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.   **STUDENT TESTIMONY**   6:00 pm

2.   **PUBLIC COMMENT**   6:15 pm

3.   **2016-2017 SCHOOL CALENDAR** – *action item*   6:35 pm

4.   **DISCUSSION: 2015-16 BUDGET AMENDMENT**   7:00 pm

5.   **CITY CLUB PRESENTATION: CIVICS EDUCATION** – *action item*   7:30 pm

6.   **DIVISION 22 REPORT**   8:00 pm

7.   **BUSINESS / CONSENT AGENDA**   8:30 pm

8.   **ADJOURN**   8:45 pm

Board of Education Informational Report

MEMORANDUM

Date: **January 20, 2016**

To: Members of the Board of Education

From: Superintendent Carole Smith

Subject: 2016-17 Calendar

In November and December, the calendar committee met two times to make a recommendation regarding the 2016-17 and 2017-18 school years. I would like to thank this committee for the time they put in and thoughtful discussion that they had in developing their recommendation.

My recommendation accepts their recommendation in part and deviates from the committee's recommendation in part.

Like members of the committee, I also heard positive comments about having parent/teacher conferences in October; however, K-5 teachers did not have ample time to prepare for conferences because of the challenge with scheduling a planning day before October conferences. I accept the committee's recommendation to move conferences to the early part of November (November 9 and 10, 2016) and the make-up day (another day off of school) would be the Wednesday before Thanksgiving.

As part of upcoming negotiations with the teachers, we will explore the timing of conferences and planning days.   Additionally, we will be discussing PFSP employees' work schedule for the State In-service Day and the conference make-up day.

My recommendation deviates from the majority of the committee and recommends that school starts before Labor Day.   The committee cited a number of reasons, but I found that our students having instructional days prior to college preparatory exams and state tests to be the most compelling reason to start earlier. Oregon has one of the shortest school years in the country. Students in Washington receive an additional year of instruction over the course of their K-12 education. With our students already at a disadvantage for instructional time, additional instructional days before exams is one small mitigating step Portland Public Schools can take.

While this past summer was a short one, once a schedule is set, the summer will remain the same length (as the school year is 178 instructional days regardless of when it starts) which will alleviate concerns regarding shorter or longer summers.

Finally, I am recommending that PPS delay adopting a calendar for the 2017-18 school year. As we enter into negotiations with the Portland Association of Teachers, instructional time and planning days will be items for discussion. Next year will also be the first year of the biennium and we will have a better understanding of our budget and be able to plan accordingly.

Attached to this memo are:
1) The Superintendent's School Calendar recommendation for 2016-17
2) A calendar for the 2016-17 school year that starts after Labor Day
3) Minutes from the Calendar Committee's two meetings

PORTLAND PUBLIC SCHOOLS

2016-17 School Quarter Calendar (Subject to possible revision)

Calendars are on the district website: www.pps.net; click on "Calendar" tab.   ❄ Snow Make-Up Days will be added at the end of the school year.

JUNE 2016

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9 END GRD	10 PLAN	11
12	13 PLAN	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY 2016

S	M	T	W	Th	F	S
					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2016

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23 PROF* PLAN	24 PROF* PLAN	25 PLAN	26 NS/OP	27
28	29 START	30	31			

SEPTEMBER 2016

S	M	T	W	Th	F	S
				1 K START	2	3
4	H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2016

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14 INS	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2016

S	M	T	W	Th	F	S
		1	2	3 GRD	4 PLAN	5
6	7	8	9 AM/PM/EVE°	10 AM/PM/EVE°	H	12
13	14	15	16	17	18	19
20	21	22	23 AM	H	X	26
27	28	29	30			

DECEMBER 2016

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	X	24
25	X	27	28	29	30	31

JANUARY 2017

S	M	T	W	Th	F	S
1	H	3	4	5	6	7
8	9	10	11	12	13	14
15	HC	17	18	19	20	21
22	23	24	25	26 GRD	27 PLAN	28
29	30	31				

FEBRUARY 2017

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28				

MARCH 2017

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2017

S	M	T	W	Th	F	S
						1
2	3	4	5	6 GRD	7 PLAN	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2017

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	H	30	31			

JUNE 2017

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9 END GRD	10
11	12 PLAN	13 PLAN	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY 2017

S	M	T	W	Th	F	S
						1
2	3	H	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

▒	Students Out of School	**MT**	Mid-Term Progress Reports Entered into Student System
AM	Morning Conferences, No PM School for Teachers (no school for students)	**PLAN**	Teacher Planning Day
AM/PM/EVE	Morning/Afternoon/Evening Conferences (no school for students)	**PROF**	Professional Development Day
CC	Classified Connection (PD for classified employees)	**START**	Start of School Year
END	End of School Year	**TRF-H**	High School Transfer Application Deadline
EVE°	Optional Evening Conferences (school decision)	**TRF-E/MS**	Elementary/Middle School Transfer Application Deadline
GRD	Grading Period Ends	**X**	Schools and Offices Closed
H	Holiday (schools and all offices closed)	*****	Prof. Dev. Day or Teacher Plan Day (school decision)
HC	Holiday Commemoration (schools and all offices closed)	__	Snow make-up days - this would move END, GRD, and PLAN days over accordingly
INS	Statewide Inservice (no school - all 192, 202, 210, 225 & 230 employees off)	**NS/OP**	Schools closed, district offices open
LO	Late Opening - Professional Development Time (schools start 2 hours late)		

QUARTER CALENDAR FOR 2016-2017

July 2016 **After LD, PT Nov.**

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
	42	49	44	43	178

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Inst.Days	
					1	2	0	260 employees	21
3	4 District Closed	5	6	7	8	9	0	District Closed	0
10	11	12	13	14	15	16	0	Planning Days	0
17	18	19	20	21	22	23	0	PAT Paid Days	0
24	25	26	27	28	29	30	0	
31							0	
						Total instructional days month	0	

August 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Inst.Days
	1	2	3	4	5	6	0
7	8	9	10	11	12	13	0
14	15	16	17	18	19	20	0
21	22	23	24	25	26	27	0
28	29 No district meetings requiring or PD teachers	30 Planning Day or PD	31 Planning Day or PD				0
				Total instructional days month			0

260 employees — 23
Planning Days — 1
District Closed — 0
PAT Paid Days — 2

PAT Hol.	260's	Plan Days	Paid PAT
6	260	7	192

DRAFT CALENDAR

September 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Inst.Days
				1 Planning Day	2 Schools closed, D.O. open, custodians in schools	3	0
4	5 Labor Day, District Closed	6 First day of school	7	8	9 First day K	10	4
11	12	13	14	15	16	17	5
18	19	20	21 LO	22	23	24	5
25	26	27	28	29	30		5

Total instructional days month: 19

	260 employees	22
Planning Days	1
District Closed	1
PAT Paid Days	21

October 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Inst.Days
						1	0
2	3	4	5	6	7	8	5
9	10	11	12	13	14 State Inservice Day, no school, district open	15	4
16	17	18	19 LO	20	21	22	5
23	24	25	26	27	28	29	5
30	31						1

Total instructional days month: 20

	260 employees	21
Planning Days	0
District Closed	0
PAT Paid Days	20

November 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Inst.Days
		1	2	3 End 1st Qtr	4 Planning Day	5	3
6	7	8	9 P-T Conf No Classes, A.M. & P.M. & Eve.Conf./Choice	10 P-T Conf No Classes, A.M. & P.M. & Eve.Conf./Choice	11 Veterans' Day, District Closed	12	4
13	14	15	16	17	18	19	5
20	21	22	23 No classes, 2 eve. make up day, a.m. conf if only did 1 even.	24 Thanksgiving, District Closed	25 District Closed	26	3
27	28	29	30				3

Total instructional days month: 18

Summary	
260 employees	22
Planning Days	1
District Closed	3
PAT Paid Days	22

December 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Inst.Days
				1	2	3	2
4	5	6	7	8	9	10	5
11	12	13	14 LO	15	16	17	5
18	19 Winter Break	20 Winter Break	21 Winter Break	22 Winter Break	23 Winter Break District Closed	24	0
25	26 Winter Break District Closed no pay for 260	27 Winter Break	28 Winter Break	29 Winter Break	30 Winter Break	31	0

Total instructional days month: 12

Summary	
260's no pay day	21
Planning Days	0
District Closed	2
PAT Paid Days	12

January 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Inst.Days
1	2 Winter Break District Closed	3 School begins	4	5	6	7	4
8	9	10	11	12	13	14	5
15	16 District Closed MLK Day	17	18 LO	19	20	21	4
22	23	24	25	26	27	28	5
29	30	31					2
					Total instructional days month		20

260 employees	22
Planning Days	0
District Closed	2
PAT Paid Days	21

February 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Inst.Days
			1	2 End 2nd Qtr	3 Planning Day	4	2
5	6	7	8	9	10	11	5
12	13	14	15	16	17	18	5
19	20 Presidents' Day, District Closed	21	22	23	24	25	4
26	27	28					2
					Total instructional days month		18

260 employees	20
Planning Days	1
District Closed	1
PAT Paid Days	20

March 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Inst.Days
			1	2	3	4	3
5	6	7	8	9	10	11	5
12	13	14	15	16	17	18	5
19	20	21	22	23	24	25	5
26	27 Spring Break	28 Spring Break	29 Spring Break	30 Spring Break	31 Spring Break		0

Total instructional days month: 18

260 employees	23	20
PAT Paid Days	18	
District Closed	0	
Planning Days	0	
employees	0	

April 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Inst.Days
						1	0
2	3	4	5	6	7	8	5
9	10	11	12	13	14 End 3rd Qtr	15	5
16	17 Planning Day	18	19	20	21	22	4
23	24	25	26	27	28	29	5
30							

Total instructional days month: 19

260 employees	5	20
Planning Days	5	1
District Closed	4	0
PAT Paid Days	5	20

May 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Inst.Days		
	1	2	3	4	5	6	5	260 employees	23
7	8	9	10	11	12	13	5		
14	15	16	17	18	19	20	5	Planning Days	0
21	22	23	24	25	26	27	5	District Closed	1
28	29 Memorial Day, District Closed	30	31				2	PAT Paid Days	23

Total instructional days month   22

June 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Inst.Days		
				1	2	3	2	260 employees	22
4	5	6	7	8	9	10	5		
11	12	13	14	15	16 End 4th Qtr	17	5	Planning Days	2
18	19 Planning Day	20 Planning Day	21	22	23	24	0	District Closed	0
25	26	27	28	29	30		0	PAT Paid Days	13

Total instructional days month   12

July 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Inst.Days
					1		0
2	3	4 District Closed	5	6	7	8	0
9	10	11	12	13	14	15	0
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						
			Total instructional days month				0

260 employees

Planning Days

District Closed

PAT Paid Days

<u>**Calendar Committee**</u>
Thursday, November 5, 2015

Rudy provided food, name tags, and "Considerations for the Calendar Committee". Rudy took attendance.

Overview of Calendar Committee
This group represents a lot of groups including central office departments, PAT, PFSP, parents, teacher and administrators at all grade levels.

<u>Timeline and goals:</u>
- November meeting (11/5): Discuss what went well and what did not from the previous calendars (2014-2015 and 2015-2016) and review various calendar options for the next two years.
- November: share the information with your groups and gather feedback
- December meeting (12/3): Come to a consensus on a recommendation to the Superintendent and for 2016-2017 and 2017-2018 calendars.
- February or March: Superintendent presents calendar recommendation to the board to vote on at a public meeting.

Discussion about previous calendars
<u>Conferences</u>
- **Note**: The State of Oregon considers conferences as instructional days even though it is less time with students.
- **General consensus** was staff like October Conferences but do not like that there is no planning day prior to conferences. The planning day is after conferences (the required one for end of quarter grading per PAT contract).
- **Question/Discussion:** Is there a requirement to have all grade level conferences on the same day?
    - There is no law or policy governing this
    - Lots of discussion regarding the impact different days off for different grade levels has had on our families (looking for daycare for students, having to take off two different times of work to attend conferences at different grade levels, etc.)
- **Question/Discussion**: Is it possible to do spring conferences?
    - Some districts do this. Although they would count as instructional days for students it would cut down on the minutes in the classroom in front of students.
- **Comments**:
    - With conferences early in October there are a lot of opportunities to connect with parents at the start of the year (back to school night, open house, etc.), then conferences, and then there is a big void for parent contact after that time.
    - Thanksgiving week doesn't work well for conferences for a lot of people, because they take vacation.
    - No matter when you schedule conferences, school will only have 1 or 2 days of students in session for actual instruction that week.
    - Conferences in October causes "Out of School October" versus "No School November"
    - Several years ago, Hosford did early conferences, which were by personal invitation only, for students who were currently earning a C or below, they had a contract exception waiver for it.
    - What is the effectiveness/purpose of conferences in general? For upper grades they typically chat for a few minutes with a parent and then the parent moves to the next teacher - is this really effective? This may be more of a concern at MS/HS. A 30 minute conference for ES/K-

5 is different from a few minutes. (Determined this was a good conversation but not one to be had by this committee).

August Start Date (before Labor Day)
- **Note**: The 2015-2016 school year started before Labor Day. This decision was made for a few reasons: Labor Day was the latest in September that it possibly can be; the earlier start date allows more education time prior to state and federal testing; and to allow conferences to occur earlier.
- **Comments**:
  - HS parent thought the August start date was great
  - FAM and IT: we need to maximize the time off, doesn't matter to us when the start date is, just need as much time as possible to complete construction projects, clean the school, set up computers, move schools (DBRAC changes coming will be hard to complete).
  - Concern that a lot of students were absent the first week of school with school starting prior to Labor Day.
    - Rudy pulled stats: this year (starting before Labor Day 2015) 80 students were marked absent the first week of school. The previous school year (starting after Labor Day 2014) 123 students were marked absent the first week of school.
  - Staff at one middle school want to start later - it's super hot in their building and August is too warm.
  - Staff at another middle school would love a year round calendar.
  - Portland Police appreciated school starting in August, there was less violence in August.

Wednesday before Thanksgiving
- **Comments**:
  - Several indicated they would like the Wednesday before Thanksgiving to be a down day - it was when conferences were that week.
  - Assuming there will be a lot of absences for both students and teachers that day.

Year Round Calendar for Rosa Parks
- **Note**: It has not been decided yet that the year round calendar will continue past the pilot, it is still being assessed, but Rudy is drafting a calendar just in case.

Review Rudy's Scenarios

Winter Break and Spring Break are the same on each calendar. Spring Break is the same as state of Oregon week of the March 20. (NOTE: This was changed on the calendars when we met in December with new state actions that had individual universities doing their own calendar breaks. We went with the last week in March that coincided with many universities and colleges from which we take student teachers.)

Scenario 1

School starts the Monday before Labor Day, 8/29; teachers would start August 23 and work 8/23, 8/24, 8/25 and have Friday 8/26 as a down day. School ends June 8.

Conferences the week of Oct. 12 (a week earlier than this year and would be the week with the state inservice day for which they aren't paid). Conferences would start on 10/12 - teachers would have the day as planning then begin conferences Wednesday night, all day Thursday and Thursday evening (if there is a contract exception waiver), then have Friday off as a paid day - staff could still go to any in-service trainings they wanted to and would be paid for the day.

School Ends June 8.
- **Comments**:
    - Conferences too early in the year.
    - That inservice day is usually staff's first day off.
    - What if a teacher doesn't want to do the extra night conference and works that Friday instead (to complete conferences)? That would prevent the teacher from being able to go to in-service sessions.
    - Many staff have worked the unpaid October day anyway because it's the first time off they have after school starts.
    - Concern it would roll into another conference.
    - Need two full days of conferences.
    - HS conferences need to be after Midterms.
    - Could we take the Wednesday before Thanksgiving off and add another day of instruction at the end of the year. What about classified staff for that day?

Scenario 2
As in scenario 1, school starts the Monday before Labor Day, 8/29; teachers would start August 23 and work 8/23, 8/24, 8/25 and have Friday 8/26 as a down day. School ends June 8. However, conferences are at two different times depending on grade level.

Scenario 3
School starts the Tuesday after Labor Day, 9/6; teachers start August 30 and work 8/30, 8/31, 9/1, and have Friday 9/2 as a down day. School ends June 15.

Comments: If starting after Labor Day, could conferences be the week of Veteran's Day?

School Start & End Dates
- Start before Labor Day:
    - 2016-2017 First day of School 8/23; Last Day of school 6/8
    - 2017-2018 First day of school 8/28 (LD is 9/4); Last day is 6/6

- Start after Labor Day:
    - 2016-2017 First day of school 9/6; Last Day of school 6/15
    - 2017-2018 First day of school 9/5; last day is 6/13

Action:
- **Modify Scenario 1:** move conferences from the week of 10/11 to week of 10/31. School on Halloween, which becomes the last day of quarter, planning day 11/1, 11/2 & 11/3 are conferences and 11/4 is the comp day.
- **Scenario 2**: team agreed this scenario, with two different conference dates (by grade level) was not needed.
- **Scenario 3**: team agreed this was not needed.
- **Create two new scenarios:** Rudy to create two new scenarios, one for school starting before Labor Day and one starting after Labor Day. Both start dates have 10/11 as a planning day, 10/12 and 10/13 is a conference day and 10/14 remains a statewide, non-paid, in-service day. Add an instructional day at the end of the year. The Wednesday before Thanksgiving becomes a down day,

the schools with exceptions completing two night conferences have the full day off, those without exceptions work half-day but it is a full down day for students. The last day of school would become 6/9 or 6/16. (This means an extra paid day that would require bargaining)
- Research if other districts have posted a 2016-2017 calendar and if they are starting before or after Labor Day
- Rudy will send the group:
    - modified and new calendar scenarios
    - meeting notes
    - Info from districts who have posted a 2016-2017 calendar

<u>**Calendar Committee**</u>
Thursday, December 3, 2015
Rudy provided food and name tags. Rudy took attendance.

<u>Goal</u>: By 6pm, make a recommendation to Carole who will take it to the board in Feb. or March.

<u>Info from Rudy</u>
Spring break week has changed to stay coordinated with the university calendar based on state changes.

Quick vote and statements regarding the start of school
Most said after Labor Day
- PAT vice president: Took a Survey Monkey poll of the teacher representatives for PAT - 80% want after Labor Day, 12% had no preference, 8% want before Labor Day
- HS Lincoln PAT member; Took a poll at her school 60% want after Labor Day, 11% want before Labor Day
- Karl Newsome - Astor K-8 Principal; unofficial poll in his school, most want after Labor Day
- Conrad Hurdle - Creston K-8 Principal; majority in his school want after Labor Day
- Beth Madison - Robert Gray MS Principal; about 60% in her school want after Labor Day and 40% before Labor Day
- Belinda Regan, PFSP President - after Labor Day
- Greg Crabtree - Jackson MS VP - sent a survey to all APs and his staff - vote was split for before/after Labor Day but clarified they really want a balanced calendar
- Catherine Cusimano - pass
- MS staffer; unofficial poll - mostly unanimous for after Labor Day
- Woodlawn K-8 Teacher; unofficial poll, her staff said we were asking the wrong question - why aren't we looking at the Rosa Parks model, have concern of the length of this summer, most wanted the after Labor Day for themselves
- Darcy from Parent coalition; unofficial poll was unanimous for before Labor Day - concerned about the upcoming long summer, one year was not a long enough sample. They don't like the back and forth, helps with athletics as well because those students go back for athletics early in August would be nice if they were in school too, maybe those that were upset about the early start date this year were upset because of the lack of communication
- Parent of Franklin HS - after Labor Day
- PTA member Otto; concerns about the length of summer - smaller sampling
- All parents indicated a balanced calendar would be nice.
- Van Truong; if school starts after Labor Day they have more time to host teachers PD and on boarding.
- Erin Barnett, CIPA member and parent - after Labor Day. From a CIPA standpoint they were inundated with angry people about Labor Day pre-start. As a parent - she really liked it before
- David Hobbs, FAM - the extra two weeks worth of construction will be done and buildings will be cleaner. Custodial/construction/OSM - prefer after Labor Day
- Stacey Jung, IT - operations just needs to maximize the summertime with moves for OSM/Bond work as well as any DBRAC work.
- Tammy O'Neal, HS Principal, Cleveland - before Labor Day to maximize the amount of instructional time prior to spring testing. Need to think about the kids and take the personal piece out. Kids need scholarships and the testing is vital, many east coast schools that our kids are competing with start early so there is extra instruction ahead of time before those tests. East coast schools are doing a calendar that provides more instruction ahead of time. *(Some quick searches show Boston starts after Labor Day; Miami-Dade starts before Labor Day; Chicago starts after Labor Day, Minneapolis before; Baltimore before, Columbus before, Nashville before-year round)*
- Rudy - checked with the rest of surrounding districts and all but two are starting after Labor Day and those two haven't decided yet. Rudy also spoke with several parent and community groups that didn't pay attention and didn't plan well for the before Labor Day start - it was posted two years in advance.

Question: What about the boundary review changes and needing more time to move schools. Rudy said we can't look at that because we do not know for sure when those changes will occur.

Noted: Can't depend on the weather - for example this year September was hotter than August.

Balanced Calendar: Rudy has done a lot of research on balanced calendars and typically it's not used with high schools because kids need to work and there are issues with athletics if surrounding districts aren't on the same calendar. It's used at ES/K-8/MS the most. Need a lot of support services, child care, and the community partners and parents need to be involved in that decision.

