b>Daniel Guilfoyle</b> Native American Youth and Family Association</p>	<p><b>Amanda Barreto</b> Teen Council</p>
<p><b>Jenna Harper</b> Sexual Assault Resource Center</p>	<p><b>Molly Franks</b> Multnomah County Health Department</p>	<p><b>Rachel Ginocchio</b> Modern Families</p>



## Table of Contents

Executive Summary.....	4
I. Introduction .....	5
II. Policy.....	6
III. Student Bill of Rights.....	10
IV. Oregon Health Standards Overview .....	12
V. Operational Definitions.....	13
VI. Plan of Instruction.....	17
Comprehensive Sexuality Education Topic Overview .....	17
Implementation Guidelines .....	18
VII. Family Involvement.....	20
VIII. Special Considerations.....	21
IX. Professional Development for Instructors and Administrators .....	22
PPS Comprehensive Sexuality Education Professional Development Series .....	22
X. Role of Community Organizations .....	23
XI. K-12 Comprehensive Sexuality Education Scope and Sequence .....	24
XII. Portland Public Schools Health Education.....	25
Scope and Sequence .....	25
Appendix A .....	37
Summary of Oregon Legislation Regarding Comprehensive Sexuality Education.....	37
Appendix B .....	40
Oregon Department of Education Health Standards.....	40
Appendix C .....	41
Guidelines for Training Individuals Who Will Teach Comprehensive Sexuality .....	41
Appendix D .....	42
Sample Parent Notification/Opt Out Letters.....	42

## Executive Summary

School District mission and vision description.

Importance of health education, especially comprehensive sexuality education.

## I. Introduction

Explanation of District Process for creating the Comprehensive Sexuality Education Plan as well as next steps for implementation and sustainability.

## II. Policy

### X.XX.XXX-P Comprehensive Sexuality Education Policy

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2. Teachers who are informed, well-trained, enthusiastic, non-biased, open to change, and non-stigmatic.



3. Equitable representation amongst educators. This means having the opportunity to learn from people who represent the diversity of students' cultures and communities.

4. Early, consistent, and standardized curriculum that includes the following topics: consent; mental health; decision-making; gender; boundaries; sexuality; pleasure; birth control; healthy relationships; STI/STD awareness; resources; communication skills; biology of reproductive systems and genital awareness; non-definitive "sex". Curriculum should be inclusive of and relevant to LGBTQ+ students, students from different cultures, backgrounds and beliefs; include real-world examples; hypothetical experiences; and opportunities to practice learned skills.

5. Feel safe in the classroom when asking questions, learning, contributing or not contributing.

6. A voice in the planning, delivery, and updating of curriculum and classroom activities.

## IV. Oregon Health Standards Overview

The Oregon Health Education Content Standards were developed to 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. Importantly, the standards provide students, families, and communities with concrete expectations for health education. In Oregon, there are eight primary standards of Health Education divided into two categories, Content and Skills. Standard one focuses on teaching students the information (content) they need to engage in health promotion and disease prevention. Standards two through eight focus on a variety of skills necessary for students to enhance their own health and the health of their communities.

The skills targeted in Standards 2-8 include:

- Analyzing the influence of family, peers, culture, media, and technology on a student's health behaviors
- Teaching students how to access valid and reliable health information
- Building each student's interpersonal communication skills
- Enhancing student decision-making skills
- Practicing goal-setting to enhance health and avoid risks
- Supporting the engagement in self-management and personal responsibility
- Empowering students to advocate for their personal, family, and community health

## V. Operational Definitions

PPS shall develop and maintain a developmentally appropriate, comprehensive plan of instruction focusing on functional knowledge and the skills necessary to develop healthy relationships, promote diverse understandings of healthy sexuality, and prevent violence and disease. The comprehensive plan of instruction shall be developed in accordance with the following concepts:

“Age and developmentally appropriate” Research-informed regarding the appropriate time to introduce specific topics and skills.

“Balanced” Instruction that provides information with the understanding of, and strength of the preponderance of evidence.

“Best practice” A practice/curriculum that is based in proven theory and practices, and has some evidence of effectiveness, but has not specifically gone through a randomized controlled trial that is needed to become an evidence-based practice.

“Comprehensive plan of instruction” (as defined by Oregon education statutes) means K–12 programs that emphasize abstinence, but not to the exclusion of condom and contraceptive skills-based education. The human sexuality information provided is complete, balanced, and medically accurate. Opportunities are provided for young people to develop and understand their values, attitudes, beliefs and decisions about sexuality as a means of helping young people exercise responsibility regarding sexual relationships and sexual health decisions.

“Explicit Consent” Voluntary, non-coerced and clear communication indicating a willingness to engage in a particular act. “Explicit consent” includes an affirmative verbal response or voluntary acts unmistakable in their meaning.

“Comprehensive” Inclusive of multiple types of student learning activities that go beyond raising awareness and focus on building skills. Course materials will enhance students’ understanding of sexuality as a healthy aspect of development and will provide medically-accurate and balanced information.

“Culturally responsive” Recognition that the diverse cultural characteristics of students and educators as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes. Instruction will recognize each school community, including those that have been historically oppressed, have powerful and often unrecognized, sources of resilience and protective factors that must be honored through dialogue.

“Gender expression” The way a person expresses gender, such as clothing, hairstyles, activities, or mannerisms.

“Gender identity” A person’s deeply held sense of psychological knowledge of their

## K-12 Comprehensive Sexuality Education Plan: Portland Public Schools

own gender, regardless of the gender they were assigned at birth. Everyone has a gender identity. "Gender identity" is sometimes also referred to as a person's "affirmed gender."

"Gender nonconforming" or "Gender variant" People whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous.

"Gender transitioning" The process of changing one's gender expression to accord with one's gender identity.

"Gender role" Socially determined sets of behaviors assigned to people based on their biological sex.

"Gender sensitive" Materials and instruction strategies that are sensitive to individual's similarities and differences regarding gender role, gender identity and/or sexual orientation.

\*Additional examples of other terms transgender and gender nonconforming students may use to refer to themselves are "trans," "gender fluid," "non-binary," "gender queer," "two-spirit."

"Healthy relationship" A relationship in which both people feel a healthy sense of "self". Each person feels comfortable and safe when spending time with the other person. Two individuals try to meet each other's needs, and each can ask for help and support, within and outside of the relationship without fear of criticism or harm.

"Guaranteed and viable curriculum" Each student will have access to an effective teacher, and access to the same content, knowledge and skills in each section or class. The plan of instruction will ensure adequate instruction time over multiple sessions so that the programming lays the foundation of knowledge and skills and adds layers of complexity over time.

"Inclusive" The learning environment and instruction material will be strive to create an open and affirming space for all students. Instruction and material will: Be tailored to affirm the validity of all types of relationships, identities and family structures in accordance with District Administrative Directive 4.30.061-AD. Ensure students with learning differences or on IEP/504 plans will not be excluded from sexuality education, but rather, provided the accommodations and time needed for instruction.

"Medically accurate" Supported by peer-reviewed research conducted in compliance with accepted scientific methods, and recognized as accurate and objective by leading medical, psychological, psychiatric and public health organizations and agencies; and, where relevant, published in peer-reviewed scientific journals.

"Non-consensual sexual behavior" Any sexual act that is inflicted upon a person who is unable to grant consent or that is unwanted and compelled through the use

of physical force, manipulation, threats, or intimidation.

“Pronoun” A word or phrase that may be substituted for a person’s name. Transgender and gender non-conforming individuals often use pronouns such as he/him or she/her but may feel more comfortable being addressed as “they.”

“Sex” The physical makeup of a human being, referred to as their biological or natal sex. A person’s biological sex is sometimes also referred to as their “assigned gender.”

“Sexual intercourse” A type of sexual contact or activity involving one of the following: Vaginal sex; Oral sex; or Anal sex.

“Sexuality” A broad term that is inclusive of sex, gender identity, sexual orientation, sexual preference, relationships, and the way these things interact with emotional, physical, social, and spiritual life.

“Sexual orientation” An individual’s actual or perceived heterosexuality, homosexuality, bisexuality or other romantic and/or sexual attraction.

“Shame or fear based” Terminology, activities, scenarios, context, language, and/or visual illustrations that are used to devalue, ignore, and/or disgrace students who have had or are having sexual relationships. Not all curricula or activities that describe risks of sexual activities can be considered “fear-based.”

“Skills-based” Instructional strategies that have students practice a desired skill.

“Student bystander behavior” Behaviors in which students who witness or learn about a peer’s harmful behaviors or attitudes intervene when it is safe to do so.

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

“Theory-driven and evidence-informed” Practices use the best available research and practice knowledge to guide program design and implementation. This informed practice allows for innovation while incorporating knowledge of culturally responsive and trauma-informed practices and the lessons learned from the existing research literature, curricula, guidelines, and standards. Uses participatory methods to give students opportunities to practice the skills and appeals to diverse learning styles.

“Transgender” People whose gender identity is different from their gender assigned at birth.

## K-12 Comprehensive Sexuality Education Plan: Portland Public Schools

“Trauma-informed” A realization of the widespread impact of trauma and potential paths for recovery; recognize the signs and symptoms of trauma in students, families, staff and communities; and respond by fully integrating knowledge about trauma into policies, procedures, and practices, and seek to actively resist re-traumatization and promote healing. Sexuality education will adhere to best practices in trauma-informed education including: safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment, voice and choice; and attendance to cultural, historical and gender issues.

## VI. Plan of Instruction

No later than the 2018-19 school year, each school shall provide comprehensive K-12, age and developmentally appropriate, culturally inclusive, medically accurate and evidence-informed comprehensive sexual health education. This curriculum shall be implemented in safe and supportive learning environments where ALL students feel valued. All Portland Public Schools shall take a skills-based approach to teach comprehensive sexuality education that addresses a variety of topics, such as healthy and unhealthy relationships, consent, abstinence and protection methods, and HIV/STI prevention. Health education curricula will align with the PPS Comprehensive Sexuality Education Plan (CSEP), which integrates the Oregon Health Education Content Standards and all Federal, State, and District laws and policies. It will be implemented by qualified and trained teachers as outlined in the CSEP.

All schools will follow relevant promotion and graduation requirements that include: comprehensive sexuality education (CSE) annually in grades K-5, inclusive of HIV education starting in grade 4; a minimum of three quarters of health education (inclusive of CSE) in total in grades 6 to 8 taught by a qualified health educator; two semesters of health education (inclusive of CSE) in total in grades 9 to 12 taught by a certified health teacher. Additionally, all students in grades K-12 must receive at least 4 lessons in child sexual abuse prevention (ORS 336.059/SB 856) each year. These are the minimum requirements for health education programming, which must include comprehensive sexuality education. In addition, health education (inclusive of CSE) will be integrated into other content areas where possible.

Skills (Health Education Standards #2-8) taught throughout K-12 programming include: Accessing reliable resources, analyzing influences on behaviors and decision making, developing strong interpersonal communication, sexual decision making, personal goal setting, and personal and community advocacy.

### Comprehensive Sexuality Education Topic Overview

- Grades K-2
  - Different kinds of families, my space-your space, understanding feelings, friendships, understanding our bodies, gender roles, feeling safe, bullying is never ok.
- Grades 3-5
  - Healthy relationships, puberty, hygiene, reproductive anatomy, abstinence and protection methods (grades 4-5), germs and the immune system (inclusive of HIV/STI prevention education in grades 4-5), consent and boundary setting, sexual harassment, gender and advertising, staying safe online.
- Grades 6-12

## K-12 Comprehensive Sexuality Education Plan: Portland Public Schools

- Healthy and unhealthy relationships, understanding consent, reproductive anatomy and puberty, gender identity, sexual orientation, and sex/gender expression, abstinence and protection methods, HIV/STI prevention education, staying safe online, sexual exploitation, teen dating violence.

### Implementation Guidelines

Schools will adhere to the following implementation guidelines:

- Identify school-based point person(s) for implementing and enforcing this policy.
- Identified school point person will determine, in collaboration with the principal, how their school will meet the policy requirements relating to time, staffing and implementation.
- Identified school point person will collect/monitor (or assign another individual to collect/ monitor) relevant student and community information that can assist in identifying priority areas for sexuality education.
- Outcome evaluation is necessary to determine effectiveness and monitor changes in student health behavior. For student information, the point person will collect, analyze and utilize health data of PPS students. This should include, but not be limited to, the Oregon Healthy Teens Survey and the Student Wellness Survey (Middle and High School). Data should be used to review and modify the health education programming annually in order to ensure that it is meeting the needs of the students.
- Additional surveys may be required as needed for grant accounting purposes. In such instances, school compliance is mandatory for all designated schools in order to maintain fidelity.
- For community information, the point person will be aware of community trends and use this information to assist in identifying priority areas for health education.
- Align with the PPS Health Scope and Sequence, which integrates the Oregon Health Education Content Standards and all Federal, State, and District laws and policies. These documents also provides guidance for understanding and implementing a skills-based approach to health education which is supported by the National Health Education Standards and characteristics of effective health education (from the CDC).
- The principal or identified school point person shall ensure that staff are willing, empathetic, competent, and have received sufficient training, support, and supervision to deliver high-quality sexuality education instruction.
- The identified school point person will contact the Portland Public Schools Health and Physical Education Program Administrator with any questions regarding the appropriateness of the curriculum chosen for their school.
- Schools will evaluate their sexuality education curriculum/programming in order to identify areas that need further support. Should schools decide to utilize community partners to support their health education curriculum, they will refer to the PPS Community Partner Approved List to identify the most appropriate community partners to meet their needs. Community partners



are an important, valuable aspect of quality health education and can meaningfully support health education in PPS (see [Section VI](#)).

- Identified school point person should actively seek out opportunities within the school, both at the cross-curricular and the larger school community level, to promote sexual health and sexuality education programming, including opportunities to develop cultural proficiency in students around diversity in health issues.
- For example, the school recognizes World AIDS Day and creates a school-wide initiative to host a fundraiser for a specific AIDS charity. In health education, students examine HIV transmission and ways to prevent it. In science, students learn how HIV attacks the immune system. In language arts, students read a piece of literature pertaining to HIV/AIDS. In math, students calculate incidence rates of HIV in their community and state. While in social studies, students examine the history of the AIDS Memorial Quilt.
- Schools will engage families in their child's sexuality education by providing access to curricular materials and health-related information. In addition, schools will involve families and the community in the planning, evaluation and promotion of the sexuality education programming (see [Section III](#)).
- Include cross-curricular, interdepartmental collaborations to enhance the value and meaning of the sexuality education programming.
- Stay current in the fields of sexuality and sexuality health education through the review, analysis, and implementation (when appropriate) of: national health policies and procedures, research in best practice, guidelines from international, national and state organizations, etc.
- Professional development is an essential component for effective policy implementation. Therefore, school personnel will attend relevant professional development opportunities. Schools will support and encourage school personnel in their professional development (see [Section V](#)).
- We recognize that effectively implementing a comprehensive skills-based sexuality education program can be challenging. The Health and Physical Education Department is committed to providing training, support and resources to schools and school personnel to help in the implementation of this plan (see [Section V](#)).

