

**BOARD OF EDUCATION**

Portland Public Schools  
**REGULAR MEETING**  
 July 17, 2018

**BOARD AUDITORIUM**

Blanchard Education Service Center  
 501 N. Dixon Street  
 Portland, OR, 97227

**Note:** Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time. This meeting may be taped and televised by the media.

**AGENDA**

- |     |   |                               |
|-----|---|-------------------------------|
| 1.  | <b><u>OPENING</u></b>   | 6:00 pm                       |
| 2.  | <b><u>STUDENT RECOGNITION: BOARD SCHOLARSHIP WINNER</u></b>                             | 6:05 pm                       |
| 3.  | <b><u>2017-2018 SCHOOL YEAR SUMMARY</u></b>   | 6:15 pm                       |
| 4.  | <b><u>BUSINESS AGENDA ITEMS FOR DISCUSSION</u></b>                                      | 6:25 pm                       |
| 5.  | <b><u>BOARD POLICIES</u></b>  | 6:30 pm                       |
|     | a. Second Reading: Public Access to District Records Policy - vote                      |                               |
|     | b. Second Reading: Comprehensive Sexuality Education Policy and Plan - vote             |                               |
|     | <i>(public comment accepted on each policy)</i>   |                               |
| 6.  | <b><u>SUPERINTENDENT'S REPORT</u></b>   | 6:50 pm                       |
| 7.  | <b><u>STUDENT AND PUBLIC COMMENT</u></b>  | <i>(Time Certain)</i> 7:00 pm |
| 8.  | <b><u>DISCUSSION: LINCOLN HIGH SCHOOL MASTER PLAN</u></b>                               | 7:20 pm                       |
| 9.  | <b><u>BOARD LEADERSHIP VOTE</u></b>   | 8:45 pm                       |
| 10. | <b><u>BUSINESS AGENDA</u></b> – vote  | 8:50 pm                       |
|     | <i>(public comment accepted)</i>  |                               |
| 11. | <b><u>SUMMARY OF PRIOR COMPLAINT</u></b>  | 9:00 pm                       |
| 12. | <b><u>BOARD COMMITTEE AND CONFERENCE REPORTS;<br/>STUDENT REPRESENTATIVE REPORT</u></b> | 9:10 pm                       |
| 13. | <b><u>OTHER BUSINESS / COMMITTEE REFERRALS</u></b>                                      | 9:20 pm                       |
| 14. | <b><u>ADJOURN</u></b>   | 9:30 pm                       |

**Portland Public Schools Nondiscrimination Statement**

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** July 12, 2017

**To:** Board of Education

**From:** Liz Large

**Subject:** Revised Public Access to District Records Policy

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Attached you will please find the staff report and revised Public Access to District Records Policy (including proposed amendments) for the second reading and vote at the July 17, 2018, Board meeting.



# Board of Education

## Staff Report to the Board

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**Board Meeting Date:** July 17, 2018      **Executive Committee Lead:** Liz Large  
**Department:** Legal      **Presenter/Staff Lead:** Liz Large

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**SUBJECT: Public Access to District Records Policy**

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### **BACKGROUND**

The Board sought an amendment to the existing Public Access to District Records Policy to ensure the District is providing transparency and an accurate accounting of how the district carries out its business by disclosing public records in compliance with state law.

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

The Policy and Governance Committee reviewed and revised the existing policy on February 16 and introduced and reviewed two amendments on May 16.

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### **PROCESS / COMMUNITY ENGAGEMENT**

The Board held a First Reading of the revised policy on February 27, 2018. It then held a First Reading of proposed amendments to the revised policy on June 12, 2018. Following each First Reading, the policy and amendments, respectively, were posted for public comment, and the Board received and considered all comments received.

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### **BUDGET / RESOURCE IMPLICATIONS**

No incremental budget impact expected.

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

Once adopted by the Board, the revised policy will be placed on the District web page. The Superintendent will promptly revise the AD related to this policy to conform to the revisions and provide additional guidance.

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### **QUESTIONS FOR BOARD DISCUSSION**

Not applicable.

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## **2.50.010-P Public Access to District Records**

In order to promote transparency and provide an accurate accounting of how the district carries out the public's business it is the intent of the Board that all district records should be disclosed courteously and consistent with state and federal law. The district shall rely upon the definition of "Public Record" set forth in Oregon law.

- (1) The Superintendent shall hire a Public Records Officer and develop administrative directives and procedures to provide clarity and consistency to the public about access to district public records. The Public Records Officer shall process all requests as soon as practicable and without unreasonable delay, without regard to the nature of the records or identity of the requester.
- (2) It is the goal of the school district to provide the public with records at no or minimal cost when the documents requested are not voluminous or do not require significant time to locate and process. The Superintendent shall develop clear guidelines regarding when it is appropriate to charge fees and to provide clarity to requesters as to how fees are determined.
- (3) The district recognizes that it is in possession of sensitive and confidential information about our students, staff, and families. Upon receiving a public records request seeking potentially sensitive, personal, or private information related to a staff member, the District shall notify the staff member and the staff member's union (if represented) in writing of the existence and nature of the records request. In responding to public records requests, the District will follow state and federal law.
- (4) When public records are requested that could be considered exempt under one of the conditional exemptions under Oregon law, the district shall construe the public interest liberally in favor of disclosure.
- (5) The Public Records Officer shall, with the advice and counsel of the General Counsel or its designee, make determinations as to whether (a) a record is responsive to a public records request; (b) a record contains information the district is prohibited from disclosing; or (c) a record is exempt from disclosure. The Public Records Officer shall have the responsibility of ensuring exemptions are legally and appropriately applied.
- (6) Records shall be made available to persons with disabilities in an appropriate format on request in accordance with the requirements of the Americans with Disabilities Act. No fee to cover the costs of providing records in an alternative format shall be charged. All other actual costs may be recovered, consistent with Board policies, administrative directives, and the public records law.
- (7) If the district requires clarification from the requester, such clarification shall be requested in writing, and the requestor shall be informed that work on the request will stop until the clarification is received. If the original scope of a request is likely to necessitate high fees, the Public Records Officer will offer to work with requesters to negotiate or narrow the scope in order to reduce the costs.

- (8) Requesters who believe the district has inappropriately withheld records or assessed fees may request an expedited review of such decisions by the Board, which will decide whether to hear the appeal and, if it does, issue a decision within 30 days. The Board's procedures will preserve the confidentiality of the records in question during such an appeal. Requesters retain their statutory right to request such review from the Multnomah County District Attorney, and the availability of an appeal to the Board does not preclude a requester from appealing a denial directly to the District Attorney rather than to the Board.
- (9) No District employee, student, or Board member may engage in unlawful retaliation against any person who requests public records or requests review of a public records decision. Any employee who engages in any form of retaliation for requesting public records, or requesting review of public records decisions, will be subject to disciplinary action up to and including dismissal.
- (10) To avoid possible conflicts of interest, no employee shall make the final decision on the application of exemptions to a given public records request if they are named in that request. If an in-house PPS attorneys is making the final decision on the application of exemptions applicable to a public records request and they also provided material legal advice regarding the records at issue prior to the records being requested (e.g. a personnel investigation), the in-house attorney shall disclose that fact to the Superintendent's designee prior to making the final decision. Any employee who knowingly and intentionally violates this paragraph will be subject to disciplinary action up to and including dismissal.



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** July 11, 2018  
**To:** Portland Public Schools Board  
**From:** Jenny Withycombe, PhD  
**Subject:** Comprehensive Sexuality Policy and Plan – Second Reading

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**Please find attached the Staff Report and Board Resolution for the Comprehensive Sexuality Education Policy and Plan. The policy and plan will be going before the Portland Public School Board for a Second Reading on July 17, 2018.**



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**Board Meeting Date:** July 17, 2018

**Executive Committee Lead:**

**Department:** ICA

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

**SUBJECT: Comprehensive Sexuality Education Policy and Plan**

**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)**

The CSE Policy and Plan were reviewed by the Teaching and Learning Committee on June 11, 2018. Both were forwarded to the PPS board for a first reading. The first reading of the CSE Policy and Plan occurred at the PPS Board Meeting on June 26, 2018.

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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)
- [OAR 581-022-2050](#) (Human Sexuality Education)
- [OAR 581-022-2060](#) (Comprehensive Guidance and Counseling)
- [OAR 581-022-2310](#) (Equal Educational Opportunities)
- Title IX of the Educational Amendments Act
- [ORS 174-100](#) (Oregon Equality Act)
- [PPS Board Policy 1.80.020-P](#) (Non-Discrimination/Anti-Harassment)
- [PPS Board Policy 2.10.010-P](#) (Racial Educational Equity Policy)
- [PPS Board Policy 4.30.060-P](#) Anti-Harassment
- [PPS Administrative Directive 4.30.061-AD](#) (Transgender and Gender Non-Conforming Students)
- [PPS Board Policy 4.30.070-P](#) (Teen Dating Violence/Domestic Violence)

## **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 during 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.

## **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.

## **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**

None

# **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

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VP of Policy and Programs, Cairn Guidance

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Sexual Health and School Health Specialist, Oregon Department of Education

***Committee Members***

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**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>
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<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>	

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## 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

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, 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
- [OAR 581-022-2050](#) Human Sexuality Education
- [OAR 581-022-2060](#) Comprehensive Guidance and Counseling

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

- [OAR 581-022-2310](#) Equal Educational Opportunities
- Title IX-Educational Amendments Act
- [ORS 174-100](#) Oregon Equality Act
- [PPS 1.80.020-P](#) Non-Discrimination/Anti-Harassment
- [PPS 2.10.010-P](#) Racial Educational Equity Policy
- [PPS 4.30.060-P](#) Anti-Harassment
- [PPS 4.30.061-AD](#) Transgender and Gender Non-Conforming Students
- [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. Qualified and trained teachers as outlined in the CSEP will implement it.

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.

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### III. Student Bill of Rights

#### **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.

## 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

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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.

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“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
  - 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 X).

- 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 VII).
- 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 IX)
- 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 Appendix B).

## 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</li> <li>• My Space-Your Space</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                                     <ul style="list-style-type: none"> <li>• Gender</li> </ul> </li> </ul> </li> <li>• Abstinence/Protection Methods                             <ul style="list-style-type: none"> <li>• HIV/STD Transmission and Prevention                                     <ul style="list-style-type: none"> <li>• HPV Prevention Education</li> </ul> </li> </ul> </li> <li>• Staying Safe Online</li> <li>• Sexual Exploitation</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Relationships                             <ul style="list-style-type: none"> <li>• Consent</li> </ul> </li> <li>• STD Risk Reduction</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                                     <ul style="list-style-type: none"> <li>• Accessing Health Resources</li> </ul> </li> </ul> </li> </ul>

## XII. Portland Public Schools Comprehensive Sexuality Education Scope and Sequence, K-12

Oregon Health Education Content Standards Skill Key:

- Standard 1: Concepts (Content Knowledge) – CC
- Standard 2: Analyzing Influences – INF
- Standard 3: Accessing Information – AI
- Standard 4: Interpersonal Communication – IC
- Standard 5: Decision Making – DM
- Standard 6: Goal Setting – GS
- Standard 7: Self Management – SM
- Standard 8: Advocacy

Performance Indicator Key:

HE.1.1.14 Describe different kinds of family structures.

HE – Health Education

HE.1 – Health Education, Standard 1

HE.1.1 – Health Education, Standard 1, Grade 1

HE.1.1.14 – Health Education, Standard 1, Grade 1, Performance Indicator 14

\*Note: In alignment with the National Health Education Content Standards and the National Sexuality Standards, the Oregon Health Education Content Standards are now skills-based. Although functional knowledge is important, best practices in healthy behavior outcomes show that giving students the skills to make healthy choices results in better outcomes across the lifespan. Therefore, assessments will focus on skills, rather than on content. Each grade level will have 1 or more standards (skills) that is assessed for each unit (listed at the top of the scope and sequence page). The performance indicators for each assessed skill will be bolded. That does not mean that other skills will not be taught throughout the unit, just that they will not be assessed.

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**KINDERGARTEN – ACCESSING INFORMATION (AI)\***

OVERVIEW	OREGON PERFORMANCE INDICATORS
<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>

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**FIRST GRADE – ACCESSING INFORMATION (AI)\***

OVERVIEW	OREGON PERFORMANCE INDICATORS
<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>

**SECOND GRADE – ANALYZING INFLUENCES (INF)\***

OVERVIEW	OREGON PERFORMANCE INDICATORS
<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>

**THIRD GRADE – ACCESSING INFORMATION (AI)\***

OVERVIEW	OREGON PERFORMANCE INDICATORS
<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.</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, 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>

**FOURTH GRADE – ACCESSING INFORMATION (AI)\***

OVERVIEW	OREGON PERFORMANCE INDICATORS
<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> </ul>

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	<ul style="list-style-type: none"><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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**FIFTH GRADE – ANALYZING INFLUENCES (INF), DECISION MAKING (DM) \***

OVERVIEW	OREGON PERFORMANCE INDICATORS
<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 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> </ul>

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	<ul style="list-style-type: none"><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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**SIXTH GRADE – INTERPERSONAL COMMUNICATION (IC), DECISION MAKING (DM)\***

OVERVIEW	OREGON PERFORMANCE INDICATORS
<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>	<p>HE.1.6.16 Identify the human sexual and reproductive systems including body parts and their functions.</p> <p>HE.1.6.18 Define sexual abstinence as it relates to pregnancy prevention.</p> <p>HE.1.6.19 Recognize that HIV/STDs can be spread through sexual contact with someone who has HIV/STD.</p> <p>HE.1.6.21 Identify the differences between biological sex, sexual orientation, and gender identity and expression.</p> <p>HE.1.6.22 Describe the physical, social, cognitive and emotional changes of adolescence.</p> <p>HE.1.6.25 Define sexual intercourse and its relationship to human reproduction.</p> <p>HE.1.6.27 Identify everyone has the right to say who touches their body and how.</p> <p>HE.1.6.29 Describe the advantages and disadvantages of communicating, within relationship using technology and social media.</p> <p>HE.1.6.34 Identify various methods of contraception: abstinence, condoms, and emergency contraception.</p> <p>HE.1.6.35 Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.</p> <p>HE.1.6.36 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.</p> <p>HE.1.6.37 Identify myths and facts of how STDs are transmitted and not transmitted.</p> <p>HE.1.6.38 Identify ways to prevent HIV and other STDs.</p> <p>HE.1.6.39 Recognize the importance of getting tested for HIV/STDs when people are sexually active.</p> <p>HE.1.6.41 Identify consent as a freely given yes.</p> <p>HE.1.6.43 Identify that no one has the right to touch anyone else without giving and receiving consent.</p> <p>HE.1.6.44 Identify why a person who has been raped or sexually assaulted is not at fault.</p> <p><b>HE.4.6.5 Identify how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.</b></p> <p><b>HE.4.6.6 Explain communication skills that foster healthy relationships.</b></p> <p><b>HE.4.6.7 Explain effective ways to communicate personal boundaries and show respect for the boundaries of others.</b></p> <p><b>HE.4.6.8 List a variety of clear communication skills to report and/or access help in dangerous situations.</b></p> <p><b>HE.4.6.9 Explain effective communication skills about the use of contraception including abstinence, condoms, and other safer sex practices.</b></p> <p><b>HE.4.6.10 Explain effective communication skills to ensure affirmative consent in all sexual relationships.</b></p> <p><b>HE.4.6.11 Explain the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.</b></p> <p><b>HE.5.6.9 Describe how the decision-making process can be used to enhance or establish healthy relationships.</b></p> <p><b>HE.5.6.10 Practice a decision making process to make healthy choices around sexual health.</b></p> <p><b>HE.5.6.11 Practice a decision making process to give or receive consent.</b></p>

**SEVENTH GRADE – ACCESSING INFORMATION (AI), SELF MANAGEMENT (SM)\***

OVERVIEW	OREGON PERFORMANCE INDICATORS
<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>	<p>HE.1.7.17 Describe the human sexual and reproductive systems including body parts and their functions.</p> <p>HE.1.7.19 Describe how sexual abstinence relates to pregnancy prevention.</p> <p>HE.1.7.20 Define how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.</p> <p>HE.1.7.24 Define gender roles, gender identity and sexual orientation across cultures.</p> <p>HE.1.7.38 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.</p> <p>HE.1.7.41 Describe the importance of getting tested for HIV and other STDs when people.</p> <p>HE.1.7.44 Discuss how affirmative consent mitigates confusion within a sexual relationship.</p> <p>HE.1.7.45 Describe why no one has the right to touch anyone else without giving and receiving consent.</p> <p>HE.1.7.46 Explain why a person who has been raped or sexually assaulted is not at fault.</p> <p>HE.1.7.47 Recognize the signs and symptoms of pregnancy.</p> <p><b>HE.3.7.7 Describe sources of medically- accurate information about human sexual and reproductive anatomy.</b></p> <p><b>HE.3.7.8 Describe medically accurate sources of information about puberty, development and sexuality.</b></p> <p><b>HE.3.7.9 Describe accurate information about healthy sexuality, including sexual orientation and gender identity.</b></p> <p><b>HE.3.7.14 Describe medically-accurate information about STDs and HIV transmission and prevention.</b></p> <p><b>HE.3.7.15 Describe medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.</b></p> <p><b>HE.3.7.16 Describe medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.</b></p> <p><b>HE.7.7.10 Describe ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.</b></p> <p><b>HE.7.7.13 Describe the steps to correctly use a condom.</b></p> <p><b>HE.7.7.14 Assess the criteria for evaluating the health of a relationship.</b></p> <p><b>HE 7.7.15 Practice ways to treat your friends, family and partner with dignity and respect.</b></p>

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**EIGHTH GRADE** – ANALYZING INFLUENCES (INF), GOAL SETTING (GS), ADVOCACY (AV)\*

