



# Action Plan

# Top 10 Outcome Priorities

*"Our Bill of Rights, Children & Youth"*

## **Student councils have authentic voice in decisions at their schools**

From Article I: *Voice*, Section a: *Voice in Education*

## **A voting position for youth is implemented for major City and County boards & commissions\***

From Article I: *Voice*, Section c: *Voice in the Community*

## **Youth gain free access to public transportation in order to support access to school, extra-curricular activities and employment\***

From Article II: *Education*, Section a: *Extra-Curricular Activities*; Article VI: *Recreation*, Section a. *Parks*

## **All students are safe and comfortable in their schools**

From Article II: *Education*, Section c: *Safety and Health of Students*

## **School-based health clinics provide needed services and youth perceive the clinics positively**

From Article III: *Health*, Sections a & b: *Physical & Mental Health*

## **All youth have access to a safe & supportive place to live/sleep**

From Article IV: *General Well-Being*, Section b: *Shelter*

## **Youth have access to bank/credit union accounts and are taught financial management skills, including how to manage credit**

From Article IV: *General Well-Being*, Section d: *Employment*

## **Youth do not experience verbal, emotional, physical or sexual abuse at home or at school**

From Article V: *Family, Home & Community*, Section a: *Safety & Protection*

\* The two outcomes noted above have been prioritized by the Multnomah Youth Commission's (MYC) work plan for 2008 through the creation of standing committees; two additional MYC standing committees have been established for 2008, focused on "Youth-focused Candidate Forums" and "Budget Advocacy."

## Voice Action Plan

“Our Bill of Rights, Children & Youth”

### Voice in Education

#### **Superintendents’ Student Advisory Council (SuperSAC), and similar student advisory groups in other districts, have authentic power**

- Develop strengthened roles for SuperSAC which could include teacher evaluations, school board elections, school closures and development, and/or disciplinary procedures
- Require superintendent to attend SuperSAC meetings
- Ensure SuperSAC has adequate staff support

#### **Student councils have authentic voice in decisions at their schools**

- Educate and involve the Oregon Association of Student Councils (OASC) in the Bill of Rights
- Work with OASC to create models for effective student council workplans
- Develop training for staff who work with student councils
- Gain principals' support for authentic student council power

### Voice in Health

#### **Youth know that they have the right to consent to any medical procedures once they are 16 years old**

- Launch an awareness campaign: posters and brochures in schools, doctors' offices, etc.

#### **All medical information regarding youth is presented so that youth can understand it**

- Launch an awareness campaign (as above): "If you don't understand, it's ok to ask!"
- Contact youth health experts and professionals about barriers to youth voice in health and develop further actions based on their suggestions

#### **Youth ages 16 and older can enroll themselves in the Oregon Health Plan**

- Contact the State of Oregon to explore legal issues; launch a campaign based on what we learn

### Voice in Community

#### **A voting position for youth is implemented for major City and County boards & commissions**

- Meet with elected officials and key staff to learn more about how best to achieve this
- Recruit youth through webpages, student councils, newsletters & bulletins

#### **Youth webpages inform youth about government, current issues and engagement opportunities**

- Support the current development and creation of youth portals for local government

#### **Voter registration increases among 18-year-olds**

- Student councils register teens to vote, including high school & college voter registration days

#### **Youth are engaged in the City and County budget process**

- The MYC and student councils advertise City and County budget forums
- The MYC reviews City and County budgets and organizes forums geared towards youth

#### **Youth are informed about candidates and ballot measures, and their opinions are publicized**

- [See Appendix A: MYC Action Plan: Candidate Forums]

## Extracurricular Opportunities

**Youth gain free access to public transportation in order to support access to school, extra-curricular activities and employment** (also found under "Recreation Action Plan: Parks")

- Work directly with Trimet, school districts, local government and other community partners to build awareness and support
- Create a document to clearly explain the need and highlight benefits to youth and the community
- Obtain an estimate of approximate costs and work with partners to secure on-going funding