## VII. Family Involvement

The District recognizes the critical role families play in education and will encourage family communication and involvement. The District shall provide to families/caregivers:

- Opportunities for families to connect with teachers and administrators around sexuality education.
- Programming on child sexual abuse prevention.
- An opportunity to review all sexuality education instructional materials.
- Notification in advance of sexuality education. The notice should minimally include: how to review instructional materials; that a written objection submitted to the district will excuse a student with no disciplinary or academic consequence and; opt-out procedures detailed in this plan.

## VIII. Special Considerations

In accordance with ORS 336.035(2), any parent or guardian may direct in writing that a minor student in their care be excused from any class within the course concerning sexually transmitted diseases including recognition of causes, sources and symptoms, and the availability of diagnostic and treatment centers.

The opt-out protocol will outline:

- Documentation of a follow up conversation with parents/guardians once opt-out is received;
- Parent/guardian indication of what component of the course from which they wish to opt-out;
- Demonstration of how student will still receive instruction in the area (i.e. by a family member, specific book, or other resource);
- Where the student will go during class time and describe a comparable assignment the student will engage in.

## IX. Professional Development for Instructors and Administrators

In order to best support teachers and administrators in implementing an effective health program, purposeful, evidence-based, and ongoing collaborative professional development will be provided to improve educational practices. Any teacher who provides sexual health education instruction and any other staff member who supports a teacher in providing such instruction must participate in the District's Comprehensive Sexuality Education Professional Development series. To ensure all students at every grade level receive comprehensive sexual health instruction, each principal shall annually designate which building teachers will deliver instruction at their school and ensure these teachers successfully complete the required training.

### **PPS Comprehensive Sexuality Education Professional Development Series**

- Year 1: 2-Day In-person professional development training including, but not limited to, sexuality education basics, trauma informed practices in health education, and cultural relevance in sexual health.
- Year 2: One 3-hour webinar provided either by the district or an approved outside organization. Certificates of completion to be submitted to the building principal/point person and the Health and Physical Education Program Administrator.
- Year 3: 1-Day In-person professional development training serving as a "refresher" on current policies, local data, and best practices in sexuality education.
- Year 4: One 3-hour webinar provided either by the district or a approved outside organization. Certificates of completion to be submitted to the building principal/point person and the Health Education Director.
- Year 5: Cycle Restarts.

## X. Role of Community Organizations

Schools may retain the services of an approved community-based organization or consultant to enhance the curriculum and/or provide culturally-specific sexual health education. The education provided by a community organization or consultant may not supplant or replace sexuality education provided by the classroom teacher. The classroom teacher will collaborate with the community-based organization or consultant prior to delivery of material. The classroom teacher must stay present, engaged, and work with the community organization or consultant to connect material to concepts covered already.

Prior to beginning a partnership, the school that wishes to work with a community-based organization must provide copies of lesson materials and activities to the Health and Physical Education Program Administrator. Each community-based organization must receive approval from the District before beginning work in any PPS school. Approvals will be granted for a period of no less than 2 years and no more than 5 years. It is the mutual responsibility of the District and the community-based organization to adhere to the agreed upon timeline.

## XI. K-12 Comprehensive Sexuality Education Scope and Sequence

### Horizontal and Vertical Articulation of CSEP

<p><b><u>Skills Taught Throughout:</u></b>                      Accessing Reliable Resources                      Analyzing Influences                      Interpersonal Communication                      Sexual Decision Making                      Personal Goal Setting</p>			
<b><u>Grades K-2</u></b>	<b><u>Grades 3-5</u></b>	<b><u>Grades 6-8</u></b>	<b><u>Grades 9-12</u></b>
<ul style="list-style-type: none"> <li>• Different Kinds of Families                             <ul style="list-style-type: none"> <li>• My Space-Your Space</li> </ul> </li> <li>• Understanding Feelings                             <ul style="list-style-type: none"> <li>• Friendships</li> </ul> </li> <li>• Understanding Bodies                             <ul style="list-style-type: none"> <li>• Gender Roles</li> <li>• Feeling Safe</li> </ul> </li> <li>• Bullying is NEVER OK</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Relationships                             <ul style="list-style-type: none"> <li>• Puberty/Hygiene</li> </ul> </li> <li>• Germs and the Immune System                             <ul style="list-style-type: none"> <li>• Needle Safety</li> </ul> </li> <li>• Consent/Boundary Setting                             <ul style="list-style-type: none"> <li>• Sexual Harassment</li> </ul> </li> <li>• Gender and Advertising                             <ul style="list-style-type: none"> <li>• Staying Safe Online</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Healthy/Unhealthy Relationships                             <ul style="list-style-type: none"> <li>• Consent</li> <li>• Reproductive Anatomy/Puberty</li> <li>• Gender</li> </ul> </li> <li>• Abstinence/Protection Methods</li> <li>• HIV/STD Transmission and Prevention</li> <li>• HPV Prevention Education                             <ul style="list-style-type: none"> <li>• Staying Safe Online</li> <li>• Sexual Exploitation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Relationships                             <ul style="list-style-type: none"> <li>• Consent</li> <li>• STD Risk Reduction</li> </ul> </li> <li>• Protection Methods and Contraception</li> <li>• Orientation and Identity                             <ul style="list-style-type: none"> <li>• Teen Dating Violence</li> <li>• Sexual Exploitation</li> </ul> </li> <li>• Accessing Health Resources</li> </ul>

XII. Portland Public Schools Health Education  
Scope and Sequence

Skill Assessment		Overview	Performance Indicators
Kindergarten	AI	<ul style="list-style-type: none"> <li>• Understanding our bodies</li> <li>• Stages of growth</li> <li>• Germs and the immune system</li> <li>• Different kinds of families</li> <li>• Gender roles</li> <li>• Bodily autonomy</li> <li>• Bullying is NEVER OK</li> <li>• Asking for help</li> </ul>	<ul style="list-style-type: none"> <li>• HE.1.K.1 Identify dimensions of health (e.g. physical, mental, social, emotional, and environmental).</li> <li>• HE.1.K.4 Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people.</li> <li>• HE.1.K.5 List potentially unsafe body fluids and objects to avoid.</li> <li>• HE.1.K.6 Identify ways to prevent communicable and non-communicable disease and understand.</li> <li>• HE.1.K.7 Recognize that there are many ways to express gender.</li> <li>• HE.1.K.8 Recognize the importance of treating others with respect including gender expression.</li> <li>• HE.1.K.10 Recognize everyone has the right to say who touches their body, when and how.</li> <li>• HE.1.K.11 Recognize that it is never ok to touch someone, or make someone touch you if they don't want to.</li> <li>• HE.1.K.14 Identify different kinds of family structures.</li> <li>• HE.1.K.15 Define consent as it relates to personal boundaries.</li> <li>• HE.2.K.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender.</li> <li>• <b><u>HE.3.K.2-4 Identify sources of support if someone is touching them in a way that makes them feel uncomfortable and/or if they are experiencing sexual abuse.</u></b></li> <li>• HE.4.K.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.</li> <li>• HE.4.K.6 Discuss effective ways to communicate personal boundaries and show respect for the boundaries of others.</li> <li>• HE.4.K.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.</li> <li>• HE.7.K.3 Recognize how to clearly say no, and or leave an uncomfortable situation.</li> </ul>