Pros of Before Labor Day
- More days of instruction before spring testing for students
- The sooner students return to school they receive food and support systems
- If start early and end early, district operations have same amount of time
- Doesn't matter when Labor Day actually occurs on the calendar if we always start before (have to readjust)

Pros of After Labor Day
- Confusing this first year with the change but would go back to the consistency for planning for families
- More time to prep for teachers (PD and prep) and operations
- One less week of summer (weather)

Majority said Start Date - AFTER LABOR DAY (down day the Friday prior). Did not reach consensus, though.
Tammy (Cleveland HS) and Darcy (Parents Coalition) were thumbs down. Most were thumbs up and a few were sideways.
Tammy, will flow with it but ethically she doesn't feel it's right for kids.

Conferences
Keep in mind those PFSP employees that get locked out on the makeup day that is the third day of conferences. Need to make the principals open the building for the secretaries and EAs. Rudy and Catherine indicated they are working with principals to change this going forward regardless of when conferences are held.

November conference schedule is still not great for HS. It's better for K-8 grade levels - but they need a planning day before conferences.

A concern was brought up that having the day before Thanksgiving off can be challenging for families needing food.

Committee liked October conferences but teachers said we needed an additional planning day - this would cost money but helps teachers with earlier conferences and provides the planning day in advance. There is no additional planning day, so would need to ask for money for one. Catherine raised a suggestion of moving one of the two end of school planning days to earlier in the year so as to not have to ask for one. That idea seemed reasonable to a few but several PAT members felt they needed more time to close down their classrooms at the end of the year, not less.

NOVEMBER CONFERENCES - Recommending this calendar
2016/2017 (2017/2018 calendar is identical because of when Veterans Day is observed)
- Start School after Labor Day (with the Friday before Labor Day staff off in schools but district is open)
- Conferences - November.
  - Thursday, Nov. 3 - End of 1st Qtr
  - Friday, Nov. 4 - Teacher Planning Day (no students)
  - Monday, Nov. 7 - School in Session

- o   Tuesday, Nov. 8 - School in Session
- o   Wednesday, Nov. 9 - Full day conferences (no students)
- o   Thursday, Nov. 10 - Full day conferences (no students)
- o   Friday, Nov. 11 - Veterans Day (no staff/students)
- o   Wednesday, Nov. 23 - Conference Comp Day (no students, staff who worked two night conferences have this day off, those working one must come in for the morning)
- Spring Break is the last week of March
- Last day of school Friday, June 16

OCTOBER CONFERENCES - REQUEST ADDITIONAL PLANNING DAY
2016/2017

- Start School after Labor Day (with the Friday before Labor Day off)
- Conferences - October (request an additional planning day for teachers)
  - o   Friday, October 7 - NEW Teacher Planning Day
  - o   Monday, October 10 - School in Session
  - o   Tuesday, October 11 - School in Session
  - o   Wednesday, October 12 - Full day conferences (no students)
  - o   Thursday, October 13 - Full day conferences (no students)
  - o   Friday, October 14 - Statewide Inservice Day (no students, staff may attend conferences or PD sessions and this is a non-paid PAT day as has always been the case)
  - o   Wednesday, Nov. 23 - Conference Comp Day (no students, staff who worked two night conferences have this day off, those working one must come in for the morning)

Board Meeting Date: January 26, 2016

Executive Committee Lead:
Yousef Awwad, CPA, Chief Financial Officer

Department: Finance

Presenter/Staff Leads:
David Wynde, Deputy Chief Financial Officer &
Budget Director
Sara Bottomley, Assistant Budget Director

SUBJECT: Amendment No. 1 to the 2015/16 Budget

BACKGROUND

On June 23, 2015 the Board of Education ("Board"), by way of Resolution No. 5107, voted to adopt an annual budget for the Fiscal Year 2015/16 as required under Local Budget Law.

This first amendment to the annual budget for the Fiscal Year 2015/16 includes the following major components:

- In a number of funds Beginning Fund Balance for 2015/16 is adjusted to reflect the actual Ending Fund Balances for 2014/15 as reported in the Comprehensive Annual Financial Report ("CAFR") for FY 2014/15 that was accepted and approved by the Board under Resolution No. 5184 on December 15, 2015.
- In the process known as "fall balancing", budgeted expenditures are also revised to reflect information not available at the time of the adopted budget, e.g. actual salaries of school staff and the renewal rates for employees' health care benefit plans. Program allocations for funds are adjusted to more accurately reflect intended expenditures and appropriation levels are adjusted as needed. Changes in appropriation levels are indicated on the table attached to this resolution.
- Revenues and resources are adjusted for any other known or expected significant factors.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Board Policy 8.10.030-AD, "Budget Reallocations – Post Budget Adoption," establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board.

Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines.

Reviewed and Approved by
Executive Committee Lead   David Wynde for Yousef Awwad

PROCESS / COMMUNITY ENGAGEMENT

There was substantial process leading up to the adoption of the budget for 2015/16. Many of the changes in expenditures outlined later in this report have been discussed in public meetings – either of the board, board committees, or district committees (for example, matching funds for the Mt. Hood Cable Commission grant, building the Benson HS health clinic, implementation planning for DBRAC recommendations).

This budget amendment includes changes in expenditures of more than 10% in seven funds (Fund 299 – Dedicated Resource Fund, Fund 404 – Construction Excise Tax Fund, Fund 407 – IT Systems Project Fund, Fund 420 – Full Faith and Credit Fund, Fund 438 – Facilities Capital Fund, Fund 445 – Capital Asset Renewal Fund, and Fund 450 – GO Bonds Fund) and, therefore, require a public hearing that will be held on February 3, 2016 before the Board takes action on this amendment.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

The PPS budget for 2015/16 was developed to be in alignment with the PPS Racial Educational Equity Policy. The Citizen Budget Review Committee stated in its report to the Board that "This Proposed Budget maintains the District's investment in underserved populations in accordance with the Racial Educational Equity Policy and continues the process of rebuilding our schools to provide quality education for all students."

BUDGET / RESOURCE IMPLICATIONS

Fund 101 – General Fund

Resources

Change in Resources		
Beginning Fund Balance	$	(5,325,000)
2014/15 SSF year-end adjustment	$	3,012,000
Permanent rate collections	$	3,100,000
Offset to SSF	$	(3,100,000)
Local option and gap taxes	$	2,750,000
	$	**437,000**

This amendment includes a total increase in resources of $0.45 million.

Beginning fund balance is reduced by $5.3 million in line with the CAFR. In budget development for 2015/16 we assumed a 2% unbudgeted variance in ending fund balance. The actual figure was close to 1%. Much of this shortfall will be offset by a $3.0 million 2014/15 state school fund

year-end adjustment which will be received in April. That adjustment will be positive because of corrections to 2014/15 ADMw figures that have been identified and confirmed with Oregon Department of Education.

Revenue from local sources is increased by $5.85 million reflecting higher than budgeted property tax collections from both the permanent rate tax ($3.1 million) and the local option and gap taxes ($2.75 million). These variances were reviewed with the board on December 1, 2015.

The increase in permanent rate collections is offset by a corresponding reduction in state school fund payments. So revenue from state sources is essentially unchanged in this amendment with the positive 2014/15 year-end adjustment cancelling out the reduction because of higher local collections.

Expenditures

Changes in Expenditures		
Program Updates	$	1,010,000
School Safety and Security	$	805,000
DBRAC Implementation	$	910,000
Transfers	$	(1,420,000)
Healthcare Benefits	$	(2,050,000)
School Staffing	$	1,950,000
Net Adjustments	$	(260,000)
	$	945,000

Overall expenditures are increased in this amendment by $0.95 million.

There are $1.0 million in program updates since adoption of the budget. These include: matching funds for the Mt. Hood Cable Commission grant ($380,000); software update for enrollment and transfer to accommodate SACET recommended changes ($180,000); capital improvements for Benson HS health clinic ($300,000); adding a position to support maker space programming ($60,000*); one-year support for arts tax funding for state sponsored charter schools ($40,000); adding a position to handle increased contracts activity and work ($50,000*).

There are $0.8 million of additions to support school safety and security. These include: adding four educational assistants to meet increased demand for 504 plans ($100,000*); added security for athletic events ($50,000); completing current phase of building access control improvements ($130,000); increased staffing and supervision for campus security agents ($175,000*); as discussed in interest-based bargaining with PAT, funding for staff and strategies to provide supports for schools around school climate ($200,000*); and improving information security and privacy ($150,000).

There are $0.9 million of additions to provide capacity for implementation of DBRAC recommendations and subsequent board decisions. These include: funds for changes to be ready for 2016/17 school year ($500,000); adding personnel to plan and implement changes including data analysis, GIS mapping, budget, facilities project management, and furniture and equipment management ($350,000*); and project management for capital improvements to make Kellogg ready for re-occupancy ($60,000*).

All of the staffing costs shown and marked with an asterisk * are part-year costs for the balance of 2015/16.

A number of these added expenditures will be made in other funds (IT and Facilities capital project funds) so there is an increase of $1.4 million in transfers.

Our fall balancing activity includes review of budgeted program costs in light of developments since adoption of the budget in June. Two major items that were updated are healthcare benefits and school staffing costs. Teacher healthcare costs were budgeted to increase by 6% for the new plan year that starts midway through fiscal 2015/16. The actual change was a 0.3% reduction in cost which results in a budget reduction of $2.05 million. This benefit was almost completely offset by the true up of school staffing costs. Actual costs after hiring about 500 new teachers are budgeted to be $1.95 million more than in the adopted budget. There a number of other adjustments the net effect of which was a reduction of $250,000.

This amendment also adjusts the appropriation of funds between Instruction, Support Services, and Enterprise & Community Services. Almost every year there is a reduction from the adopted budget in Instruction and an increase in Support Services. This is primarily a reflection of school staffing decisions: for example, Support Services includes not only central support functions but also counselors, library/media specialists, and school psychologists. The adopted budget allocated a number of unfilled school staffing positions as Instruction and these are later filled with staff that are classified as Support.

Contingency

Change in Contingency		
Adopted Budget	$	21,575,000
Change in Resources	$	437,000
Increase in Transfers Out	$	(1,420,000)
Increase in Expenditures	$	(945,000)
	$	**19,647,000**

The reduction in contingency as a result of Amendment No.1 is $1.9 million.

After this amendment, PPS contingency will be $19.6 million – of which $1.5 million is committed as a reserve for self-insurance. Uncommitted contingency is $18.1 million (which is 3.3% of total expenditures).

This contingency provides some buffer to address the challenges going into development of the 2016/17 budget and beyond. These challenges include:
- any cost increases negotiated with teachers, given that the contract with PAT expires on June 30, 2016;
- longer-term cost increases from PERS rates that are going to increase for the 2017-19 biennium and beyond;
- sustaining the current level of services with only modestly higher state school fund revenues in the second year of the biennium;
- uncertainty over assessed value and market value changes and there resulting impact on local option proceeds.

The level of contingency in this amended budget provides PPS with some resources to mitigate these risks and challenges going into development of the 2016/17 budget.

Fund 201 – Student Body Fund

Beginning fund balance is increased by $0.7 million in line with the CAFR.

Fund 202 – Cafeteria Fund

Beginning fund balance is increased by $1.3 million in line with the CAFR and the amount of state reimbursement is adjustment to align with current expectations. These additional funds are appropriated for expenditure in 2015/16.

Fund 225 - PERS Rate Stabilization Reserve Fund

Beginning fund balance is adjusted by a nominal amount in line with the CAFR and these additional funds increase the budgeted ending fund balance. No expenditures are budgeted in 2015/16. This fund is available to mitigate the impact of future PERS rate increases that are likely to impact PPS starting in the 2017-19 biennium.

Fund 299 – Dedicated Resource Fund

Beginning fund balance is increased by $2.4 million in line with the CAFR. These additional funds are appropriated as budgeted expenditures in 2015/16.

Fund 308 – PERS UAL Debt Service Fund

Beginning fund balance is increased by $1.5 million in line with the CAFR. This fund is where we account for the debt service on PPS PERS bonds and this is funded via a charge to the General Fund where the cost is recorded as a benefit expense. This fund balance (which amounts to about 3.5% of 2015/16 debt service) and provides some potential offset to the impact of higher debt service in future years. There is no change to our appropriated expenditure levels for 2015/16 because that is a fixed amount of debt service.

Fund 350 – GO Bonds Debt Service Fund

Beginning fund balance is increased by $0.7 million in line with the CAFR and this increase is a reflection of higher than expected increase in tax assessed value that translated into higher property tax proceeds in 2014/15. After three years of the capital bond program we have built a modest fund balance (of about 3% of 2015/16 debt service) that will help in our efforts to meet the goal of keeping the tax rate for the first bond authorization below $1.10/$1,000 of tax assessed value.

There is no increase to budgeted expenditures because our debt service is a fixed amount for 2015/16 so the net increase in resources is budgeted as ending fund balance for carry over into 2016/17.

Fund 404 – Construction Excise Tax

Beginning fund balance is increased by $3.0 million in line with the CAFR. This is partly as a result of continued strong development and construction activity in Portland, which drives

continued strong collections of the CET. These additional funds are appropriated for possible expenditure in 2015/16.

Fund 407 – IT Systems Project Fund

Beginning fund balance is increased by $0.8 million in line with the CAFR, and there is an increase in transfers from the general fund as part of the additional expenditures for the Mt. Hood CRC grant and the school choice replacement software. These increased funds are appropriated for expenditure in 2015/16.

Fund 420 – Full Faith and Credit Fund

Beginning fund balance is increased by a nominal amount in line with the CAFR and these additional funds are appropriated for expenditure in 2015/16. This is the final expenditure of proceeds from Recovery Zone bonds and will all be spent by the end of the current fiscal year.

Fund 435 – Energy Efficient Schools Fund

Beginning fund balance is reduced by about $150,000 in line with the CAFR. The amount of funds appropriated for expenditure in 2015/16 are reduced accordingly.

Fund 438 – Facilities Capital Fund

Beginning fund balance is increased by $1.0 million in line with the CAFR and the transfer from the general fund is increased to account for funds that are to be used for the Benson HS clinic, the access controls work, and the Kellogg project manager. These additional funds are appropriated for expenditure in 2015/16.

Fund 445 – Capital Asset Renewal Fund

Beginning fund balance is increased by almost $0.5 million in line with the CAFR and these additional funds are appropriated for possible expenditure in 2015/16.

Fund 450 – GO Bonds Fund

Beginning fund balance is increased by $18.3 million in line with the CAFR. This reflects the timing of expenditures in the bond program. The appropriation for expenditure in 2015/16 is adjusted correspondingly with a modest increase in budgeted contingency.

Fund 471 Partnership Fund

Beginning fund balance is reduced by $450,000 in line with the CAFR, which reflects the timing of receipt of funds from Concordia.

Fund 601 – Self Insurance Fund

Beginning fund balance is increased by $1.0 million in line with the CAFR. Aside from a nominal adjustment to current year appropriations these additional funds are budgeted in contingency for 2015/16.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The Board is scheduled to hold a public hearing on February 3, 2016 and to consider the attached draft resolution at the board meeting on that date.

ATTACHMENTS

1. Draft resolution

RESOLUTION No. XXXX

Amendment No. 1 to the 2015/16 Budget for School District No. 1J,
Multnomah County, Oregon

RECITALS

A.   On June 23, 2015 the Board of Education ("Board"), by way of Resolution No. 5107, voted to adopt an annual budget for the Fiscal Year 2014/15 as required under Local Budget Law.

B.   Board Policy 8.10.030-AD, "Budget Reallocations – Post Budget Adoption," establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board.

C.   Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines.

D.   On December 1, 2015 the Board received an update from staff on property tax revenue for 2015/16.

E.   This resolution is to enable the Board to approve Amendment No.1 to the annual budget for the Fiscal Year 2015/16, and is allowed under ORS 294.471 guidelines, which state that the budget may be amended at a regular meeting of the governing body.

F.   Amendment No.1 includes the following major components:

a)   In a number of funds the Beginning Fund Balance for 2015/16 is adjusted to reflect the actual Ending Fund Balance for 2014/15 as reported in the Comprehensive Annual Financial Report ("CAFR") for FY 2014/15 that was accepted and approved by the Board under Resolution No. 5184 on December 15, 2015.
b)   Program allocations for funds are adjusted to more accurately reflect intended expenditures and appropriation levels are adjusted as needed. Changes in appropriation levels are indicated on the table attached to this resolution.
c)   Revenues and resources are adjusted for any other known or expected significant factors.
d)   In the process known as "fall balancing", budgeted expenditures are also revised to reflect information not available at the time of the adopted budget, e.g. actual teacher salaries and the renewal rates for employees' health care benefit plans.

G.   Expenditures in seven funds (Fund 299 – Dedicated Resource Fund, Fund 404 – Construction Excise Tax Fund, Fund 407 – IT Systems Project Fund, Fund 420 – Full Faith and Credit Fund, Fund 438 – Facilities Capital Fund, Fund 445 – Capital Asset Renewal Fund, and Fund 450 – GO Bonds Fund) will be changed by more than 10% under this amendment. Local budget law requires a public hearing on these changes. A public hearing occurred prior to Board action.

H.   The Superintendent recommends approval of this resolution.

RESOLUTION

1.   Having held a public hearing on this amendment as required under local budget law, the Board hereby amends budgeted expenditure appropriation levels as summarized by Fund and Appropriation Level in Attachment A for the fiscal year beginning July 1, 2015.

D. Wynde / Y. Awwad

Schedule of Changes in Appropriations and Other Balances

Fund 101 - General Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	39,768,023	(5,326,483)	34,441,540
Local Sources	309,930,389	5,845,175	315,775,564
Intermediate Sources	13,021,202	-	13,021,202
State Sources	215,801,635	(82,414)	215,719,221
Federal Sources	-	840	840
Other Sources	100,000	-	100,000
Total	**578,621,249**	**437,118**	**579,058,367**
		-	
Requirements			
Instruction	328,271,821	(3,270,168)	325,001,653
Support Services	220,841,236	4,337,211	225,178,447
Enterprise & Community Services	1,944,508	(121,807)	1,822,701
Facilities Acquisition & Construction	-	-	-
Debt Service & Transfers Out	5,988,491	1,419,202	7,407,693
Contingency	21,575,193	(1,927,320)	19,647,873
Ending Fund Balance	-	-	-
Total	**578,621,249**	**437,118**	**579,058,367**

Fund 201 - Student Body Activity Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	3,260,830	760,895	4,021,725
Local Sources	8,500,000	-	8,500,000
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	**11,760,830**	**760,895**	**12,521,725**
Requirements			
Instruction	8,500,000	-	8,500,000
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	-	-	-
Debt Service & Transfers Out	-	-	-
Contingency	-	-	-
Ending Fund Balance	3,260,830	760,895	4,021,725
Total	**11,760,830**	**760,895**	**12,521,725**

Fund 202 - Cafeteria Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	4,578,356	1,326,192	5,904,548
Local Sources	3,482,667	-	3,482,667
Intermediate Sources	-	-	-
State Sources	179,781	151,790	331,571
Federal Sources	14,603,611	(2,120)	14,601,491
Other Sources	-	-	-
Total	**22,844,415**	**1,475,862**	**24,320,277**
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	19,221,918	1,475,862	20,697,780
Facilities Acquisition & Construction	-	-	-
Debt Service & Transfers Out	-	-	-
Contingency	-	-	-
Ending Fund Balance	3,622,497	-	3,622,497
Total	**22,844,415**	**1,475,862**	**24,320,277**

Fund 225 - PERS Rate Stabilization Reserve Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	16,028,023	28,716	16,056,739
Local Sources	281,775	-	281,775
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	**16,309,798**	**28,716**	**16,338,514**
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	-	-	-
Debt Service & Transfers Out	-	-	-
Contingency	-	-	-
Ending Fund Balance	16,309,798	28,716	16,338,514
Total	**16,309,798**	**28,716**	**16,338,514**

Fund 299 - Dedicated Resource Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	6,179,951	2,424,080	8,604,031
Local Sources	8,052,107	-	8,052,107
Intermediate Sources	-	-	-
State Sources	54,515	-	54,515
Federal Sources	36,000	-	36,000
Other Sources	360,000	-	360,000
Total	**14,682,573**	**2,424,080**	**17,106,653**
Requirements			
Instruction	12,660,937	2,024,080	14,685,017
Support Services	1,832,310	200,000	2,032,310
Enterprise & Community Services	148,420	-	148,420
Facilities Acquisition & Construction	40,906	200,000	240,906
Debt Service & Transfers Out	-	-	-
Contingency	-	-	-
Ending Fund Balance	-	-	-
Total	**14,682,573**	**2,424,080**	**17,106,653**

Fund 308 - PERS UAL Debt Service Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	-	1,533,247	1,533,247
Local Sources	42,314,327	-	42,314,327
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	**42,314,327**	**1,533,247**	**43,847,574**
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	-	-	-
Debt Service & Transfers Out	42,314,327	-	42,314,327
Contingency	-	-	-
Ending Fund Balance	-	1,533,247	1,533,247
Total	**42,314,327**	**1,533,247**	**43,847,574**

Fund 320 - Full Faith and Credit Debt Service Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	-	-	-
Local Sources	-	-	-
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	156,037	-	156,037
Other Sources	1,129,511	1	1,129,512
Total	**1,285,548**	**1**	**1,285,549**
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	-	-	-
Debt Service & Transfers Out	1,285,548	1	1,285,549
Contingency	-	-	-
Ending Fund Balance	-	-	-
Total	**1,285,548**	**1**	**1,285,549**