OVERVIEW	OREGON PERFORMANCE INDICATORS
<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> </ul>

	<ul style="list-style-type: none"><li>• <u>HE.2.8.19 Assess external influences that have an impact on one’s attitudes about gender, sexual orientation and gender identity.</u></li><li>• <u>HE.2.8.20 Assess factors that may influence condom use and other safer sex decisions.</u></li><li>• <u>HE.2.8.21 Analyze how family and friends can influence one’s decisions within a healthy intimate relationship.</u></li><li>• <u>HE.2.8.22 Assess external influences and societal messages that impact attitudes about sexual, dating, and domestic violence.</u></li><li>• <u>HE.2.8.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.</u></li><li>• <u>HE.2.8.24 Assess influences that may have an impact on deciding whether or when to engage in sexual behaviors.</u></li><li>• <u>HE.2.8.25 Analyze how our values impact our sexual health-related decisions.</u></li><li>• <u>HE.2.8.26 Assess internal and external influences on decisions about pregnancy options and parenthood.</u></li><li>• <u>HE.6.8.9 Develop a goal and practice methods to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).</u></li><li>• <u>HE.6.8.10 Establish a personal goal to not have sex until you're ready.</u></li><li>• <u>HE.6.8.11 Establish a personal goal to use protection when sexually active.</u></li><li>• <u>HE.6.8.13 Develop a plan to eliminate or reduce risk for STDs, including HIV.</u></li><li>• <u>HE.8.8.8 Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.</u></li><li>• <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></li></ul>
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**HIGH SCHOOL HEALTH 1** – ACCESSING INFORMATION (AI), GOAL SETTING (GS), SELF MANAGEMENT (SM)\*

OVERVIEW	OREGON PERFORMANCE INDICATORS
<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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**HIGH SCHOOL HEALTH 2 – ACCESSING INFORMATION (AI), ANALYZING INFLUENCES (INF), INTERPERSONAL COMMUNICATION (IC), SELF MANAGEMENT (SM), ADVOCACY (AV)\***

OVERVIEW	OREGON PERFORMANCE INDICATORS
<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>	<p>HE.1.12.18 Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.</p> <p>HE.1.12.19 Discuss the importance of treating people with HIV or other STIs with respect.</p> <p>HE.1.12.20 Describe the human sexual response cycle, including the role hormones play.</p> <p>HE.1.12.27 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, and dating violence.</p> <p>HE.1.12.28 Define sexual consent and explain its implications for sexual decision-making.</p> <p>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.</p> <p>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).</p> <p>HE.1.12.32 Explain Oregon laws relating to minors’ rights around contraception pregnancy, adoption, abortion and parenting.</p> <p>HE.2.12.10 Analyze potential impacts of power differences (e.g., age, status or position) within sexual relationships.</p> <p>HE.2.12.11, 16 Analyze how the perception of norms and external influences (family, media, peers) influences healthy and unhealthy behaviors within relationships.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>HE.3.12.11-12 Access medically-accurate information about STI/HIV testing and treatment, contraceptive methods, and support for disclosure.</p> <p>HE.7.12.6 Describe how alcohol and other drug use can affect one’s ability to perceive or provide consent.</p> <p>HE.7.12.8 Demonstrate the steps to correctly use a condom and/or other barrier methods.</p> <p>HE.7.12.10 Demonstrate respect for the boundaries of others and practice affirmative consent.</p> <p>HE.4.12.8 Practice effective communication skills to ensure affirmative consent in all sexual relationships.</p> <p>HE.4.12.10 Demonstrate effective skills to negotiate agreements about the use of technology in relationships.</p> <p>HE.8.12.9 Advocate for access to products, services and medical care to maintain sexual and reproductive health.</p>



## 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

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

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

### Guidelines for Training Individuals Who Will Teach Comprehensive Sexuality<sup>1</sup>

#### Skill 1: Professional Disposition

- Demonstrate the ability to teach in ways that communicate that sexual development is an inherent part of child and adolescent development.
- Describe the importance of sexuality education as an integral part of K-12 health education.
- Demonstrate awareness of their own personal values, beliefs, biases and experiences related to sexuality education.
- Demonstrate how their personal values, beliefs, biases and experiences can influence the way they teach sexuality education.
- Model self-efficacy to teach sexuality education in age and developmentally-appropriate ways.
- Select their own continuing professional development needs relating to school-based sexuality education.

#### Skill 2: Diversity and Equity

- 2.1 Demonstrate the ability to create a safe and inclusive classroom environment for all students.
- 2.2 Describe how students' diverse backgrounds and experiences may affect students' personal beliefs, values and knowledge about sexuality.
- 2.3 Demonstrate the ability to select or adapt sexuality education materials that both reflect the range of characteristics of the students and community and respect the visible and invisible diversities that exist in every classroom.

#### Skill 3: Content Knowledge

- 3.1 Describe accurate and current content, as reflected in the National Sexuality Education Standards<sup>1</sup>, in the following topic areas:
  - anatomy and physiology;
  - puberty and adolescent development;
  - sexual orientation and gender identity and expression;
  - pregnancy and reproduction;
  - sexually transmitted diseases and HIV;
  - healthy relationships; and
  - personal safety.
- 3.2 Explain the stages of child and adolescent sexual development including cognitive, physical and emotional changes.
- 3.3 Describe at least three health behavior theories relevant to sexual health promotion.
- 3.4 Describe current federal and state laws relating to sexuality that have an impact on youth.
- 3.5 Demonstrate the ability to identify accurate and reliable sources of information to keep their own sexuality-related content knowledge current and relevant.
- 3.6 Demonstrate the ability to identify valid and reliable sexual health information, health products and community services relevant to students.

#### Skill 4: Legal And Professional Ethics

- 4.1 Explain how to determine relevant state and school district reporting laws and procedures relating to student disclosure regarding sexual abuse, incest, dating violence, and other associated sexual health issues.
- 4.2 Explain the policies and ethics associated with student confidentiality relating to sexuality and sexual health issues.
- 4.3 Describe when and from whom to seek guidance on sexuality-related ethical/legal matters when there is no policy or the policy is unclear.
- 4.4 Differentiate between professional and unprofessional conduct with students, both in and outside of the classroom and school.

#### Skill 5: Planning

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<sup>1</sup> For a full review of teacher preparation standards for teaching sexuality education see: <http://www.futureofsexed.org/documents/teacher-standards.pdf>

- 5.1 Apply learning and behavioral theories to sexuality education lesson planning.
- 5.2 Apply state and/or district laws, policies and standards to select and adapt curriculum content that is appropriate and permissible for a district.
- 5.3 Identify appropriate resources and policies to guide instructional planning.
- 5.4 Plan effective strategies to teach sexuality education in the cognitive, affective and behavioral learning domains.
- 5.5 Plan age- and developmentally-appropriate sexuality education instruction.

Skill 6: Implementation

- 6.1 Demonstrate strategies for creating a safe, respectful learning environment that fosters open discussion about a wide range of sexuality-related topics.
- 6.2 Demonstrate effective classroom management skills specific to sexuality education.
- 6.3 Convey accurate and developmentally-appropriate information about sexuality.
- 6.4 Engage learners using realistic and relevant situations relating to sexuality education.

Skill 7: Assessment

- 7.1 Use multiple strategies to assess knowledge, skills and attitudes about sexuality that are measurable, observable and aligned with learning objectives.
- 7.2 Analyze assessment results and determine any necessary changes for future sexuality education instruction.
- 7.3 Apply assessment results to the continuous improvement of their sexuality education instruction.

## Appendix C 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-curr-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/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Student's Health Teacher

\_\_\_\_\_



## Board of Education

### Recommendation to the Board

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**Board Meeting Date:**

July 24<sup>th</sup>, 2018

**Department:**

Office of School Modernization

**Presenter/Staff Lead:**

Dan Jung, Sr Director, OSM

Erik Gerding, Sr Project Manager, OSM

**Agenda Action:** Resolution

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#### **BRIEF SUMMARY AND RECOMMENDATION**

Staff is proposing the Board accept the Master Plan Design for Lincoln High School (LHS).

Staff is proposing the District:

- Approve the Lincoln High School's Master Plan which will be built to accommodate an enrollment capacity of 1700 students.
- Utilize the current Lincoln High School Area Program Summary as a guide to construct the modernized Lincoln High School to an approximate size of 289,261 square feet.

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#### **BACKGROUND**

Staff is utilizing the Lincoln High School Area Program Summary, which is a component of the Comprehensive High School Educational Specifications, as a guide to rebuild Lincoln High School.

Approval of the Master Plan for LHS is required for the Design Team to proceed with Schematic Design and is critical to deliver the project on schedule.

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#### **SCOPE**

The PPS Comprehensive High School Educational Specifications along with information on current LHS programming, was used as the basis for programming of the modernized Lincoln High School.

Using these documents as the foundation for the Lincoln program, the Design Team met with over 20 internal focus groups over several months and developed a Programming Report for LHS that presents the desired room requirements, the interrelationships of spaces, specific room requirements and square footages, and most importantly, represents the core educational values of PPS.

As part of the LHS Programming Report, the design team developed an Area Program

Summary that refines the PPS High School Ed Specs so that it meets the specific requirements for LHS, based on input from internal focus groups.

Additionally, the Design Team developed a Preferred Site Plan for LHS in coordination with internal focus groups and as part of a larger community engagement process.

### **PROCESS / COMMUNITY ENGAGEMENT**

From January 2016 thru August 2017, the Design Team undertook a Pre-Design Concept Planning process followed by a Due Diligence process that concluded in January 2017. The resulting pre-design plan and building modernization was the basis of the 2017 bond.

Post bond approval, the planning process continued in October 2017 to further develop the pre-design concept plan and develop a complete Master Plan. Through stakeholder, Design Advisory Group and community meetings, the concepts were refined to develop a plan that incorporates the programmatic and educational goals of PPS while meeting all current building codes to ensure the life, safety, and welfare of all students and faculty.

Throughout the Master Planning Process community and stakeholder engagement has occurred in several fashions:

First, in collaboration with PPS Community Involvement and Public Affairs (CIPA), Lincoln's Public Engagement Consultant reached out to many different organizations and individuals to both participate in the Design Advisory process and to engage with the project as members of the broader public. This Consultant focused on engaging with a culturally diverse group of individuals who could best represent the community surrounding the Lincoln site.

Second, the Design Advisory Group (DAG) was formed in November, 2017. The purpose of the DAG is to encourage interaction amongst a variety of stakeholders, provide input regarding the priorities to be addressed within the school design, and report on the work that was taking place to their various constituencies. There have been four DAG meetings to date and additional meetings are planned through 2018. In total, the Design Team anticipates at a minimum:

1. Seven (7) Design Advisory Group meetings.OMOMG
2. One (1) Open House.
3. Two (2) Neighborhood Association Meetings.

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### **SCHEDULE**

Following approval of the Master Plan for Lincoln High School, the Design Team will proceed with the Design and Documentation Phases of the project through October 2019. The Public Works Permit Process will take place starting November of 2018 through September of 2019, followed by Building Permit Process taking place November 2019 through April 2020. Construction Phase 1 (new building) will begin in

June of 2020 and complete in April of 2022. Fixtures, furnishings and equipment (FFE) will be installed from April 2022 through August 2022. LHS teachers and administrators will be trained to use the new building in August 2022 before the start of the school year. Construction Phase 2 (demolition and abatement of existing building, followed by site work and track and field) will begin in October of 2022 and continue through July of 2023.

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## **BUDGET**

The current total project budget appropriated in the 2017 Bond for the Lincoln High School modernization is \$187 Million.

As the approved budget was inadequate to deliver the full program, a revised total project budget is in the process of being developed by staff and will be presented to the Board in mid-October.

The Design Team, along with input from the PPS steering committee, DAG, and by comparing other high school space programs, has already incorporated into the design the following permanent program reductions in order to control costs:

- Reduce average classroom size from 980 SF to 930 SF
  - Reduce average lab size from 1500 SF to 1375 SF
  - Reduction of the Media Center SF
  - Reduction in the number of Teacher Planning areas
  - Elimination of future baseball, softball fields and tennis courts on-site
-

**Lincoln HS**  
**Budget Calculation - Revised Scope**

Dated: 7/11/18

# DRAFT

		A	B
Line Item	Description	Original Budget	Revised Budget
<b>01</b>	<b>Cost of Construction</b>	<b>151,727,000.00</b>	<b>192,000,000.00</b>
01.100.000000	Demolition & Deconstruction	0.00	0.00
01.105.000000	New Construction - Building	151,627,000.00	191,900,000.00
01.110.000000	Major Renovations > \$25k	0.00	0.00
01.115.000000	Minor Alterations < \$25k	0.00	0.00
01.120.000000	Ordinary Repairs & Maintenance	0.00	0.00
01.125.000000	Site Improvements (Non-building)	0.00	0.00
01.130.000000	Off-Site Improvements (Non-building)	0.00	0.00
01.135.000000	Hazardous Material Abatement	0.00	0.00
01.136.000000	Other Property Services	0.00	0.00
01.140.000000	Utility Costs and Connection Fees - Electric	50,000.00	50,000.00
01.145.000000	Land Acquisition	0.00	0.00
01.150.000000	Easements/Rights-of-Way	50,000.00	50,000.00
<b>02</b>	<b>Professional Services</b>	<b>13,075,347.00</b>	<b>16,685,000.00</b>
02.200.000000	Architectural Design	12,240,347.00	15,000,000.00
02.205.000000	Professional Engineering Services	0.00	0.00
02.210.000000	Hazardous Materials Consultant Services	250,000.00	250,000.00
02.211.000000	Material Testing & Special Inspections	180,000.00	750,000.00
02.212.000000	Geotechnical Engineering Services	100,000.00	100,000.00
02.213.000000	Land Surveyor Services	30,000.00	30,000.00
02.220.000000	Cost Estimating Consultant	0.00	50,000.00
02.230.000000	Building Commissioning Services	220,000.00	300,000.00
02.231.000000	Building Envelope Consultant	0.00	150,000.00
02.232.000000	Constructability Reviews	25,000.00	25,000.00
02.233.000000	Permit/Land Use Consultant Services	0.00	0.00
02.234.000000	Sustainability Consultant	0.00	0.00
02.235.000000	Traffic Engineering Services	0.00	0.00
02.236.000000	3rd Party QA/QC Inspections	0.00	0.00
02.250.000000	Other Design Services	0.00	0.00
02.260.000000	Construction Management - External	0.00	0.00
02.261.000000	Program Management - External	0.00	0.00
02.262.000000	Project Management - External	0.00	0.00
02.265.000000	Legal Services	30,000.00	30,000.00
<b>03</b>	<b>Owner Cost</b>	<b>7,610,000.00</b>	<b>8,860,000.00</b>
03.300.000000	Project Management - Internal	0.00	0.00
03.301.000000	District Administrative Cost	0.00	0.00
03.305.000000	Educational Staff	40,000.00	40,000.00
03.306.000000	Custodial Staff	0.00	0.00
03.307.000000	Other District Staff Costs	0.00	0.00
03.315.000000	Advertising	0.00	0.00
03.316.000000	Printing/Reprographics	10,000.00	10,000.00
03.317.3120	Travel, Local in District	0.00	0.00
03.320.000000	Land Use Permitting	0.00	750,000.00
03.321.000000	Permitting	1,000,000.00	1,250,000.00
03.322.000000	Facilities Permit Program (FPP)	0.00	0.00
03.323.000000	System Development Charges	750,000.00	1,000,000.00
03.324.000000	Dues & Fees	25,000.00	25,000.00
03.330.000000	Temporary Facilities & Equipment Rentals	100,000.00	100,000.00
03.335.000000	Moving Services	50,000.00	50,000.00

Based on assumed rejection of cost reduction options in MP presentation packet

@ 7.8% but anticipated to cap @ \$15M due to market conditions

@ .3% of construction cost

Assumes use of 3rd party cost estimator for cost validation exercises

Specialty consultant needed due to mid-rise construction

Land use action will be required - Type III assumec  
 Increase due to increased project valuation

Increase due to increased project valuation

	03.340.000000	Student Transportation (School Bus)	0.00	0.00
	03.345.000000	Maintenance Work Orders	0.00	0.00
	03.350.000000	Office Equipment/Consumable Supplies	0.00	0.00
	03.351.000000	Computers & Peripherals	750,000.00	750,000.00
	03.352.000000	Miscellaneous Technology	350,000.00	350,000.00
	03.353.000000	Fixtures, Furniture and Equipment < \$150	4,500,000.00	4,500,000.00
	03.354.000000	Fixtures, Furniture and Equipment \$150 <	0.00	0.00
	03.355.000000	Fixtures, Furniture and Equipment > \$2500	0.00	0.00
	03.356.000000	Maintenance Materials	0.00	0.00
	03.357.000000	Computer Software	0.00	0.00
	03.360.000000	Bond Issuance Costs	0.00	0.00
	03.361.000000	Bond Assurances/Set-Asides	0.00	0.00
	03.362.000000	Builders Risk Insurance (District Held)	35,000.00	35,000.00
	03.899.000000	Transfer to Other Funds	0.00	0.00
	<b>04</b>	<b>Contingency</b>	<b>14,587,653.00</b>	<b>32,631,750.00</b>
	04.905.000000	Contingency	14,587,653.00	32,631,750.00
	<b>Totals</b>		<b>187,000,000.00</b>	<b>250,176,750.00</b>

Set at 15%

These calculations are a comparison of possible scenarios and should not be used for funding purposes. Subject to change without notice.