K-12 Comprehensive Sexuality Education Plan: Portland Public Schools

Grade One	AI	<ul style="list-style-type: none"> <li>• Understanding our bodies</li> <li>• Stages of growth</li> <li>• Germs and the immune system</li> <li>• Bodily autonomy</li> <li>• Different kinds of families</li> <li>• Gender roles</li> <li>• Bullying is NEVER OK</li> <li>• Accessing reliable resources</li> </ul>	<ul style="list-style-type: none"> <li>• HE.1.1.4 Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people.</li> <li>• HE.1.1.6 Explain that it is important to stay away from potentially unsafe body fluids and objects.</li> <li>• HE.1.1.5 Describe ways to prevent communicable and non-communicable disease and understand the difference.</li> <li>• HE.1.1.7 Explain that there are many ways to express gender.</li> <li>• HE.1.1.8 Recognize the importance of treating others with respect including gender expression.</li> <li>• HE.1.1.10 Explain that everyone has the right to say who touches their body, when and how.</li> <li>• HE.1.1.11 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.</li> <li>• HE.1.1.14 Describe different kinds of family structures.</li> <li>• HE.1.1.15 Describe consent as it relates to personal boundaries.</li> <li>• HE.2.1.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender.</li> <li>• <b><u>HE.3.1.2 List sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.</u></b></li> <li>• <b><u>HE.3.1.3 Identify sources of support if someone is touching them in a way that makes them feel uncomfortable and/or if they are experiencing sexual abuse.</u></b></li> <li>• <b><u>HE.3.1.4 List who to report to at home, school and in the community if they see or encounter unsafe objects or situations.</u></b></li> <li>• HE.4.1.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.</li> <li>• HE.4.1.6 Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.</li> <li>• HE.4.1.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.</li> <li>• HE.7.1.3 Describe how to clearly say no, and or leave an uncomfortable situation.</li> </ul>
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Grade Two	INF	<ul style="list-style-type: none"> <li>• Understanding our bodies</li> <li>• Stages of growth</li> <li>• Germs and the immune system</li> <li>• Bodily autonomy</li> <li>• Different kinds of families</li> <li>• Gender roles</li> <li>• Bullying is NEVER OK</li> <li>• Accessing reliable resources</li> </ul>	<ul style="list-style-type: none"> <li>• HE.1.2.4 Identify reproductive body parts, using proper anatomical terms and stages in the basic growth processes of all people.</li> <li>• HE.1.2.5 Demonstrate ways to prevent communicable and non-communicable disease and understand the difference.</li> <li>• HE.1.2.6 Explain why it is important to stay away from potentially unsafe body fluids and objects.</li> <li>• HE.1.2.7 Recognize differences and similarities of how individuals identify regarding gender.</li> <li>• HE.1.2.8 Recognize the importance of treating others with respect including gender expression.</li> <li>• HE.1.2.10 Explain that everyone has the right to say who touches their body, when and how.</li> <li>• HE.1.2.11 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.</li> <li>• HE.1.2.15 Explain different kinds of family structures.</li> <li>• HE.1.2.16 Practice consent as it relates to personal boundaries.</li> <li>• <b><u>HE.2.2.1-3 Identify how peers, family, and school influence thoughts, feelings, and personal health practices and behaviors.</u></b></li> <li>• <b><u>HE.2.2.4 Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender.</u></b></li> <li>• <b><u>HE.2.2.5 Identify positive and negative ways friends and peers can influence various relationships.</u></b></li> <li>• <b><u>HE.2.3.9 Identify potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.</u></b></li> <li>• HE.3.2.2 Describe the qualities of reliable sources of support, such as parents or other trusted adults, when seeking information about sexual and reproductive health, including pregnancy and birth.</li> <li>• HE.3.2.3-4 List sources of support if someone is touching them in a way that makes them feel uncomfortable and/or if they are experiencing sexual abuse.</li> <li>• HE.4.2.5 List ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.</li> <li>• HE.4.2.6 List effective ways to communicate personal boundaries and show respect for the boundaries of others.</li> <li>• HE.4.2.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.</li> <li>• HE.7.2.3 Demonstrate how to clearly say “no” and/or how to leave an unsafe/uncomfortable situation.</li> </ul>
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Grade Three	AI	<ul style="list-style-type: none"> <li>• Human anatomy and function</li> <li>• Germs and the immune system</li> <li>• Sexual orientation</li> <li>• Gender expression</li> <li>• Healthy relationships</li> <li>• Bodily autonomy</li> <li>• Consent/Boundary setting</li> <li>• Accessing reliable resources</li> </ul>	<ul style="list-style-type: none"> <li>• HE.1.3.6 Identify human reproductive systems including reproductive anatomy and function.</li> <li>• HE.1.3.7 Explain why it is important to stay away from potentially unsafe body fluids and objects.</li> <li>• HE.1.3.8 Identify practices that prevent the spread of communicable diseases.</li> <li>• HE.1.3.9 Recognize how puberty prepares human bodies for the potential to reproduce.</li> <li>• HE.1.3.10 Define sexual orientation.</li> <li>• HE.1.3.11 Recognize differences and similarities of how individuals identify regarding gender or sexual orientation.</li> <li>• HE.1.3.12 Recognize the importance of treating others with respect regarding gender expression and sexual orientation.</li> <li>• HE.1.3.13 Identify the characteristics of a healthy relationship.</li> <li>• HE.1.3.14 Explain that everyone has the right to say who touches their body, when and how.</li> <li>• HE.1.3.15 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.</li> <li>• HE.1.3.19 Define consent as it relates to personal boundaries.</li> <li>• <b><u>HE.3.3.3 Recognize sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.</u></b></li> <li>• <b><u>HE.3.3.4 Recognize sources of medically-accurate information about human sexual and reproductive anatomy, puberty and personal hygiene.</u></b></li> <li>• <b><u>HE.3.3.5 Recognize people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.</u></b></li> <li>• <b><u>HE.3.3.6 Recognize sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.</u></b></li> <li>• <b><u>HE.3.3.7 Recognize source of support, such as parents or other trusted adults, including school staff; they can tell if they are experiencing sexual abuse.</u></b></li> <li>• <b><u>HE.3.3.8 Recognize sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.</u></b></li> <li>• <b><u>HE.3.3.9 Recognize sources of support such as parents or other trusted adults they can tell if they are feeling uncomfortable about being touched.</u></b></li> <li>• HE.4.3.5 Describe ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.</li> <li>• HE.4.3.7 Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.</li> <li>• HE.4.3.8 Identify ways to ask for help and support, if they or someone they know is being hurt or feels unsafe.</li> <li>• HE.7.3.4 List ways to treat yourself and others with dignity and respect, with regard to race, ability, other identities, gender, gender identity, and sexual orientation.</li> </ul>
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Grade Four	AI	<ul style="list-style-type: none"> <li>• Physical, social, and emotional changes during puberty</li> <li>• Transmission of HIV/AIDS, Hep B/C and pregnancy</li> <li>• Sexual orientation</li> <li>• Gender expression</li> <li>• Healthy relationships</li> <li>• Bodily autonomy/consent</li> <li>• Accessing reliable resources</li> </ul>	<ul style="list-style-type: none"> <li>• HE.1.4.6 Identify human reproductive systems including reproductive anatomy and function.</li> <li>• HE.1.4.7 Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.</li> <li>• HE.1.4.8 Understand the methods of transmission for HIV/AIDS, and Hepatitis B and C.</li> <li>• HE.1.4.9 Define sexual orientation.</li> <li>• HE.1.4.10 Describe differences and similarities of how individuals identify regarding gender or sexual orientation.</li> <li>• HE.1.4.12 Describe the characteristics of a healthy relationship.</li> <li>• HE.1.4.13 Explain that everyone has the right to say who touches their body, when and how.</li> <li>• HE.1.4.14 Describe why it is never ok to touch someone, or make someone touch you if they don't want to.</li> <li>• HE.1.4.17 Identify how media and technology influence our ideas about healthy relationships.</li> <li>• HE.1.4.18 Discuss consent as it relates to personal boundaries.</li> <li>• HE.2.4.6 Describe how friends, family, media, society and culture influence how people think they should act on the basis of their gender.</li> <li>• HE.2.4.9 Describe potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.</li> <li>• <b><u>HE.3.4.3 Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.</u></b></li> <li>• <b><u>HE.3.4.4 Describe sources of medically-accurate information about human sexual and reproductive anatomy.</u></b></li> <li>• <b><u>HE.3.4.5 Identify people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.</u></b></li> <li>• <b><u>HE.3.4.6 Identify people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.</u></b></li> <li>• <b><u>HE.3.4.7 Identify sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.</u></b></li> <li>• <b><u>HE.3.4.8 Identify sources of support such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.</u></b></li> <li>• <b><u>HE.3.4.9 Identify sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.</u></b></li> <li>• <b><u>HE.3.4.10 Identify sources of support such as parents or other trusted adults they can tell if they are being sexually harassed or abused.</u></b></li> <li>• HE.4.4.5 Practice ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.</li> <li>• HE.4.4.7 Describe effective ways to communicate personal boundaries and show respect for the boundaries of others.</li> <li>• HE.4.4.8 Describe how to ask for help and support, if they or someone they know is being hurt or feels unsafe.</li> <li>• HE.7.4.4 List ways to manage the physical and emotional changes associated with puberty, including personal health care practices.</li> </ul>
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Grade Five	INF, DM	<ul style="list-style-type: none"> <li>Physical, social, and emotional changes during puberty</li> <li>Transmission of HIV/AIDS, Hep B/C and pregnancy</li> <li>Sexual orientation</li> <li>Gender expression</li> <li>Healthy relationships</li> <li>Bodily autonomy/consent</li> <li>“Sexual Harassment” and Sexual abuse”</li> <li>Analyzing influences</li> </ul>	<ul style="list-style-type: none"> <li>HE.1.5.6 Discuss human reproductive systems including reproductive anatomy and function.</li> <li>HE.1.5.7 Discuss how abstinence is the most effective method of protection from STD/HIV and pregnancy.</li> <li>HE.1.5.8 Discuss that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.</li> <li>HE.1.5.9 Identify health care practices related to physical changes during puberty.</li> <li>HE.1.5.10 Explain differences and similarities of how individuals identify regarding gender or sexual orientation.</li> <li>HE.1.5.11 Identify the physical, social and emotional changes that occur during puberty and adolescence.</li> <li>HE.1.5.12 Discuss ways of expressing gender.</li> <li>HE.1.5.13 Describe the importance of treating others with respect including gender expression and sexual orientation.</li> <li>HE.1.5.15 Explain that everyone has the right to say who touches their body, when and how.</li> <li>HE.1.5.16 Discuss why it is never ok to touch someone, or make someone touch you if they don't want to.</li> <li>HE.1.5.21 Practice how consent relates to personal boundaries.</li> <li><b><u>HE.3.5.3 Discuss the sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.</u></b></li> <li><b><u>HE.3.5.4 Demonstrate how to access sources of medically-accurate information about human sexual and reproductive anatomy.</u></b></li> <li><b><u>HE.3.5.5 Demonstrate how to access resources, including people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.</u></b></li> <li><b><u>HE.3.5.6 Discuss the qualities of people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.</u></b></li> <li><b><u>HE.3.5.7 Discuss the sources of support, such as parents or other trusted adults, they can talk to about healthy and unhealthy relationships.</u></b></li> <li><b><u>HE.3.5.8 Discuss the sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.</u></b></li> <li><b><u>HE.3.5.9 Discuss sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.</u></b></li> <li><b><u>HE.3.5.10 Discuss sources of support such as parents or other trusted adults they can tell if they are being sexually harassed or abused.</u></b></li> <li><b><u>HE.5.5.1 Analyze health-related situations that might require a decision.</u></b></li> <li><b><u>HE.5.5.2 Analyze when assistance is needed in making a health-related decision.</u></b></li> <li><b><u>HE.5.5.3 Analyze a healthy option when making a decision.</u></b></li> <li><b><u>HE.5.5.4 Reflect the outcomes of a health-related decision.</u></b></li> <li>HE.6.5.3 Define sexual violence including but not limited to interpersonal violence (physical, verbal, emotional and sexual violence).</li> <li>HE.7.5.4 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.</li> <li>HE.7.5.5 Demonstrate ways to manage the physical and emotional changes associated with puberty, including personal health care practices.</li> </ul>
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Grade Six	IC, DM	<ul style="list-style-type: none"> <li>• Reproductive anatomy/puberty</li> <li>• Gender roles, identity, and expectations</li> <li>• Abstinence and protection methods</li> <li>• HIV/STI transmission and prevention</li> <li>• Healthy relationships</li> <li>• Understanding boundaries and consent</li> <li>• Forms of communication</li> <li>• Staying safe online</li> </ul>	<ul style="list-style-type: none"> <li>• HE.1.6.16 Identify the human sexual and reproductive systems including body parts and their functions.</li> <li>• HE.1.6.18 Define sexual abstinence as it relates to pregnancy prevention.</li> <li>• HE.1.6.19 Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.</li> <li>• HE.1.6.21 Identify the differences between biological sex, sexual orientation, and gender identity and expression.</li> <li>• HE.1.6.22 Describe the physical, social, cognitive and emotional changes of adolescence.</li> <li>• HE.1.6.25 Define sexual intercourse and its relationship to human reproduction.</li> <li>• HE.1.6.27 Identify everyone has the right to say who touches their body and how.</li> <li>• HE.1.6.29 Describe the advantages and disadvantages of communicating, within relationships. Using technology and social media.</li> <li>• HE.1.6.34 Identify various methods of contraception, including abstinence, condoms, and emergency contraception.</li> <li>• HE.1.6.35 Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.</li> <li>• HE.1.6.36 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.</li> <li>• HE.1.6.37 Identify myths and facts of how STDs are transmitted and not transmitted.</li> <li>• HE.1.6.38 Identify ways to prevent HIV and other STDs.</li> <li>• HE.1.6.39 Recognize the importance of getting tested for HIV and other STDs when people are sexually active.</li> <li>• HE.1.6.41 Identify consent as a freely given yes.</li> <li>• HE.1.6.43 Identify that no one has the right to touch anyone else without giving and receiving consent.</li> <li>• HE.1.6.44 Identify why a person who has been raped or sexually assaulted is not at fault.</li> <li>• <b><u>HE.4.6.5 Identify how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.</u></b></li> <li>• <b><u>HE.4.6.6 Explain communication skills that foster healthy relationships.</u></b></li> <li>• <b><u>HE.4.6.7 Explain effective ways to communicate personal boundaries and show respect for the boundaries of others.</u></b></li> <li>• <b><u>HE.4.6.8 List a variety of clear communication skills to report and/or access help in dangerous situations.</u></b></li> <li>• <b><u>HE.4.6.9 Explain effective communication skills about the use of contraception including abstinence, condoms, and other safer sex practices.</u></b></li> <li>• <b><u>HE.4.6.10 Explain effective communication skills to ensure affirmative consent in all sexual relationships.</u></b></li> <li>• <b><u>HE.4.6.11 Explain the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.</u></b></li> <li>• <b><u>HE.5.6.9 Describe how the decision-making process can be used to enhance or establish healthy relationships.</u></b></li> <li>• <b><u>HE.5.6.10 Practice a decision making process to make healthy choices around sexual health.</u></b></li> <li>• <b><u>HE.5.6.11 Practice a decision making process to give or receive consent.</u></b></li> </ul>
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Grade Seven	AI, SM	<ul style="list-style-type: none"> <li>• Reproductive anatomy/puberty</li> <li>• Gender roles, identity, and expectations</li> <li>• Abstinence and protection methods</li> <li>• HIV/STI transmission and prevention</li> <li>• Healthy relationships</li> <li>• Understanding boundaries and consent</li> <li>• Talking about sensitive topics</li> <li>• Accessing reliable resources</li> </ul>	<ul style="list-style-type: none"> <li>• HE.1.7.17 Describe the human sexual and reproductive systems including body parts and their functions.</li> <li>• HE.1.7.19 Describe how sexual abstinence relates to pregnancy prevention.</li> <li>• HE.1.7.20 Define how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.</li> <li>• HE.1.7.24 Define gender roles, gender identity and sexual orientation across cultures.</li> <li>• HE.1.7.38 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.</li> <li>• HE.1.7.41 Describe the importance of getting tested for HIV and other STDs when people.</li> <li>• HE.1.7.44 Discuss how affirmative consent mitigates confusion within a sexual relationship.</li> <li>• HE.1.7.45 Describe why no one has the right to touch anyone else without giving and receiving consent.</li> <li>• HE.1.7.46 Explain why a person who has been raped or sexually assaulted is not at fault.</li> <li>• HE.1.7.47 Recognize the signs and symptoms of pregnancy.</li> <li>• <b><u>HE.3.7.7 Describe sources of medically- accurate information about human sexual and reproductive anatomy.</u></b></li> <li>• <b><u>HE.3.7.8 Describe medically accurate sources of information about puberty, development and sexuality.</u></b></li> <li>• <b><u>HE.3.7.9 Describe accurate information about healthy sexuality, including sexual orientation and gender identity.</u></b></li> <li>• <b><u>HE.3.7.14 Describe medically-accurate information about STDs and HIV transmission and prevention.</u></b></li> <li>• <b><u>HE.3.7.15 Describe medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.</u></b></li> <li>• <b><u>HE.3.7.16 Describe medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.</u></b></li> <li>• <b><u>HE.7.7.10 Describe ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.</u></b></li> <li>• <b><u>HE.7.7.13 Describe the steps to correctly use a condom.</u></b></li> <li>• <b><u>HE.7.7.14 Assess the criteria for evaluating the health of a relationship.</u></b></li> <li>• <b><u>HE 7.7.15 Practice ways to treat your friends, family and partner with dignity and respect.</u></b></li> </ul>
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Grade Eight	INF, GS, AV	<ul style="list-style-type: none"> <li>• Reproductive anatomy/puberty</li> <li>• Gender roles, identity, and expectations</li> <li>• Abstinence and protection methods</li> <li>• HIV/STI transmission and prevention</li> <li>• Healthy relationships</li> <li>• Understanding boundaries and consent</li> <li>• Analyzing influences</li> <li>• Goal setting</li> <li>• Advocating for others</li> </ul>	<ul style="list-style-type: none"> <li>• HE.1.8.17 Explain the human sexual and reproductive systems including body parts and their functions.</li> <li>• HE.1.8.19 Explain how sexual abstinence relates to pregnancy prevention.</li> <li>• HE.1.8.20 Explain how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.</li> <li>• HE.1.8.21 Explain the health care practices related to physical changes during puberty.</li> <li>• HE.1.8.22 Explain the differences biological sex, sexual orientation, and gender identity and expression.</li> <li>• HE.1.8.23 Explain the physical, social, cognitive and emotional changes of adolescence.</li> <li>• HE.1.8.24 Explain gender roles, gender identity and sexual orientation across cultures.</li> <li>• HE.1.8.25 Examine diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.</li> <li>• HE.1.8.26 Explain sexual intercourse and its relationship to human reproduction.</li> <li>• HE.1.8.28 Explain why everyone has the right to say who touches their body and how.</li> <li>• HE.1.8.32 Discuss situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.</li> <li>• HE.1.8.33 Compare and contrast the differences between physical, verbal, relational, sexual, and dating violence.</li> <li>• HE.1.8.36 Explain various methods of contraception, including abstinence, condoms, and emergency contraception.</li> <li>• HE.1.8.37 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.</li> <li>• HE.1.8.38 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.</li> <li>• HE.1.8.39 Explain the differences between the myths and facts of how STDs are transmitted and not transmitted.</li> <li>• HE.1.8.40 Explain ways to prevent HIV and other STDs.</li> <li>• HE.1.8.41 List the reasons why it is important to get tested for HIV and other STDs when people are sexually active.</li> <li>• HE.1.8.44 Discuss consent as a freely given yes.</li> <li>• HE.1.8.45 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.</li> <li>• HE.1.8.46 Discuss that no one has the right to touch anyone else without giving and receiving consent.</li> <li>• HE.1.8.47 Discuss why a person who has been raped or sexually assaulted is not at fault.</li> <li>• HE.1.8.48 Describe the signs, symptoms, and stages of a pregnancy.</li> <li>• HE.1.8.49 Identify physical, emotional, and social effects of sexually activity.</li> <li>• HE.1.8.50 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.</li> <li>• <b><u>HE.2.8.19 Assess external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.</u></b></li> <li>• <b><u>HE.2.8.20 Assess factors that may influence condom use and other safer sex decisions.</u></b></li> <li>• <b><u>HE.2.8.21 Analyze how family and friends can influence one's decisions within a healthy intimate relationship.</u></b></li> <li>• <b><u>HE.2.8.22 Assess external influences and societal messages that impact attitudes about sexual, dating, and domestic violence.</u></b></li> <li>• <b><u>HE.2.8.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.</u></b></li> <li>• <b><u>HE.2.8.24 Assess influences that may have an impact on deciding whether or when to engage in sexual behaviors.</u></b></li> <li>• <b><u>HE.2.8.25 Analyze how our values impact our sexual health-related decisions.</u></b></li> <li>• <b><u>HE.2.8.26 Assess internal and external influences on decisions about pregnancy options and parenthood.</u></b></li> <li>• <b><u>HE.6.8.9 Develop a goal and practice methods to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).</u></b></li> <li>• <b><u>HE.6.8.10 Establish a personal goal to not have sex until you're ready.</u></b></li> <li>• <b><u>HE.6.8.11 Establish a personal goal to use protection when sexually active.</u></b></li> <li>• <b><u>HE.6.8.13 Develop a plan to eliminate or reduce risk for STDs, including HIV.</u></b></li> <li>• <b><u>HE.8.8.8 Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.</u></b></li> <li>• <b><u>HE.8.8.9 Advocate for informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STD/STI's.</u></b></li> </ul>
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<p>High School Health 1</p>	<p>AI, GS, SM</p>	<ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Consent</li> <li>• STIs</li> <li>• Protection methods</li> <li>• Orientation and identity</li> <li>• Teen dating violence</li> <li>• Sexual exploitation</li> <li>• Effective communication</li> <li>• Decision making models</li> <li>• Pregnancy</li> <li>• Sexting</li> </ul>	<ul style="list-style-type: none"> <li>• HE.1.12.5 Describe the importance of accessing medical care and self-care and exams.</li> <li>HE.1.12.13 Compare and contrast human sexual and reproductive systems including body parts and their functions.</li> <li>• HE.1.12.14 Define contraceptive methods including emergency contraception and describe their mechanism of action.</li> <li>• HE.1.12.15 Identify health care practices related to physical changes during adolescent development and early adulthood.</li> <li>• HE.1.12.22-23 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships, that are free from threats, coercion or abuse. (Raphael House, CaresNW)</li> <li>• HE.1.12.26 Describe a range of ways to express affection within healthy relationships.</li> <li>• HE.1.12.33 Describe the importance of getting tested for HIV and other STIs when people are sexually active.</li> <li>• HE.1.12.34 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.</li> <li>• HE.1.12.35 Describe prenatal practices that can contribute to a healthy pregnancy and possible risk factors. (i.e. healthy nutrition, behaviors, etc.)</li> <li>• HE.1.12.36 Define affirmative consent as a freely given enthusiastic yes.</li> <li>• HE.1.12.40 Explain how fertilization occurs, the stages of pregnancy, and responsibility of parenting.</li> <li>• HE.1.12.41 Explain the ovulation cycle and its relationship to fertilization and pregnancy.</li> <li>• <b><u>HE.3.12.11 Access medically-accurate information about STDs and HIV transmission and prevention, including local STD and HIV testing and treatment services with support for disclosure of STD status.</u></b></li> <li>• <b><u>HE.3.12.12 Access medically-accurate information and resources about contraceptive methods, including abstinence, emergency contraception, and condoms.</u></b></li> <li>• <b><u>HE.6.12.7 Set a personal goal to use protection when sexually active.</u></b></li> <li>• <b><u>HE.6.12.9 Develop short and long-term goals to maintain sexual health.</u></b></li> <li>• <b><u>HE.7.12.4 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.</u></b></li> </ul>
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<p>High School Health 2</p>	<p>AI, INF, IC, SM, AV</p>	<ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Consent</li> <li>• STIs</li> <li>• Protection methods</li> <li>• Orientation and identity</li> <li>• Teen dating violence</li> <li>• Sexual exploitation</li> <li>• Effective communication</li> <li>• Decision making models</li> <li>• Pregnancy</li> <li>• Sexting</li> </ul>	<ul style="list-style-type: none"> <li>• HE.1.12.18 Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.</li> <li>• HE.1.12.19 Discuss the importance of treating people with HIV or other STIs with respect.</li> <li>• HE.1.12.20 Describe the human sexual response cycle, including the role hormones play.</li> <li>• HE.1.12.27 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, and dating violence.</li> <li>• HE.1.12.28 Define sexual consent and explain its implications for sexual decision-making.</li> <li>• HE.1.12.30 Explain Oregon’s laws related to bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.</li> <li>• HE.1.12.31 Identify the laws related to reproductive and sexual health care service (i.e., confidentiality, contraception, pregnancy options, safe surrender policies, prenatal care).</li> <li>• HE.1.12.32 Explain Oregon laws relating to minors’ rights around contraception pregnancy, adoption, abortion and parenting.</li> <li>• <b><u>HE.2.12.10 Analyze potential impacts of power differences (e.g., age, status or position) within sexual relationships.</u></b></li> <li>• <b><u>HE.2.12.11, 16 Analyze how the perception of norms and external influences (family, media, peers) influences healthy and unhealthy behaviors within relationships.</u></b></li> <li>• <b><u>HE.3.12.5-7 Access community resources that provide medically-accurate information regarding sexuality (sexual pregnancy and pregnancy options, reproductive health, and gender/sexual orientation/identity.</u></b></li> <li>• <b><u>HE.3.12.9 Access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.</u></b></li> <li>• <b><u>HE.3.12.10 Access resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted or otherwise feel unsafe.</u></b></li> <li>• <b><u>HE.3.12.11-12 Access medically-accurate information about STI/HIV testing and treatment, contraceptive methods, and support for disclosure.</u></b></li> <li>• <b><u>HE.7.12.6 Describe how alcohol and other drug use can affect one’s ability to perceive or provide consent.</u></b></li> <li>• <b><u>HE.7.12.8 Demonstrate the steps to correctly use a condom and/or other barrier methods.</u></b></li> <li>• <b><u>HE.7.12.10 Demonstrate respect for the boundaries of others and practice affirmative consent.</u></b></li> <li>• <b><u>HE.4.12.8 Practice effective communication skills to ensure affirmative consent in all sexual relationships.</u></b></li> <li>• <b><u>HE.4.12.10 Demonstrate effective skills to negotiate agreements about the use of technology in relationships.</u></b></li> <li>• <b><u>HE.8.12.9 Advocate for access to products, services and medical care to maintain sexual and reproductive health.</u></b></li> </ul>
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## Appendix A