Fund 350 - GO Bonds Debt Service Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	700,000	663,148	1,363,148
Local Sources	47,348,441	-	47,348,441
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	**48,048,441**	**663,148**	**48,711,589**
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	-	-	-
Debt Service & Transfers Out	47,322,441	-	47,322,441
Contingency	-	-	-
Ending Fund Balance	726,000	663,148	1,389,148
Total	**48,048,441**	**663,148**	**48,711,589**

Fund 404 - Construction Excise Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	10,000,000	3,028,955	13,028,955
Local Sources	5,411,000	-	5,411,000
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	**15,411,000**	**3,028,955**	**18,439,955**
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	15,411,000	3,028,955	18,439,955
Debt Service & Transfers Out	-	-	-
Contingency	-	-	-
Ending Fund Balance	-	-	-
Total	**15,411,000**	**3,028,955**	**18,439,955**

Fund 407 - IT Systems Project Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	4,014,165	846,186	4,860,351
Local Sources	500	-	500
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	412,400	412,400
Total	**4,014,665**	**1,258,586**	**5,273,251**
Requirements			
Instruction	-	-	-
Support Services	3,575,797	1,246,557	4,822,354
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	-	-	-
Debt Service & Transfers Out	-	-	-
Contingency	438,868	12,029	450,897
Ending Fund Balance	-	-	-
Total	**4,014,665**	**1,258,586**	**5,273,251**

Fund 420 - Full Faith and Credit Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	-	55,380	55,380
Local Sources	-	-	-
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	**-**	**55,380**	**55,380**
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	-	55,380	55,380
Debt Service & Transfers Out	-	-	-
Contingency	-	-	-
Ending Fund Balance	-	-	-
Total	**-**	**55,380**	**55,380**

Fund 435 - Energy Efficient Schools Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	800,000	(143,928)	656,072
Local Sources	1,068,500	-	1,068,500
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	**1,868,500**	**(143,928)**	**1,724,572**
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	1,868,500	(143,928)	1,724,572
Debt Service & Transfers Out	-	-	-
Contingency	-	-	-
Ending Fund Balance	-	-	-
Total	**1,868,500**	**(143,928)**	**1,724,572**

Fund 438 - Facilities Capital Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	2,100,000	998,293	3,098,293
Local Sources	3,000	-	3,000
Intermediate Sources	-	-	-
State Sources	1,340,000	-	1,340,000
Federal Sources	-	-	-
Other Sources	2,151,000	1,006,801	3,157,801
Total	**5,594,000**	**2,005,094**	**7,599,094**
Requirements			
Instruction	-	-	-
Support Services	4,500	-	4,500
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	5,589,500	2,005,094	7,594,594
Debt Service & Transfers Out	-	-	-
Contingency	-	-	-
Ending Fund Balance	-	-	-
Total	**5,594,000**	**2,005,094**	**7,599,094**

Fund 445 - Capital Asset Renewal Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	2,500,000	471,782	2,971,782
Local Sources	276,000	-	276,000
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	**2,776,000**	**471,782**	**3,247,782**
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	2,776,000	471,782	3,247,782
Debt Service & Transfers Out	-	-	-
Contingency	-	-	-
Ending Fund Balance	-	-	-
Total	**2,776,000**	**471,782**	**3,247,782**

Fund 450 - GO Bonds Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	338,326,488	18,285,972	356,612,460
Local Sources	4,286,565	-	4,286,565
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	**342,613,053**	**18,285,972**	**360,899,025**
Requirements			
Instruction	-	-	-
Support Services	1,321,298	-	1,321,298
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	167,172,481	17,800,919	184,973,400
Debt Service & Transfers Out	-	-	-
Contingency	174,119,274	485,053	174,604,327
Ending Fund Balance	-	-	-
Total	**342,613,053**	**18,285,972**	**360,899,025**

Fund 470 - Partnerships Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	450,000	(446,594)	3,406
Local Sources	12,000,000	-	12,000,000
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	**12,450,000**	**(446,594)**	**12,003,406**
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	12,450,000	(446,594)	12,003,406
Debt Service & Transfers Out	-	-	-
Contingency	-	-	-
Ending Fund Balance	-	-	-
Total	**12,450,000**	**(446,594)**	**12,003,406**

Fund 601 - Self Insurance Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	2,300,000	1,080,061	3,380,061
Local Sources	3,544,581	-	3,544,581
Intermediate Sources	-	-	-
State Sources	250,000	-	250,000
Federal Sources	-	-	-
Other Sources	-	-	-
Total	6,094,581	1,080,061	7,174,642
Requirements			
Instruction	-	-	-
Support Services	3,794,581	2,708	3,797,289
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	-	-	-
Debt Service & Transfers Out	-	-	-
Contingency	2,300,000	1,077,353	3,377,353
Ending Fund Balance	-	-	-
Total	6,094,581	1,080,061	7,174,642

Board of Education Informational Report

MEMORANDUM

Date: **January 22, 2016**

To: Members of the Board of Education

From: Amanda Whalen, Chief of Staff
                Rosanne Powell, Board Manager

Subject: Preparing Portland Public Schools Students for Civic Engagement

---

In November of 2015, the City Club Civics Education Advocacy and Awareness Committee presented their findings of a 2014 audit of civics engagement of Portland Public Schools students to the Teaching and Learning Committee.

The Teaching and Learning Committee supports the recommendations made by the City Club Civics Education Advocacy and Awareness Committee and is forwarding for full Board approval.

Attached to this memo are:
1. The Audit Findings prepared by the City Club of Portland, "Preparing Portland Public Schools Students for Civic Engagment.
2. The Superintendent's response to the City Club audit.
3. Resolution

MEMORANDUM

Date: November 12, 2015

To: Pat Burk, Ph.D.
        Gayle Thieman, Ed.D., City Club of Portland

From: Carole Smith, Superintendent

Re: Preparing PPS Students for Civic Engagement

Thank you for your thoughtful consideration of the state of Civic Engagement in our schools. You make observations and recommendations that will contribute to our ongoing efforts to enhance learning opportunities for all of our students in order to achieve our district mission:

Every student by name, prepared for college, career and participation as an active community member, regardless of race, income or zip code. And to achieve, as well, our Social Studies goal, *to provide all students with academic and authentic learning opportunities that both ignite their passion for learning and enhance their abilities and motivation to contribute as citizens.*

The teacher survey and building administrator focus group data you collected contribute to our own understanding of civic engagement in our schools, as does the 2014 Civics Education Advocacy Committee "Community Support for Comprehensive Civic Education" report. Your specific recommendations lend both urgency and focus to our work.

You make six recommendations to strengthen the preparation of our students to be engaged citizens

- *Clarify expectations on the part of district leadership on the role of civic engagement within the general student and program expectations of the district.*

  As part of an effort to determine curriculum balance, the district has conducted a Program Audit with the intent of assuring that all aspects of the required elementary curriculum, including instruction in social studies, have a share of the available time in the school day. In cases where required subject-matter time was lacking, schools were given guidance in re-thinking their schedules and, if necessary, the additional instructional staff needed to balance their schedules.

  While the Content Standards guide curriculum decisions, currently much of the actual instructional program is teacher-driven and may of the instructional resources are teacher-produced. The district has purchased some supplemental materials (e.g. Portland's Bridges)

and is beginning work on the identification of PreK-6 and 6-12 curriculum adoptions with implementation no later than 2018. We would welcome City Club participation in the adoption process to help assure that "civic engagement" is supported by these new materials and guides.

- *Provide schools with support staffing, either at the district or school level that can assist with the complex logistics of civic engagement programs and coordination.*

The district currently has a Language Arts Teacher on Special Assignment (TOSA) whose assignment includes support for and integration of social studies into the curriculum. Specific Social Studies TOSA support will be added as part of the adoption process.

- *Provide specific practical and concrete professional development for teachers interested in initiating or expanding participation in civic engagement strategies.*

Currently, professional development opportunities are listed on the PPS Learning Campus under the heading Integrated Learning. As the survey respondents indicated, the majority focus on the ODE led orientation to Common Core State Standards aligned instruction. At this time, most only indirectly relate to social studies and civic engagement. However, this will change as we move forward with the curriculum adoptions. Last summer the Office of Teaching and Learning sponsored a Social Justice Curriculum Camp at which teachers prepared units of study that support our literacy work. These units will be made available online for teachers across the district to access.

- *Strengthen and expand the role of community-based partners to reach more students and provide personnel to assist in implementation.*

We appreciate the City Club commitment to identifying community resource support for social studies teachers in our high schools. It is our intent to address with you the goal to "Ignite civic commitment and give meaning to lives that crave it."

The Civic Scholars program has been successful in bringing cohorts of our high school students (more than 100 from Madison, Jefferson and Roosevelt High Schools) to Friday Forums where they can connect first-hand with both community leaders and the ideas and issues that engage them.

- *Develop and implement policies that support civic engagement participation as an indicator appropriate to Oregon high school graduation requirements.*

Our new College and Career Readiness Department has developed a course designed to engage students in their own career planning while providing them access to information and

Aspire. Achieve. Pass it on.

Portland Public Schools is an equal opportunity educator and employer.

opportunities to expand and explore their interests in our community. Part of the work of the team is to review current Policies and Administrative Directives with, in part, the intent of determining their currency and how they can support academic recognition for community based learning and service opportunities.

- *Highlight the numerous contributions of students to local, state and national issues through local media outlets and district publications.*

   Many of our high school students are currently participating on Constitution and Mock Trial teams, taking course work on Street Law and Public Service; serving on the Superintendent's Advisory Committee and the School Board as well as on committees reviewing dress codes and school climate, and working as interns for community employers and agencies. The publications at Grant and Roosevelt include a focus on social justice issues. Our elementary students are engaged in environmental studies and reclamation work, volunteering at the Food Bank and supporting a variety of local community causes. All these contributions merit recognition.

   PPS Communications staff regularly highlight civic education programs and these and other accomplishments of PPS teachers and students on social media, district wide newsletters, videos, and press events. We will continue to look for opportunities to make these efforts visible.

Your recommendations focus on the work of promoting Civic engagement still to be done and help us determine a path forward. Thank you again for your thoughtful work with our staff and for the continued interest and support of the City Club.

Aspire. Achieve. Pass it on.
_____

PREPARING PORTLAND PUBLIC SCHOOLS STUDENTS FOR CIVIC ENGAGEMENT

Research Study Funded by the Saling Foundation and the City Club of Portland
Gayle Y. Thieman, Ed.D.   Patrick Burk, Ph.D.
Portland State University   Graduate School of Education

January 26, 2016

Civic literacy is an essential skill for effective participation in a democracy (Zarnowski 2009), helping students understand their individual rights and responsibilities and make decisions that promote social justice (Hart, 2006).   A synthesis of research by the Civic Mission of Schools (2003), the Partnership for 21st Century Skills (2007), and the National Educational Technology Standards (2007) suggests five key citizenship skills (Thieman, 2008):
- Responsible citizens are informed; they are able to access, research, manage, evaluate and use information.
- Informed citizens understand complex public issues and diverse perspectives.
- Competent citizens think critically and creatively, evaluate and make informed decisions.
- Effective citizens communicate with diverse audiences.
- Committed citizens work collaboratively to solve problems.

INTRODUCTION

Business and civic leaders in the Portland metropolitan area agree citizenship skills are vital to an informed work force, and "…all of the community's children deserve an educational experience that prepares them to fully benefit from and contribute to the economic, social, and civic life of our community" (Center for Student Success, 2010). Despite this affirmation of the importance of civic education, the City Club of Portland Civic Education Committee concluded: 1) democracy requires citizenship, and citizenship requires robust instruction in social studies; 2) social studies and civic education are not a priority in the district [PPS]; 3) state expectations for citizenship education have been sidelined (City Club of Portland, 2012, p. iv).

The gap between community expectations and the enacted PPS civic education curriculum to support civic engagement prompted this research.   In the Executive Summary of its report on improving civics education in Portland's high schools, the City Club made eight recommendations, four of which are supported by this research (2012, pp. iv-v). 1. Make preparation for citizenship a priority equal to the emphasis on high school graduation and preparation for college and career. 2. Conduct a program audit of K-12 social studies to examine how civic values, knowledge, and skills are embedded in the curriculum, and the opportunities for student civic engagement in the schools and community. 3. Provide professional development for teachers in proven civic practices, technology to enhance civic knowledge and skills, and develop community partnerships. 8. Implement a civic engagement partnership to provide coordination, facilitation, and resources to support civic engagement opportunities for youth across schools.

This report examines student preparation for civic engagement, including national and state civic education standards, recent research on civic engagement, and findings on the nature of K-12 students' civic engagement, school level curriculum priorities and instructional activities and needed support in Portland Public Schools. This study utilizes two lenses: the perception of elementary and secondary teachers of social studies and the perception of K-12 building principals. Through an online survey (see Appendix A) K-12 teachers were asked to report the nature of their students' civic engagement, school level curriculum and instructional activities, and needed support in Portland Public Schools. Focus group interviews (see Appendix B) asked K-12 principals to share their understanding of these same issues. Building principals are in a unique position to support quality instruction in the classroom and have the ability to foster a shared vision and collective commitment by the faculty as a community to work together to provide effective instruction for all students. We found that teachers were aware of what was happening in their classroom and grade level or department while administrators were aware of civic engagement activities at the building and local community level.

This study builds on previous research by the City Club of Portland Civic Education Committee that examined the degree to which district schools prepare youth for a life of active citizenship. Recognizing the importance of an engaged and informed citizenry and eager to learn the state of social studies and specifically civics instruction in a local school district, the City Club of Portland conducted a year-long research project to determine students' civic preparedness. Based on its findings the organization provided a grant funded by the Saling Foundation to conduct further research on the district's enacted civic education curriculum. This report addresses the following questions:

1. What is the nature of K-12 student civic engagement in district schools, both in class and any co-curricular activities (teacher surveys and principal focus groups)? *How often and in what types of civic education activities are K-12 students engaged in the classroom and school?   How many students are involved?*

2. What are the major goals and key concepts of the enacted civic education curriculum? *What are the key features of the social studies curriculum at your school (principals)? What are the predominant instructional resources and strategies and curriculum priorities (teachers)?   What is the influence of state and district social standards on teacher practice (teachers and principals)?*

3. What are the opportunities for social studies related professional development (teachers and principals)? *What other support do teachers and principals need to provide civic education and support student civic engagement?*

RESEARCH METHODS AND BACKGROUND

The researchers conducted a mixed methods study using interactive qualitative and quantitative data (Creswell and Plano Clark, 2011) on opportunities for civic education to support student civic engagement.   Qualitative data include preliminary interviews with eight knowledgeable community members from civic education and policy organizations, secondary data from a focus group of eight social studies teachers conducted by the City Club of Portland Civic Education Committee, and four focus groups with 25 district elementary (K-5 and K-8) and secondary (middle school and high school) principals. Quantitative data include an online survey completed by 228 district elementary and secondary teachers of social studies regarding instructional practices, curriculum concepts, opportunities for civic engagement by their students, and professional development needs.

The relationship between social responsibility and civic engagement is complex. Berman (1990) defined social responsibility as personal investment in the well-being of others and of the planet (p. 75), and teaching social responsibility necessitates helping students understand global interdependence, providing opportunities to make contributions, strengthening group problem solving and exploring the real world.

Billig (2000) summarized a decade of research on service learning and reported that service-learning helps develop students' sense of civic and social responsibility and their citizenship skills (p. 661). Of the many definitions of service learning, one is particularly relevant to this study: Service learning is a way to reinvigorate the central role that schools can play in developing responsible, caring citizens who deeply understand democracy and the meaning of civic responsibility (Billig, 2000, p. 659).

Kahne and Westheiemr (2003) studied ten educational programs that purported to foster democratic citizenships and concluded successful programs fostered *civic commitment* by providing opportunities for students to examine social problems and controversial issues and experience civic participation. Successful programs also build *civic capacity* by engaging students in real-world projects and simulations and *civic connections* by involving students in supportive communities with compelling role models.

The literature about national standards for citizenship education is extensive. NCSS asserted:
> The core purpose of social studies education is to help students develop the knowledge, skills, and values that will enable them to become effective citizens….students should have the opportunities to apply their civic knowledge, skills and values, as they work to solve real problems, in their school, community, nation, and world" (NCSS, 2001).

The Civic Mission of Schools (2003) report outlined six promising approaches to civic education, including opportunities for students to participate in service learning, school governance and simulations of democratic processes. More recently the Partnership for 21st Century Skills (2011), the National Governors Association Center for Best Practices and the

Council of Chief State School Officers (2010), and the National Council for Social Studies (2013) developed curriculum standards that incorporate citizenship knowledge and skills.

Shortly after the development of the Common Core State Standards, the National Council for the Social Studies (NCSS) joined with the Civic Mission of Schools (CMS) and fifteen other professional social studies organizations to draft the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. The C3 Framework builds on the CCSS by emphasizing literacy to support inquiry including questioning, evaluating sources, using evidence, analyzing problems, and taking informed action (NCSS, 2013).

PELIMINARY RESEARCH

In 2014 a doctoral graduate assistant conducted semi-structured interviews involving open-ended questions with eight community members from civic education and policy organizations in the metropolitan region. These community members were known to the researchers as knowledgeable providers of civic education programs; two were also public school teachers known for their leadership in providing civic engagement opportunities for their students. The interviews were conducted by phone and transcribed. Dr. Thieman coded the interviews for specific mention of civic engagement programs involving district K-12 students as well as challenges the providers faced.

A key finding was the anecdotal nature of civic engagement in the district. There were no comprehensive statistics on the number of students who were civically engaged either through district schools or the community. Mock Trial, We the People Constitution Team, Project Citizen, and SUN School environmental activities were the most frequently mentioned civic engagement programs. The providers identified two major challenges for expanding civic engagement opportunities: lack of funding and professional development to support teacher implementation. A third challenge identified by some of the participants was the lack of state level accountability for social studies education and lack of state funding and support for civic engagement programs.

The City Club of Portland Civic Education Committee conducted a confidential focus group with eight district social studies teachers. The facilitator invited the teachers to share examples of their most engaging instructional activities and what made those experiences so engaging for students. Teachers reported role plays, simulations, discussion of current events relevant to students' lives and authentic real world problems; interviews of local community members, field trips, and participation in civic engagement programs (Mock Trial, We the People Constitution Team). When asked what additional resources or instructional support they needed, the teachers responded with three priorities: funding for participation in civic engagement events and transportation for field trips; time to plan, share ideas, and collaborate with other teachers; and a coordinator at the district or school level to organize guest speakers, resource people, and project logistics. One teacher's comment was echoed by the group:

> I have six classes and 180-200 students. I spend three to four hours a day researching material and preparing for class. I have no time. There is no social studies coordinator in [the district], and as a result community engagement is ad hoc (May 9, 2014).

After reviewing these findings, the researchers conducted an in-depth literature review and developed an online teacher survey (Appendix A) that was emailed to all district elementary teachers and middle and high school social studies teachers, and an administrator focus group protocol (Appendix B).

TEACHER SURVEY FINDINGS

Of the 1211 teachers invited to participate in the anonymous online survey, 228 responded for an overall response rate of 19%. The highest response rate was from high school (41%), followed by middle school (33%) and elementary teachers (14%). Of the 228 survey responders, 139 were elementary teachers (61%); 50 were middle level (22%), and 39 were high school (17%). All but five of the district elementary schools were represented in the survey as well as all of the middle and high schools. Appendix C includes complete demographic tables.

Not surprisingly due to the high proportion of elementary teacher responders, the majority of survey completers was female. Although the district has a high percentage of racially, linguistically, and economically diverse students, 86% of the teachers surveyed identified as white. Teachers were fairly

evenly divided by teaching experience; 30% had taught four to nine years, 26% for ten to fifteen years; and another 26% for 16-25 years.

District schools reflect the city's geographically and racially segregated past. While 22% of the teachers reported a very low percentage of students of color, 12% reported that more than 75 % of their students were diverse while 34% reported 30% to 75% of their students were non-white. Teachers' classes were evenly distributed across socioeconomic levels. About 1/3 represented low income; 1/3 represented lower middle to middle income; and 1/3 represented upper middle and high income students. While about ¼ of the teachers reported there were no English Learners in their classrooms, ½ the teachers had both beginning and intermediate ELs.

Question 1: Types And Frequency of Student Civic Engagement.
Service learning connected to curriculum and class instruction.

Service learning is an established part of K-12 public school programs with multiple opportunities to volunteer in the school and community. However explicit linking of service learning to the school curriculum is relatively uncommon. Across all three levels, teachers reported very few of their students participated in curriculum related service learning with high schools teachers reporting the highest number. However, the teachers shared rich examples of student participation in school-related service learning.

The majority of elementary and 43% of middle level teachers estimated that **none** of their students participated in service learning that is connected to their curriculum and class instruction. Yet when asked to list some examples of student participation in school-related service learning, elementary teachers provided a variety including food, clothing and toy collections, book drives, neighborhood and school clean up, and the overwhelming majority included active participation in the environmental, "green" clubs, and helping to plan, plant, cultivate, and harvest the schools' community gardens. One elementary teacher explained, "We are a Spanish immersion school and use this opportunity [of collecting food and toys for the Friends of Seasonal and Service workers] to help our students understand a little about the lives of migrant farm workers."

Middle level teachers also reported that some of their students participated in the schools' Gay Straight Alliance as well as community service projects through the environmental clubs. One middle school teacher described a community action project linked to a unit on gentrification, race, and racism in the community. Some of the secondary schools required every student to complete a set number of hours of community service during the year; however, the service projects were not necessarily linked to the school curriculum.