**There is a student-driven process to create extracurricular activities**

- Empower and educate student groups to suggest & create activities; use clubs, fairs, student councils and other avenues to reach students

**Students have equal opportunity to participate in a variety of activities**

- Put announcements in school bulletins, papers, etc., and encourage teachers to read announcements about clubs, sports and other activities during class
- Open school activities to youth who attend private schools, alternative schools, schools other than their neighborhood school, and youth who are home schooled or not in school
- Advertise school activities outside of school (e.g. through Neighborhood Associations)

## Curriculum and Subjects

**Lesson plans and methods of teaching are relevant to students**

- Work with teachers, principals and districts to expand access to service-learning and real-life education opportunities outside of the classroom
- Partner with student councils to advocate expanded subjects and electives (see *Voice in Ed.*)

## Safety and Health of Students

**All students are safe and comfortable in their schools**

- Advocate for culturally competency training for educators
- Support/create "Stop Hate Speech" and "Diversity Leadership" programs and events in schools

## Individual Needs

**Appropriate learning opportunities are available for students of all learning styles**

- Advocate for curriculum activities that help students discover their favored learning style(s) and equip them to self-advocate for appropriate instruction methods
- Help expand teacher awareness and sensitivity to various learning styles

## School Funding

**Adequate funding is provided to schools at the state level**

- Partner with education advocacy groups who are active at the state level
- Help increase student participation in state-level education advocacy

**Students and teachers have access to the most up to date materials, and schools have more teachers and smaller class sizes**

- Add links to the City and County websites with education-related organizations and encourage donations to these organizations
- Help educate youth and communities about the impact of school bonds, levies, etc.

### *Preparation for the Future*

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**Students have authentic opportunities to learn about college, continuing education and careers**

- Advocate for college-credit options for high school students
- Partner with city-wide efforts to connect youth with school & careers through organizations like Connected by 25

## **Health Action Plan**

*“Our Bill of Rights, Children & Youth”*

### *Physical*

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**School-based health clinics provide needed services and youth perceive the clinics positively**

- Clinics provide students easier access to safe sex materials
- Clinics work with students to promote the various positive services they offer – not simply the safe sex services
- Clinics and students promote student volunteering in health clinics, possibly for school credit
- Clinic staff present to *all* students through an assembly or class visits in order to dispel stigma and encourage students to seek services

**Employers offer health care benefits to teen employees**

- No actions identified for this outcome

### *Mental*

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[See outcomes under “Physical”]

### *Spiritual*

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**Traditions and holidays of various religions are respected by schools**

- An effort is made by school districts to take into account the holidays of various religions when making the school calendar
- Students or districts create a district-wide survey to find out the prevalence of different religions within the district
- Support student efforts (such as petitions) to have their religion respected and taken into account by their school/district

## *Clothing*

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### **Youth have seasonally-appropriate clothing for all the important areas/events of their lives**

- School uniforms are available for free or at affordable prices
- Special clothing for interviews, prom, etc. are made available to youth
- Merchants/retail stores offer special “youth days” with discounted or free clothing for youth
- Create school-based clothing drives to benefit students

## *Shelter*

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### **All youth have access to a safe & supportive place to live/sleep**

- Increase shelter & transitional housing for pregnant and parenting teens, as well as other hard-to-reach youth
- Create a specific shelter/space for sexual minority youth
- Raise awareness amongst youth of the services that exist, such as 211
- Create a City/County youth website to help youth learn about services

### **The natural environment is respected and protected by youth and adults, as it represents our “global shelter”**

- No actions identified for this outcome

## *Food*

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### **Young people know how to purchase/prepare nutritious meals**

- Cooking classes are offered in schools, and students have a chance to practice these skills

### **Access to local, organic and whole foods is increased**

- Youth and their families learn the benefits of these foods
- School districts sponsor school gardens/farms and also work with families to purchase/grow food for the cafeteria