### Summary of Oregon Legislation Regarding Comprehensive Sexuality Education

#### OAR 581-021-0200: Standard Education for Oregon Students

Each school district assures students receive a Standard Education for Oregon Students is comprised of Common Curriculum Goals consisting of Essential Learning Skills and Common Knowledge and Skills. These consist of facts, concepts, principles, rules, procedures and methods of inquiry associated. **Health Education** is one of the subject matters included.

#### OAR 581-022-1910 Exemptions for State Required Programs

The school district may excuse students from a state required program or learning activity, where necessary, to accommodate students' disabilities or religious beliefs. The process involves a written request from the student's parent or guardian or the student, if over 17 years of age or legally emancipated minor, listing the reason for the request. There needs to be a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. An evaluation of the request and approval by appropriate school personnel (the alternative should be consistent with the student's educational progress and career goals as described in OARS 581-022-1670 and 581-022-1510) is needed prior to an approval by the district school board, and upon completion of the alternative, credit shall be granted to the student.

#### OAR 581-022-2000-2030: Diploma Requirements and District Curriculum

Each school district shall provide a K–12 instructional program that is consistent with the Common Curriculum Goals (CCGs) and academic content standards (including Health Education and many other disciplines).

#### OAR 581-22-2045: Prevention Education in Drugs and Alcohol

Mandates that each district have a comprehensive plan for alcohol and drug abuse prevention that is part of the district's comprehensive health education program and includes:

- The effects of alcohol, tobacco, and other drug use including anabolic steroids and performance enhancing and controlled substances;
- All laws relating to the use, especially by minors, of alcohol and other illegal drugs;
- The availability of school and community resources;
- Understanding and managing peer pressure;
- Understanding the consequences of consuming alcohol and other drugs;
- Making informed and responsible decisions;
- Motivating students to adopt positive attitudes towards health and wellness.

#### OAR 581-022-2050 Human Sexuality Education, HIV/STD, Hepatitis B/C Prevention

- Defines: age-appropriate, balanced, best practice, comprehensive plan of instruction, consensual, culturally inclusive, gender expression, gender identity, gender role, gender sensitive, healthy relationship, medically accurate, non-consensual sexual behavior, research-based, sexual intercourse (vaginal, oral, and anal), sexual orientation, shame or fear based, skills-based, and student bystander behavior.
- Requires school districts teach age-appropriate, comprehensive sexuality education, HIV/AIDS and STD prevention annually during K-8 and at least twice during grades 9-12. Stresses that sexuality is a normal and healthy aspect of human development. Requires instruction annually in child sexual abuse prevention for all students' grades K-12.
- Parents, teachers, school administrators, local health department staff, other community representatives, and persons from the medical community, shall work together to develop the plan of instruction.
- Parents may request that his/her child is excused from a part or all of the instruction.
- The comprehensive plan of instruction shall include skills-based instruction and aligns with the Oregon Health Education Content Standards and

## K-12 Comprehensive Sexuality Education Plan: Portland Public Schools

### Benchmarks.

- Promotes abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults as the safest and mostly responsible sexual behavior to reduce the risk of unintended pregnancy and exposure to HIV, Hepatitis B/C and other sexually transmitted infectious diseases;
- Care will be taken to not devalue or ignore students who have had or are having sexual relationships. **Shame or fear based tactics must not be used.**
- Materials and information will be sensitive of students who have experienced sexual abuse.

### ORS 336.455 Human Sexuality Education

Requires school districts to provide comprehensive human sexuality education as part of health education curriculum K-12.

- Course material and instruction for all human sexuality education courses shall enhance students understanding of sexuality as a normal and healthy aspect of human development. Course instruction shall:
  - Be medically accurate.
  - Promote abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults as the most effective way to prevent pregnancy and the transmission of sexually transmitted diseases. However, abstinence may not be taught to the exclusion of other material and instruction on contraceptive and disease reduction measures. Human sexuality education courses shall acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual intercourse.
  - Include a discussion about the characteristics of the emotional, physical and psychological aspects of a healthy relationship and a discussion about the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children.
  - Stress that sexually transmitted diseases are serious possible outcomes of sexual contact.
  - Provide students with information about Oregon laws that address young people's rights and responsibilities related to childbearing and parenting.
  - Advise students of the circumstances in which it is unlawful under ORS 163.435 and 163.445 for persons 18 years of age or older to have sexual relations with persons younger than 18 years of age to whom they are not married.
  - Teach students that no form of sexual expression is acceptable when the expression physically or emotionally harms oneself or others. Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced sexual abuse.
  - Assist students in the development and practice of effective communication skills, the development of self-esteem and the ability to resist peer pressure.
- Encourage family communication and involvement to help students learn to make responsible decisions.

### ORS 339.351 to 364 Harassment, Bullying and Intimidation (revised 2016)

Requires that each district updated their adopted policy and procedures prohibiting harassment, intimidation or bullying and:

- Defines harassment and includes specific language regarding 'protected class'
- Statement of the scope of the policy: behavior at school-sponsored activities, on school-provided transportation and at any official school bus stop
- Description of the behavior expectations for each student
- Identifies consequences and appropriate remedial actions
- Identifies procedures for reporting and prompt investigations
- Describes the manner in which a school district will respond to behaviors, including consequences/remedial actions, and the option for person to request a district review the actions taken
- Prohibits reprisal or retaliation against any person who reports, including

consequences

- Identifies consequences and appropriate remedial action for false accusations
- Describes how the policy is to be publicized
- Identifies school officials responsible for ensuring that policy is implemented.

#### Senate Bill 856 – Erin’s Law

Requires that each district adopt a child sexual abuse prevention program for students in K-12. School districts must include in the program:

- Developmentally appropriate, culturally sensitive and evidence-based instruction for each grade level
- A minimum of four instructional sessions per school year, with each year’s instruction building on the previous year’s instruction
- Age-appropriate curriculum including role-playing, discussion, activities and books to educate students regarding child sexual abuse prevention
- Instruction providing students with the knowledge and tools to communicate incidents of sexual abuse
- Instruction regarding “safe touch,” “unsafe touch,” “safe secrets,” “unsafe secrets,” and how to escape and report a sexual abuse situation
- Techniques to recognize child sexual abuse, skills to reduce vulnerability and encouragement to report child sexual abuse

#### House Bill 4077 – Healthy Teens Relationship Act

Requires that each school district board shall adopt a policy that:

- States that teen dating violence is unacceptable and is prohibited and that each student has the right to a safe learning environment
- Incorporates age-appropriate education about teen dating violence into new or existing training programs for students in grades 7 through 12 and school employees
- Establishes procedures for the manner in which employees of a school are to respond to incidents of teen dating violence that take place at the school, on school grounds, at school-sponsored activities or in vehicles used for school-provided transportation
- Identifies by job title the school officials who are responsible for receiving reports related to teen dating violence, which shall be the same school officials identified in the policy adopted by a school district under ORS 339.356; and
- Notifies students and parents of the teen dating violence policy adopted by the board

Appendix B  
Oregon Department of Education Health Standards

Appendix C  
Guidelines for Training Individuals Who Will Teach Comprehensive  
Sexuality

## Appendix D Sample Parent Notification/Opt Out Letters

### Notification Letter for Sexuality Education (COPY ON SCHOOL LETTERHEAD)

Dear Parent or Guardian:

This school year your child will receive sexuality education as part of Portland Public School's overall health education curriculum. Depending on your child's grade level, topics may include:

- Personal Safety
- Human Reproduction and Childbirth
- Puberty
- HIV/AIDS and Sexually Transmitted Infections (STDs)
- Contraception and Pregnancy Prevention
- Abstinence
- Healthy Relationships
- Decision Making

You are welcome to contact your child's Health Teacher to preview the lessons we'll be teaching your student and/or the lessons are also available on the organization's website here (<http://www.advocatesforyouth.org/3rs-curric-lessonplans>).

Portland Public Schools acknowledges that parents/guardians are the primary sexuality educators for their child/children and we are committed to partnering with you to provide supplementary resources to support you in this role.

Parents/guardians have the option of excluding their child from any portion of sexuality education instruction if it is in conflict with conscience, moral, or religious beliefs. If this is the case with your child, please fill out the exclusion form and send it to your child's health education teacher. Students who are excused will be assigned study hall for the time.

Sincerely,

\_\_\_\_\_  
Name of Principal or Superintendent  
Portland Public Schools

I wish for my child, \_\_\_\_\_, to be excused from:

- \_\_\_\_\_ Personal Safety (all grades)
- \_\_\_\_\_ Human Reproduction and Childbirth (introduced in 5<sup>th</sup> grade)
- \_\_\_\_\_ Puberty (introduced in 4<sup>th</sup> grade)
- \_\_\_\_\_ HIV/AIDS and Sexually Transmitted Infections (introduced in 5<sup>th</sup> grade)
- \_\_\_\_\_ Contraception and Pregnancy Prevention (introduced in middle school)
- \_\_\_\_\_ Abstinence (all grades)
- \_\_\_\_\_ Healthy Relationships (all grades)
- \_\_\_\_\_ Decision Making (all grades)

Parent's alternative plan of learning (required by ODE):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Student's Health Teacher

\_\_\_\_\_





# Board of Education

## Staff Report to the Board

**Board Meeting Date:** 6/26/18

**Executive Committee Lead:** Whitney Ellersick, Senior Director Nutrition Services

**Department:** Nutrition Services

**Presenter/Staff Lead:** Jenny Withycombe, TOSA-Health and PE

**SUBJECT: PPS Wellness Policy**

### BACKGROUND

On June 30, 2004, Congress passed Public Law 108-265 and reauthorized federal funding for Child Nutrition Programs. Section 204 of the Child Nutrition Reauthorization Act directs school districts participating in federally funded Child Nutrition Programs to establish a local school wellness policy for all schools in the district. The Board of Directors of the Portland Public School District adopted Board Policy 3.60.060-P (Student Wellness through Nutrition and Physical Activity) on June 12, 2006. The law was updated by Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (the Act), Public Law 111-296, which added Section 9A to the Richard B. Russell National School Lunch Act (NSLA) (42 U.S.C. 1758b), *Local School Wellness Policy Implementation*.

The link between nutrition, physical education and academic achievement is strong. Poor nutrition and hunger interfere with cognitive function. Research on the benefits of school breakfast programs found improvement in students' ability to concentrate in the classroom and increases in test scores. Physical education is also linked to improved academic performance. Results of physical fitness testing show that higher levels of fitness are associated with higher achievement in mathematics and reading. The motor learning that occurs in a quality physical education program can support reading readiness, increase cognitive responses and improve attention span. Both nutrition and physical activity have a positive effect on student attendance by strengthening the immune system, helping to prevent illness, and enhancing student engagement and connectedness to schools.

Healthful eating patterns and consistent engagement in physical activity are essential for students to achieve their academic potential, experience full physical and mental growth and develop life-long health and well-being. Schools help ensure that students possess the knowledge and skills necessary to make healthy choices for a lifetime. Further, schools can partner with families and the community to promote good health and make the healthy choices easy. The Portland Public School District is committed to providing school environments that promote lifelong wellness by supporting comprehensive wellness programs around:

- Nutrition Education
- Physical Education
- Physical Activity
- School-Based Activities

This administrative directive sets forth the means by which the District and the Superintendent will implement Board Policy 3.60.060-P (Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities) in order to help students learn and establish lifelong health habits.

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### **BOARD COMMITTEE REVIEW (IF APPLICABLE)**

On February 13, 2018 staff presented the policy draft to the Legislative and Intergovernmental Committee. The Committee unanimously voted to advance the policy to the Board for a first reading. There were no questions and concerns raised during the meeting.

