

Portland Public Schools Comprehensive Sexuality Education Plan of Instruction

Process Evaluation

Executive summary

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

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

Key recommendations

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

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



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