0.232543  
0.767457



AERIAL VIEW FROM NE LOOKING TOWARDS SW

# AGENDA

LINCOLN HIGH SCHOOL MODERNIZATION

PROJECT VISION STATEMENT

PLANNING PRINCIPLES

EDUCATION SPECIFICATIONS & LHS PROPOSED PROGRAM

SITE

JURISDICTIONAL REQUIREMENTS

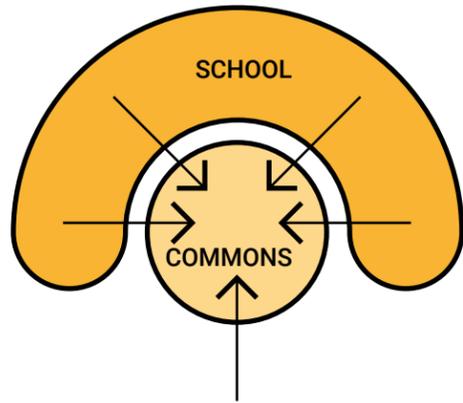
PROPOSED MASTER PLAN

COSTS

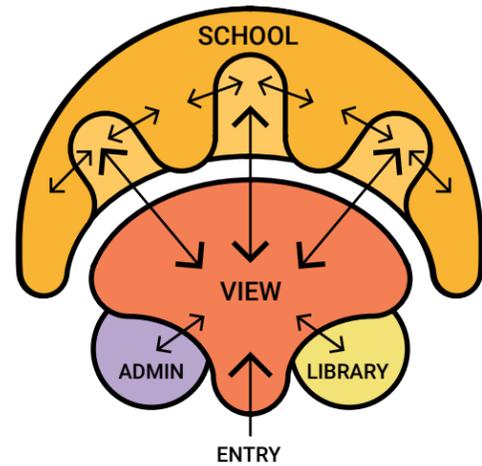
SCHEDULE

## VISION STATEMENT

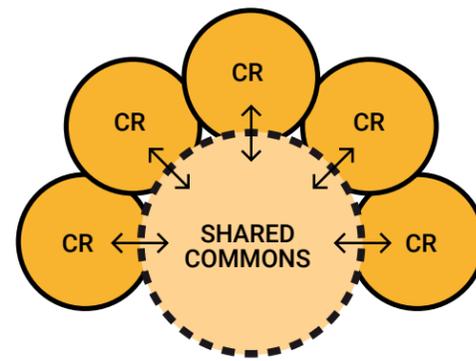
*“The redeveloped Lincoln campus will be an innovative hub of life-long learning; it will help students reach their goals in a safe, inclusive, and inspiring environment. The campus will be the center of an active, healthy, urban community and will support educationally related public and private partnerships. The project will be an example of schools promoting positive change in our neighborhood, city, state and region”*



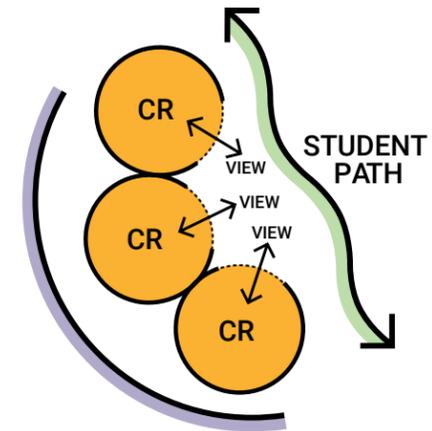
School Heart



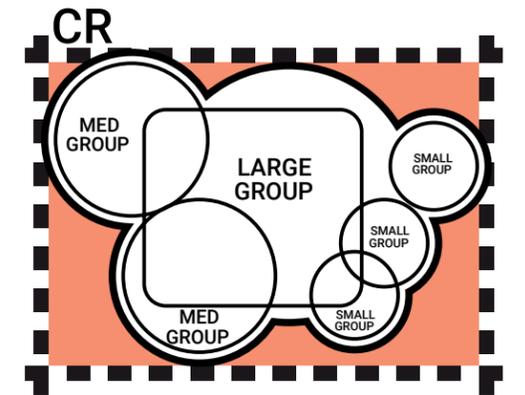
Viewable



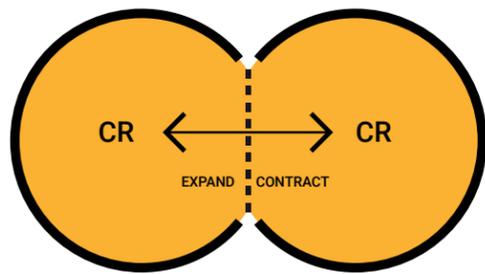
Learning Suite



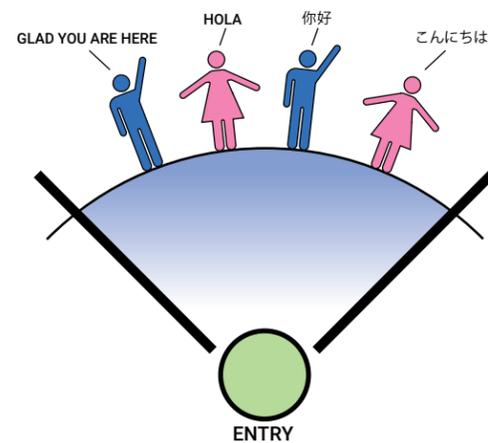
Transparent



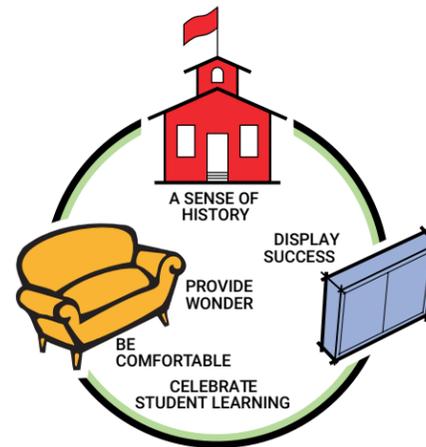
Variety



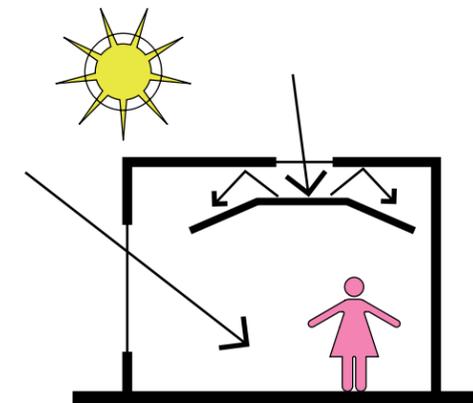
Flexible/Agile



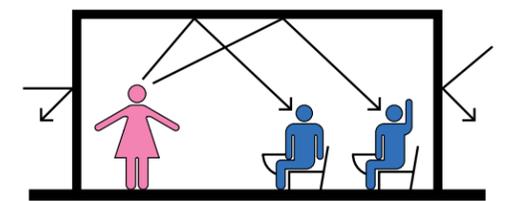
Entry



A School Should



Natural Light



Acoustics

EDUCATION SPECIFICATIONS & LINCOLN HIGH SCHOOL PROGRAM

	<b>PPS ED SPEC RECOMMENDED MINIMUM</b>	<b>PPS ED SPEC PREFERRED</b>	<b>PPS ED SPEC OPTIONAL</b>	<b>LINCOLN HIGH SCHOOL PROPOSED PROGRAM</b>
Net Program	<b>206,690 SF</b>	<b>216,100 SF</b>	<b>223,580 SF</b>	<b>206,800 SF</b>
Classrooms		Adds the following:	Includes all Preferred Program + the following items:	Recommended Minimum modified as follows:
Science Labs		+ 2 Practice Rooms	+ Choir and Storage	+ 3 Art Spaces to serve current needs
Fine and Performing Arts		+ More Spacious Theater	+ Multipurpose Production	+ Choir Room
Career Prep / CTE		+ Larger Black Box	+ Green Room	+ Half Sized Wrestling Room
Athletics		+ Larger Concessions	+ Team Room	+ Small Conference Spaces
Education Support		+ Larger PE Spaces	+ 1 Sick Room	+ Model UN / Constitution similar to Grant HS
Community Partners		+ Larger Career Center	+ Library Classroom	(- Classroom size reduced from 980-930 sf)
Teen Parent Center		+ Larger Servery	+ Partner Offices	(- Science classroom size reduced from 1500 to 1375)
Health Center		+ Larger Clothes Closet	+ Food Pantry	(- # of Teacher Planning areas reduced)
Baseball Field			+ After School Instruction	(- Media Center Reduction)
Softball Field			+ Social Service Office	(- Baseball Field)
Soccer Field			(- Reduced Media Center Permitted)	(- Softball Field)
Track & Field/Football Field				(- 4 Tennis Courts)
4 Tennis Courts				
Grossing Factor	74,408 SF @ 36%	77,796 SF @ 36%	80,489 SF @ 36%	82,720 SF @ 39%
<b>TOTAL</b>	<b>281,098 SF</b>	<b>293,896 SF</b>	<b>304,069 SF</b>	<b>289,261 SF</b>



SCHOOL	GSF	CAPACITY	ACTUAL 2017-2018	ACTUAL SF/STUDENT
BENSON*	368,000	1700	1,026	359
MADISON	298,185	1700	1,146	260
GRANT	293,360	1700	1,512	194
LINCOLN NEW**	289,261	1700	1705	169
FRANKLIN	282,802	1700	1,745	162
ROOSEVELT***	241,857	1350	859	282

\* Benson CTE Focus requires more space.

\*\* Lincoln existing size is 180,000 GSF =106/student

\*\*\* Roosevelt designed to 2013 Ed Spec with reduced capacity but can expand.

ATHLETIC FACILITIES COMPARISON

AMENITY	FRANKLIN	GRANT	MADISON	ROOSEVELT	LINCOLN	BENSON
Track and Field	✓	✓	✓	✓	✓	✓
Baseball	✓	✓	✓	✓	X	✓
Softball	✓	✓	✓	✓	X	✓
Tennis	✓	✓	✓	✓	X	✓
Practice (Flex Field)	X	✓	✓	✓	X	✓
Pool	X	✓	X	X	X	X
Soccer	✓	✓-	✓	✓-	✓-	✓
Football	✓	✓-	✓	✓-	✓-	✓
Use of PP&R property for athletics	Tennis, Soccer	All	Tennis, Soccer	None	None	All

ADDITIONAL PROGRAM NEEDS / REQUESTS [NOT INCLUDED IN PROPOSED PROGRAM]

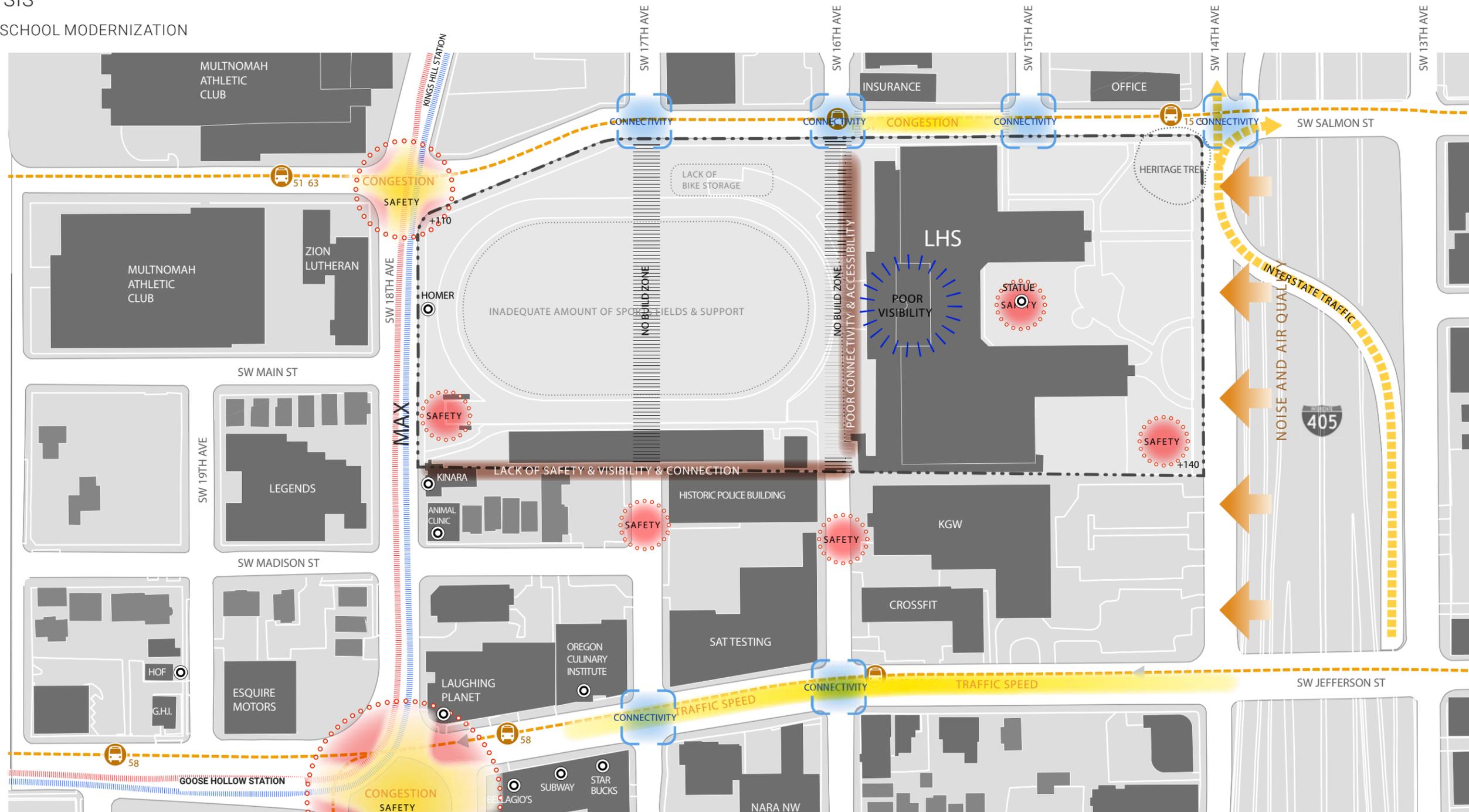
LINCOLN HIGH SCHOOL MODERNIZATION

PROGRAM DESCRIPTION	QTY	SF	TOTAL
<b>ADDITIONAL MUSIC/CHOIR PRACTICE ROOMS</b>	4	300	1200 SF
- Ed Spec insufficient to meet current academic needs			
<b>ADDITIONAL VISUAL ARTS CLASSROOM</b>	1	930	930
- Required to serve high demand photography program			
<b>FULL SIZED WRESTLING ROOM (1600 SF PROVIDED, 3200 SF REQUESTED)</b>		1600	1600
- Full size is best practice			
- Most new High Schools have full size			
- Program currently Off-Site			
- Serves Youth programs			
<b>SHOP (WOOD / METAL or additional CTE)</b>	1	3000	3000
- Strong community interest			
<b>SUBTOTAL</b>			<b>6,730 SF</b>
<b>39% NET/GROSS</b>			<b>2,625 SF</b>
<b>TOTAL</b>			<b>9,355 SF</b>

NOTE: ADDITIONAL FUNDS REQUIRED \$4-5 MILLION +/-

# SITE ANALYSIS

## LINCOLN HIGH SCHOOL MODERNIZATION



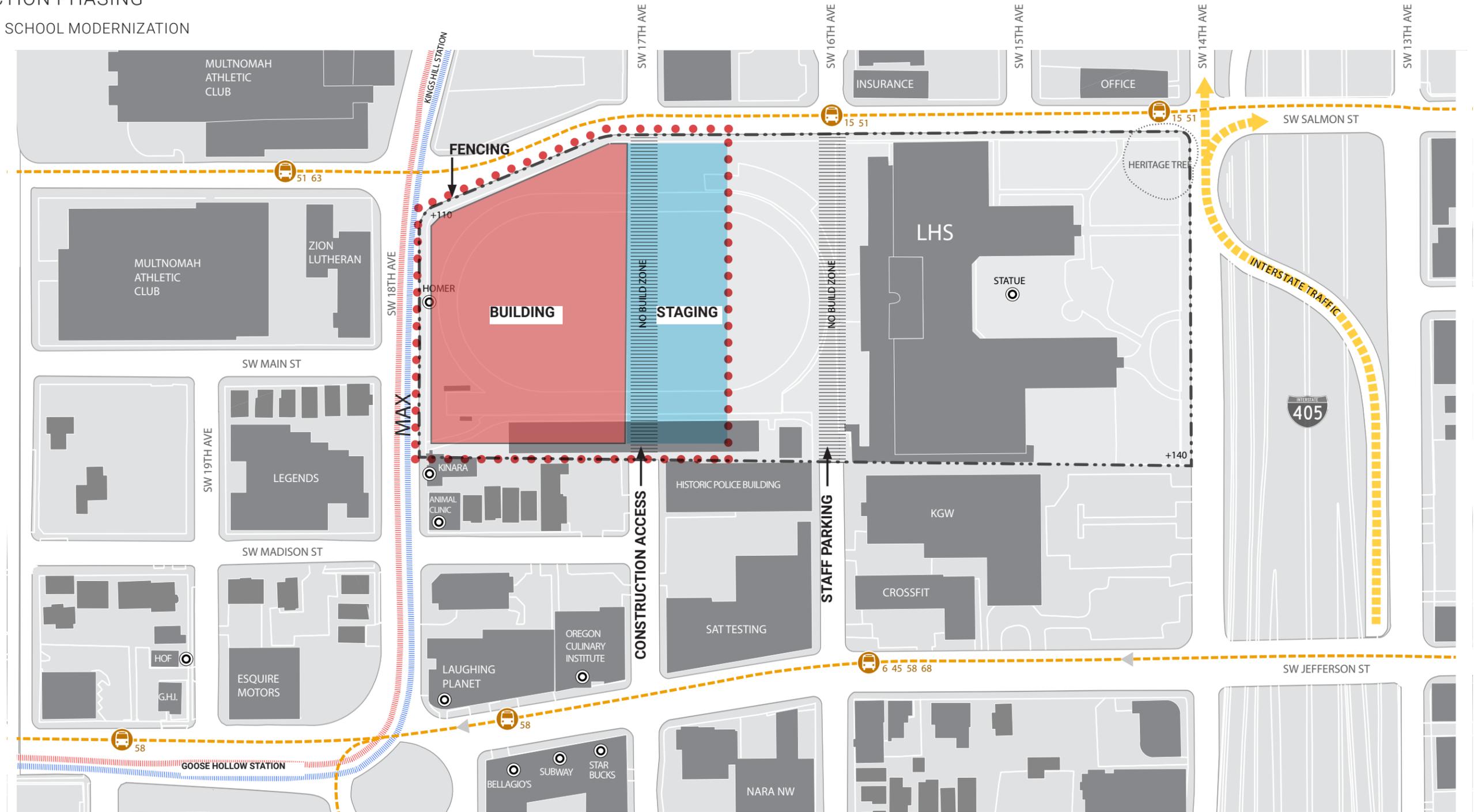
### OPPORTUNITIES

- Well served by transit
- Center of an evolving neighborhood
- Downtown location