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### **RELATED POLICIES / BOARD GOALS AND PRIORITIES**

3.60.060-P – Student Wellness through Nutrition and Physical Activity (adopted 6/12/2006)  
HB 3141 – Physical Education Requirements, OR K-8  
SB 4 - Phases in implementation of number of required minutes of physical education, OR K-8

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### **PROCESS / COMMUNITY ENGAGEMENT**

Document Development – Wellness Advisory Committee  
Document Review and Edit – Gitta Grether-Sweeney, former Senior Director of Nutrition Services  
Presentation to Legislative and Intergovernmental Committee – Jenny Withycombe, TOSA- Health & PE

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### **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

While the Wellness Policy does not directly address the Key Performance Indicators in the 5-year Racial Equity Plan, a robust Wellness Policy will address the health and wellbeing of all students. A comprehensive Wellness Policy ensures our students receive the highest level of nutrition regardless of income and socio-economic status. It also supports the enhancement of physical literacy through the implementation of physical education laws and best practices in physical activity. Cultural sensitivity and inclusivity are a major component of nutritional diversity and are core to this policy. District and building-wide initiatives support opening students' eyes to the variety of experiences that they and their classmates have at breakfast and lunchtime.

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### **BUDGET / RESOURCE IMPLICATIONS**

None.

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### **NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

The first reading of the policy occurred on May 22, 2018. Notice of the new policy was posted for 21 days for public comment and 0 comments were received. The second reading of the policy will be on June 12, 2018.

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### **QUESTIONS FOR BOARD DISCUSSION**

None.

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### **ATTACHMENTS**

### 3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

On June 30, 2004, Congress passed Public Law 108-265 and reauthorized federal funding for Child Nutrition Programs. Section 204 of the Child Nutrition Reauthorization Act directs school districts participating in federally funded Child Nutrition Programs to establish a local school wellness policy for all schools in the district. The Board of Directors of the Portland Public School District adopted Board Policy 3.60.060-P (Student Wellness through Nutrition and Physical Activity) on June 12, 2006. The law was updated by Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (the Act), Public Law 111-296, which added Section 9A to the Richard B. Russell National School Lunch Act (NSLA) (42 U.S.C. 1758b), Local School Wellness Policy Implementation.

The link between nutrition, physical education and academic achievement is strong. Poor nutrition and hunger interfere with cognitive function. Research on the benefits of school breakfast programs found improvement in students' ability to concentrate in the classroom and increases in test scores. Physical education is also linked to improved academic performance. Results of physical fitness testing show that higher levels of fitness are associated with higher achievement in mathematics and reading. The motor learning that occurs in a quality physical education program can support reading readiness, increase cognitive responses and improve attention span. Both nutrition and physical activity have a positive effect on student attendance by strengthening the immune system, helping to prevent illness, and enhancing student engagement and connectedness to schools.

Healthful eating patterns and consistent engagement in physical activity are essential for students to achieve their academic potential, experience full physical and mental growth and develop life-long health and well-being. Schools help ensure that students possess the knowledge and skills necessary to make healthy choices for a lifetime. Further, schools can partner with families and the community to promote good health and make the healthy choices easy. The Portland Public School District is committed to providing school environments that promote lifelong wellness by supporting comprehensive wellness programs around:

### 3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

- Nutrition Education
- Physical Education
- Physical Activity
- School-Based Activities

This policy sets forth the means by which the District and the Superintendent will evaluate Administrative Directive 3.60.062-AD (Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities) in order to help students learn and establish lifelong health habits.

#### ***WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT***

#### **Implementation Plan**

The district shall develop and maintain a plan to manage and coordinate the implementation of this wellness policy.

The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and
4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

In an effort to measure the implementation of this policy, the Board designates the Superintendent and district Senior Directors as the people who will be responsible for ensuring each school meets the goals outlined in this policy.

## 3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

### Record Keeping

The district will retain the following records to document compliance with the requirements of the wellness policy at the district's administrative offices.

1. The written wellness policy;
2. Documentation demonstrating that the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. The most recent assessment on the implementation of the local wellness policy;
6. Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

### Annual Notification of Policy

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

### Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;

### 3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

2. The extent to which the district's policy compares to model wellness policy; and
3. A description of the progress made in attaining the goals of the district's policy.

The district will actively notify households/families of the availability of the triennial progress report.

#### **Revisions and Updating the Policy**

The district will update or modify the local wellness policy based on the results of the biannual Oregon Healthy Teens and Oregon Student Wellness Surveys and triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

#### **Community Involvement, Outreach and Communications**

The district will actively communicate ways in which the community can participate in the development, implementation, periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

#### ***NUTRITION PROMOTION AND NUTRITION EDUCATION***

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents,

### 3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

students and the community.

#### **School Meals**

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), which may include the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP), Child and Adult Care Food Program (CACFP) or Supper programs. The district also operates additional nutrition-related programs and activities which may include Farm-to-School programs, school gardens, Harvest of the Month, Local Lunches, SNAP-ED and Breakfast After the Bell.

#### **Staff Qualifications and Professional Development**

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

#### **Water**

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during meal times.

#### **Competitive Foods and Beverages**

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day and extended school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards<sup>1</sup>. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts See also [3.60.062-AD](#) (3.3.1.1).

<sup>1</sup> [Oregon Department of Education, Oregon Smart Snacks Standards](#)



## 3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

### **Celebrations and Rewards**

All foods offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards and incentives.

### **Fundraising**

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fundraisers on the school campus during the school day.

### **Food and Beverage Marketing in Schools**

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards.

“Food and beverage marketing” is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

### ***PHYSICAL ACTIVITY AND PHYSICAL EDUCATION***

Physical activity should be included in the school’s daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess. Physical activity during the school day (included, but not limited to, recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.

### 3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements<sup>2</sup> in order to meet the ODE's physical education content standards and state law<sup>3</sup>. Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 5 shall participate for at least 120 minutes in school year 2019-2020<sup>4</sup> and 150<sup>5</sup> minutes in school year 2020-2021 during each school week, and students in grades 6 through 8 for at least 180 minutes in school year 2021-2022<sup>6</sup> and 225 minutes in school year 2022-2023<sup>7</sup> per school week. At least 50 percent of the weekly physical education class time shall be devoted to actual physical activity. Instruction, provided by adequately prepared teachers, will meet the state-adopted academic content standards for physical education ([Oregon Revised Statute \(ORS\) 329.045](#)). Teachers of physical education shall regularly participate in professional development activities.<sup>8</sup>

A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under [ORS 343.151](#). A student who does not have an IEP but has chronic health problems, or other special needs shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.<sup>9</sup>

<sup>2</sup> The physical education minute requirements revised in Senate Bill 4 (2017), now have a two-year delay on implementation for elementary schools, and a four-year delay on implementation for elementary schools, and a four-year delay on implementation for middle schools.

<sup>3</sup> Ibid.

<sup>4</sup> These are the minimum PE requirements in elementary schools for school year 2019-2020.

<sup>5</sup> These are the minimum PE requirements in elementary schools for school year 2020-2021.

<sup>6</sup> These are the minimum PE requirements in middle schools (or grades 6 through 8 for school year 2021-2022).

<sup>7</sup> These are the minimum PE requirements in middle schools (or grades 6 through 8 for school year 2022-2023).

<sup>8</sup> This language is not required to be in policy, but this is required action pursuant to [ORS 329.496](#).

<sup>9</sup> Ibid. p. 6

3.60.060-P Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

**Employee Wellness<sup>10</sup>**

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of employees may also influence the health and learning of students. The physical and mental health of employees is integral to promoting and protecting the health of students and helps foster their academic success.

**Other Activities that Promote Student Wellness**

The district will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

END OF POLICY

Legal Reference(s):

[ORS 329.496](#)

[ORS 334.125\(7\)](#)

[ORS 336.423](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

[OAR 581-051-0306](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. § 1758b.

National School Lunch Program, 7 C.F.R. Part 210.

School Breakfast Program, 7 C.F.R. Part 220

<sup>10</sup>This language is optional and is not required by state or federal law.



## 3.60-062-AD

### 3.60.062-AD Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities

#### **FINAL DRAFT**

On June 30, 2004, Congress passed Public Law 108-265 and reauthorized federal funding for Child Nutrition Programs. Section 204 of the Child Nutrition Reauthorization Act directs school districts participating in federally funded Child Nutrition Programs to establish a local school wellness policy for all schools in the district. The Board of Directors of the Portland Public School District adopted Board Policy 3.60.060-P (Student Wellness through Nutrition and Physical Activity) on June 12, 2006. The law was updated by Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (the Act), Public Law 111-296, which added Section 9A to the Richard B. Russell National School Lunch Act (NSLA) (42 U.S.C. 1758b), *Local School Wellness Policy Implementation*.

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- Nutrition Education
- Physical Education
- Physical Activity
- School-Based Activities

This administrative directive sets forth the means by which the District and the Superintendent will implement Board Policy 3.60.060-P (Student Wellness through Nutrition, Physical Education, Physical Activity, and School-Based Activities) in order to help students learn and establish lifelong health habits.



1. **Definitions**

- 1.1. **“Wellness”** is an interactive process of becoming aware of, and practicing choices to create a healthy and balanced lifestyle, which includes but is not limited to nutrition, nutrition education, physical education, and physical activity.
- 1.2. **“Nutrition Education”** is a planned, sequential pre-K through 12 instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
- 1.3. **“Physical Activity”** is bodily movement of any type that results in the expenditure of energy.
- 1.4. **“Physical Education”** is a planned sequential pre-K through 12 instructional program that prepares students to incorporate the long-term benefits of activity into a healthy lifestyle. A physically literate person participates regularly in a variety of physical activities, maintains an appropriate level of personal fitness and knows the benefits from involvement in physical activity and its contributions to a healthy lifestyle.
- 1.5. **“Adapted Physical Education”** is the art and science of developing and implementing a carefully designed physical education instructional program for an individual with a disability, based on a comprehensive assessment, to give the individual the skills necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness.
- 1.6. **“Physical Literacy”** is an individual’s ability, confidence, and desire to be physically active for life.
- 1.7. **“Coordinated School Health Program”** is an integrated, planned, school-based system consisting of eight interactive components: Health Education; Physical Education; Health Services; Nutrition Services; Counseling, Psychological and Social Services; Healthy School Environment; Health Promotion for Staff; and Family/Community Involvement.
- 1.8. **“Other School-Based Activities”** are events or activities that occur outside an academic classroom. Examples include, but are not limited to, before and after-school programs and events, parties, fundraisers, field trips, dances, assemblies, sports and activities of local wellness committees.
- 1.9. **“A la carte Food Sales”** is a selection of food items each priced separately.
- 1.10. **“Competitive Foods”** Any food sales that compete with federal Child Nutrition Programs and could impact either student participation or revenue. Specifically, any food sales apart from those operated as a part of Child Nutrition Programs that occur during breakfast or lunch service periods in the food service area.
- 1.11. **“School Day”** is the period in the morning before school begins through to the end of the extended school day. The school day includes: activities such as club meetings, yearbook or school paper activities, athletic or band practice, drama or music rehearsals, child care programs and/or other student extracurricular activities.



## 3.60-062-AD

- 1.12. **“School Campus”** includes all areas of the property under the jurisdiction of the school (sponsor) that are accessible to students during the school day, including outside areas like parking lots.
  
2. **Goals for Nutrition Education, Nutrition Promotion, Physical Education, Physical Activity, and Other School-Based Activities**
  - 2.1. Nutrition Education: The primary goal of nutrition education is to influence students’ eating behaviors. Building nutrition knowledge, attitudes, and skills helps children make lifelong healthy eating choices.
    - 2.1.1. Nutrition Education Goals
      - 2.1.1.1. **District schools shall provide:**
        - 2.1.1.1.1. Grade sequential, evidence-based nutrition education as part of the health and physical education curricula
        - 2.1.1.1.2. Knowledge of food, how it is grown, who grows it, how it is prepared, its connection to traditions, sustainability, and its influence in shaping society.
      - 2.1.1.2. **To the extent possible:**
        - 2.1.1.2.1. Students in grades pre-K through 12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors;
        - 2.1.1.2.2. Classroom nutrition education shall be reinforced in the cafeteria setting as well as school wide, with coordination among the nutrition service staff, administrators and teachers;
        - 2.1.1.2.3. The school environment shall consistently promote, and staff shall model, healthy eating and physical activity behaviors;
        - 2.1.1.2.4. District health education curriculum shall be based upon Oregon health education standards;
        - 2.1.1.2.5. Nutrition education shall be part of health education and integrated in other core curriculum;
        - 2.1.1.2.6. Staff and teachers who provide nutrition education shall have appropriate training;
        - 2.1.1.2.7. Schools shall encourage parents and guardians to support healthy eating and physical activity behaviors;
        - 2.1.1.2.8. Schools shall strive to provide nutrition and physical education activities that involve families, students and the community;
        - 2.1.1.2.9. Schools shall strive to establish, or support, an instructional garden to provide students with experiences in planting, harvesting, preparing, serving and tasting foods integrated with nutrition education and core curriculum;



### 3.60-062-AD

- 2.1.1.2.10. The district shall strive to develop a farm to school program to provide local, sustainably grown foods, and student learning experiences.
- 2.2. Physical Education and Physical Activity: The primary goals of physical education and physical activity are to positively influence students' ability, confidence, and desire to be physically active for life. Building such knowledge, attitudes and skills helps children engage in physical pursuits across the lifespan.
  - 2.2.1. Physical Education and Physical Activity Goals
    - 2.2.1.1. Physical education will enable students to acquire the knowledge and skills necessary to maintain physical fitness, participate in physical activities and make healthy lifestyle choices.
    - 2.2.1.2. **District Schools shall:**
      - 2.2.1.2.1. Provide quality physical education (PE) programs and adapted physical education (APE) programs in accordance with state and district physical education standards
      - 2.2.1.2.2. Provide a comprehensive, standards-based physical education curriculum which identifies the progression of skill development for grades K-12 and is aligned with national, state, and district standards ([ODE Physical Education Standards](#));
      - 2.2.1.2.3. Provide all physical education teachers with professional development opportunities that are focused on physical education topics and competencies specifically for physical education teachers and support staff;
      - 2.2.1.2.4. Provide an appropriate amount of movement for all students throughout the day at school; adhering at minimum to federal and state guidelines and laws regarding physical education and physical activity;
      - 2.2.1.2.5. Promote safe and appropriate physical activity opportunities for all including staff, students, families, and community members.
    - 2.2.1.3. **To the extent possible schools shall:**
      - 2.2.1.3.1. Provide physical education classes taught by certified/licensed teachers who are endorsed to teach physical education;
        - 2.2.1.3.1.1. If necessary, K-5 teachers may provide physical education to their own classes so long as they were provided with appropriate training by a licensed physical education specialist;
      - 2.2.1.3.2. Maintain student/teacher ratios for physical education classes similar to those of other classes;
      - 2.2.1.3.3. Encourage students to meet the American Academy of Pediatrics recommendation of 60 minutes daily of physical activity;



## 3.60-062-AD

- 2.2.1.3.4. Adequately and appropriately develop knowledge and skills for a variety of traditional and non-traditional physical activities;
- 2.2.1.3.5. Improve and/or maintain students' physical fitness, as well as provide the tools to self assess;
- 2.2.1.3.6. Teach short- and long-term benefits of a physically active and healthy lifestyle;
- 2.2.1.3.7. Promote a lifelong physically active lifestyle;
- 2.2.1.3.8. Encourage all students to be physically active during the school day through physical education classes and daily recess periods (Elementary Schools);
  - 2.2.1.3.8.1. Every K-5 school shall provide two physical activity breaks each day; one attached to lunch (preferably **before** students eat) and one 15-minute session provided in **either** the morning or afternoon ([PPS School Board Resolution 5252](#));
  - 2.2.1.3.8.2. Recess **shall not** be used as a substitute for physical education classes;
- 2.2.1.3.9. Encourage ALL teachers to integrate physical activity throughout the school day using such techniques as stretch breaks and movement based classroom activities;
- 2.2.1.3.10. Give all students opportunities to engage in physical activity through a range of before- and/or after-school programs including, but not limited to, fully inclusive intramurals, interscholastic athletics and physical activity clubs;
- 2.2.1.3.11. Encourage families to support their children's participation in physical activity, to be physically active role models and to include physical activity in family events;
- 2.2.1.3.12. Enable teachers and other school staff to promote enjoyable, lifelong physical activity;
- 2.2.1.3.13. Encourage, promote and engage in physical activities that involve families, students, school staff and the community, including safe walking or biking to school.
- 2.2.1.4. **Waivers, Exemptions, and Substitutions**
  - 2.2.1.4.1. Portland Public Schools currently evaluates requests for physical education waivers, exemptions, and substitutions on a case by case basis. In accordance with Oregon State Law, students who are unable to meet physical education requirements are to be referred for an evaluation to receive Adapted Physical Education services. Waivers, exemptions, and substitutions for physical education will be approved **only** in extreme circumstances.