While 44% of high school teachers estimated that less than ten of their students participated in school-related service learning, 1/3 of the high school teachers estimated that ten to twenty and more of their students were actively involved (sig= <.01). The list of opportunities was more diverse and included the Black Student Union, Hispanic Student Union/MEACHA, as well as the Gay Straight Alliance at every high school and Interact/Key clubs, and environmental action clubs at many high schools. While students were active in organizing cultural events and service projects, the work of these clubs was not linked to the curriculum or instruction. One exception was high school government classes that participated in state-wide mock elections.

Co-curricular civic education programs.

Student participation in co-curricular civic education programs with a social studies emphasis was practically non-existent in elementary schools, and this was confirmed by the administrator focus groups. Eighty percent of elementary teachers and almost 50% of middle school teachers reported none of their students participated in such programs while about 1/3 of high school teachers estimated that ten to twenty of their students were involved (sig= <.001). When asked to list which co-curricular program were offered, secondary teachers most often reported Mock Trial, the We the People Constitution Team, with a few indicating student involvement in Project Citizen, and Model UN. One elementary teacher shared that her students participated in a mock city council meeting after studying city government, and another described her pre-school students' participation in community dedication ceremonies.

Other co-curricular activities with a civic engagement focus.

When asked to estimate how many of their students participated in other co-curricular activities with a civic engagement focus, teachers' responses varied greatly by grade level. Slightly more than half

the elementary teachers indicated none of their students did so. At the secondary level 1/3 of middle school teachers estimated less than ten students were engaged; while 1/3 of high school teachers estimated ten to twenty students (sig= <.001) were involved in activities that emphasized civic engagement.

When asked to estimate what percentage of their students participated in a community service, community cultural organization or policy-making group about 40% of teachers across all school levels reported that less than 10% of their students did so. However, ¼ of secondary teachers reported that more than 20% of their students were involved in a variety of organizations (sig= <.05). Environmental clubs were the most common; one middle level teacher described her students' work with a restoration project in collaboration with the local watershed council, removing invasive species, planting native species, learning about climate change and human impact on the environment and ways the students could make a difference. Contributing to the local food banks, participating in scouting, church groups, local community centers were frequently mentioned.

Leadership opportunities were limited. Half of the elementary teachers reported none of their students participated in school governance; while 50% of middle school and 80% of high school teachers reported less than 10% (sig= <.001). Relatively few students participated in student council while others served as club officers. One noteworthy leadership opportunity was the English Learners at one high school who were trained members of the district's International Youth Leadership council.

Question 2: Nature of Curriculum, Instructional Resources, Priorities, Instructional Strategies
Instructional resources.

There were significant differences between elementary and secondary teacher reports of social studies instructional resources across all categories (see Appendix D, Table D1). In general elementary teachers reported much less frequent use of textbooks, supplemental print resources or digital texts to teach social studies than secondary teachers.   Almost 60% of elementary teachers never use a textbook to teach social studies, while 40% of middle school teachers use a textbook one to two times per week, and almost 30% use a textbook daily. In contrast 35% of high school teachers never use a textbook to teach social studies or civics and only 20% use a textbook two to three times per month (sig= <.001).

In general teachers reported using supplemental print texts more frequently. Over 40% of elementary teachers reported they use these resources one to times per week or almost daily, while 60% of middle school and 76% of high school teachers reported using supplemental texts this often (sig= <.001).

The difference in resource use can be partly explained by the difference in instructional time for social studies between elementary and secondary teachers. Elementary teachers in K-5 and K-8 schools reported teaching reading/language arts approximately 9.8 hours per week, math 6.5 hours per week, and social studies only 1.7 hours per week. This weekly average is substantially lower than the 2.8 hours of social studies instruction reported by Oregon elementary teachers in a nation-wide survey in 2010 (Thieman, O'Brien, Preston-Grimes, Broome & Barker, 2013). A number of teachers reported alternating social studies and science instruction weekly or monthly and some integrate social studies into language arts instruction.

A second explanation is the difference in availability of curriculum resources; the district adopted new textbooks and instructional materials for middle and high school social studies/history courses while new adoptions for elementary grades focused on language arts, math, and science. Elementary teachers commented:

> We don't have a district-adopted text for social studies or civics or government; there is no curriculum for any of these areas. Interestingly for all the discussion around race and culture at the teacher/district level there is no push down to the students for these topics in the form of any curriculum either (survey response, April, 2015).

Another elementary teacher remarked: "Our social studies text for third grade was published in 1992. It is told from a very white, dominant culture perspective. There is no counter story told (survey response, April 2015)." While there is History Alive curriculum for fifth grade, a teacher explained that s/he accesses texts from the county library when teaching social studies to her fifth grade students. Secondary teachers frequently reported a greater variety of resources including Zinn Education Project, We the People Constitution, History Alive, Choices Program.

Elementary teachers were much less likely to report using digital texts; 40% reported never using them, and only 1/3 indicated they use these resources weekly or monthly. By contrast 2/3 of middle

school teachers and about half the high school teachers reported using digital texts this often (sig= <.01). Twice as many middle school (27%) and high school (30%) teachers reported using internet resources daily in social studies instruction than did elementary teachers (13%). However, half the elementary teachers reported using Internet resources weekly or monthly—perhaps to make up for the lack of district supported resources.

One elementary teacher complained." The district does NOT have an adopted textbook for third grade social studies. So the presentation of information is not the same from school to school, or even class to class. This is FRUSTRATING!!" (survey response, April, 2015).

Curriculum priorities.

According to Quigley and Buchanan (1991, p. 12) civic dispositions are "attitudes and habits of mind that are conducive to…healthy functioning and common good of the democratic system…and enhance the individual's ability to participate competently and responsibly in a political system." Several survey questions addressed civic dispositions while others addressed civic knowledge and skills (see Appendix C). In general elementary teachers emphasized civic dispositions much less often than secondary teachers. For example about 40% of elementary teachers emphasized civic responsibility several times a year while the same proportion of middle schools teachers did so several times a month. Elementary teachers responded bimodally about using research to propose solutions to problems: about 40% never emphasized this while 46% did so weekly. In contrast over half the secondary teachers prioritized this weekly. While about 1/3 of elementary and middle school teachers emphasized informed and respectful discussion monthly, 50% of high school teachers did so almost daily. Communicating students' opinions to political leaders was not emphasized by any of the grade levels.

Three questions addressed civic knowledge. Elementary teachers emphasized how individuals can influence government only a few times a year, whereas middle and high school teachers emphasized this concept monthly. Across school levels the majority of teachers reported identifying ways students can have an impact in their local or state community monthly or a few times a year. Understanding the purposes and forms of government was reported weekly or monthly by a much higher percentage of secondary teachers than elementary.

Secondary teachers reported emphasizing civic skills at a much higher rate than elementary. For example twice as many secondary teachers as elementary prioritize using research to investigate a response or solution to an issue. One third of the secondary teachers emphasize analyzing issues surrounding citizenship monthly whereas a similar percentage of elementary teachers do this a few times a year. Three-fourths of elementary teachers reported they never prioritize evaluating candidates' or political parties' positions whereas a majority of secondary teachers do this monthly or several times a year.

Instructional strategies.

The civic policy organization that funded this study conducted a confidential focus group with eight district secondary social studies teachers known for their leadership in civic engagement activities with students. When asked to share examples of their most engaging instructional activities and what made those experiences so engaging for students, teachers reported role plays, simulations, discussion of current events relevant to students' lives and authentic real world problems, interviews of local community members, field trips, and participation in co-curricular programs such as Mock Trial and We the People Constitution Team. This survey builds on the earlier focus group findings and explores similarities and differences across grade levels.

Not surprisingly elementary teachers were least likely to engage their students in text responses or listening to lectures. Middle school teachers were most likely to use text based assignments while the majority of high school teachers presented lectures at least weekly. The majority of teachers involved their elementary and middle school students in watching videos monthly or several times per year; high schools teachers used videos on a weekly basis. While over 40% of elementary teachers engaged their students in examining primary sources several times a year, a similar percent of secondary teachers used primary sources as an instruction tool several times a month.

Given the district's emphasis on improving writing assessment scores it was not surprising that the majority of secondary teachers reported their students complete brief writing assignments such as notes, reflections, or posters at least weekly. However, only half the elementary teachers reported their students do this monthly or several times per year. Teachers responded similarly about using extended

writing assignments such as essays, letters or opinion statements. Fifty percent of secondary teachers reported their students do this at least monthly while less than 40% reported their elementary students do this several times a year.

Oral presentations, whether discussion of current events or role plays and simulations, showed a similar gap between elementary teachers who reported their students do this monthly or several times a year and secondary teachers who reported their students engage in discussions on a weekly basis and in role plays on a monthly basis. About 40% of elementary teachers reported their students develop group projects to solve problems several times per year while a similar percentage of secondary teachers reported their students do this several times a month. A much smaller group of teachers involved their students in civic action related to a local issue; 50% of elementary teachers never did this and 50 % of secondary teachers reported doing this only a few times a year.

Professional development.

In an earlier study by the City Club of Portland (2012), local providers of civic education programs, such as Mock Trial, We the People, Project Citizen, and Schools Uniting Neighborhoods (SUN) environmental projects, identified two major challenges for expanding co-curricular civic engagement opportunities: lack of funding and professional development to support teacher implementation. This survey asked teachers to report their participation, rank the importance of social studies professional development (PD) topics, and evaluate the impact of PD on their practice.

The majority of teachers (54%) reported they did not attend any social studies-related professional development in the past year. Eighteen percent attended one activity, 11% attended two, while 17% attended three or more. There was a significant difference across grade levels. K-5 teachers averaged less than one activity (.57) while middle school and high school teachers average 1.32 and 1.67 activities respectively.

While there were no significant differences across grade levels, the majority of teachers ranked the importance of professional development in civic education content the highest, followed by civic education methods (moderately high). The majority of teachers ranked professional development in using technology, teaching English Learners (ELs) and students who have an IEP of medium importance. Learning how to engage students in civic action in the community was less important, and learning how to assess students in social studies was ranked least important.

The most significant barrier to professional developmental across all school levels was time (42% of all respondents). "Nothing offered in my content area" was the second highest barrier expressed by 31% of all respondents and 44% of elementary teachers. For middle and high school teachers, 61% and 77% respectively, time was the biggest barrier. The most frequent professional development formats were after school meetings and professional conferences (22% each), followed by half or full day in-services (18%) and recurring weekly or monthly school meetings e.g., professional learning teams (15%).

When asked whether or not professional development positively impacted their daily instruction, 40% of elementary teachers agreed, 53% of middle school teachers strongly agreed, and 58% of high school teachers agreed (sig at .001). While the differences across grade levels are not statistically significant, teachers' responses about the availability of professional development in their content area are revealing. Only 35% of elementary teachers agreed or strongly agreed that professional development was available; while 45% of middle school and 60% of high school teachers affirmed.

Teachers also responded to a series of questions about work life. While differences across grade levels were not statistically significant, the report of the entire group was revealing. Two thirds of the teachers overall reported that mandated testing in content areas other than social studies has resulted in decreased time for teaching social studies. These findings confirm earlier research on the impact of mandated testing in Oregon (Thieman, et al. 2013).

About 2/3 of elementary teachers reported that Common Core State Standards in History/Social Studies has had minimal or no influence on their teaching. However, 2/3 of middle and almost ¾ of high school teachers reported minimal to moderate influence of CCSS.

An important issue is the degree of school administrators' support for social studies. Less than half the elementary teachers agreed or strongly agreed while 2/3 of middle and almost ¾ of high schools teachers agreed their administrators supported social studies (sig. <.05). When asked if they are satisfied with social studies at their school, about 2/3 of elementary teachers disagreed or strongly disagreed. In contrast about 2/3 of middle and high school teachers agreed or strongly agreed they are satisfied with how social studies is taught at their school.

PRINCIPAL FOCUS GROUP FINDINGS

The building principal has two lenses through which student civic engagement is viewed. The first is the role of the building leader to support quality instruction by fostering a deliberate focus on issues of teaching and learning among the entire staff and a shared commitment among all toward continuous professional improvement. (Waters, et al, 2003; Robinson, 2011) The principal works with teachers to examine curriculum standards, instructional goals, methods, assessments, etc., in classrooms charged with the responsibility to teach social studies which includes civics and civic engagement.

A second lens employed by the building principal is to look at the school program as a whole. The building principal, perhaps more than any other member of the staff, has the vision of the entire program and how its various components fit together to provide a comprehensive and effective learning environment for students. (Fullan, 2014; Hargreaves and Fullan, 2013) This "big picture" vantage point provides a view of, not only, the specific instructional program in social studies, but also, the broader view of how other teachers and, indeed, other community-based organizations and activities, provide students opportunities to learn about and participate in civic engagement activities.

This section focuses on findings from the administrator focus groups about the nature of civic engagement and the extent to which civic education is enacted in district K-12 schools. These findings addresses the same questions as the teacher surveys: 1.What is the nature of K-12 student civic engagement in district schools and the community including co-curricular clubs? 2.What types of civic education activities are K-12 students engaged in the classroom and school? 3. What support do teachers need to provide civic education to support student civic engagement?

A total of seven PK-5 elementary principals, six K-8 elementary principals, six middle school principals and six high school principals participated in focus group interviews of approximately 45 minutes each. Each interview was conducted using the same interview protocol (see Appendix B). Digital tapes of each focus group were transcribed into text format. The authors reviewed each of the focus group transcripts with close attention to the three questions above. Five key themes emerged:

        Theme I. The nature of civic engagement activities across school level and age
        Theme II: The level of student participation
        Theme III: Types of support and professional development needed
        Theme IV: Barriers to expansion of these programs.
        Theme V: Common Vision for improvement

The following section will look at these themes from the perspective of elementary level issues (PK-5th grade) middle level issues (6th-8th grade) and secondary level issues (9th-12th grade).

Pre-Kindergarten Through Fifth Grade

Theme I: the Nature of Civic Engagement

Principals serving in schools with students in pre-kindergarten through fifth grade reported a wide variety of activities in their schools. Activities tended to cluster in four categories: school wide activities involving the entire school, individual teacher and classroom activities, after-school activities, and community-based activities.

Understanding community and neighborhood.

Appropriate to the younger ages of students in these schools, many of the activities discussed focused on the concept of neighborhood and being responsible community members. Principals reported many school-wide events that brought community representatives into the school representing many different careers and activities in the community. Several schools highlighted the role of community tutors and mentors who bring their knowledge and skill into the school to help children. At the teacher/classroom level principals described how teachers design curriculum units in social studies that link their students to knowledge of their specific neighborhood and community, including field trips to sites in the neighborhood and inviting community representatives into the schools for classroom presentations. Students visit local businesses, such as, local banks and grocery stores. Several principals also described participation in curriculum-based external activities that linked knowledge of the community to social studies instruction, especially in the upper grades. The Junior Achievement *Biz Town* program was

mentioned by several as a particularly engaging career and civics education experience for fifth grade students.

Service to the school/community.

A second common area of activity across all of the schools was engaging students in service to the community and to the school. This took many forms including specific tasks, such as safety patrol, classroom or office helpers, and lunch helpers. Principals described the importance of public recognition for this type of service to the school community at assemblies and other opportunities to recognize and thank students for their service to the school. Every school was also engaged in some form of school-wide fund-raising activity to assist either the local or international community. These included efforts for the Oregon Fund Bank and Second Wind Food Drive, Pennies for Nepal and other specific local, national and international causes. Every school interviewed reported this as an important part of learning about citizenship and service. Several of these schools also cited the use of a common, school-wide day of service that included school beautification projects, as well as, services to members of the community, e.g., senior citizen days.

Environmental education.

Closely related to this was the presence of specific activities in these schools related to the environment. Every school reported some form of environmental education engagement activities, including student-run recycling programs, community gardens including those whose produce was served in the lunch program, school beautification efforts including tree plantings and gardens, and school-wide efforts at recycling. Every school reported the presence of some form of a "Green Team" which engaged students in studying environmental issues at the school site and designing and implementing environmental improvement and recycling strategies.

Peer relationships.

Several of the schools reported specific activities that engaged students in promoting positive peer relationships and creating a school-wide climate of tolerance and acceptance for all students. Specific examples are buddy-systems and peer-to-peer connections for participation in school functions and strategies to bring students with special needs into mainstream school and playground participation.

Theme II: Level of Participation

Virtually every PK-5 level had multiple examples of how they are connecting their students to issues of citizenship, service to school and community, and understanding the concept of community and neighborhood. Principals emphasized the importance of utilizing all aspects of the school including school-wide and classroom-based activities, as well as, after-school and community-based partnerships. Schools Uniting Neighborhoods (SUN) schools were highlighted as very important in this shared partnership to foster citizenship and a sense of community. Some school-wide activities tended to be on one particular day, e.g., Senior Citizen Day, while others were more regular throughout the year, e.g., environmental awareness. Classroom based activities and curriculum-based strategies were seen in all grade levels while the level of participation in some specific service activities, e.g., peer helpers, tended to be higher at the fourth and fifth grade levels. Participation in school-wide events and activities was pegged at virtually 100% of students, while participation in specific projects and service actions reached approximately 20% of students according to these principals.

Theme III. Support and Professional Development Needs

Several principals stressed the importance of incorporating the concept of civic engagement into the general expectations for what is expected to be happening in schools. They expressed concern about competing priorities for very limited professional development and planning time. They identified two key recommendations in this area. First, they felt it was important to identify specific training and planning time for teachers to learn from each other how successful projects are being implemented. Second, there was support for an *Extracurricular Advisor* position(s) that would focus on developing the details of civic engagement partnerships; coordinate activities across the district; assist with logistical needs, such as, transportation and scheduling; and serve as a facilitator/coordinator for expanding successful programs in place and coordination of new initiatives.

Principals felt that there was a need to make professional development in this area very specific and to focus on how to incorporate activities into the ongoing life and culture of the school. They stressed

that teachers needed help with specific details of how to set up projects at the classroom and school levels and to make community connections. They also stressed the importance of sustaining support over time pointing out that success requires a commitment to work on a specific project over several years so that teachers can learn it, link it to their other classroom strategies and long range lesson plans and curriculum, and anticipate where it will occur in the school year.   This also allows teachers to begin preparing students in advance for participation in activities that come later, such as the *We the People* competition activities in the younger grades.

A suggested strategy from two of the principals was to make greater use of the school district's online *Learning Campus* technology for teachers and schools with successful projects and strategies to share what they are doing and to provide specific details of operation with a larger audience around the district. They are concerned that teachers are not getting or sharing good information on successful strategies and programs. They felt that much could be gained by teacher-to-teacher idea sharing.

Several principals highlighted the importance of the strategy of listening to students regarding issues that motivate them. Several reported success through operationalizing something that arose out of student interest that may have started small, but tapped into student energy and interest to become a very successful endeavor, e.g., *Pennies for Nepal*. Supporting student initiative and helping students put their own civic interests into action were identified as very successful forms of student engagement that could be shared through professional development.

Theme IV: Barriers to Expansion

One of the strongest recommendations was to link civic engagement more clearly to the curriculum expectations of the district so that teachers understood that their work in this area was valued and considered appropriate for their assignment. Several principals mentioned that teachers have clearly understood that the district's priorities fall within literacy and mathematics and a focus on the Common Core State Standards. Teachers and principals need to know that additional action in the area of civic engagement is valued and supported by the administration and the Board of Directors.

It was suggested that a potential bridge to this issue is considering how civic engagement can be used for the deep reading and analysis goals of the Common Core State Standards. Principals felt that it would be critical for the district to recognize that such strategies for student engagement are valuable components of the curriculum and fit within the curriculum goals of the district.

Principals identified the costs of transportation and substitute teachers for off-site participation in civic engagement strategies as significant barriers, e.g., Junior Achievement *Biz Town*, attending a Portland City Council meeting or visiting a session of the Oregon State Legislature.

Some principals also expressed concern that the perception of teachers was that curriculum materials in the social studies were generally weak and needed to be more inclusive of civic engagement ideas that go beyond traditional notions of voter participation and knowledge of candidates. In the absence of a strong curriculum, these principals felt that the presence of innovative strategies in civic engagement are left largely to the personal innovation and motivation of the teacher creating variance in the program across teachers and schools. Some felt that materials are not culturally relevant or appropriate and reflect cultural bias in the presentation of history. Principals reported that teachers see strong student interest when students themselves have identified an issue or topic that engages them and through which they learn how government structures and processes impact that issue. They report that students become engaged when they are doing work in a way that is tied to the community and addressing a real-life problem. Thus, planning time and professional development are issues that impact the ability to expand the use of these strategies by more teachers.

Theme V: Common Vision

Elementary principals serving PK-5 students expressed support for the idea of engaging students in activities and experiences that linked them to the school and to other students in positive ways. Actions that engaged students in learning more about the neighborhood and local community were popular, as were environmental and school climate activities. Of particular interest was student engagement in activities that promoted positive student relations and a climate of acceptance and support. They stressed that principals need assurance that spending staff time and investing resources in this area is in keeping with overall district goals. Teachers need clarification regarding how these activities fit within the framework of the Common Core State Standards and the academic mission of the district. Support for expansion of successful strategies was an identified need.

Middle Level

Theme I: Nature of Civic Engagement

Principals in schools serving middle grades articulated a diverse range of student engagement strategies, capitalizing on middle level structures, such as, advisory group periods, and after school clubs and activities, e.g., the Schools Uniting Neighborhoods (SUN) program. Although some themes, e.g., environmental engagement, were similar to elementary level programs, the activities and scope of the engagement in many cases were much broader and more complex. The presence of older students in these schools provided opportunities to expand the notion of "community" and community engagement that reflected teachers' commitment to responding to specific issues raised by students themselves. Examples included participation in a Mock Trial using the Trayvon Martin case, the AVID History Alive program, attendance at City Council and School Board meetings. Principals also focused on how older students can be more directly connected to the community. One school highlighted its "Future Ambassadors" program in which students were taught problem solving strategies, identified specific problems for study, and developed intervention and solution ideas.