### CHALLENGES

- Constrained site / size
- Topography / Geotechnical
- Easements
- Design Review Overlay

CONSTRUCTION PHASING  
LINCOLN HIGH SCHOOL MODERNIZATION

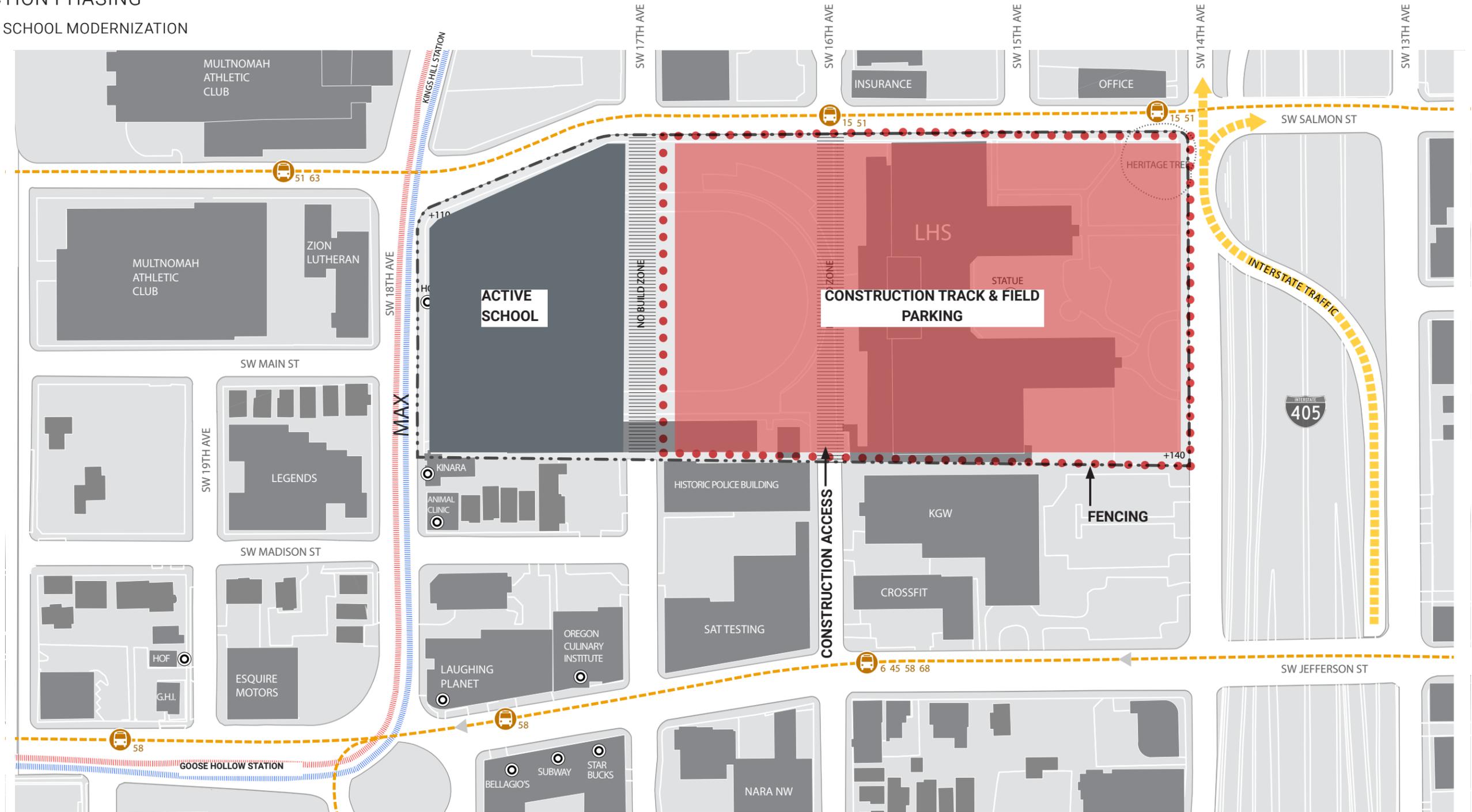


2020-2022

- Construction on west side
- LHS stays in operation
- Clear boundary between active school and construction site

# CONSTRUCTION PHASING

## LINCOLN HIGH SCHOOL MODERNIZATION



### 2022-2023

- New building opens
- Existing School is demolished
- East side of site built out
- Clear boundary between active school and construction site
- No staff parking available for this school year

Site specific Design Requirements include:

Design Overlay

Active Ground Floor uses

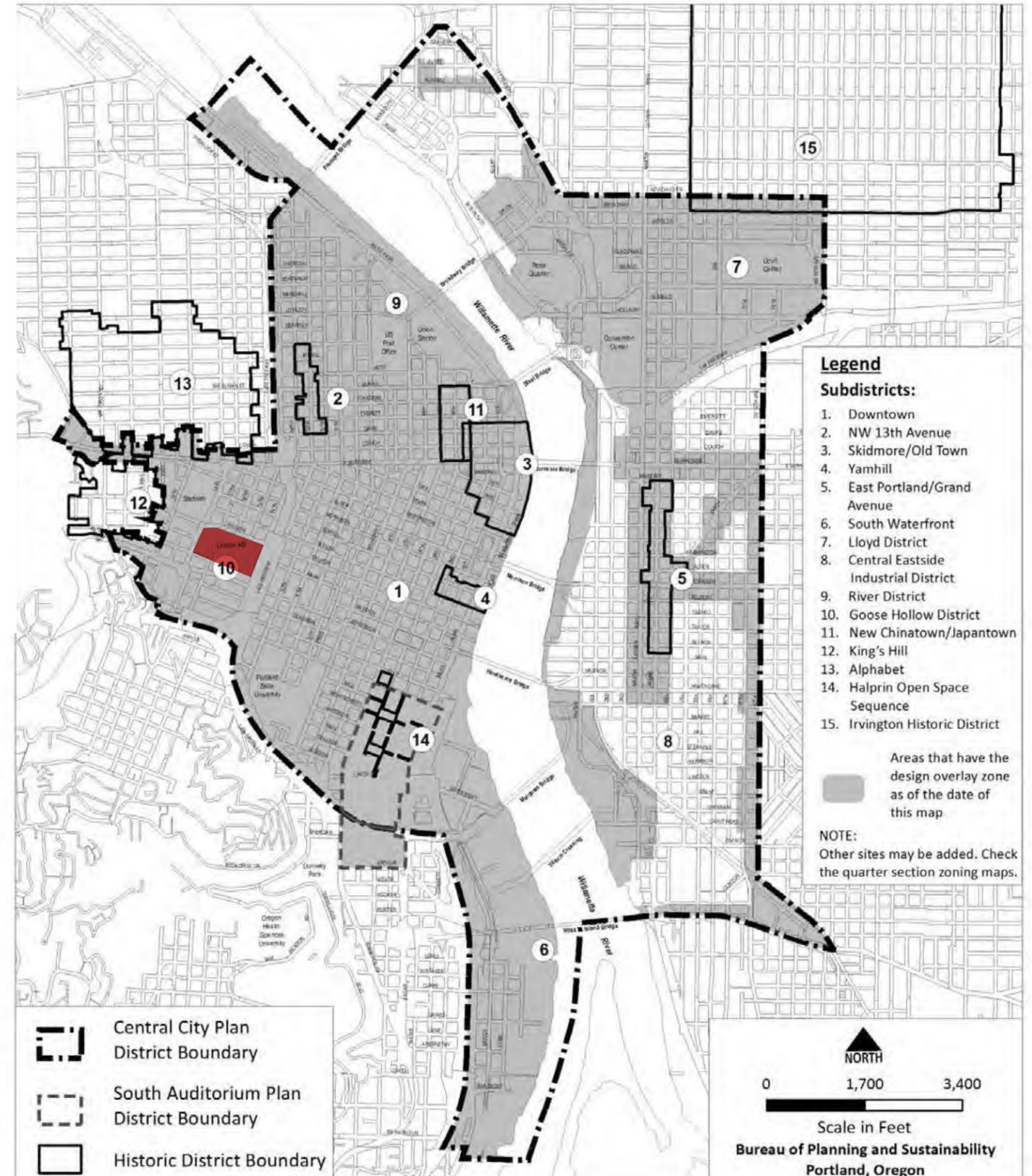
60% Green Roofs

Bird Friendly Glazing

Covered Bike Parking and other Site Furnishings

“Materials that promote permanence & express skilled craftsmanship”

Only PPS School within Design Overlay





Working with PPS District Leadership, the City of Portland has made the following revisions to zoning:

Surface Parking of up to 100 cars will be allowed on LHS property

The site will be exempt from Superblock requirements.

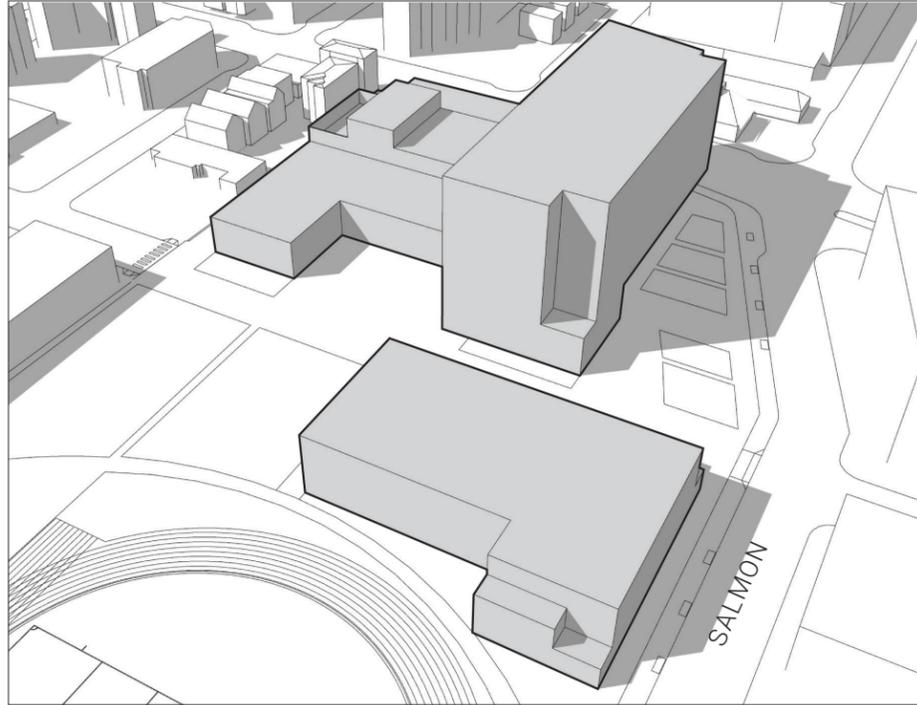
Zoning has been changed to allow for school use without a conditional use permit.

No height or view issues.

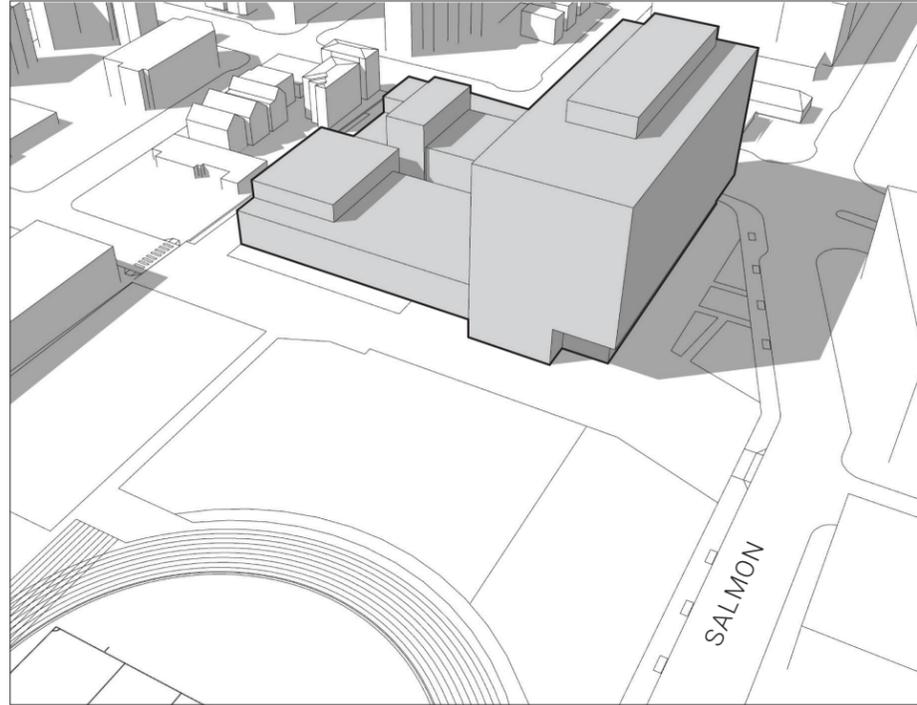
Bus loading can remain on street

Public Access through the site is being negotiated with PBOT

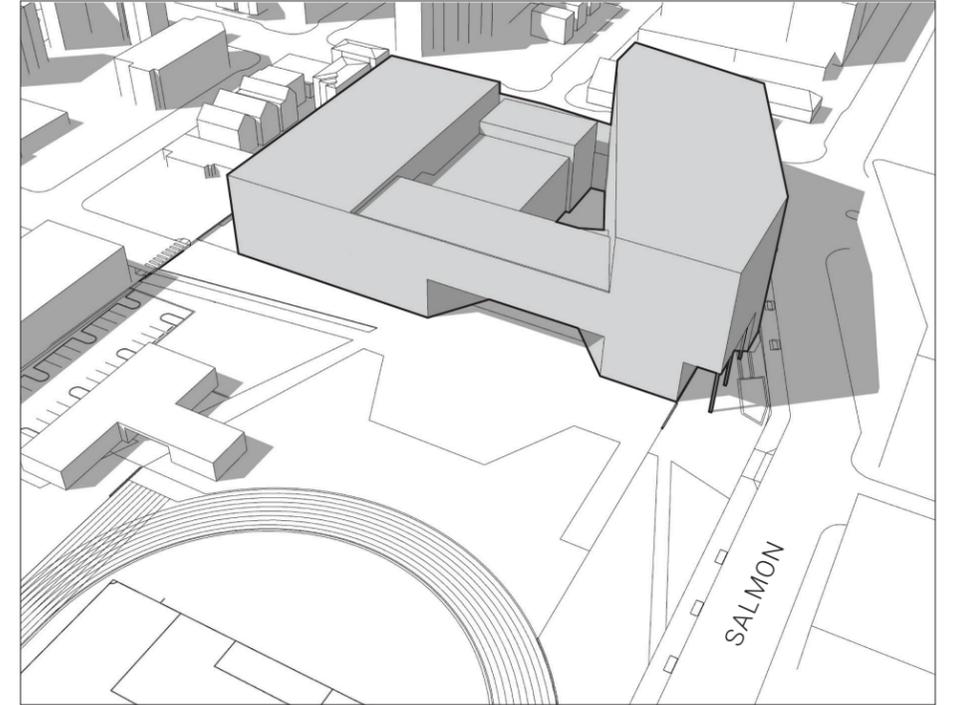
MASTER PLAN EVOLUTION  
LINCOLN HIGH SCHOOL MODERNIZATION