## 3.60-062-AD

- 2.2.1.4.1.1. Waivers, Exemptions, and Substitutions **will not** be approved based on a student's extracurricular sport, dance, and/or physical activity participation;
  - 2.2.1.4.1.2. Portland Public Schools will work to create a comprehensive administrative directive around acceptance and policy regarding online/virtual options for health and physical education;
  - 2.2.1.4.1.3. Focus schools (e.g., Jefferson High School and Da Vinci Middle School) **may** substitute approved dance curriculum/programs in place of physical education in accordance with state and district policies.
- 2.3. Other School-Based Activities: The primary goal for other school-based activities is to create a school-wide climate and environment that is conducive to student well-being.
- 2.3.1. Other School-Based Activities Goals
    - 2.3.1.1. **Dining Environment:**
      - 2.3.1.1.1. Schools shall provide clean, safe, and pleasant dining environments for students;
      - 2.3.1.1.2. Schools shall provide enough space and serving areas to ensure all students have access to school meals with minimum wait time;
      - 2.3.1.1.3. The school district shall make potable water available and accessible in all schools, so that students have access to water at meals and throughout the day;
      - 2.3.1.1.4. The school district shall encourage all students to participate in school meal programs and protect the identity of students who eat free and reduced price meals;
        - 2.3.1.1.4.1. Schools shall ensure that cafeterias are cashless and students are given a code to enter at the cash register;
      - 2.3.1.1.5. The school district shall encourage all students to eat healthy and nutritious meals within the school dining environment;
      - 2.3.1.1.6. In accordance with applicable laws, schools are encouraged to involve students in meal preparation, service, and clean- up;
      - 2.3.1.1.7. Schools shall encourage and facilitate access to hand washing before and after meals.
    - 2.3.1.2. **Time to Eat:**
      - 2.3.1.2.1. Schools shall provide adequate time for students to enjoy eating healthy foods (e.g., a minimum of 20 minutes of eating time, **after** being served, for lunch and 10 minutes for breakfast);



### 3.60-062-AD

- 2.3.1.2.2. Schools which provide morning meals free of charge shall schedule breakfast **after** the start of the school day;
- 2.3.1.2.3. Schools shall schedule lunch as close to the middle of the school day as possible. Opportunities for mid-morning or mid-afternoon snack breaks shall be encouraged;
- 2.3.1.2.4. Schools shall work to schedule recess before lunch so that children will come to lunch less distracted and ready to eat (Elementary Schools);
  - 2.3.1.2.4.1. Schools are encouraged to schedule separate recess and dining times (Elementary Schools).
- 2.3.1.3. **Food or Physical Activity as a Reward or Punishment:**
  - 2.3.1.3.1. The use of food as a reward or punishment in schools shall be prohibited;
  - 2.3.1.3.2. Schools shall not deny student participation in recess or other physical activities as a form of discipline or for classroom make-up time; **however** schools are encouraged to use physical activity and additional recesses as a reward.
- 2.3.1.4. **Availability of Food**
  - 2.3.1.4.1. The District encourages participation in the school meal program, including breakfast, snack and supper;
  - 2.3.1.4.2. Applications for free/reduced priced meals are made available to all families in school offices and online throughout the year on the district website.
- 2.3.1.5. **Consistent School Activities and Environment:**
  - 2.3.1.5.1. The school district shall require all schools' fundraising efforts to:
    - 2.3.1.5.1.1. Be supportive of student wellness;
    - 2.3.1.5.1.2. Comply with state and federal nutrition standards for all food and beverage items sold in K-12 schools as part of the regular or extended school day;
    - 2.3.1.5.1.3. Adhere to nutrition guidelines for all foods available on campus during the school day promote physical activity;
    - 2.3.1.5.1.4. Limit commercial influence.
  - 2.3.1.5.2. The school district shall work to provide opportunities for ongoing professional training and development for food service staff and teachers in the areas of nutrition, physical education, and physical activity.
  - 2.3.1.5.3. The school district shall encourage and provide opportunities for parents, staff, teachers, school administrators, students, nutrition service professionals and community members to serve as role models in



### **3.60-062-AD**

practicing healthy eating and being physically active, both in the school environment and at home.

- 2.3.1.5.4. The District shall provide information and outreach materials about community food programs and other Food and Nutrition Service (FNS) programs such as SNAP-ED, SNAP, Child Nutrition Programs, and Women, Infants and Children (WIC) to students and parents.
- 2.3.1.5.5. Schools shall seek to limit commercial influence and exposure to advertising as it relates to nutrition, wellness and physical activity, consistent with existing and future Board policy (See [AD 3.30.031](#)).
- 2.3.1.5.6. The District supports and encourages the creation of school gardens and integrated food system education that provides hands-on learning experiences linking the cafeteria with the classroom and core curriculum, such as math, science and language arts.

### **3. Nutrition Guidelines for All Foods Available on Campus During the School Day**

- 3.1. The district established standards/guidelines to address all foods and beverages sold or served to students, including those available outside of the school meal programs. Schools shall follow USDA, Oregon Department of Education and District guidelines for serving students with special dietary needs.
- 3.2. Guidelines for a la carte foods and beverages sales in the food service program on school campuses:
  - 3.2.1. All schools shall limit beverage selections to water, milk, soymilk, and 100 percent juice or those meeting Oregon Smart Snacks minimum nutrition standards by grade level;
  - 3.2.2. Middle schools and high schools shall offer a la carte food sales only if they follow the “Oregon Smart Snacks” guidelines ([ODE: Smart Snacks](#)).
- 3.3. Foods and beverages sold, distributed or served on school campuses during the “school day,” including vending machines, snack bars, school stores, concession stands and as fundraisers shall meet the nutrition guidelines of “Oregon Smart Snacks” minimum nutrition standards for competitive foods and beverages ([ODE: Smart Snacks](#)).
  - 3.3.1. Schools are expected to comply with Board Policy 3.60.030-P regarding Food Sales in Schools and Administrative Directive 3.60.031-AD regarding Operation of Vending Machines;
    - 3.3.1.1. Competitive foods are not sold in the cafeteria during lunch periods or within +/- 30 minutes of lunch service.
- 3.4. Special Circumstances: Food and Beverages
  - 3.4.1. Foods offered in classrooms or school-sponsored activities, and food and beverage items sold after the school day as part of an approved school fundraising event shall meet minimum state and federal nutrition requirements ([ODE: Smart Snacks](#));



## 3.60-062-AD

- 3.4.2. Foods and beverages served as class snacks shall meet the same state and federal nutrition guidelines ([ODE: Smart Snacks](#)).
- 3.5. All foods offered for celebrations, parties, and as classroom snacks during the school day are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. Additionally;
  - 3.5.1. Refreshments served at these gatherings **must** be purchased from commercial, licensed, and inspected establishments, such as grocery stores, bakeries, restaurants and farmer's markets;
  - 3.5.2. Planners are strongly encouraged to schedule these functions so as not to disrupt instructional time;
    - 3.5.2.1. To the extent possible, these functions should not take place prior to the lunch period and should seek to limit commercial influence.
4. ***Assurances that School Meals Meet Standards Established by Federal Law***
  - 4.1. The District shall offer school breakfast; lunch; supper; fresh fruit and vegetable snack and summer meal programs with menus that meet or exceed the meal patterns and nutrition standards established by the U.S. Department of Agriculture and the Oregon Department of Education, Office of Child Nutrition Programs.
  - 4.2. Students will be offered a variety of food and beverage choices on a daily basis
    - 4.2.1. Portion size and frequency will be limited when dessert or snack foods (ex. baked chips) are offered as part of the meal;
    - 4.2.2. Unlimited fruit and vegetables will be offered daily with all school lunches.
  - 4.3. Menus shall reflect student preferences and be culturally inclusive while balancing Dietary Guidelines.
  - 4.4. Every effort will be made to offer a vegetarian option daily.
  - 4.5. Locally produced and/or grown products are preferred and will be offered whenever practical.
5. ***Implementation and Evaluation***
  - 5.1. Person(s) Responsible:
    - 5.1.1. In each school, the principal shall designate a group, such as a school health advisory council, a school-based wellness team, site council or a school safety and wellness committee, to work in conjunction with the principal on health and wellness activities;
      - 5.1.1.1. This advisory committee shall strive to include involve teachers, including physical education teachers, school staff, including nutrition services representatives, school health professionals and school administrators, students, parents;
    - 5.1.2. In each school, the Principal shall designate a person or the established school health advisory council to ensure that this Administrative Directive is implemented.
  - 5.2. Surveying and Monitoring



### 3.60-062-AD

- 5.2.1. Schools shall work to align efforts aimed at student wellness with goals set forth in these administrative directives and review the school environment, programs, and practices on a yearly basis.
- 5.2.2. Each school shall conduct a follow-up survey every three years that will be compiled and analyzed by the District;
  - 5.2.2.1. The results of the surveys shall be used by, among others, the District, Wellness Advisory Committee, school principals, Senior Directors, and advisory councils to inform further changes to this Administrative Directive and its implementation at the school level.
- 5.3. Report to the Board
  - 5.3.1. The District Wellness Advisory Committee shall provide for an annual written report to the appropriate committee of the School Board on the District's compliance with, implementation of and the impact of Board Policy 3.60.060-P, Student Wellness through Nutrition and Physical Activity.
  - 5.3.2. The District Wellness Advisory Committee shall annually report to the appropriate committee of the School Board;
    - 5.3.2.1. This annual written report should include recommendations and updates on school wellness issues. It would be preferable that the report of the District Wellness Advisory Committee should occur concurrently with that of the Superintendent outlined above.
  - 5.3.3. Annual reports shall be made no later than August 1 of each year. The School Board may request that such reports be given at a regularly scheduled meeting of the School Board or appropriate committee of the School Board.
6. ***Involvement of Parents, Students, Nutrition Services Staff, School Board, Administrators, Teachers, and the Public***
  - 6.1. District Wellness Advisory Committee: The Superintendent shall appoint a District Wellness Advisory Committee that involves parents, students, district staff including teachers of physical education, Nutrition Services representatives, school health professionals, and school administrators, the school board and the public in the development, implementation and periodic review and update of this policy.
  - 6.2. The District Wellness Advisory Committee will:
    - 6.2.1. Assist in the implementation of the Wellness Policy and Administrative Directives by providing recommendations based on best practices and evidence-based efforts on issues related to student wellness
    - 6.2.2. Advise the District on issues concerning nutrition standards, nutrition promotion, nutrition education, physical education and physical activity programs and practices.
    - 6.2.3. Make written recommendations through the submission of an annual report and provide updates to the Board as may be requested by the



### 3.60-062-AD

- Superintendent and/or their designee. The annual report will be made available to the public on the District's website.
- 6.2.4. Provide input to the District to assist with the District's efforts to evaluate the effectiveness of wellness implementation every two years. This report will be made available to the public on the District's website.
  - 6.2.5. Promote and represent the wellness initiatives of the District, not those of any individual or organization.
  - 6.2.6. Maintain a public webpage with relevant reports and information and provide an email address for feedback and questions.
- 6.3. The District Wellness Advisory Committee shall be comprised of no more than 25 members who will be actively recruited from the district and community and shall represent:
- 6.3.1. Parents of Portland Public School children;
  - 6.3.2. Teachers teaching in the Portland Public Schools, including teachers of physical education;
  - 6.3.3. Students attending the Portland Public Schools who are in their junior or senior year;
  - 6.3.4. School Administrators from the Portland Public Schools;
  - 6.3.5. Nutrition Services representatives;
  - 6.3.6. School Health Professionals;
  - 6.3.7. Portland-area business community;
  - 6.3.8. Portland-area health care community;
  - 6.3.9. Portland-area community organizations.
- 6.4. The committee shall meet at least once a quarter, but may meet more often as needed, and shall operate on a school-year calendar
- 6.4.1. The first yearly meeting shall occur no later than October 30 of each year;
  - 6.4.2. At the first yearly meeting of the committee, the members shall select a chair, vice-chair and secretary of the committee;
    - 6.4.2.1. No member may serve in these roles for more than two consecutive years;
  - 6.4.3. Members shall be appointed on an on-going basis, and as vacancies occur;
    - 6.4.3.1. A member wishing to resign from the committee shall do so in writing directed to the Superintendent or their designee and the chair of the committee;
    - 6.4.3.2. Such writing may be through electronic means;
    - 6.4.3.3. In the event of a vacancy due to the expiration of a term, the member may continue to serve until a successor has been appointed.
- 6.5. Members are expected to attend all committee meetings
- 6.5.1. A member who inexcusably misses three consecutive committee meetings shall be removed from the committee and the Superintendent and/or their designee shall appoint a replacement.



### 3.60-062-AD

- 6.6. Members shall serve without compensation from the District.
- 6.7. The Wellness Advisory Committee is an advisory committee to the Superintendent and/or their designee
  - 6.7.1. As such, the Wellness Advisory Committee shall not engage in lobbying public officials, raising funds for other organizations or engage in activities that may be detrimental to the interests or operations of the District;
  - 6.7.2. This shall not be construed to prohibit, restrict or limit the actions of any member of the Wellness Advisory Committee acting as a private citizen.
- 7. ***Policy Implemented: 3.60.060-P Student Wellness Through Nutrition and Physical Activity***
  - 7.1. History: Adopted 6/12/06, Amd. 8/07
  - 7.2. Section 204 of Public Law 108-265 (June 30, 2004) The law was updated by Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (the Act), Public Law 111-296, which added Section 9A to the Richard B. Russell National School Lunch Act (NSLA) (42 U.S.C. 1758b), *Local School Wellness Policy Implementation*.<sup>[AG6]</sup>



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** June 26, 2018  
**To:** Board of Education  
**From:** Jim Scherzinger, Interim Chief Financial Officer  
**Subject:** Adoption of 2018-19 Budget and Imposition of Taxes

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## **BACKGROUND**

Under Oregon's local budget law (ORS 294.456), jurisdictions must adopt a budget before spending funds. Resolution No. 5662 fulfills that requirement for the 2108-19 fiscal year. The resolution appropriates funds by major program within each fund and imposes the property taxes required to balance the budget.