Engaging students in specific projects relative to the curriculum was also expressed by several as a particularly strong strategy to utilize community engagement to motivate students for research and presentations. Examples included an in-depth analysis of the site and interviews of survivors of the Vanport flood through a partnership grant with Concordia University. Other topics included examination of WWII Japanese Internment Camps, environmental study in the community, interviews of senior citizens and their recollections of community history.

Many of these schools utilized after-school activities, some through the school and some with community partners, to provide a wide range of student engagement opportunities. After school clubs, SUN School programs, partnerships with community groups like Kiwanis and Camp Fire, culturally relevant activities, e.g., Future Hispanic Leaders Club, and opportunities to develop community improvement projects appeared in most of the principal interviews.

A key to more diversity and complexity in school-level activities in middle level schools appeared to be the use of the Advisory Room or Advisory Period program as a vehicle to engage students in actions mostly focused on school-wide service projects. Principals felt that the quality of some of these projects tended to vary by the skill, interest and capacity of the individual teacher; but they also felt that there was a commitment on the part of middle level teachers to find ways to connect the young adolescent to school and community. They expressed a sense of compatibility between the presence of these strategies and the developmental needs of young adolescents.

Cultural relevance was voiced by several as particularly important including the presence of culturally specific student organizations, such as a Black Student Union, Future Hispanic Leaders, Gay Straight Alliance support groups, African American Student Affinity Groups and Restorative Justice Student Leader groups focused on building stronger climates of respect and tolerance and reduction in bullying. Older students are more likely to participate in student judiciary and governance activities, including student court, leadership groups and conflict resolution activities. Principals stressed the admiration they had for teachers who have embraced the opportunity to engage with students in these meaningful activities and have helped students to keep their engagement productive, respectful, and focused on helping the school community grow in its understanding of complex issues and in tolerance.

Student leadership classes and activities are common in the middle schools and each school had some form of student governance participation. However, more than one principal expressed caution

about student government not providing full voice and participation by students of color, limited English proficiency and LGBTQ youth citing the difficulty, at times, for these students being elected to student government roles. However, principals also expressed satisfaction in seeing the successful presence of culturally relevant organizations on their campuses contributing to improved school climate, an atmosphere of tolerance and inclusion, and safety for all students.

Principals also highlighted how many teachers rely on their own personal interests to connect their students to community resources and activities. For example, several middle schools are engaged in the *Middle School Constitutional Law Team* activity through the *We the People* program. Several student-run community service projects were also mentioned, as was the Park Bureau summer volunteer program. Some principals mentioned the creativity of university-based student teachers to connect higher education resources to deepen knowledge of community historical events.

Theme II: Level of Participation

Schools serving middle level students reported a mix of school-wide activities that involve virtually every student, e.g., activities promoted through Advisory Groups, those that are driven by individual teacher interests, and those that are available through after-school support programs. Principals stressed the critical nature of teacher interests and their desire to connect with students. This appears to be a key driver of engagement actions. Several schools reported full school participation in some activities through their advisory room program. However, there was almost universal agreement that only about 20% of their students were currently engaged in some form of specific service learning and/or civic engagement strategy outside of schoolwide projects that impacted all students.

Theme III: Support and Professional Development Needs

Middle level principals, like their elementary colleagues, felt a sense of ambiguity toward these projects and activities vis-a-vis the expectations of the district. They stressed the importance of receiving clarification and guidance from district level leadership regarding expectations for student engagement as a valued goal. They stressed the importance of clear endorsement and encouragement of these strategies on the part of the district to pursue development of more student engagement activities.

Principals voiced concern that the quality of advisory group engagement tends to vary from teacher to teacher leading to variance within and across schools. Several principals mentioned the importance of having staff members who can develop engagement activities based upon student interests. One of the most common concerns voiced by the principals was the need to provide more assistance to middle level teachers for Advisory Group activities.

Principals also voiced a need for some form of staff support to help manage the wide variety of student engagement activities being implemented. For example, some felt that a general lack of information exists from school to school on potentially successful program ideas and opportunities for partnership. Principals described a sense of isolation from each other on these matters with little or no conversation among themselves on what each other is doing. Indeed, the interview itself became an opportunity for principals to learn more about what each building was doing.

On the other hand, there was also concern expressed that the City Club, or any other organization, should not be the driver for a change that has not come through the Superintendent and the School Board. Otherwise, schools find themselves faced with complex requests for student and staff time at a period characterized by significant instructional challenges and expectations, e.g., Common Core State Standards. They want to engage their students and collaborate with community partners, but they also must pay attention to the core instructional mission of the school and district.

A relatively new development for these principals is the role of electronic social media that quickly spreads issues both within the school and across the community. They describe dealing with what, in another time, might have been a local school issue, now becoming a potential issue citywide in a very short period of time. At the same time, staff and, especially, principals feel somewhat isolated from each other with very little time available to learn more about the program and the issues in neighboring schools.

Middle level principals also felt that strong support from the community would be a major benefit. They stressed the role of strong school programs provided by organizations, such as Self Enhancement, Inc., Campfire, Metropolitan Family Services and SUN Schools. They believed that the role of city and county officials and business leaders was particularly relevant through visiting schools, demonstrating

support and advocating for funding. Principals also mentioned the positive benefits to schools when visited by dignitaries from other cities and countries.

Regarding professional development they expressed the belief that reading and mathematics achievement will remain critical areas of professional development. However, there was optimism that the use of the Smarter Balanced Assessment and Common Core State Standards have brought more focus on critical thinking and analytical skills. They felt that deeper levels of civic engagement could motivate students to utilize these skills and to apply them to concrete issues. They stressed the importance of linking professional development on civic engagement to the core academic mission of the district.

They also expressed concern over a lack of "know how" regarding how to launch civic engagement strategies, where to get training and how to find the resources necessary to put projects together. There was universal agreement that many schools lack the critical information needed to launch new activities. Principals strongly endorsed the idea of having people available with knowledge of specific strategies and understanding of school operations who can work with willing schools to develop and implement new programs. According to these principals, the desire may be present in a school, but available expert advice and guidance is sometimes hard to find.

Theme IV: Barriers to Expansion:

Principals voiced concerns regarding sustainability of these initiatives and whether there is any commitment to continue funding and logistical support to help schools develop quality programs. It was suggested that middle level programs could make effective use of a staff position to work with classroom teachers and community groups to develop more effective ways of connecting students to these programs. They suggested that a 3-5 year commitment of funds and personnel would be necessary for such strategies to be fully incorporated into the schools. Their recommendation was that if the commitment of time and resources necessary to make it work well is not possible, we probably should not begin. Creating a position to support civic engagement needs to be well planned with individuals who understand how schools operate on a day-to-day basis. Having a project manager who understands the balance of engagement with the community and academic outcomes and expectations was identified as a highly desirable component.

Given a choice, these principals do not favor a short term "extra" who comes in for short term planning. They are more interested in a strategy that is sustained over time and embedded in school operations. They expressed a sense of "initiative overload" and difficulty keeping up with the level of engagement already present in their schools. They are concerned about continuing to add more things for schools to do without sustained assistance and support.

They also expressed concern about equity issues and which schools get extra support from the community and which do not. Schools, they feel, are isolated from each other and miss opportunities to learn from each other or to share resources. Better coordination and cross-fertilization through sharing of ideas and strategies would benefit all schools. They prefer a district-wide, equitable commitment for a sustained initiative over a 3-5 year period of time to give schools an opportunity to bring civic engagement into the ongoing cycle of activities in middle level programs. Such support would make it easier to recruit teachers to take on local leadership of these activities and to make them more sustainable over time.

Theme V: Common Vision

Middle level principals were enthusiastic in their endorsement of the instructional importance of engaging students in something they care about. However, they were less focused on formal, ongoing traditions and more interested in supporting how teachers can engage students in pursuing an emerging area of interest as it develops. They perceived ambiguity about whether such activities are valued by the district and expressed concern that professional development in this area was almost non-existent. Scheduling issues begin to surface in the middle years as students begin to interact with a broader array of teachers and content areas. They expressed support for creating support positions, either at the district or building level, which can provide guidance and practical insight into the complexity of project development, the coordination of events and details, and how to put such programs into place.

Secondary Schools

Theme I: Nature of Civic Engagement:

A question to principals regarding the nature of civic engagement strategies in high schools opened a virtual floodgate of ideas and examples of how high school students are connecting to local school, community and international opportunities. Principals focused on activities that have been ongoing for many years representing traditions of civic engagement, as well as, more recent events prompted frequently by current events that spark student interests. Reflecting their expanded awareness of national and international issues, high school students demonstrate expanded capacity to engage in specific political activism and student organizing that is not generally seen in younger students. Specific examples cited by several principals were students organizing for political action and supporting teachers during collective bargaining, participating in national political organizing in the Black Lives Matter movement, marching in May Day demonstrations, participating in the statewide "Opt-Out" movement around academic testing and other examples of students taking direct political action on issues relevant to them.

Principals reported a wide array of school-based opportunities for civic engagement that attract significant student participation. Portland Public Schools has had outstanding representation in the national We the People Constitutional Law Competition (won alternately by Lincoln or Grant High Schools in the last three years), Mock Trial competition, Law Day, Project Citizen and other activities. Several principals also highlighted the actions of the International Relations League and the Model UN program as a successful strategy to engage students in international affairs. Other principals cited community based opportunities in which students are learning about and demonstrating civic engagement through collecting oral histories and community voices and exploring historical artifacts. These projects continue to attract high interest in the schools where they are present.

Students interested in Science, Technology, Engineering and Mathematics (STEM) areas are significantly involved in projects across the city applying these academic areas to real community issues. Specific examples include the widespread use of environmental clubs in high schools that have taken on both school level projects, as well as, community-based projects such as the monitoring of water quality in Johnson Creek and ivy control in Washington Park. The Portland State University Innovation Challenge program and the Math Challenge program were two areas highlighted for their ability to engage students in applying STEM skills to solving real world problems, such as planning of public parking spaces and providing access to fresh drinking water. Earthquake awareness and planning and construction of low cost housing alternatives in Dignity Village were additional examples of how applying science and engineering concepts to real problems served to strengthen the academic program and connect students to the community.

Multiple opportunities for students to be engaged within the school setting were identified. Principals pointed out that many student clubs and activities, such as Key Club, various academic clubs, International Baccalaureate programs and others require some form of community service from their membership, some as much as 80 hours of service over the four years of high school. Such activities also result in student engagement in other community efforts, such as, Toy and Joy holiday gift giving, winter fundraising, and Red Cross Blood Drives.

However, some schools reported taking the idea of philanthropic service to more complex levels. An example is the *Communicare* feeding program in which healthy but surplus food is packaged in prepared sacks and distributed on Fridays to low income younger students so that food is available over the weekend. A particularly innovative strategy was discussed in which students used profits from a student-operated school store to fund a community grant-making program. Students manage all components including funding, processing and reviewing proposals, and making final awards. Several principals reported that their students were engaged in supporting Abby's Closet, a place where prom dresses are recycled and made available to other students at no or low cost.

Every high school reported various forms of student engagement in governance and school climate issues. These included peer counseling programs through which older students assist younger students in conflict resolution, peer-to-peer advice and support. The Superintendent's Student Advisory Committee (Super SAC) consists of representatives from each high school student government and meets regularly with the Superintendent or members of senior staff to provide student input on school issues. This is in addition to the student representative who represents the student voice on the Board of

Directors. In this way, local student government mechanisms are connected to a communication and input process tied directly to the work of the district and the Board of Directors.

Student activism has had a positive influence on issues of diversity and inclusion with most schools reporting active campaigns around issues of sexual violence. Schools reported successful student-led strategies around diversity and inclusion with most schools reporting the positive contributions of ethnic organizations, such as, Hispanic Student Associations, Black Student Unions and various ethnic student clubs. Principals were particularly optimistic that the presence in most schools of Gay Straight Alliance (GSA) organizations has successfully begun to address issues of understanding and acceptance of sexual diversity and creating more tolerant and safer school environments.

Theme II: Level of Participation

Principals reported high levels of student participation in some form of civic engagement through the wide variety of activities identified. Every principal expressed a belief that as many as 50% of the student body is engaged in some form of activity that has a civic engagement or service component. They expressed that this was a high number, but also limited by other student issues, such as students who work, student athletes, students engaged in non-school based off campus experiences. Their belief was that given the current level of funding and the variety of student interests, the current level of civic engagement was high. Expanding opportunities for student participation was limited by available and interested staff, funding, competing academic and social demands, and competing district priorities.

Theme III: Support and Professional Development Needs

High school principals voiced some concerns shared by their colleagues at other levels, and others that seemed more specific to high schools. Areas of needed support in common with other school levels were the need to have knowledgeable district or, optimally, school-level staff who understand schools and operations to provide direct coordination and management of details of civic engagement activities. Such a position goes beyond the work of an Activities Director, typical in many high schools. In this instance, support is needed for teachers to find out about interesting projects, how much they cost and the nature of their various components, what training is necessary, and where there are colleagues in other schools who could provide advice on implementation. This is especially true for newer teachers who may be highly motivated to engage students in productive activities, but lack the knowledge and experience to find successful program ideas.

An issue that resonated with comments from other principals was how civic engagement fits into the overall mission and goals of the district. Principals expressed concern about staying focused on the expressed core mission and strategies of the Superintendent and Board of Directors which they felt targeted increasing high school attendance, increasing graduation rates and lowering dropout rates, and preparing more students for college and career ready academic outcomes. They would benefit from knowing specifically how district leadership views these activities and if pursuing them is encouraged. If so, they questioned whether resources or support are available. They also suggested a research project to investigate the connection between civic engagement and academic performance, attendance, graduation rates and other relevant outcomes.

Principals felt that professional development is needed to bring staff together for coordination and to build better understanding of civic engagement. They supported a strategy that connects teachers with each other across schools to foster new initiatives. The high school principals, like their colleagues elsewhere, recognized that responding to areas of expressed student interest provided energy and motivation for both students and their teachers. Principals stressed that professional development needed to be specific and practical with clear ideas about implementation, logistical support and coordination, transportation, coordination, and linking to community opportunities and resources. Principals expressed concern, and the surveys confirmed that teachers have come to believe that there is no support for this type of innovative practice. Professional development should provide inspiration by demonstrating what is possible, how teachers can connect with students and how to learn from each other.

Theme IV: Barriers to Expansion

One strategy was to consider extended day contracts and funding for interested teachers who want to work with students on community-based civic engagement projects. These might not be traditional after school activities or ongoing clubs or activities. Similar to comments from middle level

principals, there are opportunities to tap into expressions of student interest in issues relevant to them and to provide guidance and coordination of student engagement in the issue. Principals reported that such engagement could provide powerful and formative experiences in the lives of students. New teachers have a strong interest in making these types of connections with their students.

A second, and universal, issue was the absence of funding for substitute teachers and the difficulty in finding appropriate substitutes even if funding is available.

A third suggestion focused on the use of class credit for content and activities that are field or community based through which students demonstrate proficiency in academic areas using civic engagement activities. There was concern expressed that clear academic outcomes may be an important element in designing civic engagement activities as a means of maintaining relevance to the overall curriculum and graduation requirements of the school. For example, such activities can be designed to meet the Oregon Graduation Requirements of an Extended Application or Career Related Learning Experience.[1]

Another interesting strategy mentioned by principals was the possibility of connecting students to the community through relatives and employers who are engaged in civic issues. Although such strategies may present higher risks and may be harder for the school to manage, many adults in the community are actively engaged professionally in areas that focus on civic engagement and these activities could be potential assets. Principals felt that it might be efficient to conduct "engagement fairs" at schools similar to other information events to expose students to the work of organizations interested in student participation.

Principals voiced two final notes of caution regarding student safety and appropriately vetting volunteers and organizations that seek student participation. Such precautions are essential for student safety. In addition, it should not be interpreted by the community at large that these ideas reflect a "job placement" service for student workers; schools are not in the business of recruiting students for odd jobs or other activities. Appropriate screening of volunteers and maintaining safeguards for student wellbeing need to be in place.

Theme V: Common Vision
The high school principals collectively embraced the value of civic engagement activities and enthusiastically discussed the benefits to students and to their schools to have students engaged in these activities. They perceived that they are already at a high level of student participation and expanding these activities would strain existing staff and resources. They offered creative alternatives to connect students to the community and ways to build such activities into course credit outcomes. They felt clarity by the Superintendent and the Board of Directors on the role of these programs in district expectations and student outcomes is needed.

CONCLUSIONS AND DISCUSSION

Principal interviews at the elementary, middle and secondary levels reveal that strategies centered on civic and social engagement are widely present in all schools and follow a fairly clear developmental framework. Younger students are initially engaged in activities that promote personal knowledge of where they are and who they are relative to the school and community. Activities also focus on pro-social skills, promoting friendly and positive relationships, and learning to care for the environment.

As students progress in age and exposure to social issues in the middle grades, activities become more closely related to social issues that motivate students, including environmental issues, cultural and racial identity, and movement from early years of becoming knowledgeable of one's surroundings to that of engaging, taking action and impacting those surroundings as an adolescent. In the middle years principals also described the importance of creating opportunities for students to pursue

---

[1] It should be noted that the Oregon State Board of Education in 2007 revised the graduation requirements for Oregon high schools and included demonstrations of "Essential Skills" in addition to standard course credits. One of these essential skills is: "Demonstrate civic and community engagement."

issues they identified themselves, i.e., being able to respond to the immediacy that is often present in early adolescents. Successful teachers at this stage have the capacity to tune into and create positive avenues for students to engage in the issue they have identified.

High School principals reported a broad array of activities that engage students in taking action within their communities. Some of these actions involve direct political activity on the part of students. Many actions focus on making positive contributions to issues or specific needs, such as, environmental issues, poverty, hunger, housing, etc. Students are also more likely to seek out and participate in activities that support their emerging sense of personal identity including race and ethnicity specific organizations, Gay Straight Alliance activities, environmental action groups, etc. In addition, there are a wide variety of ongoing activities either directly related to civic engagement, such as, activities focused on the Constitution, government, law and international relations; or indirectly through community service, clubs, fundraising to support causes, etc. Either way, students are engaged in promoting the general social welfare of their surroundings.

A general caution is also heard about the social and political assumptions inherent in some activities. Principals pointed out that cultural bias may be present in assuming that the social and political structures of society work equally well for all. Indeed, they cited examples of how some student engagement involves finding a voice of protest and expressing the need for change in civic and political life.

Regarding ongoing support for these activities, there were several general areas of agreement across all levels. One of the most important and most frequently identified is the question of where civic engagement fits within the overall framework of district goals and priorities. Principals at all levels expressed ambiguity around knowing whether civic engagement fits within the academic priorities of the district and whether they would be supported by having teachers spend more time in connecting students to civic engagement issues. Principals cited the Common Core State Standards and the mission of increasing academic performance, high school graduation rates, and preparation for successful transition into postsecondary education as contributing to their concern whether they are meeting the district's goals by engaging in these activities.

Professional development and financial support were two critical areas. There was universal support for professional development that was practical, specific, and focused on concrete examples of how to implement civic engagement strategies. Principals also were concerned about the limited financial support to provide faculty advisors, transportation, substitute teachers when needed, activity fees, etc., that contribute to the success of a civic engagement effort. In particular, they suggested that having a position(s) at the district or school level that helped manage and coordinate the nuts and bolts issues of developing civic engagement options would be highly desirable.

Two overall conclusions emerge. First, civic engagement activities are present at every level of the school system and are taking a wide variety of forms based largely on the interests and issues of students, the personal commitment of teachers and the ongoing contributions of civic engagement organizations in the community. There is overall a high level of commitment to having students demonstrate the ability to make positive contributions to the world around them. The second conclusion is that these efforts are not a high priority. Funding is limited to non-existent. Little or no professional development in civic engagement activity is provided. Activities are largely driven by student and teacher interests at the school level with the exception of several ongoing and very successful efforts that have the support of community non-profit organizations. There is a general lack of certainty regarding whether these activities are valued.

RECOMMENDATIONS

The benefits of civic learning have been extensively researched (Guilfoile & Delander, 2014). However, merely, "focusing on and closely examining democratic values, believing in rights, freedoms and responsibilities… does not guarantee an informed and engaged citizen" (Pearson & Waterson, 2013, p. 136). A systematic and sustained effort is needed to provide high quality civic education to all students, not just the lucky few who happen to attend a school or community program that offers a civic engagement opportunity.

The following recommendations are suggested by these findings:
- Clarify the expectation on the part of district leadership on the role of civic engagement within the general student and program expectations of the district.
- Provide schools with support staffing, either at the district or school level, that can assist with the complex logistics of civic engagement programs and coordination
- Provide specific, practical and concrete professional development for teachers that are interested in initiating or expanding participation in civic engagement strategies. Teachers need to have extensive knowledge of their local community and understand the nature of public policy, have access to local policy makers and have the pedagogical skills to guide their students through a complex process which is very different from most traditional teaching (Campbell, Levinson &Hess, 2012, p. 192).
- Strengthen and expand the role of community-based partners to reach more students and provide personnel to assist in implementation
- Develop and implement policies that support civic engagement participation as an indicator appropriate for Oregon high school graduation requirements.
- Highlight the numerous contributions of students to local, state and national issues through local media outlets and district publications.