## *Employment*

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### **Youth have access to bank/credit union accounts and are taught financial management skills, including how to manage credit**

- Banks and credit unions offer youth accounts that do not require a joint account holder who can access their money
- Financial education is emphasized in school curriculum

### **More youth are prepared to get and maintain employment**

- Employers work with youth schedules and support their education
- Increase awareness of the City of Portland’s Disconnected Youth Tax Credit as an incentive to encourage businesses to hire low-income youth
- Youth receive job-readiness training, including interviewing, resumes and termination
- Create a community-wide competition/collaboration to create jobs for youth in non-profits, businesses, government and schools
- Advocate for and promote internship opportunities within government and other employers

# Family Home & Community Action Plan *“Our Bill of Rights, Children & Youth”*

## *Safety & Protection*

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### **Youth do not experience verbal, emotional, physical or sexual abuse at home or at school**

- Publicize child abuse reporting hotline (in school hallways, bathroom stalls, libraries, community centers, etc.)
- Support and publicize self-defense classes in schools, Women’s Strength, etc.
- Partner with and publicize organizations that prevent domestic violence
- Learn the consequences for hateful language at school and advocate for strict enforcement

### **Youth feel safe in and around their community**

- Support youth participation in neighborhood watches and associations
- Inform other youth about asking for courtesy bus stops after dark
- Advocate for more street lights and safe crossings near schools and other gathering places

## *Love and Value/Influences and Role Models*

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### **Youth have parental and adult role models**

- Support and publicize mentoring programs through CHIF, Oregon Mentors and other groups
- Increase student access to counselors and social workers in schools

### **Youth are equipped to fulfill larger roles in their community**

- Publicize existing service opportunities through organizations like the Boys and Girls Club and others
- Advocate for the media to portray a balanced and positive view of youth by inviting media to report positive youth projects and teaching youth how to make press releases.
- Support the presence of career counselors in schools and encourage them to develop existing student interests in a way that benefits the community

## *Privacy*

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**No outcomes identified**

## *Freedom from Discrimination and Prejudice*

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**[See all outcomes above for “Safety & Protection,” and also all outcomes from the Education Action Plan, “Safety & Health of Students”]**

## *Parks*

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### **Parks programs and activities are more accessible, especially for low-income youth**

- Free programming is increased, and a sliding scale is available when fees are charged
- “Parks pass” or scholarships are available to low-income youth

### **Parks are clean and safe**

- Ensure working drainage systems to avoid major puddles and mud
- Organize trash pick-ups with youth leaders to build a sense of ownership
- More trash cans and recycle bins are available in parks

### **Youth have a voice in parks decisions**

- Strengthen and highlight the work of the Parks Teen Councils and create a bureau-wide youth council for Portland Parks & Recreation

### **Youth gain free access to public transportation in order to support access to school, extra-curricular activities and employment** (*see Education Action Plan: Extracurricular Opportunities*)

## *Culture*

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### **24 hour/late night libraries are available**

- Advocate for funding to allow for later hours and more staff

### **There are more places to showcase youth art & music**

- Create youth-run spaces & venues that can be operated independent of adults
- Create adult/youth partnerships for creative spaces and businesses

### **Create “Arts Pass” to allow youth to go to plays cheaply**

- Seek sponsors and ask theatres, music venues, etc. to set aside a certain number of dedicated seats for youth
- Create free days at museums for youth

## *Exercise*

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### **Physical Education classes are required 2-3 times per week**

- Petition the school board to incorporate this into the curriculum

### **More free club sports are available**

- Offer scholarships and create partnerships with clubs and businesses

### **More indoor gyms/community centers are accessible for free**

- Gyms offer “free days” for youth

### **Membership on sports teams is accessible to all youth regardless of their ability to pay**

- Increase funding for sports to cover equipment/participation costs to students

## *Fun*

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### **All schools have recess and adequate free time during the day**

- Survey students at multiple schools to see if free time is included in the day and advocate for sufficient free time