On April 24, 2018, the Budget Committee received the Superintendent's budget message and Proposed Budget document for fiscal year 2018-19. On May 1, 2018, the Budget Committee held an advertised public hearing to discuss and receive public comment on the Proposed Budget.

The Community Budget Review Committee (CBRC), comprised of community representatives, met beginning in September 2017 and reviewed the proposed budget and reported to the Board on its findings on May 22, 2018.

On June 12, 2018, the Board, acting as the Budget Committee, approved the 2018-19 budget and imposition of taxes in Resolution No. 5662. Following approval, the budget was submitted to the Tax Supervising Conservation Commission (TSCC) for review and approval. The TSCC is required to hold a budget hearing on the approved budget. This hearing is scheduled for June 26, 2018, immediately preceding the board meeting.

## **RELATED POLICIES/BOARD GOALS AND PRIORITIES**

An adopted budget is necessary to ensure effective financial management of the district's programs and priorities, and to remain in compliance with state budget law. Specifically, the District is required to ensure legal appropriation of expenditures by major function, as defined in the state chart of accounts.



## **NEXT STEPS**

Upon the vote by the Board, staff will complete and publish the budget document, will load the budget into the PPS financial system to ensure that the District is upholding transparent reporting in relation to the adopted budget, will file this document with all necessary authorities, will post the document on the PPS website, and will communicate with county tax assessors to ensure that they have the information necessary to levy taxes.

## **ACTION**

The Board is asked to approve Resolution No. 5668.



**Portland Public Schools  
Head Start Program**

4800 NE 74<sup>th</sup> Ave • Portland, OR 97218  
Phone: (503) 916-5724 • Fax: (503) 916-2670

June 20, 2018

To: Luis Valentino

From: Eileen Isham

RE: Board Resolutions

Each June Head Start request a Board Resolution approving our Federal Grant application. The Board Resolution and the minutes from the meeting are to be submitted with the grant prior to August 1<sup>st</sup>. We start this process now in order to have all items ready to be submitted mid-July. The Federal office, Region X will communicate any questions they have prior to the August 1<sup>st</sup> due date.

The federal Head Start grant amount this year totals \$5,338,923. Of that, \$63,243 is set aside for training and technical assistance. Approximately \$4.4 million, or 82% of the total grant amount will be spent on staffing costs. The federal enrollment for FY 2018-19 is 322 children. The additional funds after staffing is deducted will be used for meals, supplies, contracted services, property services, dues and fees.

The required match for the federal grant is provided by a grant from the State of Oregon (Oregon Pre-K program) in the amount of \$4,209,133 (this exceeds the required match amount of 20%). The state grant has a training set aside of \$105,228. Approximately \$3.5 million, or 82% will be spent on staffing. The state enrollment for FY 2018-19 is 463 children.

The total enrollment for both programs is 785 children. There is a total of 25 extended day classes and 8 double session classes at 9 sites across the district.

Per our conversation with the Region X Office regarding children with challenging behaviors in our program, it was shared that we had the option of writing a proposal for reduction of slots to increase our cost per child in order to support a PBIS coach and 6 classroom support staff. The full proposal is attached to this e mail. We are also requesting resolution for this proposal.



To: Leslie Jenkins, Region X Program Specialist  
From: Eileen Isham, PPS  
Re: PPS Head Start Enrollment Reduction Request  
Date: June 20, 2018

**Goal:** Increased support and infrastructure stability for children with identified disabilities and challenging behaviors. Our objective is to focus on supporting children's social, emotional and behavior development by supporting classrooms with supportive environments, responsive relationships and targeted social and emotional supports.

**Proposal:** Reduce enrollment by 34 Federal slots (one double session classroom) resulting in approximately \$235,343 savings in classroom operations. We would use these funds for the implementation of this proposal to increase classroom support staff.

We have had formidable difficulties in providing quality interventions in meeting the needs of the increasing numbers of children with identified disabilities and challenging behaviors. We have consulted with other programs that have had successfully designed intervention plans to with funding from a reduction in enrollment slots to support services for challenging children.

The number of eligible preschool children for our service area in Multnomah County is 1,100. Our current enrollment is 819 and Albina serves 626 3- and 4-year olds. Our current wait list of eligible children for the double session classroom at the proposed reduction site, Jason Lee, is actually zero. We were forced to move out of our current Lane site. There are many other enrollment opportunities for children in this SE provided and the half-day model is challenging due to frequent turn-over. All the applications we have received requesting the new site, are for extended day classrooms. Of our 194 current wait listed children, 30% have either a diagnosed disability or developmental concern.

The behavior challenges of children in our program has increased greatly in the last few years. This program year we have:

- 30% of our enrollment (179) are children with an identified disability and/or mental health concerns.
- 25 children with Behavior Support Plans
- 302 Behavior Incident Reports were written for 54 children

**Rationale:** We have tried several options for increasing our quality of classroom management for challenging behaviors and to address the challenge of maintaining enrollment for the half-day classroom with a high turnover and parents' expressed needs for extended day classrooms. When looking at our current enrollment trends and Community Needs Assessment, we would like to expand our options for providing services for children with challenging behaviors. Strategies we have tried:

- Applied for ODE's extended duration grant, but did not receive the funding for the conversions.
- Increased the number of .5 Classroom Support Staff (CSS) to six.
- Implemented two LEAP classroom models that have demonstrated increased TS Gold assessment data and effective behavior management strategies. This was a collaboration between our program, MECP, Columbia Regional program and University of Colorado at Denver. We would like to replicate these preventative and targeted strategies throughout our program.

### **TS Gold Data Analysis:**

Scientific consensus suggests social interaction skills are the best predictor of children's long-term outcomes; both academically and for future employment. The LEAP program implemented at Head Start utilizes research-based practices and peer mediated intervention in an inclusive preschool setting. End-of-year data comparisons from the LEAP preschool versus Head Start classrooms suggests more robust gains in the areas of social skills across multiple domains as measured by TS Gold checkpoints. Data was examined in the social emotional domain as it is reflective of the highest level of need in our program and particularly for students enrolled in the LEAP classrooms; our target LEAP students primarily have the diagnosis of Autism Spectrum Disorder. 34% of the students in the LEAP/Head Start classroom have an identified disability while the rate for the remainder of our Head Start classrooms is 21%.

When data is compared between LEAP versus Head Start classrooms **all** students exceed widely held expectations at a much higher rate across multiple domains. Students exceeding for **follows limits and expectations** 24% versus 6%, **interacts with peers** 31% versus 25%, and **balances needs and rights of self and others** 35% versus 24%. Not only have the students exceeded expectations they have done so in a room with significantly higher rates of disability. All LEAP classrooms are a half-day model so gains were made in a comparatively shortened classroom time over our extended day classrooms.

Data for **typically** developing peers shows that 100% of the peers met or exceed widely held expectations in all three domains; **follows limits and expectations** 32% versus 18%, **interacts**

**with peers** 42% versus 27%, and **balances needs and rights of self and others** at 42% versus 26%.

When the data is disaggregated for **students with an identified disability** in the social emotional domain 80% of the students were below and 20 % were meeting widely held expectations in fall. In comparison by the spring only 26% percent were below and 74% met or exceeded widely held expectations. Two of the student who did not meet expectations were absent 50% or more during the spring quarter but had made steady gains throughout the year.

Peers with exceptional social emotional skills are essential as role models and agents of pervasive change in the classroom. Additionally, these gains show research based strategies in conjunction with practice based coaching are instrumental to address systemic disparities in discipline equity issues.

**Plan:** To provide consistent, stable support for Head Start classrooms, the funding will be used to designate a 1.0 FTE PBIS teacher coach and increased FTE for Classroom Support Staff to provide support for all 34 classrooms.

The PBIS coach will provide trainings, facilitate student success meetings, and work with Head Start staff in supporting social, emotional and behavioral development through preventive and targeted classroom strategies (tiers 1 and 2).

The current six .50 Classroom Support Staff (CSS) will each be increased to .875 FTE. The six CSS staff will receive professional development training focused on level one supports utilizing PBIS strategies. Sacajawea, Kelly, Clarendon and Creston (our largest centers) will have one CSS assigned full time. Whitman, Sitton, Lee, Applegate and Grout will share two full time CSS with support Pat each site half time.

The additional FTE will allow us to provide our sites with a regularly scheduled CSS. This will be a great improvement over our current model of having the CSS respond to crises, often traveling between sites on a given day. This improved consistency will allow staff consultation time, the ability to develop relationships with staff, children and families, and the ability to learn and support each classroom environment.

**Budget:**

Budget savings from reduction of 34 slots	Costs for implementation of plan
1.0 FTE Teacher: Salary - $\$55.76/\text{hr} \times 8 \text{ hours/day} \times 192 \text{ days/yr} = \$85,647$  Fringe Benefits = \$40,216	1.0 FTE Teacher Coach: Salary - $\$53.88/\text{hr} \times 8 \text{ hrs/day} \times 192 \text{ days/yr} = \$82,760$  Fringe Benefits = \$38,217
.875 FTE Educ. Assist: Salary - $19.59/\text{hr} \times 7 \text{ hrs/day} \times 192 \text{ days} = \$26,329$ Fringe Benefits - \$21,114	Increase six Classroom Support Staff from half-time to full time. (Additional 2.250 FTE)  Salary - $3/\text{hrs/day} \text{ at } 16.72/\text{hr} \times 192 \text{ days/yr} \times 6 \text{ staff} = \$57,784$ Fringe Benefits - \$36,549
.35 Hourly Assistant: Salary - $\$16.72/\text{hr} \times 2.8 \text{ hrs/day} \times 192 \text{ days} = \$ 8,989$ Fringe Benefits - \$ 2,399	
Food service-meals @ $\$646/\text{child} \times 34 \text{ children} = \$21,964$ Disposable supplies @ $\$71/\text{child} \times 34 \text{ children} = \$ 2,414$	
Classroom supplies @ $\$194/\text{child} \times 34 \text{ children} = \$6,596$	
<b>TOTAL</b> \$215,668	<b>TOTAL</b> \$215,310



BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

INDEX TO THE AGENDA

June 26, 2018

Board Action Number	Page
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Personnel

5664	2016-2019 Agreement between Portland Association of Teachers/Substitute Teachers and School District No. 1J, Multnomah County, Oregon.....	3
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Purchases, Bids, Contracts

5665	Revenue Contracts that Exceed \$150,000 for Delegation of Authority.....	5
5666	Expenditure Contracts that Exceed \$150,000 for Delegation of Authority.....	6

Other Matters Requiring Board Approval

5667	Wellness Policy .....	9
5668	Impose Taxes and Adoption of the FY 2018/19 Budget for School District No. 1J, Multnomah County, Oregon .....	11
5669	Resolution to Uphold the Superintendent's Decision on a Step 2 Appeal.....	14
5670	Resolution to Uphold the Superintendent's Decision on a Step 2 Appeal.....	14
5671	Settlement Agreement.....	15
5672	Settlement Agreement.....	15
5673	Approval of Head Start Policy Recommendation.....	15
5674	Approval of Head Start Policy Council Recommendation.....	16
5675	Calendar of Regular Board Meetings School Year 2018-2019.....	17
5676	Service Payments.....	18
5677	Approving Board Member Conference Attendance.....	18
5678	Minutes.....	18



Personnel

The Superintendent RECOMMENDS adoption of the following item:

Number 5664

**RESOLUTION No. 5664**

2016–2019 Agreement between Portland Association of Teachers/Substitute Teachers and  
School District No. 1J, Multnomah County, Oregon

**RESOLUTION**

The Superintendent is authorized and directed to execute the 2016–2019 Agreement between the Portland Association of Teachers, representing Substitute Teachers, and School District No. 1J, Multnomah County, Oregon, on the terms presented to the Board and filed in the record of this meeting.

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Number 5665 and 5666

**RESOLUTION No. 5665**

Revenue Contracts that Exceed \$150,000 Limit for Delegation of Authority

**RECITAL**

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$150,000 per contractor are listed below.

**RESOLUTION**

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

**NEW REVENUE CONTRACTS**

No New Revenue Contracts

**NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)**

No New IGA/Rs

**AMENDMENTS TO EXISTING REVENUE CONTRACTS**

<b>Contractor</b>	<b>Contract Amendment Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Amendment Amount, Contract Total</b>	<b>Responsible Administrator, Funding Source</b>
State of Oregon	7/1/18 through 6/30/19	Intergovernmental Agreement / Revenue IGA/R 65094 Amendment 1	Additional year of Head Start funding.	\$4,209,133 \$8,418,266	Y. Curtis Fund 205 Grant G1825

**RESOLUTION No. 5666**

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

**RECITAL**

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

**RESOLUTION**

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

**NEW CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Performance Abatement Services	6/27/18 through 10/29/18	Construction C 66455	Crawlspace, flooring, and accessible pipe insulation abatement at Jefferson High School. ITB-C 2018-2439	\$216,300	S. Soden Fund 455 Dept. 3118 Project DS002
Northwest Engineering Services, Inc.	6/27/18 through 6/30/20	Related Services RS 66489	Commissioning services on the 2017 Bond Program projects. RFP 2018-2394	\$3,570,580	S. Soden Fund 455 Dept. 5511 Project DF120
Ross Builders Northwest, LLC	6/27/18 through 12/31/18	Construction C 66441	Haul, set, and build-out modular classrooms for Cesar Chavez and Bridger schools. ITB-C 2015-2436	\$1,157,626	S. Soden Fund 404 Dept. 5597 Project X0141
Renaissance Learning Inc.	8/1/18 through 8/1/21	Master Contract MSTR 66491	Purchase of myON digital resources on an as-needed basis by schools. Approved Class Special Procurements: Copyrighted Materials and Creative Works PPS-47-0288(4)	Not to Exceed \$600,000	L. Valentino Funding Source Varies
Swanson & Cosgrave Consulting, LLC	7/1/18 through 6/30/22	Personal Services PS 66512	Curriculum development, coaching, consultation, and technical assistance. Sole Source – Federal Procurement (2 CFR 200.320 (F)(1))	\$240,000	Y. Curtis Fund 205 Dept. 5485 Grant G1716
AECOM Technical Services, Inc.	6/28/18 through 6/30/19  Option to renew for up to four additional one-year terms through 6/30/23	Related Services RS 66509	District-wide Facility Condition Assessment. RFP 2017-2325	\$2,203,201	S. Soden Fund 424 Dept. 5597 Project EC009

SHI International	6/27/18 through 4/7/19 Option to renew through 4/7/21	Cooperative Agreement COA 66454	Pricing agreement for District-wide purchase of software on an as-needed basis. Administering Contracting Agency: State of Nevada	Not-to-exceed \$500,000	S. Soden Funding Source: Varies
Freshworks, Inc.	06/27/18 through 04/30/21 Option to renew through 4/30/24	Cooperative Agreement COA 66236	Provides Information Technology Service Desk software to log, track, and resolve IT hardware and software service requests for District staff. Administering Contracting Agency: Organization for Education Technology and Curriculum ("OETC")	Not-to-exceed \$450,000	S. Soden Dept. 5581
Miller, Nash, Graham, & Dunn	6/27/18 through 6/30/19	Legal Services LS 66521	Legal advice, research on various legal issues/matters. Direct Negotiation – PPS-46-0525 (3)	\$150,000	L. Large Fund 101 Dept. 5460

### NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland State University	1/15/18 through 1/31/20	Intergovernmental Agreement IGA 65793	Environmental consulting for the Tubman project.	\$568,276	S. Soden Fund 404 Dept. 5597 Project X0149

### AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
The Gunter Group	7/1/18 through 12/31/18	Personal Services PS 65849 Amendment 2	Interim support for Finance and Human Resources Department and assistance with organization and leadership transition. Direct Negotiation PPS-46-0525	\$148,675 \$397,910	G. Guerrero Fund 101 Dept. 5520
Two Ocean Partners, LLC	7/1/18 through 8/31/18	Personal Services PS 65869 Amendment 3	Interim support for Finance Department and assistance with budget and treasury functions. Direct Negotiation PPS-46-0525	\$107,000 \$378,280	G. Guerrero Fund 101 Dept. 5520
Office of the General Counsel Network	7/1/18 through 8/30/18	Legal Services LS 65544 Amendment 3	Interim General Counsel services. Direct Negotiation PPS-46-0525	\$85,000 \$268,250	G. Guerrero Fund 101 Dept. 5402
First Student	7/1/18 through 6/30/20	Services S 58779 Amendment 3	Extend contract for two additional years for student transportation. RFP 2009-63	\$26,000,000 \$176,207,000	S. Soden Fund 101 Dept. 5560

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5667 through 5678

## RESOLUTION No. 5667

### Wellness Policy

#### RECITALS

- A. On June 30, 2004 Congress passed Public Law 108-265 and reauthorized federal funding for Child Nutrition Programs.
- B. Section 204 of the Child Nutrition Reauthorization Act directs all school districts participating in the federally funded Child Nutrition programs to establish a local school wellness policy for all schools in the district.
- C. The local wellness policy must be in place by the first day of the 2018 school year and must include:
- Goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the district determines appropriate;
  - Nutrition guidelines selected by the district for all foods (vending machines, a la carte foods, fundraisers, concession stands, student stores, school parties/celebrations) available on each school campus during the school day with the objectives of promoting students' health and reducing childhood obesity;
  - Assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture;
  - A plan for measuring implementation of the local wellness policy, including designation of one or more persons within the district or at each school to ensure implementation of the local wellness policy;
  - Involvement of parents, students, representatives of the school food service program, the school board, school administrators, and the public in the development of the school wellness policy; and
- D. Portland Public Schools Nutrition Services has been taking steps to promote healthy food choices through school meals and nutrition education.
- E. Portland Public Schools Nutrition Services has a national reputation for being a leader in implementing nutritional changes such as switching to 1% and nonfat milk, adding self-serve salad bars to increase fruit and vegetable intake, increasing whole grain products, and limiting fried foods.
- F. The issue of child obesity has become more serious each year, Portland Public Schools has responded by taking steps to implement higher nutrition standards in meal selections at elementary and middle schools. Elementary students are offered only milk, soymilk, and 100% juice in addition to school meals. Elementary and middle school students do NOT have access to vending machines.
- G. Portland Public Schools Nutrition Services sees the need to promote well-balanced meals for all students. Nutrition Services will no longer offer a la carte sales, only complete school meals beginning in Fall 2018. Vending machines will continue to be excluded from all schools and grade levels.

#### RESOLUTION

1. The Board approves that every decision that Portland Public Schools Nutrition Services makes about changes in meal service or menu will be done in the context of knowledge of the changing



state of children's health and the district's responsibility to create a healthy school nutrition environment.

2. That Portland Public Schools believes that the healthy, physically active child is better prepared for academic success and recognizes the benefits of the Local School Wellness Policy requirement to support student achievement.
3. The School Board recommends that the district continue efforts for supporting the district Wellness Committee and apply the Wellness Policy to every school in Portland effective July 1, 2018.

*J. Withycombe*

## RESOLUTION No. 5668

### Impose Taxes and Adoption of the FY 2018/19 Budget for School District No. 1J, Multnomah County, Oregon

#### RECITALS

- A. Oregon Local Budget Law, Oregon Revised Statute (ORS) 294.428, requires each legal jurisdiction's Budget Committee approve a budget and specify the *ad valorem* property tax rate for all funds.
- B. The Board of Education (Board) serves as the Budget Committee for the school district. The Board appointed a Community Budget Review Committee (CBRC) to review the Proposed Budget and current year expenditures of the existing Local Option Levy. The CBRC acts in an advisory capacity to the Board.
- C. On May 22, 2018, the Board, acting in their capacity as the Budget Committee, received testimony and a report on the current year Local Option Levy expenditures and testimony and recommendations from the CBRC.
- D. On June 12, 2018, by way of Resolution No. 5662, and under the provisions of Oregon Local Budget Law (ORS Chapter 291), the Budget Committee for School District No. 1J, Multnomah County, Oregon ("District"), approved the FY 2018/19 budget and imposed taxes.
- E. Oregon Local Budget Law, ORS 294.431, requires submission of the budget document to the Tax Supervising Conservation Commission (TSCC) by May 15 of each year. ORS 294.431 allows taxing jurisdictions to request an extension of the submission date. Portland Public Schools ("PPS") applied for, and was granted an extension to this deadline, and submitted the PPS budget to TSCC as required.
- F. The TSCC held a public hearing on the Approved Budget on June 26, 2018.
- G. ORS 457.445(1)(b)(iv) provides the opportunity for a school district to be excluded from urban renewal division of tax calculations with a statutory rate limit on July 1, 2003, that is greater than \$4.50 per \$1,000 of assessed value. To the extent that the rate limit was increased under section 11 (5)(d), Article XI of the Oregon Constitution, property tax revenue from said increase is excluded from local revenues. The District will notify the county assessors of the rate to be excluded for the current fiscal year not later than July 15.
- H. Portland Public Schools has a statutory rate limit that is in excess of the \$4.50 limitation that includes an increase under section 11 (5)(d), Article XI of the Oregon Constitution.

#### RESOLUTION

1. The District's Board of Education hereby adopts the budget for the fiscal year 2018/19, as summarized in Attachment "A", in the total amount of \$1,506,991,788.
2. The Board appropriates for the fiscal year beginning July 1, 2018, the amounts summarized by program in Attachment A to this resolution and as detailed in the budget book, Adopted Budget, for the fiscal year 2018/19, School District 1J, Multnomah County, Oregon.

3. The Board resolves that the District hereby imposes the taxes provided for in the adopted budget:
  - a. At the rate of \$5.2781 per \$1,000 of assessed value for operations;
  - b. At the rate of \$1.9900 per \$1,000 of assessed value for local option tax for operations;
  - c. In the amount of \$128,700,000 for exempt bonds.

And that these taxes are hereby imposed and categorized for tax year 2018/19 upon the assessed value of all taxable property within the district.

4. Taxes are hereby imposed and categorized as for tax year 2018/19 upon the taxable assessed value of all taxable property in the District, as follows:

	<u>Education Limitation</u>	<u>Excluded from Limitation</u>
Permanent Rate Tax Levy	\$5.2781/\$1,000 of assessed valuation	
Local Option Rate Tax Levy	\$1.9900/\$1,000 of assessed valuation	
Bonded Debt Levy		\$128,700,000

5. The Board further resolves that \$0.5038 per \$1,000 of taxable assessed value is excluded from division of tax calculations, as the Permanent Rate Tax Levy attributable to the increase provided in section 11 (5)(d), Article XI of the Oregon Constitution (such increase is a result of the expiring Gap Tax Levy). The District will notify the county assessors that for the 2018/19 fiscal year \$0.5038 of the District's permanent tax rate ley is to be excluded from urban division of tax calculations under the provisions of ORS 457.010(4)(a)(D).

*R. Dutcher*

**Attachment "A" to Resolution No. 5668  
2018/19 Adopted Budget**

Schedule of Appropriations and Other Balances

Fund	Appropriations						Contingency	Ending Fund Balance	Fund Total
	Instruction	Support Services	Enterprise & Community Services	Facilities Acquisition & Construction	Debt Service	Transfers Out			
Fund 101	350,108,662	272,247,648	1,515,284	-	-	5,878,818	25,252,055	-	655,002,466
Fund 201	8,800,000	-	-	-	-	-	-	4,257,383	13,057,383
Fund 202	-	-	21,209,667	-	-	-	-	896,568	22,106,234
Fund 205	31,734,799	31,992,955	3,068,084	-	-	-	-	-	66,795,838
Fund 225	-	-	-	-	-	-	-	17,520,983	17,520,983
Fund 299	8,288,539	2,352,706	137,112	-	-	50,000	-	-	10,828,358
Fund 307	-	-	-	-	2,708,046	-	-	-	2,708,046
Fund 308	-	-	-	-	48,854,325	-	-	1,169,736	50,024,061
Fund 320	-	-	-	-	1,846,785	-	-	-	1,846,785
Fund 350	-	-	-	-	120,432,483	-	-	3,300,899	123,733,382
Fund 404	-	-	-	20,222,034	-	618,830	-	-	20,840,864
Fund 407	-	774,699	-	-	-	-	-	-	774,699
Fund 420	-	3,695,417	-	623,558	-	-	-	-	4,318,975
Fund 435	-	-	-	2,819,761	-	-	-	-	2,819,761
Fund 438	-	4,750	-	19,782,255	-	-	-	-	19,787,005
Fund 445	-	-	-	5,089,830	-	-	-	-	5,089,830
Fund 450	-	427,059	-	184,266,382	-	-	294,365,168	-	479,058,609
Fund 470	-	-	-	-	-	-	-	-	-
Fund 601	-	3,804,091	-	-	-	-	6,874,417	-	10,678,509
<b>Total</b>	<b>\$398,932,000</b>	<b>\$315,299,326</b>	<b>\$25,930,146</b>	<b>\$ 232,803,820</b>	<b>\$173,841,639</b>	<b>\$6,547,648</b>	<b>\$326,491,640</b>	<b>\$27,145,569</b>	<b>\$1,506,991,788</b>

**RESOLUTION No. 5669**

Resolution to Uphold the Superintendent's Decision on a Step 2 Appeal

**RECITALS**

- A. On April 24, 2018, the Portland Public School Board heard an appeal to the Superintendent's decision on the Step 2 appeal submitted by the complainant. The appeal was tabled in order to allow further discussion and to discuss with staff and members of the Teaching and Learning Committee.
- B. On May 7, 2018 and June 11, 2018, the Teaching and Learning Committee met to discuss the complaint and, in the June 11, 2018 meeting, to ask questions of staff and the complainant.
- C. The Teaching and Learning Committee gained an understanding of the concerns in the complaint and operational challenges in fully addressing them. The Office of Teaching and Learning will use the K-12 Guaranteed and Viable Curriculum so that all students have access to the same content, through differentiated teaching strategies and student tasks, across each section or class, where both English language proficiency and core standards are incorporated.

**RESOLUTION**

The Board of Education upholds the Superintendent's decision of the Step 2 appeal as the final decision.

**RESOLUTION No. 5670**

Resolution to Uphold the Superintendent's Decision on a Step 2 Appeal

**RECITALS**

The Board of Education has received and reviewed the complaint submitted and the Superintendent's response to it.

**RESOLVED**

The Board of Education upholds the Superintendent's decision of the Step 2 appeal as the final decision.

**RESOLUTION No. 5671**

Settlement Agreement

The Board of Education grants authority to pay up to \$46,155 is granted to settle special education claims regarding student K.S. The settlement agreement will be in a form approved by the Interim General Counsel.

*E. Large*

**RESOLUTION No. 5672**

Settlement Agreement

The Board of Education grants authority to pay a total of \$ 65,000.00 is granted to settle special education claims regarding student L.T. The settlement agreement will be in a form approved by the Interim General Counsel.

*E. Large*

**RESOLUTION No. 5673**

Approval of Head Start Policy Recommendation

**RECITALS**

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Policy Council recommends submitting the application for year one of the Non-Competing Continuation Grant for fiscal year 2019.

**RESOLUTION**

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendations as stated above.

## **RESOLUTION No. 5674**

### Approval of Head Start Policy Council Recommendation

#### **RECITALS**

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations in the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Due to the fact that we are facing difficulties providing quality interventions to meet the needs of the increasing number of our children with disabilities and challenging behaviors, we are seeking a reduction of 34 slots for the 2018-19 school year. This would enable us to increase our six Classroom Support Staff from .5 FTE to .875 FTE.
- D. In order to determine the program budget for 2018-2019, the PPS Head Start Policy Council recommends a reduction in slots which will result in a permanent increase in the Federal Cost per Child allocation and will positively impact the level of future fiscal year program budgets. The reduction in slots would not impact our Head Start budget allocation.
- E. If not approved, the Program will not meet its financial obligations and/or Federal Head Start Performance Standards.

#### **RESOLUTION**

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendation to reduce 34 slots for the 2018-2019 fiscal year.

**RESOLUTION No. 5675**

Calendar of Regular Board Meetings  
School Year 2018-2019

**RESOLUTION**

The Board of Education hereby adopts the below calendar as its schedule of Regular Board Meetings for the upcoming 2018-2019 school year.

**Portland Public Schools  
BOARD OF EDUCATION  
Schedule of Regular Meetings  
2019-2019 School Year**

Board meetings are held at 501 North Dixon Street, Portland, Oregon, 97227, and begin at 6:00pm on Tuesdays. On occasions, Board meetings may be held in a school building.

July 17, 2018	January 8, 2019
July 24, 2018	January 29, 2019
August 14, 2018	February 12, 2019
August 28, 2018	February 26, 2019
September 4, 2018	March 5, 2019
September 18, 2018	March 19, 2019
October 2, 2018	April 2, 2019
October 16, 2018	April 16, 2019
November 13, 2018	May 14, 2019
November 27, 2018	May 28, 2019
December 11, 2018	June 11, 2019
	June 25, 2019

**The Board may also hold Work Sessions, Special Meetings, and Executive Sessions on Tuesday Evenings when a Regular Board Meeting is not scheduled.**



**RESOLUTION No. 5676**

Service Payments

The Board of Education approves the following service payments:

<b><i>Payee</i></b>	<b><i>Description</i></b>	<b><i>Period</i></b>	<b><i>Amount</i></b>
Council of Great City Schools	Annual Dues	2018-2019	\$38,701.00
Oregon School Boards Association	Annual Dues	2018-2019	\$18,940.00

**RESOLUTION No. 5677**

Approving Board Member Conference Attendance

**RECITAL**

- A. Board Policy 1.40.070 requires Board approval for individual Board members to attend state or national meetings as representatives of the Board.
- B. Portland Public Schools participates in AVID (Advancement Via Individual Determination), which encourages participation of District Leadership in Summits and Work Sessions they provide.

**RESOLUTION**

The Board affirms Chair Julia Brim-Edwards to attend the AVID Northwest Collaborative School Board Workshop in July 2018.

**RESOLUTION No. 5678**

Minutes

The following minutes are offered for adoption:

May 22, May 30, and June 12, 2018