The characteristics of responsible, informed, competent, effective, and committed citizens have powerful implications for curriculum and instruction. If we want our students to embrace core democratic values and strive to live by them, we must provide opportunities to experience democracy as a way of life in our classrooms and schools. And if we want our students to actively participate in civic and community life, we must link service learning to civic action (Thieman & Hart, 2007).

REFERENCES

Berman, S. (1990). Education for social responsibility. *Educational Leadership.* 48 (3), 75-80.

Billig, S. (2000). Research on K-12 school-based service-learning: The evidence builds. *Phi Delta Kappan. 81* (9), 658-664.

Campbell, D.E., Levinson, M., & Hess, F. M. (2012). *Making civics count: Citizenship education for a new generation.* Cambridge, MA: Harvard Education Press

Center for Student Success, (2010). *Partnering for student success-the Cradle to Career Framework: 2010 report to the community*. [Portland State University]. [Portland, OR]. http://allhandsraised.org/wp-content/uploads/2012/09/community-report-nov-4.pdf

Center for Information and Research on Civic Learning and Engagement. (2003). *The Civic Mission of Schools.* Carnegie Corporation of New York, NY. Retrieved from http://civicmission.s3.amazonaws.com/118/97/d/173/2003_Civic_Mission_of_Schools_Report-Exec_Summary.pdf

 [City Club of Portland]. (2012). Educating citizens: A city club report on improving civics education in Portland high schools. *City Club of Portland Bulletin, 95* (1). Portland, OR.

Common Core State Standards Initiative. (2010). *Common core state standards for English language arts and literacy in history/social studies, science, and technical subjects.* http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Creswell, J. W & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research.* Los Angeles, CA: Sage.

Fullan, M., (2014). *The principal: Three keys to maximizing impact.* San Francisco, CA: Jossey-Bass

Guilfoile, L. & Delander, B. (2014). *Guidebook: Six proven practices for effective civic learning.* Education Commission of the States and National Center for Learning and Civic Engagement. http://www.ecs.org/clearinghouse/01/10/48/11048.pdf

Hargreaves, A., Fullan, M., (2012) *Professional capital: Transforming teaching in every school.* New York, NY, Teachers College Press.

Hart, S. (2006). Breaking literacy boundaries through critical service-learning: Education for the silenced and marginalized. *Mentoring & Tutoring, 14*(1), 17–32.

International Society for Technology in Education. (2007). *National Educational Technology Standards for Students: The next generation.* Retrieved from http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

Kahne, J. & Westheimer, J. (2003). Teaching democracy: What schools need to do. *Phi Delta Kappan, 85* (1), 34-40, 57-67.

National Council for the Social Studies. (2001). Creating effective citizens. Position statement. Washington, DC: Author Retrieved from www.socialstudies.org/positions

National Council for the Social Studies. (2013). *Social studies for the next generation: Purposes, practices, and implications of the college, career, and civic life (C3) framework for social studies state standards.* Washington, DC: Author.

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects.* Washington, DC: Authors. Retrieved from http://www.corestandards.org/ELA-Literacy

Partnership for 21st Century Skills. (2007). *Beyond the three R's: Voter attitudes toward 21st century skills.* Retrieved from http://www.p21.org/storage/documents/P21_pollreport_singlepg.pdf

Pearson, D. K. & Waterson, R. A. (2013). Social studies and democratic values. In J. Passe, & P. G. Fitchett (Eds.). *The status of social studies: Views from the field.* Charlotte, NC: Information Age. pp. 125-140.

Robinson, V. (2011) *Student-centered leadership.* San Francisco, CA: Jossey-Bass

Thieman, G. (2008). Using technology as a tool for learning and developing 21st century citizenship skills: An examination of technology use by pre-service teachers with their K-12 students. *Contemporary Issues in Technology and Teacher Education, 8*(4), 50 pages. http://www.citejournal.org/vol8/iss4/socialstudies/article1.cfm

Thieman, G. & Hart, D. (2007, November). Creating effective citizens. *The Social Studies Professional, 202,* 3, 5.

Thieman, G. Y., O'Brien, J.E., Preston-Grimes, P., Broome, J.P., Barker, T. W. (2013). From the field: What social studies teachers in three states report they do in the classroom. In J. Passe, & P. G. Fitchett (Eds.). *The status of social studies: Views from the field.* Charlotte, NC: Information Age. pp. 41-62.

Waters, T., Marzano, R., McNulty, B., (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement.* Aurora, CO: Mid-Continent Regional Educational Lab

Zarnowski, M. (2009). The thought experiment: An imaginative way into civic literacy. *Social Studies, 100*(2), 55-62.

APPENDIX A
Civic Education Teacher Survey

Questions
1. In your estimate how many of your students engage in the following activities?   **none; less than ten; ten to twenty; more than 20**   Participate in service learning that is linked to formal curriculum and class instruction   Participate in co-curricular activities (e.g., Mock Trial, We the People competition, National History Day, Project Citizen)   Participate in co-curricular activities that have a civic engagement focus (e.g., environmental project)
2. What are some examples, if any, of student participation in service learning linked to curriculum and class instruction at your school (e.g., MECHA, Black Student Union, environmental club)?
3. What are some examples, if any, of student participation in co-curricular activities at your school (e.g., Mock Trial, We the People competition, National History Day, Project Citizen)
4. At the school where you teach, approximately what percentage of students participate in a community service, community cultural organization, public policymaking, or political organization?   **none; less than ten % ; ten to twenty% ; more than 20%**
5. If you are aware of students who participate in a community service, community cultural organization, public policymaking, or political organization please list the organizations:
6. At the school approximately what percentage of students participate in school governance?   **none; less than ten % ; ten to twenty% ; more than 20%**
7. If you are aware of students who participate in school governance, please list the school organizations:
8. During instruction in social studies or civics/government how often do you use the following resources?   **almost daily; frequently (1-2 times/week); occasionally (2-3 times/month); rarely (2-3 times/year); never**   District adopted textbook   Supplemental print texts   Digital texts (e.g., Choices Program)   Internet resources (e.g., iCivics, Newseum Digital Classroom, online videos)   Published curriculum (e.g., We the People, Project Citizen, Facing History and Ourselves, Deliberating in a Democracy)
9. If you frequently use resources not listed above to teach social studies or civics/government, please list here:

11. During instruction in social studies or civics/government how often do your students engage in the following activities?
Almost daily; frequently (1-2 times/week); occasionally (2-3 times/month); rarely (2-3 times/year); never

Complete textbook-based worksheets
Listen to a lecture on civics/government
Develop group projects to solve problems
Watch videos or film
Answer questions/define terms from the textbook
Participate in role playing/simulations
Examine photographs/artifacts/primary source materials
Participate in discussion of current local, national, and/or international issues and events
Complete extended writing assignments, e.g., essays, letters, opinion statements
Complete brief writing assignments, e.g., notes, reflections, posters, blog entries, tweets
Engage in civic action related to social or community issues

12. During social studies or civics/government instruction how often do you emphasize the following?
Almost daily; frequently (1-2 times/week); occasionally (2-3 times/month); rarely (2-3 times/year); never

Give examples of how individuals, groups, and/or organizations can influence government policy or decisions at the local, state, or national level
Identify ways students can have an impact in their local or state community
Investigate a response or solution to an issue or problem and support or oppose, using research
Propose a response or solution to an issue or problem and support why it makes sense, using support from research
Engage in informed and respectful deliberation and discussion of issues, events, and ideas
Understand various purposes and forms of government
Evaluate what civic responsibility is and how it is demonstrated
Analyze different political issues surrounding citizenship
Evaluate different candidates' and/or political parties' positions on current issues
Communicate students' opinions to political leaders

13. During instruction in social studies or civics/government how often do your students engage in lessons that use:
Almost daily; frequently (1-2 times/week); occasionally (2-3 times/month); rarely (2-3 times/year); never

digital social studies applications
interactive multi-media presentations
digital images/primary sources
digital media such as a cell phone, iPad, Chrome Book, laptop, digital still/video camera

14. During instruction in social studies or civics/government how often do you have students use the Internet
Almost daily; frequently (1-2 times/week); occasionally (2-3 times/month); rarely (2-3 times/year); never

to find and evaluate primary source materials
to complete a Web-quest or other inquiry activity
to take a virtual field trip to an online museum or public institution (e.g., White House)
to access, evaluate, and use information they have researched
to communicate with others (civic leaders, legislators, or experts in social studies)
to communicate or collaborate with other students
to develop Web 2.0 projects

15. If you teach elementary grades, how many hours (approximately) during a normal school week do you spend on READING/LANGUAGE ARTS instruction?

16. If you teach elementary grades, how many hours (approximately) during a normal school week do you spend on MATHEMATICS instruction?

17. If you teach elementary grades, how many hours (approximately) during a normal school week do you spend on SCIENCE instruction?

18. If you teach elementary grades, how many hours (approximately) during a normal school week do you spend on SOCIAL STUDIES instruction?

19. If you teach middle grades social studies and another subject, how many hours (approximately) during a normal school week do you spend on SOCIAL STUDIES instruction?

What are the types and hours of social studies related professional development provided to PPS teachers?

20. From the list below, rank the following professional development topics (1 being first priority)
Teaching students with special needs
Teaching students with limited English proficiency
Content in civic education
Methods of teaching social studies/civic education
Use of technology in social studies/civic education instruction
How to engage students in civic action in the local, state, or national community
Student assessment in social studies/civic education

21.How many social studies-related professional development activities have you participated in during the past 12 months?
None
One
Two
Three or more

22. What was the format of the professional development activity (check all that apply)?
After school day (e.g., presentation)
Half or full day (e.g., inservice/workshop)
Recurring sessions (e.g., weekly or monthly)
Residential (e.g., summer institute)
Online
Credit course (e.g., local college or university)
Attending conference (eg., local, state, or national)

23 . What was the most significant barrier that prevented you from participating in professional development this year?
Cost
Time
Distance to site
Nothing offered in my content area
Other:_____

24. To what extent do you agree with these statements?
Strongly agree
Somewhat agree
Somewhat disagree
Strongly disagree
Professional development has impacted my daily instruction
I have the freedom to choose my professional development sessions
Professional development is offered in my content area

25. How much actual control do you have in the classroom at this school over the following areas of your planning and teaching?
A great deal of control
Moderate control
Minor control
No control
Selecting textbook and other materials
Selecting content, topics, and skills to be taught
Choosing which parts of the curriculum to emphasize in my instruction
Selecting teaching techniques
Evaluating and grading students

26. Which of the following describes how mandated testing (in content OTHER THAN SOCIAL STUDIES) impacts the amount of social studies instruction in your class?
Time devoted to social studies instruction has increased.
Time devoted to social studies instruction has decreased.
Time devoted to social studies instruction has stayed the same.

27. Which of the following describes how Common Core State Standards for Literacy in History/Social Studies has influenced your instruction?
CCSS has greatly influenced how I teach social studies
CCSS has moderately influenced how I teach social studies
CCSS has minimally influenced how I teach social studies
CCSS has had no influence on how I teach social studies

28. To what extent do you agree or disagree with these statements?
Strongly agree
Somewhat agree
Somewhat disagree
Strongly disagree
My school's administration is supportive of social studies as a subject area
I collaborate with those in my social studies department or grade level on a regular basis
State standards influence my instructional decision-making
State standards influence my evaluation and assessment of students
State/district standards have a positive impact on my social studies teaching
I am generally satisfied with social studies teaching at this school.

29. Which of the following best describes your teaching position?
Teach in an elementary school (K-5)
Teach elementary grade(s) in a K-8 school
Teach middle grade(s) in a K-8 school
Teach in a middle school (grades 6-8)
Teach in a high school (grades 9-12)

30. Approximately what percent of the students you teach would be considered "non-white"?
More than 75%
51-75%
31-50%
11-30%
0-10%

31. The socio-economic status of most students in my school is:
high-income
upper middle income
middle income
lower middle income
lower income

32. Which of the following types of students are assigned to your classroom?
Beginning English language learners
Intermediate English language learners
None of the above

33. My gender is
Male
Female
Other

34. My race/ethnicity is
American Indian or Alaskan Native
Asian
Pacific Islander
Black/African American
Hispanic
White, Non-Hispanic
Multiracial
Other_____

35. Total Years of Teaching Experience
<1-3 years
4-9 years
10-15 years
16-25 years
26-45 years

Thank you for completing the survey.

APPENDIX B
Administrator Focus Group Protocol

Welcome to our focus group today. Thank you for taking time out of your very busy schedules to share your knowledge about the social studies/civic education curriculum at your school.   My name is Pat Burk; I'm an associate professor in the Educational Leadership Department at Portland State University and a former principal and administrator with the district. My name is Gayle Thieman. I'm an associate professor in the Curriculum and Instruction Department at Portland State University, where I teach social studies methods.

Our research is being conducted at the request of the City Club of Portland and with the approval of the Superintendent. This program evaluation and needs assessment of the social studies/civic education curriculum is designed to examine what high quality social studies instruction for civic engagement looks like in the district.

To get started Dr. Thieman will pass out the informed consent forms that explain this research project, your rights as a participant, safeguards for your privacy, and our contact information. Any information that is obtained in connection with this study that can be linked to you or identify you will be kept confidential. We ask you to respect the privacy rights of your colleagues in the focus group and not share the names of the participants or what we discuss today. We also ask you not to name any students in the discussion. Your participation is voluntary and you can withdraw from this focus group and the study at any time without penalty. After reading the consent form, if you are willing to participate, please sign one copy of the form and give it to Dr. Thieman and keep the second copy for your records.

[Provide time for the administrators to read and sign the form.]
OK, let's get started. Our focus group will end at [time] which is no more than 45 minutes. Let's go around the room and introduce ourselves by first names and your school. In the final report we will not list any names or specific schools, just the school level, e.g., high school.
Now we would like to know if it is OK to audio record the rest of our conversation. We will use the recording later to make sure our notes are accurate. We will keep the recording locked in a filing cabinet in our office. Would you raise your hand if it's OK for us to record the discussion? If at any point you want to turn off the recorder, you may do that and then turn it back on when you want.   [If all agree, the focus group will be recorded. If not, we will take notes].

Focus Group Questions:
1. What are the key features of the social studies curriculum at your school?
2. What is the nature of student civic engagement in your school both in class and any co-curricular activities?
3. About what percentage of students at your school, if any, are involved with a community service or public policy making organization? Are any of them engaged in political activism, or voting?
4. What are the opportunities for social studies related professional development for the teachers at your school?
5. How do district and state social studies standards influence your social studies teachers' practices?
6. How do you think adoption and implementation of Common Core Curriculum standards for literacy in social studies may affect social studies instruction at your school?

Demographic Data

Table C1
Grade Level of Teacher Respondents

	Frequency	Valid Percent	Cumulative Percent
teach in elem K-5 school	70	30.7	30.7
teach elem in K-8 school	69	30.3	61.0
teach middle grade in K-8 school	23	10.1	71.1
teach in middle school	27	11.8	82.9
teach in high school	39	17.1	100.0
Total	228	100.0	

Table C2
Gender of Teacher Respondents

	Frequency	Percent
Male	39	22.4
Female	133	76.4
Other	2	1.1
Total	174	100

Table C3
Race Ethnicity of Teacher Responders

	Frequency	Percent
Asian/Pacific Islander	2	1.2
Black/African American	6	3.6
Hispanic	9	5.4
White, non Hispanic	144	85.7
Multiracial	7	4.2
Total	168	100

Table C4
Total Years of Teaching Experience of Teacher Responders

Total years at all schools	Frequency	Percent
<1-3 years	14	8
4-9 years	52	29.7
10-15 years	45	25.7
16-25 years	45	25.7
More than 25 years	19	10.9
Total	175	100

Table C5
Percent of Non-White Students in Responders' Classes

Percent	Frequency	Percent
0-10%	39	22.4
11-30%	54	31.0
31-50%	33	19.0
51-75%	27	15.5
More than 75%	21	12.1
Total	174	100

Table C6
SES Level of School Reported by Teachers

Income Level	Frequency	Percent
Lower Income	65	37.4
Lower-middle Income	28	16.1
Middle Income	34	195
Upper Middle Income	33	19.0
High Income	14	8.0
Total	174	100

Table C7
ESL Students in Class Reported by Teachers

ESL students in class	Frequency	Percent
No ELs in my class	47	27
Beginning ELs in my class	9	5.2
Intermediate ELs in my class	33	19
Both Beginning & Intermediate ELs in my class	85	48.9
Total	174	100

Table D1
Teacher Survey Responses About Instructional Resources

	Elementary	Middle School	High School	Significance
Frequency of using a textbook	58%: never	40%: 1-2 times/week 29%: almost daily	35%: never 21%: 2-3 times/month	X^2 (8)=60.3 .000
Frequency of using supplemental print texts	41%: 1-2 times/week or almost daily	60%: 1-2 times/week or almost daily	76%: 1-2 times/week or almost daily	X^2 (8)=25.1 .001
Frequency of using digital texts	42%: never 36% weekly or monthly	64%: weekly or monthly	53%: weekly or monthly	X^2 (8)=21.3 .006
Frequency of using Internet resources	53%: weekly or monthly	68%: 1-2 times/week or almost daily	75%: 1-2 times/week or almost daily	X^2 (8)=24.5 .002
Frequency of using published curriculum	47%: never	50%: weekly or monthly	51%: weekly or monthly	X^2 (8)=29.8 .000

Table D2
Teacher Survey Responses About Curriculum Emphases

	Elementary	Middle School	High School	Significance
Civic Disposition evaluate what civic responsibility is and how it's demonstrated	42%: 2-3 times/year	40%: 2-3 times/month	37%: 2-3 times/year	$X^2(8)=20.6$ .008
propose a response or solution to an issue or problem	42%: never 46%: 1-2 times/week	55%: 1-2 times/week	63%: 1-2 times/week	$X^2(6)=13.1$ .041
engage in informed, respectful discussion of issues or events	30%: 2-3 times/month	34%: 2-3 times/month	50%: almost daily	$X^2(8)=33.9$ .000
communicate students' opinions to political leaders	80%: never	68%: never	50%: never	$X^2(8)=26.9$ .001

Civic Knowledge				
give examples of how individual groups can influence government	42%: 2-3 times/year	37%: 2-3 times/month	33%: 2-3 times/month	$X^2(8)$=33.2 .000
identify ways students can have an impact in local/state community	34%: 2-3 times/year	34%: 2-3 times/month	43%: 2-3 times/month	No Sig Diff
understand purposes and forms of government	31%: never 56%: 2-3 times/year	78%: weekly or monthly	45%: weekly or monthly	$X^2(8)$= 90.0 .000
Civic Skills				
use research to investigate a response or solution to an issue	38%: never 42%: 2-3 times/year	73%: 2-3/ monthly; 2-3 times/year	73%: monthly; 2-3times/year	$X^2(8)$=33.9 .000
analyze issues surrounding citizenship:	35%: never 33%: 2-3 times/year	33%: 2-3 times/month	37%: 2-3 times/year	$X^2(8)$=18.8 .016
evaluate candidates' and/or political parties' positions	75%: never	58%: 2-3/ monthly; 2-3 times/year	60%: 2-3/ monthly; 2-3times/year	$X^2(8)$=68.5 .000

Table D3

Teacher Survey Responses About Student Engagement

Survey Questions	Elementary Teachers	Middle School Teachers	High School Teachers	Significance
Complete text-based worksheet	60%: never	24%: never 26%: 1-2 times/week	55%: never	$X^2(8)$=20.6 .006
Answer text questions	45%: never	45%: 2-3 times/month	44%: 2-3 times/year	$X^2(8)$=27.6 .001
Listen to lecture	60%: never	49%: 2-3 times/month; 2-3 times/year	57%: 2-3 times/week; 2/3 times/month	$X^2(8)$=33.0 .000
Watch video or film	72%: 2-3 times/month; 2-3 times/year	75%: 2-3 times/month; 2-3 times/year	2-3 times/week; 2/3 times/ month	$X^2(8)$=23.3 .003
Examine photos/primary sources	41%: 2-3 times/year	47%: 2-3 times/month	41%: 2-3 times/month	$X^2(8)$=33.6 .000
Complete brief writing	32%: 2-3 times/year	57%: 1-2 times/week	48%: 1-2 times/week	$X^2(8)$=56.4 .000

Complete extended writing	38%: 2-3 times/year	50%: 2-3 times/month	53%: 2-3 times/month	$X^2(8)=27.1$ .001
Discuss current issues or events	59% : 2-3 times/month; 2-3 times/year	49%: almost daily or weekly	70%: almost daily or weekly	$X^2(8)=33.4$ .000
Participate in role play/ simulations	53%: 2-3 times/ year	42%: 2-3 times/month	50%: 2-3 times/month	$X^2(8)=37.8$ .000
Develop group projects to solve problems	44%: 2-3 times/year	40%: 2-3 times/month	40%: 2-3 times/month	$X^2(8)=29.5$ .000
Engage in civic action related to issues	54%: never	54%: 2-3 times/year	50%: 2-3 times/year	$X^2(8)=4.8$ No Sig Diff

Monday, December 8, 2015 Head Start Directors, with Policy Council members met with School Board Members to provide program updates and discuss planning documents needing Board input and approval.

As discussed during the meeting attached you will find the final documents (including revisions) requiring approval from the Board.

Included documents:
- Annual Report
- Self-Assessment Process for 2016
- School Readiness Plan
- School Readiness Plan including Action Plan

Portland Public Schools Head Start Annual Report 2014-2015

DRAFT

Enrollment Opportunities

Applegate	124
Creston Annex	108
Clarendon	145
Kelly Center	108
Ramona ELA	20
Sacajawea	158
Sitton	40

Total Enrollment: 844

BASIC PROGRAM FACTS

The Portland Public Schools Head Start program served 844children ages three to five years old in 18 double session classrooms and 13 extended day classrooms for families working and/or attending school. The program follows the Portland Public Schools calendar.