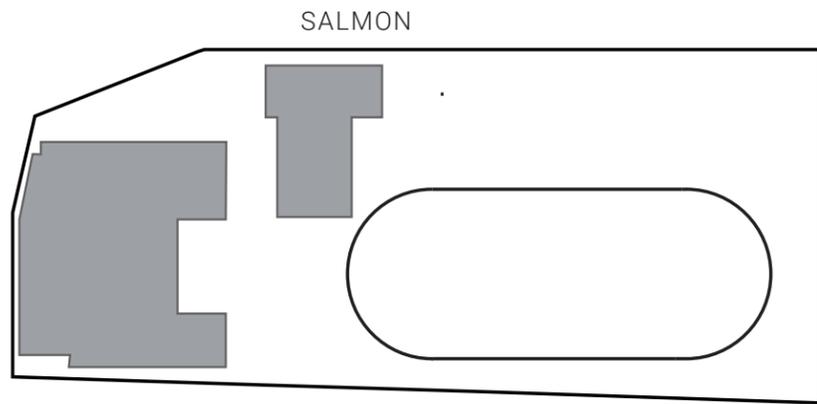
MASTER PLAN



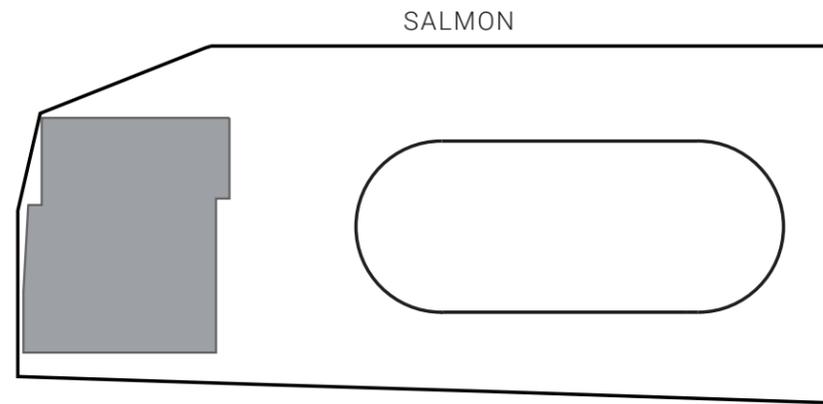
DUE DILIGENCE



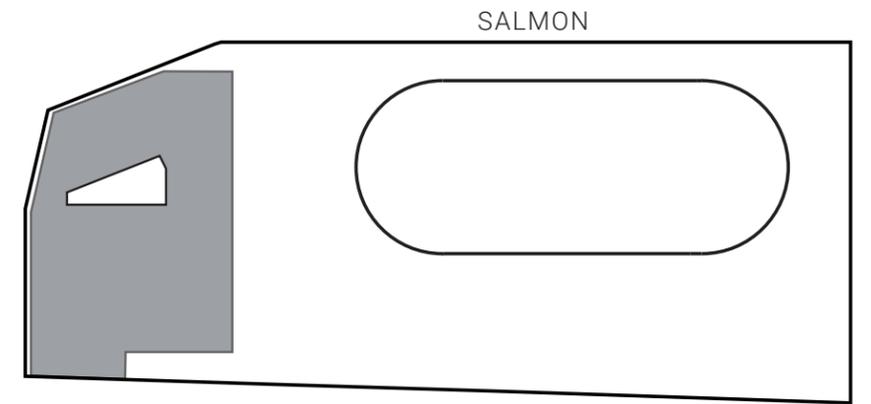
CURRENT



2015

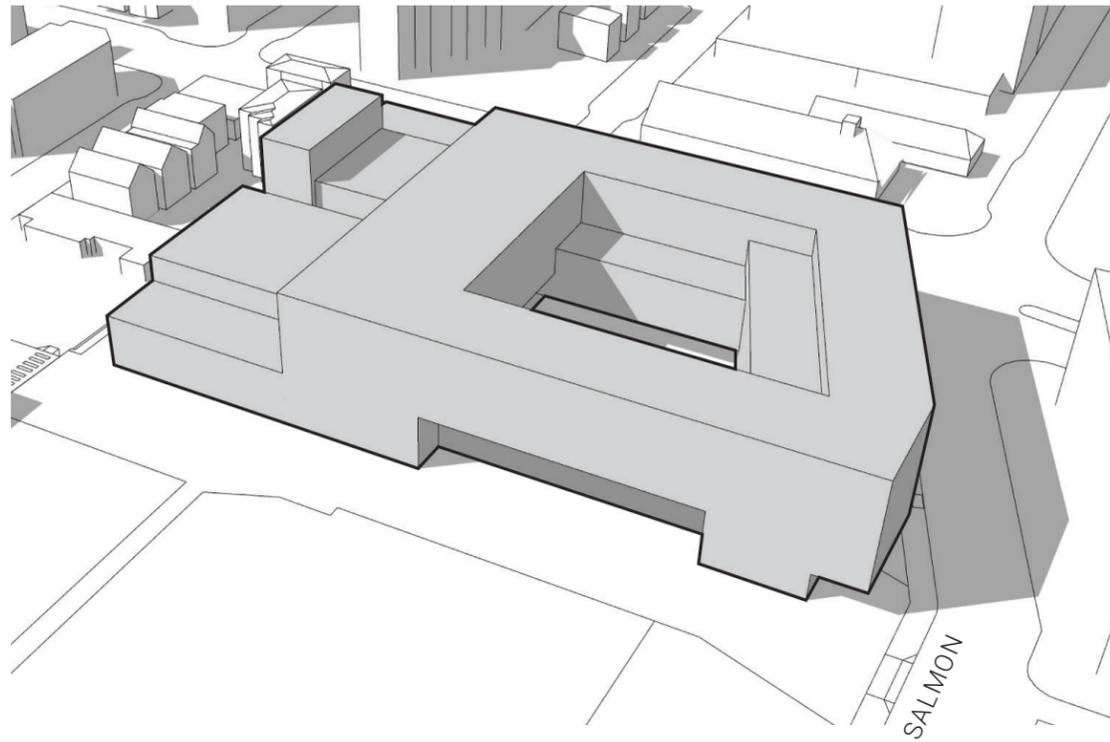


2016/17

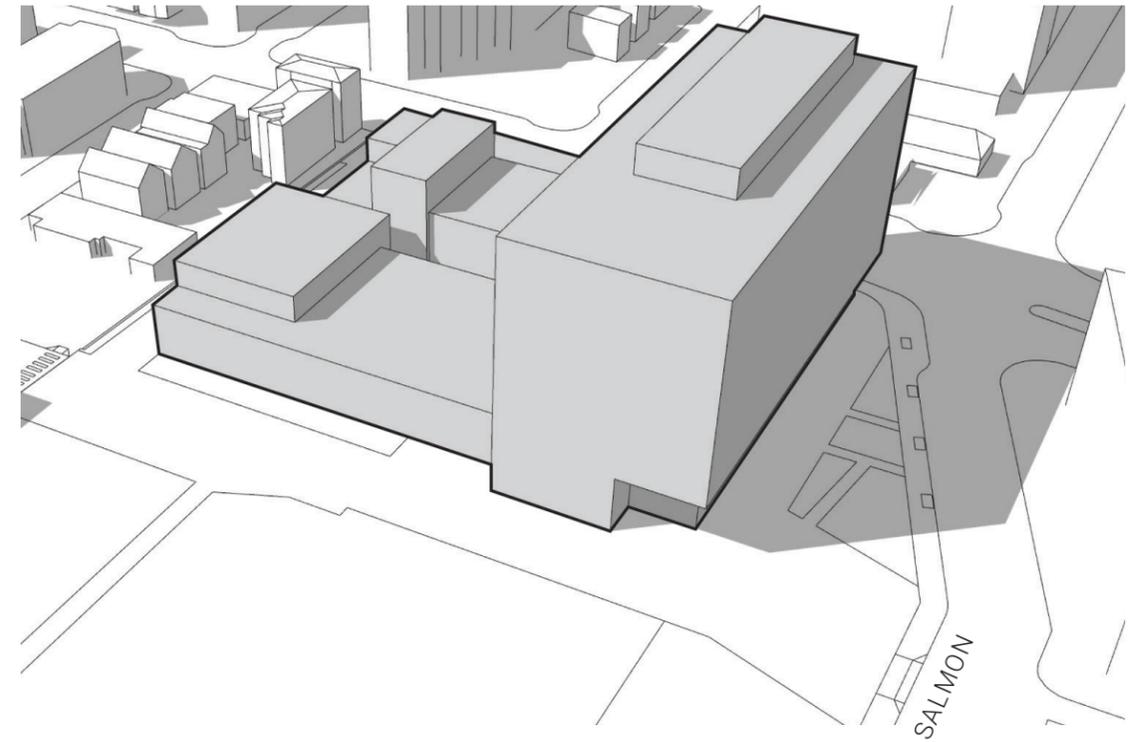


2017/18

DUE DILIGENCE OPTIONS



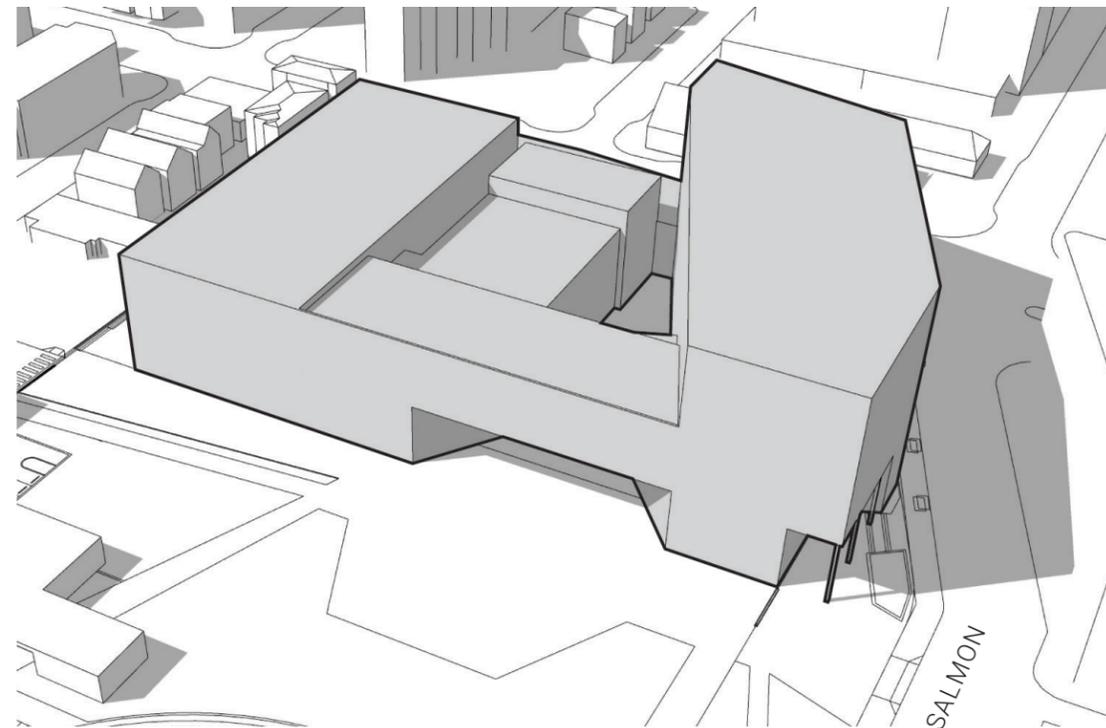
HORIZONTAL (5 STORIES)



VERTICAL (9 STORIES)

CURRENT

- STRONG CENTER
- SIMPLIFIES CIRCULATION
- CONSOLIDATES SPACES
- IMPROVES CONNECTIVITY

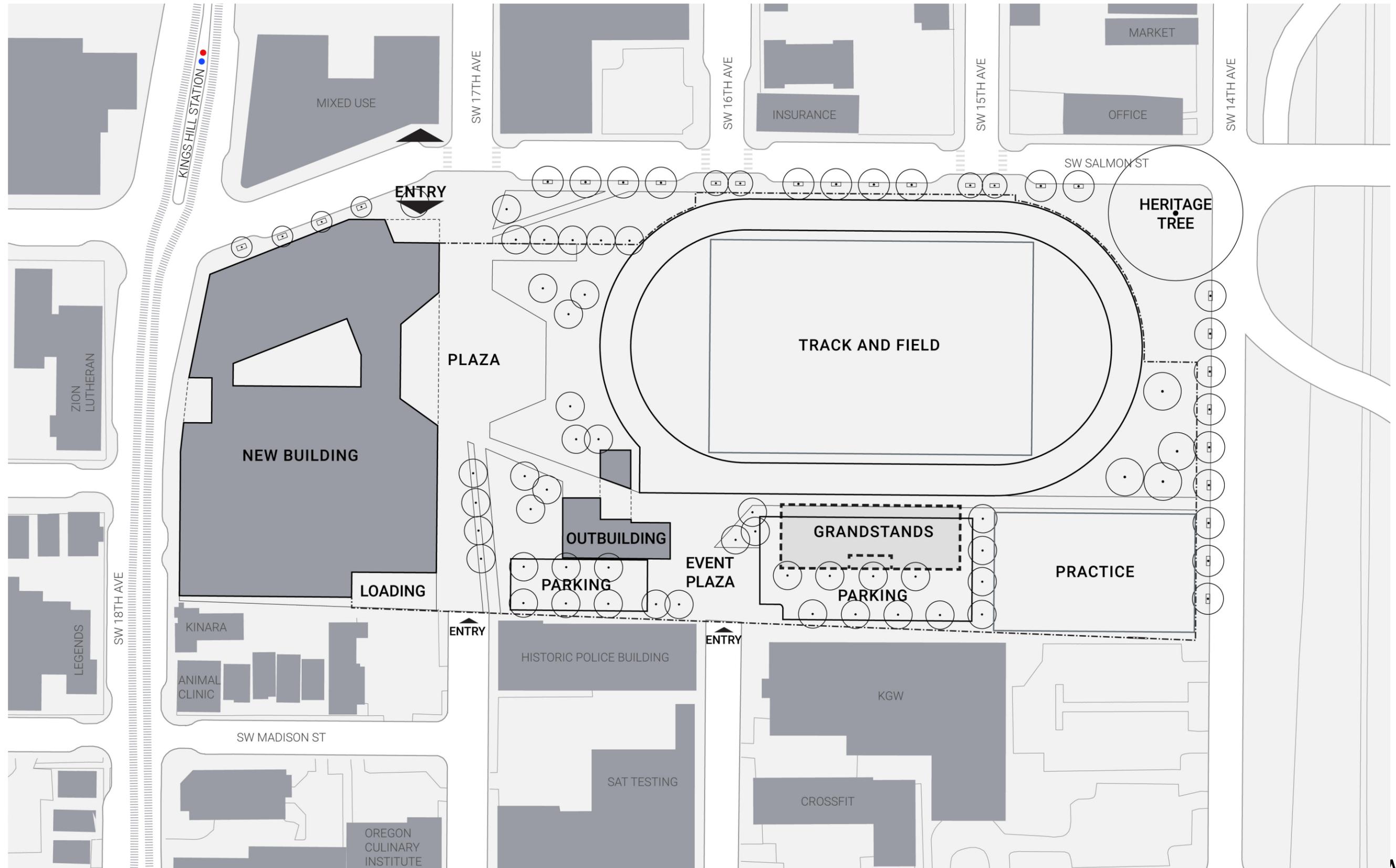


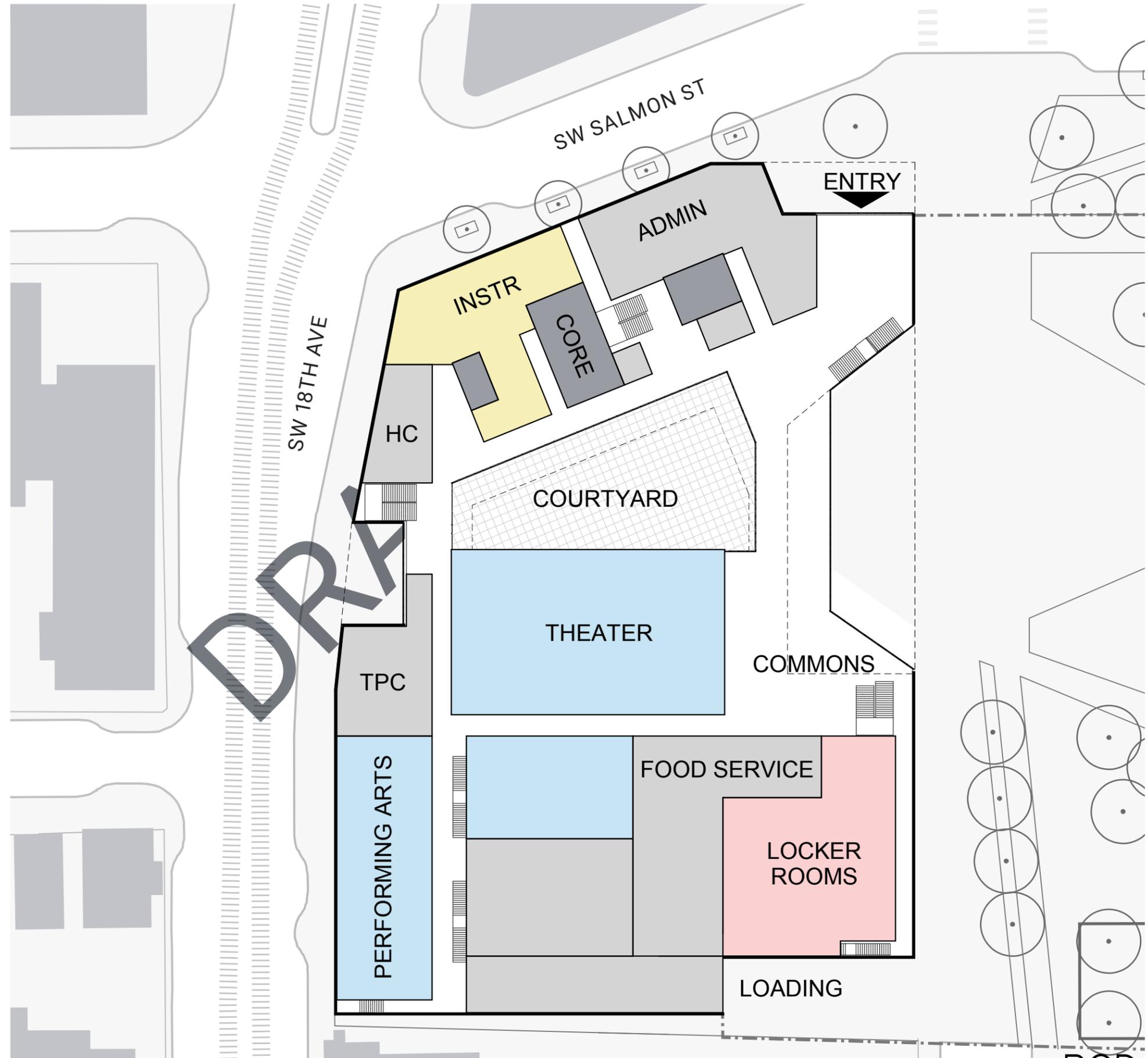
HYBRID (7 STORIES)