The programs' curriculum aligns with Portland Public Schools through common literacy and math benchmarks and assessments. Ongoing child observation and assessment in the areas of: Cognitive, Language, Social/Emotional and Physical Development is used to develop each Individual Learning Plan. "Teaching Strategies Gold" is utilized as the curriculum resource to guide this work.

Head Start Parents are engaged in their child's learning to support progress toward their educational goals. Parents are involved in leadership, educational, literacy and employment related opportunities to support lifelong learning experiences in the community.

*"The mission of PPS Head Start is to prepare young **children for successful transitions to kindergarten and beyond by building** social competence and developing school readiness skills. We will accomplish this by enhancing each child's growth and development, both physically and emotionally. We will provide families and children with educational, health and nutritional services, linking them to needed community services. We will ensure that all parents have opportunities for involvement in their child's*

portland children's levy

OREGON DEPARTMENT OF EDUCATION

Director: Deborah Berry
Co-Director: Eileen Isham

1

PPS Head Start celebrated our 50th birthday on May 19th, 2015. Over 500 staff, families and community partners joined our celebration at our Clarendon site.

WHO WE SERVED—CHILDREN & FAMILIES 2014-2015

TOTAL FUNDED ENROLLMENT   844

AGE

    4 YEAR OLDS   63%

    3 YEAR OLDS   37%

ETHNICITY

    HISPANIC   38%

    NON-HISPANIC   62%

RACE

◆ BLACK/AFRICAN AMERICAN   15%

◆ AMERICAN INDIAN/ALASKAN NATIVE   2.8%

◆ WHITE   59.5%

◆ ASIAN   12%

◆ HAWAIIAN/PACIFIC ISLANDER   1.3%

◆ BI-RACIAL/MULTI-RACIAL   9.4%

ELL CHILDREN—43%

    Spanish 27%   Vietnamese 3.7%

    Chinese 6.6%   Other 5.7%

DISABILITIES

16% of our Head Start enrollment were children with disabilities.

FAMILIES RECEIVING TANF   281

FAMILIES RECEIVING SSI   44

FAMILIES RECEIVING WIC   401

HOMELESS FAMILIES   129

FAMILIES RECEIVING SNAP 468

FAMILY ACTIVITIES

- EVERY CHILD A READER
- PARENT MEETINGS & WORKSHOPS
- POLICY COUNCIL
- PARENT TRAININGS
- MALE INVOLVEMENT
- HEALTH ADVISORY COMMITTEE
- FIELD TRIPS
- FOOD EXPERIENCES
- CLASSROOM VOLUNTEERS
- SCHOOL ORIENTATION

Parents are invited to become involved in the development of the program's curriculum as well as in the planning of their own child's Individual Learning Plan (ILP).

SERVICES PROVIDED

Number of referrals to Community Agencies:

- Emergency/Crisis Intervention—387
- Housing Assistance—76
- Mental Health Services 76
- Parenting Education—152
- ESL training—129
- Adult education—96
- Job Training—39
- Substance Abuse Prevention/Training—5
- Relationship Education—7
- Domestic Violence—12
- Child Support Assistance—21
- Health Education—36
- Assistance to Families of Incarcerated Individuals—18
- **Parents receiving at least one service—518**

Children up-to-date on wellness exams—91%

Children up-to-date on dental exams—91%

Head Start Operating Expenses

100% of PPS Head Start teachers have state teaching certification

27% of PPS Head Start program staff are parents of current or former Head Start children

| PAID STAFF | 216 |
| VOLUNTEERS | 387 |

PROGRAM FUNDING	Totals from Budget-to-Actual Reports	
	FY 2016	
Federal Head Start Grant	3,836,271	43%
Oregon Pre-K Grant	4,058,811	45%
Portland Children's Levy	456,072	5%
PPS Title I Allocation	632,831	7%
ODE Early Learners	5,000	0%
	8,988,985	**100%**
Average cost per child		
8988985/844	10,650	
	FY 2015	
Federal Head Start Grant	3,836,271	46%
Oregon Pre-K Grant	3,812,928	45%
Portland Children's Levy	273,333	3%
PPS Title I Allocation	315,000	4%
ODE Early Learners	174,576	2%
	8,412,108	**100%**
Average cost per child		
7706920 / 804	10,463	
	FY 2014	
Federal Head Start Grant	3,589,315	47%
Oregon Pre-K Grant	3,545,552	46%
Portland Children's Levy	257,053	3%
PPS Title I Allocation	315,000	4%
	7,706,920	**100%**

PPS HEAD START PROGRAM
2015 - 2016 Projected Expenditures

Administrative expenses 9%
Meals Service 4%
Travel/Training 2%
Medical & Dental Services 2%
Mental Health consultations 2%
Services to Families 13%
Education & Classroom expenses 68%
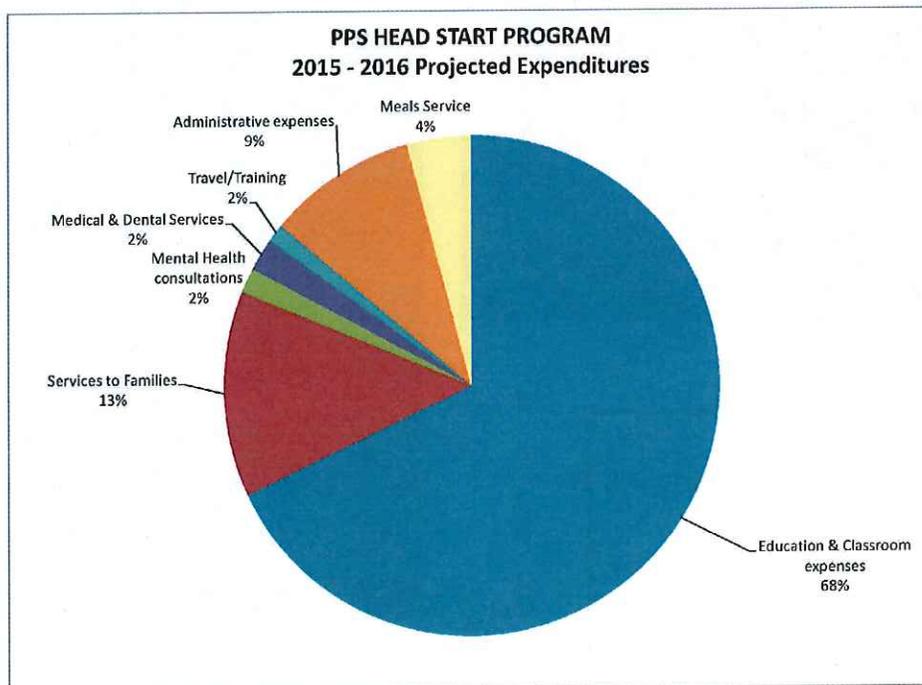
EFFORTS TO PREPARE CHILDREN FOR KINDERGARTEN

An important goal of Portland Public Schools Head Start is to prepare children for kindergarten. Our comprehensive efforts across service areas are designed to promote school readiness. The following **Five School Readiness Domains** provide the framework to focus those efforts:

1. **Improve Social and Emotional Development.**
2. **Improve Physical Development & Health**
3. **Improve Language Development.**
4. **Literacy Knowledge & Skills**
5. **English Language Development**
6. **Logic & Reasoning**
7. **Math Knowledge & Skills**
8. **Approaches to Learning**

Parents meet with their Family Service Worker to discuss kindergarten options (e.g. neighborhood school, focus option, charter, etc.). Parents will be assisted with the school choice process as needed. Family Service Workers will provide each parent a copy of the birth certificate, immunizations, Records Request form and ESL information as needed. Head Start classroom teaches will include kindergarten readiness information and activities at their last scheduled conference. Head Start children and parents are invited to join in neighborhood school kindergarten transition activities.

In January 2014 a federal review team congratulated the staff, parents, Policy Council, and Board of Directors on the agency's practices, procedures, and successes. The federal team issued a final report, determining the program to be in compliance with all Head Start Program Performance Standards and applicable laws, regulations, and policy requirements with two exceptions. The program did not ensure all third-party contributions were allowable costs and the program did not provide a complete accounting of administrative costs. Both findings were corrected within 120 days.

Based upon our 5-year grant start date, the program is scheduled for a comprehensive monitoring process which will include four reviews during the 2015 fiscal year. Areas of reviews will include: Environmental Health and Safety, CLASS, Fiscal and Eligibility, Registration, Selection, Enrollment and Absenteeism

There was no audit finding relative to federal awards presented in the prior or current years. All of our documents are available for public inspection.

Many thanks to our numerous community partners, including but not limited to the following. For a complete list, please visit our website at: www.headstart.pps.k12.or.us.

A Children's Place Bookstore	PPS Early Childhood Special Ed. Services	Children's Book Bank
Naturopathic Health Clinic	Community Energy Project	Oregon Zoo El Programa Hispano
Oregon Community Warehouse	US Marine Corps Toys for Tots	Portland Public Schools
Portland Winter Hawks Project Dental Health	Multnomah Educational Service District (MESD)	
Portland Children's Levy Oregon Food Bank Impact Northwest	Children's Museum	
Multnomah Early Childhood Program (MECP) Early Learning Multnomah (ELM) Children's Book Bank		
Casey Eye Institute Growing Gardens	Portland State University SLP Program	

OREGON DEPARTMENT OF EDUCATION

YEAR 1

2013-14

Ongoing monitoring process focusing on Environmental Health and Safety, Fiscal Integrity/ERSEA and CLASS

Portland Public Schools

Head Start

Three Year Self-Assessment Cycle

YEAR 3

2015-16

Ongoing monitoring process focusing on program challenges identified during Reviews scheduled during fiscal years 2015 and 2016.

YEAR 2

2014-15

Ongoing monitoring process focusing on Program Governance, Management Systems, Comprehensive Services and School Readiness

PPS Head Start
SELF-ASSESSMENT
Calendar/Timeline

Nov. 2015
- Policy Council Approval and Process

Dec.-Mar 2016
- Managers will review last years Protocols and compare to 2015 Protocols and note changes.

- Update service notebooks

- Respond to recommendations for 2010-2011 Self-Assessment

- Utilize OHS Parent, Family & Community Engagement Framework to reflect about program practices, strengths, challenges and areas for future program planning.

Feb 2016
- Policy Council and Parent Interviews.

March 2016• Service Area
- Data Gathering

March 2016• Analyze data collected summarize results.

April 2016
- Policy Council input and approval of Self-Assessment Findings and Recommendations

PPS HEAD START

SCHOOL READINESS GOALS

2015-2016

PPS Head Start
School Readiness Goals 2015-16

Social & Emotional Development

HSCDELF Domain: Social & Emotional Development			
Domain Element: ✪ Social Relationships	SRG 1: Children will demonstrate healthy relationships and interactions with adults and peers.	TS*GOLD* Objectives: 2 & 3	End of Year Outcome Benchmark 85%
Domain Element: ✪ Self-Regulation	SRG 2: The ability to recognize and regulate emotions, attention, impulses, and behavior	TS*GOLD* Objectives: 1	End of Year Outcome Benchmark 85%

Physical Development & Health

HSCDELF Domain: Physical Development & Health			
Domain Element: ☆ Gross Motor Skills	SRG 3: Children will increase the control of large muscles for movement, navigation, and balance developing motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.	TS*GOLD* Objectives: 4, 5 & 6	End of Year Outcome Benchmark 95%

Language and Literacy

HSCDELF Domain: Language Development			
Domain Element: ✪ Expressive Language	SRG 4: Increase the quantity, and quality of children's receptive and expressive language. Children will demonstrate the ability to use language to engage in communication, conversations, and storytelling.	TS*GOLD* Objectives: 8, 9 & 10	End of Year Outcome Benchmark 85%

HSCDELF Domain: Literacy Knowledge & Skills			
Domain Element: ✪ Phonological Awareness	SRG 5: Children will demonstrate awareness that language can be broken into words, syllables, and smaller pieces of sound.	TS*GOLD* Objective: 15b	End of Year Outcome Benchmark 90%

Domain Element	SRG Description	TSGOLD	End of Year Outcome Benchmark
Domain Element: ✪ Alphabet Knowledge	SRG 6: Children will demonstrate alphabet knowledge by understanding the names and sounds associated with letters.	TSGOLD Objective: 16 a & b	End of Year Outcome Benchmark 85%
Domain Element: ☆ Early Writing	SRG 7: Children transitioning to kindergarten will demonstrate familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	TSGOLD Objective: 19 a & b	End of Year Outcome Benchmark 85%

HSCDELF Domain: English Language Development

Domain Element	SRG Description	TSGOLD	End of Year Outcome Benchmark
Domain Element: ✪ Receptive and Expressive English Language Skills	SRG 8: English Language Learners will demonstrate an increase in the quantity and quality of their receptive and expressive use of English while maintaining their home language.	TSGOLD Objective: 37 & 38	End of Year Outcome Benchmark 85%

Cognition & General Knowledge

HSCDELF Domain: Logic & Reasoning

Domain Element	SRG Description	TSGOLD	End of Year Outcome Benchmark
Domain Element: ☆ Reasoning & Problem Solving	SRG 9: Children will demonstrate the ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.	TSGOLD Objectives: 11c, 12a & b, and 13	End of Year Outcome Benchmark 85%
Domain Element: ✪ Number Concepts & Quantities	SRG 10: Children will understand that numbers represent quantities using one-to-one counting to determine quantity.	TSGOLD Objective: 20	End of Year Outcome Benchmark 85%
Domain Element: ✪ Patterns	SRG 11: Children will recognize patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.	TSGOLD Objective: 23	End of Year Outcome Benchmark 90%

Approaches to Learning

HSCDELF: Approaches to Learning

Domain Element	SRG Description	TSGOLD	End of Year Outcome Benchmark
Domain Element: ☆ Persistence & Attentiveness	SRG 12: Children will demonstrate the ability to begin and finish activities with persistence and attention.	TSGOLD Objective: 11a, b	End of Year Outcome Benchmark 90%

✪ **SIP Goals** | *Included in PPS School Improvement Plan. Priority goals to emphasize teaching, learning, family engagement and professional development*

☆ Focus Goals | *Secondary goals to consider for teaching and learning*

PPS HEAD START

SCHOOL READINESS GOALS

&

ACTION PLANS

2015-2016

DRAFT

PPS Head Start

School Readiness Goals 2015-16

Goal: *To improve academic achievement and strengthen services for all children in order to ensure school readiness and successful transitions to kindergarten and beyond.*

Comprehensive Services Supporting All School Readiness Goals:

Comprehensive Services will be provided for in the following Service Areas:

Education

Disabilities

Health (Nutrition, Mental Health and Child Health and Safety)

Family/Community Partnerships

See Service Area Action Plans below

Desired Outcomes:

Social & Emotional Development

HSELOF Domain: Social & Emotional Development		Measured by:	Achievement Goal
Domain Element: ❂ **Social Relationships**	SRG 1: Children will demonstrate healthy relationships and interactions with adults and peers.	TS*GOLD* Objectives: 2 & 3	End of Year Outcome Benchmark 85%
Domain Element: ❂ **Self- Regulation**	SRG 2: Children will increase their ability to recognize and regulate emotions, attention, impulses, and behavior.	TS*GOLD* Objectives: 1	End of Year Outcome Benchmark 85%

1

Action Plan (Teachers/Classroom Staff)

SRG 1:

Adults will:

- Demonstrate individualized respect for each child by listening to and attuning to their students on a personal level.
- Facilitate interactions and provide predictable environment.
- Promote the development of social skills.
- Make children feel accepted.
- Demonstrate respect for other adults and teaching team members in the classroom.
- Model effective communication skills.
- Encourage children to solve conflicts.

- Involve children in developing clear and consistent classroom expectations/agreements.
- Inform parents of the classroom expectations/ agreements.
- Provide thoughtful peer matching and social opportunities in the school environment (2 person groups, larger groups, 1:1 with teacher/staff).
- Support conversation and relationship development by participating in family style mealtimes.
- Teach and reteach friendship skills and socially appropriate norms.
- Practice positive guidance.
- Provide activities and interest centers to facilitate cooperative and collective group participation. (Suggested activities include discussion periods, group projects, housekeeping and meal preparations, dramatic play area, block area, art activities, sand and water experience, play yard activities).

Time and opportunities will be provided for children to:

- Be purposefully engaged in work and play.
- Interact with other children and adults.
- Make choices and be self-directive.
- Practice self-help skills.
- Learn limits, routines and self-control.
- Be responsible for classroom chores and duties.
- Practice positive leadership skills in large and small groups.
- Share ideas, feelings and humor.
- Communicate in their home language as often as possible with language support.

Teachers will provide a developmentally appropriate schedule by:

- Planning that reflects predictability, continuity and relaxed pacing of routines and transitions, so children are unhurried purposeful.
- Providing the opportunity for children to prepare for change with an accompanying explanation.
- Providing minimum wait time during transitions.
- Providing a daily classroom schedule with a minimum of one hour for child-selected activities.

2

Children will:
- Be supported in identifying and discussing their feelings and to find acceptable ways of expressing and managing their emotions.
- Be encouraged to recognize and respect feelings and rights of others.
- Be exposed to adult behaviors and attitudes which promote an environment of acceptance and respect for each child and other adults.

SRG 2:
Staff will:
- Continue to inform themselves of the potential effects of early childhood trauma and alternative strategies to best support children and families whose lives have been touched by traumatic events.
- Incorporate Second Step Curriculum and themes (picture cards, naming emotions) into their lesson plans.
- Provide Self-Regulation activities including: music, movement, freeze dance, etc.

Staff will:
- Model self-regulation talk and support students' use of similar language.
- Implement Tier 1 and 2 PBIS strategies in all classrooms.

Individual and group activities will be planned to encourage children's self-awareness by:
- Providing a balance of active and quiet periods.
- Providing individual space for personal belongings of each child.
- Displaying children's photos and drawings of self and family
- Assisting children in recognizing own strengths.
- Building a sense of classroom community.
- Encouraging parents to respectfully display their child's work.
- Modeling respect and helping children demonstrate their respect for others.
- Providing appropriate guidance and interventions.

Classroom staff will work collaboratively with Mental Health and MECP to assist students who demonstrate the need for more intensive supports (PBIS Tier 3).

Assessment:
TS-Gold

Desired Outcomes:

Perceptual, Motor, and Physical Development

HSELOF Domain: Physical Development & Health		Measured by:	Achievement Goal
Domain Element:	SRG 3: Children will increase the control of large	TS*GOLD* Objectives:	End of Year Outcome
☆ Gross Motor Skills	muscles for movement, navigation, and balance	4, 5 & 6	Benchmark

3

		95%

developing motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.

Action Plan (Teachers/Classroom Staff)

SRG 3:

Regular periods for active play and movement (both indoor and outdoor) will be planned and provided, a minimum of 20-30 minutes per session for development of gross motor skills. Equipment and activities include:

- Large muscles (wheel toys, climbing apparatus, blocks, workbench, rocking boat, tumbling mats, running, jumping).
- Body awareness (stretching, breathing, movement activities, hoop and carpet activities, creative movement.)
- Rhythm and movement (dancing, musical instruments, records, marching, circle games, etc.).

Staff will:

- Actively be involved with children during periods of physical activity.

Assessment:

TS-Gold
Checklists
Observations

Language and Literacy

Desired Outcomes:

HSELOF Domain: Language Development	Measured by:	Achievement Goal
Domain Element: ✪ Expressive Language	SRG 4: Increase the quantity, and quality of children's receptive and expressive language. Children will demonstrate the ability to use language to engage in communication, conversations, and storytelling.	TSGOLD Objectives: 8, 9 & 10	End of Year Outcome Benchmark 85%

Action Plan (Teachers/Classroom Staff Will:)

SRG 4:

Engage children in dialogue to learn about self, others, and the world to enhance communication skills and to expand vocabulary.

Staff will:

Provide opportunities for creative self-expression through activities such as art, music, movement, storytelling and dialogue. Opportunities for creative expression will be planned and facilitated. These should include:

- Supporting the exploration of art materials and demonstrating appreciation of each child's self-expression.

4

- Engaging in rhythmic activities, singing, chanting, and the use of musical instruments.
- Encouraging children to express their thoughts and emotions through dance and creative movement activities.
- Stimulating imagination through drama and other language rich experiences.
- Providing language modeling, time and opportunities for children to talk to each other and adults. Questioning, discussion, and conversation will be encouraged.
- Ensuring children's primary language will be valued and developed through natural approaches rather than formal instruction.
- Providing teacher-directed learning episodes designed to develop specific language and communication skills. (Suggested activities include: circle games, discussion pictures, listening experiences, songs, finger plays, books, films, experience stories, computer and tape recorder activities, word games, rhyming games, acting out children's stories, sensory experiences, interactive read-a-louds, author studies, and journaling.)
- Facilitating spontaneous child-initiated social-language play by providing toys and activities including: telephones, doll houses, puppets, dramatic play props, dolls, picture file, group projects, lotto, flannel-board cutouts, field trips, blocks, sand, water, paint, play-dough, plants and animals.)