SITE PLAN

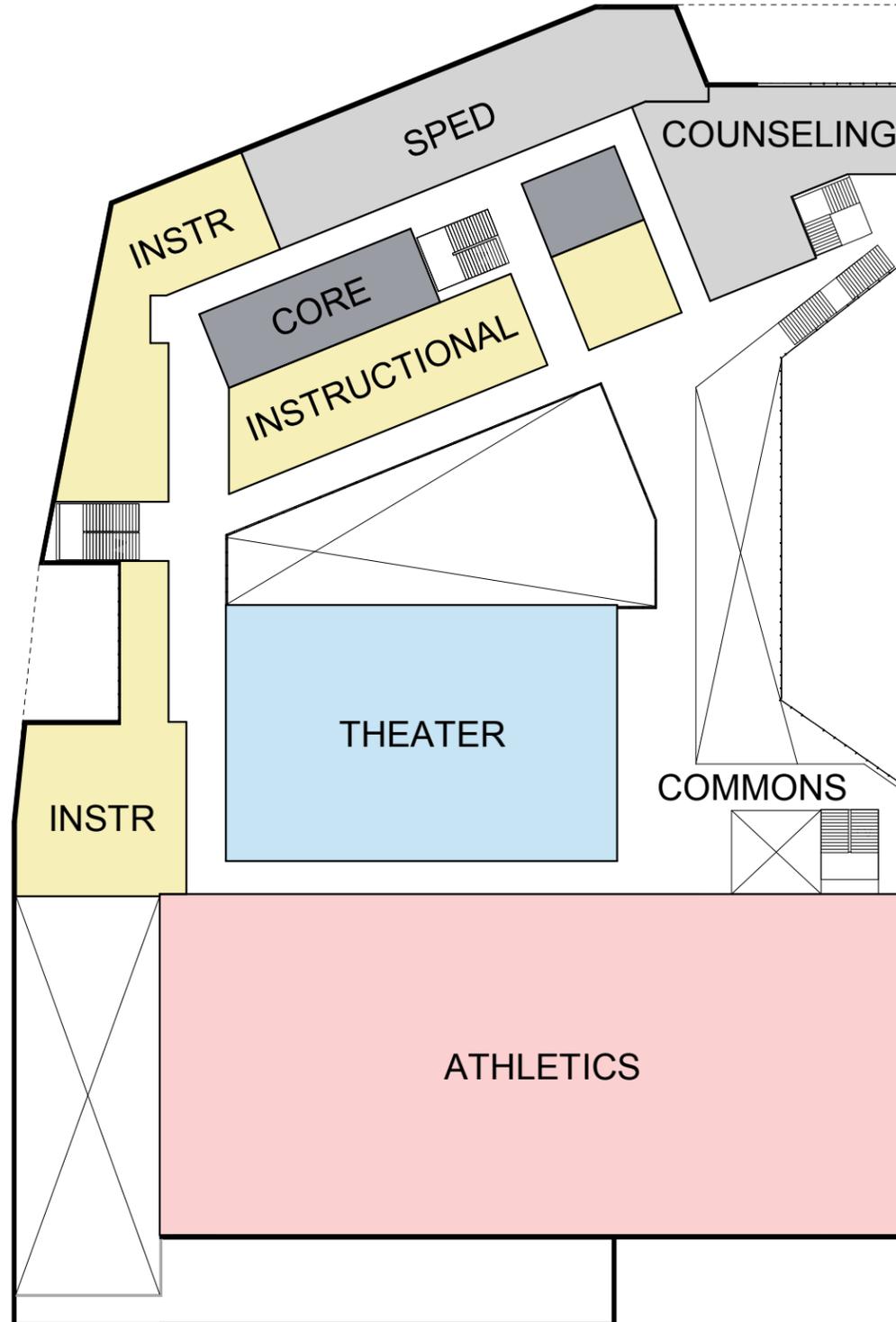
LINCOLN HIGH SCHOOL MODERNIZATION





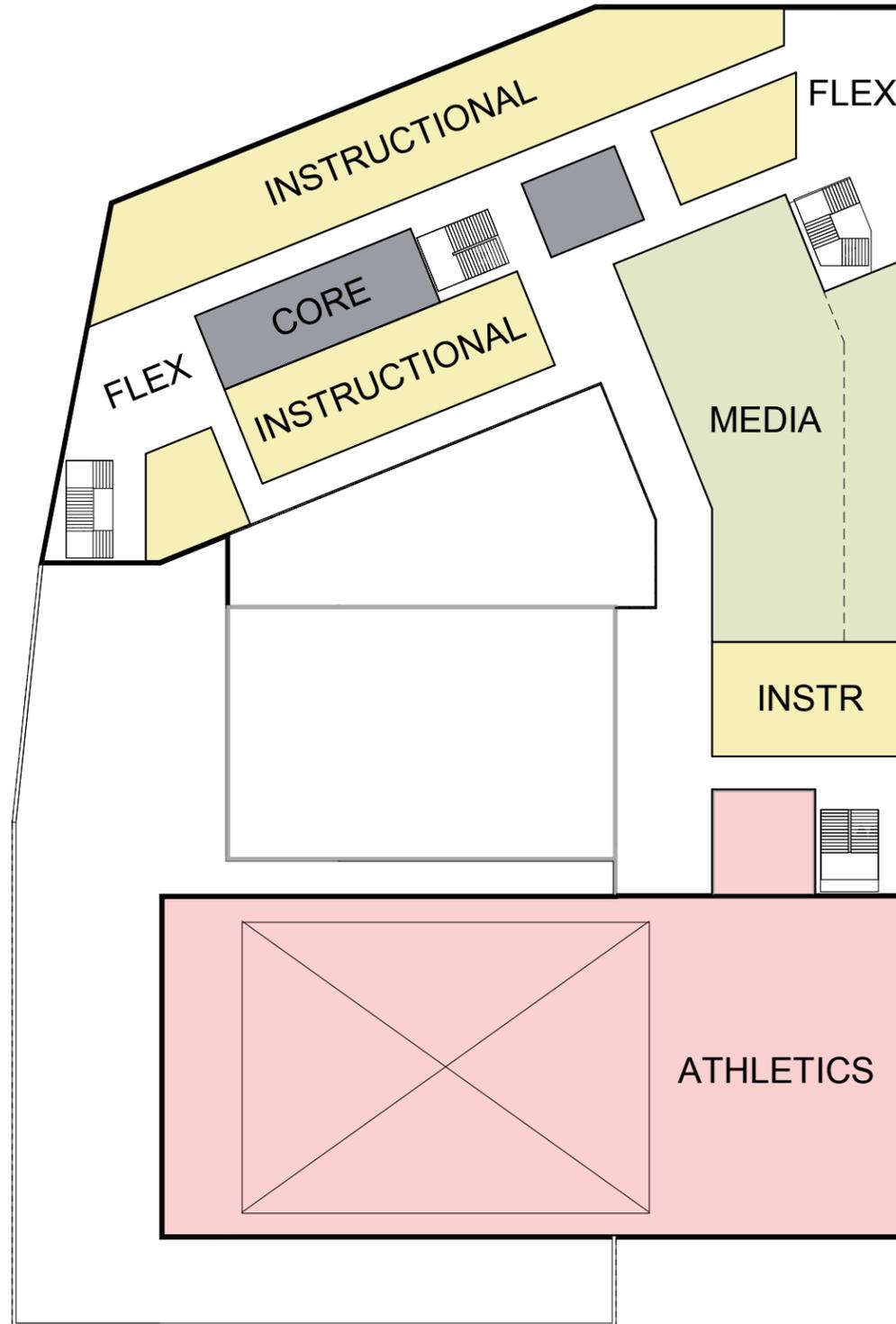
SECOND FLOOR

LINCOLN HIGH SCHOOL MODERNIZATION



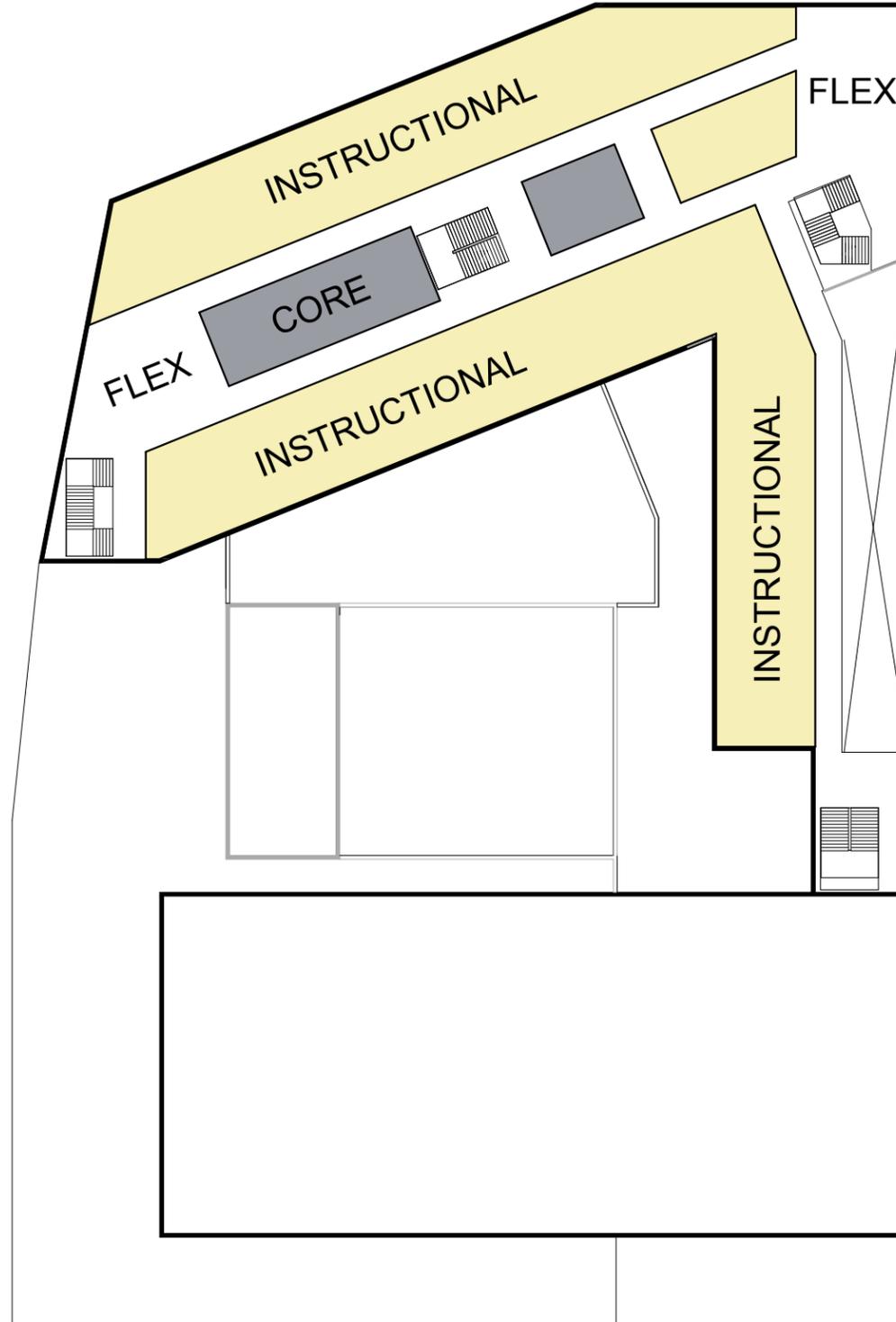
THIRD FLOOR

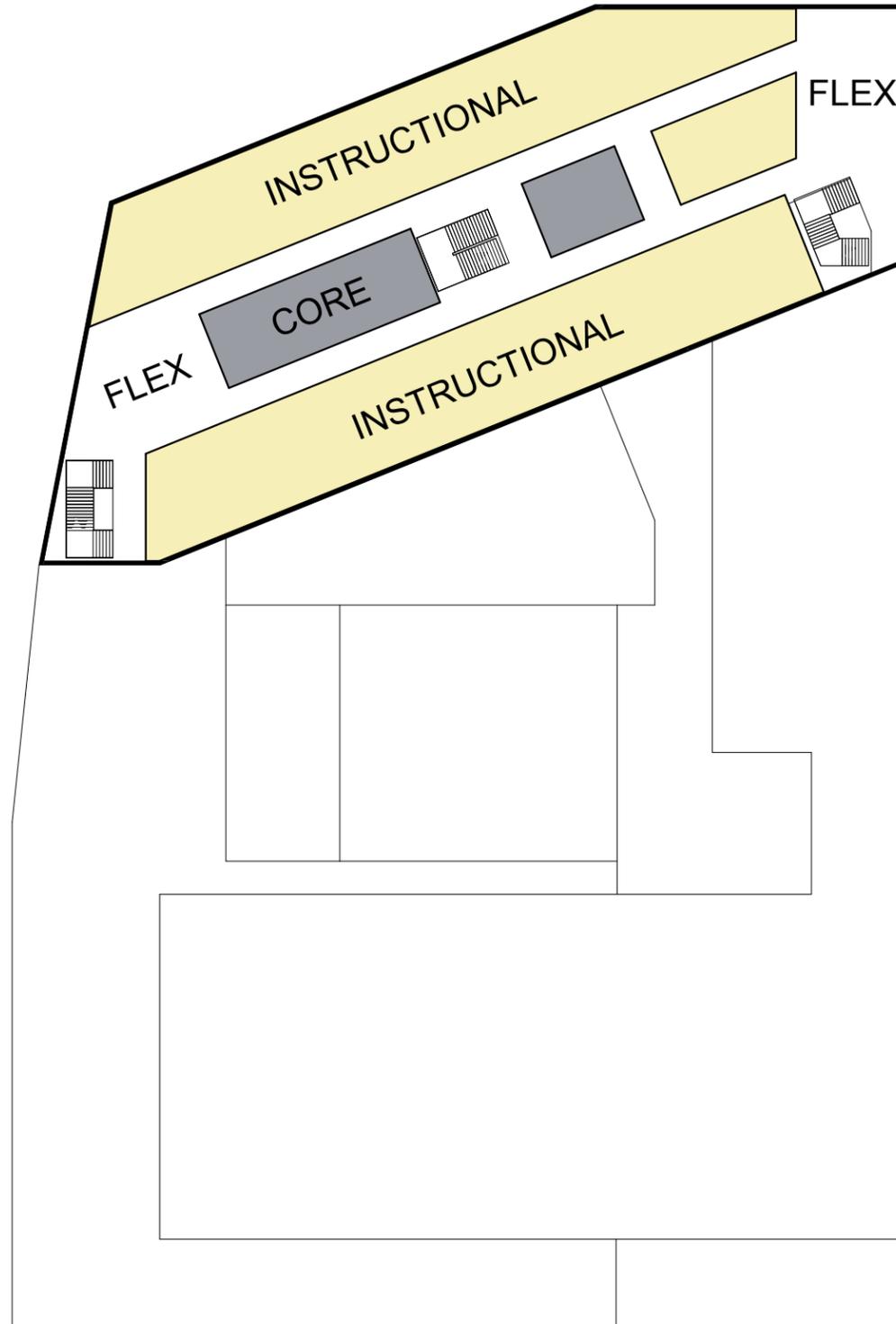
LINCOLN HIGH SCHOOL MODERNIZATION



FOURTH FLOOR

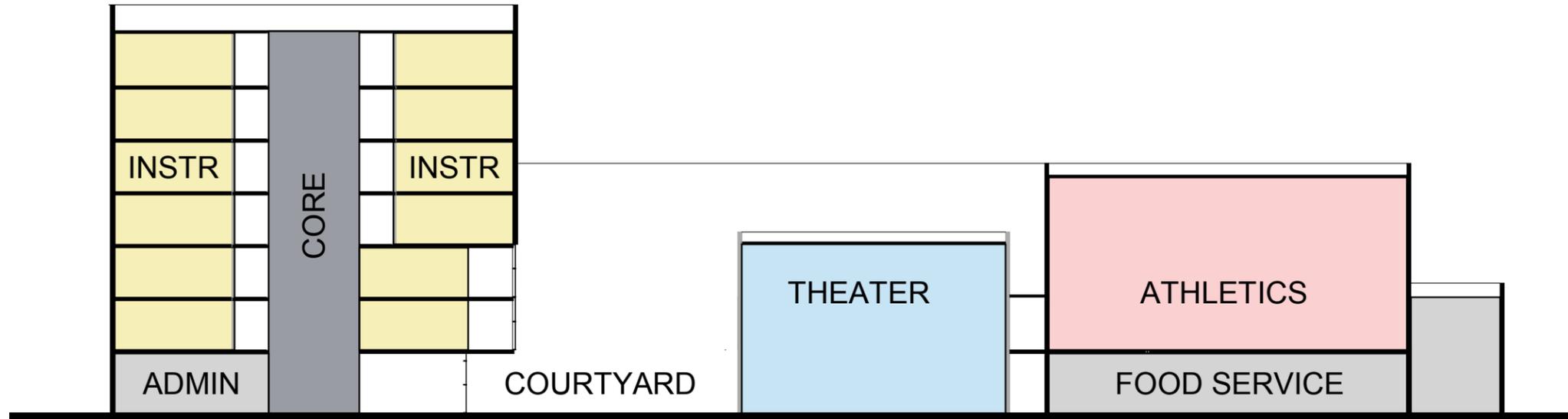
LINCOLN HIGH SCHOOL MODERNIZATION



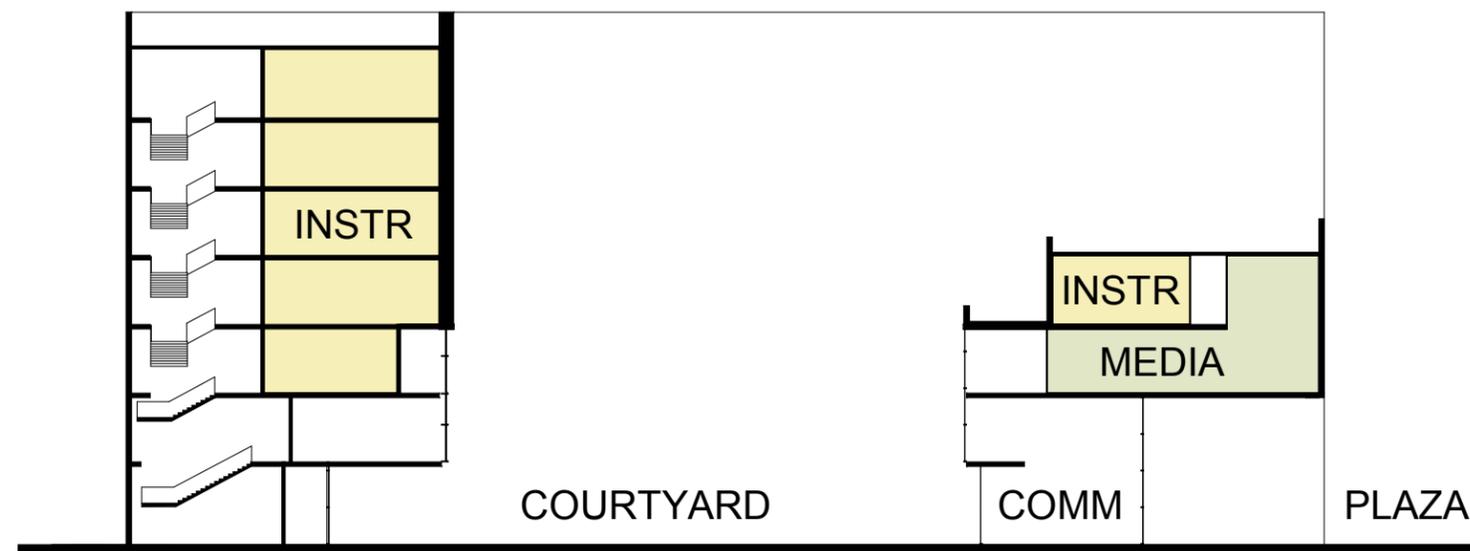


BUILDING SECTIONS

LINCOLN HIGH SCHOOL MODERNIZATION



NS SECTION LOOKING EAST



EW SECTION LOOKING NORTH

Recommended Minimum Program 289,261 GSF	\$184.9 Million
<b>Potential Add Alternates:</b>	
Elevator Stop at Roof requested by FAM	\$131K
Tanner Creek Heat Pump (long-term operational & energy savings)	\$313K
Theater Fly Tower Per New Ed Specs (per newly revised tech standards)	\$1.5 Million
Additional Program Needs (practice rooms, art classroom, additional CTE shop, full sized wrestling)	\$4-5 Million
<hr/>	
<b>Hard Cost Range</b>	<b>\$184.9-191.9 Million</b>

**Program:**

289,261 sf per required minimum PPS Ed Specs with minor modifications to accommodate LHS needs

**Finishes:**

Meets PPS Design & Technical Standards -

**Sustainability:**

LEED Gold per PPS standards  
1.5% Green Energy Technology per State requirements

**City of Portland Design Guidelines / Requirements:**

Bird friendly design, Green roof requirements, exterior materials & detailing, covered bike parking, utility upgrades  
Cost estimate includes \$4.4 million for these items

**Geotechnical Requirements:**

Deep foundations & soil stabilization  
Cost estimate includes \$7.4 million for these items

COST HISTORY - WHY HAVE COSTS CHANGED?

LINCOLN HIGH SCHOOL MODERNIZATION

		Delta	
<b>January 2017 Due Diligence Estimate</b>	<b>\$128,800,000</b>		Priced in 1/17 dollars, no escalation, competitive bidding per PPS
<b>March 2018 Concept Estimate V.1</b>	<b>\$167,900,000</b>	\$39,100,000	Increase from January 2017 (CMGC Procurement)
<b>June 2018 Adjusted Concept Estimate</b>	<b>\$184,900,000</b>	\$17,000,000	Increase from March 2018 (CMGC Procurement)
<u>January 2017 to March 2018 Cost Increase Justification</u>			
January 2017 Due Diligence Estimate	\$128,800,000		
a. Increased Markups	\$27,500,000		Markups include escalation to midpoint of Board approved construction schedule
b. Grading & Geotechnical Considerations	\$1,824,000		Survey and Geotechnical Report not available for Jan '17 due diligence.
c. Net/Gross Adjustment	\$4,484,000		Concept Estimate V.1 reflects proposed building size
d. Increased Steel Costs	\$1,672,000		Based on market pricing and more detailed design description
e. Increased Cost of Hitting Facility	\$535,000		Fully enclosed instead of open on sides
f. Increased Site Costs to Meet Code Changes	\$174,800		Based upon City of Portland zoning code requirements
g. Increased Fire Sprinkler Costs	\$425,000		Added dry system to soffits
h. Increased Site Electrical Utility Infrastructure	\$912,000		Multiple service points required by PGE
<b>March 2018 Concept Estimate V.1</b>	<b>\$167,900,000</b>		<b>Does not include any add alternates</b>
<u>March 2018 to June 2018 Cost Increase Justification</u>			
March 2018 Concept Estimate V.1	\$167,900,000		
m. Cement Treatment of Soils	\$1,300,000		Based upon final geotechnical report not provided to team until after March 2018 estimate.
n. Changes to Construction Markups	\$15,100,000		Increase in general conditions and markups as directed by PPS for risk alignment
o. Partial Building Resiliency Upgrade	\$633,000		
<b>June 2018 Adjusted Concept Estimate</b>	<b>\$184,933,000</b>		<b>Does not include any add alternates</b>
Add Alternates	6-7 Mill		
<b>TOTAL HARD COST RANGE</b>	<b>\$184.9-191.9 Million</b>		

**OPTION**

**IMPACT**

Reduce Program

Reduced capacity and/or eliminate academic program  
Lack of parity with other High Schools

Reduce Technical Standards:

Higher Maintenance & Operational Costs

Delete LEED Requirements:

Potential savings under 1%  
Higher operational costs

Negotiate exemption from 1.5% GET requirement

+/- \$2.5 million savings  
Results in higher operating costs

Natural grass instead of turf sports field

+/- \$300K savings  
Higher maintenance costs  
Limits schedule / usage

Delete Hitting Facility

+/- \$500k savings  
More travel time required for students  
Ongoing rental costs

Delete small practice field

+/- \$1 million  
More travel time required for students  
Ongoing rental costs

Decline all Add / Alternates

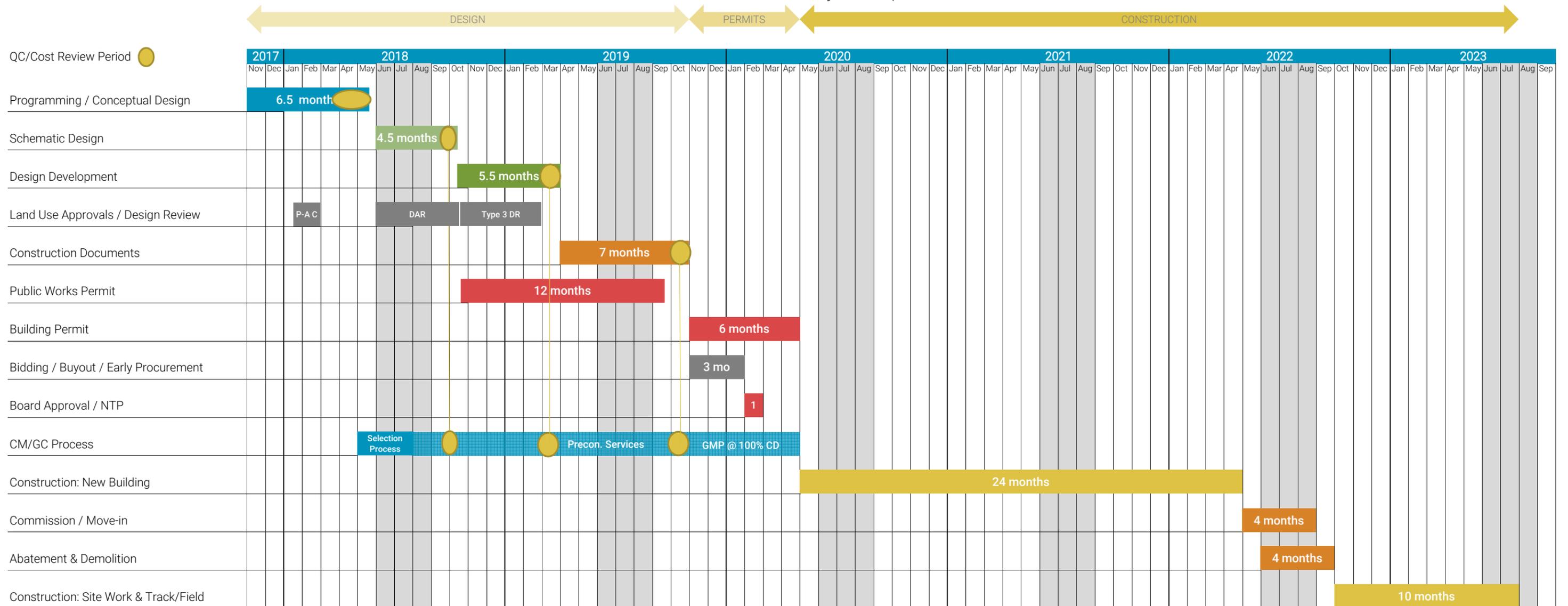
\$6-7 million value

# SCHEDULE

## LINCOLN HIGH SCHOOL MODERNIZATION

### KEY MILESTONES

Master Plan	January - July 2016
Pre-Design / Due Diligence Study	October 2016 - March 2017
Programming / Concepts	November 2017 - March 2018
Schematic Design	June - October 2018
Design Development	October 2018 - April 2019
Construction Documents	April 2019 - November 2019
Construction Phase 1 (building)	Spring 2020 - Spring 2022
Move-in	Summer 2022
Construction Phase 2 (fields)	Fall 2022 - Summer 2023
Project Completion	Summer 2023



# BORA

**Bora Architects**

720 SW Washington, Suite 800

Portland, Oregon 97205



# Board of Education

## Staff Report to the Board

**Board Meeting Date:** July 17, 2018

**Executive Committee Lead:**

**Department:** Facilities and Asset Management

**Presenter/Staff Lead:** Sara King

**SUBJECT: Recommended Designation of Real Property as Surplus at SE Ivon Between SE 13<sup>th</sup> and SE 14<sup>th</sup> Avenues and for use by the Benson Construction Program.**

### BACKGROUND

#### **Ivon Street Lot**

The Ivon property consists of a vacant lot on SE Ivon Street between SE 13<sup>th</sup> and 14<sup>th</sup> Avenue. The lot, location shown in Exhibit A, was once used as a school garden by Abernathy Elementary School and is currently vacant. It is small in size (2,000 square feet), is not contiguous to District property, and is surrounded by single residential dwellings on all sides. The value of the lot per Zillow is currently \$230,000.

District staff commissioned a Phase I Environmental Assessment in 2017. Contractor PSI provided a letter to PPS on July 31, 2017 stating it detected no “underground tanks, utilities, or other anomalies on the subject property.”

The Ivon Lot, was originally donated to the District by Multnomah County with the restriction that the property revert back to the County if it was no longer used “for public purposes.” The County has since removed the deed restriction, but with the condition that the land be dedicated to the Benson Construction Technology Program (Benson Program) and that any proceeds from the sale of the land go to the Benson Program. The related Multnomah County resolution, staff correspondence to PPS and signed, recorded quitclaim deed are included in Exhibit B.

#### **The Benson Construction Technology Program**

The Benson Program offers students at Benson High School a hands-on experience in building a residential home through all phases of home construction. Teachers Rich Weber and Luke Hotchkiss offer classes from Blueprint Reading to Basic Trades Builders Math to Roof Framing.

The program builds the homes with student labor, and donations of material and labor from community partners. The homes typically take three to four years to complete from design through construction. Once complete, the homes are marketed and sold through a commercial real estate broker.

The Benson Program has built and sold 17 homes since the late 1970's, most recently in June 2017 when the last home built by the Benson Program was sold for \$655,000, with net proceeds of \$626,453.

The Ivon Lot is well suited for the design and construction of the Benson Program's next home.

## **Surplus property process**

Consideration of surplus property should not be taken lightly given the anticipated growth of the District's school population. However, the District has no anticipated use for the lot.

The process for declaring property surplus is outlined in AD 8.70.043-AD. That directive states that the Superintendent's recommendation to declare property surplus must contain the following assessment:

- A) Assessing current short term and long term PPS enrollment projections
- B) Identifying PPS program considerations, and whether the property is unnecessary for school purposes
- C) Identifying any community uses of the property
- D) Providing property information, including such factors as size, location, improvements, value and other relevant information appropriate to the recommendation
- E) Description of the public input process and the issues raised during that process.

The Superintendent has determined that the Ivon Lot is not essential to the District's mission either now or in the future as it is very small and not adjacent to an existing school or school site, and recommends that the School Board declare the Lot surplus real property for the construction of an additional Benson Program house.

Staff has completed the surplus property process as outlined in Administrative Directive 8.70.043-AD and has allowed a minimum of 60 days for public response or comment.

---

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

The Finance, Audit and Operations Committee considered this recommendation by the Superintendent at its June 19, 2018 meeting. At that meeting, the Board requested that the County resolution be attached to Board documents and that staff reach out to the County to ensure there are no concerns with PPS moving forward. The Multnomah County resolution, as well as correspondence to PPS staff with a signed quitclaim deed confirm the County's acknowledgement and approval that the lot be used for the Benson Program.

---

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

PPS Policy 8.70.042 states that "The district shall dedicate all net revenue from the sale, lease, or other disposition of surplus real properties to a special reserve fund or to the general fund to comply with the requirements of 8.10.025" That special reserve fund is known as the Capital Asset Renewal (CAR) fund ( Policy 8.70.044). The County's condition to allocate the proceeds from sale of the Lot conflicts with Policy 8.70.042. However, in lieu of allocating the net revenue from the sale of the Lot to the Board Capital Asset Renewal (CAR) fund as Policy requires, equivalent revenue from the sale of the new home can be allocated to CAR fund, thus meeting the intent of Policy 8.70.042. The value of the building structure/s would be at least equal to or greater than the land value.

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## **PROCESS / COMMUNITY ENGAGEMENT**

Staff provided the required 60-day notification to the public, the Hosford Abernethy Neighborhood Association, the City of Portland and Multnomah County. Staff received no comments from any party.

The Benson Program has already begun the design process and presented the preliminary design to the Hosford Abernethy Neighborhood Association earlier this spring, which supported the construction of the house at that location and asked questions about the proposed design.

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

Not applicable.

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## **BUDGET / RESOURCE IMPLICATIONS**

The value of the lot is estimated at \$230,000, according to Zillow.

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

The Benson Program anticipates construction starting as early as spring, 2019.

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## **QUESTIONS FOR BOARD DISCUSSION**

None.

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## **ATTACHMENTS**

Exhibit A: Location of Ivon Lot  
Exhibit B: Related Multnomah County documents



Exhibit B: Multnomah County Documents

BEFORE THE BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON

RESOLUTION NO. 2017-098

Approving Ivon Street Lot Public Use Restriction Release.

**The Multnomah County Board of Commissioners Finds:**

- a) On August 31, 2000 the County deeded to Portland Public School District No. 1 (PPS) a piece of real property located at East 40' of Lot 1 Block 2 Tibbetts Addition to East Portland (the Lot) for public purposes. The deed was re-recorded on March 6, 2001, as Instrument #2001-030510 to correct the legal description (Deed).
- b) The Deed reserved to the County a reversionary interest if PPS ceased to use the Lot for a public purpose.
- c) PPS has requested the County to release the public use restriction, so that the Lot may be used for the design and building of a housing project by the Benson High School Construction Technology Program (the Program). The residence may then be sold to a private party, with net proceeds of the Lot sale to go to the Program's operating budget to continue this educational effort.
- d) Unless the County releases the deed restriction, PPS must use the property for public purposes. If not so used, the interests of PPS would automatically terminate and title would revert to the County.
- e) The Program's construction of infill housing on a vacant lot close to downtown and well-served by public transit, with net proceeds of the Lot sale used for the Program's benefit, achieves the objectives of the original public use restriction.

**The Multnomah County Board of Commissioners Resolves:**

- 1) The Board approves release of the public use deed restriction and reversionary right on the Lot to PPS, on the condition that the Program design, build and sell a housing project on the Lot, with net proceeds of the Lot sale to be used for the Program's operating budget.
- 2) The County Chair is authorized to execute and record the Quit Claim Deed in substantially the form attached hereto as Exhibit A. Board approval is needed for any modification or amendment to the Quit Claim Deed that results in a material increase in the obligations of the County or a material decrease in the benefits for the County under the Quit Claim Deed.

ADOPTED this 30th day of November, 2017.



BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON

*Deborah Kafoury*

Deborah Kafoury, Chair

REVIEWED:  
JENNY M. MADKOUR, COUNTY ATTORNEY  
FOR MULTNOMAH COUNTY, OREGON

By *Kenneth M. Elliott*  
Kenneth M. Elliott, Assistant County Attorney

SUBMITTED BY: Sherry Swackhamer, Director, Department of County Assets.