- Utilizing CLASS strategies (i.e. repetitions, extensions, self-and parallel talk, using and mapping advanced/novel words, frequent conversations and feedback loops)
- Adult behaviors and attitudes will encourage and reinforce verbal expression.
- Listening carefully to children.
- Modelling appropriate speech and effective use of language for children.
- Encouraging and expect language production from children at their developmental level.
- Helping children associate word meaning with experience.
- Promoting language interaction between and among children.
- Demonstrating usefulness and value of oral language by using language to mediate problems, communicate information, share feelings and ideas and to interpret experiences.
- Promoting respect and valuing of languages and dialects which vary from the dominant language.
- Modeling increasingly complex and varied vocabulary.
- Determine as developmentally appropriate for each child as indicated by classroom language assessment, speech and language screenings and teacher observations.
- Providing opportunities for children to practice requests and language of respect during meal time. (Please, thank you, etc.)
- Providing language scaffolding to support and extend conversations with and among peers (repetitions, extensions, contingent responses, feedback loop).
- Providing opportunities for children to describe drawings, paintings, and writing.
- Providing opportunities for children to listen and follow directions in whole and small group settings.
- Providing Book Look time to explore, talk about, and share stories with peers and staff.

Assessments:
TS-Gold
Journals, portfolios, work samples, language samples.
Anecdotal records and Checklists

5

HSELOF Domain: Literacy Knowledge & Skills		Measured by:	Achievement Goal
Domain Element: ✪ **Phonological Awareness**	SRG 5: Children will demonstrate awareness that language can be broken into words, syllables, and smaller pieces of sound.	TS*GOLD* Objective: 15b	End of Year Outcome Benchmark 90%
Domain Element: ✪ **Alphabet Knowledge**	SRG 6: Children will demonstrate alphabet knowledge by understanding the names and sounds associated with letters.	TS*GOLD* Objective: 16 a & b	End of Year Outcome Benchmark 85%
Domain Element: ✫ Early Writing	SRG 7: Children transitioning to kindergarten will demonstrate familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	TS*GOLD* Objective: 19 a & b	End of Year Outcome Benchmark 85%

Action Plan (Teachers/Classroom Staff Will

SRG 5 &6:

- Provide books and stories with repetitive verses, words or sounds, or in which pictures follow the text closely so children connect what they hear with the text.
- Assist children develop phonemic awareness by using rhymes and identifying sounds.
- Provide opportunities to use print in the natural, ongoing activities of the classroom, resulting in a print-rich environment (i.e. letter of the week activities).
- Classroom activities, interactions and materials will support school readiness by providing for the use of written letters within the context of children's understanding and will correlate to Head Start Head Start Learning Framework, PPS Benchmarks and TS Gold, as appropriate.

SRG 7:

- Support children's understanding of themselves as writers and authors
- Provide opportunities for shared writing experiences including student generated stories captured through dictation and books authored by students.
- Model writing for functional purposes (i.e. sign-in/attendance complete with name writing activity).
- Provide raw materials for creating symbols: clay, blocks, sand, dramatic paly props, writing and art materials.
- Enrichment teachers provide experiences with fine motor skills through a variety of modalities.
- Encourage children's interest, and exploration of print and writing on their own.

Assessment:
TS-Gold
PALS

6

Journaling/writing samples

HSELOF Domain: English Language Development

Domain Element:	Measured by:		Achievement Goal
✪ Receptive and Expressive English Language Skills	SRG 8: English Language Learners will demonstrate an increase in the quantity and quality of their receptive and expressive use of English while maintaining their home language.	TSGOLD Objective: 37 & 38	End of Year Outcome Benchmark 85%

Action Plan (Teachers/Classroom Staff Will: SRG 8:

- Ensure children's primary language will be valued and developed through natural approaches rather than formal instruction.
- Assist parents to understand value of the primary language as a foundation for second language acquisition.
- Classroom placement will ensure Dual Language Learners have English language peers and when possible, same language peers to assure opportunities for useful and purposeful language interactions with socially appropriate language partners.
- Gain an understanding of language demands involved in oral activities, matching them with students' current language levels.
- Classroom activities and materials will promote language development. Language understanding, acquisition and use will be promoted by:

Modeling simple phrases and sentence stems, the function of which can be change replacing one or two words.
- ✓ Activities that allow a variety of ways to respond (orally, gestures, etc.) pre reading stories and visuals.
- ✓ Facilitating play with English speaking peers'
- ✓ Repeating safe opportunities to try new language (i.e. songs, rhymes)
- ✓ Support children in native language provided by bilingual DLL staff as available.

Assessment:
TS-Gold
Language samples
Observations

Desired Outcomes:

Cognition

HSELOF Domain: Cognition

Domain Element:	Measured by:		Achievement Goal
☆ Reasoning & Problem Solving	SRG 9: Children will demonstrate the ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.	TSGOLD Objectives: 11c, 12a & b, and 13	End of Year Outcome Benchmark 85%

7

Action Plan (Teachers/Classroom Staff) Will :

SRG 9:

- Connect personal experiences and learning objectives.
- Create provocations that ask children to think about problems as they apply their knowledge.
- Scaffold information it increase understanding and address misconceptions.
- Using multiple modalities.
- Provide classroom activities, interactions and materials for children to organize, label, sequence and talk about events and objects in their environment in a variety of groupings (individually, small group, whole group). Suggested activities include: puzzles, experience stories, read-a-louds, and writing conferences, graphs, classification and sequence games, science activities, and classroom routines.

- Encourage the understanding of cause and effect, the use of tools, and spatial relationships (by, in, under, next to, etc.).

Assessment:

TS-Gold

Journals (writing and drawing about personal experiences)

Observations

Documentation through various mediums (notes, photos, projects)

HSELOF Domain: Mathematic Development	Measured by:	Achievement Goal
Domain Element: ✪ **Number Concepts & Quantities**	SRG 10: Children will understand that numbers represent quantities using one-to-one counting to determine quantity.	TS*GOLD* Objective: 20	End of Year Outcome Benchmark 85%
Domain Element: ✪ **Patterns**	SRG 11: Children will recognize patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.	TS*GOLD* Objective: 23	End of Year Outcome Benchmark 90%

Action Plan (Teachers/Classroom Staff):

SRG 10:

Classroom Staff will:

- Provide materials and activities for counting, sequencing and 1-1 correspondence, as age appropriate (i.e. manipulatives, mealtimes, games, transition activities, group time, and songs).
- Provide multiple opportunities for counting and comparing quantity.
- Provide comparing quantities (more/less, boys/girls, graphing).
- Provide multiple opportunities to freely explore quantities in play.
- Provide calendar activities related to counting.

SRG 11:

Classroom Staff will:

- Provide classroom activities, interactions and materials will provide opportunities for children to manipulate objects which vary in size, shape, texture, weight, dimensions, and color.
- Provide Developmentally appropriate involvement with materials which enable children to make comparisons, analyze, observe similarities/ differences, arrange and rearrange, plan, solve problems, represent, experiment, and questions (Suggested materials and activities which provide direct experience with physical qualities and relationships include: sand, clay, paste, paint, water, puzzles, blocks, food activities, science experiences, woodwork, pegboards, sorting, matching, counting, patterning, sequencing.)
- Use accurate mathematical vocabulary when exploring and problem solving with children.
- Design opportunities for children to discover how numerical concepts relate to other concepts, through activities that include food experiences, science, games, dramatic play, finger plays, puzzles, blocks).
- Provide classroom activities, interactions and materials will provide opportunities for children to organize, label, sequence and talk about events and objects in their environment. (Suggested activities, puzzles, experience stories, read-a-louds, writing conferences, graphs, classification and sequence games, science activities, and classroom routines).
- Provide books that include counting and patterning concepts.
- Calendar activities related to patterns.
- Provide experiences with musical patterns
- Provide opportunities to creating pattern books
- Provide opportunities to examine patterns in daily activities (i.e. setting the table)

Assessment:
TS-Gold
Observations
Journaling children's stories about counting and patterning.

Approaches to Learning

Desired Outcomes:

HSELOF Domain: Approaches to Learning		Measured by:	Achievement Goal
Domain Element: ☆ Persistence & Attentiveness	SRG 12: Children will demonstrate the ability to begin and finish activities with persistence and attention.	TS*GOLD* Objective: 11a, b	End of Year Outcome Benchmark 90%

Action Plan (Teachers/Classroom Staff):

9

SRG 12

Classroom Staff will:

Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.; and

- Encouraging/allowing children to do as much as they can for themselves.
- Individualization of instruction based on assessed needs (i.e. 1:1/small group instruction focused on targeted need)
- Scaffolding experiences to expand and extend learning.
- Providing experiences that move from simple to more complex thinking and skills
- Facilitating and encouraging longer engagement in small and whole group activities and journaling.
- Work within children's Zone of Proximal Development to encourage increased independence and skill development.
- Work with parents to emphasize support of their children's increasing independence and new skill development.

Assessments:

TS-Gold
Time on task
Observations

Action Plan for Head Start Departments that Support All School Readiness Goals:

- **Teacher/Classroom Staff Will**
  Provide feedback to families regarding assessments information as it applies to individual student's goals and ways that families can support and facilitate gains.
  Provide information and activities parents can do to support student learning.

Health Managers (Mental Health Consultants, Health Managers, Nutritionist Will:
Implementation Strategies
Provide services to promote optimal health, wellness and safety to help assure that children are healthy and ready to learn. Efforts are intertwined with Family Services, Mental Health and Disability components.

A) **Child Health and Developmental Services**
   Determining Child Health Status

- Ensure children are up to date with immunizations to protect their health and meet state law.
- Ensure children have identified source of health care and families understand how to access resources and obtain annual well child visits to primary medical and dental home.
- Provide opportunities for parents to identify specific concerns on Health History.
- Support Head Start staff if a child has attendance issues related to health or an identified health need.
- Provide ongoing assessment for follow up and needed support/resource by Health Managers.

Screening for Developmental and Sensory Concerns

- Ensure Nutrition Screening is completed during enrollment and reviewed by Program RD
- Ensure height and weight with calculated BMI is completed within 45 days of entry and information shared with

parents

- Ensure vision screening is scheduled and completed and results shared with parents within 45 days of entry.
- Ensure follow up and treatment of health and dental needs are supported by referral processes.
- Ensure Family Service Workers contact Health Managers with issues re: treatment and /or access.
- Provide ongoing monitoring of follow-up and support for developmental screening.

B) **Child Health and Safety**

Emergency Procedures and Injury Prevention

- Ensure emergency procedures are posted in classrooms and sites practice evacuation drills per schedule.
- Ensure First Aid Kits/ BBP kits are available and accessible in all classrooms.
- Ensure teachers, Educational Assistants and Family Service Workers are CPR/First Aid trained
- Ensure Sick Child Policy is in place to protect child health and support is offered to classroom staff.
- Ensure Program Monitoring is completed by Health Manager and Education staff using Safety Checklist.
- Ensure Health Managers provide scheduled training opportunities for staff and program secretary monitors completion.

Medication Administration and Nutritional Needs

- Ensure children needing medication during class-time are identified and process follows State Law.
- Ensure food allergies are identified and the process followed to ensure food substitutions are in place for child safety.
- Ensure Health Managers ensure Medication administration procedure is complete and nursing file is created
- Ensure Program RD has updated list of children with necessary food substitutions and is needed substitutions are posted in classroom

Assessments:

Child Plus Reports
Parent Surveys
Child Files

- **Family Service Will:**

  Implementation Strategies:

  - Ensure required screenings are completed with children and families, including developmental, growth assessments, vision, and child wellness exams.
  - Engage with families to assess needs and provide referrals for services through home visits, phone calls and site meetings.
  - Monitor attendance; work with families to identify barriers and provide support to ensure consistent attendance.
  - Provide information and support for Kindergarten transition through individual meetings with parents and site informational meetings.
  - Provide monthly parent site meetings to provide information and skill building in literacy, nutrition, home safety, etc.
  - Partner with Children's Book Bank to provide 14 free books for each child to support increased family literacy practices and skills at home.

11

Assessments:
Child Plus reports
Parent surveys and feedback
Child Files

- ## Services for Students with Disabilities

  Implementation Strategies:

  - Work with families, Head Start staff, and ECSE service coordinators to develop IFSP/IEP that meet the individualized needs of students eligible for special education services.
  - Work with the Teacher/Classroom staff to make ISFP related curriculum modification and implement appropriate accommodations.
  - Coordinate the Individualized Learning Plan (ILP) with the IFSP goals through conferencing with parents and Early Childhood Special Education (ECSE) staff.
  - Monthly collaborative consultation meetings between Head Start and ECSE staff to embed goals and make classroom modifications and accommodations to ensure ongoing individualization in the classroom.
  - Monthly curriculum individualization through classroom lesson planning.
  - Work with PPS Kindergarten Transition team (LEA) to assure students with IFSP transition successfully to Kindergarten.
  - Complete developmental screening within 45 days of child enrollment. Follow-up with families and staff to determine if further evaluation is needed for individualized instruction.

  Assessments:
  Child Plus Reports
  Parent Surveys Work collaboratively with Teachers, Families, and MECP staff to monitor students' progress.

✪ **SIP Goals** | *Included in PPS School Improvement Plan/Operations Manual. Priority goals to emphasize teaching, learning, family engagement and professional development*

☆ *Focus Goals | Secondary goals to consider for teaching and learning*

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

INDEX TO THE AGENDA

January 26, 2016

Board
Action
Number   Page

<u>Purchases, Bids, Contracts</u>

The Superintendent <u>RECOMMENDS</u> adoption of the following item:

Number 5199

RESOLUTION No. 5199

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 agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Opsis Architecture, LLP	1/27/2016 through 7/31/2016	Architectural Services ARCH 62644	Master planning services for the Madison High School project. Bond 2012. RFP 2015-2019	$320,000	J. Vincent Fund 451 Dept. 3218 Project DE117

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Y. Awwad

<u>Other Matters Requiring Board Approval</u>

The Superintendent <u>RECOMMENDS</u> adoption of the following items:

Numbers 5200 through 5205

RESOLUTION No. 5200

Adoption of 2016-17 School Calendar

RECITALS

A. By State regulation, the district must ensure that all schools have a minimum number of instructional hours each year in accordance with Oregon State requirements (Grades K-8: 900 hours; Grades 9-11: 990 hours; Grade 12: 966 hours).

B. In November and December 2015, a calendar committee comprised of representatives from parent communities, principals, teachers, classified employees, and school district departments met to develop the calendars for the 2016-17 and 2017-18 school years.

C. The Superintendent is recommending the attached 2016-17 calendar and recommends developing the 2017-18 calendar in the fall of 2016.

D. The Business and Operations committee unanimously recommended the Superintendent's proposed 2016-17 calendar at their January 21, 2016 meeting.

RESOLUTION

1. In accordance with OAR 581-022-1620, the Board of Education of School District No. 1J, Multnomah County, Oregon, agrees to the reduction of instructional time for students by up to 30 hours in order to conduct teacher professional development.

2. The Board of Education adopts the 2016-17 school year calendar as recommended.

A. Whalen

RESOLUTION No. 5201

Resolution to Prepare Portland Public Schools Students for Civic Engagement

RECITALS

A. In 2012, the City Club of Portland released "Educating Citizens: A City Club Report on Improving Civics Education in Portland's High Schools".

B. In 2014, at the direction of the City Club Civics Education Advocacy & Awareness Committee, Portland State University conducted an audit of civics engagement of Portland Public Schools students.

C. In the Fall of 2015, the City Club Civics Education Advocacy & Awareness Committee presented these findings to Portland Public Schools administrators and Superintendent Smith prepared a response to the audit.

D. On November 23, 2015, the City Club Civics Education Advocacy & Awareness Committee made six recommendations to the Board of Education's Teaching and Learning Committee to strengthen the preparation of our students to be engaged citizens of our city.

E. These recommendations contribute to the District's ongoing effort to achieve our district mission, "Every student by name, prepared for college, career and participation as an active community member, regardless of race, income or zip code".

F. These recommendations support our Social Studies goal, to provide all students with academic and authentic learning opportunities that both ignite their passion for learning and enhance their abilities and motivation to contribute as citizens.

G. The Teaching and Learning Committee moves forward the following recommendations:

1) Provide guidance on the role of civic engagement within the general student and program expectations of the district, and to engage the City Club Civics Education Advocacy & Awareness Committee in the adoption process of new curriculum to help assure that "civic engagement" is supported by these materials.

2) Provide schools with support staffing, either at the district or school level that can assist with civic engagement programs and coordination. Specific Social Studies support will be added as part of the adoption process.

3) Expand the offering of professional development for teachers interested in initiating or expanding participation in civic engagement strategies, and for those opportunities to be practical and current and in alignment with new curriculum adoptions.

4) Strengthen and expand the role of community-based partners to reach more students and provide personnel to assist in implementation, continuing to connect high school students with community leaders and the ideas and issues that engage them.

5) Support the Office of College and Career Readiness to review current Policies and Administrative Directives to determine how to support academic recognition/credit for community based learning and service opportunities for students.

6) Continue to look for opportunities to highlight the numerous contributions of students and PPS teachers to local, state and national issues through media outlets and district publications.

RESOLUTION

1. The Board of Education appreciates the tremendous work of the City Club Civics Education and Advocacy Committee and adopts the recommendations from the Teaching and Learning Committee to support civics education for all Portland Public School students.

RESOLUTION No. 5202

A Resolution Regarding Depository Banks
for the Funds of the Portland Public School District (School District No. 1-J, Multnomah County Oregon)

RECITALS

A.   On October 27, 2008, the Board of Education ("Board") passed Resolution No. 3992, designating Wells Fargo Bank as the District's depository institution. In addition, in May 2013 the Board initially adopted Cash Management Policy 8.020.010-P.

B.   The District now desires to pass a resolution to name other banks in addition to Wells Fargo Bank, N.A. as a depository of the funds of the District;

C.   The District desires to supplement and/or modify Resolution 3992 as provided below;

D.   The Business and Operations Committee has reviewed this resolution at its meeting on December 7, 2015 and recommends that the Board of Education adopt it to continue current and prospective banking operations.

RESOLUTION

1.   Any one of the following of the District's officers [*designate titles only*];

 Chief Financial Officer   ,   **Chief Operating Officer**   ,

(each such designated officer an "Officer"), is individually authorized to: (a) open or close one or more deposit and/or securities accounts (the "Accounts") with any depository institution qualified by the Oregon State Treasurer under Oregon Revised Statutes (O.R.S.) 295 (herein after called "Bank") which account shall be in the name of the District; (b) execute and deliver in the District's name such agreement(s) regarding the Accounts and the services related thereto as Bank may from time to time require; (c) authorize and execute transactions on the Accounts, including, without limitation, (i) signing checks and other instruments withdrawing funds from the Accounts, (ii) requesting funds transfers by Bank to and from the Accounts, (iii) entering into arrangements for the processing of automated clearing house ("ACH") debit entries and/or ACH credit entries to and from the Accounts, and (iv) endorsing on behalf of the District, and otherwise negotiating, checks and other items payable to the District; (d) incur overdrafts and other obligations in the Accounts at Bank in connection with any of the products, services, or activities authorized by these resolutions;

2.   Any one of the following of the District's officers [*designate titles only*];

 Director or Assistant Director of Accounting   **Senior Manager/Financial Systems**   ,
 Services   ,

 Senior Manager/Treasury   ,   .

(each such designated officer a "Limited Officer"), is authorized to: i) request funds transfers by Bank to and from the Accounts, (ii) enter into arrangements for the processing of automated clearing house ("ACH") debit entries and/or ACH credit entries to and from the Accounts.

3. Each Officer and each Limited Officer is individually authorized to designate one or more District officials (each such designated official, an "Official") to: (a) sign checks withdrawing funds from their respective school checking Accounts, including those payable to cash; and (b) issue and release stop payments on checks drawn on their respective school checking Accounts.

4. The District is authorized to enter into any other arrangements, agreements and documents with respect to any Bank's deposit and treasury management products and services, in such form and on such terms and conditions as may be agreed to by an Officer signing such agreements and documents, after appropriate Board of Education approval is obtained, if necessary;

5. Except to the extent provided otherwise in any agreement between the District and Bank, the District authorizes Bank to rely on any act or communication, including telephone, wire or electronic communication, purporting to be done by any Officer, Limited Officer or Official of the District if such reliance is in good faith, and the District shall be bound to Bank by any such act or communication relied on by Bank in good faith;

6. These resolutions are in addition to, and not by way of limitation on, other resolutions, if any, of the District in favor of Bank, and that the authority conferred by these resolutions shall be deemed retroactive and any and all acts authorized by these resolutions performed prior to the passage of these resolutions are hereby approved and ratified as the official acts and deeds of the District; and

7. Each of these resolutions shall continue in full force and effect until Bank has received express written notice of its rescission or modification by a resolution duly adopted by the District's Board of Education and certified by a Secretary or Deputy Clerk of the District."

Y. Awwad

RESOLUTION No. 5203

Approval of Head Start Recommendations and Reports Process

RECITALS

A. Federal requirements call for the Governing Board of a Head Start Program to approve recommendations and reports for the Program.

B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.

C. Head Start offered a briefing for Board Members on their recommendations and reports on December 8, 2015.

RESOLUTION

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the following Head Start recommendations and reports:

- Annual Report
- Self-Assessment Process for 2016
- School Readiness Plan
- School Readiness Plan including Action Plan

H. Adair

RESOLUTION No. 5204

Settlement Agreement

RESOLUTION

The authority to pay $40,000 is granted in a settlement agreement for employee Rebecca Underhill (Employee) to resolve all accepted and disputed Worker's Compensation claims and potential employment claims and secure Employee's resignation from employment in order to retire effective February 1, 2016.

This expenditure will be charged to the District's self-insurance fund 601.

Y. Awwad / J. Crelier

RESOLUTION No. 5205

<u>Minutes</u>

The following minutes are offered for adoption:

January 12, 2016