OFFICE OF  
MULTNOMAH COUNTY ATTORNEY

JENNY M. MADKOUR  
*County Attorney*

KATHRYN A. SHORT  
*Deputy County Attorney*

JAMES G. RICE  
*Litigation Manager*

501 S.E. HAWTHORNE, SUITE 500  
PORTLAND, OREGON 97214

FAX 503.988.3377  
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KENNETH M. ELLIOTT  
WILLIAM H. GLASSON  
CINDY L. HAHN  
B. ANDREW JONES  
JACQUELINE S. KAMINS  
DAVID A. LANDRUM  
COURTNEY LORDS  
BERNADETTE D. NUNLEY  
CARLOS A. RASCH  
JONATHAN P. STRAUHULL  
KATHERINE C. THOMAS  
JED R. TOMKINS  
*Assistants*

December 15, 2017

Sara King, AICP  
Director of Planning and Asset Management  
Portland Public Schools  
501 N Dixon St.  
Portland, OR 97227

RE: Multnomah County – Portland Public School District No. 1j  
Quit Claim Deed on SE Ivon Street Lot

Dear Ms. King:

Please find enclosed, for your records, the original Quit Claim Deed to Portland Public School District No. 1j, releasing the County's use restriction and reversionary right, in consideration of PPS' agreement that the Benson High School Construction Technology Program will design, build and sell a residential project on the lot, with proceeds used to continue funding the Program. The deed was recorded December 6, 2017, as County Recorder's Instrument #2017-146737.

Very truly yours,

JENNY M. MADKOUR, COUNTY ATTORNEY  
FOR MULTNOMAH COUNTY, OREGON

  
Kenneth M. Elliott, Assistant County Attorney

Enclosure

Cc by email:

Addressee  
Scott Churchill  
Elisa Gorham  
Henry Alaman

Sherry Swackhamer  
Liz Smith Currie  
Jenny Madkour

Until a change is requested,  
all tax statements shall be sent to:  
Portland Public Schools  
c/o Planning & Asset Management  
501 North Dixon Street  
Portland, Oregon 97227

After recording return to:  
Multnomah County  
c/o County Attorney (ATTN.: KME)  
501 SE Hawthorne, Suite 500  
Portland, Oregon 97214

Multnomah County Official Records  
E Murray, Deputy Clerk

2017-146737



\$47.00

02040382201701467370020022

12/06/2017 02:30:51 PM

1R-QC DEED

Pgs=2 Stn=11 NORTONJ

\$10.00 \$11.00 \$20.00 \$6.00

### STATUTORY QUITCLAIM DEED

**MULTNOMAH COUNTY**, a political subdivision of the State of Oregon ("**County**") releases and quitclaims to **THE PORTLAND PUBLIC SCHOOL DISTRICT NO. 1j**, a municipal corporation of the State of Oregon ("**PPS**"), County's reversionary right, title, and interest in and to:

The real property situated in the County of Multnomah, State of Oregon described as:

The East 40 feet of Lot 1 Block 2 **TIBBETTS ADDITION to EAST PORTLAND**, a recorded subdivision located in the City of Portland, County of Multnomah, State of Oregon (the "**Property**").

The purpose of this conveyance is to release and relinquish County's reversionary right, title, and interest in the Property, arising by reason of that certain restriction to use for public purposes and County's reversionary interest reserved in the Deed from County to PPS, dated August 31, 2000; recorded September 11, 2000, as Instrument #2000-126645; and re-recorded to correct the legal description on March 6, 2001, as Instrument #2001-030510, in the Official Records of Multnomah County, Oregon.

The true consideration for this conveyance consists of PPS's agreement for the Benson High School Construction Technology Program (the "**Program**") to design, build and sell a housing project on the Property, with net proceeds of the Property sale to be used by the Program's operating budget to continue the Program's educational effort, which is the whole consideration.

BEFORE SIGNING OR ACCEPTING THIS INSTRUMENT, THE PERSON TRANSFERRING FEE TITLE SHOULD INQUIRE ABOUT THE PERSON'S RIGHTS, IF ANY, UNDER ORS 195.300, 195.301 AND 195.305 TO 195.336 AND SECTIONS 5 TO 11, CHAPTER 424, OREGON LAWS 2007, SECTIONS 2 TO 9 AND 17, CHAPTER 855, OREGON LAWS 2009, AND SECTIONS 2 TO 7, CHAPTER 8, OREGON LAWS 2010. THIS INSTRUMENT DOES NOT ALLOW USE OF THE PROPERTY DESCRIBED IN THIS INSTRUMENT IN VIOLATION OF APPLICABLE LAND USE LAWS AND REGULATIONS. BEFORE SIGNING OR ACCEPTING THIS INSTRUMENT, THE PERSON ACQUIRING FEE TITLE TO THE PROPERTY SHOULD CHECK WITH THE APPROPRIATE CITY OR COUNTY PLANNING DEPARTMENT TO VERIFY THAT THE UNIT OF LAND BEING TRANSFERRED IS A LAWFULLY ESTABLISHED LOT OR PARCEL, AS DEFINED IN ORS 92.010 OR 215.010, TO VERIFY THE APPROVED USES OF THE LOT OR PARCEL, TO DETERMINE ANY LIMITS ON LAWSUITS AGAINST FARMING OR FOREST PRACTICES, AS DEFINED IN ORS 30.930, AND TO INQUIRE ABOUT THE RIGHTS OF NEIGHBORING PROPERTY OWNERS, IF ANY, UNDER ORS 195.300, 195.301 AND 195.305 TO 195.336 AND SECTIONS 5 TO





# Board of Education Informational Report

## **MEMORANDUM**

**Date:** 9 July, 2018

**To:** Finance, Audit and Operations Committee

**From:** Stephanie Soden, Chief of Staff  
Sara King, Director of Facilities

**Subject:** Surplus Property - Ivon Street Lot

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Enclosed is a staff report recommending the designation of the SE Ivon lot as surplus and for it to be used by the Benson Construction Program for the construction of a residential building. Also enclosed is the draft resolution for adoption by the board at its July 17, 2018 meeting.

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

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 5681

**RESOLUTION No. 5681**

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>
Schetky Northwest Sales Inc.	11/7/13 through 11/6/18	Purchase Order PO 142460	Purchase of 3 2019 Chevrolet 20 passenger walk on school buses.  Cooperative Contract: COA 60560  Administering Contracting Agency: Lane County School District No. 41	\$183,554	S. Soden Fund 101 Dept. 5560
Western Bus Sales, Inc.	11/7/13 through 11/6/18	Purchase Order PO 142457	Purchase of 3 2019 Chevrolet 18 passenger walk on school buses.  Cooperative Contract: COA 60561  Administering Contracting Agency: Lane County School District No. 41	\$193,896	S. Soden Fund 101 Dept. 5560
DreamBox Learning, Inc.	8/1/18 through 8/1/21	Master Contract MSTR 66608	Master contract offering online product and tools for District-wide use.  Approved Special Class Procurements: Copyrighted Material and Creative Works PPS-47-0288(4)	Not to Exceed \$600,000	L. Valentino Funding Source Varies
Northwest Evaluation Association	7/18/18 through 7/18/23	Master Contract MSTR 66617	Master contract offering District Assessment tools.  Approved Special Class Procurements: Copyrighted Material and Creative Works PPS-47-0288(4)	Not to Exceed \$1,000,000	L. Valentino Funding Source Varies
Harrang Long Gary Rudnick P.C.	7/18/18 through 6/30/19	Legal Services LS 66619	Legal services on various matters.  Direct Negotiation PPS-46-0525(3),(4)	\$250,000	L. Large Fund 101 Dept. 5460

**NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)**

<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>
Tri-Met	8/27/18 through 6/25/19	Intergovernmental Agreement IGA 66606	Student transit passes for 2018-19 school year.	\$1,933,333	S. Soden Fund 101 Dept. 5560

**AMENDMENTS TO EXISTING 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>
City of Portland	7/1/18 through 6/30/19	Intergovernmental Agreement IGA 59571 Amendment 6	City of Portland will provide vehicle repair and maintenance services.	\$700,000 \$4,550,000	S. Soden Funding Source Varies
Bassetti Architects, P.S., P.C.	7/18/18 through 12/31/19	Architectural Services ARCH 63897 Amendment 2	Phase 2A (Programming through Schematic Design) at Benson High School. RFP 2016-2166	\$3,289,831 \$4,072,391	S. Soden Fund 455 Dept. 3115 Project DA005
McDonald Wholesale Co.	7/23/18 through 7/22/19	Materials Requirement MR 60971 Amendment 4	Provide District with commercial food products on a requirements basis. RFP 2014-1820	\$1,050,000 \$7,150,000	S. Soden Fund 202 Dept. 5570
Fortis Construction, Inc.		Design/Build DB 65943 Amendment 2*	Adding funds for additional scope. Design-Build services for Middle School Conversion Project – other sites. Exemption from Competitive Bidding (Board Reso. 5543)	\$500,000 Not to Exceed \$9,700,000	S. Soden Fund 404 Dept. 5597 Project X0149

\* Amendments are in negotiation and not finalized at this time. Staff seeks advanced authorization for these amendments pursuant to the Purchasing & Contracting Delegation of Authority Administrative Directive, 8.50.105-AD, Section X(4): “The District may seek an ‘advanced authorization’ from the PPS Board of Education for any contract upon the approval of the Director of Purchasing & Contracting. The cost of the contract shall be a ‘Not to Exceed’ amount. Once the Board has approved it, no further authorization for the contract is required, providing the contract value remains at or below the ‘Not to Exceed’ amount.”

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5682 through 5686

**RESOLUTION No. 5682**

**HOLD: Access to District Records Policy**

## RESOLUTION No. 56

### Comprehensive Sexuality Education Policy

#### RECITALS

- A. On July 1, 2017, the Oregon Legislature passed the revised version of Oregon's Human Sexuality Law (ORS 336.455) and reauthorized the requirement of school districts to provide human sexuality education courses in all public elementary and secondary schools as part of health education curriculum.
- B. On July 1, 2012, the Oregon Legislature passed the Health Teens Relationship Act (ORS 339.366) directing each school district board to adopt policy regarding teen dating violence; directs Department of Justice to use moneys in the Oregon Domestic and Sexual Violence Services Fund for purposes related to teen dating violence; allows the Director of Human Services to make grants for prevention, identification and treatment related to teen dating violence; and requires Director of the Oregon Health Authority to create or include in existing surveys of teens questions about teen dating violence.
- C. On July 1, 2017, the Oregon Legislature passed the revised version of Oregon's Human Sexuality Law (ORS 336.455) and reauthorized the requirement of school districts to provide child sexual abuse prevention instructional program for students in kindergarten through grade 12.
- D. Section 2 of Oregon Administrative Rule 581-022-2050, Human Sexuality Education, directs all school districts to provide an age-appropriate, comprehensive plan of instruction focusing on human sexuality education, HIV/AIDS and sexually transmitted infections, and disease prevention in elementary and secondary schools as an integral part of health education and other subjects.
- E. The comprehensive sexuality policy and plan must be in place by the first day of the 2018 school year and must include.
- K–12 programming that emphasize abstinence, but not to the exclusion of condom and contraceptive skills-based education;
  - Human sexuality information that is complete, balanced, and medically accurate;
  - Opportunities for young people to develop and understand their values, attitudes, beliefs and decisions about sexuality as a means of helping them exercise responsibility regarding sexual relationships and sexual health decisions;
  - Course material and instruction that enhances students' understanding of sexuality as a normal and healthy aspect of human development;
  - A child sexual abuse prevention instructional program for students in kindergarten through grade 12;
  - Adequate instruction at least annually for all students grades 6-8 and at least twice during grades 9–12 on HIV/AIDS and sexually transmitted infections and disease prevention education;
  - A biennial review and update in accordance with new scientific information and effective education strategies; and
  - An opportunity for any parent to request that his/her child be excused from that portion of the instructional program required by this rule under the procedures set forth in ORS 336.035(2).
- F. Portland Public Schools has been taking steps to promote healthy sexuality through district policy and health education.

- G. Portland Public Schools Department of Teaching and Learning has been garnering a national reputation for being a leader in implementing health education innovations such as supporting pilot programming around teen advocacy services in the high schools and vying for national grant funding to provide unique comprehensive sexuality education to all PPS students.
- H. The issue of unintended teen pregnancy and rates of HIV/AIDS and other sexually transmitted infections has become more serious each year, Portland Public Schools has responded by taking steps to implement higher health education standards in all elementary, middle, and high schools.
- I. Portland Public Schools sees the need to promote comprehensive sexuality education, all students will receive annual, age-appropriate education in grades K-8 and twice in high school beginning in Fall 2018.
- J. Portland Public Schools believes that the healthy, child is better prepared for academic success and recognizes the benefits of the Comprehensive Sexuality Policy and Plan requirement to support student achievement and well-being.
- K. The School Board recommends that the district continue efforts for supporting the Comprehensive Sexuality Policy and apply the Comprehensive Sexuality Policy and Plan to every school in Portland effective August 1, 2018.

**RESOLUTION**

The Board of Education hereby adopts Policy 6.40.013-P Comprehensive Sexuality Education Policy as presented at the June 26, 2018 First Reading.

*J. Withycombe*

**RESOLUTION No.**

Election of Board Chairperson and Vice Chairpersons

Director \_\_\_\_\_ is hereby elected Chairperson of the Board and Director(s) \_\_\_\_\_ are hereby elected Vice-Chairperson(s) of the Board for the period beginning July 24, 2018, until their successors are elected.

## RESOLUTION No. 56

### Designation of Real Property as Surplus at Ivon Lot (SE Ivon between SE 13th and 14th Avenues)

#### RECITALS

- A. The Board of Education (“Board”) seeks to ensure that the physical assets of Portland Public Schools (“District”) are supporting in the most productive way possible our core mission of educating Portland students.
- B. The District owns a 2,000 square foot vacant property described as the vacant lot on Ivon Street between SE 13th and SE 14th Avenues (TIBBETTS ADD, BLOCK 2, E 40' OF LOT 1) and known as the Ivon Lot.
- C. The Ivon Lot (“the Lot”) was originally donated to the District by Multnomah County with the restriction that the property revert back to the County if it was no longer used “for public purposes.” The County has since removed the deed restriction, but with the condition that the land be dedicated to the Benson Construction Technology Program (“The Benson Program”) and that any proceeds from the sale of the land go to the Benson Program and not the District General Fund.
- D. The County’s requirement conflicts with District Policy 8.70.042. However, in lieu of allocating the net revenue from the land sale to the Board Capital Asset Renewal (CAR) fund as policy requires, equivalent revenue from the sale of the new home can be allocated to CAR fund, thus meeting the intent of Policy 8.70.042.
- E. The Benson Program offers training to Benson students in residential home construction, including the design and entitlement process and hands-on construction of a home, over a three to four year period.
- F. The Superintendent recommends to the Board that the Lot be declared surplus real property for the construction of an additional Benson Program house, and the house be subsequently and expeditiously sold on the residential housing market subject to the Board’s final approval of the final sale price.
- G. The Superintendent makes the following report pursuant to Board Policy 8.70.040-P in support of his recommendation that the Board declare the Lot surplus real property:
  1. Notice: The Board; the City of Portland, Oregon; Multnomah County, Oregon; and the Hosford-Abernathy Neighborhood District Association were notified on or before April 6, 2018 of the Superintendent’s intent to recommend that the Lot be declared surplus real property by the Board for use in the Benson Program. On April 10, 2018 public notice was published in the Portland Tribune.
  2. Public Input Opportunity: District staff attended the April 17, 2018 Hosford-Abernathy Neighborhood District Association meeting and presented the Superintendent’s recommendation that the Lot be declared surplus and used for the Benson Program.
  3. Summary of Factors Considered:
    - a. Program/Enrollment Factors: The Lot is a 2,000 square foot undeveloped vacant parcel. It is not adjacent to a District school. Because of its small size and geographic location, it is not needed for District school use.

- b. Financial Factors: The estimated current value of the Lot is \$200,000 to \$250,000. The surplus of the Lot for the Benson Program will save the District an equivalent or higher cash outlay for the purchase a lot for the Benson Program.
  - c. Public Input Analysis: District staff attended the April 17, 2018, Hosford-Abernathy Neighborhood District Association meeting and presented the Superintendent's proposal to recommend that the Lot be declared surplus and used in the Benson Program.  
The Neighborhood Association was supportive of the development of the Lot and expressed no concerns.
4. Governmental Agency Option To Purchase: The City of Portland and Multnomah County were notified on April 6, 2018, of the District's intent to declare the Lot surplus and of their opportunity to declare an intent to purchase the Lot within 60 days from date of notice; neither government has responded that it has an interest in the purchase of the Lot.
- H. The Finance, Audit, and Operations Committee has reviewed this recommendation and recommends Board approval.

### **RESOLUTION**

1. The Board finds the Ivon Lot (TIBBETTS ADD, BLOCK 2, E 40' OF LOT 1) is no longer needed by the District for school purposes and that the lot is declared a surplus real property qualified for disposal under Board Policy 8.70.040-P.
2. The Board authorizes the Superintendent or his designee to make the Ivon Lot available to the Benson Construction Technology Program and offer the completed home built on the Ivon Lot for sale on the Portland residential housing market through the services of a licensed real estate broker. The Board further authorizes the Deputy Clerk to enter into and execute such agreements in a form approved by General Counsel. The sale of the home shall be subject to the Board's approval of the final sale price.
3. The Board directs that, in consideration of District Policy 8.70.042 and the covenant placed on the sale of the land by Multnomah County, the net proceeds from the sale of the home on the Ivon Lot be dispersed as follows: 1) the value of the land to the Benson Construction Technology Program, 2) an amount equal to the value of the land to the Capital Asset Renewal (CAR) Fund, and 3) the remaining net proceeds to the Benson Construction Technology Program.

*S. Soden / S. King*

### **RESOLUTION No. 56**

#### Minutes

The following minutes are offered for adoption:

Jun3 26, 2018